University of Huddersfield
Teaching & Learning Conference 2016

Bridging the Gaps
Redefining Excellence in Teaching and Learning

Wednesday 14 September
The Business School

Programme may be subject to minor updates
Programme

Timings and Sessions

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Booking

To book your place please complete the online booking form

There are two themed sessions (A & B), please select your preferred choices using the information in the programme. For the afternoon session it is expected that you will attend your School’s planning session. Colleague’s from services can attend the Service session or alternatively choose to attend one of the School sessions should they have a connection.
Introduction

This year’s Teaching and Learning Conference, ‘Bridging the Gaps: redefining excellence in Teaching and Learning’, aims to discuss and identify key challenges for our institution. Together we will think about how to approach the changes needed to improve teaching and learning outcomes for our staff and students.

Following a keynote by Dr Steven Jones (see page 4) to set the scene for the day, delegates can choose from a number of sessions around the following themes:

• Teaching Excellence Framework
• Assessment and Feedback
• Causes of differences in student outcomes
• Talent management in Teaching and Learning
• Developing a sense of belonging

The themed sessions are an opportunity for us to focus on the Big Questions: the challenges that we face in HE, and to consider how to develop practices in areas that have been proven to impact positively on learning.

We know that when students feel part of a community and have ‘a sense of belonging’ they are more likely to stay on their course and have good progression and attainment outcomes.

We know that excellent teaching is a critical part of the student experience but what are the ways we can best support, develop, reward and share the practice of colleagues? How can we design and develop teaching that addresses the different needs of our students and how do we know when our teaching is successful?

The SU will be leading on two of the themed sessions and students will be invited to attend the Conference to offer their perspective in discussions and activities.

In the afternoon, delegates will join with School colleagues to plan changes for the coming year. There will be a cross-service session led by Sue White, Director of Computing and Library Services; to enable colleagues from Services to plan how to support the agenda of teaching excellence. Please see Page 15 for details of School-leads.

The day will be rounded off by the sharing of key points from the afternoon planning sessions in a plenary.
What questions can a Teaching Excellence Framework most usefully ask of the higher education sector?

Among the arguments made in the government’s recent White Paper on Higher Education is that a ‘rebalancing’ of research and teaching is needed. As a sector, we’ve become accustomed to close scrutiny of our research while our teaching has largely remained unaudited, sometimes over-reliant on the dedication of personally committed academics.

This keynote examines whether ‘excellence’ in teaching can be justly measured across a higher education sector as diverse as the UK’s, and considers the implications of such measurements on practice.

I argue that students’ learning at university is different from earlier, more instrumental educational experiences because students now have opportunities to become immersed in a culture of scholarly enquiry and research advancement, to learn first-hand from those leading their field, and to conspire in the creation of new knowledge.

So how might the proposed Teaching Excellence Framework avoid becoming a bureaucratic burden and instead incentive the sector to make better use of data, communicate more clearly with applicants, and draw on our own research to ensure that every student receives the teaching and support that’s best suited to their needs?
Dr Steven Jones: Biography
Dr Jones is a Senior Lecturer at the Manchester Institute of Education, which is part of The University of Manchester. He runs the university's PGCert in Higher Education and conducts research into policy and practice in post-compulsory education. He has co-authored reports for the Sutton Trust, the Joseph Rowntree Foundation and HEFCE, and is particularly interested in how students’ cultural and social capital affects their Higher Education experience, from application to employment. Dr Jones has presented research findings to Universities UK (2012), BIS (2014), HM Treasury (2014) and the ASCL (2015), as well as delivering a Westminster Briefing (2013) and addressing the Sunday Times Festival of Education (2013). He is a member of the Academic Reference Group, which reports to the government’s Social Mobility Advisory Group, and in November 2015 he spoke alongside the Minister for Universities and Science, Jo Johnson, at a meeting of the All-Party Parliamentary Universities group. He has blogged about Higher Education policy since 2013 and is listed as one of JISC’s top 50 social media influencers.

You can follow Steven on Twitter: @StevenJones_MCR
Or visit his personal HE blog

Additional information

Join in the conversation on Twitter
We would really like to hear from you throughout the day so if you do tweet please join in the conversation by using: #hudtlc16

You can follow the hashtag even if you do not have a twitter account.

We will be tweeting from @tali_hud

Photography and filming
Please be aware that photographs and filmed recording will be being taken at this conference and your image may be used for any of the University’s non-commercial purposes in all and any media, including without limitation, publicity brochures, websites, leaflets and any other marketing activity in its original format or edited or altered in any way which the University deems appropriate. You have the right to ask for your image to be removed and, after such request, the University will not use it in any new material.
Index of themed sessions: The Big Questions
There are two sets of ‘6’ parallel sessions; A and B - you can choose to go to 1 session from each set. Two of the sessions (A1/B1 and A2/B2) are repeated.

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A1/B1: The Teaching Excellence Framework: what questions does it raise for us?
Professor Christine Jarvis, PVC Teaching and Learning
Room: BSG/23

The TEF has major implications for the reputation and finances of universities and the outcomes of the teaching we are doing today (student satisfaction, retention, outcomes and achievement) will be reflected in our TEF result - indeed in our very ability to enter the TEF at all. This session asks how the TEF might make us interrogate our own practices and assumptions about our success in teaching and how it might make us take a deeper and more critical view of our own performance.

A2/B2: What can statistical data tell you about your students
Dr Paul Youngson, Head of Planning and Timetabling, PINS
Room: BSG/22

What can statistical data tell you about your students and your modules to inform your practice? This session will present ways to analyse the detailed data that the University gathers on students and their achievement on individual modules to inform your decisions about teaching and learning and about forms of assessment. Our student intake is very diverse but that diversity is unevenly dispersed across courses and modules. Which, if any, groups of students are under-achieving on your modules? Does that correlate with entry qualifications or with modes of attendance? Are students who live at home disadvantaged over those who live in halls? Are there correlations between achievement and data on ethnicity, gender or measures of social deprivation? Which groups of students achieve best with coursework rather than examinations on your modules? Of course, correlation is not causality and tutors cannot control all the variables, anyway. We can, however, attempt to mitigate for factors that lead to differential outcomes if we know what those factors might be. Above all, we will argue in this session, statistical analysis can get us to ask important questions about our courses and our practice.
A3: Introducing the 5Ps framework for talent management and career progression in teaching and learning: The opportunity of TEF

Professor Mike Kagioglou, Dean School of Art, Design and Architecture
Room: BSG/21

The upcoming TEF presents a unique opportunity for highlighting even further the critical role that T&L plays in HE and how it is valued by students and Universities. The session will introduce the 5Ps (Practice, Pounds, PhDs, Publications and Presence) framework which allows colleagues to map their career progression in a balanced scorecard approach. The framework also provides an opportunity for University leaders to manage talent and coach/mentor colleagues in fully realising their potential in T&L whilst still delivering value to students and other stakeholders. The session will be interactive and participants should come prepared to share their experiences with others!
Themed Sessions A: The Big Questions (continued)

A4: Reflecting on sources of variance in achievement

Professor Pete Sanderson, Dean School of Education and Professional Development

Room: BSG/20

The development of assessment tasks and grading of student achievement in higher education is a high stakes activity, just as it is in public examinations at A level, but the mechanisms for quality control of this activity through internal and external moderation are uneven in the extent to which they are systematic.

Those of us working in higher education would like to believe that the differences in grades achieved between students, between students on different courses, or on different modules, are entirely a measure of learning on the part of the student. But what if they result from inconsistent and sometimes inappropriate assessment practices on our part? Have we got the tools to evaluate our own practice?

This presentation will reflect on the concepts and research that may help us increase the reliability and validity of our assessment practices, and will focus on the following main ideas: legitimate and illegitimate difficulty in assessment tasks; cognitive process in the grading of expository texts like essays and analytic and heuristic approaches to grading judgements.

There are more questions than answers resulting from the material, but they are questions we should probably be asking.
Themed Sessions A: The Big Questions (continued)

A5: Sense of belonging: the Student Voice / Experience

Charlotte Jackson, VP Education at the Students’ Union

Room: BSG/19

Charlotte Jackson, the VP Education at the Students’ Union, will lead a session looking at our most recent research and feedback on students’ sense of belonging. She will consider different student profiles, the barriers they may face in coming to university and having a positive experience, with some discussion on what the university could do to further help and support its students.

There will then be an opportunity for you to speak to a panel of students about their time at Huddersfield, and how their own background and circumstances impacts upon their experience of Higher Education.
Themed Sessions A: The Big Questions (continued)

A6: Interdisciplinarity: a joined up approach

Dr Jess Power, Director of Teaching and Learning School of Art, Design and Architecture
Room: BSG/16

Today’s global society creates an environment characterised by ‘wicked’ or complex problems, the solutions to which require transcendence of traditional discipline-based boundaries, and new forms of knowledge-sharing and knowledge development. This creates a strong rationale for introducing elements of interdisciplinarity into teaching and learning, increasingly recognised as good practice by funding councils, professional bodies and articulated in government policy.

The session will explore opportunities and discuss best-practice models for working towards introducing interdisciplinarity into the student experience.
Themed Sessions B: The Big Questions

B3: Developing a student dashboard
Professor Jane Owen-Lynch, Dean School of Applied Sciences
BSG/21

The Dashboard Project is an initiative to investigate ways of using student data to inform interventions, leading to improved student performance.

Data about individual students, including previous assessment results, current in year marks, and proxy engagement information, will be collated into one place via an electronic dashboard for use by staff and students who can then use this information to plan appropriate strategies to consolidate and improve assessment performance.

The project has wide support across campus, including from the Students’ Union.

This session will provide a brief overview of how the Dashboard will look, the data that is currently accessible through the Dashboard, the use of that information through the personal tutor system and explore the options for its development in the future.
Themed Sessions B: The Big Questions

B4: Supporting your students with assessment and feedback

Staff and officers from the Students’ Union

BSG/20

Staff and officers from the Students’ Union will lead a session looking at what you can do to support your students to prevent them from falling foul of the academic integrity regulations.
Themed Sessions B: The Big Questions (continued)

B5: Peer Mentoring, the highs, lows and challenges

Presenter/s: Chris Ireland, Academic Skills Tutor, and John English, Senior Lecturer in Accountancy, The Business School

BSG/19

Despite the reported successes of such schemes, they are not always as fruitful as hoped. Indeed, “peer mentoring programs require very careful consideration in the planning and implementation phases in order for them to be effective from a student’s perspective” (Townsend, Schoo, & Dickson-Swift, 2012, p.1).

Participants in this session will discuss the challenges to the implementation of peer mentoring schemes, consider the elements of peer mentoring schemes that make them successful and explore what activities are appropriate for such schemes.

John is module leader of ‘Accountants in Organisations’ which has one of the University’s longest established peer mentoring schemes. Chris represents the Business School on the University Peer Mentoring Steering Group. John and Chris have collaborated closely over the last ten years focussing on enhancing the student experience, personal development and employability.

Reference

Themed Sessions B: The Big Questions (continued)

B6: Enterprise and Entrepreneurship: The TEF as opportunity?

Professor Gerard McElwee, Professor of Entrepreneurship, The Business School

BSG/16

Whatever the final outcome of the proposed Teaching and Excellence Framework and how it will be introduced across the HE sector; it may well be argued that if a strategic approach is taken in managing its implementation, it can be viewed as a significant opportunity as opposed to a threat.

Nowhere in the Green paper is enterprise or entrepreneurship mentioned, but in many ways these constructs are implicit in its five draft purposes. Moreover, employers and other stakeholders of the university are not mentioned other than obliquely in purpose 5 vis ‘provide clear information to help employers recruit students with better and known skills’

Despite the vapid nature of that purpose, Universities such as Huddersfield with its traditional focus on teaching excellence and close links with the local and regional community should be able to respond positively. This presentation poses some questions about enterprise and the university and the extent to which we (and our stakeholders) should be focusing more on providing opportunity for all students to experience a multi-disciplinary educational experience within an environment which enables and encourages start-ups, innovation and new venture creation.

Arguably, we (together with our stakeholders) should be providing all young people with clearly defined enterprising skills and attitudes, not just to set up ventures, but also to build their own careers and to stay employable.

To do this we need to rethink our curricula, our models of delivery and the way in which the community at large are an integral part of that vision.
School / Service-based planning sessions

*Bridging the gaps; redefining excellence in Teaching and Learning from 13.40 - 15.10pm*

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Business School - Ground Floor plan with session room allocations