

The University of Nottingham Teaching and Learning Conference

27th April 2022



#UoNTLC2022

[Return to contents page.](#)

Schedule

Click the session to see more details about the respective sessions;

9.30 – 9.40	Welcome Associate Pro-Vice Chancellor for Teaching and Curriculum Leadership Mark Bradley
9.45 – 10.30	<u>Parallel Papers Session 1</u>
10.30 – 11.00	Break – Tea, Coffee and Posters
11.00 – 11.45	<u>Parallel Papers Session 2</u>
11.45 – 11.55	Break
11.55 – 12.40	<u>Parallel Papers Session 3</u>
12.40 – 13.40	Lunch; <ul style="list-style-type: none">• Poster Session• Buffet Lunch• Make sure to get involved in some of the 'Play' Activities - Pick up a postcard and join others on an artful stroll over lunch!
13.40 – 14.25	<u>Keynote</u>
14.25 – 14.35	Break
14.35 – 15.20	<u>Parallel Papers Session 4</u>
15.20 – 15.30	Break
15.30 – 16.15	<u>Parallel Papers Session 5</u>
16.15 – 16.20	Break
16.20 – 16.30	Closing remarks Pro-Vice-Chancellor for Education and Student Experience Sarah Speight

[Return to contents page.](#)

Navigation

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

[Joining Instructions](#)

[Keynote](#)

[Lunchtime Play Activities](#)

[Papers](#)

[Posters](#)

[Mini Programme](#)

[Return to contents page.](#)

Joining Instructions

For the first time ever, the University of Nottingham's Teaching and Learning Conference will be hosted in a hybrid format, at the Monica Partridge Building and via Microsoft Teams.

For Physical Attendees;

- The conference will be hosted in the Monica Partridge Building, University Park (formerly known as the Teaching and Learning Building). Maps and floor plans for the building [can be found here](#).
- If you have any access or dietary requirements we should be aware of, you can notify us using the [this Microsoft form](#) ahead of the event.
- Upon arrival please sign in at the registration desk on A floor, in the atrium (conveniently right by the food and drink!).
- Copies of the mini programme will be made available on the day.
- Activities that speak to the concept of play will be available on the day, from collective portrait drawing, haikus and 'fail stories' will be available during the day – please do get involved.
- Tea and Coffee will be available during the day and buffet lunch will be provided.
- Mask-wearing is encouraged.
- If you have any problems on the day, please speak to one of the event staff at the registration desk on A Floor, or email uazdcl@nottingham.ac.uk .

For Online Attendees;

- The opening and closing remarks, keynote and all paper sessions will be delivered in a hybrid fashion, where possible. To join these sessions, use the links in the [mini programme below](#).
- Additionally there is an online-only stream. On the programme these are the sessions with a session code of 'xG'. To join these sessions, use the links in the [mini programme below](#).
- All papers and the online stream will be recorded and shared internally subsequent to the event.
- If you have any problems on the day please contact uazdcl@nottingham.ac.uk

Keynote Speaker



Professor Alistair McNaught

After 19 years in the classroom, developing student's independent learning skills, Alistair branched into eLearning, contributing to three national training programs for the FE and skills sectors before joining the Jisc TechDis advisory service as a senior adviser.

He was lead author on a range of staff training resources such as the TechDis Accessibility Essentials; the Senior Manager Briefings for Further Education and the "Upwardly Mobile" resources for mobile learning. Alistair co-developed an ITQ qualification in Accessible IT Practice and led two rounds of crowd-sourced e-book accessibility research in 2016 and 2018 involving nearly a third of the HE sector.

Alistair is a founder member of the Digital Accessibility Working Group that liaises with Government Digital Services and the FE and HE sector around accessibility audits for public sector bodies. He is also a founder member of the Publishers Association Accessibility Action Group. Alistair has supported dozens of higher and further education organisations, through training, mentoring and consultancy both as an accessibility specialist for Jisc (2015-19) and an independent consultant (2019 - present).

He is a founding member of the Future Teacher project and community and has a long-standing relationship with the University of Nottingham through Xerte Online Toolkits. Alistair often works in partnerships, for example with AbilityNet, the Education and Training Foundation and textBox digital. Alistair is ambivalent about technology. He hardly uses it in his personal life, but he loves the way it can support teaching and make learners more productive and independent.

[Return to contents page.](#)

Keynote: Professor Alistair McNaught

- Title:** The Marvel universe of Accessibility - Giving resources (and students) new superpowers
- Session:** Keynote 13.40-14.25
- Session Link:** [Click here to join](#)
- Abstract:** Most of us are self-taught in the technologies we use daily. We know what we know, and that's about it. But technology has hidden superpowers. A humble Word document can summarise itself, speak out its content, describe its images, collect its hyperlinks into an easily scanned list, magnify without spilling off the edge, recolour itself and even transform itself to a graphical mind map (with the right tools). But this can all be undermined by uninformed practice.
- This session is about informing your practice, exploring the rich borderland, just beyond the things we already know about and do. It's about the simple everyday actions that release the superpowers in the content we create. And it's about the productivity gains that every student can exploit when we remove the barriers we didn't know we were creating.
- It's an active session so come prepared to talk with the people around you and – if possible - bring a connected device since we'll be using technology for some activities.

Lunchtime 'Play Activities

Lunchtime activities

During lunch, a number of activities have been put on by Emma Whitt, Matilda Stickley and Gloria Lowe.

Playful Wander

What is it?

You will be embarking on a playful post-lunch wander with other conference participants. There will be creative opportunities to share along the way, as you encounter our beautiful campus. Sign up in the morning and reconvene at 1pm to look for your name, find your group envelope, and set off on your wander.

How do I sign up?

At the registration desk on A Floor of the Monica Partridge Building.

When and where does it Start?

1pm in the A Floor Atrium

How long is it?

20 – 30 minutes

Collaborative Portraits

What is it?

When we collaborate with new people, we each bring a different perspective. This activity is a chance to see something familiar in a new way. Time to grab some pastels or pens and collaborate to make a series of unique portraits. No visual arts experience necessary, only a willingness to try!

How do I sign up?

At the registration desk on A Floor of the Monica Partridge Building.

When and where does it Start?

1pm in the B02 Performing Arts Studio, Monica Partridge

How long is it?

15 - 20 minutes

Haikus

What is it?

Write a haiku about something you have heard about and found interesting at the conference. Take a look at the example haikus and add your own.

How do I sign up?

There's no need to sign up – get involved as and when you can.

When and where does it Start?

All day in the A Floor Atrium

How long is it?

As long or as little as you want

Fail Stories

What is it?

The last two years have brought a myriad of challenges to our teaching, and not everything will have run smoothly. Celebrate those little moments of failure and farce by submitting to a Fail Stories Padlet.

How do I sign up?

There's no need to sign up – get involved as and when you can.

When and where does it Start?

All day, and even after the event – all on the padlet.

How long is it?

As long or as little as you want

Parallel Papers Session 1

9.45 - 10.30

Session 1A

Title: Paper - An investigation of the advantages and disadvantages of university students as avatars in virtual learning spaces

Author/s: Gary Burnett, Catherine Harvey

Abstract: Avatars are static/animated figures that allow humans to interact within digital environments. As such, they represent a “tangible” embodiment of an individual’s personal identity when online. Moreover, they are usually highly customizable, and can be extremely fluid based on context. Authors have noted the increasing importance of avatars in Higher Education, as more teaching is conducted virtually, drawing upon gaming conventions. However, it is also recognized that little is known about how students make use of avatars and the subsequent impact on learning.

For the last two years, a module in the Faculty of Engineering has been conducted within a virtual world, Nottopia – where students (49 in 2020; 95 in 2021) predominately interact with each other and teaching staff in avatar form. Observation data constitutes 40 hours of video recordings of seminars undertaken within Nottopia. Students have also been surveyed (40% response rate) and interviewed.

The experience of learning while in avatar form has been extremely positive, with students expressing a number of advantages to being an avatar – including the ability to express oneself in original/engaging ways, the ability to move freely in the environment (less restricted by social norms), increased confidence to speak up in class, reduced concern over actual physical appearance, and being praised for their avatar. Nevertheless, disadvantages were also apparent – including the distraction of certain avatars, inappropriate behaviours, usability challenges in designing an avatar, and lack of sense of self. An initial design framework for the use of avatars in Higher Education is proposed.

Title: Paper - The Impact of Covid19 on Higher Education in Sri Lanka: Opportunities and Challenges

Author/s: Janith Jayatilake Kankanamalage, Supunika Gayathri Wakayalage

Abstract: Continuity of education amidst the covid19 pandemic has been challenging, especially for developing countries. Schools and universities had to temporarily close down in many developing countries including Sri Lanka. A sudden transition from on-site to on-line learning occurred making it challenging for students. This research paper attempts to explore how students at universities in Sri Lanka experienced on-line learning amidst the pandemic and what impact the pandemic had over their learning. The research is empirical in nature, analysing 50 responses from undergraduates/ recent graduates to a questionnaire survey. The research analyses both opportunities and challenges created due to on-line learning.

The research brings light to the challenges of sudden transition from conventional on-site learning into the on-line mode and the necessity of ensuring effective communication using a plethora of online modes. The research identifies real-time video conferencing as the most preferred mode of learning that also contributes to a positive student-lecturer relationship. It also identifies that the majority of the students were positive about on-line learning; yet, more could be done to make the experience better. Among the identified challenges were: network connectivity issues, lack of infrastructure, mental health concerns and lack of quality interaction among peers. A further contextual challenge was the forced removal from accommodation and employment as a result of university closures. The research concludes that students prefer a blend between on-site and on-line learning in the future.

Key Words: Higher Education, Pandemic, On-line Learning, Student Experience, Sri Lanka

Session 1B

Title: Roundtable - Supporting students to support students: A roundtable discussion of the 2021/22 pilot NAA for Peer Academic Skills

Author/s: Judy Fessey

Abstract: **Roundtable discussion**

Peer mentor schemes (PMSs) tend to focus on either the pastoral or academic, and can be centralised or embedded. Academic PMSs can be further divided. They can be used in parallel with academic teaching to review content, or used to support the skills and strategies students need to be successful in their studies. In either case, it is argued that self-efficacy (and thereby, motivation and performance) (Bandura, 2000) can be scaffolded through the use of appropriately trained peer mentors. Indeed, it is suggested that PMSs may support retention and address achievement gaps (Tucker et al. (2020).

A review of PMSs at Nottingham suggests that, generally, the focus is more pastoral than academic. It was felt that creating a PMSs which focussed specifically on academic study skills would have a threefold benefit: fostering greater support for students, benefitting the mentors themselves, and expanding the provision of the Student Academic Skills team (SAST). In September 2021, SAST initiated a pilot study NAA for Peer Academic Skills Leaders; seven medical students registered.

This round-table discussion brings together NAA students, peer mentor leaders from Medicine and Health Sciences, students who were mentored through the programme, and the presenter (who ran the programme). Its aim is to create a multi-perspective, open discussion on the benefits and challenges of the award, and to discuss how the programme could be expanded across the University. The session is appropriate for members of staff who are interested in supporting students' study skills, and in PMSs.

References:

Bandura A (2000). Cultivate self-efficacy for personal and organizational effectiveness. Available online at: [untitled \(uky.edu\)](#). [Accessed 7.3.22]

Tucker K, Sharp G, Shi Q, Scinta T, Thank S (2020). Fostering Historically Underserved Students' Success: An Embedded Peer Support Model that Merges Non-Cognitive Principles with Proven Academic Support Practices. The Review of Higher Education Volume 43, No. 3, pp. 861–885

Session 1C

Title: Workshop – **Using Student-Led Teaching Awards as a Student Voice Based Quality Process**

Author/s: Ashley Storer-Smith

Abstract: Student-Led Teaching Awards have been a staple of Students' Union activity since their introduction at Edinburg University Students' Association in 2008. With the increasing push for Student Voice within quality processes through the QAA Quality Code and the work student partnership projects/activities; Student-Led Teaching Awards should be looked in a different light. There have been some academic studies analysing nominations that come through Student-Led Teaching Awards and using them within quality processes but this is still lacking within the Staff OSCARs at the University of Nottingham Students' Union. This workshop will discuss the future plans to redevelop the Student-Led Teaching Awards at the University of Nottingham to become more of a quality process by using the advantage it brings by being a positive outlook rather than the negative outlooks that can come from other student voice activity. This session will support attendees to rethink what can be learnt and achieved by this project and have a major impact on the developmental process of these awards as well as the opportunity of developing smaller scale activities within their departments/schools. This workshop will help develop what kind of activities can take place to share the best practice and student ideas that are contained within nominations. The workshop will help Staff learn from the achievements in the sector, especially from the presenter's previous institution and then support the development of a range of activities that fit in with the uniqueness of the University of Nottingham.

Session 1D

Title: Symposium – **Inclusion in the Curriculum: Initial Idea to Implementation**

Author/s: Yvonne Mbaki, Rakesh Patel, Michael Randall, Jasmeet Kaler

Abstract: The University Strategic Delivery Plan for Education and Student Experience demonstrates the institutional commitment to embed Equality, Diversity and Inclusion (EDI) at the heart of everything we do at Nottingham.

The Faculty of Medicine and Health Sciences (FMHS) strategy for delivering this plan is composed of five components, including one focusing on the student sense of belonging and developing inclusive curricula. This symposium describes various leadership and management challenges around taking a potentially abstract idea about a concept such as the inclusive curriculum, and transforming it into a tangible implementation plan for bringing about real change.

The symposium brings together representation from across our FMHS community – both staff and students. The leadership challenges around strategy are discussed by senior leaders regarding development of EDI work programmes and engaging individuals within different Schools. The management challenges around supporting others manage educational projects on time and within budget will also be presented by professional service staff. Academic staff will describe issues related to buy-in and working with others outside of their usual teams and networks on topics where experience and expertise is constantly evolving. Finally, students will share their experiences of inclusive teaching content and examples of best practice across FMHS.

The symposium will include space for discussing unresolved issues and dilemmas such as resourcing for embedding change and dealing with sensitive or uncomfortable issues related to EDI.

Session 1E

Title: Nano – The use of remote engineering laboratories to foster students understanding of the global industrial challenges of operating the modern process plant

Author/s: John Turner

Abstract: The routine operation of chemical process plants is increasingly automated and with the evolution of sophisticated mobile devices their maintenance through remote sensing is equally becoming remote.

Therefore, students should understand how to operate industrial process plants remotely, work in globally located teams with a variety of skill sets, and be expected to complete tasks related to, but not exclusively reliant on, a dynamic process plant.

The presenter aims to demonstrate to academics how using MS Teams as the meeting management platform, students access the control process operations panel of a pilot scale batch reactor designed to mimic an industrial automated reaction process. Supported by integrated cameras, students conduct an evaluation of manual verses automated process control of the operation. Four students' operators cooperate to successfully perform a series of activities that take a reactant to a product under stringent reaction requirements. With the aim of gaining sufficient data to conduct a material and energy balance, the group of students coordinate each other's activities to achieve a series of predetermined outcomes.

As part of ongoing research, preliminary summative findings have shown students demonstrate a comparable level of understanding of the underlying engineering concepts as previous on-site years. However, qualitative discussions demonstrated students' awareness of a level of reality to the activity and attributed engineering specific skills to the laboratory. Students discussed project and risk management, team, communication (verbal and non-verbal), digital, and self-reliance skills / competencies not previously encountered through the on-site laboratories posing a furtive area for investigation.

Title: Nano – Achieving “presence” in online engineering courses: What matters?

Author/s: Maryam Mohammad Zadeh, Daniel Beneroso Vallejo

Abstract: The shift to online education prompted educators to investigate frameworks to guide their online teaching in a meaningful manner. The Community of Inquiry (Col) framework describes the essential elements of an effective online learning experience in higher education, including cognitive and social presences [1].

This research study aimed at understanding how synchronous and asynchronous delivery modes in online teaching, affect social and cognitive presences using the Col framework. Students’ perceptions collected through the personal narratives and analysed using thematic analysis to understand what elements of the learning experience supported social and cognitive presences in the context of online engineering courses [2].

Drawing from a variety of engineering courses with different approaches to online teaching, students’ experience, as it relates to the teaching delivery mode, seemed to be largely determined by the cognitive presence that is embedded within the online course, with students emphasising the opportunities for confirming their understanding and managing when, where, and how they could process and learn the disciplinary content. Furthermore, lack of interpersonal engagement was found leading to poor social presence in asynchronous delivery and leaves behind a major impact on the online student experience.

1. Garrison, D.R. and J.B. Arbaugh, Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and higher education*, 2007. **10**(3): p. 157-172.

2. Nowell, L.S., et al., Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 2017. **16**(1): p. 1609406917733847.

- Title:** Nano – Inspiring Women in Engineering Programme
- Author/s:** Stephanie Baxter, Sarah Shackleton, Lindsay Smith, Clare Nettleship
- Abstract:** The Inspiring Women in Engineering (IWIE) programme was designed with 3 key aims:
- To empower current female engineering students at the University of Nottingham to see themselves as aspirational role models for the next generation of women in engineering
 - To build a network of female students supporting each other within the Faculty of Engineering
 - To deliver mentorship, guidance and inspiration to students from female graduates of the Faculty

IWIE is a collaborative project, bringing together professional services and academic staff and has run in various formats at the University since 2019. In its current format IWIE runs over the course of one month. Students work in groups with an alumni mentor to create and deliver engineering-themed outreach workshops for Year 9 and 10 female pupils in local secondary schools. The workshop activities support the Key Stage 4 curriculum and GCSE topics.

During the IWIE programme Nottingham students have the opportunity to enhance their professional competency skills such as problem solving, communication and presentation skills, teamwork and creative thinking, whilst contributing to the educational development of Key Stage 4 pupils.

The purpose of this Nano presentation is to showcase the team's learnings over the past 4 years; demonstrating how the programme has evolved to better enhance the student experience and how it has adapted to challenges over the course of the pandemic, whilst continuing to grow student and alumni participation and engagement from secondary schools.

Session 1F

Title: Paper – Development of Covid-Proof Teaching Timetables

Author/s: Katy Voisey

Abstract: This paper describes the approach used in M3 to develop covid proof teaching timetables for the 2020/21 and 2021/22 academic years. M3 has approximately 100 academic staff, 1700 students and runs three main distinct undergraduate programmes plus a number of PGT programmes. A distinctive feature of M3's taught programmes are that all Y1 and Y2 modules are compulsory, with optional modules available only for Y3, Y4 and PGT students. The taught programmes are highly interlinked with our level 3 and 4 modules being shared across multiple programmes. The aerospace and mechanical engineering undergraduate programmes typically have Y1 cohorts of 140 and 350 students respectively. This makes rooming of our full cohort teaching sessions and scheduling of our laboratory and practical work challenging even without any social distancing.

The principles used to develop a covid proof teaching timetable to enable continued delivery of M3's taught programmes regardless of the level of social distancing requirements are stated. The changes made to normal teaching delivery are described, along with the underlying reasoning.

The overall approach developed was asynchronous on line material supplemented by rotation of sub-cohorts through live consolidation sessions. The successes, issues and impact on both staff and students of working in this new way are discussed with lessons learned highlighted.

Title: Paper - Students from low socio-economic backgrounds in higher education

Author/s: Christopher Brignell

Abstract: The most widespread and persistent source of disadvantage in access to higher education is associated with low socio-economic (SE) status (James, 2012). In raw terms, being in the bottom SE quantile reduces the likelihood of going to university by over 40 percentage points (Chowdry, Crawford, Dearden, Goodman, & Vignoles, 2013). Furthermore, students with low SE status are 3.4 percentage points more likely to drop out and 3.7 percentage points less likely to achieve a first or upper second degree classification (Crawford, 2014). With regard to institution, students in the lowest SE quintile are half as likely to attend a Russell group university than students in the highest SE quintile leading to lower graduate learnings (Britton, Dearden, & Waltmann, 2021).

In this session we will explore the reasons for this inequality and discuss what we, collectively or individually, can do to level the playing field. For example, the literature suggests the difference in access rates is caused by a variety of educational, social, cultural, and financial factors. Universities spend £840m annually on widening participation, through outreach activities, summer schools, contextual offers and bursaries, but do they help? (Younger, Gascoine, Menzies, & Torgerson, 2019). Once at university, how do we help students “belong” and balance studying with financial and other pressures? Is there evidence that learner analytics, active learning, peer-mentoring, industry involvement and revised curricula help students to persevere and succeed? There will be opportunity for those present to share their knowledge and experience of what works in their context.

Britton, J., Dearden, L., & Waltmann, B. (2021). The returns to undergraduate degrees by socio-economic group and ethnicity. Retrieved from <https://ifs.org.uk/uploads/R186-The-returns-to-undergraduate-degrees.pdf>

Chowdry, H., Crawford, C., Dearden, L., Goodman, A., & Vignoles, A. (2013). Widening participation in higher education: analysis using linked administrative data. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 176(2), 431-457.
doi:<https://doi.org/10.1111/j.1467-985X.2012.01043.x>

Crawford, C. (2014). Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class. Retrieved from <https://ifs.org.uk/uploads/publications/wps/WP201431.pdf>

James, R. (2012). Social inclusion in a globalised higher education environment: the issue of equitable access to university in Australia. In

T. N. Basit & S. Tomlinson (Eds.), *Social inclusion and higher education* (pp. 83-109). Bristol, UK: Policy Press.

Younger, K., Gascoine, L., Menzies, V., & Torgerson, C. (2019). A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. *Journal of Further and Higher Education*, 43(6), 742-773.
doi:10.1080/0309877X.2017.1404558

Session 1G

Title: Paper - 'Dare to know': peer-learning in a post-pandemic world

Author/s: Hugo Drochon, Gulshan Khan, Caroline Anderson

Abstract: One of the biggest pedagogical losses of online teaching set off by the pandemic is students learning from each other: peer-learning, which has been shown to increase student learning through constructive and timely feedback from both teachers and peers, and encourages self-evaluation, another key element (Carless 2015; Black and Dylan 1998; Hattie 2021).

We present here an exercise in peer-learning developed within a third-year elective Politics module, 'Populism, Elites and Democracy' (POLI3117), where sixteen students (out of ninety-six) volunteered to present populism 'factsheets' – a two-page creative document analysing a populist leader/movement of their choice – to their peers, either in one of two designated lecture slots, or during one of their seminars. Students presented for ten minutes, followed by a discussion with other students – their peers – with some comments from their teachers. The presentations were not evaluated, lowering the pressure on the presenters and ensuring a free conversation, although the 'factsheet' assessment was due in a week later for everyone, in time for revisions. This meant even those who didn't present could confront their ideas and engage with the presentations.

Those who presented were asked to write a reflective review, following Gibb's cycle, and the aim of this paper is to discuss these and the impact presenting had on results: presenters scored on average 3.75% higher than the class average. A subsequent student 'take-over' of a seminar group was also organised. In doing so we hope to engage a conversation with colleagues about the role of peer-learning in our education practices.

Title: Paper - Rethinking assessment: creative approaches in the Humanities

Author/s: Sarah Holland (Online)

Abstract: Assessment is a fundamental part of undergraduate/postgraduate degrees, but what is the purpose of assessment and how can creative approaches make this more effective and meaningful? In spite of innovation, assessment in some disciplines remains predominantly traditional. Sector-wide, subject-specific and university agendas, together with student experiences, provide foundations and impetus to rethink assessment. This presentation demonstrates the potential, practicalities and pitfalls of alternative forms of assessment using a case study of History. Of interest to those developing new forms of assessment, especially where assessment remains traditional, and those interested in the effectiveness of these approaches.

This presentation begins by positioning my research within current research on assessment, then outlines the redesign of history modules to embed innovative forms of assessment and connections with the ESE strategic delivery plan. The assessment brief, to create a public history output based on an aspect of the module, aims to foster creativity, discovery and experimentation, be inclusive, robust and effective and promote the student voice through co-creation. Support frameworks and the processes students engage with, including challenges faced and how these are overcome, are discussed. The main focus is the longitudinal research undertaken to evaluate this. Outputs and student feedback will be used throughout. The findings highlight how this assessment has empowered students, fostered inclusivity, facilitated better understanding of module content and been applicable to further study and employability. It demonstrates that more innovative methods of assessment have the potential to make assessment more effective and meaningful.

Parallel Papers Session 2

11.00 – 11.45

Session 2A

Title: Paper - Step into Libraries: Continuing to support visits for local schools in the face of a pandemic and beyond

Author/s: Ella Wharton, Catherine Shipley

Abstract: Prior to COVID-19, school visits were an important part of the University of Nottingham's widening participation goals, allowing EPQ and 6th form students the opportunity to experience University Libraries. In the pandemic, innovation was needed to preserve these valuable opportunities. The Library's Information Skills Teaching and Learning Support Team met this challenge by working to translate the physical experience into an online resource. This allowed school students to continue exploring higher education (HE) library resources despite the restrictions of lockdown and social distancing.

While developed in response to the pandemic, this resource now provides an additional opportunity for schools unable to visit in person to develop their students' information literacy skills. Aligning with the University's Access and Participation Plan, the resource supports students following non-traditional routes into HE with knowledge of – and access to – university materials. In-person school visits have now restarted, and the resource will complement this service, allowing for conversations around HE, academic publication and access to research and knowledge to take place in more schools, and beyond library visits.

This paper will relate the resource to widening participation activities in a variety of contexts, demonstrate its content, and show how it aligns with the Universities' Education and Student Experience Strategic Priority 5: Diversification. With the recent appointment of a new director for fair access and participation (Office for Students, 2022) comes a renewed focus on developing effective partnerships with schools to address attainment. This session will have practical implications for all attendees involved in widening participation efforts.

References

Office for Students (2022) Office for Students welcomes new director for fair access and participation. Available at: <https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/office-for-students-welcomes-new-director-for-fair-access-and-participation/> [Accessed 8 March 2022].

Title: Paper - Can Apollo 11 Still Inspire Students after 52 years?

Author/s: Jez Turner

Abstract: **Aims:**

This paper and presentation will show how the Apollo 11 Moon landing was used to create a **widening participation (WP) outreach programme** was developed, how it is delivered and it's future developments. In addition, it shows how an **existing module can be converted into a coherent module** based around space and rocket engineering to make **it significantly more engaging**.

What has been developed:

Combining previous training and learning from the National and International Space Agencies a **Secondary School Outreach Program** has been developed in the Foundation Engineering and Physical Science Department (FEPS). Firstly, a lecture shows **how the exciting and dark history of Apollo enabled Apollo 11 to land on the Moon**. The in-school lecture shows how engineers and scientist overcame challenges in the Apollo 11 landing that could have ended the mission. From discussions with original engineers the Rolls Royce rocket programme from the 50's to 70's is highlighted too. **It highlights opportunities** to students who would **not 'normally' experience a university education** competing in a model satellite building competition in a university setting later in 2022.

Parallel with this an older module has been redesigned to incorporate the past, present and future of space exploration. This includes **practical activities** that develop **competencies in problem solving**, circuit design, stress testing and fluid dynamics to explain **The Rocket Equation!**

Please come along to find out more about developing outreach programmes and using 'golden threads' to redesign modules.

Session 2B

Title: Roundtable – Perceptions of Overassessment

Author/s: Paul Harlow, Matthew Jacques

Abstract: Higher education in recent years has been subject to claims of “overassessment” whilst a consensus definition of the term has remained elusive. There remains limited empirical evidence to provide guidance towards a better understanding of overassessment and its effects on student wellbeing, satisfaction, learning and achievement. Assessments are a cornerstone of higher education, used to not only certify students but as tool to convey values in society (Boud, 2010). It is understood that both students’ learning processes and learning outcomes are strongly influenced by the assessment system (Gibbs and Simpson 2004). Research suggests that students, regardless of taught content, may focus their learning on a belief of what will be assessed, often referred to as the ‘hidden curriculum’ (Broekkamp, 2003). A further notion is that (surface or deep) approaches may be adopted based on perceived assessment demands (Broekkamp & Van Hout-Wolters, 2007).

Overassessment has been describes as a ‘pedagogy of control’ (Harland et al, 2015) as a means to motivate students and to ensure module content is covered, when in contrast high assessment loads may result in strategic learning, and little time for wider reading (Harland et al, 2015). Students’ perceptions of assessment load may also be related to self-efficacy (Can Dinther et al, 2014) and stress (Siddiqui, 2013), therefore it may be invaluable to get a better understanding of students perception of assessment workload alongside an objective understanding of “appropriate assessment workload” to inform best teaching practice. This roundtable discussion aims to discuss the implications of over-or under assessing on students and staff, and provide consensus recommendations.

Keywords: Learning; Overassessment; Perceptions; Workload

Session 2C

Title: Workshop - Universal Design for Learning: inclusive and accessible module layout that makes it easier to monitor student engagement

Author/s: Helen Whitehead

Abstract: Inclusive design enables all students, whatever their background, disabilities, needs or circumstances, to progress in their learning. It means valuing the diversity of our student population and building on their individual strengths and contributions to provide engaging and varied learning experiences for all.

Universal Design for Learning (UDL) is based on the key research finding that learners are highly variable in their response to teaching. It draws from a variety of research including in neuroscience, the learning sciences, and cognitive psychology. It is deeply rooted in concepts such as the Zone of Proximal Development, scaffolding, mentors, and modelling, as well as foundational research on principles for understanding individual differences and covers the pedagogies and specific practices critical to meeting the challenge of individual differences.

By the end of this session, participants will understand the principles of UDL, to provide multiple means of Engagement, Representation, and Action and Expression, and be able to evaluate their own modules and make appropriate improvements.

In this workshop participants will:

- Learn the principles of UDL, with examples,
- Discuss their application within the University,
- Evaluate a sample module, and one of their own, according to UDL principles,
- Use and adapt checklists and tools for UDL with particular reference to the use of Moodle,
- Draw up a plan to make small or large improvements to create an inclusive and accessible module layout that makes it easier to monitor student engagement.

Session 2D

Title: Workshop - Student-Led Curriculum Evaluation: possibilities and pitfalls

Author/s: Tara Webster Deakin, Tobias Stafford, Jesney Swift, Kathryn Moore

Abstract: Working with students as partners in the co-creation or co-production of the curriculum is an area of increasing importance in a diverse and challenging higher education (HE) landscape (Cook-Sather et al., 2014, Dunne, 2016, Mercer-Mapstone et al., 2017). To ensure we, as universities, are promoting equality, diversity and inclusion (EDI), we must understand how best to cater for individual and collective student need, both in and out of the classroom. Student voice, as a pedagogical resource, can guide university teachers as to the accessibility of curriculum materials, or give expert insight into the student experience to influence approaches to student wellbeing (Cook-Sather, 2018). The positioning of students as “expert” in academic institutions, however, can create multiple knowledge hierarchies and a potential sense of unease among academic staff (Bovill et al, 2011).

This workshop will be co-led by undergraduate students from the School of Cultures, Languages and Area Studies (CLAS) who constitute the School’s Curriculum “Task Force”. Drawing on their experiences of curriculum evaluation over two years, the students will reflect on the possibilities and pitfalls they have encountered in developing and sustaining this type of student-led initiative. Participants in the workshop will have the opportunity to review and discuss curriculum evaluation templates, explore case studies which encapsulate the types of challenge the CLAS students have faced in their evaluative roles, and reflect on the possibilities and pitfalls that the implementation of a similar scheme in their own School or Faculty context might encounter.

Session 2E

- Title:** Nano - Group Projects: Best practice for Student Experiences and Success
- Author/s:** Daniel Fallows, Alan Watson, Paul Evans, Ricardo Gonclaves Correia, Rikesh Patel
- Abstract:** Group projects are widely used in engineering education as they provide a high value activity incorporating a mix of academic and professional skills. These professional skills, particularly that of team working, are highly valued by employers, yet missed by traditional lecture and individual coursework exercises. Despite the importance of group projects, many students loathe this part of their teaching and see it as a low point in their student experience.
- The base academic challenges of any degree level course run alongside interpersonal differences, including mixed academic ability, differing engagement levels, and cultural differences. It is then the role of the educator to manage this situation whilst ensuring students meet the learning outcomes of the project.
- This presentation uses the evolution of a second year, Electrical and Electronic Engineering group project module as an example to demonstrate the challenges and solutions to undergraduate group work. All aspects of the module are considered, such as the provision of teaching material, assessment criteria, guidance given to students, and support both during and outside of sessions. A 'warts and all' approach sees not only the successes but also the pitfalls discussed, providing the audience with a well-rounded understanding. Through the analysis of the example module, alongside student feedback received over the past five years, a set of best practice rules are given, that will be beneficial to anyone teaching or developing group working activities, regardless of discipline.

Title: Nano – **Career Wellbeing**

Author/s: Vicky Harsant, Hannah Woolley

Abstract: Through a Nano session, we will provide an insight into our **Career Wellbeing** initiative.

We know that students can find thinking about their career, applying for jobs, and moving into the workplace exciting, but we also know that sometimes it can present challenges and might be a source of stress or anxiety, particularly in our current context.

This presentation will outline how the new **Career Wellbeing** initiative aims to support students to explore this topic in more detail. We will also outline how this initiative represents a new way of working with other professional services from across the university, including counselling service, welfare support and wellbeing teams and the SU.

The initiative is at present, entirely virtual (delivered primarily via a [NOOC](#)), which is perhaps different to how we may have approached things before the pandemic. In line with the University priorities (3, 4) this initiative supports students' wellbeing. It is designed to be inclusive, enabling students wherever they are studying to be able to access relevant materials and content. Resources are co-created with colleagues and students and can be re-purposed in sustainable ways. Activities also encourage students to explore areas of concern, support one another, and access information, advice, and inspiration, and in turn support their wider student experience.

Throughout this presentation, we'll discuss how this approach has allowed us to share insight and expertise at a time when students really do need support and will discuss proposed next steps for how this initiative will develop.

Title: Nano - Virtual Computing as a tool to enhance the authenticity of teaching and assessment

Author/s: Luis Canhoto Neves, Becca Ferrari, Chris Parry, Steve Greedy, Simon Harrison, James Bonnyman, Mark McCorquodale

Abstract: The lack of access to computer labs was a major challenge for the Faculty of Engineering during lockdown. Computations tools are an integral part of all courses and the conditions available in computer rooms can't be reproduced in personal devices. This paper describes how virtual desktops were used to enhance the learning experience far beyond what was possible in person.

We focus on advanced use of computational resources, including advanced programming and complex 3D modelling. Cloud computing, in particular, the Azure Labs, provided us the ability of deploying custom specialized computers to students for specific tasks, far better than any computer they could buy. This resulted in work environments much closer to industry standards, increasing authenticity but reducing inequality.

Case study A describes how an advanced computing module used individual virtual Linux servers and GPU enhanced desktops to faithfully reproduce the experience in industry. By providing individual servers to students we give them far more power and freedom, allowing them to explore new solutions without risking impacting on other students.

Case study B describes how virtual desktops were used in rendering of 3D objects using state of the art virtual workstations. These reduced the computation time of a model from 5 hours to 10 minutes, improving the quality of the designs, reducing the frustration of hours of wait but, above all, significantly reduced inequality in access to resources, providing all students with the same computational resources.

Title: Nano - Utilising a bespoke Peer Mentoring Scheme to identify difficulties encountered by students transitioning to Medical School

Author/s: Libbi Burchnall, Talia Patel, Raisa Jaffer

Abstract: Transitioning to higher education is undoubtedly a daunting and complex change; fundamentally it is a shift to a new academic and personal environment accompanied by personal growth. It is undeniable that the Medicine course itself presents its own unique set of challenges.

At the University of Nottingham, there is a well-established peer mentoring programme within the School of Medicine. This near-peer support is integrated throughout the first year of study and forms part of the support network offered to students during their transition into higher education.

As part of the Nottingham Advantage Award, first year Medical Students were surveyed in an attempt to explore the difficulties associated with transitioning to university, particularly during a global pandemic. Preliminary analysis of the data indicated that the key challenges experienced during the transition phase are multifaceted, with an interplay between both academic and personal aspects. Results indicated that these difficulties varied across the cohort, highlighting some of the unique experiences faced by particular groups of students notably, gap year and international students. This presentation will provide an insight into specific difficulties faced by Medical Students at our institution, whilst simultaneously drawing parallels with the existing body of research and considering new strategies to mitigate these difficulties.

Session 2F

Title: Paper - Prepare to Climb Mount Bloom! Assessment Design in a Post-Covid World

Author/s: Michael Clifford

Abstract: Until recently, many degree programmes at Higher Education Institutions (HEIs) relied extensively on invigilated unseen exams to assess student learning.^{1 2 3} This tried and tested method of formative assessment had its critics who often highlighted the unfairness of and anxiety caused by these forms of assessment, critiqued as test of speed and short-term memory.⁴ Previous research by the presenter into revision habits, found that students often employed revision strategies such as the use of flashcards, which assist with short-term retention of simple facts rather than promoting reflective learning.⁵

The Covid pandemic forced many HEIs to switch from unseen invigilated exams to other forms of assessment. In many cases, exams were replaced with exam-like assessments that students could attempt from remote locations. These assessments were often set without the strict time pressures associated with traditional exams and without any invigilation.

This presentation explores the effects that the enforced changes in assessment have had on staff and students. Semi-structured interviews with staff examine to what extent learning outcomes changed, with reference to Bloom's Taxonomy.⁶ Interviews with students reveal how their revision habits have changed and explore their wider views on assessment. The findings will inform assessment design in a post-Covid world.

¹ Therese N. Hopfenbeck (2019) The use and abuse of assessment, *Assessment in Education: Principles, Policy & Practice*, 26:6, 637-642, DOI: [10.1080/0969594X.2019.1689323](https://doi.org/10.1080/0969594X.2019.1689323)

² Gavin T. L. Brown (2019) Is Assessment for Learning Really Assessment? *Frontiers in Education* 4:64, 1-7 DOI: [10.3389/feduc.2019.00064](https://doi.org/10.3389/feduc.2019.00064)

³ Gavin T. L. Brown (2013). "Assessing assessment for learning: reconsidering the policy and practice," in *Making a Difference in Education and Social Policy*, eds M. East and S. May (Auckland, NZ: Pearson, 121–137.

⁴ Yusefzadeh H, Amirzadeh Iranagh J, Nabilou B. (2019) The effect of study preparation on test anxiety and performance: a quasi-experimental study. *Adv Med Educ Pract*. 2019;10:245-251. doi:10.2147/AMEP.S192053

⁵ Mike Clifford Revision for unseen assessments (exams) in T. Byron (2020) *Meeting the Teaching and Learning Challenges in 21st Century Higher Education : Universal Design* Cambridge Scholars Publisher

⁶ Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Vol. Handbook I: Cognitive domain*. New York: David McKay Company

Title: Paper - Towards improving formative feedback in online learning platforms

Author/s: Nick Rea

Abstract: Feedback exerts a significant influence on student performance with research demonstrating its effects on achievement as greater than many other factors including socioeconomic factors, homework or smaller cohorts (Hattie and Timperly, 2007). Although many academics believe their feedback is timely and useful (Robinson, Pope and Holyoak, 2013) feedback is generally rated as suboptimal (E.g. Ferguson, 2011) and consistently identified by students as the least satisfactory aspect of higher education (E.g. Mulliner and Tucker, 2017).

Commentators argue that many educators possess inadequate knowledge of writing and giving feedback especially as formal assessment training predominantly focuses on writing assessments covering concepts such as alignment, validity, reliability, authenticity, and washback etc. and feedback largely ignored (E.g. Stiggins, 2010; Xu and Brown, 2016). Consequently, much feedback is still delivered intuitively (Willoughby-Knox, 2019).

Within technology enhanced learning, there is little literature on automated feedback and evidence (E.g. Budge, 2011) suggests that despite many students liking aspects of automated feedback, they still report negatively on it especially as much is perfunctory and impersonal with boilerplate and default responses, is too short, vague or is open to misinterpretation.

This paper presentation is for all educators who wish to provide more principled automated feedback to improve student learning outcomes and develop learners' self-efficacy and metacognition. It provides some of the background theory to feedback, explores some basic feedback models (e.g. Hattie and Timperly, 2007; Narciss, 2008, Narciss 2013) and importantly demonstrates how they can be adapted for crafting better automated feedback in Moodle.

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Xu, Y. & Brown, G. T. L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149–162. doi:10.1016/j.tate.2016.05.010

Session 2G

Title: Paper - “What happens at Notts, stays at Notts”: Teaching and doing civic engagement through Salutogenesis

Author/s: Jake Sallaway Costello (Online)

Abstract: The Universities for Nottingham Civic Agreement(2022) calls on institutional stakeholders to support local agendas in the Nottingham(shire) area, but the direct implementation of this important vision in teaching practice is unclear. Where students seek authentic learning experiences which prepare them for the precarity of the future, the environments immediately beyond the University provide place and space for imagining creative solutions to complex problems. This paper presents a novel curriculum design concept in which civic engagement is the module aims, learning outcomes, content, and assessment.

A new undergraduate module was designed and approved for launch in academic year 2022/23, privileging the Civic Agreement as a module values framework by placing challenges in the Nottingham(shire) area at the centre of pedagogic innovation. Using the Sense of Coherence concept from the salutogenic orientation towards health (Antonovsky, 1987) to connect the student to the immediate local environs around them, the module seeks to empower students to confront overwhelming challenges through civic immersion. Through a showcase of local community-led initiatives and social lenses through which to explore them, students will use Salutogenesis as a tool for building healthy, resilient communities. The assessment, an ethnographic exploration of communities local to the University estates, will place students in spaces which encourage small-but-meaningful action now, instead of big-but-career-driven action later. This paper shares new visions of reimagining higher education curricula in, and as, civic engagement with Nottingham(shire), reflecting on the opportunities for using the Civic Agreement to enhance learning, and the challenges of doing so authentically.

Title: Paper - Pedagogical flexibility for responsible / independent learners

Author/s: Lindita Gjika (Online)

Abstract: In this presentation the presenter will introduce the concept of “pedagogical flexibility” and “flexible learning” as an instrument that can facilitate a more learner-centred approach, recognising diversity of learning needs and learning experience.

This research has started as a reflective review with a specific module and cohort and has been developed as an action research opting transformative change through the process of doing research and taking action at the same time.

The presenter will discuss ways of encouraging flexible learning for a specific cohort of master students focusing on the following steps:

- Recognising when is time for a move towards flexibility.
- Finding development activities and materials that support the change.
- Transforming the didactic role of the lecturer towards that of learning focused education.

The presenter will discuss specific teaching processes that may reveal greater flexibility for students and their engagement in the learning process.

One of the expected results of this action research is to find new ways of encouraging students to make learning choices regarding when to study, how to access resources or how to engage in the class. Students will gain a relatively high level of personal independence and they will become more responsible for their own learning.

In a rapidly changing world we should improve our responsiveness to the needs of our societies and in this perspective we need to empower our students to be effective independent learners that take responsibility for their own learning and are prepared for their contribution to society.

Parallel Papers Session 3

11.55 – 12.40

Session 3A

Title: Paper - An Exploration of Ethnic Inclusivity within Anatomy Education

Author/s: Zainab Hammad

Abstract: When medical education is ethnically inclusive, it increases the sense of belonging amongst minority ethnic students, and feelings of acceptance on the course. Not only this, but it can also help diminish implicit bias amongst graduates and reduce the perpetuation of poorer clinical outcomes in minority ethnic patients. This session will present findings of a recent study on ethnic inclusivity within anatomy teaching at institution. The study explored current early year (years 1-3) medical student's views on the inclusivity of anatomical resources within their curriculum. This accompanied an independent evaluation and review of all first-year teaching resources i.e. lectures and recommended textbook. The main findings established that medical students report ethnic inclusivity and ethnic representation to be important to their learning, with the desire for there to be increased ethnic representation throughout the curriculum. In support of ethnic underrepresentation, almost three-quarters (74%) of the anatomical images displayed in the textbook reviewed and 85% of the images in the university's anatomy lecture slides depicted light skin (i.e., White) tones with limited representation of dark skin tones. Following a review of the literature, our aim is to provide recommendations on increasing inclusivity in anatomy teaching and actions for change. All educators should find value in this presentation and subsequent discussion as the importance of ethnic inclusivity is pertinent to the sector. The objective is for attendees to gain greater understanding of the importance of ethnic representation, practical methods of implementing inclusivity and an encouragement to develop innovative ideas and perspectives for change.

Title: Paper – Investigating the student perspective on the use of laboratory simulation tools

Author/s: Andrew Hook, Charlotte Clark, Riana Bailey, Anna Bertram

Abstract: During the covid-19 pandemic the Faculty of Science purchased the Learning Science Laboratory Simulation tool (LabSims) to create an online environment to teach aspects of the practical courses in the Schools of Bioscience, Pharmacy and Chemistry. This tool continues to be used in these schools in a variety of different ways, from being a library of resources that students can access to an integrated part of the summative assessment. There is evidence to suggest this tool could play an ongoing role within laboratory practicals, however, there is currently limited feedback from students as to the effectiveness of the tool and whether they perceive it as a beneficial aid in the learning process. We have addressed this by conducting a student survey.

In this presentation we will describe the results from our cross-faculty collaboration investigating the student perspective on the use of the tool across the three different schools. We compared the influence on how the tool was implemented upon student engagement and the perceived value in their learning. It is anticipated that the outcomes of this study will inform the future implementation of the Learning Science tool within the Faculty of Science and wider University of Nottingham community.

This research was undertaken by a current final year chemistry undergraduate student and as a part of the requirements to fulfil a postgraduate certificate of higher education.

Session 3B

- Title:** Roundtable - Embedding digital competencies in the curriculum
- Author/s:** Barrie Edmonds, Elizabeth Newall, Richard Windle, Jez Turner, Jacqueline Andrews, Judith Wayte, Charlotte Perry, Vibhu Solanki, Georgia Wishart, Isabel Ewin, Kenzia Fernandes
- Abstract:** Digital capability is one of the four professional competencies identified as being important for students to develop to prepare them for their future careers (Thambar, 2018). The Digital Student Moodle module enables students to develop digital competencies independently and at their own pace through co-curricular learning resources. However, there is an expectation that students will have the opportunity to develop professional competencies as they move through their course so that the competencies are expressed in a subject-discipline context (Varga-Atkins, 2020).

The session aims to identify examples of good practice for embedding digital competencies in new and established courses; to explore how we might review current curricula, modules and learning outcomes to identify where students can develop digital competencies. The session should appeal to academics, aligned professional services staff and those interested in curriculum review.

After a short presentation exploring key themes and examples from staff and students, participants will be invited to contribute to discussions on how various digital competencies could be embedded in different courses, and how we ensure that students receive feedback on their development of digital competency in addition to any subject-related feedback as a regular feature of their studies.

Participants will take away ideas to adopt in their teaching, and the results of our discussion will be collated and used to help shape the landscape of future student digital capability resources and strategic planning.

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- Varga-Atkins, T. (2020). Beyond description: in search of disciplinary digital capabilities through signature pedagogies. Research in Learning Technology, 28. <https://doi.org/10.25304/rlt.v28.2467>

Session 3C

Title: Workshop - Defining student learning development needs: a learning journey approach

Author/s: Elizabeth Newall, Ruth Curtis, Barrie Edmonds, Judy Fessey

Abstract: Created in August last year, Libraries' new Teaching and Learning section has a responsibility for supporting and enhancing student learning and outcomes. This includes the delivery of University-wide academic, digital and information literacy teaching, and learning resources, both in- and co-curricular, and in support of academic and professional competencies. Bringing together these areas of learning development creates a comprehensive offer for the University, increasing reach and impact.

Cottrell (2001) and Wingate (2006) are two of the many educators who argue that the maximum benefit for students is seen when skills development is integrated into the curriculum. At the University of Nottingham (UoN), the recently approved Curriculum Transformation Programme, fundamental to the Education and Student Experience Strategic Delivery Plan in underpinning Priority 3: Curriculum, has placed skills at the heart of programme-level curriculum design. This has given Libraries' Teaching and Learning a welcome seat at each of the forthcoming programme reviews. The time has come at UoN to move away from ad hoc skills provision on modules and towards timely and reinforced curriculum interventions for all students on any given programme.

To support Schools, work is underway to articulate Libraries' learning development offer such that each intervention is mapped to key stages in the student learning journey. In this workshop, participants will engage in activities that define student learning development needs, and the points at which students present these needs. Input from this workshop will support the future timely development of skills and competencies within the curriculum.

Cottrell, S. (2001) *Teaching Study Skills & Supporting Learning*. Basingstoke: Palgrave Macmillan

Wingate, U. (2006) 'Doing away with 'study skills'', *Teaching in Higher Education*, 11(4), pp. 457-469.

<https://doi.org/10.1080/13562510600874268>

Session 3D

Title: Symposium - Educational Inquiry Network (EIN) symposium: PGCHE alumni reflecting on their learning progress through educational inquiry

Author/s: Denise Sweeney, Claire Largan

Abstract: This symposium will showcase the project findings and experiences of academic staff engaged in the PGCHE *Educational Inquiry Project (EIP)* module.

This module was developed to provide a supportive space for participants working towards the full PGCHE award to research and write a substantive piece of educational scholarship working alongside an experienced project advisor. It was always hoped that participants in this module, would develop a secure and deeper range of research skills including those related to the communication of educational research but what they take away beyond this is less clearly defined.

Starting with the experiences of participants on the PGCHE and through this symposium, the EIN aims to develop a culture of support and mutuality for all colleagues as they seek ways to better identify and engender quality teaching practices (Ashwin et al, 2020), regardless of disciplinary background, contract status or position. And in so doing, it can lead to aspects of change and development that go beyond that which is beyond the outcome of the research. These aspirations sit well within the conference focus on teaching and learning within uncertainty, and for sustainability and empathy and mesh well with the University's strategic focus on focusing on student outcomes, wellbeing and promoting evidence-informed practice.

Structure:

- The symposium will be moderated by EIN members and the EIP Module Convenor.
- A short presentation on educational inquiry in relation to the conference themes of sustainability, empathy and uncertainty will be conducted.
- 4 -5 module participants will share their findings and reflect on their learning and implications for future practice as a result of their inquiry project. This will be interspersed by questions and facilitated discussion.
- A short roundtable discussion amongst the presenters, with some pre-selected questions that have been sent to colleagues in advance.
- The symposium will conclude with a question and answer period if time permits.

References:

Ashwin, P et al. (2020) 'Chapter 3, Reflection: How can we develop the quality of our teaching?' in *Reflective teaching in higher education* – London: Bloomsbury Academic.

Session 3E

Title: Paper - Exploring Mixed-Reality approaches to blended learning in Higher Education

Author/s: Gary Burnett

Abstract: It is widely recognised that blended learning experiences involving both face-to-face *and* online interactions will likely be of increased significance in Higher Education. However, designing a blended programme, especially for synchronous/live activities, can be extremely challenging – partly due to technical requirements, but also due to difficulties in creating a single community of active learners, regardless of location.

A novel approach is to utilise Mixed Reality, where real and virtual spaces are connected via two-way 'windows' which enable students to freely interact with staff and one another. To this end, an exploratory set-up has been developed within a module being taken this semester by 140 Masters students from Engineering and Computer Science. A virtual version of the lecture theatre has been created, accessible via standard browsers on remote students' computers. Each week, during a two-hour seminar, students are given the option to attend in-person *or* online and undertake small group activities designed to complement pre-recorded lecture material. Students in the physical room and online both carry out largely the same tasks.

This module is ongoing, and survey/interview data will be collected at the end of the semester to be reported at the conference. Nevertheless, some interesting observations can be made based on current experiences. First, attendance has remained high (>90%). Second, students have distributed themselves evenly across the real/virtual worlds, with no single space presently dominating. Finally, there appear to be a three-way split of students choosing to engage purely in-person, online, or as a mixture of the two.

Title: Paper - Enhancing Learning Through Gamification

Author/s: Ben Pilgrim

Abstract: The session will cover incorporation of gamification as a type of formative assessment within taught lecture modules in the third and fourth year in the School of Chemistry. The presenter features gamification in most of his lectures. Some examples explicitly replicate well known formats, including *Who Wants to be a Millionaire?*, *Play Your Cards Right*, and *Only Connect*. Others involve simpler tasks of students deciding between two multiple choice options or racing each other to construct models of chemical structures based on 3D printed parts the presenter has designed. In most games, student volunteers are asked to come to the front, but there is also an option for wider audience participation and/or students to play along in their seats (for example by playing the game on a webpage). Many of the games are based around simple concepts (such as whether a certain factor is higher or lower than another) that would be readily applicable in many subjects other than chemistry. The presenter will discuss his thoughts on how incorporation of gamification affects the students' skills engagement and interaction engagement within the module, student feedback on its use (both informally and through Student Evaluation of Teaching (SET) surveys), and whether there has been any influence on student outcomes in summative assessment.

Session 3F

Title: Paper - The Blended Learning Conundrum and what to do about it

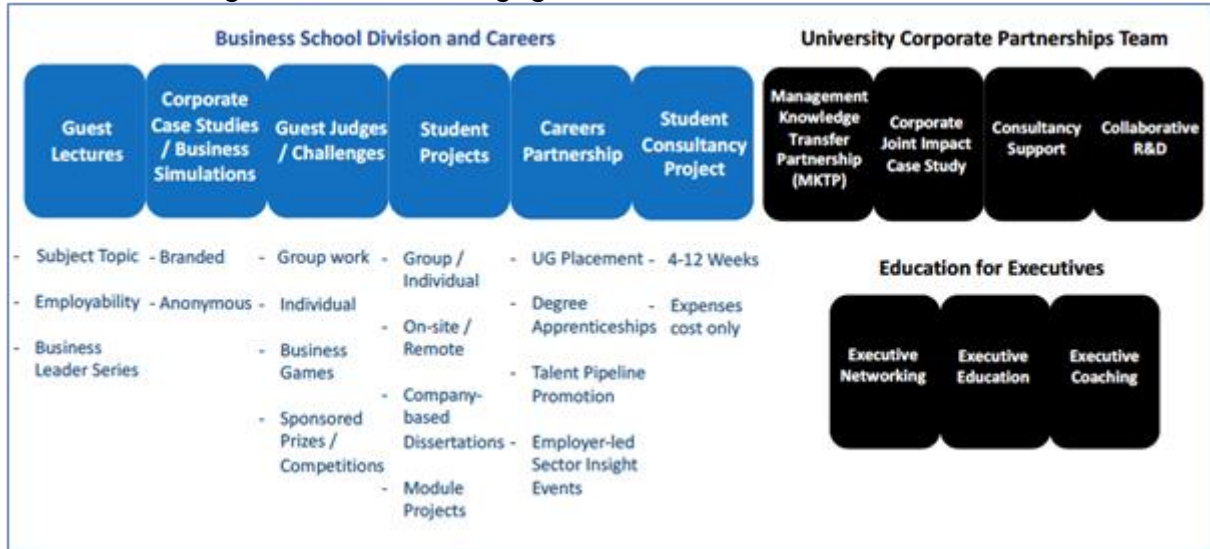
Author/s: Neil Hughes

Abstract: This paper has two main goals. The first is to critically evaluate the extant blended learning literature. This analysis reveals several weaknesses in the dominant approach to this important mode of delivery including: the excessive emphasis it places on the actions and responsibilities of individual academics; the tendency to see blended learning as a pedagogical silver bullet that works for every learner regardless of context; the lack of attention paid to effective design and its failure to integrate a focus on the social and cultural milieu within which blended learning design takes place. The second is to posit an alternative conceptualisation based on the notion of blended learning as a complex social practice mediated by individuals and institutions and to explore some of the practical consequence of this for both the design and governance of Blended Learning in HE.

- Title:** Paper - Developing and implementing a strategy for external engagement, skill development and employability in teaching
- Author/s:** Aditya Jain, Andrew Bacon, Craig Shepherd, Luis Torres, Ziming Cai
- Abstract:** An engaged university like the University of Nottingham does not treat external engagement as an 'add on' or fringe activity. In the OB/HRM Department at NUBS, we are working to shape a sustainable future by improving people's experience of work and by shaping a better, fair and resilient world of work. We embed external engagement into the way we approach all our work and developed a strategy (Figure 1) to coordinate our external engagement activities into our teaching, research, knowledge exchange, and social/community responsibility, which will be discussed in this presentation. This strategy, informed in particular by research on student employability (e.g. Knight & York, 2003, 2004; Small et al., 2018; Tymon 2013), aims to:
- To create further opportunities for our students to engage with business, develop their skills, and enhance their employability through our teaching.
 - To create opportunities for colleagues to develop relationships with business which will benefit their teaching and research activities.

We achieve this by working with colleagues including the school's careers and employability service, executive education and university corporate partnerships teams, by developing existing/new relationships with organisations into longer term partnerships, and by embedding further opportunities into our teaching for students to engage with business, develop their skills and enhance their employability. For instance, our MSc in Business & Management launched the Management Talks Series which seeks to bring industry experts to share their knowledge and experiences with our postgraduate students, and engagement with the SAP Centre of Excellence at the School to develop a Data Analytics for Business summer school.

Figure 1: External engagement model



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Session 3G

Title: Nano - Engagement not frustration: library e-books and e-textbooks

Author/s: Ruth Dale (Online)

Abstract: UoN Libraries provide access to more than 300,000 ebooks (and as many again historical books and texts). They have become a well-used resource, and reflective of moves towards digitally enhanced teaching and learning.

Library ebooks are a shared resource, however. When teaching staff direct students to specific reading they may be taken aback to find they cannot all use them at the same time – or may receive feedback about difficulty in accessing for assignments or seminar preparation. This session may help to avoid these frustrations and disappointments – managing expectations for students, spotting potential problems and knowing when to ask for advice upfront.

The presenter will explain the ebooks available to the library to buy (including the difference between an ebook and an etextbook) and, most importantly, what can easily be seen about their restrictions via the discovery system, NUsearch. They will outline the benchmarks used for purchasing and monitoring of usage, and the key link with “importances” on online reading lists.

At the end of this short update the audience will better understand what a library ebook is, how to spot potential limitations and how an etextbook might be different. They will know what the library aims to provide and how to contact us to ask for further advice.

Title: Nano - Engagement not frustration: good practice tips for reading lists on Talis Aspire

Author/s: Nicola Darlington (Online)

Abstract: If there is an online reading list set up for a module, is it providing the best experience for both teaching staff and students? Teaching methods in the last two years may have led to changes in approach and perhaps the reading list is overdue for a “service” too. The University’s online reading list system, Talis Aspire, was upgraded in 2020 and there may still be features not yet used by some. Are they taking advantage of suggested best practice in this area?

The presenter will give a quick refresher on key, but less well-used features of the system – sections to match weekly teaching priorities and embedded directly in the relevant Moodle section; categories of “importance” to give each item; additional guidance for students in the form of annotations; viewing list specific analytics – and how this helps Libraries to best support teaching with purchase of physical and online books. This will include what happens when a list is “published”, the implications of having “Core” items on there and reference to the different types of ebooks available.

At the end of the session some will have identified where a list could benefit from an update, and some pitfalls to avoid in managing student expectation. It will be clear to all where to find the up-to-date support for reading lists and how to contact us for more advice

Title: Nano – Challenging assumptions about the online learning environment in the post-pandemic educational landscape

Author/s: Rosie Lee (Online)

Abstract: As students return to face-to-face teaching, a dilemma is evolving around how much teaching should continue online. This nano presentation provides a reconsideration of the online learning environment in the post-covid age and explores how online learning can be integrated into teaching timetables to reap the benefits, based on emerging literature.

The online learning environment was explored as part of PGCHE coursework and was of particular interest considering that since the beginning of the Covid-19 pandemic, millions of students have adapted to a change in their learning environment as teaching and learning moved online. As a new educator it has become clear that negative issues can be amplified by the online learning environment, however learning environment challenges may traverse both virtual and face to face settings, and there is a risk of the challenges of the online environment being exaggerated as we return to a new normal.

Literature evidences that the effect of environment on student learning is actually limited and can be significantly negated by employing active teaching strategies and addressing access and inclusion issues. Exploring these findings has wide reaching implications, particularly as face-to-face teaching resumes. The presenter will argue that online teaching mustn't be neglected as a temporary measure, utilised only in the time of covid, considering how online learning environments provide benefits that support students' potential and allow a level of convenience that is particularly attractive to students.

Parallel Papers Session 4

14.35 – 15.20

Session 4A

Title: Paper - Student E-profiles: reducing the social distance between tutors and tutees

Author/s: Neil Hughes, Isobel Elstob, Ann-Marie Ekuban

Abstract: In this paper, we outline the contours of a co-design project, pioneered in the School of Cultures, Languages and Area Studies (CLAS), in which students and academic staff have been working together to reduce the social distance between tutors and tutees. We explore the EDI context from which the initiative emerged and showcase the e-profile digital solution and the roles played by staff and students in its design. We also set out some of the affordances of the E-profile including the opportunity it provides for students, at any point in their studies, to evaluate their academic progress, reflect on feedback received on assessment, address EDI issues, plan their post-university careers, consider their well-being and use this information to kickstart conversations with their tutors. Finally, we explore some of the wider implications of the E-profile initiative such as enhancing the tutoring experience for students without significantly increasing tutor workloads, and helping students to become both more self-aware and active agents in shaping their own student academic and wider university experience.

Title: Paper - Reflections on curriculum diversification

Author/s: Helen Williams

Abstract: This presentation reflections on the key findings of a two-year curriculum-based approach to closing ethnic awarding gaps. The project team explored staff and student perspectives, reviewed curricula nationally in two subject areas, and tried a series of different interventions to bring about a more inclusive curriculum. This presentation shares some of the key findings from the project and reviews some of the strategies implemented, reflecting on successful and unsuccessful interventions. The presentation does not assume any prior knowledge of inclusion, diversification or decolonisation and is aimed at an audience who would like to learn more and do more but do not know where to start.

Session 4B

Title: Roundtable - How can the University of Nottingham's degree apprenticeships be distinctively beneficial to widening participation students?

Author/s: Graham Garforth

Abstract: This roundtable discussion provides an opportunity for participants to engage in active discussion and debate with other colleagues on the topic of using degree apprenticeships to widen participation at the University of Nottingham in the context of our research strengths, industry partnerships, and the national focus on using degree apprenticeships to widen participation.

The University's Strategic Delivery Plan for Education and Student Experience sets out our ambition in Priority 5 to use degree apprenticeships (at levels 6 and 7) to diversify our intake and develop new entry routes and non-traditional modes of delivery to attract widening participation, post-experience and professional learners. Nottingham currently offers 8 apprenticeships across all faculties except Arts, to around 250 learners.

Office for Standards in Education, Children's Services and Skills (Ofsted) (since April 2021 responsible for inspecting degree apprenticeships) requires the University to demonstrate that apprenticeships address social disadvantage, and the Office for Students advocates their use to increase social mobility. However, the University identified in the first self-assessment of apprenticeships that there is more to do to ensure that we are using apprenticeships to achieve Priority 5, ensuring that more diverse learners are recruited to an apprenticeship at Nottingham.

The roundtable discussion will appeal to admissions tutors, apprenticeship programme teams/ directors and staff with an interest in priority area 5 (including widening participation and social mobility), enabling participants to debate ways of adapting the future use of apprenticeship recruitment and programme delivery to distinctively support social mobility and achieve Priority 5.

Apprenticeships Nottingham offer:
<https://www.nottingham.ac.uk/workingwithbusiness/degree-apprenticeships/employer/degree-apprenticeships-information-for-employers.aspx>

Session 4C

Title: Workshop – Considering inclusive course design through the lens of learning traits and characteristics

Author/s: Judy Fessey, Charlie Davis

Abstract: **Roundtable discussion**

Peer mentor schemes (PMSs) tend to focus on either the pastoral or academic, and can be centralised or embedded. Academic PMSs can be further divided. They can be used in parallel with academic teaching to review content, or used to support the skills and strategies students need to be successful in their studies. In either case, it is argued that self-efficacy (and thereby, motivation and performance) (Bandura, 2000) can be scaffolded through the use of appropriately trained peer mentors. Indeed, it is suggested that PMSs may support retention and address achievement gaps (Tucker et al. (2020).

A review of PMSs at Nottingham suggests that, generally, the focus is more pastoral than academic. It was felt that creating a PMSs which focussed specifically on academic study skills would have a threefold benefit: fostering greater support for students, benefitting the mentors themselves, and expanding the provision of the Student Academic Skills team (SAST). In September 2021, SAST initiated a pilot study NAA for Peer Academic Skills Leaders; seven medical students registered.

This round-table discussion brings together NAA students, peer mentor leaders from Medicine and Health Sciences, students who were mentored through the programme, and the presenter (who ran the programme). Its aim is to create a multi-perspective, open discussion on the benefits and challenges of the award, and to discuss how the programme could be expanded across the University. The session is appropriate for members of staff who are interested in supporting students' study skills, and in PMSs.

References:

Bandura A (2000). Cultivate self-efficacy for personal and organizational effectiveness. Available online at: [untitled \(uky.edu\)](#). [Accessed 7.3.22]

Tucker K, Sharp G, Shi Q, Scinta T, Thank S (2020). Fostering Historically Underserved Students' Success: An Embedded Peer Support Model that Merges Non-Cognitive Principles with Proven Academic Support Practices. *The Review of Higher Education* Volume 43, No. 3, pp. 861–885

Session 4D

- Title:** Nano - Inclusion in the curriculum: tools, toolbox, and toolkit
- Author/s:** Suzy Plows, Yvonne Mbaki, Rakesh Patel, Traci Hudson
- Abstract:** The University Strategic Delivery Plan for Education and Student Experience demonstrates the institutional commitment to embed Equality, Diversity and Inclusion (EDI) at the heart of everything we do at Nottingham.

The Faculty of Medicine and Health Sciences (FMHS) strategy for delivering this plan is composed of five components, including one focusing on the student sense of belonging. The importance of an inclusive curriculum for developing a sense of belonging is well documented. This work describes the collaborative design of our tools and toolbox, and planned launch of our toolkit at the University of Nottingham Diversity Festival in June 2022.

EDI is essentially about people. The tools are essentially a metaphor for our staff, and the purpose of the toolkit was to: 1) deliver faculty development through showcasing the best what we were already doing in this space, 2) bring recognition from our senior leaders for staff who had embraced EDI as a worthwhile endeavour to pursue in their roles.

The special tools were our students and we deliberately sought the voices of those who experienced this best practice education. Our toolbox includes a rich collection of multimedia narratives of where each of us are along our EDI journeys. Case studies exist from across FMHS to ensure diversity of representation across the different multiprofessional groups and from the different disciplinary backgrounds. Together the tools and toolbox comprise our toolkit, and all outputs will be available for sharing with other staff and students at Nottingham to access for their learning and development.

Title: Nano - A Unique Virtual Patient Platform to Develop Clinical Reasoning in Medical Students

Author/s: Robert Jay, Rakesh Patel, Emma Wilson

Abstract: Whilst healthcare has improved recent decades over 10% of patients experience avoidable harm in clinical settings, some of these are unavoidable but a significant number are due to errors in clinical reasoning. Most clinical reasoning errors are cognitive in origin, due to a lack of knowledge or flaws in clinicians thought processes. Diagnostic error resulting from cognitive errors cluster around five cognitive processes: premature closure, availability bias, confirmation bias, representativeness and base rate neglect. Both novices and experts make cognitive errors, however novices are prone to these due a lack of clinical experience. Although time in the workplace cannot be accelerated, practice on virtual patients (VPs) offers opportunities to practice clinical reasoning, expand knowledge and train to avoid cognitive errors.

VPs are web-based digital learning technologies that simulate a real-like clinical cases. Although many technologies exist, few enable individuals to develop self-regulated learning behaviours, or integrate clinical decision-support software. To address this, an academic-industry collaboration between the University of Nottingham and Isabel Healthcare was developed to design a case-based learning platform with this capability.

A fully-functioning beta software was developed and completed usability testing. Changes were made based on feedback from end-users (educators and students) and the software implemented in the undergraduate medical programme at the University of Glasgow, UK to identify perceived usefulness and acceptability among medical students. Investigations are underway to explore the impact of different aspects of the instructional design on student learning. The system and the rationale for its design will be demonstrated at this conference.

Title: Nano – The challenges and opportunities of delivering face-to-face clinical skills teaching during the initial phase of the COVID-19 pandemic.

Author/s: Lorna Sneddon

Abstract: We teach clinical skills for Years 1 and 2 medical students at the University of Nottingham Medical School. The number of students per session can be 320. We delivered face-to-face teaching with both teaching, demonstration and facilitation and role modelling part of the session. The sessions are led by experienced clinical skills teaching staff. Prior to the COVID pandemic, we were not restricted by space and numbers, and carried out close personal contact and examination with students practising their skills on each other.

COVID Challenges

With the onset of COVID, we had to drastically rethink the way we were to deliver the clinical skills sessions. The clinical skills sessions must happen in person, so face-to-face at a time when the rest of the University moved to remote sessions only. After a health and safety review, our numbers in each of the six zones in clinical skills was considerably reduced. This explores the process of continuing face-to-face teaching in an altered clinical setting.

Face-to-Face teaching in the Acute Covid-19 phase

This nano presentation will talk about the deliverable targets for face-to-face teaching during a pandemic. It will include student feedback as a metric, and the relationship between the new use of technology to enhance the face-to-face teaching experience. We collaborated with the technical team in clinical skills to great effect, and this enhanced our working partnership, alongside improved student satisfaction metrics.

Title: Nano – Collaborative approach to clinical placements for healthcare students to co-produce a medical service for university performance teams and elite athletes

Author/s: Mary O’Hanlon, Sinead Lodge, Rachel Royer

Abstract: An innovative longitudinal placement throughout the academic year has been co-designed with academic staff, healthcare students and the Dept of Sport in collaboration with elite sport external partners. Placement students are from programmes and year groups in the Faculty of Medicine and Health Sciences.

Through experiential and peer-to-peer learning, students form medical pods to support University performance teams and elite athletes who compete nationally and internationally. The service provision is diverse including pitchside first aid cover, triage, concussion clinic, athlete screening, health education and research participation.

The clinical placement is not intended to teach students to work in elite sport, rather through team-working in sport the placement strives to develop and enhance the clinical, professional and research skills of the next generation of healthcare professionals through a complimentary and expanded curricula.

Impact:

During COVID-19 lockdown this placement provided students with face-to-face learning opportunities enabling them to graduate on time with transferable skills for graduate employment.

Students voiced through ongoing dialogue and focus groups that this placement has provided unique opportunities to develop their confidence, clinical skills, team commitment and insight to multi-disciplinary clinical teams. This has enhanced their student campus experience and improved employment opportunities for example with England Lacrosse and Wasps RFC.

The wider impact of the medical pods was valued by student athletes who cited the service has supported their performance and University experience. The medical pod support during COVID-19 lockdown ensured elite athletes were able to continue training for major sporting events such as the Tokyo Olympics.

Session 4E

Title: Paper - User-centred Analysis of a Novel Multi-User Virtual Environment for Higher Education

Author/s: Catherine Harvey, Gary Burnett

Abstract: Virtual Reality (VR) hardware/software has undergone significant recent improvements and now offers a serious prospect for the development of robust, usable Multi-User Virtual Environments (MUEs) which can facilitate teaching of hard and soft skills in Higher Education [1,2]. The module MMME4084 'Simulation, Virtual Reality and Advanced Human-Machine Interfaces' was delivered in a MUE for the first time in 2020. 'Nottopia' was developed by the second author using the online platform 'Mozilla Hubs' and allowing students/staff to appear as avatars in a virtual space to communicate, move, create/present content and participate in other activities. Feedback from 2020-21 students showed a very positive experience (see [3]). However, there is evidence to suggest that some students participate far less than others in MUE activities.

As part of the first author's PGCE, data has been collected on student/staff interactions within Nottopia in the Autumn 2021 semester. The METUX (Motivation, Engagement, and Thriving in User Experience) model [4], which is based upon Self Determination Theory, was used as a framework to guide this project to understand how interactions in a MUE may influence student wellbeing, motivation and social interactions. Multiple methods of analysis have been applied, including survey, interviews and network analysis.

The presentation will share the findings of this study and reflect on ways in which social interactions might be improved in future iterations of Nottopia. The presentation will be of interest to teaching staff wanting to use novel methods of delivery and will also further our collective understanding of student experience in VR environments.

References

[1] Lee, M.J.W., Georgieva, M., Alexander, B., Craig, E. and Richter, J. (2020) State of XR and immersive learning report. *Immersive Learning Research Network*. Available from: <https://immersivelearning.org/the-state-of-xr-and-immersive-learning/>. [Date accessed: October 2021].

[2] Kuznetcova and Glassman (2020) Rethinking the use of multi-user virtual environments in education. *Technology, Pedagogy and Education*, 29(8): 1-17.

[3] Burnett, G., Kay, R., Harvey, C. (2021). Future Visions for Higher Education: An Investigation of the Benefits of Virtual Reality for Teaching University Students, In *proceedings of IEEE ISMAR conference*, (Online), 4-8 October 2021.

[4] Peters, D., Calvo, R.A., Ryan, R.M. (2018) Designing for Motivation, Engagement and Wellbeing in Digital Experience. *Frontiers in Psychology*, 9 (May 2018).

Title: Paper - Showcasing a sustainable suite of asynchronous resources to support flexible, accessible, and on-demand student development of information literacy skills

Author/s: Ruth Curtis, Jane Freeman

Abstract: To meet the challenge of re-building a suite of face-to-face information literacy (IL) teaching sessions for an online environment in 2020/21, the Libraries Information Skills Teaching and Learning Support team designed, created and implemented an innovative and comprehensive suite of web-based asynchronous resources to complement live teaching.

Now comprising 49 titles, the resources were designed with reach, flexibility and curriculum alignment in mind. With 53,000+ collective views since September 2020, the asynchronous suite has enabled IL support to be extended across all faculties and align with the University's Education and Student Experience Priorities 1 (Covid+) and 3 (Curriculum).

Created using Xerte, each resource:

- can be embedded in modules and mapped directly to coursework requirements
- can be accessed by all students anytime anywhere from the Libraries' web-based subject guides
- reflects the content of its synchronous equivalent, enabling either follow-up learning for students attending live sessions, or self-paced independent learning
- focuses on a specific skill – including literature searching, critically evaluating information, and using EndNote – is discipline-specific where appropriate, and is self-contained
- provides chunked, interactive, video and text-based content that is accessible, responsive, easy to navigate, and follows best practice digital learning pedagogies (Lierman and Santiago, 2019)

This paper will outline the asynchronous suite, showcase the most frequently used resources and, through evaluation to date, demonstrate how embedding resources within curricula has the potential to impact positively on student attainment and IL skill development. It will be of interest to colleagues embedding IL skills within curricula and programme-level design to support student learning.

Lierman, A. and Santiago, A. (2019) Developing online instruction according to best practices. *Journal of Information Literacy*. 13(2), 206-221. Available at: <https://doi.org/10.11645/13.2.2649>.

Session 4F

- Title:** Paper - How to solve a problem like micro-credentials: challenging an institutional approach to quality assurance
- Author/s:** Nick Mount, Luis Canholo Neves, Marlies Gration, Kirstie Coolin, Lina Erlandsson
- Abstract:** Micro-credentials are credit-bearing units of learning that may exist outside of a formal programme of learning. They are one of the most interesting innovations to emerge within higher education quality assurance frameworks in the last decade. They offer universities the opportunity to elevate professional development and lifelong learning offers through the award of credit and provide innovative routes to qualification through micro-credit stacking and *post hoc* award articulation. However, quality assurance processes operating within much of the sector are not yet able to accommodate this innovation. Many are built on an overriding assumption that credit for learning must be scaffolded by a formal programme and that learners must be registered onto a programme to be eligible for credit. The result is a quality assurance impasse. In this paper, we explore routes through this impasse – drawing on the experiences of offering micro-credential leaning at the University of Nottingham Online (UoNO). By providing insights into practical and cultural challenges, and the solutions that have framed quality assurance innovation at Nottingham, the paper will be of interest to anyone seeking to establish routes to the micro-credentialling of learning within their own higher education institutions.

Title: Paper - Sustainability in the Pharmacy curriculum: empowering future Pharmacists for sustainable practice

Author/s: Helen Boardman, Melissa Fletcher, Layth Jumaah, Yumna Misha, Katalin Kovacs

Abstract:

Human activity in the last century has contributed to rising carbon emissions, and unless urgent actions are taken to reduce these emissions, the temperature of the planet will continue to rise, worsening the impact of climate change.⁷ Rising temperatures are already having an impact on human health with increased numbers of people dying in heatwaves and extreme weather events each year.⁸ Awareness of climate change is increasing, and the recent COP26 event in Glasgow has brought to the attention of the world that climate change is a critical issue that we need to act on in every area including education.⁹ There have been calls to include sustainable pharmacy practice within the undergraduate curriculum so students understand how they can minimise climate impact as a health professional.¹⁰ The aim of this study is to explore how teaching about sustainable practice can be included in the curriculum and how the course itself can be more sustainable.

Methods

Interviews with university staff and pharmacists were conducted to explore sustainability issues in the pharmacy profession and how changes can be made to the MPharm to improve the sustainability of the course whilst promoting sustainable practice through the teaching. A survey to MPharm students gathered their views on climate change, teaching about sustainability and how the course can be made more sustainable.

Results and Conclusion

We are currently collecting data and will present our findings at the conference together with our recommendations for the course.

⁷ Commission E. climate action online [Available from: https://ec.europa.eu/clima/climate-change/causes-climate-change_en.

⁸ World Health Organization. Climate change and health 2022 WHO; 2021 [Available from: <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>

⁹ Chase H, Hampshire K, Tun S. Improving the medical curriculum on planetary health and sustainable healthcare. The British Medical Journal. 2022 Jan 25;376.

¹⁰ Self E. Universities must teach future pharmacists about protecting the environment. The Pharmaceutical Journal, September 2021, 307(7953). DOI:10.1211/PJ.2021.1.101944

Parallel Papers Session 5

15.30 – 16.15

Session 5A

- Title:** Paper - Towards a more inclusive curriculum: a staff-student partnership
- Author/s:** Angie Makri, Stephanie McDonald
- Abstract:** Decolonising the curriculum is moving fast at the top of the higher education agenda. Individuals, however, often struggle to identify where to start and what approach to take in their teaching practice to implement positive change. Using an evidence-based approach, we developed a model around decolonising the psychology curriculum, involving undergraduate and postgraduate students as co-creators of the curriculum, taking an equality, diversity and inclusion perspective. Here we present key features of this approach, as well as insights on impact of change using a novel measure we developed as part of this project. We will share key findings from the initial stages of the project and some practical suggestions for teaching practice, from the student perspective, within the context of an active approach to learning.

Title: Paper - Identifying and rewarding individual contribution in group work activities – the Group Design and Manufacture experience

Author/s: Alastair Campbell Ritchie, Kishen Rengaraj, Geoffrey Kirk, Katy Voisey

Abstract: The ability to work collaboratively in a technical project is a key learning outcome in accredited engineering degrees. However, group work presents challenges in terms of supervision and assessment. In this paper, the authors will present a case study based on the Group Design and Manufacture project undertaken by M.Eng. Mechanical Engineering students in their penultimate year of study.

This is a 40 credit year long project and comprises 1/3 of the academic credits available in the year. Groups are made up of 5 students and select a project from proposals provided by members of the academic staff. The group are tasked with taking a project from origination to a concept demonstration (typically Technology Readiness Level 4). While group members are expected to contribute in all areas of the project, students are asked to identify their primary and secondary responsibilities within the group – these normally include co-ordination, design lead, computer aided design, record keeping, and planning and budgeting. The academic supervisor, termed the customer for this module, meets with the students at least once a week and provides advice and direction. In addition, the academic supervisor is one of the primary markers of the work, with a second marker assigned from the pool of staff involved in the module. In addition, the academic supervisor is responsible for marking key assessed elements of the students' work, with a second marker drawn from the pool of staff contributing to the module.

From 2018, objective criteria and standardised marking schemes have been used to assess the projects and the system for allocation of marks to individuals has been overhauled. This has resulted in enhanced differentiation between group members, better identification of outstanding or sub-standard contributions, and satisfactory standard deviation and module median marks. Staff acceptance of the systems used has similarly been of the utmost importance.

It can be concluded that communication of marking criteria and expectations and clear identification of responsibilities has the effect of enhancing group cohesion and the students' perception of the fairness and appropriateness of marking.

Session 5B

Title: Roundtable - “Just put it in the chat”: a round table discussion of oracy skills within academic third spaces

Author/s: Matilda Stickley, Gloria Lowe

Abstract: The third spaces emerging from the uncertain (post-) pandemic period have facilitated a re-imagining of what it means to engage in conversation. As Oldenburg (1989) identifies, third spaces can provide a sociable ground for conversation that is democratic at heart, and playful in mood. Undergraduate and Postgraduate students will join this chaired round-table discussion to explore their own engagement within emergent third spaces addressing the questions:

- How have you been involved in informal digital communities within your studies?
- What online conversations have helped develop your confidence in your studies?
- How has a sense of playfulness in digital spaces contributed to your engagement?

We will focus on a central University service, highlighting four strands of student-facing provision. Together with students, we will explore the implications of digital chat, conversation, and oracy for the development of academic, and socio-emotional, confidence. We consider how third spaces celebrate inclusivity, promote well-being, and foster professional competencies, which are at the heart of ESE Strategic Development Plans. We examine whether oracy skills (outlined in Heron, 2019; Mercer et al, 2017) are sufficiently embedded within curriculum.

This discussion contributes to conversations on the impact of flexibilisation of study spaces, championing the centrality of oracy skills within a student’s learning. We will emphasise the need for sociable academic [third] spaces within which a playful mood is cultivated, interaction encouraged, and through which students feel comfortable to ask questions and voice concerns. Attendees involved in curriculum development, supporting well-being, and teaching, will benefit from new insights provided by the session.

Keywords: oracy, digital, third space, academic support, curriculum

Heron, M. (2019) Making the case for oracy skills in higher education: practices and opportunities, *Journal of University Teaching & Learning Practice*, 16:2

Mercer, N., Warwick, P. & Ahmed, A. (2017) An oracy assessment toolkit: Linking research and development in the assessment of

students' spoken language skills at age 11-12. *Learning and instruction*, 48, 51-60.

Oldenburg, R. (1999) *The great good place: cafés, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community*. Cambridge, Mass.: Da Capo Press.

Session 5C

Title: Workshop - Teaching Autistic Students: Equality through Universal Design

Author/s: Kirstie Pickles, Brad Hill, Sabine Totemeyer

Abstract:

Autism spectrum condition (ASC) is a characteristic of 2% of the population, although this is a conservative figure due to previous inappropriately narrow diagnostic criteria. Whilst adjustments can be made to support autistic individuals that disclose their diagnosis, students that feel unable to disclose, or that have not yet been diagnosed (average time for NHS diagnosis is 2 years from referral), or those unaware of their neurodivergence have no such accommodations. Autistic students have higher levels of mental ill-health and drop-out rates than non-autistic students. Clinical settings and practical sessions can present additional challenges due to their unpredictable nature and necessary interpersonal skills. Universal curriculum design allows all students to engage equally. This interactive workshop, facilitated by staff and students with lived autistic experience, will encourage participants to think creatively about universal design of their own teaching material to maximise student potential.

Session Outline

- Overview of ASC: prevalence, strengths and challenges, masking etc. (5 min)
- What is universal design? (5 min)
- Interactive small group discussion of participant's teaching material with focus on encouraging universal design facilitated by autistic staff and students (30 min)
- Session round up – what one thing will participants take forward from today? (5 min)

(5 min built-in spare time)

Session 5D

Title: Workshop - Fostering interprofessional empathy through interprofessional education

Author/s: Maria Kordowicz, Suzy Plows

Abstract:

Interprofessional education denotes learning together to promote collaborative practice when two or more professions learn from and about each other to improve joint working and the quality of health and social care. The University of Nottingham's Centre for Interprofessional Education and Learning (CIEL) promotes interprofessional education across three faculties and nine health and social care professions through student-led collaborative activities, masterclasses and near-peer facilitation. Fostering empathy between the professions is recognised as one of the processes underpinning the effectiveness of interprofessional education.

Aim

The aim of the workshop is to foster interprofessional empathy through interprofessional pedagogical activities and discussion.

Approach

Workshop participants will be supported to engage in facilitated interprofessional activities designed to help them develop empathy for one another and for their peers through multi-modal task-based engagement and discussion.

Outcomes

The workshop is designed to prompt learning about the role of interprofessional education in helping to foster interprofessional empathy. Participants will explore the opportunities of and barriers to both interprofessional education and empathy in improving interprofessional collaboration.

Session 5E

Title: Paper – Effective Active Learning in STEM, the Holy Grail?

Author/s: John Owen

Abstract: University priorities for ESE include reflecting on staff and student experiences to learn the most from our COVID response (priority 1) and developing infrastructure and curricula to deliver the best student experience (priorities 2 and 3). Active Learning (AL) is encouraged when training teachers in higher education and there is a growing evidence base for the effectiveness of AL to complement its theoretical basis (constructivism).

High profile advocates of AL in STEM claim significant improvements in student achievement and closing of attainment gaps, yet AL remains challenging to adopt and unpopular. Has the creation of online resources in response to COVID facilitated wider adoption of AL? This presentation aims to reflect critically on experiences in one module during COVID, with particular focus on implications for AL. Engagement with online resources,

Teams sessions and classroom activities will be reviewed together with student feedback. We find that achieving effective AL remains challenging. Delivering more, often better, resources on-line is not AL. Without well designed activities to support student learning, online delivery further promotes shallow and passive learning. Conscientious students often experience an overwhelming burden, whereas less conscientious students suffer from lack of structure. The staff burden of creating and refreshing resources remains high. While recognising the value of AL, we maintain that online resources alone cannot short cut proper planning and delivery.

Effectively aligning the Learning Outcomes (LOs), assessments, learning activities and resources remains paramount together with clear communication. Following this study, we have revised the module LOs, learning activities and timetabling for 22-23.

Title: Exploring the acceptability and impact of a Balint group programme in undergraduate medical education

Author/s: Elena Nixon

Abstract:

A highlighted point of concern embedded within the Health Education England Framework relates to the doctor-patient relationship which can be compromised due to trainee doctors' failure to reflect on psychosocial aspects impacting on patients' illness, as well as their difficulty in managing their own emotional wellbeing. Balint Groups are psychoanalytical discussion forums that have been implemented worldwide to cultivate effective ways of thinking and coping and to foster holistic professional competency in postgraduate psychiatry trainees. However, there has been a recent innovative initiative facilitated by a few participating UK institutions to roll out this programme in early stages of medical education.

Aim:

The present study presents preliminary findings on the perceived feasibility and impact of Balint Groups in undergraduate medical education.

Method:

Semi-structured interviews were carried out with 11 fourth-year medical students who participated in a pilot course of 4 weeks during their psychiatry placement. The verbatim data were transcribed and analysed using Thematic Analysis.

Results:

Emerged themes and subthemes denoted mainly that the program offered a unique platform for emotional support and skill development; and for constructive reflection and diverse thinking through personal development and through productive discussion with group members. Recommendations for improvement included changes in guidance and structure that will be taken on board in future implementation.

Conclusions:

These preliminary findings will guide the education team in its teaching and learning practice whilst developing the programme as a support course tailored to students in undergraduate medical education.

Posters

Poster 1: Online provision of English language (ESOL) support for the sanctuary seeking and migrant community during the pandemic

Author/s: Smaragda Kampouri, Renata Seredynska, Cora Lindsay

Abstract:

The Universities of Nottingham and Nottingham Trent have recently submitted a joint bid for University of Sanctuary status (<https://universities.cityofsanctuary.org/>) which recognises that both universities provide a welcoming and accessible environment to people seeking sanctuary. A lack of English language provision to sanctuary seekers is an issue that the University of Nottingham can help address. The presenters have, therefore, been running a Nottingham Advantage Award (NAA) module which has enabled student teachers to run in-person ESOL sessions for the community. Due to the pandemic, in 2021 this module had to adapt to an online mode of delivery.

Aims of the poster

This poster presents the findings of a small-scale qualitative research project where the student teachers and ESOL providers on this NAA programme were surveyed and interviewed about their experiences of this shift to online language provision due to the Covid-19 pandemic.

Intended Audience

This poster will be of interest to educators, language educators, those working with seekers of sanctuary and researchers in the field of migration.

Findings

Findings identified some technical challenges for the student teachers but also their creative and innovative responses to teaching online. There were challenges for the learners, including digital poverty and lack of familiarity with the online platforms, but also opportunities including wider access for some and novel ways of interacting and working with the course materials. Despite the problems encountered by student teachers and learners, it seems that the online mode of delivery is both essential and viable for ESOL courses.

Poster 2: Dedicated Education Units: an innovative clinical nursing education model

Author/s: Aminah Alanazi

Abstract:

Clinical education is the cornerstone of any nursing programme. Although clinical nursing needs have changed significantly over the past few decades, clinical nursing education has not developed in line with these¹. Using innovative models to improve the quality of nursing education is essential to prepare future nurses for the current healthcare environment^{2,3,4}. The Dedicated Education Unit (DEU) is introducing to be a reliable learning model because it encourages nursing students to learn through working in an authentic clinical setting with actual patients^{5,6}. This study aims to explore what is known about the effectiveness of DEUs on clinical nursing education and their benefits to the learner.

Method:

A systematic review was conducted using five databases: Academic Search Premier, MIDLINE, CHNHAL, ERIC, and the British Education Index. The study approaches were a mixture of qualitative and quantitative, with data extraction and synthesis depending on study design.

Results:

The search strategy identified 390 studies in total, but only fourteen of them met the eligibility criteria. These 15 studies used both qualitative and quantitative approaches. The study findings reveal that DEUs have a positive impact on nursing clinical education and provide high quality clinical learning experiences. They offer a highly appropriate clinical placement model, clearly facilitate high quality teaching and learning, ensure safe competencies, support learning in the workplace, and enhance students' leadership competencies. Two of the studies found no significant differences between the DEU approach and traditional clinical education, but the findings concluded that DEUs can support academic development.

- 1 Niederhauser, V., Schoessler, M., Gubrud-Howe, P. M., Magnussen, L., & Codier, E. (2012). Creating innovative models of clinical nursing education. *Journal of Nursing Education*, 51(11), 603-608.
- 2 Moscato, S. R., Nishioka, V. M., & Coe, M. T. (2013). Dedicated education unit: implementing an innovation in replication sites. *Journal of Nursing Education*, 52(5), 259-267.
- 3 Nguyen, V. N., Lawrence, K., & McGillion, A. (2020). The effectiveness of partnership models in clinical nursing education—A scoping review. *Nurse education today*, 90, 104438.

- 4 Huston, C., Phillips, B., Jeffries, P., Toderò, C., Rich, J., Knecht, P., . . . Lewis, M. (2018). *The academic-practice gap: Strategies for an enduring problem*. Paper presented at the Nursing forum.
- 5 Hunt, D. A., Milani, M. F., & Wilson, S. (2015). Dedicated education units: An innovative model for clinical education. *American Nurse Today*, 10(5), 46-49.
- 6 Saxton, R., Warmbrodt, L., Mahley, S., Reberry, D., & McNeece, P. (2015). The Dedicated Education Unit Experience: What's in It for Professional Development Nurses? *Journal for nurses in professional development*, 31(3), 145-150.

Poster 3: An Open Programme of Information Skills Teaching: Targeted Flexibility

Author/s: Joshua Rodda

Abstract:

This poster presentation introduces an open programme of Information Skills sessions – created by the Libraries Information Skills Team during the pandemic, and now offered to students in all faculties. Intended to complement the Team’s core, in-curricular embedded teaching, and delivered online, these sessions provide all Nottingham students, irrespective of how or where they study, with opportunities to build subject-specific search strategies, develop critical literacy skills, and strengthen their professional competencies around information retrieval, interpretation and use.

A central innovation is the way the programme harnesses online teaching to ensure maximum flexibility to diverse student circumstances. Sessions are rotated weekly, to guarantee availability across departmental timetables, and this has increased engagement with Information Skills sessions from faculties previously under-represented. Evening sessions are scheduled to support mature and professional learners, the former a key cohort in the institution’s Access and Participation Plan. The programme is integrated into the Team’s asynchronous resources, providing follow-up support. In principle, no student is left behind.

The poster highlights:

- the programme’s delivery methods and their impact.
- testimonials from students who have benefitted from the programme.

It is designed to encourage conference delegates to inform their students about the sessions on offer, and to consider how information skills are approached within their own faculties and practices. Given the centrality of information literacy both to academic and professional success and to personal information use and wellbeing online, the Information Skills Team considers this library-led programme to be both a vital resource at Nottingham, and a model for teaching elsewhere.

Poster 4: Academic Misconduct in online settings. Understanding which factors influence students' cheating behaviours.

Author/s: Angie Makri

Abstract: Online assessments provide more opportunities to engage in AM (Holden et al., 2021) while the pandemic has given rise to student mental health issues with more students reporting elevated levels of anxiety and depression (Holm-Hadulla et al., 2021). This study examined how personal (mental health, moral justifications) and situational factors (pandemic-related anxiety) affect student engagement in online Academic Misconduct (AM). A total of 175 UK UG students took part in this online study. The findings showed that pandemic-related anxiety was a better predictor of AM behaviours than stress, depression and general anxiety. Further, the current study replicated previous research (e.g. Meng et al., 2014) showing that morally justifying cheating behaviours was the stronger predictor of both AM attitudes and AM behaviours. Implications of the current findings and future directions will be discussed.

Mini Programme

Time	Session Code	Chair	Session Type	Session	Room	Joining Link
9.30-9.40	n/a	n/a	Introduction	Welcome	Monica Partridge A3	Hybrid Click Here to Join
9.45-10.30	1A	Ioanna Dimitriou	Paper	<p>An investigation of the advantages and disadvantages of university students as avatars in virtual learning spaces – Gary Burnett, Catherine Harvey</p> <p>The Impact of Covid19 on Higher Education in Sri Lanka: Opportunities and Challenges – Janith Jayatilake Kankanamalage, Supunika Gayathri Wakayalage</p>	Monica Partridge C15	Hybrid Click Here to Join
	1B	Roundtable		Supporting students to support students: A roundtable discussion of the 2021/22 pilot NAA for Peer Academic Skills – Judy Fessey	Monica Partridge C14	In-person only
	1C	Workshop		Using Student-Led Teaching Awards as a Student Voice Based Quality Process – Ashley Storer-Smith	Monica Partridge D2	In-person only
	1D	Symposium		Inclusion in the Curriculum: Initial Idea to Implementation – Yvonne Mbaki, Rakesh Patel, Michael Randall, Jasmeet Kaler	Monica Partridge C17	In-person only

[Return to contents page.](#)

	1E	Jackie Cawkwell	Nano	<p>The use of remote engineering laboratories to foster students understanding of the global industrial challenges of operating the modern process plant – John Turner</p> <p>Achieving “presence” in online engineering courses: What matters? – Maryam Mohammad Zadeh</p> <p>Inspiring Women in Engineering Programme – Stephanie Baxter, Sarah Shackleton, Lindsay Smith, Clare Nettleship</p>	Monica Partridge C10	In-person only
	1F	Emma Whitt	Paper	<p>Development of Covid-Proof Teaching Timetables – Katy Voisey</p> <p>Students from low socio-economic backgrounds in higher education – Christopher Brignell</p>	Monica Partridge C11	Hybrid Click Here to Join
	1G	Candace Veacock	Paper (Online)	<p>‘Dare to know’: peer-learning in a post-pandemic world – Hugo Drochon, Gulshan Khan, Caroline Anderson (Online)</p> <p>Rethinking assessment: creative approaches in the Humanities – Sarah Holland (Online)</p>	Online only Click Here to Join	
10.30-11.00	Break – Tea, Coffee and Posters					
11.00-11.45	2A	Wayne Carter	Paper	<p>Step into Libraries: Continuing to support visits for local schools in the face of a pandemic and beyond – Ella Wharton, Catherine Shipley</p> <p>Can Apollo 11 Still Inspire Students after 52 years? – Jez Turner</p>	Monica Partridge C15	Hybrid Click Here to Join

[Return to contents page.](#)

	2B	Roundtable		Perceptions of Overassessment – Paul Harlow, Matthew Jacques	Monica Partridge C14	In-person only
	2C	Workshop		Universal Design for Learning: inclusive and accessible module layout that makes it easier to monitor student engagement – Helen Whitehead	Monica Partridge D2	In-person only
	2D	Workshop		Student-Led Curriculum Evaluation: possibilities and pitfalls – Tara Webster Deakin, Tobias Stafford, Jesney Swift, Kathryn Moore	Monica Partridge C17	In-person only
	2E	Julian Tenney	Nano	<p>Group Projects: Best practice for Student Experiences and Success – Daniel Fallows, Alan Watson, Paul Evans, Ricardo Gonclaves Correia, Rikesh Patel</p> <p>Career Wellbeing – Vicky Harsant, Hannah Woolley</p> <p>Virtual Computing as a tool to enhance the authenticity of teaching and assessment – Luis Canhoto Neves, Becca Ferrari, Chris Parry, Steve Greedy, Simon Harrison, James Bonnyman, Mark McCorquodale</p> <p>Utilising a bespoke Peer Mentoring Scheme to identify difficulties encountered by students transitioning to Medical School – Libbi Burchnall, Talia Patel, Raisa Jaffar</p>	Monica Partridge C10	In-person only
	2F	Matthew Watts	Paper	<p>Prepare to Climb Mount Bloom! Assessment Design in a Post-Covid World – Michael Clifford</p> <p>Towards improving formative feedback in online learning platforms – Nick Rea</p>	Monica Partridge C11	Hybrid Click Here to Join

[Return to contents page.](#)

	2G	Graham Garforth	Paper	<p>“What happens at Notts, stays at Notts”: Teaching and doing civic engagement through Salutogenesis – Jake Sallaway Costello (Online)</p> <p>Pedagogical flexibility for responsible / independent learners - Lindita Gjika (Online)</p>	Online only Click Here to Join	
11.45-11.55	Break					
11.55-12.40	3A	Marie Kokolski	Paper	<p>An Exploration of Ethnic Inclusivity within Anatomy Education – Zainab Hammad</p> <p>Investigating the student perspective on the use of laboratory simulation tools – Andrew Hook, Charlotte Clark, Riana Bailey, Anna Bertram</p>	Monica Partridge C15	Hybrid Click Here to Join
	3B	Roundtable		<p>Embedding digital competencies in the curriculum – Barrie Edmonds, Elizabeth Newall, Richard Windle, Jez Turner, Jacqueline Andrews, Judith Wayte, Charlotte Perry, Vibhu Solanki, Georgia Wishart, Isabel Ewin, Kenzia Fernandes</p>	Monica Partridge C14	In-person only
	3C	Workshop		<p>Defining student learning development needs: a learning journey approach – Elizabeth Newall, Ruth Curtis, Judy Fessey</p>	Monica Partridge D2	In-person only
	3D	Symposium		<p>Educational Inquiry Network (EIN) symposium: PGCHE alumni reflecting on their learning progress through educational inquiry – Denise Sweeney, Claire Largan</p>	Monica Partridge D8	In-person only
	3E	Stephanie McDonald	Paper	<p>Exploring Mixed-Reality approaches to blended learning in Higher Education – Gary Burnett</p> <p>Enhancing Learning Through Gamification – Ben Pilgrim</p>	Monica Partridge C10	Hybrid Click Here to Join

[Return to contents page.](#)

	3F	Gavin White	Paper	<p>The Blended Learning Conundrum and what to do about it – Neil Hughes</p> <p>Developing and implementing a strategy for external engagement, skill development and employability in teaching – Aditya Jain, Andrew Bacon, Craig Shepherd, Luis Torres, Ziming Cai</p>	Monica Partridge C11	Hybrid Click Here to Join
	3G	Jackie Cawkwell	Nano	<p>Engagement not frustration: library e-books and e-textbooks – Ruth Dale (Online)</p> <p>Engagement not frustration: good practice tips for reading lists on Talis Aspire – Nicola Darlington (Online)</p> <p>Challenging assumptions about the online learning environment in the post-pandemic educational landscape – Rosie Lee (Online)</p>	Online only Click Here to Join	
12.40-13.40	<p>Lunch</p> <ul style="list-style-type: none"> • Posters • Playful Wander • Collaborative Portraits • Haikus • Fail Stories 					
13.40-14.25	n/a	n/a	Keynote	<p>The Marvel universe of Accessibility - Giving resources (and students) new superpowers – Alastair McNaught</p>	Monica Partridge A3	Hybrid Click Here to Join
14.25-14.35	Break					

[Return to contents page.](#)

14.35-15.20	4A	Earl Kehoe	Paper	<p>Reflections on curriculum diversification – Helen Williams</p> <p>Student E-profiles: reducing the social distance between tutors and tutees – Neil Hughes, Isobel Elstob, Ann-Marie Ekuban</p>	Monica Partridge C15	Hybrid Click Here to Join
	4B	Roundtable		<p>How can the University of Nottingham’s degree apprenticeships be distinctively beneficial to widening participation students? – Graham Garforth</p>	Monica Partridge C14	In-person only
	4C	Workshop		<p>Considering inclusive course design through the lens of learning traits and characteristics – Judy Fessey, Charlie Davis</p>	Monica Partridge D2	In-person only
	4D	Kathy Kadio	Nano	<p>Inclusion in the curriculum: tools, toolbox, and toolkit – Suzy Plows, Yvonne Mbaki, Rakesh Patel, Traci Hudson</p> <p>A Unique Virtual Patient Platform to Develop Clinical Reasoning in Medical Students – Robert Jay, Rakesh Patel, Emma Wilson</p> <p>The challenges and opportunities of delivering face-to-face clinical skills teaching during the initial phase of the COVID-19 pandemic.– Lorna Sneddon</p> <p>Collaborative approach to clinical placements for healthcare students to co-produce a medical service for university performance teams and elite athletes – Mary O’Hanlon, Sinead Lodge, Rachel Royer</p>	Monica Partridge D8	In-person only
	4E	Jackie Cawkwell	Paper	<p>User-centred Analysis of a Novel Multi-User Virtual Environment for Higher Education – Catherine Harvey, Gary Burnett</p>	Monica Partridge C10	Hybrid Click Here to Join

[Return to contents page.](#)

				Showcasing a sustainable suite of asynchronous resources to support flexible, accessible, and on-demand student development of information literacy skills – Ruth Curtis, Jane Freeman		
	4F	Matthew Watts	Paper	<p>How to solve a problem like micro-credentials: challenging an institutional approach to quality assurance – Marlies Gration, Nick Mount, Luis Canholo Neves, Kirstie Coolin, Lina Erlandsson</p> <p>Sustainability in the Pharmacy curriculum: empowering future Pharmacists for sustainable practice – Helen Boardman, Melissa Fletcher, Layth Jumaah, Yumna Misha, Katalin Kovacs</p>	Monica Partridge C11	Hybrid Click Here to Join
15.20-15.30	Break					
15.30-16.15	5A	Gavin White	Paper	<p>Towards a more inclusive curriculum: a staff-student partnership – Angie Makri, Stephanie McDonald</p> <p>Identifying and rewarding individual contribution in group work activities – the Group Design and Manufacture experience – Alastair Campbell Ritchie, Kishen Rengaraj, Geoffrey Kirk, Katy Voisey</p>	Monica Partridge C15	Hybrid Click Here to Join
	5B	Roundtable		“Just put it in the chat”: a round table discussion of oracy skills within academic third spaces – Matilda Stickley, Gloria Lowe	Monica Partridge C14	In-person only
	5C	Workshop		Teaching Autistic Students: Equality through Universal Design – Kirstie Pickles, Brad Hill, Sabine Totemeyer	Monica Partridge D2	In-person only
	5D	Workshop		Fostering interprofessional empathy through interprofessional education – Maria Kordowicz, Suzy Plows	Monica Partridge C17	In-person only

[Return to contents page.](#)

	5E	Matthew Watts	Paper	Effective Active Learning in STEM, the Holy Grail? – John Owen Exploring the acceptability and impact of a Balint group programme in undergraduate medical education – Elena Nixon	Monica Partridge C11	Hybrid Click Here to Join
16.15-16.20	Break					
16.20-16.30	n/a			Closing Remarks (A3)	Monica Partridge A3	Hybrid Click Here to Join

[Return to contents page.](#)