Annual Learning and Teaching Conference
Teaching Differently

2014
Foreword

Keynotes
Reflections on research-informed teaching as a tool for student engagement
Professor Robert Ackrill, Nottingham Business School

Open up to innovations
Professor Patrick McAndrew, Director, Institute of Educational Technology, The Open University

Sessions
Supporting differently: Unlocking the potential to learn
Sarah Baldwin, Gwyneth Eanor, Student Support Services

How students can support teaching through the Student Mentor Scheme at NTU
Sarah Johnson, Library and Learning Resources, Rachael Smith, Sarah Parnham, School of Education

Teaching international students using an individualised approach
Elisabeth Grindel, Nottingham Trent International College, Fausto Barlocco, Marco Baglieri, International Development

To Eyan or not to Eyan
Fiona Hunter, School of Education

Co-exploring uncharted territory: Students as active partners in negotiating module assessment criteria, module learning outcomes, and module content
Stuart Jolly, School of Science and Technology

Engaging mathematics students via e-assessment and screen annotation
Peter Rowlett, School of Science and Technology

The tutor dashboard: Lessons from the 2013-14 pilot
Ann Liggett, School of Social Sciences

Continued...
Sessons

Student engagement in technology
Jake Mairs, Information Systems, Jeanette Pearce, Thomas Bullous, Alex booth, students

Food4Thought: Experiences of creating and delivering an online sustainability certificate
Helen Puntha, Centre for Academic Development and Quality, Petra Molthan-Hill, Nottingham Business School, Grant Anderson, Estates Environment Team, Aldilla Dharmasamita, Nottingham Trent Students’ Union, Student Interns

What do we mean by the term teaching differently?
Lindsay Davies, Centre for Professional Learning and Development

Acceler8 postgraduate award: New development in teaching employability skills to international postgraduates seeking placements
James Goodwin, Pauline Smith, School of Science and Technology

Experiences of embedding opportunities for entrepreneurship
Stuart Jolly, Sarah Brennand, Nick Johnson, School of Social Sciences

The effectiveness of consultancy projects as a learning tool for students
Julie Rosborough, Liza Pybus, Nottingham Business School

Inter-university peer-assisted learning (PAL) enhancement across borders: Is it achievable? (a case study)
Shiva Sivasubramaniam, Christian Thode, School of Science and Technology, Fernandez Lopez, University of Leon, Spain

Games-based learning of systems analysis and design
Jon Tepper, School of Science and Technology

Teaching the ‘YouTube’ generation: Exploring the benefits of an interactive teaching approach in sustainable product design
Matthew Watkins, School of Architecture, Design and the Built Environment

Design for learning: Technology and collaboration
Elaine Haywood, Paul Waring Thomas, Nick Page, Cyndy Hawkins, Pat Wallis, School of Education and Stuart Jolly, School of Science and Technology

Scaling the digital landscape
Elaine Swift, CPLD, Sarah Metherall, Holly Pettifor, Sharon Potter, Sandra Price, Library and Learning Resources, Jane Challinor, School of Social Sciences

Creative classroom
Ken Marsden, Centre for Professional Learning and Development

Biographies

...Continued
These proceedings bring together papers presented at Nottingham Trent University’s Annual Learning and Teaching Conference 2014. The conference theme this year was teaching differently and was opened by the Pro Vice-Chancellor (Academic), Professor Chris Pole.

There were two keynote speakers this year. Robert Ackrill reflected on his experiences of the use of research informed teaching as a tool for enhancing students’ learning and Patrick McAndrew discussed how the Open University has continued to evolve and ‘teach differently’ since receiving a Royal Charter 45 years ago.

The ALTC could not take place without the support and commitment of colleagues who engage in discussion and sharing of practice. This year there saw one of the highest number of delegates to date and once again there was a wide range of papers, encompassing topics such as student engagement in technology, supporting differently, the effectiveness of consultancy projects as a learning tool for students, and the creative classroom.

Thanks are due to all colleagues who presented papers, chaired sessions, planned the programme, attended on the day and supported the event in many other ways.

Jane McNeil
Director of Academic Development
Keynotes

Professor Robert Ackrill, Nottingham Business School

Reflections on research-informed teaching as a tool for student engagement

View abstract

View PowerPoint slides of the presentation

Professor Patrick McAndrew, Director, Institute of Educational Technology, The Open University

Open up to innovations

View abstract

View pdf of the presentation
Supporting differently: Unlocking the potential to learn
Sarah Baldwin, Gwyneth Eanor

Student Support Services has experienced increasing demands for support from students with complex and multiple support needs. This has challenged us to look closely at the way in which we deliver support, and how we can better meet the needs of this student cohort. Focussing on the specific support needs associated with students who have neurological difficulties, this session presented individual case studies of students who have accessed specialist academic support in recent years and explored the development of tailored and bespoke support packages which are designed to enhance student retention, progression, aspiration and employability.

The first half of the session explored these cases and the approach taken by Student Support Services in detail, followed by a Panel discussion which considered the benefits of teaching differently through the delivery of an integrated academic tuition/academic support model. Delegates shared their experiences and views on these issues throughout the workshop, and it is hoped that they took away from the session some ideas about how to integrate our experiences into their general teaching practice.
How students can support teaching through the Student Mentor Scheme at NTU
Sarah Johnson, Rachael Smith, Sarah Parnham

The Student Mentor scheme, now in its fourth year at Nottingham Trent University, was set up in response to research which suggested that students who considered leaving university often did so because they lacked confidence in their studies (Foster et al., 2009). Further research found that one of the main reasons that students decided to stay, if they had considered leaving, was because of the support they received from family and the newfound friends they had made at university. The powerful influences of student to student relationships form the ethos of the Student Mentor scheme, and it would seem that encouraging students to participate in ‘educationally purposeful activities’ (Kuh et al. 2008) such as engaging in discussion with a Student Mentor may lead to students’ increased confidence and thus persistence at university.

Since its inception in 2009, in the five Schools where there was previously no other form of one-to-one academic writing support, the scheme has seen an increase in numbers of students accessing the Student Mentors each year. We are now operating in 7 of the 9 Schools at NTU, having recently been joined by the Nottingham Law School and the School of Art and Design. However, a pattern is emerging in terms of numbers of students accessing the Student Mentors by School. The School of Education persistently sees more students in drop-in and booked sessions than any other School and given the suggestion that Student Mentors can make the difference between students persisting or leaving university, what we seek is to replicate the practices of the Student Mentors in the School of Education in other Schools.

In this session we aimed to offer an overview of the workings of the scheme within a particular context and outline how embedding a Student Mentor scheme into the culture of a School could help to increase retention, enhance the student experience, improve confidence and help develop understanding. The scheme serves to reinforce the learning taking place in taught sessions and other less formal situations, giving students...
opportunities to reflect; experience deeper learning and develop independent and critical thought

View PowerPoint slides of the presentation

Return to contents page
Teaching international students using and individualised approach

Elisabeth Grindel, Fausto Barlocco, Marco Baglieri

Nottingham Trent International College (NTIC) offers international students the opportunity to enrol on Foundation, International Year One or Graduate Diploma courses to prepare them for study at Nottingham Trent University. In order to ease their transition, we adopt a truly individualised approach – fitting to the student’s journey throughout their education. We also follow the philosophy that students are holistic learners (Patel, 2003) who benefit from a broad offer of opportunities to take agency for their own learning. Our individualised approach is based on an adaptation of theories on network support of temporary migrants (Ryan et al, 2008), as we believe that international students benefit from social, pastoral, informational, language and academic support. This short paper will briefly outline the support we offer and how this will fit into the overarching aim to apply an individualised approach.

Academic Support

At NTIC we celebrate the cultural diversity of a learning environment where more than 60 different nationalities interact with each other daily. Aligning our teaching to theories of adjustment processes for migrants (Grindel, forthcoming), theories on (temporary) migration (Bell and Ward, 2000), culture shock (Oberg, 1960) and international student migration, we provide students with a mix of Subject, Skills for Study and Language for Study modules. Following our individualised approach we set assessments (formative and summative) that include self-reflexive tasks and topics that matter to international students as temporary migrants in the UK. Modules follow a discursive approach in which students not only apply subject knowledge and learn the skills of critical thinking and partaking in discussions, but also learn about and from their mutual experience of being temporary migrants regardless of their origins. We use blended learning to
enable students to partake in discussions through the use of forums and blogs. We offer regular diversity workshops, allowing students to showcase their origins and to debate their similarities and differences, and we actively encourage students to enhance their transferable skills through attendance at workshops, tutorial and clubs.

**Language Support**
An essential part of our academic provision consists of tailored Language for Study teaching, which students continue outside the classroom. Thus, we offer students the opportunity to practice their language skills through participation in social events (which of course links to social support), whilst socialising in our common room or enjoying a meal in our in-house authentic ethnic cuisine restaurant. Furthermore, we run weekly clubs in which students can further enhance their skills and practice their English. From September 2015, we will host students in our new accommodation building. Taking the approach of learning outside the classroom further, we will run evening and weekend entertainment and learning sessions in which students not only practice their English, but also build their international social networks with peers and alumni, which enhances their viewpoint of the world and aids their personal learning.

**Informational Support**
A simple task for resettlement is to have access to the right information that will aid one’s ability to get to know the local environment. NTIC students receive information through different sources, aiding the individual learning approach by catering for different learning styles. All students are given important information before arrival in the UK, both as written text and linked videos, websites and apps. Upon arrival, students start their individualised journey through participation in our welcome week. Turning the traditional dynamics of one speaker-audience upside down, during welcome week we refrain from a ‘lecture-style’ set-up and instead allow students to move through the building, exploring different rooms in which staff talk to them one-to-one, catering for individual needs. As part of this welcome week, students receive a tour of campus and city facilities that will prove important for them during their stay (including health centre, student union, shopping outlets, etc.). During the term, we further students’ local knowledge through organised trips and through the use of Guest Lecturers. The latter are local businessmen/women, who talk about their own experience of climbing the career ladder. Thereby, they not only allow students to practice their language in a diverse setting, they also function as cultural intermediates (Dyal and Dyal, 1981), bridging a path so often denied to international students.

**Pastoral Support**
At NTIC, we offer pastoral support in weekly tutorials and through a dedicated welfare team. All students benefit from a tutorial system that offers students 30 minutes of group tutorial sessions and 15 minutes of 1:1 tutorials with their designated Learning Support Tutor. This tutor is also their Study Skills tutor which on the one hand creates trust and on the other hand allows the tutor to incorporate the identified learning needs into
their teaching. Tutors also work closely with our dedicated welfare team in ensuring that the students receive all necessary support to avoid loneliness and (mental) health issues (McWither, 1997; Mori, 2000; Sawir, et al, 2007) in order to excel in their studies.

**Social Support**

Dyal and Dyal (1981) argue that international students use both co-national and international friends as cultural intermediates during their adjustment process and that a failure to do so often causes loneliness and isolation. This, in turn, could have tremendous effects on the students’ well-being (DiTommaso and Spinner, 1997; Lackland, 2001; Mori, 2000; Wiseman and Guttfreund, 1995). Thus, building opportunities for students to meet each other is a major part of catering for international students’ individual needs. At NTIC, we organise trips around the area, sports events, weekly clubs, bi-termly parties and Art and Design shows to stimulate our students to actively engage in their multicultural community. With the opening of our new accommodation, we shall further engage students in weekly activities, creating opportunities to meet co-national and international friends and acquaintances.

In summary, by catering for the different needs that international students have when first arriving in the UK, we are able to ease their transition to Nottingham Trent University and in so doing strengthen their ability to become independent agents for their own learning.

References


All students in Yr1 of the BA(Hons) in Primary Education with QTS attend a three day residential in Eyam, Derbyshire. This residential is now timetabled in the Autumn term, approximately five weeks into the course. The purpose of the residential is to explore a locality from a humanities perspective, from an outdoor learning perspective, and to provide opportunities for the students to develop strong professional relationships with their peers.

Fieldwork forms an essential part of the history and geography curriculum in primary schools; it is, therefore, important that we provide opportunities for our students to engage in fieldwork on a number of scales. Humanities education should provide a range of multi-sensory, experiential learning experiences which engage and enthuse pupils as well as empowering them to take control of their learning. It is believed that enabling our trainee teachers to explore the humanities and outdoor learning opportunities afforded at Eyam, they will have a deepening understanding of both the nature and best practice pedagogy of humanities education.

This session considered the impact the residential to Eyam has on the Yr1 students from both a professional and a personal perspective. A case study analysis of the impact of the visit was presented by Sophia Thorne who, having been to Eyam as a Yr1 student, planned and delivered a topic around Eyam. Part of this topic included Sophia planning, organising, risk assessing and leading a day visit to Eyam with her placement class.

Return to contents page
Co-exploring uncharted territory: Students as active partners in negotiating module assessment criteria, module learning outcomes and module content

Stuart Jolly

This session presented experiences of a module where students are active partners in negotiating the module;

- Learning outcomes
- Assessment criteria
- Academic topics to explore

This focuses on engaging students in shaping their individual learning through negotiating the design and assessment of the curriculum at a module level.

The engagement of students in shaping curriculum content and delivery, currently, typically occurs through involving students in course governance procedures, e.g. through participation as course representatives, or in the formal curriculum design process at a course level.

This is despite the fact that students’ most immediate experience of teaching, learning and assessment occurs at the level of the module, through their experiences of the module’s assessment, delivery and content.

Involving students at the module level offers the opportunity for all students to engage in the process, and to directly shape their own learning experience, through influencing the learning of their own module cohort.

This session aimed to identify the ethos behind the module, and present the students’ responses to the module, and the lecturer’s reflections.

Return to contents page
A first year module aims to ease the transition to university by starting in broadly A-level content and moving beyond this through the year. The module was redeveloped for 2013/14, including attempts to increase engagement by introduction of lecture capture (via on-screen annotation) and formative e-assessment. These changes were evaluated by two undergraduate students as their final year projects in mathematics education.

'Lecture capture' methods are ways of recording module content, in this case hand-written working. This might be from lectures, which are presented using tablet PC on-screen annotation and saved as static PDF documents, or additional materials recorded as video using tools such as a Livescribe smartpen or an iPad. There is a value in seeing mathematics performed live in real time (QAA, 2007; p. 17), so methods for capturing hand-written content in lectures and for recording short videos of mathematical exposition are valuable to students.

The evaluation gathered student views regarding different lecture techniques. Strong positive feedback was collected regarding the tablet PC lecture delivery. Feedback about supplementary material was generally very positive, especially the LiveScribe smartpen, with many students placing high value on the extra revision tools and worked examples available. Student responses regarding their lecture attendance suggested that this was unaffected by the mode of delivery for most. Mixed views were found regarding whether or not access to lecture notes online affects students' attendance.

E-assessment was introduced to provide an increase in opportunities for formative assessment and feedback, to improve student engagement with lecture content. For example, Sangwin (2012) reports a “strong correlation between engagement with, and success on, [e-assessment] formative exercise questions and final marks in traditional exams” (p. 12), perhaps due to the immediacy of the feedback compared with hand-marked work.
However, there are serious limitations to what can be set and marked automatically (Greenhow and Kamavi, 2012; p. 3) and these need to be examined in the context of this module.

Evaluation looked at formative assessment, with particular focus on e-assessment. Interviews and a questionnaire found that students are engaging with formative assessments and understand the reasons for doing them. Summative assessment results for five questions were compared to engagement with formative e-assessment tests on the same five topics. Overall, there is an indication that using e-assessment for a topic was associated with an improvement in summative mark, though the result was not statistically significant for all topics.

A question in the conference session asked about recording videos of lectures, rather than producing static notes, because these are popular with students and there is an advantage for students being able to pause and rewatch sections. In this module, because videos of whole lectures may not be beneficial to student learning (see Rowlett, 2011, for a discussion), short recordings of key examples were used instead.

References


The Tutor Dashboard: Lessons from the 2013-14 pilot
Ann Liggett, Ed Foster, Sarah Lawther, Mike Day

During 2013-14, NTU piloted a student dashboard on four first year courses. The dashboard provides personal tutors with information about how their students are engaging with different aspects of learning. The dashboard is potentially a very powerful tool for both tutors and students. It allows both to see how engaged individual students are, and that has benefits both for relationship building and preventing early withdrawal. Overall, feedback has been highly positive. In 2014, the student dashboard is to be rolled out across the University.

About the dashboard
The student dashboard originates in three pieces of work: an internal audit report on student retention, the NTU HERE Project (2008-11) research into student retention and success and a developmental project, started the previous year, between IS and an external IT company exploring the potential for effective learning analytics.

The NTU student dashboard has been designed around the working relationship between students and their course tutorial tutors. This is a pragmatic solution meaning that one tutor has 8-12 students to deal with; it is intended to enhance, not replace the course tutorial system. The dashboard is an online resource primarily developed for personal tutors and students. It draws data from numerous sources: the VLE, student records, the library, timetabling and our CRM software. This data is then displayed on a single screen for each student. In addition, the dashboard also compares students to other students in the same year on the same course. It provides a ranking, rating students from high to low. As might be expected, early indications show that ‘low’ rated students are more likely to withdraw early.
The dashboard also raises two alerts for the attention of personal tutors. If a student has no engagement at all for a fortnight (apart from during holidays) or fails an assignment the tutor is sent an email encouraging them to contact the student.

The NTU student dashboard has been tested with four first year courses in NBS, Education and Social Sciences. Over 40 tutors and 500 students were involved in the pilot. We have tested student feedback in three focus groups and using an online survey. Overall student feedback has been positive; once they have had the resource explained, they can see strong personal benefits. However, students also expressed concerns about privacy and whether the data would be used to ‘punish’ poor engagers. Staff feedback has also been positive. For relatively little time (less than 30 minutes a week in most cases), staff found that they have some extremely rich data about their students that has been genuinely valuable in their working lives. It is important to stress that this is a resource intended to augment the tutor-student relationships, not in anyway replace them.

From September 2014, the dashboard will be rolled out across the University. Training will take place in September for teaching staff.

Return to contents page
Student engagement in technology
Jake Mairs, Jeanette Pearce, Thomas Bullous, Alex Booth

Members of the IS Student Committee (ISSC) presented about how you can engage your students through the use of technology, from Prezi to text polls. ISSC is student-led group representative of all schools and years at NTU, working in partnership with Information Systems to improve IT across NTU. The session didn’t follow a typical style, however... students started delivering their presentation in a way in which they don’t want to be lectured, then changing to be engaging and thought-provoking. This change in delivery was aimed at inspiring academics to improve their practice through technology and proving how this can be done. Following this exceptional delivery, students discussed with the audience a range of things that can be done to engage your students, but more importantly to engage yourself in technology. If you have any post-conference queries, please don’t hesitate to contact ISSC via jake.mairs02@ntu.ac.uk.

We filmed the students session and it can be viewed here: https://www.dropbox.com/s/hwgh7cqyurs4g3u/VID00016.MP4.

Link to Prezi
Return to contents page
Food4Thought: Experiences of creating and delivering an online sustainability certificate

Helen Puntha, Petra Molthan-Hill, Grant Anderson, Adilla Dharmasamita

The ‘Sustainability in Practice’ certificate, part of the NTU Higher Education Academy Food4Thought project, is a flexible online certificate open to students and staff (the first of its kind at NTU). The session discussed the first round of the certificate (it will be run again possibly with some amendments). The certificate was comprised of 4 sessions and a video assessment piece to be completed in the participants’ own time within a 3 month period between November 2013 and January 2014. Session topics included the processes of designing and delivering the certificate and aspects of the certificate itself, some of which are transferable to offline courses including pedagogical tools, student-produced learning materials and student engagement techniques (i.e. techniques to support student engagement with subject matter and online learning activities).

The overall aim of the certificate was to facilitate student and staff understanding of sustainability. Some constructivists such as Novak (1998) believe that for learning to be meaningful it should encompass thinking (cognition), feeling (affect) and acting (motor or psychomotor). The certificate was designed to encompass all three aspects with the aim of providing a meaningful and transformative learning experience and supporting facilitation of the wider graduate attributes (beyond sustainability) needed for students to thrive in a world of ‘supercomplexity’ (Barnett 2000).

Background to Sustainability and the Certificate

The NTU Graduate Attribute speaks of understanding and appreciation of sustainability issues. Sustainability is a complex issue and the certificate attempted to facilitate understanding of it as follows:

- Using the focus topic of food as a critical global challenge to encourage application of the concept from the outset rather than limiting learning to theoretical understanding
- Encouraging participants’ to explore sustainability challenges through the lens of their personal, disciplinary and
interdisciplinary perspectives; in this way encouraging a real-world view and a thorough exploration of complex issues.

**Pedagogical tools employed within the certificate**

Digital artefacts such as videos, prezis, quizzes and discussion forums were the basis of in-session learning activities (students also undertook their own online research to complete a task for each session). Such artefacts and accompanying tasks were designed to facilitate skills such as critical thinking and communication skills. In particular the certificate exercised students’ intellectual agility by increasing their capacity to make connections between topics within and across disciplines such as encouraging students to research inter-disciplinary responses to sustainability challenges within the food life cycle.

**Student-as-Producer Model of Education**

Participant work in particular the video assessment pieces from the certificate, will be developed into teaching materials by the Green Academy interns. This will provide a unique opportunity for students to be co-creators of curriculum and will also ensure that teaching staff who have not participated in the certificate will have access to real-life examples of sustainability challenges and solutions from within and outside their disciplines. In this way the certificate will have impact beyond the immediate participants and support the embedding of the graduate attribute of global citizenship within the curriculum.

View PowerPoint slides of the presentation

**References**


What do we mean by the term teaching differently
Lindsay Davies

Designed with non-philosophers in mind, the aims of this interactive workshop were to critically investigate what we mean by the term ‘teaching differently’ and to explore the various meanings that emerge in different disciplinary, pedagogical or research contexts. This was effected through the application of two tools from the discipline of Philosophy: conceptual analysis & philosophical reflection. These tools can be invaluable in providing clarity in our communication with others - especially with relation to concepts, and the theoretical assumptions and implications surrounding their usages.

After an introduction to the tools and a demonstration of them in action, the participants noted down their current understanding of ‘teaching differently’ and then engaged in a series of individual and group interactive exercises applying the tools to their own definitions. This concluded with the opportunity to revise and refocus their formulations of the term.

Through engaging with this process we were able to capture our initial responses to this term:

- not the same (as...)
- different physical environment
- considering cultural perspectives
- not predictable
- diverse pedagogy
- leader becomes follower and vice versa
- supporting distinctively
- something students/we haven’t experienced before
- educating innovatively

We then explored the conditions in which ‘teaching differently’ would apply
and concluded that these would be:

- within the context of critical reflection on our practice
- to our practice in the classroom
- it also applies to the wider curriculum, the environment and estate, learning activities, the appropriate use of technology, and assessment strategies

Our last activity was to create a collective definition of ‘teaching differently’ based on our discussions and insights from engaging with the philosophical tools:

- Teaching differently is effective learner-focused change arising from critical reflection on our practices with the over-arching aim to motivate, facilitate and develop the academic maturation of our students.

We agreed that this was an initial definition and that it would be valuable to explore this further. The professional learning outcomes from this session included the opportunity for participants to identify what is meant by ‘teaching differently’ in their own and generic HE contexts, and by applying philosophical tools to this understanding thereby develop their critical and reflective skills. Participants were also encouraged to evaluate the benefits of using philosophical tools in their academic and professional practice, and to consider ways of transferring learning from this session into their learning and teaching practice.

References

Online at the University of Leeds website: http://www.seop.leeds.ac.uk/


Online at the BERA website http://www.bera.ac.uk/philosophy-as-educational-enquiry-and-critique/

View PowerPoint slides of the presentation

Return to contents page
Acceler8 Postgraduate Award—New developments in teaching employability skills to international postgraduates seeking placements

James Goodwin, Pauline Smith

With changes in UKBA visa requirements for international postgraduate students it has become increasingly difficult for them to obtain relevant work experience within the UK which can lead to an industrial placement. As a result of several governmental reviews of higher education, a renewed focus is now being made on the employability of students (Watson, 2011). Previous to the 2013/14 academic year the School of Science and Technology Employability Team had run a series of five workshops to help international students with the placement application process supporting them with many of the practical aspects of obtaining a relevant placement which would be counted towards a sandwich degree. Reviewing this through summer 2013 it was decided that a new approach to how this group of students were taught was needed to both increase engagement amongst international postgraduates and ensure that they had the best possible chance of obtaining a placement in very competitive marketplace. Working with employer and student feedback the team have launched the, elective extra-curricular, Acceler8 Postgraduate Employability Award. It was decided that an extracurricular award should be developed in line with the existing undergraduate Acceler8 that encouraged students to become involved in extracurricular activities and provide students with the learning environment to students to both recognise and understand the values of these experiences (Blackwell et al, 2001). The award requires students to:

- Attend six compulsory career planning related 'core' sessions
- Attend two skills sessions self-identified using a S.W.O.T. analysis.
- Submit a Skills Development Log, designed around the principles of Kolb’s experiential learning cycle (Kolb, 1984).
- Complete 30 hours of work experience.
- Attend an interview at the end of the process with a member of the team and a local employer.
Based upon feedback from members of AGCAS (Association of Graduate Careers Advisory Services) it was decided to begin by introducing students to the UK labour market. The success of this session was that it allowed students discuss their own experience of UK and international labour markets and construct their own conclusion, guided by a facilitator, of the demands of the UK labour market. Throughout the award an emphasis was placed on developing student’s sense of self-awareness using M.B.T.I. and aspects of N.L.P. to allow participants to see how they perceived the world and make decisions (Hodgson, 2006). One of the key successes of the award is how it has used theoretical concepts such as MBTI, S.W.O.T. and P.E.S.T. analysis to help students gain a better sense of their own skills and capabilities and how to align these to the demands of placement providers before introducing some of the more practical aspects of the career planning continuum such as CV writing and interview preparation.

The first cycle of the Award is due to finish in June 2014 and it is expected that approximately 70% of those signed up will completed the award. It is planned that the Award is reviewed in the summer of 2014 and discussions about full integration into the Accele8r award and roll out across the whole university with further recommendations being made to include further student-led employer-focused extra-curricular activity (Lamb, Perkin & Ahearn, 2012).

References:


Experiences of embedding opportunities for entrepreneurship
Stuart Jolly, Sarah Brennand, Nick Johnson

This session involved presenting lecturers’ initial experiences of embedding entrepreneurial opportunities in courses; including the creation of an cross-course entrepreneurship module, and the development of a student lead social enterprise, delivering sport coaching, physical activity and health interventions, to provide students with entrepreneurial experience.

Presenters outlined the content and assessment of the module, and experiences in setting up a student lead social enterprise, working with The Hive, a model that can potentially be adopted across other courses.

Return to contents page
The effectiveness of consultancy projects as a learning tool for students

Julie Rosborough, Liza Pybus

There has been a growing recognition of the need for Management education to embed practice in curricula (Thorpe and Rawlinson, 2013) and through this to provide an intrinsic engaged learning experience for students and skills development. A number of business schools have introduced student led consultancy projects into courses as a way of bringing this practical experience into the curriculum but Nottingham Business School has more experience than most. There are number of potentially positive outcomes of this approach to the university, staff and students. For the University it brings an opportunity to directly engage with industry, for staff it brings an opportunity to gain further insight into the nature of contemporary organisations to support both research and teaching practice and for students there are obvious learning opportunities combined with enhanced employability.

At Nottingham Business School, Consultancy Project modules have been in place for around 15 years and have seen over 1,000 Postgraduate students work with a range of client organisations which include everything from small SME’s, not for profit organisations and large corporates such as Experian, EON and Capital One. In recent years the Applied Consultancy Project has replaced the traditional dissertation on full-time MSc courses and is regarded as the final capstone module with a significant 40 credit point weighting. Learning outcomes associated with the module highlight the creative application knowledge to critically analyse and understand organisational issues and produce recommendations that provide genuine and practical benefit to the client and students are expected to draw on knowledge, theory and skills from previous modules to deliver a number of assessed pieces of work. Students work in supervised groups of five or six
on a client brief which has been reviewed and refined by the client and academic staff before students start their projects.

Previous studies on experiential learning have investigated how student skills development can be achieved through internships and placements (Swanson and Tomkovick, 2012). However, very few studies have focused on consultancy projects as a teaching tool and those that do exist tend to be concerned with skills development (see for example Ardley and Taylor, 2010). This paper will sought to address this gap by investigating the knowledge side of the learning experience and identify some of the challenges. Rather than exploring skills development, the study specifically focussed on student knowledge and application development and considered the tensions when academia and practice come together to work on live work based projects with the intention of achieving module learning outcomes.

Interviews with MSc Marketing staff and students who had previously taken part in the consultancy project were conducted allowing the study to help develop understanding of the effectiveness of consultancy projects as a teaching and learning tool.
Inter-university peer-assisted learning (PAL) enhancement across borders: Is it achievable? (a case study)

Shiva Sivasubramaniam, Christian Thode, Fernandez Lopez

Peer-Assisted Learning (PAL) has been established over a comprehensive range of undergraduate courses. However its suitability at post-graduate level and the applicability between two institutions have never been attempted. This collaborative study explored the possibility of using PAL between students from two universities (University of León, Spain and NTU) in the field of pharmacology. Since it was a new initiative, the production and oral presentation of a scientific talk was selected as an appropriate activity for this study. Several peer groups were set up by mixing Spanish and UK-based students; and members within each group provided peer feedback about their presentation. Students from each country were expected to use their personal emails, free internet facilities (such as Google Docs) and social media (e.g. Facebook) to interact with one another. Lecturers provided additional feedback about the contents and formal aspects of the presentation for the students to finalise the presentation document. Student presentations were simultaneously followed from both countries using free internet facilities (such as skype©). The success of this study was measured by obtaining student feedback in the form of the Likert scale and open-ended questionnaires.

The survey results have shown “ambivalent feelings” on the student satisfaction of this activity. The Spanish students strongly supported the activity; they thought the activity clearly improved their ability to (a) search for literature from reliable sources, (b) identify the main aspects of an allocated topic, and (c) present the talk to a multi-lingual audience. Above all they considered that this activity significantly improved their confidence in presenting. On the other hand the British students have highlighted the problems they faced during the PAL activity including (a) the language barrier, (b) sharing subject-specific knowledge and (c) communication difficulties using web-based interactions. However they agreed with the Spanish students that the activity was definitely useful to improve their scientific skills via collaborative learning. They felt the process was easy to handle due to peer support.
Interestingly, the overall performance of UK students in their oral presentation was found to be improved this year (via this activity) (average mark of 62%±8) compared to previous year (50%±12). Unfortunately, similar comparable data is not available for Spanish students as this activity was introduced only that academic year.

Overall, the data from this pilot study suggests that inter-university PAL can successfully be used to enhance interactive preparation and scientific communication. However, it also points out that (a) careful selection criteria for peer grouping and (b) reliable web-based networking tools are essential for the success of such activities.

View PowerPoint slides of presentation

Return to contents page
Games-based learning of systems analysis and design

Jon Tepper

This session describes an innovative approach to teaching that enables first year undergraduate students from a variety of computing and technology backgrounds to learn taught concepts in a way that is relevant to them and promotes deep learning.

Before 2012/13, all 200+ first year undergraduate computing and technology students at NTU had to attend the core 30 credit point module, Introduction to Systems Analysis and Design, where students learn about the systems development lifecycle (SDLC) businesses go through to develop, enhance or maintain a computer-based product or service (e.g. from a mobile phone or laptop to an online ordering system or a new VLE). This requires students to develop a wide range of technical and inter-personal skills such as working in teams, constructing project plans and applying systems thinking and modelling techniques in order to identify and solve system problems. The concepts taught are fundamental to any subject relating to the computing and technological sciences.

Although efficient from a programme design perspective, an issue of such large common modules is how to ensure relevance to the individual programme and associated student body. Previously, students had been given assessments that focused on the development of a common information system as it enabled the Module Leader to provide target answers/models and ensure high degrees of assessment reliability and validity across a team a five Module Tutors. However, students subsequently complained of the perceived lack of relevance of the module to them.

To address the issue of relevance, the approach taken during the academic year 2011/12 was to build on the success of McCrindle (2010), who used the notion of developing a physical prototype of a board game to facilitate 1st year Software Engineering students to understand the principles of software engineering at the University of Reading. McCrindle has used such an approach with 200+ first year students for over 6 years and reported much
success in getting students from a variety of computing and technology degree programmes to participate in the deep learning of software engineering concepts and acquiring strong inter-personal skills.

In 2011/12, we therefore adapted McCrindle’s model for the above NTU module such that first year students were required to design a board game to “teach management about a systems development methodology of the student’s choice”. Although students could base the board game on an existing popular board game (such as monopoly or trivial pursuit) the theme of game must be a systems development methodology relevant to their programme of study. This immediately focused the students on making the assessment relevant to them. This was an innovative shift away from the more popular “digital” games approach to supporting learning and teaching (Ulicsak and Wright, 2010; Groff, Howells and Cranmer 2010 and Van Eck 2006).

A subsequent analysis of the resulting marks with respect to a 3 year average revealed a 28% improvement in the minimum mark (42%) showing that the more challenged students were better able to engage with module. 4% and 7% improvements over the 3 year average mean and median mark respectively were also observed (61.3% mean and 62% median mark). Unfortunately, 8% poorer performance (at 81%) was observed for the maximum mark, however this is not entirely unexpected as previous assessment scenarios were closed rather than open-ended and this naturally placed more demand on students as they had to contextualise the assessment themselves.

In 2012/13, the module was superseded by an enhanced 40 credit point version called Systems Analysis and Design with Professional Development, again using the game-based approach and concept mapping to foster deep ‘constructivist’ learning.

We therefore presented a number of resulting board game designs produced by the students over the last two years (for the above modules) and revealed some very high-level unintended learning outcomes that have resulted in deliverables that are now being used in open day events.

References


Teaching the ‘YouTube’ generation: Exploring the benefits of an interactive teaching approach in sustainable product design

Matthew Watkins

The paper/presentation presented findings from a doctoral study, which investigated effective methods for teaching social sustainability within product design courses in British and Irish universities. Specifically exploring, how to foster a holistic understanding of the social aspects of sustainable product design amongst undergraduate and postgraduate students, through design thinking.

Perceived relevance is considered as a fundamental aspect in enabling students to engage deeply with sustainability. Authors note that ‘Net Generation’ learners have specific learning preferences that can be targeted in order to improve the students learning experience. Through the careful design of materials which build upon the students tendency towards visual learning and seeking increase relevance and motivation, by offering opportunities for collaborative learning and learning through discovery.

Three 'Rethinking Design' workshops were designed and developed as part of a doctoral study to introduce students to the wider social aspects of sustainability and these were conducted in five universities in Britain and Ireland. The workshops featured visually rich audio visual introductions followed by collaborative group based mind mapping activities, which were successful in fostering deep learning by facilitating learning through discovery, critical reflection, peer learning and creativity leading to an exploration of design thinking solutions.

View PowerPoint slides of presentation

Return to contents page
Design for learning: Technology and collaboration

Elaine Haywood, Paul Waring Thomas, Nick Page, Cyndy Hawkins, Pat Wallis, Stuart Jolly

The symposium is based around the experiences of lecturers taking part in the Scale-Up project at NTU, influenced by Robert Beichner and his concept of student collaboration in technology-rich environments. The acronym stands Scale-Up stands for ‘Student-Centred Active Learning Environment in Undergraduate Programmes’ and the aim is to flip the classroom. Students access content before the Scale-up session in order to collaboratively solve problems using this content in the session, supported by the lecturer as facilitator and with access to appropriate technology. The three presentations reported on experiences using this approach to engage undergraduates on the childhood studies course and postgraduate trainees studying to gain a teaching qualification in the School of Education.

The aim is to ensure sessions promote active and collaborative learning. The choice of problems relate to important concepts developed in each of the modules. Better engagement, deeper learning and more productive use of the time in session are the desired outcomes for this approach.

References
http://www.ncsu.edu/per/scaleup.html
Scaling the digital landscape

Elaine Swift, Sarah Metherall, Holly Pettifor, Sharon Potter, Sandra Price, Jane Challinor

The HEFCE-funded Changing the Learning Landscape programme is supporting small scale projects looking at embedding technologies within learning and teaching. As part of the SCALE-UP project, working with the Library, we have used CLL funding to investigate how employing students as Digital Skills Mentors can support the change in pedagogical approaches. These Digital Skills Mentors are acting as agents of change (Dunne and Zandstra, 2011) and are being employed within a first year module employing problem based learning methodologies to develop digital literacies (Gaffney et al, 2008).

Introduction

The Changing the Learning Landscape Programme is a sector wide programme that is strategically supporting the use of technology in learning and teaching. At NTU we are involved with the programme via an initiative that is looking at embedding Digital Practice as a core competence. Small scale funding of £500 offered us the opportunity to look at supporting digital practice in relation to the SCALE-UP project by employing two second year students as Digital Skills Mentors to work on one of the SCALE-UP modules, led by Jane Challinor, to focus on the digital skills of students participating in a flipped learning approach. The library, which also supported the module was also interested in how its support for Digital Practice could change, particularly in light of the observations from the SCALE-UP module.

Digital Skills Mentors Supporting Students

The workshop outlined how the library was keen to enable students as drivers of innovative practice and look at opportunities for developing staff-student partnerships. As part of the workshop the activities that the Digital Skills Mentors undertook were outlined, including shadowing on the information desk, following library staff supporting students and shadowing other methods the library uses to currently support Digital Practice for students. Numerous observations came out of the shadowing. (YouTube link)
The SCALE-UP module gave the Digital Skills Mentors the opportunity to work with a large class and observe some of the students’ use of technology. The sessions were generally designed to be highly interactive with a variety of online activities utilising technologies such as Google Drive, Padlet and TwitterFall. It was interesting to note how students on the module adapted to the flipped learning approach. In Term 1 they experienced problems with getting to grips with the Apple Macs and not finding materials on NOW but by Term 2 the students were using their own devices and recognising the importance of the using the techniques and technologies they were introduced to in the first term.

In terms of the overall experience the Digital Skills Mentors valued the experience beyond supporting the students with their Digital Practice skills especially in terms of supporting first years’ transition into the second year. (YouTube link).

The workshop gave participants an opportunity to reflect on how they might introduce more digital skills into modules or courses and what support they might need to achieve this. Key themes that came out of those discussions were:

**Student Digital Skills**
- Attitude of staff and students. Need to recognise transferable skills
- Data handling, critical reviewing information, critical thinking
- Digital note taking, managing information
- Confidence

**Staff Digital Skills**
- Time and confidence
- Clarity of purpose

**Environment**
- BYOD
- Quieter, smaller classrooms rather than lecture theatres

**Support**
- Removing barriers
- Collaboration technologies, i.e. forums, wikis etc

Link to Presentation: [https://now.ntu.ac.uk/d2l/lr/viewer/view.d2l?ou=6605&loIdentId=40967](https://now.ntu.ac.uk/d2l/lr/viewer/view.d2l?ou=6605&loIdentId=40967)

**References**

Too often there is too much emphasis on finding the right answer and conversely too little on looking for more than one right answer. As a result we tend to lose much of our imaginative power. This interactive workshop helped delegates to:

- Un-lock their creative potential and develop creative skills
- Generate different ideas for enhancing and being more innovative in their teaching and/or supporting learning role
- Think differently about their practice by taking on different creative roles

The workshop was divided into 3 sequential parts:

**Part 1** highlighted the importance of demonstrating mental flexibility and of being able to shift in and out of different roles in order to become more adaptable and creative. It looked at some key practitioners in this area and included some examples of “teaching differently” (based on the presenter’s personal experience) which helped to enhance student learning. Delegates were given the opportunity to engage in some visual and practical problem-solving activities (in preparation for Part 2).

**Part 2** invited participants to contribute towards a world café style activity designed to formulate ideas for “teaching differently” and to generate solutions for turning these ideas into action. In keeping with the world café philosophy, delegates engaged in peer review by discussing their ideas with one another at each table.

**Part 3** provided the opportunity for all delegates to display and further discuss their ideas and actions with each other. It also included an evaluation of the potential for further developing these approaches within the context of “teaching differently”.

The delegates generated an interesting and diverse range of ideas on how they could change one thing about their current role in either teaching and/
or supporting learning. It would have been preferable to have had allocated more time for further discussion of the ideas generated by the delegates. However, I received some very positive feedback from delegates directly after the session and one asked if I could provide a similar workshop and/or follow up support with their departmental colleagues.
Biographies

Robert Ackrill
Robert Ackrill is Professor of European Economics and Policy in Nottingham Business School, having arrived at NTU as a Senior Lecturer in 2000. Whilst promotions to Reader and Professor were primarily research-focused, research informed teaching played a prominent role in both applications. Rob has received EU Jean Monnet funding for a Module (2004) and a Chair in Economic Studies (2010), both of which required close links between research and teaching excellence. In 2012 Rob won the inaugural Nottingham Trent Students Union Outstanding Teaching Award (Nottingham Business School); and in 2013 he was one of two recipients of the inaugural Vice-Chancellor’s Teaching Award. Rob is widely published in the fields of EU policy issues, in particular the dynamics of public policies.

Grant Anderson
Grant Anderson is the NTU Environmental Manager with responsibility for coordinating all operational sustainability activities. Key areas of work include carbon, waste, transport and sustainable procurement management. He plays an active role in linking with Education for Sustainable Development work in curriculum and research and is a Green Academy Team member.

Marco Baglieri
Marco Baglieri obtained two Masters degrees at Leeds University. He successfully ran several international business enterprises and taught at College and University level. Marco now works as NTIC Programme Leader for Business, Computing and Enhancement.

Sara Baldwin
Sara Baldwin is the Student Services Manager for Disability services and has worked in a variety of academic settings. A former lecturer in Welfare policy, Sara is interested in developing effective and innovative support modals to promote a positive experience of Higher Education for disabled students.

Fausto Barlocco
Fausto Barlocco obtained his PhD from Loughborough University in Anthropology, focussing on collective identity in a minority ethnic group in Malaysian Borneo. He worked in Higher Education in the UK and recently published with Routledge. Fausto currently works as NTIC Programme Leader for Social Science, Law and Creative.

Alex Booth
Alex Booth is a Business Management & Economics undergraduate student in Nottingham Business School.

Thomas Bullous
Thomas Bullous is a Computing undergraduate student in the School of Science and Technology.
Sarah Brennand

Sarah Brennand is Course leader of B.Sc. Sports Science and Management.

Jane Challinor

Jane Challinor was recently awarded the Vice Chancellor Teaching Award. A principal lecturer in Social Sciences she is Subject Lead for Health and Social Care. She has spent many years developing, delivering and managing technology enhanced learning, blogging on a regular basis. Her interests lies in how technology can enhance student engagement and employability.

Lindsay Davies

Lindsay Davies is an Academic Practice Development Consultant in CPLD. She has a wide experience of teaching in HE and her research interests include pedagogic theories and the development of non-empirical research methodologies in education and creative disciplines.

Mike Day

Mike Day is Director of Information Systems at Nottingham Trent University.

Aldilla Dharmasamita

Aldilla Dharmasamita is an Associate Lecturer at NBS. Her areas of expertise are Sustainability & CSR, and her role includes supervising undergraduates’ research in these areas. Aldilla has been a key player in creating the online pedagogical tools, utilising Student-as-Producer model of education.

Gwyneth Eanor

Gwyneth Eanor is the Specialist Academic Support Coordinator, and has worked in Higher Education for the past 12 years. A former lecturer, Gwyneth has always had a strong interest in enabling disabled students to access Higher Education and has worked in Student Support roles since 2007.

Ed Foster

Ed Foster is the Student Engagement Manager at NTU. He works in CADQ exploring ways to help students engage with their studies. His primary research interests are student transition & the first year experience, student retention & success and improving student engagement with the curriculum, peers and tutors.

James Goodwin

James Goodwin is the Careers Consultant, supporting employability for the School of Science and Technology for both undergraduates and postgraduates. James has devised the employability award and currently delivers all of the core sessions and a selected number of the skills based sessions.

Elisabeth Grindel

Elisabeth Grindel obtained her PhD at Lancaster University (Sociology Department) on partners of international students, focussing on temporary and student migration. She previously taught at Universities in Germany and the UK. She joined Nottingham Trent International College (NTIC) as Programme Leader in October 2011 and works as NTIC Academic Director since November 2012.
Cyndy Hawkins
Cyndy Hawkins is a Senior Lecturer in Primary Education (ICT).

Elaine Haywood
Elaine Haywood is a Senior Lecturer in Primary Education (English).

Fiona Hunter
Fiona Hunter is a Senior Lecturer in the primary team with responsibility for Humanities across the primary courses. She is also the Yr1 Leader for the BA(Hons) in Primary Education undergraduate ITT programme; part of her remit is to create opportunities for students to develop positive professional relationships.

Nick Johnson
Nick Johnson is a Principal Lecturer at Nottingham Law School.

Sarah Johnson
Sarah Johnson has a responsibility for the creation of learning resources within the Learning Development Team and co-ordinates the Student Mentor scheme in 7 of the 9 Schools at NTU. She also supports staff and students in academic writing and study skills through workshops, and paper and online guides.

Stuart Jolly
Stuart Jolly is Course Leader for the B.Sc. Coaching and Sport Science degree.

Sarah Lawther
Sarah Lawther is a Learning and Teaching Officer in CADQ.

Ann Liggett
Ann Liggett is Principal Lecturer and Learning and Teaching Co-ordinator in the School of Social Sciences.

Fernandez Lopez
Fernandez Lopez is from the University of Leon, Spain.

Ken Marsden
Ken Marsden is responsible for leading the work of the academic practice development team within CPLD. He is responsible for leading CPLD’s work on implementing and developing NTU’s Learning and Teaching Professional Development Framework and the Researcher Development Framework.

Jake Mairs
Jake Mairs a placement student in Informations Systems, leading work on student engagement. Having previously worked for the Students’ Union and been an Engagement Manager at a sixth form college, he has a wide range of experience in this area.
Sarah Metherall
Sarah Metherall is a second year Health and Social Care course student. She is currently working as a Digital Skills Mentor with Jane Challinor and Sharon Potter supporting first year students with their digital literacy skills and working with the library to help develop LLR’s digital literacy provision for students at NTU.

Patrick McAndrew
Patrick McAndrew is Professor of Open Education and Director of the Institute of Educational Technology (IET) in the Open University. IET is a strategic academic unit carrying out research, supporting the University and offering post-graduate qualifications in online and distance education.

In his own research Professor McAndrew has taken a leading part in the development of approaches to open and free learning. Recent projects in this area include OpenLearn, OLnet, Bridge to Success and the OER Research Hub. These projects combine practice and research on the impact of openness. He has had an active role in over 40 funded-projects across technology enhanced learning. He has a degree in Mathematics from University of Oxford and a PhD in Computer Vision from Heriot-Watt University.

Petra Molthan-Hill
Petra Molthan-Hill is Principal Lecturer and as NBS Sustainability Coordinator responsible for embedding sustainability and business ethics into the business school curriculum. She leads the NTU Green Academy ’Food4Thought’ Project developing teaching methods on how to embed sustainability into various disciplines from Business Studies to Medieval History, to Astrophysics.

Nick Page
Nick Page is a Senior Lecturer in Primary Education (ICT)

Sarah Parnham
Sarah Parnham is a Student Academic Mentor for the School of Education supporting students with a variety of topics and helping them to develop their academic writing and study skills.

Jeanette Pearce
Jeannette Pearce is Psychology undergraduate student in the School of Social Sciences.

Holly Pettifor
Holly Pettifor is a second year Health and Social Care course student. She is currently working as a Digital Skills Mentor with Jane Challinor and Sharon Potter supporting first year students with their digital literacy skills and working with the library to help develop LLR’s digital literacy provision for students at NTU.
Sharon Potter

Sharon Potter is an experienced academic librarian, with previous roles in Government libraries. As Liaison Librarian for the School of Social Sciences she has been involved in numerous projects supporting and enhancing students’ learning at NTU. She is currently working alongside Jane Challinor as part of the SCALE-UP project.

Helen Puntha

Helen Puntha is a Research Officer for the Research and Development Team based in the Centre for Academic Development and Quality. Key areas of work include research informed teaching, feedback and sustainability in the curriculum. She is Deputy Lead of the Food4Thought Green Academy project.

Sandra Price

Sandra Price has worked in academic libraries for over 28 years and is currently the Academic Liaison Team Manager with responsibility for the LLR-wide remit of Information Literacy.

Liza Pybus

Liza Pybus is the Assistant Head of MSc Programmes at NBS and was instrumental to the introduction of the Applied Consultancy project and has spent over 15 years delivering this module for MSc Management students.

Julie Rosborough

Julie Rosborough is the Course Leader for MSc Marketing and has worked at Nottingham Business School (NBS) for four years. For 11 years Julie worked in various marketing roles. With her industry background, Julie is keen to explore the effectiveness of consultancy projects as a learning tool for students.

Peter Rowlett

Peter Rowlett is a Senior Lecturer and PhD student in the School of Science and Technology looking at the use of computers in assessment.

Shiva Sivasubramanian

Shiva Sivasubramanian is currently working as Principal Lecturer in Pharmacology. He is keen in promoting student-focused effective teaching, addressing the essential requirements for student employability. He is an active promoter of plagiarism deterrence within and outside the university and internationally known for his work on enhancing good academic writing.

Pauline Smith

Jamie Tinney works within the School of Education and contributes to both the BSc (Hons) Design & Technology Education course and the PGDE secondary ITE course. He is a member of the School of Education’s Blended and E-Learning Technologies Group and the Design.

Rachael Smith

Rachael Smith is a Senior lecturer with responsibility for the PGDE Computer Science with ICT initial teacher training strand as well as Course Leader of the MSc Computing in Education Course. Sarah is also a PGCHE learning set mentor and supports staff from across the university in identifying and implement stimulating and innovative teaching and learning methods to support student academic progression.
Alice South
Alice South is a final year BSc (Hons) Mathematics student.

Robert Sumner
Rob Sumner is a final year BSc (Hons) Mathematics student.

Elaine Swift
Elaine Swift is Digital Practice Manager in CPLD and is currently project lead for the Changing the Learning Landscape project supporting digital literacy at NTU. She has over 12 years’ experience leading and supporting the embedding of technology in learning and teaching in Higher Education.

Jon Tepper
Jon Tepper is currently a Principal Lecturer and Learning and Teaching Coordinator in the School of Science and Technology at Nottingham Trent University. Jon has extensive experience in educational development and has pedagogic research interests in developing intelligent outcomes-based design tools and using concept mapping for understanding knowledge evolution. In terms of subject-centred research, Jon is active in machine learning research applied to time series forecasting and natural language processing.

Christian Thode
Christian Thode is currently working as a Senior Lecturer in Pharmacology. As the Employability & Placement Convener for Biosciences, he has developed links with international partners to enhance research and placement activities. This study forms a part of his pedagogic research initiatives between NTU and University of León.

Pat Wallis
Pat Wallis is a Senior Lecturer in Professional Studies.

Paul Waring Thomas
Paul Waring Thomas is a Senior Lecturer in Primary Education (Science) and Programme leader for the Post Graduate course.

Matthew Watkins
Matthew Watkins is Course Leader for BSc Product Design.