



# The University of Nottingham Teaching and Learning Conference 14th April 2021



Meeting the teaching and learning  
challenges in 21st century higher  
education: out with the old and in with  
the new?

#UoNTLC2021



# Schedule

10.00 – 10.20	<b>Welcome</b> Professor Sarah Speight
10.20 – 11.00	<b><u>Parallel Papers Session 1</u></b>
11.00 – 11.10	Break
11.10 – 11.50	<b><u>Parallel Papers Session 2</u></b>
11.50 – 12.00	Break
12.00 – 12.40	<b><u>Parallel Papers Session 3</u></b>
12.40 – 13.10	Lunch
13.10 – 13.50	<b><u>Parallel Papers Session 4</u></b>
13.50 – 14.00	Break
14.00 – 14.50	<b><u>Keynote:</u></b> Professor Ian Kinchin - <i>'Pedagogic Health: Opportunities for engaging in the Scholarship of Teaching'</i>
14.50 – 15.00	<b>Final plenary and closing remarks</b>



# Navigation

Please click on the links below to navigate to the section of the programme for the respective content:

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**[Keynote](#)**

**[Papers](#)**

**[Posters](#)**

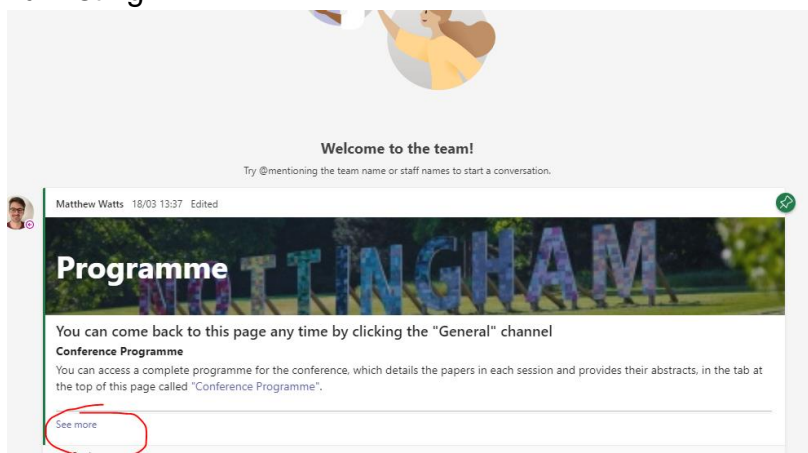
**[Mini Programme](#)**



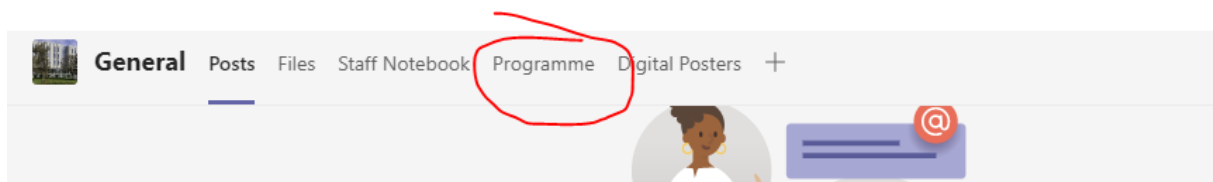
# Joining Instructions

For the first time ever, the University of Nottingham's Teaching and Learning Conference will be hosted online, using Microsoft Teams. All of the conference will be hosted within the [Teaching and Learning Conference 2021 Team Site](#).

- To join the conference, [click the link](#) to access the Team site.
- Upon clicking the link, you will be brought to the Teaching and Learning Conference 2021 team site.
- On the General Channel, you can find an abbreviated programme, which outlines the schedule. You may need to click the 'see more option (see pic below) to see the full listing.



- On the abbreviated programme, you can see the timing and there are clickable links that will take you to the channels.
- For the full programme, you can find it in the abbreviated programme or by clicking on the **Programme tab** at the top of the **General channel**



- Each session is hosted in an individual channel dedicated to it. You may need to click the 'x hidden channels' button to reveal them all.



General

- 0. Posters
- 10.00-10.20 Welcome
- 10.20-11.00 Parallel Papers Session 1A
- 10.20-11.00 Parallel Papers Session 1B
- 10.20-11.00 Parallel Papers Session 1C
- 10.20-11.00 Parallel Papers Session 1D
- 11.10-11.50 Parallel Papers Session 2A
- 11.10-11.50 Parallel Papers Session 2B
- 11.10-11.50 Parallel Papers Session 2C
- 12.00-12.40 Parallel Papers Session 3A
- 12.00-12.40 Parallel Papers Session 3B
- 12.00-12.40 Parallel Papers Session 3C
- [4 hidden channels](#)

- Links to the individual channels are also included in the programme.
- Once in the individual channel, you will see a **pre-scheduled meeting** (see below), which includes the session detail. Simply click on it and join as you would a normal Teams Meeting.

The screenshot shows a Microsoft Teams channel interface. On the left is a navigation pane with a list of channels, including '0. Posters', '10.00-10.20 Welcome', and various 'Parallel Papers Session' channels. The main area displays the 'Parallel Papers Session 1A' channel. At the top, it shows the channel name in a dark blue header. Below this, the text 'Papers 1 + 2 (Chair:)' is followed by 'Paper 1'. The main content area contains the title 'Exploring and supporting undergraduate students' digital learning transition from school to university.' and a list of authors: Stephanie McDonald, Cristina I. De Matteis, Elizabeth Newall, Fiona McCullough, Lisa Mott, Barbara Villa Marcos, Vibhu Solanki, Nicholas Rea, Rossana R. Wright, Steven R. Baqley, Steven P. Bamford, Qinqi Wang, and Anshul Lau. A 'See more' link is provided. At the bottom, a purple bar indicates the meeting details: 'Parallel Papers Session 1A', 'Wednesday, 14 April 2021 @ 10:20'.

- Once that session is over, you can find the next sessions on the Channel list on the left-hand side. If you wish to find out further details, return to the **General Channel** to see the full programme.



# Keynote Speaker



## Professor Ian Kinchin

Ian Kinchin is Professor of Higher Education in the Department of Higher Education at The University of Surrey. Ian holds a BSc in Biological Sciences and MPhil in Zoology from the University of London, and a **PhD** in Science Education and a **DLitt** in Higher Education from the University of Surrey. His current research interests are focused on the development of the concept of 'pedagogic health' through the application of concept mapping, as part of an authentic pedagogy for Higher Education. Ian has published research in the fields of zoology, science education and academic development.

Ian was the editor-in-chief of the Journal of Biological Education (2015-2019). He is an advisory committee member for the series of **International Concept Mapping Conferences** (Spain 2004; Costa Rica 2006; Finland / Estonia 2008; Chile 2010; Malta 2012; Brazil 2014; Estonia 2016; Columbia, 2018). He is a Fellow of the Royal Society of Biology; a Senior Fellow of the Higher Education Academy. He has been an external examiner at Imperial College London and the University of Warwick.



# Keynote: Professor Ian Kinchin

- Title:** *Pedagogic Health: Opportunities for engaging in the Scholarship of Teaching*
- Session:** Keynote and Closing Remarks 14.00-15.00
- Session Link:** [Click here to join](#)
- Abstract:** The starting point for this talk is the assumption that the aim of educational research is to 'make the invisible visible'. To do this educational researchers often have to make their own research tools (i.e. their own 'microscopes'). In recent years I have developed the model of pedagogic frailty as an aid to visualising the problems faced by teachers at university. I will outline the model and the ways in which I have used this with colleagues at Surrey to support them in articulating their own practice in an attempt to take control of their teaching in an environment that sometimes seems hostile to the people working within it.



# **Parallel Papers Session 1**

**10.20-11.00**





# Session 1A

**Paper 1:** Exploring and supporting undergraduate students' digital learning transition from school to university.

**Author/s:** Stephanie McDonald, Cristina I. De Matteis, Elizabeth Newall, Fiona McCullough, Lisa Mott, Barbara Villa Marcos, Vibhu Solanki, Nicholas Rea, Rossana R. Wright, Steven R. Bagley, Steven P. Bamford, Qingqi Wang, Anshul Lau

**Session 1A:** [Click here to join](#)

**Chair:** WeiKeong Too

**Abstract:** There is a widespread assumption that students entering university may be 'digital natives', and individuals who have grown up with technology embedded in their everyday lives will also be able to use these tools effectively to support their learning. Research suggests, however, that there is variation in students' experiences of digital technologies. Adopting an evidence-based approach to gain insights into our undergraduate students' digital learning experiences and perspectives upon entering university is thus essential to supporting their transition and learning at university.

We present findings of a project supported by the Faculty of Science Education and Student Experience Grant Scheme (2019-2020), exploring incoming undergraduate students' experiences of digital learning in secondary education. We conducted an online survey and focus groups with first year students across the seven schools in the Faculty of Science at the University of Nottingham, around the following themes: students' use of technology to support their learning at school or college, views on digital learning, and experiences of their learning environment at the start of their undergraduate studies. A number of the survey questions were adapted from the JISC Digital Experience Insights student questionnaire (2020). This was intended to allow comparisons between the data from this study and the results obtained from the Digital Experience Insights survey at the University of Nottingham in 2020. Key findings from this study are discussed, together with their use in informing the development of new approaches to support students in their transition to digital learning at university.



**Paper 2** Student and Academic reflections on the co-design of final year pharmacy masters module

**Author/s:** V.Solanki, P.Chandarana, E.Marchant, S. Avner, F. Rashid, K. Oweh N.Ilori, R.Dudhia, S. Stecka, W.Soo

**Session 1A:** [Click here to join](#)

**Chair:** WeiKeong Too

**Abstract:** The Pharmacy Leadership and Management (PLM) module provides an experiential learning simulation drawing on leadership and management skills coupled with clinical problem solving. Designed to reflect a wide range of the skills detailed in the Initial Education and Training of Pharmacists (GPhC 2011), teams of up to 6 students run their own primary care based pharmacy business competing against each other over a total of 12 days.

PLM is a well-established, highly efficient yet logistically complex final year module, which was challenged on how it operates and delivers world-class teaching during a global pandemic. Students this year are participating in the redesigned module both remotely online and in person. During the simulation each pharmacy nominates a representative and from the 10 representatives, 2 are elected to form a student-academic committee. The academics in PLM noticed the difficulties in adapting operationally large modules based on the feedback from the Teaching and Learning Committee (TLC) and Local student forums, due to the frequency of the meetings, changes could only be made to benefit future cohorts.

The creation of student-academic committee was designed to provide greater student access to the PLM academic team, allow more creative co-design of content and provide a more rapid response to student needs during the module. Weekly meetings before, during and after simulation create opportunities for resolution of student queries and create a platform for the committee to actively innovate during the module. The students within the committee have started to demonstrate signs of module ownership, interacting with academics and students across all four years.

Using active research methods, students and academics will reflect on the learning experiences via reflective essays. Students will present their reflections on the committee and impact of student-led initiatives on the module.



# Session 1B

**Paper 3:** Pedagogy First: developing a Community of Inquiry for digital teaching and learning

**Author/s:** Cecilia Gorla and Matt East

**Session 1B:** [Click here to join](#)

**Chair:** Emma Whitt

**Abstract:** In March 2020, the University of Nottingham was forced by COVID-19 to move its teaching to the online environment. The initial Emergency Remote Teaching (Hodges et al 2020) which addressed primarily technical concerns was later replaced by Adapted Remoted Teaching (Gorla 2021) by which pedagogical factors were put to the fore to drive digital solutions in the Faculty of Arts.

A crucial step in the elaboration of Adapted Remote Teaching was the identification of the Faculty's pedagogical priorities to provide students with engaging and effective learning experiences. Staff and student feedback highlighted the need to increase student interaction and engagement with teaching and learning content. This contribution focuses on the adoption of a digital solution within Adapted Remote Teaching to support specifically student interpersonal participation and content engagement in Arts.

The supporting theoretical framework is provided by the Community of Inquiry model for online teaching and learning (Garrison and Anderson 1999) and the practice is concerned with deep reading – broadly intended as the process of 'picking apart' learning resources – text, images and videos – in order to capture their explicit as well as implicit meanings. In this context the Faculty of Arts has established a partnership with an educational solution provider to address and ultimately achieve the identified pedagogical needs and objectives respectively.

Talis Elevate, piloted across the Faculty, has supported and facilitated the creation of bespoke teaching and learning content, and fostered the development of social, cognitive and teaching presences – the core pillars of online teaching and learning. as advocated by the Community of Inquiry model. It is hoped that the case study presented in this contribution will highlight the significance of prioritising pedagogy and addressing discipline specific needs as a pedagogically driven approach to adopting digital educational solutions.

**References:** Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2–3), 87–105.  
[https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)



Goria, C. (2021). Reflections on the impact of COVID-19 on teaching and learning in the Faculty of Arts at the University of Nottingham. In A. Plutino & E. Polisca (Eds), *Languages at work, competent multilinguals and the pedagogical challenges of COVID-19* (pp. 1-9). Research-publishing.net.

Hodges C., Moore, S., Lockee, L., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>



**Paper 4:** Developing and establishing a consistent Moodle experience

**Author/s:** Frederique Bouilheres

**Session 1B:** [Click here to join](#)

**Chair:** Emma Whitt

**Abstract:** In June 2020, shortly after the beginning of the pandemic and in the midst of developing a suite of training activities for the following academic year, the Business School Executive and management agreed on an initiative to implement a bespoke Moodle template to be applied to all active modules the following year. This initiative stemmed from a number of systemic issues that had been raised by students over the years including inconsistencies in Moodle layouts.

This project was a collaboration between the School Teaching Innovation Specialist, the School's Systems Team, and the Faculty's Learning Technologies. The aim of the template was to ensure consistency of student experience within and across programmes, improve blended learning experience by moving from repository to online learning design platform, act as a Sandbox for teaching staff to experiment with. The template was pushed to all Moodle sites as part of the usual rollover.

The main theoretical framework underpinning this project is the RASE (Resources–Activity–Support–Evaluation) learning design model (Churchill, 2006). In this model, units of interactivity (where students engage with each other and course material, learning objects, and other tools), and applications of Web 2.0 and other social media, and educational technologies are central.

An audit of all semester 1, 2020 Moodle sites was undertaken mid-semester and highlighted a number of issues with the use of the template. Strong messaging around the benefit of following the template was sent to all academic staff as well as communication to students through LCF of what they should be expecting. It is envisaged to undertake another audit in semester as well as a formal review of the template itself at the end of the academic year.



# Session 1C

**Paper 5:** The “New Norm” for Anatomy Education at the University of Nottingham

**Author/s:** Deborah Merrick and Susan Anderson

**Session 1C:** [Click here to join](#)

**Chair:** Tina Byrom

**Abstract:** Anatomy education is an essential part of the medical curriculum, allowing students to gain important anatomical knowledge that will underpin their clinical practice. At the University of Nottingham, anatomy has historically been taught as weekly large-scale practical class to early year (first and second year) medical students, with approximately 140 students in each class. Imposed COVID-19 restrictions forced drastic changes to this approach, where large scale practicals were replaced by weekly in-person small group teaching (maximum 40 students).

The new method is for students to alternate weekly between dissection classes and non-cadaveric sessions that focus on related clinically relevant skills. This non-cadaveric session signposts links between traditional anatomy and clinical skills. The current second year students are a unique group of students in the fact they have experienced pre-COVID-19 large group teaching and also the new restriction-imposed small group teaching.

The feedback obtained from this cohort and staff teaching in the “new norm” has been immensely positive, and has allowed anatomy to move from large group impersonal teaching to small group reactive teaching. The true impact of these changes is continuing to be examined, but the initial educational benefits observed mean it is very likely that these changes will remain at the heart of anatomical education now and in a post-COVID-19 future.



**Paper 6:** Diversifying assessment beyond the traditional essay in Psychology

**Author/s:** Shiri Einav, Alexa Spence, Laura Blackie, Sarah Cassidy and Harriet Allen

**Session 1C:** [Click here to join](#)

**Chair:** Tina Byrom

**Abstract:** The importance of assessment for learning rather than assessment for measurement of learning is now well recognised in Higher Education (Boud & Falchikov, 2007). With this in mind, we have recently carried out a review of assessment across the Psychology curriculum with the aim of diversifying our assessments beyond the traditional coursework or exam essay. The goal is to enable students to develop a broader range of academic and employability skills through assessment methods that are more authentic, creative, and challenging. Following student and staff consultation, we began by introducing assessments that focus on developing two key skills that traditional essays fail to promote: a) applying psychological knowledge to real-world scenarios and b) communicating psychological knowledge to non-academic audiences.

Here, we will focus on one new assessment designed for a core Year 2 module (Social and Developmental Psychology) that affords students the opportunity to develop both these skills. The Applied Scenarios assessment requires students to make theoretical and evidence-based suggestions in relation to novel real-world situations. It aims to shape the way that students interact with the module content by encouraging them to make the links between theory and real-world applications in a way that was not previously encouraged by essays, which focused on theoretical debate and evidence but missed the link to real-world application. Moreover, the Scenarios require students to address their answers to different target audiences (ranging from teachers, parents, organisations), challenging students to tailor their communication appropriately to the lay public.

We will discuss the resources developed for supporting students through this assessment as well as findings from a feedback survey (n=80) on students' experiences of the new assessment and perceived learning outcomes, which have been very positive. We hope this paper will offer colleagues across disciplines suggestions to stimulate further innovation in assessment practice.

**References:** Boud, D. & Falchikov, N. (2007). Introduction: assessment for the longer term. In David Boud & Nancy Falchikov (Eds.) *Rethinking Assessment for Higher Education: Learning for the Longer Term*. London: Routledge.



## Session 1D

**Paper 7:** Creativity and Wellbeing in Online Music Teaching

**Author/s:** Rebecca Thumpston and Xenia Pestova Bennett

**Session 1D:** [Click here to join](#)

**Chair:** Candace Veecock

**Abstract:** Practical music teaching and assessment has faced complex challenges in the climate of online learning during the Covid-19 pandemic. The challenges to music education have been felt at all levels, from schools to universities. Research by the Incorporated Society of Musicians has demonstrated the ‘devastating impact’ on key areas of music education, including curriculum entitlement, practical music making, and instrumental learning and examinations (Impact of COVID-19 on music education [December 2020] Briefing by the Incorporated Society of Musicians).

Music teaching at the University of Nottingham has not been immune to these challenges; face-to-face instrumental/vocal lessons and performance workshops have transitioned online, and live recital examinations have shifted to video assessments. Yet despite challenges, performing digitally has raised myriad exciting opportunities for creative pedagogy and assessment, particularly with regards to supporting students in topics including diversifying repertoire choices, practising mindfulness in music making, overcoming performance anxiety, and preparing for their musical futures in a hybrid environment of live and streamed musical content.

In this paper, performance lecturers Dr Rebecca Thumpston and Dr Xenia Pestova Bennett examine the musical and pedagogical challenges of teaching practical music making online, and demonstrate the ways in which the curriculum and assessment have been adapted and enhanced at Nottingham to support students.





**Paper 8:** Curriculum based intervention to improve the mental resilience of undergraduate students

**Author/s:** Maria Toledo-Rodriguez

**Session 1D:** [Click here to join](#)

**Chair:** Candace Veacock

**Abstract:** During recent years we have seen a deterioration in the mental health of students in higher education. This has been aggravated by the Covid-19 pandemic. To cope with this challenge there has been an effort to increase counselling and mental health support provision. However, while it is important to ensure that students struggling with their mental health are supported in their recovery, it is equally crucial to develop preventive strategies to ensure that students not only “survive” but also thrive through university and beyond. Recent creative pedagogical initiatives aim to support this strategy by embedding mental wellbeing within the curriculum.

This paper will describe a curriculum-based intervention aimed to increase the mental resilience of students studying neuroscience and will present preliminary result. The intervention consists on a series of workshops in, year 1 and 2, where students learn about the molecular and cellular mechanisms underlying the positive effects of non-pharmacological interventions (e.g. physical exercise or mindfulness) on mental health and brain function. The study assessed different aspects of mental resilience and some lifestyle choices shown to affect mental health. The outcomes were assessed by the Resilience Scale for Young Adults (RSYA), which measures mental resilience (sense of mastery, sense of relatedness and emotional reactivity) and a questionnaire on lifestyle choices (e.g. physical activity, sleep, mindfulness).

The results show that neuroscience students graduating in 2020 were significantly more resilient (sense of mastery dimension) than the ones that graduated the year before (who had not received any of the “Neurobiology of Resilience” workshops). The survey compared results from February 2019 and 2020, thus the results focus on pre-Covid-19 pandemic resilience levels.

I will end by discussing the possible opportunities and challenges to adapt this curriculum-based intervention to other degrees, leveraging on creative pedagogy.



# **Parallel Papers Session 2**

**11.10–11.50**



## Session 2A

**Paper 9:** The pivot to digital learning: identifying the keys to success

**Author/s:** Neil Hughes

**Session 2A:** [Click here to join](#)

**Chair:** Julian Tenney

**Abstract:** This paper reviews survey data from a number of sources in an attempt to identify the key ingredients of a positive blended/online learning experience in the Covid-19 context. Sources include relevant JISC surveys such as the recent digital experience insights survey that revealed that 68% of both HE and FE students surveyed rate the quality of online and digital learning as either 'best imaginable', 'excellent', or 'good', the University-wide student survey, Learning Community Forum minutes, student-run focus groups and feedback from my own teaching. Regarding the latter, the paper uses a text mining methodology to analyse ratings and reviews submitted from a module delivered in the Faculty of Arts, *Business and Society in Spain*. It involves using a Leximancer data-mining tool that extracts key concepts from a collection of texts based on the frequency of their occurrence and displays them on an interactive thematic map.

The data analysis reveals a number of important themes that contribute to effective ratings including clarity of design, ease of navigation, effective use of multimedia, scaffolded engagement with learning content, effective integration of asynchronous and synchronous learning content, regular access to staff and meaningful feedback.

The session concludes by settings out practical ways in which academic colleagues can incorporate these ingredients into their own teaching and thus, enhance both their students' learning experience as well as their satisfaction ratings. These include giving careful consideration to the structure of the online learning environment, ensuring that course navigation is simple and straightforward and keeps students within one or two clicks from home; separating required from optional sources; situating and contextualising content; ensuring effective integration of face-to-face and online learning; constructing activities that trigger learning; considering the role that peer-to-peer social interaction using discussions and other tools might play in the design.



**Paper 10:** Encouraging student engagement by adding interactivity to video recordings

**Author/s:** Sally Hanford, Terry Willmer and Cecilia Gorla

**Session 2A:** [Click here to join](#)

**Chair:** Julian Tenney

**Abstract:** Keeping students engaged with their studies has become particularly important recently as most teachers have moved some or all of their teaching online, be that for all classes or supplementary classes for self-isolating students. Waning interest and motivation among students studying online are often reported here at Nottingham and this is reflected in the available research (Lee and Rha 2009; Russo and Benson 2005)<sup>1</sup>.

Echo360 released new functionality (the 'Interactive Media tool') in August 2020 that goes some way to addressing the issue of students 'zoning out' when passively watching video content by interspersing polls within the video to encourage students to adopt more active thinking.

This session will report on the experiences of teachers embedding interactivity into video recordings and how this approach has impacted on teaching, learning and the student experience.<sup>2</sup>

As part of this session we will provide a demonstration of the Interactive Media tool from Echo360 and participants will have the opportunity to try this for themselves from the student viewpoint. We encourage participants to self-enrol in advance of the session on 'Engage demonstrations (UNUK)'

<https://moodle.nottingham.ac.uk/course/view.php?id=119846> to try this feature for themselves in Moodle.

Interactive media involves adding a poll within pre-recorded media content. This "gates" the playback so that the viewer cannot continue viewing until they respond to the poll.

More information about Interactive media and embedding polls into pre-recorded videos is provided in this help resource:

[https://www.nottingham.ac.uk/toolkits/play\\_24344](https://www.nottingham.ac.uk/toolkits/play_24344)

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<sup>1</sup> Lee, H. J., & Rha, I. (2009). Influence of structure and interaction on student achievement and satisfaction in web-based distance learning. *Educational Technology and Society*, 12(4), 372–382.

Russo, T., & Benson, S. (2005). Learning with invisible others: Perceptions of online presence and their relationship to cognitive and affective learning. *Educational Technology and Society*, 8(1), 54–62.

<sup>2</sup> <https://echo360.com/blog-using-embedded-polling/>



## Session 2B

**Paper 11:** Student use of digital experience insights and transitions data to develop data literacy via undergraduate MPharm research projects

**Author/s:** Elizabeth Newall, Cristina De Matteis, Stephanie McDonald, Vibhu Solanki, Helen Boardman, Celine Thien, Chidubem Ugwu, Madihah Hussain and Po Kamta

**Session 2B:** [Click here to join](#)

**Chair:** Jackie Cawkwell

**Abstract:** UoN ran Jisc's national Digital Experience Insights surveys for the first time across the institution in 2020.<sup>3</sup> The findings, including those from benchmarking with the HE sector in general and the Russell Group in particular, led to over thirty proposed recommendations on how UoN could improve the digital experience of its students and staff, which were endorsed by Teaching and Learning Committee (TLC) last summer.<sup>4</sup>

Linked to Jisc's Insights, the Faculty of Science Digital Learning Committee developed its own survey that looked specifically at the digital learning transition of its students from secondary education into university. Four MPharm students, as part of their year 3 research projects, will be analysing the data to make recommendations to the TLC sub-committee, the Student Digital Capabilities Steering Group, on what digital skills and capabilities should be addressed by a new package of support for first year undergraduate and postgraduate taught students. In doing so, the following recommendations to TLC are being supported: a. To further involve students in decision-making, their representation and remit on those University committees with a digital focus should be reviewed. b. With Insights data corroborating with the findings of the alumni digital capabilities' survey, reported in September's paper to TLC, developing students' data literacy should be a key priority for curriculum review. c. Given the extent to which our professional services staff work with data in their roles, consideration should be given to how 'real-world' case studies and expertise from within our own organisation could be used to support the development of students' data literacy.

This paper will share the experience of the four MPharm students, detailing their data literacy development, outcomes from their analysis of various data sets, whilst sharing their recommendations to the steering group. The students report "our research can provide a basis

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<sup>3</sup> See <https://digitalinsights.jisc.ac.uk/our-service/our-surveys/>

<sup>4</sup> Newall, E. Fleischer, M. & L. Murphy (2020) Digital Experience Insights: Investigating student and staff expectations of the digital environment. University of Nottingham



from which the current systems in place can be revised and improved, to equip our peers with the skills they need to gain maximum satisfaction from their degree”.



**Paper 12:** Supporting Student Transition: near-peer led study sessions for first-year medical students

**Author/s:** Deborah Merrick and Ruby Barrick

**Session 2B:** [Click here to join](#)

**Chair:** Jackie Cawkwell

**Abstract:** Arrival at University can be both exciting and stressful with numerous lifestyle changes, alongside academic pressures, impacting on student wellbeing. At the University of Nottingham, first-year medical students wellbeing during this transition has been studied for a number of years. A recent curriculum change, resulting in the introduction of regular formative assessments, has been linked to increased perceived levels of stress within first-year cohorts. In an attempt to help address this issue, a series of near-peer led study-skill sessions were designed, implemented and delivered to offer authentic tips and advice to help combat course-related stress.

The near-peer led sessions were delivered live via Microsoft Teams as part of the first-year medical students' compulsory timetable in Autumn 2020. These sessions included discussions from current medical students, examples of work and a pre-recorded interview with a veterinary student who had experienced transitioning to university during the first COVID-19 national lockdown. Students attending these sessions benefitted from the personal experiences shared, alongside being able to openly ask questions to medicals students in other year groups.

The feedback from staff and students who attended these sessions were overwhelmingly positive and provided an opportunity to signpost students to other University-wide support networks. Additional evaluation of the impact of near-peer led study-skills session remains ongoing. However, we believe the incorporation of novel support strategies guided by students remains an important avenue to explore further. With the growing concern surrounding the impact COVID-19 restrictions will have had on the wellbeing of students in Higher Education, this seems even more pertinent.



## Session 2C

**Paper 13:** Using a co-created interactive game to engage students with mental health awareness.

**Author/s:** Sabine Töttemeyer, Georgina Bladon and Silvia Bryant

**Session 2C:** [Click here to join](#)

**Chair:** Kathy Kadio

**Abstract:** Transition to university occurs at a time when young people are most likely to develop mental health problems. A proactive approach to self-care encourages students to develop strategies for the challenges of the course and their future professions.

We co-created an interactive game with veterinary students from years 1-5 to include relevant challenges and scenarios that they may experience during their time at University. We aimed to create a format that fosters peer discussion, as the game allow students to consolidate, apply and embed their knowledge on stress management and the university support services. Students were required to consider the impact the posed challenges had on mental wellbeing, and install tools to manage stress levels. Scenarios covered Fresher's week, teaching, revision, placements and various aspects of student life. We chose a gender neutral name for the character in the game so it was relatable to all participants. The game is played in small groups with a peer facilitator to encourage students to consider how they would support themselves and their peers. The game was originally conceived as a board game, following a student's journey through first year. Due to COVID-19 the game was adapted to the open-source platform 'OpenLabyrinth' to be delivered remotely. Student feedback was very positive (65 out of 88 comments), highlighting its interactivity, relevant scenarios and fun to play.

This game is relevant to other courses and Engineering have adapted this game to use in their peer mentoring initiative. Together with a group of peer mentors, they have co-created scenarios to match the experiences of students in their faculty, around industrial placements, maths lectures and practical workshops. After testing the game with a group of first year students, they plan to play the game with new students next year as part of the peer mentoring programme.





**Paper 14:** Facilitating student digital learning and engagement through an innovative goal setting tutoring system

**Author/s:** Angie Makri

**Session 2C:** [Click here to join](#)

**Chair:** Kathy Kadio

**Abstract:** In line with Goal Setting Theory (Locke & Latham, 1994; Locke & Latham, 2006), previous research has established that goal setting increases motivation as well as desired behavioural outcomes (Locke & Latham, 1984; Lunenburg, 2011). Within the education sector, setting self-reflective goals has been shown as an effective strategy to increase student engagement and academic performance (Moeller et al., 2012; Friedman & Mandel, 2009).

Drawing from the literature, the current project presents an innovative year-long tutoring activity developed with three specific aims: supporting student learning, enhancing student motivation and engagement, and providing a comprehensive structure to individual tutor meetings. The activity involves students setting three goals for themselves for the upcoming semester. The three main goal categories are academic, social, and personal. Students can choose the categories they want to focus on (e.g. 2 academic goals, 1 social goal). During the individual meetings, the tutor discusses each goal with the student and together they set up an “action plan” with specific strategies the student can employ to achieve their goals (in accordance with the SMART goal framework). Students are encouraged to update their goal progress throughout the semester. At the end of the semester, the student reflects upon their goals and sets new goals for the next semester.

Student and staff feedback showed that the innovative goal setting system is successful in providing an efficient structure to individual meetings, it increases student motivation and engagement, and is effective in supporting students’ learning and academic development.



# **Parallel Papers Session 3**

**12.00–12.40**



## Session 3A

**Paper 15:** Wellbeing in a BMedSci student population during the COVID-19 Pandemic

**Author/s:** Ruby Barrack, Hannah Mihsein, Deborah Merrick, Yvonne Mbaki and Tim Simpson

**Session 3A:** [Click here to join](#)

**Chair:** Kirsten Greenhalgh

**Abstract:** It is well recognised that medical students experience high levels of stress during their studies. This can lead to impairment affecting not only academic performance, but also life satisfaction and, worryingly, eventual interactions with patients. In the past 5 years, UoN has taken steps to tailor the first three years of its 'Bachelor of Medical Science' (BMedSci) program to help students adjust to their studies.

Understandably, the recent COVID-19 pandemic with accompanying restrictions on movement and social interactions has complicated the situation further. This study begins an examination of the impact that this pandemic has had on the wellbeing of undergraduate students on the initial three years of the UoN BMedSci program. Wellbeing questionnaires, including an adapted FANTASTIC Lifestyles assessment, were distributed to students in the first three years of the Medicine programme at the beginning and end of the Autumn semester of the 20/21 academic year. Preliminary analysis of the data (and comparison with similar data collected in preceding academic years) indicates that first year students displayed increased levels of anxiety compared to comparable cohorts in previous years. Stress levels also appeared to increase. Second year students displayed significantly increased indications of depressive thought and Third year students also appear to display reduced mood and course satisfaction. Consequently, results from this study suggest a COVID-19 related impact on student well-being beyond that normally experienced by medical students. This knowledge will influence the support available to students and guide UoN approaches that aim to negate further pandemic related impacts.



**Paper 16:** Preparing students for a fragile future: rethinking the sociological imagination towards inclusive and impactful post-pandemic pedagogy.

**Author/s:** Jake Sallaway-Costello

**Session 3A:** [Click here to join](#)

**Chair:** Kirsten Greenhalgh

**Abstract:** Higher education of the 21st Century is characterised by knowledge transactions of an increasingly simplistic nature. Following an educational culture of extrinsic motivation in the school system, students enter university seeking basic knowledge exchanges, often described by academics as “spoon-feeding”. This has been exacerbated by recent changes in teaching, such as consolidation of the curriculum. Accordingly, higher education has developed a culture of epistemological monism: students who seek simple answers to complex questions, and academic systems which facilitate that demand. This is incongruent with the urgent need for innovation. It is inconceivable that graduates will solve complex global challenges with simple answers.

The sociological imagination refers to a capacity to view and explore social experiences and realities beyond monist explanations. Based on the exposed fragilities of Western societies in the Great Depression, Mills’ (1959) vision of a sociology of multiple truths has influenced the teaching of social science for over sixty years. Requiring social scientists to accept the falsehoods of individual agency, and view social structures through diverse theoretical lenses, the sociological imagination is a critical skill in the social sciences and beyond. The fragility of Western societies during the COVID-19 pandemic provides the conditions necessary to realise Mills’ ideas in contemporary contexts.

This paper presents a call to rethink the sociological imagination, using the precarities of the COVID-19 pandemic, to build a more inclusive and progressive culture in higher education teaching which enables students to develop requisite skills for the post-pandemic world. Seeking to reframe the virtual lecture theatre as a practico-discursive space in which students are supported and challenged to imagine innovative solutions to complex global challenges, this paper presents the application of social theory to pedagogical practice. Colleagues will be invited to share insights from their own disciplines, towards development of a post-pandemic pedagogy of epistemological pluralism.



## Session 3B

**Paper 17:** The First Degree Apprenticeship in Veterinary Medicine

**Author/s:** Stephanie Richardson

**Session 3B:** [Click here to join](#)

**Chair:** Matthew Watts

**Abstract:** The School of Veterinary Medicine and Science, University of Nottingham launched the country's first level-7 degree Apprenticeship in Veterinary Medicine in September 2020; MSc in Advanced Clinical Practitioner (Veterinary). An existing medical apprenticeship standard was adapted to create an innovative veterinary programme.

This programme was developed following consultation with corporate partners. The programme is divided into three main phases. Phase one aligns with the Royal College of Veterinary Surgeon's (RCVS) professional development phase. Phase two incorporates an external qualification (RCVS Certificate in Advanced Veterinary Practice), which is a highly sought-after industry standard qualification. This is a modular qualification, for which four new innovative modules were developed, in conjunction with both the RCVS and corporate partners to fulfil industry needs. The final phase develops transferrable skills including teaching, leadership and management. The programme is delivered using a blended learning approach, using a mixture of online lectures and discussion boards to create an interactive online learning community. A range of practical days are incorporated throughout the programme, with the onset of Covid-19 these have been adapted to 'online-live' delivery methods.

Apprentices are supported by a work-place mentor as well as a University personal tutor. Training for the work-place mentor is provided and further training is in development in conjunction with our corporate partners. This programme not only benefits the individual apprentice, but the practice team as a whole, as new knowledge is disseminated both directly and indirectly. Currently, there is a high attrition rate in clinical practice, but by ensuring that our apprentices attain the skills to undertake leadership roles, we aim to improve job satisfaction and reduce attrition from the profession. The early success of this programme provides evidence that higher degree apprenticeships are an effective delivery model for postgraduate education.



**Paper 18:** Creating a student partnership team to lead a student conference – Student Futures Day 2021.

**Author/s:** Judith Wayte, Aashna Khan, Gratia Silvadasan, Isabel Ewin, Katerina Velchova, Peggy Wong and Simran Sheemar

**Session 3B:** [Click here to join](#)

**Chair:** Matthew Watts

**Abstract:** Student engagement is variable with optional activities such as careers and employability sessions. Ashwin and McVitty's framework – namely delineating what is being formed through student engagement – community and how the project demonstrates partnership and leadership of their three broad areas of engagement – consultation, partnership and leadership helped inform recent activity in Biosciences.

Throughout January and February, six Bioscience undergraduates partnered with Bioscience colleagues to design a one-day online student conference – Student Futures Day. The aim of this event was to motivate and inspire undergraduates through a programme of a panel discussion; networking with over 100 alumni from 6 countries to encourage students to find the professional networks they want to be part of and a set of optional workshops.

The six students partnered in designing and leading the optional workshops component of the conference. The event organiser held weekly meetings for open discussion and sharing of ideas, while also coaching the students and equipping them with the confidence to lead and design sessions.

The conference session will share examples of the sessions the students designed and led. Two of the students designed and led a networking activity with PhD students, two students planned, designed and delivered the final component on staying motivated and setting goals from the day, one student partnered with the Careers and Employability service to contribute to a session on opportunities in a covid world and two of the students had responsibility in the panel discussion for fielding questions from students and presenting these questions to the panel guests.

The students are partners in this paper and will share their experiences of how they were empowered to independently design and lead sessions and the personal development they gained from their involvement. The School intends to involve students as partners in this annual Student Futures Day next year.



## Session 3C

**Paper 19:** Nottopia: A virtual teaching island for use in Higher Education

**Author/s:** Gary Burnett

**Session 3C:** [Click here to join](#)

**Chair:** Oranna Speicher

**Abstract:** Whilst there is a rich literature about the potential uses of Virtual Reality (VR) in Higher Education, little is known about the *social value* to students of engaging *completely* in VR throughout a taught module. Nottopia is a bespoke virtual teaching island used extensively in a level 4 module in Autumn semester 2020. Each week up to 49 Engineering students would meet with the module convenors within Nottopia for a series of structured seminars to reinforce the knowledge gained from pre-recorded mini-lectures. In the seminars, numerous socially-oriented activities were set – including treasure hunts, show-and-tells, ‘meet the expert’ discussions, avatar design workshops and virtual field trips.

Students completed a survey at the end of the module (59% response rate). Results highlighted the positive impact this innovative form of teaching had on the cohort, as the overwhelming majority felt highly motivated to participate in class activities, and felt connected to their peers and lecturers. Interestingly, over 90% of the sample believed Nottopia represents the future of university teaching. Moreover, three-quarters of the respondents felt that this form of teaching helped relieve social isolation caused by the pandemic.

Follow-up interviews with students identified 5 themes elucidating why such benefits accrue from the use of VR in this context: 1) Nottopia provided a shared, student-owned and purposive *space*; 2) content was inherently *highly spatial/3D* (of particular importance for future Engineers); 3) natural *group dynamics* arose in activities; 4) students could express their identity and/or hide using their chosen/designed *avatar*; 5) many *magical* and informative interactions were possible (e.g. flying as an efficient locomotion mechanism, portals to fantastical locations). Whilst the majority of the 2020 students engaged with Nottopia on desktop computers, the intention is for future cohorts to universally have access to VR headsets to understand how immersion impacts on the student experience.



**Paper 20:** Evaluation of teaching methods under the online teaching-learning mode using student voice and performance

**Author/s:** Tao Liu, Fangying Wang

**Session 3C:** [Click here to join](#)

**Chair:** Oranna Speicher

**Abstract:** The aim of the research is to evaluate the teaching methods employed under the online teaching and learning mode (Covid-19 learning mode) using student voice and student performance for Civil Engineering 4 th level UG/MSc modules. The COVID-19 pandemic has accelerated the rise of new teaching and learning models. These models may have a permanent place in the future of teaching and learning. In Engineering Faculty, the following teaching methods have been employed under Covid-19 learning mode

- Pre-recording of lectures
- Live streaming of lectures
- Running in person problem classes
- Running in person Q&A
- Running problem classes on Teams
- Running Q&A on Teams
- Running an online computing practicals

As most of the teaching methods are new to teaching staff, it has been controversial which online teaching method or combination of methods is most effective for 4 th level UG/MSc modules. In this research, Student Voice were collected by both qualitative research methods via

- Online survey
- Online Forum
- Online quizzes/formative assessments
- Interview with individual students Performance of students were evaluated based on the classic guidance of Race, P's book Lecturer's Toolkit<sup>5</sup>
- Exam results in 2020/21, 2019/20 and 2018/19 cohorts
- Coursework results in 2020/21, 2019/20 and 2018/19 cohorts
- Teacher's view on students' performance Teaching and Learning Conference 2021 Evaluation of the online teaching mode is conducted via the inductive analysis of patterns and themes in the student voice and performance.<sup>6</sup>

The aim is achieved via the following objectives

- Evaluation of the effectiveness of the teaching methods

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<sup>5</sup> Race, P. and Brown, S., 1998. The lecturer's toolkit. London: Kogan Page.

<sup>6</sup> Thomas, D.R., 2006. A general inductive approach for analyzing qualitative evaluation data. American journal of evaluation, 27(2), pp.237-246.





- Comparison of student performance among 2020/21, 2019/20 and 2018/19 cohorts



# **Parallel Papers Session 4**

**13.10–13.50**



## Session 4A

**Paper 21:** Student experiences of the integration of veterinary nursing students into an established vet student run voluntary charity clinic.

**Author/s:** Imogen Richens

**Contributors:** Emily Hall (NTU), Helen Reed, Imogen Richens, Jenny Stavisky, Cassie White (NTU), Alanna Willis (NTU), Aga Zoltowska

**Session 4A:** [Click here to join](#)

**Chair:** Tina Byrom

**Abstract:** Veterinary teams usually include members of different occupational groups, including but not limited to, veterinary surgeons, registered veterinary nurses, receptionists, and students (Kinnison et al. 2014). Effective team-working is vital to patient care, client relationships and the smooth running of the practice. Although student veterinary nurses (SVNs) and veterinary students (SVSs) are exposed to interprofessional team-working while on work-based placements, there is limited evidence of the two professions working and/or learning together while they are students, or collaboration between educational institutions. Even before graduation, it has been observed that students in either discipline lack understanding of each other's education. However, there is evidence that this can be overcome (Kinnison et al. 2011). Previous work in the UK appears to be limited to the Royal Veterinary College, where SVNs and SVSs are taught on the same campus (Kinnison et al. 2011).

The Vets in the Community Clinic is run by University of Nottingham veterinary students under the supervision of veterinary qualified staff. The clinic provides free, primary-care veterinary support to the pets of people who are homeless or vulnerably housed, providing vital clinical experience in a real-life setting. Students attend on a voluntary basis. It was hypothesised that integrating SVNs at the clinic would result in benefits for clients, patients, and students by bridging the gap between the student groups and embedding interprofessional working at an early stage in their careers.

A pilot scheme was introduced in October 2019 where SVNs from Nottingham Trent University volunteer at the clinic to work with SVSs to deliver patient care.

This study aims to evaluate the self-reported experiences of student veterinary nurses on their integration into the clinic, using focus groups. The groups were audio recorded and will be intelligently transcribed verbatim. The data will be analysed thematically.



**References:** Kinnison, T. et al., 2011. *Piloting Interprofessional Education Interventions with and Veterinary Nursing Students* [online]. *Journal of Veterinary Medical Education*, 38(3), pp.311–318. Available at: <https://jvme.utpjournals.press/doi/10.3138/jvme.38.3.311> [Accessed 12 February 2020].

Kinnison, T., May, S.A., Guile, D., 2014. *Inter-professional practice: From veterinarian to the veterinary team*. *Journal of Veterinary Medical Education*, 41(2), pp.172–178. 10.3138/jvme.0713-095R2.



**Paper 22:** Abed the Hamster, Pancake Day, and the Power of Tomatoes: creating a cross-disciplinary online study community

**Author/s:** Matilda Stickley and Elizabeth Walsh

**Session 4A:** [Click here to join](#)

**Chair:** Tina Byrom

**Abstract:** A lack of opportunity for social learning spaces has been an inevitable consequence of lockdown. Students have reported feelings of isolation, loneliness, and continued fatigue which affects motivation to make progress on academic work. With the move to blended learning, students have also reported an impact on their ability to manage their time effectively. However, there is evidence to suggest that the move to blended learning can positively contribute to group working online (Meulenbroeks, 2020).

To address these concerns and foster group working, the SAS(Student Academic Skills) team trialled Study With Us events on a weekly basis, creating a virtual space where students could work alongside each other whilst using the Pomodoro technique for time management (Cirillo, 2013). Employing timed working techniques to study together at a distance is not entirely new. Study With Me videos, which show an individual working along with a timer have been published by YouTube users globally, with the notable Korean phenomenon of gongbang videos (Guardian, 2021) gaining popularity during the pandemic. Businesses based on the concept of working together at a distance have developed during the pandemic including the Bindr study community and Focus Mate.

The Study With Us community has grown over 5 months. Here we define, and reflect upon, four key benefits of the model. Firstly, participants state that involvement benefits their motivation and provides them with a virtual space of accountability. Secondly, the model allows for personal interaction and encourages expressions of emotional support amongst participants. We explore how this is demonstrated through member familiarity and shared semiotic markers. The community operates on a cross-disciplinary level and has fostered vertical relationship building. Finally, it has allowed for informal skills support and signposting to University services between participants. Whilst the Study With Us model emerged as a response to a moment of need, in consideration of the benefits of the model, we conclude by asking for input on how we might expand and promote the model as study habits continue to change.

**References:** Cirillo, F. (2013) *The Pomodoro technique: Do more and have fun with time management* (3rd ed.) Berlin: FC Garage GmbH

Guardian (2021) Gongbang videos: why the world has gone wild for 12-hour films of people studying [online], Available at:



<https://www.theguardian.com/money/shortcuts/2021/feb/16/gongbang-videos-why-the-world-has-gone-wild-for-12-hour-films-of-people-studying> [Accessed 24 February 2021]

Meulenbroeks, R. (2020) Suddenly fully online: A case study of a blended university course moving online during the Covid-19 pandemic, *Heliyon*, 6:12, p1-7



## Session 4B

**Paper 23:** Academic Motivation of Foundation Students at UNM

**Author/s:** Jane Jeevamoney Davies and Sharon Romeo

**Session 4B:** [Click here to join](#)

**Chair:** Matthew Watts

**Abstract:** Studies have shown that motivation changes across and after the transition from secondary to higher education. Generally students' motivation score was higher at the start of the first year in university compared to at the end of secondary education. Previous studies had shown that students were very motivated and concerned about doing well. However, this was in contradictory to results shown in the scores of the foundation students at the beginning of their programme at the University of Nottingham Malaysia.

The differing results are not surprising considering that motivation undergoes continuous fluctuations, indicating a dynamic changeability in learning across varied time spans. A student's motivational beliefs can go far in determining the student's actions and efforts. So it would be useful to see what are the motivational beliefs of the foundation students.

Focus groups were held to identify the different factors that could be affecting the students' academic motivation. An existing interview protocol by Van Etten et al. (1998) was used to as a reference for building the questions for this focus group. The focus groups were made up of students who had placed the lowest in motivational scores.

Results showed that the motivational beliefs of the foundation students relied a lot on the influence of family members and friends. Results also showed that some students joined the foundation programme due to pressure by family members but still there were students who joined the programme as they genuinely interested in the undergraduate programmes offered by the faculty. The motivational beliefs that are based more on external factors compared to a sense of self-motivation could be a reason for the low scores in motivation



**Paper 24:** Scientific Educational Research in STEM Subjects: A Practical Workshop for Beginners from a Beginner's Experiences

**Author/s:** Daniel Beneroso Vallejo

**Session 4B:** [Click here to join](#)

**Chair:** Matthew Watts

**Abstract:** Teaching and learning research in higher education, often referred to as the Scholarship of Teaching and Learning, is still relatively novel in many academic contexts such as in STEM (Science, Technology, Engineering & Mathematics) areas compared to the mainstay of disciplinary research. One of the major obstacles preventing this from further development is the often-perceived lack of clarity as to how this work is valued and considered credible amongst disciplinary partners and in the face of institutional policies and practices.

In this practical workshop, a systematic SoTL research methodology will be presented, encouraging participants to a) recognise the differences between STEM educational practice and educational research; and b) be actively engaged in actioning and building capacity and community partnership around their STEM-subject specific research findings, in addition to gaining external validation through traditional indicators such as publishing.

The perspectives and experiences of a beginner are expected to facilitate colleagues the access to scientific, credible STEM SoTL, an arena usually perceived as complex and rather abstract for STEM practitioners.





## Session 4C

**Paper 25:** LOAF a delivery model for mixed mode

**Author/s:** Cecilia Gorla and Oranna Speicher

**Session 4C:** [Click here to join](#)

**Chair:** Anna Bertram

**Abstract:** In March 2020, teaching at the University of Nottingham was moved to the online environment following the governmental health and safety directives imposed by COVID-19. Measures for Emergency Remote Teaching (Hodges et al. 2020) were quickly put in place to support the transition. Technology rather than pedagogy took the centre stage to ensure that teaching could continue despite the lack of a physical classroom. The next step saw many educational professionals devising teaching delivery plans able to cope with a second phase of COVID-19 due to start in September 2020. The goal was to move from Emergency Remote Teaching towards delivery models that would prioritise pedagogical considerations over technological ones.

The purpose of this contribution is to present and reflect on the response model, acronymed as LOAF, implemented by the Language Centre at the University of Nottingham. LOAF (Live Online, Asynchronous, Face-to-face teaching) offered a mixed-mode teaching replacement to the face-to-face pre-COVID-19 provision that engaged language students with 3 weekly contact hours.

LOAF boasts a significant degree of flexibility to cater for students' changing needs during the pandemic, including unpredictable patterns of self-isolation, while at the same time providing a solid structure to scaffold students learning as well as tutors teaching. LOAF addresses specifically the needs of language teaching by putting live interaction and communication to the fore.

The presentation will further report on the results of two surveys (one for staff, one for students) that sought to capture the successes and challenges of the LOAF model in order to inform future pedagogical solutions.

**References:** Hodges C., Moore, S., Lockee, L., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>



**Paper 26:** Thinking about digital affordance: using Teams and Padlet for module design in Arts and Humanities

**Author/s:** Hongwei Bao

**Session 4C:** [Click here to join](#)

**Chair:** Anna Bertram

**Abstract:** This paper investigates how digital technologies such as Teams and Padlet can be effectively used for online/blended learning in Arts and Humanities from a teacher's perspective. It engages with the scholarly debate on the pros and cons of online/blended teaching and learning and how to overcome its weaknesses. Drawing on the critical concept of 'digital affordance', this paper suggests that teaching and learning experience can be enhanced if teachers understand and make effective use of the technical and cultural qualities of digital technologies. In other words, online teaching and learning should not be seen as an inferior version of the offline experience; it should be taken seriously and assessed on its own merit.

To make my argument, I critically reflect on my own online/blended teaching experience of two undergraduate modules in the Faculty of Arts in Autumn Semester 2020-21 during the COVID-19 pandemic. I specifically focus on how I adapted my teaching to online/blended modes by redesigning the two modules. In my module redesign, I paid particular attention to issues such as how to overcome the barriers of geographical and temporal differences and how to create a sense of synchronicity, conviviality, and interactivity by using specific features of digital technologies (such as the chatroom functionality on Teams and the interactive commentary functionality on Padlet). The technological and cultural qualities of Teams and Padlet have also been explored to give students formative feedback, offer peer support, and engage in collaborative and process-oriented learning. In addition, meticulous attention has been given to how the two forms of digital learning technologies can speak to the needs of Arts and Humanities students by encouraging creative, participatory, interactive, and reflexive forms of writing, assessment, and engagement with contemporary media and culture. In this way, online/blended teaching and learning has not only enhanced students' learning experience but improved the teacher' digital competence and pedagogical skills as well. With this case study, I argue that making effective use of the digital affordances of learning technologies can facilitate module redesign and learning community building.



# Posters

All posters can be found in the [Posters Channel](#) on the Teaching and Learning Conference 2021 Team Site.

**Poster 1:** Implementation of, and feedback from, new methods for undergraduate toxicology teaching

**Author/s:** Wayne G. Carter, Kelly Calladine, Ana Oliveira

**Abstract:** Although valued as a traditional method of knowledge transfer, student response to the use of Powerpoint lectures can be ambivalent . The incorporation of more collaborative learning techniques that supplement Powerpoint lectures may improve student engagement and learning satisfaction.

**Aims:** To this end, we have incorporated a series of interactive learning tools to deliver teaching of toxicology to undergraduate medicine and medical physiology students.

**Methods:** We produced Kahoot quizzes to provide classroom testing and revisionary sessions; paired 'speed-dating' to facilitate interactive transfer of toxicology facts and figures; and a small group 'escape room' to build team-working as well as reinforcement of toxicological concepts and practice of clinical skills.

**Results:** Student learning satisfaction was collated via student evaluation of module reporting comments, and Likert scale analyses (range: 1 not useful to 5 extremely useful). Average scores for student satisfaction were: 4.29 for Kahoot quizzes, 4.29 for speed dating, and 4.40 for the escape room. Student's comments included improved understanding, learning satisfaction, and enjoyable team working skills, and for which approximately half of the responders preferred the escape room activity.

**Discussion:** Utilisation of teaching methods that incorporated digital learning resources as well as group activities, improved student understanding, supplemented taught Powerpoint lectures, facilitated revision of concepts, and enhanced team working, to collectively benefit the student learning experience.

**References:** Jordan, LA and Papp, R. (2014) Powerpoint: It's not "yes" or "no" – it's "when" and "how". *Research in Higher Education Journal*, 22, 1-11.

Clark, J. (2008) Powerpoint and Pedagogy: Maintaining student interest in university lectures. *College Teaching*, 56, 39-45.



**Poster 2:** First Cut – a student-staff initiative to increase numbers of underrepresented groups in surgical specialties

**Author/s:** Opusdei Aghanenu, André Tulloch, Aminah Ahmed, Ibrahim Mutlib, Dhanny Gomez, Pamela Hagan, Dean Lymath

**Abstract:** Classically underrepresented groups in surgical specialties are often cited as women, trainees from Black, Asian and Minority Ethnic (BAME) backgrounds and those who possess visible or hidden disabilities.

This is concerning given the size and diversity of patient populations. As advocates for underserved communities, increasing the representation of this group is vital to reduce inequalities in healthcare by ensuring that their values and perspectives influence the progression and practice of surgery. Challenging the stereotypes that deter medical students from pursuing these careers, such as that of 'surgeons as privileged white men', will help increase awareness and interest. One way to do this is through participation in a scheme created, in partnership with students and faculty, with the express intent to target student groups who are underrepresented in surgery.

We will outline the design & implementation of a mentoring programme delivered as a staff-commissioned 'Students As Change Agents' (SACA) project by students and faculty from these underrepresented groups. The 'First Cut' initiative seeks to increase interest in surgical careers for students through exposure to and mentorship from surgical role models. Medical students seldom receive the opportunity to influence medical education experience in this manner with the large volume of course material covered over intense years of study. We believe our model will inspire similar programmes in other medical institutions on a national and international scale.

The project is currently in its pilot phase. Feedback will be collected and analysed at the end of the programme for evaluation and improvement. We also plan to highlight the benefits of this unique collaboration between colleagues from two extremes of the medical hierarchy in augmenting the undergraduate experience of surgery by groups not typically seen in the specialty.



**Poster 3:** Wireless Display Technology-Enabled Interactive Learning in Practical Teaching

**Author/s:** Antonio Ortega-Rivas, Jose Luis Saorín Pérez, Jorge de la Torre Cantero, Hany M. Elsheikha

**Abstract:** The engagement and performance of undergraduate students can be improved by using digital tools and as a consequence course leaders are increasingly willing to adopt blended learning to create more collaborative environments in practical teaching. For these reasons, we developed a multimedia-enriched, interactive, practical electronic book (e-book) that was used, along with digital tablets and smart phones, to engage 83 second-year pharmacy students in inquiry-based laboratory (IBL) activities throughout a 4-month immunology module.

Students showed an enthusiasm for using the e-book and mobile devices to complete their laboratory tasks. The majority of students reported that this integrated mobile technology-enabled IBL approach, maintained their interest in the class subject; helped them to explore the tasks, and to seek and discuss evidence. Teachers reported positive effects of this blended-learning intervention on student confidence, their engagement, and application of their critical thinking skills. Integration of mobile devices and e-books within inquiry-based practical teaching can maintain students' interest in the subject, facilitate their understanding and may lead to an increase in the overall educational achievement.

Considering the positive experience reported by both students and teachers in this study, and as wireless display technology improves and more teachers and students realize its full potential benefits, one can anticipate that this technology will be a valuable tool to support practical instruction in undergraduate education. Further studies are required to test the usability and functionality of mobile devices in different teaching settings, such as students on remote placements.



**Poster 4:** Does post-covid teaching affect Student Evaluation of Module scores?

**Author/s:** Helen Cowley

**Abstract:** Student Evaluation of Module (SEM) responses have been collected electronically using Evaluate since September 2014. SEM questionnaires consist of 7 Likert questions and an opportunity for students to give constructive comments. Until March 2020 the majority of modules were delivered in-person on campus; since then Covid-19 has resulted in the majority of teaching being online. Using data from the SEM questionnaires this poster investigates the differences in student feedback for pre and post-covid teaching.

SEM results were compared for surveys open Sept-Jan 2019/20 and Sept-Jan 2020/21. There were 1094 surveys in 2019/20 and 962 in 2020/21; with a mean completion rate of 38.9% and 27.2% respectively. On average students gave a rating of 4.08 for the 7 questions in 2019/20 and 4.19 in 2020/21. However, the SEM questions were changed for 2020/21 to reflect the change to blended learning which may partly explain the slight improvement in scores.

SEM questionnaires also give students the opportunity to provide written feedback. In 2019/20, 9418 students gave 13074 comments, this is 38% of respondents providing an average of 1.4 comments. In 2020/21, 6218 students gave 6951 comments, this is 39% of respondents giving an average of 1.1 comments. Using the rating given by each anonymous respondent the comments were rated as positive, neutral or negative. In 2019/20 84% of comments were positive and 5% negative, whereas in 2020/21 72% were positive and 6% negative. There were therefore fewer positive comments in 2020/21 than in the previous academic year.

In summary, the change in teaching post-covid: did result in a lower completion rate; did not negatively affect the students' SEM ratings but did result in fewer positive comments. However the questions asked of the students were different in the two cases.



**Poster 5:** Impact of COVID-19 on the transition into the veterinary medicine degree course - comparison of three cohorts

**Author/s:** Tatum Stander and Sabine Töttemeyer

**Abstract:** Transition into university can be a time of increased stress for students. Veterinary students, who have a time-consuming and strenuous course and can struggle to adjust to university. Additionally, the 18-24 old age group was most at risk for mental health problems during the first UK COVID-19 lockdown in March 2020. The aim of the study was to highlight the student voice about what they found the easiest and what was most challenging about their transition, especially the impact of remote and blended learning on their academic and cultural transition.

The experience of three different cohorts of Nottingham veterinary students were analysed (1) students were based on campus with a conventional transition (Sept 2019), (2) remote online transition during COVID-19 lockdown (April 2020), or (3) by transition to blended learning with face to face practical classes (Sept 2020). Findings were that working remotely in a familiar place allowed a gradual transition into university and was more beneficial for students learning at their home and not in new accommodation. The blended learning cohort found COVID-19 to be more challenging, due to isolating with unfamiliar people, a more remote location, and without their familiar services, support networks and stress relieving mechanisms. Students identified challenging and positive aspects of online learning. The availability and quality of social life affected the academic stress students faced during their transition.



**Poster 6:** Using Xerte toolkits to engage students in a level one psychology module

**Author/s:** Emma Whitt

**Abstract:** With large lectures no longer an option this year, a series of lecture materials was adapted to delivery online. In these lectures, an active learning strategy was always incorporated and so Xerte toolkits provided the opportunity to support this in an online format. Biological Psychology forms a core part of the curriculum and is generally acknowledged to be a challenging topic to teach (Simon-Dack, 2014) and so using active learning strategies is key to help students with the content. There is lots of evidence of learning techniques that are effective, including retrieval practice, spacing, dual coding (see e.g., Agarwal & Bain, 2019; <https://www.learningscientists.org/>) and educators can help students by incorporating these into teaching.

Four lectures that form an introduction to brain anatomy and the nervous system were recreated in Xerte toolkits. There was a mixture of text-based screens, narrations and videos along with several other interactive elements, including: button sequences, quizzes, gap fill, annotated diagrams, matching texts, and hangman. To support note-taking, students were provided with a document that contained key points which they needed to complete with information from the toolkits.

Student feedback was gathered and was generally positive. Students reported that the toolkits helped their learning, they really liked using them and should be used in the future. There was about the right number of interactive elements, and those elements involved students in learning and kept their attention. Students said they liked how they could work at their own pace and the inclusion of videos. Students did mention some limitations around some glitches in the software and made suggestions of what they would like to have in a toolkit. On an end-of-topic quiz, students performed similarly to students last year. Students do engage well with toolkits and they have potential for use in the future.

**References:** Agarwal, P. K., & Bain, P. M. (2019). *Powerful teaching: Unleash the science of learning*. John Wiley & Sons.  
<https://www.learningscientists.org/>

Simon-Dack, S. L. (2014). Introducing the action potential to psychology students. *Teaching of Psychology*, 41(1), 73–77.  
<https://doi.org/10.1177/0098628313514183>





**Poster 7:** Student and staff perceptions and experiences with open book, open web, remote assessment in the vet school

**Author/s:** Sam Marsh, John Remnant, Kate Cobb, Kay Millward, Erica Gummery

**Abstract:** Due to Covid-19 restrictions, summative assessments at the School of Veterinary Medicine and Science were delivered as remote, open book assessments. The open book format provides opportunity to test higher order critical and analytical skills rather than recall. However, developing effective open book exams can be challenging and can lead to a lack of student preparedness.

This study sought to garner staff and student perceptions of open book assessments in the summer 2020 period. An online survey was distributed to staff and students consisting of Likert and free text style questions. Responses were received from 296 students and 36 staff. Most staff (92%) and students (88%) are in favour of more open book assessments and they are considered less stressful by staff and students.

Free text comments suggest students appreciate the opportunity to demonstrate understanding and to focus on important concepts rather than committing facts to memory. The results of this survey highlight the potential benefits of open book assessment, and the need for further training of both staff and students in approaching this format.



**Poster 8:** Student performance in open book, open web, remote assessment in the vet school

**Author/s:** Sam Marsh, John Remnant, Kate Cobb, Kay Millward, Erica Gummery

**Abstract:** Due to the Coronavirus pandemic 2020 summative assessments in the School of Veterinary Medicine were moved online at short notice. Students took the assessments remotely and exams were sat in an open book format, with access to online and paper-based resources. This provided an opportunity to compare student performance in 2019-2020 to 2018-2019, where assessments were in the usual invigilated, closed book style.

Results from across the veterinary programme were analysed. Examination components included multiple choice questions (MCQ) and short answer questions (SA). The mean and standard deviation of all student overall year marks was 67.8% and 7.7% in 2018-2019 compared to 76.2% and 5.6% in 2019-2020. Mean MCQ marks were 69.4% in 2018-2019 compared to 76.7% in 2019-2020. Mean SA marks were 68.2% in 2018-2019 compared to 74.7% in 2019-2020.

These changes may be related to the change in exam process, further analysis is underway to identify other factors that may have influenced the apparent change in average performance.



**Poster 9:** Encouraging and supporting group interaction and discourse in a one week session

**Author/s:** A Swali, J Wayte, H Corbett and J Jia

**Abstract:** The final months of the MSc in Food Production Management course comprises a 60 credit research project. Preceding this, students take part in a “Core Skills” module which leads them through a smaller scale version of the project, from initial concept to submitting a written report and presenting a poster. Students are facilitated through a process of developing a research question, aims, objectives and hypotheses, before having to think about experimental design and data collection and analyses.

These early ideas of framing a research question often overwhelm students, and if they are not well-formed the quality of the whole project tends to collapse. In pre-Covid years, this experimental planning session involved students taking part in interactive role-play exercises in a classroom to develop their ideas, pitch them to academics, and improve them following feedback. This year, this session fell during a lockdown when face-to-face teaching was prohibited. Instead, the Gilly Salmon ‘Five Stage Model’ was utilised to support students through a week-long framework of e-tivities on Teams, culminating in a live session. Through the week, daily interactive tasks led them through the stages of ‘access and motivation’, ‘online socialisation’, ‘information exchange’, ‘knowledge construction’ and by the live session ‘development’ of their research question.

Compared to previous years of face-to-face teaching, where students arrived unfamiliar to their one-off session, this model led to greater confidence in the sharing of ideas in breakout rooms, and a more dynamic and constructive session. Through the knowledge construction of forming aims and objectives, students were more confident in developing a strong, underpinning hypothesis and proceeding with their report. In this poster we will share how we used this model in one week, and how colleagues can adapt it to their own practices to make a real difference to even a one-off activity.



**Poster 10:** Training and support for staff in the FoE: experiences and future developments

**Author/s:** Becca Ferrari, Luis Neves, Claire Chambers, Dave Corbett and Ian Blacklock

**Abstract:** Since March 2020, the Digital Learning Directors and the Learning Technologies at the Faculty of Engineering curated and delivered a large set of training resources to support staff in transitioning to distant and blended learning during Covid. Considering the lack of experience with similar situations, the plans for training were drafted based on common sense, anecdotal feedback and a survey delivered early in Summer.

This paper uses an evidence-based approach to evaluate the engagement of staff with different sessions, subjects and modes of delivery, to evaluate areas that would benefit from further training, delivery approaches that are more engaging and optimal times for training.

The analysis starts with a quantitative evaluation of the response to the survey on training needs conducted in May 2020 at the Faculty of Engineering of the University of Nottingham. This is followed by an assessment of staff engagement with the resources developed in Moodle to support the transition to blended learning and the live session delivered at Faculty level (ADAPT workshops, FoE Digital Learning Seminars) and at University Level. Finally, the correlation between attendance to those and the questions addressed in 1-2-1 drop in sessions is evaluated, as a mean to evaluate areas of further support needs.

The evaluation of these results will support the future development of training and support resources at the Faculty of Engineering but will also provide information for the development of a digital learning induction of new staff.



# Mini Programme

Time	Code	Chair	Session	
10.00-10.20			1. Welcome	<a href="#">Click here to join</a>
10.20-11.00	1A	WeiKeong Too	2. Parallel Papers Session 1 Stephanie McDonald, Cristina I. De Matteis, Elizabeth Newall, Fiona McCullough, Lisa Mott, Barbara Villa Marcos, Vibhu Solanki, Nicholas Rea, Rossana R. Wright, Steven R. Bagley, Steven P. Bamford, Qingqi Wang, Anshul Lau: Exploring and supporting undergraduate students' digital learning transition from school to university.  V.Solanki, P.Chandarana, E.Marchant, S. Avner, F. Rashid, K. Oweh N.Ilori, R.Dudhia, S. Steckka, W.Soo: Student and Academic reflections on the co-design of final year pharmacy masters module	<a href="#">Click here to join</a>
	1B	Emma Whitt	Cecilia Gorla: Pedagogy First: developing a Community of Inquiry for digital teaching and learning  Frederique Bouilheres: Developing and establishing a consistent Moodle experience	<a href="#">Click here to join</a>
	1C	Tina Byrom	Deborah Merrick, Susan Anderson: The "New Norm" for Anatomy Education at the University of Nottingham  Shiri Einav, Alexa Spence, Laura Blackie, Sarah Cassidy and Harriet Allen: Diversifying assessment beyond the traditional essay in Psychology	<a href="#">Click here to join</a>
	1D	Candace Veacock	Rebecca Thumpston and Xenia Pestova Bennett: Creativity and Wellbeing in Online Music Teaching	<a href="#">Click here to join</a>



			Maria Toledo-Rodriguez: Curriculum based intervention to improve the mental resilience of undergraduate students	
11.00-11.10			Break	
11.10-11.50	2A	Julian Tenney	3. Parallel Papers Session 2 Neil Hughes: The pivot to digital learning: identifying the keys to success  Sally Hanford, Terry Willmer, Cecilia Goria: Encouraging student engagement by adding interactivity to video recordings	<a href="#">Click here to join</a>
	2B	Jackie Cawkwell	Elizabeth Newall, Cristina De Matteis, Stephanie McDonald, Vibhu Solanki, Helen Boardman, Celine Thien, Chidubem Ugwu, Madihah Hussain and Po Kamta: Student use of digital experience insights and transitions data to develop data literacy via undergraduate MPharm research projects  Ruby Barrick and Deborah Merrick: Supporting Student Transition: near-peer led study sessions for first-year medical students	<a href="#">Click here to join</a>
	2C	Kathy Kadio	Sabine Töttemeyer, Georgina Bladon, Silvia Bryant: Using a co-created interactive game to engage students with mental health awareness.  Angie Makri: Facilitating student digital learning and engagement through an innovative goal setting tutoring system	<a href="#">Click here to join</a>
11.50-12.00			Break	
12.00-12.40	3A	Kirsten Greenhalgh	Parallel Papers Session 3 Ruby Barrack, Hannah Mihsein, Deborah Merrick, Yvonne Mbaki and Tim Simpson:	<a href="#">Click here to join</a>



			<p>Wellbeing in a BMedSci student population during the COVID-19 Pandemic</p> <p>Jake Sallaway-Costello: Preparing students for a fragile future: rethinking the sociological imagination towards inclusive and impactful post-pandemic pedagogy.</p>	
	3B	Matthew Watts	<p>Stephanie Richardson: The First Degree Apprenticeship in Veterinary Medicine</p> <p>Judith Wayte with students Aashna Khan, Gratia Silvadasan, Isabel Ewin, Katerina Velchova, Peggy Wong and Simran Sheemar: Creating a student partnership team to lead a student conference – Student Futures Day 2021.</p>	<a href="#">Click here to join</a>
	3C	Oranna Speicher	<p>Gary Burnett: Nottopia: A virtual teaching island for use in Higher Education</p> <p>Tao Liu, Fangying Wang: Evaluation of teaching methods under the online teaching-learning mode using student voice and performance</p>	<a href="#">Click here to join</a>
12.40-1.10			Lunch	
1.10-1.50	4A	Tina Byrom	<p>Parallel Papers Session 4</p> <p>Imogen Richens: Student experiences of the integration of veterinary nursing students into an established vet student run voluntary charity clinic.</p> <p>Matilda Stickley and Elizabeth Walsh: Abed the Hamster, Pancake Day, and the Power of Tomatoes</p>	<a href="#">Click here to join</a>
	4B	Matthew Watts	<p>Jane Jeevamoney Davies and Sharon Romeo: Student Motivation at UNM</p> <p>Daniel Beneroso Vallejo: Scientific Educational Research in STEM Subjects: A Practical Workshop for Beginners from a Beginner's Experiences</p>	<a href="#">Click here to join</a>



	4C	Anna Bertram	Cecilia Gorla and Oranna Speicher: LOAF a delivery model for mixed mode teaching  Hongwei Bao: Thinking about digital affordance: using Teams and Padlet for module design in Arts and Humanities	<a href="#">Click here to join</a>
1.50-2.00			Break	
2.00-2.50			Keynote: Ian Kinchin, <i>Pedagogic Health: Opportunities for engaging in the Scholarship of Teaching</i>	<a href="#">Click here to join</a>
2.50-3.00			Closing remarks	