TILT
Trent Institute for Learning and Teaching

Transforming Learning Through Scholarship

Programme and Abstracts

TILT Annual Learning and Teaching Conference

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Trent Institute for Learning and Teaching
Annual Learning and Teaching Conference
Tuesday 5 July 2016

Programme

08:15-08:45	**Registration and light breakfast** Newton Forum, Level 0
09:00-09:30	**Introduction and Welcome** **Professor Edward Peck, Vice-Chancellor, followed by** **Professor Eunice Simmons, Senior Pro Vice-Chancellor** Newton Lecture Theatre 2
09:35-10:35	**Parallel Sessions, Set 1 (A1-A5)** Newton Level 0 and Nottingham Conference Centre, Level 2
10:35-10:55	**Refreshments and networking (Posters and stands available to view)** Newton Level 0
11:00-12:00	**Parallel Sessions, Set 2 (B1-B4)** Newton Level 0 and Nottingham Conference Centre, Level 2
12:00-13:15	Lunch – The Old Library and the Old Museum, Newton
13:20-14:30	**Keynote address, introduced by Jane McNeil, Director of Academic Development** **Keynote: Professor Dilly Fung, Director of the Centre for Advancing Learning and Teaching (CALT) at University College London (UCL)** Newton Lecture Theatre 2
14:40-15:40	**Parallel Sessions, Set 3 (C1-C5)** Newton Level 0 and Nottingham Conference Centre, Level 2
15:45-16:15	**Parallel Sessions, Set 4 (D1-D4)** Newton Level 0 and Nottingham Conference Centre, Level 2
16:15-17:00	**Post event drinks and networking** Newton Forum Level 0

Keynote speaker

Professor Dilly Fung

Introduced by **Jane McNeil, Director of Academic Development**

A vision for 'good' education: towards a Connected Curriculum

As we develop our educational provision, how do we know that we're improving it and not just changing it? How are we, explicitly or tacitly, characterising 'good' education, both in the disciplines and across the institution? And how can we build on the synergies between our research, professional practice and teaching, within and beyond our departments, to enhance students' learning and even enrich our research?

In this session Professor Dilly Fung will draw on the field of philosophical hermeneutics (Fairfield ed. 2012) to explore these fundamental questions, and consider the relationship between education, research, scholarship and values: what is at the heart of the academic mission? Is the purpose of higher education to provide individuals with what they need to succeed in a competitive world, or is it advancing 'the global common good' (UNESCO 2015)?

Considering issues of academic freedom for both academics and students, we will then look at new possibilities for values-based curriculum design, using UCL's Connected Curriculum initiative as a case study. Connected Curriculum (Fung 2015) takes a distinctive approach to research-based education. Exploring its practical benefits and the ways in which students are being engaged as partners in taking forward the vision through the UCL ChangeMakers initiative, we will also consider barriers to educational change. What needs to be done at institutional level to show wholesale commitment to educational excellence?

The presentation will conclude with time for dialogue: how do these ideas and practices resonate with staff and students at NTU?

Further reading

Fairfield, Paul. (ed.) 2012. *Education, Dialogue and Hermeneutics.* London: Continnuum-3PL.

Fung, Dilly. 2015. *UCL Connected Curriculum: A Distinctive Approach to Research-based Education:* http://www.ucl.ac.uk/teaching-learning/connected-curriculum/CC_Brochure__for_online_viewing_.pdf

Fung, Dilly. Forthcoming. *A Connected Curriculum for Higher Education.* London: UCL Press.

Fung, Dilly and Claire Gordon. 2016. *Rewarding Educators and Education Leaders in Research-Intensive Institutions.* York UK: HE Academy: https://www.heacademy.ac.uk/sites/default/files/rewarding_educators_and_education_leaders.pdf
UNESCO. (2015). *Rethinking Education: Towards a Global Common Good?* Paris: United Nations Educational, Scientific and Cultural Organization.

Biography

Dilly Fung is Professor of Higher Education Development and Academic Director of the Centre for Advancing Learning and Teaching at UCL (University College London). She is leading a series of ambitious initiatives designed to advance research-based education at UCL, including the innovative 'Connected Curriculum' project.

This project aims to bring research and education much closer together for students and for staff at all levels of study, and to promote outward-looking, audience-focused assessments. Other key areas include UCL Arena, an HEA-accredited CPD scheme focused on research-based education, and UCL ChangeMakers, an initiative designed to give students opportunities to lead on transformational projects.

Trent Institute for Learning and Teaching

Parallel sessions A1-A5   **09:35-10.35**

Session

A1

Room
Adams

Chair
Ellie
Kennedy

Active and enquiry-based approaches to learning and teaching
Mhairi Bowe, Gareth Williams, School of Social Sciences; Nicky-Jane Kerr-Gilbert, School of Education; Udaramati Pope, Centre for Professional Learning and Development; Helen Puntha, Centre for Academic Development and Quality (TILT Active and Enquiry Based Approaches to Learning and Teaching Group)

The session presents a discussion about enquiry-based learning and Mindset theory. Our aim is to explore the underpinnings of these approaches and consider the challenges and opportunities in teaching practice with three case studies from different areas in higher education.

Utilising the theory and practice of Youth Transition to foster student employability: A case study: BA Youth Studies
Angela Vesey, Anne Owen, School of Social Sciences

Using the BA Youth Studies Transition and Practice module as the focus for this workshop, the facilitators will share their experiences and those of their students in delivering and assessing a new approach to employability in the curriculum at level 6 this academic year.

A2

Room
Bowden

Chair
Ana Souto

Do something different
David Fairhurst, School of Science and Technology (TILT Multi-disciplinary Working Group)

We all have dreams; however realising them can be difficult, particularly if they don't fit into the usual boxes. Come and share your ambitious project ideas, and contribute to some that have already started including Molecular Ballet, Creative Spaces and NTU Scholars.

Interactivity: What's the worst that could happen?
David Ellicott, School of Social Sciences and Centre for Academic Development and Quality; Faye Taylor, Nottingham Business School; Jake Bennet, Centre for Academic Development and Quality (DELITe Project)

This DELITe session is an opportunity to learn more about some of the varied and innovative methods, techniques and tools NTU colleagues have employed to increase interaction within their lectures and teaching and consider the evaluation of the impact of these for students and for staff.

A3

Room
NEWLT7

Chair
Les Arthur

Enhancing learning using authentic artefacts
Michael McCann, Nottingham Business School; Louise Taylor, Nottingham Law School

In their TILT sabbaticals, Louise Taylor (Law) and Michael McCann (Economics) have been investigating using authentic learning and assessment experiences to encourage engagement and scholarship in their respective fields. This session will demonstrate their different practice and discuss the proposed positive impact on student engagement, scholarship and learning.

Transforming learning through creative academic practice
TILT Creativity Group

This hands-on workshop by the TILT scholarship group on Creativity will share knowledge on how to transform teaching and elicit opportunities for less linear ways of learning. Attending this workshop will provide participants with practical ideas and tools with which to develop creative 'habits of mind' to support students with reflection, feed forward and action planning.

A4

Room
NEWLT8

Chair
Julia
Davies

Experts by experience
Lisa Clughen, School of Arts and Humanities

Student attainment is high on HE agendas and has recently accrued a palpable urgency. Shakespeare's (2016) argument that data must be informed by its subjects' first-hand accounts, by the 'experts by experience', structures this paper. Here, Arts and Humanities students will present their research into the School's Academic Support Service on improving attainment and open wider debate on the issue.

Student engagement: Strategies for developing a sense of belonging
Paula O'Brien, University of Lincoln

The session will outline the design and detail of a student conference that was held for first year students at the University of Lincoln during Welcome Week on 'A Sense of Belonging'. Student Engagement within Lincoln Business School has focused on the engagement of students through: the design of new courses; co-chairing subject committees; the development of professional identity; and developing inclusive international education. The conference aims to enrich 'Student Engagement' further amongst first year students to address and develop their 'personal' and 'academic sense of confidence'.

A5

Room
NEWLT9

Chair
Michelle
Pepin

Exploring the relationship between group identification and well-being in new NTU students
Juliet Wakefield, School of Social Sciences
This presentation discusses a recent survey study investigating the relationship between group identification (i.e., one's subjective sense of belonging to a social group) and mental/physical wellbeing in a sample of first year NTU students. The main results and key conclusions will be discussed.

International students' perceptions into the effectiveness of flipped learning in developing academic language and literacies
Walter Nowlan, Nottingham Language Centre

This paper will give brief examples of how the Pre-sessional English for Academic Purposes Programme (PEAP) has incorporated flipped learning. It will then compare international students' perceptions of flipped learning with those of more traditional learning approaches in the context of developing academic literacies, knowledge of academic practices and acculturation to UK academic life. The implications of these results on courses that use flipped learning will also be discussed.

Flip on this: Flipped classroom learning and online recorded lectures to transform the educational experience
Kerry Gough, Centre for Professional Learning and Development

This presentation and micro workshop represents an opportunity to examine some of the uses of flipped classroom learning and the use of purpose-designed online recorded lectures to transform the educational experience. In creating dialogue rich learning opportunities, the flipped classroom offers an opportunity for students to personalise their learning and to expand the curriculum through an extended community of enquiry approach to Higher Education in extended opportunities for active, hands-on learning.

Parallel sessions B1-B4   **11:00 to 12:00**

Session

B1 **Room** Adams **Chair** Chris Crawford	**Embedding blogging as a way of fostering greater student engagement, collaboration and ownership of learning** *David Hindley, School of Science and Technology* What is different about composing for an online 'audience', compared to writing a traditional essay which may at best be read by a handful of people? This paper invites colleagues to consider integrating blogging practices as a writing exercise that both supports Gen Y students, and stimulates greater participation. **Enhancing students' understanding through flipped learning techniques to strengthen conceptual thinking** *Chris Sweetman, New College Nottingham* Established methods to coach land navigation techniques focus on teaching to a set of instructions or to a 'recipe'. In this presentation teaching concepts, through flipped learning, are discussed and a group of students are engaged in researching and formulating a model to be used in their studies and across wider disciplines.
B2 **Room** Bowden **Chair** Dave Fairhurst	**Pressing issues of our time: A research based model of teaching and learning and - Collaborative doodling: You are invited to doodle and discuss**** *Farida Makki, Holly Mills, Ana Souto, School of Architecture, Design and the Built Environment* Delegates will be invited to create one 'team doodle' collaboratively, drawing upon the inspiration of one another's doodles, reflecting on "Pressing issues of our time". This innovative technique seeks to enhance learning through working collaboratively rather than individually, and reinforces the connection between research and teaching with a research-based mode of teaching. ******This is a combined session and will last 1 hour
B3 **Room** NEWLT7 **Chair** Louise Woolley	**Education for sustainability: Cross disciplinary climate change workshops** *Amanda Smith, School of Animal, Rural and Environmental Sciences; Roy Smith, Mark Weinstein, School of Social Sciences; Lina Erlandsson, Alexandra Arntsen, Green Academy* This workshop will expose participants to the cross disciplinary teaching materials which we have designed related to Climate Change Negotiations and Games as part of the TILT grouping on Sustainability. Participants will have the opportunity to consider how this innovative and interactive form of delivery can aid students' engagement with the cross disciplinary topics of sustainability and climate change. **How to integrate community and estates projects in your teaching** *TILT Education for Sustainable Futures Group (Chaired by Petra Molthan-Hill)* Directly on our doorsteps we have innovative community and estate projects, which can be integrated in your teaching. They can be used as an illustration to your teaching as well as an opportunity for your students to do some meaningful assessment. This workshop provides an opportunity to explore this teaching material and to collect ideas on how to use it: Sign up today and gain inspiration of how to link these multi-disciplinary resources to your course and modules, whilst embedding 'Future Thinking'/Education for Sustainable Development concepts in view of Curriculum Refresh.

B4 **Room** NEWLT8 **Chair** Matthew Homewood	**"Tilt-ing up" student engagement: Assisting UG students with exam revision through coursework** *Shiva Sivasubramaniam, School of Science and Technology* This session highlights the importance of student-centred coursework to enhance their exam revision/performance addressing the learning outcomes. It will discuss this novel intervention, its operational difficulties and share the experiences of the academics and students. It will also show evidence of how this has enhanced student learning and performance. **Improving student success through a personalised and integrated tutorial process** *Belinda Ferguson, School of Education; Stephen Wheelhouse, Employability; Jane Bonnell, Library and Learning Resources; Sarah Bustard, Student Support Services* A project that involved an integrated personal tutorial system aimed at supporting students in developing their academic, personal and professional skills is explained and evaluated. It will identify how and why the system was constructed, the successful aspects and will discuss further improvements to increase student engagement and ultimate success. **Using visual imagery to enhance reflective techniques in transformational learning and increase student engagement whilst on placements** *Sue McKinnon, New College Nottingham* Much of the highly important and profound experiences of HE students on work placements is not successfully captured to record significant and 'transformational' learning. This presentation offers a reappraisal of using visual imagery to inform reflection during vocational work by students through the implementation of dynamic VLE and interactive modes of study.

Parallel sessions C1-C5   14:40-15.40

C1 **Room** Adams **Chair** Lisa Clughen	**OMG I didn't know you could do that: Technology-based tips to enhance student learning** *Karen Moss, School of Science and Technology; Marek Oledzki, Centre for Academic Development and Quality et al (TILT Technology in Learning and Teaching Group)* This workshop will cover tips for technology-based activities, which either enhance student learning and/or help you to work more efficiently. The overview of tips will be followed by hands-on time with the tip owners. Attendees will have time to try several things, allowing them to personalise their learning during this session. **Developing the students' journey through the use of PebblePad, Grand Challenges and team building** *Debra Easter, Carla Lees-Limb, Employability Team* Employability is being embedded within the curriculum within all ARES courses. Module trials have taken place in 15/16 to refine content, test out our ePortfolio tool (Pebble Pad) and deliver 'real-life' business challenges and team building activities. This session will reflect on the impact these activities have had on student's confidence and resilience and demonstrate how an ePortfolio can be used to support students.
C2 **Room** Bowden **Chair** Ken Marsden	**Dimensions of scholarly activity in employability from different disciplines** *Vanessa Cui, Centre for Academic Development and Quality; Ricky Gee, School of Social Sciences; James Hind, School of Science and Technology; Chris Lawton, Nottingham Business School; Maria Karanika-Murray, School of Social Sciences; Stefanos Nachmias, Nottingham Business School (TILT Assessment of Employability and Work Based Learning Group)* In this session, colleagues will take part in a workshop style discussion with presenters from different disciplines (e.g. Economics, Sociology, Mathematics and Statistics, etc.) on how to contextualise the employability agenda in their

disciplinary pedagogy. As part of this discussion, participants will join the presenters to share effective practices and to reflect on the issues and challenges we face in delivering employability development.

Inspiration and transformation: Motivating law students to engage with transferable skills to transform their future employability prospects
Helen Taylor, Helen Avis, Nottingham Law School

The presentation will focus on the challenges faced and approaches used to transform teaching on a skills based final year undergraduate law module, Path to Professional Practice. The presentation will explore how students are both inspired to achieve and equipped with employability skills for the next stage of their careers.

C3

Room
LT7

Chair
Beccy Rock

In praise of zero credit modules: An opportunity to design a lean and agile module that provides added relational value, real-time developmental feedback and undergraduate ownership of the learning and assessment process
Jane Scivier, Nottingham Business School

This session will address the title of this share/discuss/learn session. It will be led by both a member of academic staff and an undergraduate enrolled on the module. The session will offer an overview, a demonstration of the delivery and assessment environment and discussion of the educational impact.

Developing processes to improve pedagogy in HE ungraded and developmental peer observations of teaching
Damian Fidler, New College Nottingham

The place of teaching observations in HE is a long-standing debate. This discussion will focus on the distinct experiences of college HE to explore the ways in which HE can learn from peer reviews of teaching as a form of scholarship, seeking to enhance variety and inclusion in its delivery of learning.

C4

Room
LT8

Chair
Jane
Bartholomew

Great expectations: practical actions to overcome psycho-social barriers to attainment
Sarah Lawther, Centre for Academic Development and Quality (Success for All)

This session will share research in the UK, and the USA, that seeks to support student transition, progression, and attainment, and will provide an opportunity to discuss how the research finding can be applied in practice.

Dweck's Mindset theory in practice: transforming attitudes, behaviours and learning
Bev Cooke, School of Science and Technology; Udaramati Pope, Centre for Professional Learning and Development

Following Udaramati's presentation of Dweck's 'Mindset' theory (ALTC 2015), a number of colleagues at NTU have applied it to their teaching in 2015-16. This session shares examples of how this approach has already transformed attitudes, behaviours and learning at NTU, presenting a case study and other examples of practice and impact.

C5

Room
NEWLT9

Chair
Gareth
Williams

Interactive teaching – From gimmicks to useful tools
Eva Zysk, School of Social Sciences

Lecturers are increasingly encouraged to use interactive approaches in their teaching, and continually introduced to novel tools and activities. The focus of this session is on how to ensure such tools are aligned with our teaching practices and intended outcomes, and not inadvertently get this process backwards. The need for reflexive practice to ensure such activities are successful in achieving student engagement and learning will be emphasised.

Building student led learning opportunities in the curriculum
Sarah Gibbons, Angela Vickerstaff, Adam Smith, Multi-disciplinary Masters Course Team

The design of the Multi-disciplinary Masters course and learning opportunities offered are scaffolded to take students on a journey to become increasingly independent, student-led learners. This session will explore the rationale of the course, emphasising student-led learning opportunities, outcomes and challenges encountered while sharing some of the mechanisms used to support students.

Developing effective partnerships with SSS to transform our practice in supporting students
Sara Baldwin, Sarah Bustard, Student Support Services

We will explore common issues, offer solutions and detail resources developed to support you in supporting students. We will disseminate ideas to encourage students to disclose difficulties at an early stage and engage in support. Finally, we will explore how to utilise our experience to support a mixed strategy approach for effective use in the academic environment.

Parallel sessions D1-D4   15:45 to 16:15

D1

Room
Adams

Chair
Karen Moss

Learning space at NTU: The way forward
Rob Mortimer, School of Animal, Rural and Environmental Sciences; Mark Toole, Library and Learning Resources (TILT Learning Spaces Group))

Discussion and debate on initial proposals for a learning spaces strategy for NTU. This is an opportunity to influence the forward planning and operation of teaching and study spaces at the University.

D2

Room
Bowden

Chair
Ed Foster

Unequal but productive partnership: Delivering a negotiated curriculum
Graham Ferris, Nottingham Law School

Legal theory and method is delivered to PhD and LLM students and seeks to support their research activity in academic legal research. The module has a negotiated curriculum that varies from year to year. The paper describes how delivering a bespoke curriculum works in practice, and how the module integrates research, scholarship, and learning and teaching

D3

Room
NEWLT7

Chair
Lindsay Davies

The theory and practice of developing guidance skills via blended learning
Jo McFadden, Anne Owen, School of Social Sciences

The facilitators of this session seek to share their experience of designing a blended learning module, located within the Postgraduate Diploma in Career Guidance/Qualification course at NTU, that incorporates the teaching and learning of professional one-to-one guidance skills and allied theoretical perspectives.

D4

Room
NEWLT8

Chair
Udaramati Pope

Becoming information literate (or, how I learned to stop Googling and love Library OneSearch)
Jane Challinor, School of Social Sciences

How can we help undergraduates to engage with research and improve their digital information literacy? Part 1 of this workshop offers reflections on an innovative SCALE-UP module which aimed to do just that. In Part 2 participants will work on/share their own ideas for more creative teaching of research.