How Learning Happens
Teaching and Learning Conference 2012,
Friday 14 September 08:45 -16:30

The 7th University Teaching and Learning Conference
Venue: The Business School
# Introduction

This year’s conference provides a forum for exchange around a core theme: How Learning Happens. The intention is to explore, share and expand our understanding of learning under different conditions and within different contexts, both academically and professionally. The conference asks how we might discuss how learning happens in a variety of different contexts. What, for example, are the conditions of possibility for inspirational learning encounters within the University? How is learning received, articulated and experienced by staff and students alike? How might we generate a focus on how learning happens, not only within the framework of the institution itself, but beyond, into the space of industry and professional working contexts?

The sub-themes for the conference address the following:

- **Inspirational Teaching** – evidencing different teaching approaches and curriculum design that motivate and engage students to learn
- **Improving Student Retention** – engaging and enabling students in the transition to and through the university system
- **Developing Vocational Pathways** – encouraging the creation of professional connections and personal learning networks
- **Uncovering the Complexities of Learning** – exploring our understanding of how people learn, for example through conceptualisations of learning and how these inform teaching
- **Learning Design and Development** – how to better design curricula in line with ‘How Learning Happens’

Learning encounters, when translated through the frameworks of curricula design, turn into pedagogical modes and formations that are subject to constant adjustment and adaptation. The specific needs and requirements of the learner and the diverse modes and practices of teaching and learning used to respond to these needs deserve further reflection. The learner and the learned, in this context, is never simply a unidirectional transmission of knowledge from teacher to student. As facilitators of educational experiences, we create openings for new and inspirational learning experiences with students, and students, in turn, cause us to encounter learning as a two-way process. Taking the time to reflect upon what it is that we do, and how it is that we learn to do it, allows both the known and unknown features of learning to become more visible to us. This conference invites you to join in the journey of articulating the complex character of learning.
Welcome and introduction

The day will start with a welcome and introduction from our Vice-Chancellor who will focus on the importance of delivering an inspirational learning experience for our students.

Enhancing the student teaching and learning experience continues to be at the centre of the Higher Education agenda and a central focus for our University. This makes it even more important that staff are continually developing different teaching approaches and curriculum design that motivate and engage students to learn and enable them to succeed.

Keynote

This year’s keynote will be delivered by Gráinne Conole, Professor of Learning Innovation at the University of Leicester. Prior to this post, she was Professor of E-learning in the Institute of Educational Technology at the Open University, UK. Gráinne has published and presented widely on the topic of learning design, e-learning and digital literacies. Her forthcoming book, Designing for Learning in an Open World (Springer), will be published in 2013.

One of the areas she is currently working on is “the 7Cs of design and delivery” framework, which provides staff with the tools for curriculum design and learning development (Arnellini, 2012; Conole, 2012). The 7Cs of Learning Design are: conceptualise, capture, create, communicate, collaborate, consider and consolidate and these are all key ingredients in “How Learning Happens”.

References


Lunch – ‘Meet and Eat’ including the ‘How Learning Happens’ Exhibition

In order to discover more about how students and staff learn, they were invited to reflect on how learning happens for them and submit an exhibit across a possible variety of formats, accompanied by a brief reflective statement. In addition to those selected by our judging panel, you will be able to vote for your favourite exhibit on the day.

The format for lunch this year offers you the opportunity to reflect on the morning’s sessions with colleagues from across the disciplines, and will begin in the Business School with drinks and canapés and a viewing of the exhibits. It will continue in Quayside with a two course sit-down lunch and networking session and finish with an announcement of exhibition winners.
Workshops and Presentations

Workshop session A: 11:40 - 12:40 pm
A01 Beyond YouTube: Making Learning Happen in the Media-rich Environment
A02 ‘What I Love Most in the World’
A03 ‘Houston, We Have a Problem’ (but it’s not rocket science)
A04 Intermediate Progression Points – Curriculum Design and Pedagogical Strategies to Better Manage the Second Year Blues
A05 Developing Reflective Thinking through Landscape and Environment
A06 Room for a Little One? Environmental Preferences, Productivity and Learning
A07 Huddle Street – a Hybrid Virtual Learning Environment for Interprofessional Learning
A08 Chinese Students’ Learning Experience
A09 Non Verbal Presentations by Students
A10 Themes of Drawing and Digital Context – Student Engagement with Theory and Practice Using the Tools of the Integrated Learning Portfolio
A11 Making Student Learning More Meaningful and Emotionally Engaging Through Mixed Visual and Audio Media
A12 Inspiring Learners with Video-Enhanced Assessment and Feedback
A13 Reflecting on the Academic’s Role in Teaching and Learning and Creative Approaches to Design

Presentation session B: 15:00 - 15:45 pm
B01 Making Accommodations in Assessments for Students on the Autistic Spectrum
B02 Action Learning in an Academic Context
B03 Not another PowerPoint Lecture
B04 Retention - Thematic Review Findings
B05 Empowerment, Responsibility and Learning in Clinical Legal Education
B06 Real World Social Work: Developing Digital Stories about Practice Placement Experiences
B07 Critical Thinking and International Research Students
B08 Developing the Professional Identity of Student Occupational Therapists
B09 Practice Learning in Student Groups – Possibilities in a Time of Reducing Work Placement Availability
B10 Managing the Masses: The Highs and Lows of Large Lecture Delivery
B11 Making Sense of Work Placement Learning Using Visual Tools and Talk
B12 Family Law – The Move from Traditional Delivery into a ‘New Age’
B13 Teaching and Learning Through Teamwork

Workshop Presentations

Session A: 11:40 - 12:40 pm
A01 Title: Beyond YouTube: Making Learning Happen in the Media-rich Environment
Presenter: Bob Davis (Music, Humanities and Media)

Details
The wealth of approaches available to us afforded by technology, social media and media rich technology such as YouTube, presents a number of challenges not least of which is that traditional academic models for learning have been challenged by the potential of the internet. Launched in 2005, YouTube has quickly found an in-road into everyday lives of people, not only for entertainment or self-promotion, but for education as the number of instructional material has allowed professionals and non-professionals to present their teaching or instructional material online. Alongside these developments, the success of the e-book format has opened the way to rethinking how learning happens. The aim of this workshop is to explore how learning happens in this new environment and to explore some of the implications that arise through extensions to this model using mobile technologies and social-media environments to extend the learning experience.

This workshop looks at an approach taken in the Music School to design an interactive learning package in the module Music for Moving Image. This is a largely theoretical/contextual module which traditionally led to a short 1500 word essay. This has been replaced by an interactive wiki and an online test. The workshop will be a practical exploration of the work undertaken so far in this area with participants engaging with the material developed for the module and investigating the potential of other related activities which promote learning. Evaluation of the approach will be set against the conceptual framework of affordance and an increasing awareness in educational research of the blurring of informal and formal learning as a means of engaging students.

Point for Discussion / engagement
Learning design, interactive and social media – use of UniLearn, wikis, peerwise, mobile computing (iPad).

Theme: Learning Design and Development
Session A continued: 11:40 - 12:40 pm

A02  Title: 'What I Love Most in the World'
     Presenter: Claudia Bordogna (Applied Sciences, Hospitality, Tourism, Leisure and Events)

Preparation for the workshop
Participants are asked to bring along a number of digital images that they can use during the workshop.

Details
The main aim of this session is to get HE Practitioners to consider how they feel when they are inspired. All too often we can forget why we decided to teach in the first place. Student surveys, grades, retention, problems, lack of motivation and changes in HE can have an effect on Practitioner motivation levels. This affects our ability to inspire our students. This one hour workshop session is aimed at going back to basics. It will involve Practitioners working independently, to ‘show and tell’ the group about something that they really, truly love. The idea is to focus on how the emotional connection between subject and delivery can be harnessed in the classroom environment. Designing effective teaching strategies and curriculum can only take place once Practitioners remember what it feels like to be really inspired and how that manifests itself as a feeling. Inspiration is about excitement, positivity, the future, love. It is these feelings we will then consider. We will ask:
• How can we harness it to design inspirational teaching?
• How can I feel like this every time I teach?
• Is it possible to always inspire, and if not what barriers exist?
• Why did I decide to teach in the first place?

Linked into this is the work of (Folkman and Lazarus, 1984) on Cognitive Appraisal Theory. We apply cognitive appraisals to all situations we find ourselves in. The behavioural and emotional responses we produce therefore, depends upon a cognitive appraisal of our current situation and is influenced by past experiences (Schachter and Singer, 1962). How do we feel about a situation and how we appraise it will affect our motivation and thus our behaviour. We will all appraise a situation differently. Based upon this, this session is not to tell the audience to consider daily hassles differently or cope better with major changes. It is about promoting an awareness of how we approach a situation and how we engage with it.

Point for Discussion / engagement
Self-reflection, interactive

Themes: Inspirational Teaching, Learning Design and Development

Session A continued: 11:40 - 12:40 pm

A03  Title: ‘Houston, We Have a Problem’ (but it’s not rocket science)
     Presenter: John Bush (Art, Design and Architecture)

Details
‘Oh no - my lecture theatre isn’t working!’

Essentially, this workshop session will address how to deal with a situation in which your laptop doesn’t hook up to ‘the system’ – or there are no electronic resources available.

It will attempt to analyse what creates a great learning experience for students and demonstrate that an inspired and passionate teacher will be able to create inspired and passionate learners (with or without the use of smart technology).

On the way it will look at planning and preparation and how critical these are to achieving the above objectives.

In my workshop, I intend to demonstrate ways of overcoming (or avoiding) ‘technical’ problems (such as a data projector not working – or the computer in a lecture theatre refusing to recognise a pen drive) by using some ‘old fashioned’ (mainly paper-based) teaching and learning aids. I also intend to demonstrate some more ‘high tech’ solutions, including the use of miniature data projectors, Raspberry Pi computing devices – and delivering lectures to students’ mobile devices. The workshop will be fun and interactive with resources supplied. (It is intended that this workshop will be linked to an afternoon presentation that demonstrates how to turn a humble PowerPoint into an inspirational learning experience.)

Point for Discussion / engagement
Using interactive resources

Theme: Inspirational Teaching

This workshop links to Presentation session B03: Not another PowerPoint Lecture that demonstrates how to turn a humble PowerPoint into an inspirational learning experience.
Session A continued: 11:40 - 12:40 pm

A04  Title: Intermediate Progression Points – Curriculum Design and Pedagogical Strategies to Better Manage the Second Year Blues

Presenters: Dr Rowan Bailey, Ian Massey and Dr Amanda Tinker (Art, Design and Architecture)

Details
What is commonly known as the ‘sophomore slump’ or ‘second year blues’ can be attributed to several stress related factors: fears surrounding increased levels of independent learning and self-directed study, social group cohesion with peers, personal development issues with pressures to cope with new life challenges, such as housing and finance issues (Schreiner, 2010). Evidence suggests that due to the amalgamation of these factors, students often experience a loss of engagement, struggle to manage a smooth transition into year two and, consequently, to get the best out of their intermediate level of undergraduate study (Grump, 2007).

One of the issues identified in a recent Academic Skills Report (Art, Design and Architecture, Learning Development Team, 2011) was that, although Advanced level (39%) and Foundation level (49%) students readily request one-to-one tutorials with Academic Skills Tutors, the lowest number was intermediate students. Only 17% of second year students accessed the service. This pattern was mirrored in taught session delivery, with only 19% of academic skills workshops being embedded at Intermediate level, compared to 43% at Foundation and 37% at Advanced. The University Embedding Skills Project (2011) also found that academic skills were assessed at Intermediate level but not often taught, having previously been ‘front-loaded’ at foundation level. Our role as facilitators for the learning journey of a student requires that we engage with the progression levels of a degree programme holistically, but, are we successfully identifying and implementing relevant ‘progression points’ for each level?

This workshop proposes to generate a discussion around pedagogical strategies that might better embed progressive learning into intermediate level curricula. It will invite participants to critically engage with the following questions:

- What do year 2 tutors identify as specific learning development issues at intermediate level?
- How are we currently enabling our students to apply the skills and knowledge acquired at foundation level, to the next stage, within our current curriculum?
- What specific ‘progression points’ are required at intermediate level, and how might they better prepare students for advanced level entry into final year?

References


Point for Discussion / engagement
Progressive learning, working with ‘progression points’, mapping foundation, intermediate and advanced level skills within curriculum design, student experience.

Themes: Improving Student Retention, Uncovering the complexities of learning, Learning Design and Development
A05  Title: Developing Reflective Thinking through Landscape and Environment  
Presenter: Sarah Williamson (Education and Professional Development)

Details
The aim of this workshop is to promote reflective thinking about teaching and learning through landscape and environment. The intention is to take participants on a guided reflective walk, a journey of thinking, along the campus canal footpath. Inspired by the work of scenographers such as Louise Ann Wilson, site-specific performance and walking artists such as Hamish Fulton, the walk will include elements of visual intervention, performance, poetry, readings and pauses for personal reflection. The landscape alongside the canal will be used to promote links between education theory and the practice of teaching. For example, participants will be asked to consider Mason’s (2002) ‘discipline of noticing’ as a teacher and researcher as they first become aware of their surroundings and environment at the beginning of the walk. The canal lock will present an opportunity to consider how ‘deep’ rather than ‘surface’ learning can be facilitated (Marton and Saljo 1976), and the canal bridges will provide opportunities for reflection about teaching and learning, and consideration of the poet Philip Larkin’s words that ‘always it is by bridges that we live’. The walk will need fine weather conditions to go ahead. In the event of bad weather, a photographic showcase of how the walk has previously been undertaken will be presented, with discussion of the underpinning ideas, theories and possibilities for transference.

Point for Discussion / engagement
Reflective walking, thinking, scenography

Theme: Inspirational Teaching

A06  Title: Room for a Little One? Environmental Preferences, Productivity and Learning  
Presenter: Bryony Ramsden (Computing and Library Services)

Details
This workshop is intended to prompt consideration and discussion of what constitutes an ‘appropriate’ informal learning space and the processes undertaken within it, with emphasis on the variation between personal preferences. Informal/public spaces used for learning processes vary greatly: from noisy communal spaces like cafés to silent individual study in libraries or at home, the choice can be entirely dependent on personal preference and the task to be completed. However, research on what kind of environment supports learning processes is predominantly based on environmental factors within formal spaces such as temperature, light, colour and noise, with little evidence to support design choices in informal spaces, or of measuring learning success in any space (Melhuish, 2010). The workshop will attempt to address the issue of what makes a supportive learning space beyond basic environmental comforts and encourage discussion of how that environment can be defined on an individual basis. The resulting dialogue should promote reflection on how shared learning spaces might be used by a variety of users with different preferences and what design ethos could be utilised in future building developments and refurbishments to engage users. Additionally, consideration of the difficulty in defining how to measure learning and productivity in informal spaces aims to encourage participants to think more about how they might work or expect others to work in these spaces, reflecting more on their own learning process.

The workshop will use a variety of materials to allow participants to design their ideal learning space (without any limitations to what it can include), with the aim to encourage proactive thought on what supports the participant’s own learning processes. Following on from the design process, similarities and differences in preferences will be identified, with a discussion of physical design choices such as furnishings, information resources, and IT requirements, as well as more philosophical concepts such as social versus individual learning, and how participants know or understand why their chosen design makes them more productive. Discussions will also consider the difficulty of designing less formal learning spaces such as libraries to support the variety of requirements learners have, and the sometimes unwritten rules they create for themselves and others sharing those spaces.

References
Point for Discussion / engagement
Materials for designing the ideal learning space are currently planned to include Lego, modelling clay, coloured pens and paper, or simply make a list of features, but if attendees have an iPad or similar device with them they can also choose to draw using an application already installed on it. I will provide these materials for the workshop myself.

Theme: Uncovering the complexities of learning

A07 Title: Huddle Street – a Hybrid Virtual Learning Environment for Interprofessional Learning
Presenters: Karen Currell (Human and Health Sciences) and Ruth Taylor (Computing and Engineering)

Session A continued: 11:40 - 12:40 pm

Details
Huddle Street is a 2D virtual street that will act as the interface for new and existing e-learning materials, digital resources, case studies etc. for healthcare students from different professions. The street will support the forthcoming new curriculum for nurse education at the university and its integration with other health professions by providing students, academics and service users with access to the virtual environment and its occupants. The environments, lives, social and healthcare needs of the streets occupants will provide a context and shared focus for different professions. Service users will be able to have a platform for their experiences and have their voices heard. Academics will be able to add or remove materials and expand the system over time ensuring that it remains contemporary and up to date. Following consultation with students the system will be designed to recognize and reward students who engage with the virtual inhabitants appropriately. Features, interactions and feedback more commonly associated with computer games will be built into the street. In this way, engagement will be promoted. The new virtual learning environment will use strong visual imagery which will support visual inferences that people find easy to understand. Huddle Street offers the potential to create an extremely rich and engaging teaching and learning space. Huddle Street has recently presented at an international conference and has since received significant interest for collaboration to develop Huddle Street.

Huddle Street has the potential to encourage professional connections and personal learning networks and is being designed for and with students and so is closely aligned to how learning happens, the theme of the conference this year. We have developed a working prototype which we plan to pilot commencing Sept 2012.

Point for Discussion / engagement
The workshop will involve group work, debate and discussion to explore the concept of Huddle Street and its potential for other applications beyond human and health science.

Theme: Uncovering the complexities of learning

<< Back to Workshop/Presentation Index
Session A continued: 11:40 - 12:40 pm

**A08  Title: Chinese Students’ Learning Experience**
**Presenter:** Dr Yun Gao (Art, Design and Architecture)

**Details**
Currently, there are estimated to be over 700 Chinese international students studying at different levels across all Schools in the University, representing the most significant single minority ethnic group in terms of numbers. Chinese students come to the UK with different expectations and a different understanding of the processes of teaching and learning. They may find it difficult to adapt to British approaches and benefit fully from the provision of the University. The aim of this project is to explore these differences in detail so that the students’ awareness can be increased and they can adapt more easily to Western systems, and so that tutors can understand the distinctive needs of Chinese students more fully and adapt their provision accordingly.

The specific objectives include an investigation of the following questions:

1. What are the common issues and difficulties most Chinese students are facing in their learning experience in the UK? Which of these are shared with other international students, and which are distinctive to Chinese students?

2. What are the common issues and difficulties most Chinese students are facing in their social and culture life in the UK? Which of these are shared with other international students, and which are distinctive to Chinese students?

3. What different learning needs and issues do undergraduate students and masters level students have? Chinese students come to UK universities with varied English competence, academic preparedness and social experience. There are clear distinctions between Chinese young people that were born before and after the 1990s. Is this a common issue with other international students that you are teaching?

4. What are the characteristics of Chinese students’ learning and how do they differ from those of Western students? Are there any observable sub-groups in terms of different approaches, attitudes to learning and levels of achievement?

5. What staff development needs arise for staff teaching Chinese students and other international students?

**References**


**Point for Discussion / engagement**
Do you find similar or different teaching and learning problems with international students that you are teaching? Do you find similar or different social and cultural problems with international students you know? How do those international students cope with their problems? What methods have you used to help students to overcome their problems?

**Theme:** Uncovering the complexities of learning
A09  Title: Non Verbal Presentations by Students  
Presenter: Bronwyn Roberts (Human and Health Sciences, Mental Health and Learning Disability)

Details
The importance of communicating in nursing is well recognised, it is an essential skill in person centred care and meeting holistic needs. As many as 16,665 people in England will have profound learning disabilities (Emerson, 2009). Many of these individuals will have none or very little verbal communications. Part of the skills of being a registered nurse for people with a learning disability is the ability to create and maximise many approaches to communication (Roberts in Grant et al 2010). There is also a perceived theory-practice gap in nursing (Landers, 2000) and an issue, as a nurse lecturer, I’m constantly striving to minimise. In implementing this assessment, the communication skills the students are gaining for effective practice are utilised in an academic assessment. The assessment which 2nd year student nurses undertake is an attempt to support creative communication and meet the academic criteria of the assessment.

The presentation will show two recent assessments and highlight how the students have utilised images to address learning outcomes:

The assessment:
Part 1: The student will complete a group assessment which will entail a non-verbal presentation. You will need to apply the knowledge gained in the module and also some analysis of contemporary issues. You will need as a group to negotiate the content with the module leader. Please ensure that the presentation meets the following outcome.

Knowledge and understanding outcome 2
Demonstrate knowledge of the role of the learning disability nurse in improving the quality of life for an individual with a learning disability

Point for Discussion / engagement
Do non-verbal presentations meet academic criteria?

Theme: Inspirational Teaching

Session A continued: 11:40 - 12:40 pm

A10  Title: Themes of Drawing and Digital Context – Student Engagement with Theory and Practice Using the Tools of the Integrated Learning Portfolio  
Presenters: Linda Lewis and Andrew Taylor (Art, Design and Architecture)

Details
This is a student-focused presentation, which provides a forum for Surface Design undergraduates to discuss and reflect upon their own approaches to digital drawing design practices and theory combined with computer resources. First year students and staff will share their experiences of teaching and learning encounters in year one using the Integrated Learning Portfolio (ILP) tool. The delivery of theoretical and contextual studies, visual design research and digital resources came together through three specific routes: themes of drawing, digital context, blending the physical and the virtual. These integrated projects gave students an opportunity to apply their knowledge and skills development across a variety of projects and for different outcomes. It also provided staff with new and innovative ways to present a more holistic and shared approach to course content. Parallel links on specific themes such as drawing lines within the urban landscape, creating shadow silhouettes, using the body as a tool for drawing, and cultivating fortuitous accidents in drawing practice, created a space for students to actively experience and find new ways to make connections in their digital drawing. This integrated approach at the level of content, made it possible for students to utilise, apply, improve and evolve their formal skills, as well their critical thinking through the relation between theory and practice, across the programme as a whole.

This practice-led approach to digital learning has proved successful with students, who now have a clearer sense of how they might make informed connections across modules, and establish their own practice independently.

The presentation will showcase student work including: reflective writing on drawing, digital drawings, design production, managing and organising work-flow using digital technologies, contextualising theoretically informed narratives of drawing within the contexts of art and design. Students will discuss how they have experienced and applied an integrated learning approach to their art and design practice and its future relevance for creative industries.

Point for Discussion / engagement
Drawing practices, reflective thinking and doing, the forms and contents of theory and practice

Themes: Inspirational Teaching, Uncovering the Complexities of Learning, Learning Design and Development
Session A continued: 11:40 - 12:40 pm

A11  Title: Making Student Learning More Meaningful and Emotionally Engaging Through Mixed Visual and Audio Media  
      Presenter: John Bonner (Computing and Engineering, Informatics)

Details
Unlike a conventional lecture, where interaction and delivery behaviour is generally predictable, this presentation presents suggestions for alternative and innovative delivery methods using different forms of visual and auditory modes through ‘performance lectures’. A performance lecture is distinct from a conventional lecture in several ways. Its primary purpose is not simply to impart knowledge didactically, but to find ways of making learning emotionally engaging. It explores ways of augmenting lecture delivery through a mixture of modal expressions, for example, recorded and live speech, animated text, spatially distributed soundscapes and music, combined with multiple video projections which can be simultaneously displayed on the floor, ceiling and adjacent walls.

The presentation will consider the rhetorical considerations of a performance lecture, such as representation of meaning and action and how conveyance of thought is presented to students. A performance lecture can be considered as a hybrid artefact stemming from three disciplines: cognitive psychology, performance art and interaction design. Seminal work from each field has helped to direct a development framework and has given us many sources of inspiration and tools for development and evaluation. Cognitive theories related to listening, seeing, memory have been used to shape what types of emotional experience could be produced. Interaction design offers analytical models such as activity theory. Performance art provides a strong historical context, creative inspiration and critical argument on the nature of performance. The research is related to understanding how different ‘modal expressions’ can be drawn together to provide meaningful and emotional learning experiences. The presentation will first discuss the constituent parts of the evolving framework. A demonstrator project will be described, a 12 minute ‘triptych’ video. The video consists of reportage of a manufacturing organisation using videos distributed across three large 50” plasma screens. The timeline of the footage is broken so the viewer simultaneously observes some aspects of the narrative before or after the key video footage that holds the audio. Results of an evaluation study will be presented and will conclude with a discussion of future work along with further research and development questions.

Point For Discussion / engagement
Performance lectures, learning theories and methods

Theme: Inspirational Teaching

A12  Title: Inspiring Learners with Video-Enhanced Assessment and Feedback  
      Presenters: James McDowell (Computing and Engineering, Informatics)

Details
Research into the affordance of video technologies to enhance teaching and learning has primarily focused on the use of discipline-specific instructional tutorial materials to scaffold the learning experience, while discrete and emerging pockets of work have begun to explore video as a medium through which to present learners with feedback in response to summative assessment.

Building on both the VERiFY pilot project, and the award-winning VELOCiTy strategy in the field of video-enhanced assessment and feedback (VEAF), the ReVERiFY project has seen the cultivation of a community of practice of Academic Champions charged with the exploration, implementation and evaluation of VEAF practices in their teaching. Over 500 learners around the University of Huddersfield have been receiving video-feedback on their work, and Champions have developed case studies of best practice emerging from courses taught in the Schools of Art and Design, Applied Sciences, Business, Computing and Engineering, Education and Professional Development, Human and Health Sciences, and Music and Humanities.

Exemplar case studies from across a broad range of different disciplines and subject areas have been developed to assist colleagues in identifying opportunities to bring the benefits of VEAF techniques to learners in their own modules and courses; this session introduces a selection of these case studies, examining how VEAF techniques were adapted for the different subject areas, exploring how VEAF techniques can be employed to provide greater inclusivity for learners with difficulties such as Asperger’s Syndrome and dyslexia, and reflecting on the learner evaluation of their impact on learning. Following the presentations of case studies, the session will be opened up for delegates to participate in discussions of best practice with Academic Champions, who will work with delegates to identify opportunities to enhance teaching, learning and assessment in their own modules and courses by augmenting their pedagogical approach with VEAF techniques.

Point For Discussion / engagement
VEAF techniques

Theme: Inspirational Teaching
Session A continued: 11:40 - 12:40 pm

**A13  Title:** Reflecting on the Academic’s Role in Teaching and Learning and Creative Approaches to Design

**Presenter:** Helen Walker (Staff Development Unit) and Kathrine Jensen (Teaching and Learning Institute)

**Details**
This workshop will provide an opportunity for colleagues to reflect on their conceptualisations of learning and what that means for their practice as teachers. By focusing on the different roles they take on in the design and delivery of their teaching and using a heuristic creativity technique, participants will be able to generate ideas for new approaches to learning design.

Modelling some alternative ways of working with groups the facilitative approach to the session will allow participants to identify how the ideas might apply within their own discipline and develop a set of actions to work on following the session. This approach also allows the participants to set the context for the session, so that they ‘own’ the content and their learning, increasing engagement and transfer of learning into other environments.

**References**

Baréz-Brown, Chris (2006) How to have kick-ass ideas: Get curious, get adventurous, get creative, Harper Element,75-119

MacLeod, Hugh (2009), Ignore Everybody and 39 Other Keys to Creativity, Portfolio


**Simon Majaro, (1988) ”MORPHOLOGICAL ANALYSIS”, Marketing Intelligence & Planning, Vol. 6 Iss: 2, pp.4 - 11**

**Point for Discussion / engagement**
Heuristic creativity techniques, group work, transferable learning

**Themes:** Inspirational Teaching, Uncovering the Complexities of Learning, Learning Design and Development
Presentation sessions

Session B: 15:00 - 15:45 pm

B01  Title: Making Accommodations in Assessments for Students on the Autistic Spectrum  
Presenters: Jackie Lane and Rebecca Kelly (UCO, Business School, Law)

Details
This paper aims to give an explanation of the nature of AS and ASD and how the syndrome impacts on a student’s ability to participate in the range of formal assessments encountered on a typical law course, although the principles can be applied to any further or higher education course with a requirement for formal assessment. Although not the most commonly encountered disability in a University, since the number of children diagnosed with the disorder rose steeply in the 1990’s, it is a reasonable assumption that the number of students entering Higher Education in the current decade will begin to increase significantly.

There is a focus on the legal requirements of all education providers to be proactive in the adjustments they make for students with disabilities, thus it is suggested that the proposals given in the paper for suitable alternatives to the way in which we currently assess are acted upon now, in anticipation of the entry on to our courses of ASD/ AS students in the near future, rather than as a reaction to such an event.

Key points/questions:
1. How accommodations can be made to all forms of assessment to improve inclusivity for disabled students, especially those with learning difficulties.
2. How this can be done while still assessing specified learning outcomes and satisfying the requirements of professional bodies.
3. Should professional bodies be persuaded to rethink the way in which they assess, from ‘A’ level, to vocational qualifications to postgraduate?
4. What experience do colleagues have of working with students with ASD or AS?

Point for Discussion / engagement
How we, in the Higher Education sector, can improve inclusivity by making suitable adjustments to formal assessments and thereby give greater equality of opportunity to students with Asperger’s Syndrome (AS) or Autistic Spectrum Disorder (ASD).

Theme: Learning Design and Development

Session B continued: 15:00 - 15:45 pm

B02  Title: Action Learning in an Academic Context  
Presenter: Dr Annie Yeadon-Lee (Business School, Extra Mile Awards Nominee – Leadership and Management)

Details
This 45 minute presentation will look at what action learning is, how and what students learn from using action learning, and how academics can build some or all of its principles into their curriculum delivery. Participants should have an interest in using action learning within their academic life.

Action learning is a continuous process of learning and reflection that occurs with the support of a group or ‘set’ of approximately six to eight participants, working on real issues with the intention of getting things done. The voluntary participants in the group or ‘set’ learn with and from one another and take forward an important issue with support of the other members of the set. The collaborative process promotes the premise that participants learn most effectively with, and from, other participants whilst dealing with the real world complexity of academic or organisational life.

Action learning and its principles are used extensively in the Business School on a range of differing programmes that include: The Doctor of Business/Public Administration; MBA, MSc Healthcare Management and BSc Enterprise.

Presentation Structure
The presentation will address the following points:
1. What is action learning and how it differs from other forms of group work.
2. An explanation of what an action learning set aims to achieve and how that happens.
3. An explanation of the differing roles the participants play in the learning set and how those principles can be used in other types of curriculum delivery.
4. An explanation of what and how participants learn from using action learning.

Point for Discussion / engagement
Action learning and curriculum delivery

Theme: Inspirational Teaching

<< Back to Workshop/Presentation Index
Session B continued: 15:00 - 15:45 pm

**B03**  
**Title:** Not another PowerPoint Lecture – Follow up to workshop A03  
**Presenter:** Jon Bush (Art, Design and Architecture)

**Details**
This presentation follows a morning workshop which addresses how to deal with a situation in which ‘the technology’ isn’t working in a lecture theatre (A03 – ‘Houston, we have a problem’ (but it’s not rocket science)).

It will demonstrate ways that ‘un-technical’ members of staff can turn a simple PowerPoint presentation into an inspirational learning experience by the use of built-in animation tools and SVG (Scalable Vector Graphics). It will use a lecture on the origins and development of ancient Rome as an example – and will involve ‘audience participation’ in the form of an ‘in-class’ test. I will look at ways of making an ‘ordinary’ Microsoft PowerPoint presentation more interesting, by adding animations and embedding scalable vector graphics (amongst other things).

**Point for Discussion / engagement**
PowerPoint presentations, built-in animation and scalable vector graphics

**Theme:** Inspirational Teaching

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**B04**  
**Title:** Retention – Thematic Review Findings  
**Presenters:** Professor Chris Cowton and Sue Ford (Business School and Registry)

**Details**
To share the outputs and action plan from the 2012 Thematic Review on Retention at the University of Huddersfield.

**Point for Discussion / engagement**
Student Retention/Thematic Review

**Theme:** Improving Student Retention

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Session B continued: 15:00 - 15:45 pm

**B05**  
**Title:** Empowerment, Responsibility and Learning in Clinical Legal Education  
**Presenters:** Stuart Toddington, Philip Drake, Jane Tobbell (Business School, Law/Human and Health Sciences)

**Details**
Legal education and practice is a complex process which involves more than transmitting and receiving technical information. It has ethical, political and philosophical dimensions often neglected in Law Schools. In the shifting context of UK higher education (i.e. emphasis on employability/ high fees/ enhanced student experience) and of the changing future of legal provision, we need to think more imaginatively about the purpose and techniques of legal education. We look to the prospect of a more proactive and ethically holistic profession of the future where, as it is expressed in Art 1.1. of The European Lawyers Code of Conduct, lawyer’s duties are not simply ‘to plead the client’s cause, but to be the client’s adviser’. The Law School and the Department of Psychology intend to explore the social dynamics of learning in relation to clinical activity that offers role empowerment, autonomy and responsibility to the learner. Research shows that live-client, clinical legal teaching affects ethical consciousness. This can change not only pre-conceived ideas of the law, but attitudes to the solicitor/client relationship and to the importance of now imminent financial, as well as institutional and cultural obstacles to access to justice. We anticipate a dual pedagogical benefit: in addition to the new experience for law students and staff, psychology students – as part of their own research into learning - will work alongside law students and staff in the clinic, to monitor, evaluate and guide reflection. This study has important vocational implications: we hope that the psychological/legal collaboration might help us to gain an insight into how to develop learning through a ‘community of practice’ which links the philosophy of legal education with professional culture and the wider institutions of law.

The aims and intentions of the session are as follows:

1. To explain our view that the success of clinical education is to be found in an understanding of the psychology of social learning; specifically in the psychology of empowerment and autonomy in directing real problem solving projects.
2. To suggest that professional ethics in education can be approached from the point of view of reflection, empowerment and discovery as opposed to inculcation.
3. To share and promote the ideas of empowerment and explore the idea of ‘communities of practice’ in clinical legal education as a wider model for learning.

4. To explain our approach to developing vocational pathways in the light of dramatic changes to the legal environment, access to legal services and lawyer/client relationships.

References


Point for Discussion / engagement
Comparisons between legal and other forms of clinical education, similarities, differences etc., views on lawyers ethics in general, legal education and legal skills in the light of the dramatic reduction of access to legal services, tensions between ethically critical law students and employability, the ‘paradox’ of autonomy and employability (high success of employability of students on social justice clinics).

Themes: Developing Vocational Pathways, Uncovering the Complexities of Learning, Learning Design and Development

Session B continued: 15:00 - 15:45 pm

B06 Title: Real World Social Work: Developing Digital Stories about Practice Placement Experiences
Presenter: Ruth Neville (Human and Health Sciences, Social Work)

Details
This project offered university social work staff, the School’s learning Technology Advisor, the Royal Literary Fellow, service users and carers and students on the pre-qualifying MSc Social Work, the opportunity to gain practical experience and assess the potential of creating and assessing digital stories as a teaching and learning tool within social work education and training. Real World Social Work consists of a series of individual digital stories made by social work students during their first practice placement. (Digital stories take the form of ‘text’, usually spoken by the story maker, accompanied by still images and sometimes with music - ‘mini-films’ lasting between 2 and 4 minutes). These stories have as their key focus the reality of moving from academic studies to the work situation, from theory to practice. The story-making itself offered a useful reflective exercise for these students and the collected stories form a learning resource for students about to enter placement and/or employment and for practice educators/mentors including those undertaking post-qualifying training. Participating students also recognised skill acquisition and felt that digital stories present a useful tool for working directly with service users.

This workshop will offer opportunities to view and discuss:
1. The Project methodology
2. Key issues arising (e.g. tensions and contradictions arising from assessing reflective and creative work)
3. Key outcomes
4. Student feedback

All key points of the presentation will be visually illustrated by examples from the produced digital stories.

Point for Discussion / engagement
Digital stories, theory to practice, skill acquisition

Theme: Inspirational Teaching
Session B continued: 15:00 - 15:45 pm

**B07  Title: Critical Thinking and International Research Students**
**Presenter: Dr Tatyana Karpenko-Seccombe (Research and Enterprise)**

**Details**
The role of critical thinking in English for Academic Purposes (EAP) has been the subject of heated debate among scholars and EAP practitioners for at least twenty years. In the centre of this debate there are several principal issues: whether critical thinking is a culturally-specific phenomenon, what role is played by language in critical thinking and whether critical thinking is a generic or a subject-specific skill. These issues have a direct impact on teaching English for Academic Purposes in general and on teaching international PGR students in particular.

In this presentation I would like to discuss the repercussions this debate has on teaching critical writing to international PhD students.

The presentation will:
- Provide an overview of the on-going debate in the area of critical thinking
- Look into the special teaching needs of postgraduates
- Discuss some possible ways of overcoming cultural difficulties in teaching critical thinking to postgraduate researchers.

The main points to be discussed are:

1. International PGR students are different from other pre-sessional or in-sessional students in that they have different needs with regards to critical thinking which have to be addressed in a specific way. International PGR students are more mature and experienced in academic writing, albeit that this experience may be culturally-bound and different from the approach taken in UK universities.

2. The difficulties international students often experience in developing Western-style critical writing and reasoning are often rooted in their own cultural background. Understanding of the culturally-specific nature of reasoning can help teachers and supervisors address this problem.

3. Another barrier international students have in achieving critical writing skills, is language. Language problems related to understanding concepts of critical thinking and developing critical thinking skills can be addressed by clarifying some basic vocabulary and by teaching vocabulary specific for critical writing.

4. It is extremely important for EAP practitioners to cooperate with supervisors so that the individual students' needs are addressed.

**Point for Discussion / engagement**
International research students, critical thinking and reasoning, supervisor and EAP relationships

**Themes:** Improving Student Retention, Uncovering the Complexities of Learning
Session B continued: 15:00 - 15:45 pm

**B08**  
**Title:** Developing the Professional Identity of Student Occupational Therapists  
**Presenter:** Joanne Stead (Human and Health Sciences, Health and Rehabilitation)

**Details**
This presentation aims to question assumptions about how professional identity develops. Whilst focusing on the professional identity development of student occupational therapists and how this is affected by inter-professional working and increased genericism, it will have relevance to all health care professional educationalists who are increasingly questioning their own professional value. The presentation seeks to reaffirm the importance of developing firm professional identities when working in this current complex changing environment of blurred boundaries. It will encourage identification of successful educational processes which contribute to the development of professional identity of the undergraduate therapist.

There is a plethora of publications concerning the transition from a new graduate to an occupational therapy practitioner (Robertson, Griffiths, 2009, Morley, 2009). Research highlights that some of the difficulties that Occupational Therapists experience when entering the workforce include lack of confidence and problems with role clarity (Robertson, Griffiths, 2009). Less attention has been given to the journey that the student occupational therapist undertakes from enrolment on an undergraduate professional education programme prior to gaining their first post.

This paper will consider some of the literature which explores the student journey of becoming an occupational therapist. The key words occupational therapy undergraduate education, professional socialization, and professional identity were used to search for relevant literature.

Four themes emerged from the literature:

1. A lack of role models which limited student’s opportunities for professional acculturation and identity development.
2. Significance of practice learning.
3. Connection between theory and practice
4. Lack of confidence in communication skills.

The literature review has highlighted a gap in the research which focuses on the undergraduate journey to becoming an occupational therapist especially in a UK context.

The paper concludes by recognising that it is important that educational programmes are responsive to the changing needs of the students. It argues that future curriculum development should be informed by educational research which focuses on the student experience.

**References**


**Point for Discussion / engagement**
Professional identity and student inter-professional experience

**Themes: Uncovering the Complexities of Learning**
Session B continued: 15:00 - 15:45 pm

B09  Title: Practice Learning in Student Groups – Possibilities in a Time of Reducing Work Placement Availability
Presenters: Jim Reid and Karen Lomas (Education and Professional Development, Education and Community Studies)

Details
Enhancing employability through work placement is a key tenet of university programmes. Accordingly, the BA (Hons) programme within the School of Education and Professional Development offers students the opportunity to develop and demonstrate the essential knowledge and skills for employment through practice experience in children's and young people’s settings. Yet as the workforce and services contract, particularly in the public services, so does the availability of these placements.

It is an appropriate time to consider innovation in practice learning and enhancement of employability through work placements beyond the typical scenario that sees an individual student spending time with an individual organisation, or more particularly a single setting within that organisation. In such circumstances if six students were to have a work placement, in a school for example, this would involve six members of staff engaged with practice learning as mentors. An issue of this approach facing managers is one of resourcing and cost including teacher’s time away from classroom activities to facilitate practice learning and assessment.

This presentation provides an overview and feedback from an on-going project focussed on student work placements. In partnership with a primary school small groups of students have undertaken two types of work placements during the 2010/11 and 2011/12 academic years:

Utilising problem based learning and project management the first group of students worked across the school on a change project. The project was focused on environment and sustainability and involved the students working with the head teacher to plan, resource and construct a number of small gardens to grow vegetables. There was a garden for each class and so the students also had the opportunity to work with pupils and teachers on aspects of the curriculum, learning and interpersonally. The head teacher had the responsibility for managing and assessing student practice learning.

The second group of students are undertaking their work placement within the school on an individual basis, that is, one student with each class. Each student is part of the wider staff community and there is no requirement that they undertake any group work with each other, unless this develops organically. Students are therefore more focussed on class based activities and the needs of the pupils within that class. The head teacher maintains responsibility for managing the practice learning experience although more responsibility is given to class teacher’s to assess and provide evidence of student attainment.

The presentation will include an overview of the work placement project, including the views of the head teacher of the primary school. We will discuss considerations of approach in accessing, developing and maintaining work placements and the possibilities offered through a change management project in bringing added value to the work placement setting and the student learning experience.

Point for Discussion / engagement
Work placements and student learning experiences

Themes: Developing Vocational Pathways
B10  Title: Managing the Masses: The Highs and Lows of Large Lecture Delivery  
Presenter: Dr Karen Dennis (Art, Design and Architecture)

Details
The aim of this presentation is to explore, how as tutors we can engage students within a large lecture theatre and how we can keep their motivation and momentum going, through the development of innovative teaching and assessment methods.

The presentation will draw on work undertaken in the development of a history and context module delivered to approximately 220 1st year design students in which they worked towards an essay and presentation. Feedback collected from students will monitor their experiences of learning and their engagement with the subject matter.

Innovation in delivery will be explored with the view to developing transferable models applicable to other subject areas and pave the way for discussion into the advantages and disadvantages of teaching on this scale.

Of key importance will be the evaluation of student experiences of group work where they were asked to produce a book. This was done as a way of engaging students with physical materials and as a way of breaking down their fear towards books and reading. It was also done as a way of making the numbers more manageable and as a way of encouraging self and peer directed learning. For assessment they have been asked to present in front of a video camera for ease of assessment and these efforts will be similarly evaluated.

Also up for exploration will be personal reflections on how modules of this scale can be managed and effective tutoring put in place. This will consider the role and importance of email and virtual learning environments for keeping in touch and transferring key information. Reflections on social and political issues as they relate to ‘mass’ teaching and ‘mass’ education will also be reviewed. It is hoped that examples of work will be presented in the form of student presentations and examples of effective feedback will be highlighted showing ways in which students have effectively learnt within this environment. Recommendations for future development the module will be presented.

In essence, the presentation hopes to highlight how, with appropriate support mechanisms and technological back-up, large group teaching can be exhilarating and worthwhile. Initial evaluation has concluded that it can provide a unique platform for collaboration and if carried out correctly should not diminish the student experience.

Point for Discussion / engagement
Large lecture teaching, staff-student experiences of large-scale teaching (mass education), virtual learning environments and the use of the web, marrying the old with the new (books versus videos), group and collaborative work, sharing the assessment load.

Themes: Uncovering the Complexities of Learning
Session B continued: 15:00 - 15:45 pm

B11  Title: Making Sense of Work Placement Learning Using Visual Tools and Talk
     Presenter: Alison Bravington (Human and Health Sciences)

Details

In 2011-12, two qualitative research projects based at Huddersfield University’s Centre for Applied Psychological Research (CAPR) and the Teaching & Learning Institute (TALI) examined students’ experiential learning on work placements. Both projects used novel visual tools to facilitate interview dialogue about practice experiences. The use of visual methods in research is often justified by claims that they increase participants’ agency in shaping the research interaction. The visual tools used in the Huddersfield research projects helped students to decide which aspects of placement had been most useful to them. They also facilitated rich descriptions of episodes of experiential learning and generated dialogue which dovetailed with traditional taxonomies of learning, provoking the spontaneous analysis, synthesis and evaluation of work placement experiences. A positive response to using the tools from participating students suggests that there may be opportunities for their transfer into the learning environment.

This presentation will describe the two visual methods used in the research studies: the Pictor technique, a tool used to examine experiences of collaborative working, developed recently by Professor Nigel King and colleagues in CAPR, and the Placement Timeline, a temporal tool used to examine transitional points in learning, developed specifically for the TALI project.

The Pictor study: The philosophical grounding of the Pictor technique lies in symbolic interactionism – the notion that meaning-making is a social activity driven by interaction with others rather than residing within the individual. Pictor uses arrows representing social or professional roles to map out experiences of collaborative working, and gives the student freedom to create dynamic metaphorical, temporal or spatial representations as a way of reflecting on complex events in practice environments. The Huddersfield study examined how nursing and midwifery students use Pictor. It began as a Masters degree research project, and has subsequently continued with the support of CAPR.

The Placement Timeline study: The timeline technique has been used to facilitate reflection on work placements, offering students an opportunity to map out their placement experiences, take a broad overview, and focus in on transitional points in learning and personal development. It has been created in response to the needs of an ongoing TALI research project investigating work placement learning from the student’s perspective, and has been used in interviews with students across several academic schools. The project team includes Alison Bravington, Lisa Ward (Head of TALI), Dr Tina McAdie and Professor Nigel King (CAPR).

The presentation will:
1. Outline how Pictor and the Placement Timeline work;
2. Provide examples of how these tools have been used and evaluated by Huddersfield students in research interviews;
3. Draw links between talk elicited by the tools and traditional taxonomies of learning.

Point for Discussion / engagement

Is there a place for Pictor and the Placement Timeline in the existing toolbox of visual learning techniques? How could these techniques help in a classroom setting? Can visual tools contribute to evidencing learning outcomes?

Themes: Uncovering the Complexities of Learning
B12  Title: Family Law – The Move from Traditional Delivery into a ‘New Age’  
Presenters: Emma Seagreaves and Vince Pescod (Business School/Law)

Details
For a number of years, the Family Law Honours level module was delivered via traditional lectures/tutorials with assessment by means of coursework/examination. Students always expressed satisfaction and high levels of interest in the subject and performed well in the coursework, however, when it came to the examination, results were disappointing.

Several years ago, the team introduced a number of tutor marked formative assessment opportunities. Generally, there was found to be a correlation between those students who availed themselves of these opportunities and then went onto to perform well in the exam. Results as a whole, though, did not significantly improve and the Family Law team set about redesigning the module in an effort to address the issues.

In an age where students are entering higher education ill-equipped to cope with the traditional end of year examination and struggle with the transition to independent learning, the team felt that a move away from such traditional methods of assessment should be tried. The subject had always been taught with a practical focus as all members of the Family Law team are former family solicitors. Therefore, the team redesigned both the assessment and teaching methods of the module, not only to embed this practical focus but, if both teaching method and assessment were altered together, this would enable the team to be more creative with the summative assessment and with the way in which the formative assessment linked directly to the summative assessment.

Students’ expectations of the relationship between formative and summative assessment are high, as they see this of great importance to achieving a greater understanding and the team wished to build on this.

In the 2011-12 academic year, the Family Law team embarked on a new method of delivery utilising practical two-hour workshops with extensive use of formative assessment in the form of online tests at the end of each topic, together with questions in workshops which are either self-marked, peer marked or tutor marked, leading up to an in-class test at the end of each term. The in-class test consists of a series of MCQs together with a case study containing advice-giving questions. The case study is pre-released to the students prior to the in-class test.

Point for Discussion / engagement
In-class testing, formative and summative assessment, self-/peer-/tutor-marking.

Theme: Inspirational Teaching

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B13  Title: Teaching and Learning Through Team work  
Presenter: Caroline Pringle and Max Easterman (Music, Humanities and Media)

Details
Some of the best learning goes beyond learning outcomes and ensures that students have the opportunity to challenge themselves and to use skills learnt in other modules. Action based learning is at the core of a large number of the Journalism modules.

The digital radio station that Second second year students’ run for 7 days, is an assessment that enables leaders to rise to the top and allows hard workers to be recognised. It enables all students to experience working in a team that forms part of a larger group, with an element of risk, a very real engagement with their listening audience and a common goal. Using a variety of web platforms to allow the students to get direct feedback and this improves commitment to the project.

This is a highly intensive and challenging assessment which gives students the opportunity to gain a range of skills in broadcasting, journalism, social networking, news-gathering, design, delegation, diplomacy, organisation, reporting and much more. The assessment includes daily feedback from tutors, and time for the students to reflect on their performance.

This presentation will describe how the Digital Radio Production module culminates in a shared learning experience, how it encourages students to utilise professional skills and how it supports enterprise and innovation. It will demonstrate how students often go above and beyond in their dedication to the work involved on this module. They are engaged, enthusiastic and motivated, although they do feel it is a challenging and rigorous assignment/assessment, both technically and in terms of time commitment.

Point for Discussion / engagement
Action learning, student learning experiences, group and collaborative work, skill acquisition

Theme: Inspirational Teaching, Learning Design and Development

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<< Back to Workshop/Presentation Index