Teaching and Learning Conference Abstract Guidance Document

- **Venue:** Hybrid (Monica Partridge, University Park, UNUK, and connecting UNM, UNNC and UNUK campuses online via Microsoft Teams)
- **Date:** Wednesday 26 April 2023
- **Organised by:** UNUK, UNNC and UNM Teaching and Learning Conference Working Group
- **Call for submissions open to**: All University of Nottingham (UoN) staff and students
- **Submission forms:** Please find campus specific submission forms below.
- **Submission deadline**: Friday 3 March 2023
- **Keynote**: Ruth Healey

This document is for UoN staff and students who wish to submit an abstract for review for the UoN Teaching and Learning Conference 2023. It sets out the conference focus and associated themes, lists and describes session formats, summarises the proposal process, provides guidance for writing your abstract, and sets out the full the abstract review criteria.

Please review each section of this document before submitting an abstract, particularly the abstract review criteria. To navigate the different sections of this document, please *click* on the sections below.

- Conference Focus and Themes
- Session Formats
- The Proposal Process
- Writing your Abstract
- Abstract Review Criteria

Teaching and Learning Conference 2023 Webpage

If you have any questions about the Teaching and Learning Conference after reviewing this document and the conference webpage, please don't hesitate to contact the Conference Team.

Click to view: **Teaching and Learning Conference 2022: Abstracts and Sessions**

Submitting an abstract? Please also register as a conference attendee and circulate the registration form to any co-presenters.

Conference focus and themes

Conference focus

- **Beyond Satisfaction, Student Engagement and Partnership in Teaching and Learning**

Beyond an ambition of student satisfaction lay a more challenging vision of student engagement, participation and partnership across university structures, systems, and processes integral to the design, delivery, and future imagining of teaching and learning. Through inclusive engagement and partnership with students, the University of Nottingham's [Strategic Delivery Plan for Education and Student Experience](#) aims to unmask and minimise inequalities, enrich the student experience, and enhance student outcomes and transform lives.

Taking three teaching and learning themes: curriculum design, development, and delivery; approaches to student engagement and partnership beyond the formal curriculum; and, learning community, this year's conference brings into focus and explores student engagement and partnership across themes and from multiple perspectives.

The conference will distil insights, effective practice(s), and lessons learnt which will enrich institutional knowledge and expertise and inform teaching and learning theory, policy, and practice in 2023/24 and beyond.

Proposals for papers, presentations, posters, workshops, symposia, roundtable discussions and 'other' should address one of the three themes listed below. Multiple contributions each addressing a different aspect of one theme and / or more than one theme are welcome.

- **Theme One - Approaches to Student Engagement and Partnership: Curriculum Design, Development and Delivery**

Until recent years the scholarship on student engagement and partnership in higher education structures and processes tended to explore the realm of governance (committee membership) rather than direct involvement in curriculum design and delivery.

The university's Education and Student Experience Strategic Delivery Plan (ESE SDP) set curriculum as one of its key priorities. Building on the successful 'Designing Programmes for Learning' conference, in 2022 UoN launched the Curriculum Transformation Programme (CTP). Beyond consultation, CTP actively engages students as co-creators with final design outcomes the result of a negotiated co-creation in equal partnership with students.

In the wider context of the ESE SDP and CTP, this theme considers student engagement and partnership at the levels of curriculum and programme design (and / or module (re)development) and delivery. It will provide timely insights into effective practice(s), impact(s) and outcomes with potential to inform / enrich institutional knowledge and expertise and the theory, policy and / or practice of student engagement and partnership in the design and delivery of learning in higher education more broadly.

Proposals could include, but are **not** limited to:

Curriculum Design, Development, and Delivery

- **An inclusive curriculum for all**:

  - Curriculum content – what we teach
    - Sharing control, student voice and co-creation
    - Equality, Diversity and Inclusion and marginalised voices
    - Beyond the student voice, engaging students as partners in curriculum design (content)
  - Curriculum pedagogy – how we teach
    - Active, collaborative pedagogies - although not all active learning involves partnership it does mean engaging students in forms of participation.
    - Beyond the student voice, engaging students as partners in pedagogic advice and consultancy.
  - Curriculum outcomes - what we aim to achieve
    - Approaches to evaluating the impact of curriculum design / programme development on learning and the student experience
    - Inclusive and authentic assessment
    - Narrowing progression and attainment gaps.

- Responding to the challenges of integrating student engagement and partnership activities and / or wholescale approaches into the design, development, and / or delivery of learning.
- Opportunities - both expected and unexpected – to enhance student: inclusion, engagement, progression and / or attainment, through leveraging approaches to student engagement and partnership in the design, development, and / or delivery of learning.
- Student engagement and partnership in curriculum design and delivery in support of UoN values: Inclusivity, Ambition, Openness, Fairness, and / or Respect.
- University programmes, projects and / or schemes that align with the theme, for example: Curriculum Transformation Programme, Embedding Professional and Digital Competencies for Students, and e-Assessment.

- **Theme Two - Approaches to Student Engagement and Partnership in Teaching and Learning: Beyond the Formal Teaching Curriculum**

Student engagement and partnerships encompass questions of power and control, inclusivity and scale, recognition and reward, identity, responsibility for partnership work, and impact and outcomes, which involve possibilities for thinking and acting differently as individuals and as institutions.

The university's ESE SDP sets student experience as a central priority, and the university is committed to working in partnership with students to enhance the student experience, for example through its institution-wide [Students as Change Agents](#) and [Student Engagement Associates](#) schemes.

This theme distils approaches, practices, challenges, and opportunities of working in partnership with students as agents of change at different organisational levels and across settings (departmental, faculty, institutional and / or sector (national / international) levels) to provide an overview (whole institution) and rich tapestry of effective practice(s) and lessons learnt.

Proposals could include, but are **not** limited to:

- **Active engagement, inclusion, and partnership beyond the formal curriculum:**

    - Student voice and representation
    - Student transitions and retention
    - Well-being and mental health
    - Collaborative and social aspects of learning

- Conceptual models for exploring, implementing and / or evaluating students as partners approaches and practices, and / or case studies / examples of strategic and sustainable practice(s) of engaging students as partners that reach beyond the formal curriculum but connect with and impact on teaching and learning (extra curricula) i.e. scholarship of teaching and learning projects, employability, quality assurance, teaching and learning and research strategies and policies, retention, progression and attainment, and/ or community engagement.
- Tensions inherent to student engagement and partnership in learning and teaching and suggestions to individuals and institutions for addressing them.
- Student engagement and partnership beyond the formal curriculum in support of UoN values: Inclusivity, Ambition, Openness, Fairness, and / or Respect.
- University programmes, projects and / or schemes that align with the theme, for example: Student Engagement and Attendance Dashboard, Personal Tutoring, and work relating to student voice through research (i.e., survey, focus groups, town halls) and / or student representation including Students as Change Agents and Student Engagement Associates schemes.

- **Theme Three - Approaches to Student Engagement and Partnership: A Partnership Learning Community.**

Embedding student engagement and partnership beyond policy documents and individual initiatives into the learning community as a whole requires that partnership becomes part of the norms, values, culture, and ethos of an institution.

The university's ESE SDP prioritises institutional values of inclusivity, ambition, openness, fairness, and respect central to an inclusive and global community that students quickly feel part of, and jointly create.

This theme conceptualises learning community as a hospital home for all sustained by diverse student engagement and partnership approaches and practices, and distils insights, lessons learnt and effective practice(s) to support the development of the learning community and student experience we aspire to.

Proposals could include, but are **not** limited to:

- **Learning community, working and learning together**

- Identity and belonging and / or building positive relationships / trust between students and staff and amongst students (to encourage dialogue, discussion, collaboration necessary for engagement, partnership and learning community): Lessons Learnt and Effective Practice(s) Identified.
- Case studies / examples of reducing barriers to participation in the learning community, particularly among marginalised or traditionally under-represented groups, and / or of exploring differences in experiences and perceptions of partnership among students and staff.
- Case studies / examples of whole institution approaches to student engagement and partnership, in active collaboration with the wider learning community i.e., professional services, educational and learning development, academic departments, and / or students' unions and student societies.
- Student engagement and partnership in the learning community in support UoN values in our learning community: Inclusivity, Ambition, Openness, Fairness, and / or Respect.
- University programmes, projects and / or schemes that align with the theme, for example: Equality Diversity and Inclusion, Student Belonging Framework, Pastoral Support, and International Student Experience.

Session formats

Proposals for papers, presentations, posters, workshops, symposia, roundtable discussions and 'other' that address one of the conference themes are welcome. The emphasis of all proposals should be on 'Student Engagement and Partnership', and sessions should involve opportunities for reflection, exploration, and engagement with scholarship and / or practice.

The conference traditionally includes sessions which involve delegates in active discussion and / or participation, and consequently this is a key requirement of all live sessions. Innovative techniques to actively engage delegates in pre-recorded content is encouraged.

Possible session formats are listed below.

Please note that the final structure of the conference presentations / programme will be based on proposed contributions.

- **Papers:** (20 minutes with 5 minutes for questions per paper presented) These provide opportunities to present scholarly, research based, or practice-based papers which are applicable to other contexts or disciplines.

    o Provide an account of scholarship, empirical research, evaluation, policy and / or practice with the emphasis on drawing out insights, lessons learnt and effective practice(s).
    o Actively involve participants (through discussion or other activities) with your scholarly ideas, experiences, stories, tools, and / or innovative approaches to addressing challenges, and / or findings.

- **Nano presentations:** (10 minutes) These provide opportunities to deliver short, dynamic talks which showcase a teaching innovation, idea, learning activity or method; to report on a work in progress in learning and teaching research (e.g., preliminary research results); or, to initiate collaborative work (e.g., call for participants) etc. These sessions are particularly suitable for sharing good practice.

- **Workshops:** (50 minutes) These focus on an innovative approach to learning and teaching, provide an in-depth exploration of the aspect of learning and teaching under exploration, and should involve a strong element of audience participation.

- **Symposia:** (50 minutes) These normally provide an opportunity for a group of contributors to present a collection of papers around a theme. (Related options may, however, be considered by the Conference Working Group).

- **Roundtable discussions:** (50 minutes) These provide an opportunity for participants to engage in active discussion with others regarding research in progress, completed work, or to debate a current higher education issue.

- **Posters:** (N/A) These provide an opportunity to use a Poster (A1 in size, portrait orientation) as an alternative approach to present current or new work. The poster should be an eye-catching visual representation of a topic and will be mounted on display boards throughout the day in the main foyer of the Monica Partridge Building. Presenters will be allocated a 5-minute slot in which to answer questions.

- **Pre-recorded / Video Poster Presentations:** (3 minutes) These provide an alternative format to a paper poster. Video Posters can come in any form including a recorded PowerPoint presentation and will be made accessible to conference delegates throughout and following the conference via the online Teaching and Learning Conference Gallery. <u>All pre-recorded content must be submitted in advance of the conference (by Friday 14th April 2023).</u>

- **Other:** We encourage creativity in applications. If your proposal does not fit with the session formats listed above, please use the 'Other' option when submitting a proposal. The 'Other' option provides an opportunity to propose alternative ways to engage attendees in-person and / or online in one of the **Student Engagement and Partnership** themes listed above. For example, through (and not limited to) an art installation, dance, song, creative images of university student engagement and partnership projects, and / or fireside chats with 2-3 attendees at a time. **Proposals submitted under 'Other' should not replicate any of the session formats listed above.**

The Proposal Process:

How to submit a Teaching and Learning Conference abstract including key dates can be found below.

- Proposals should be no more than **250 words**.

- UNUK proposals should be submitted using the **UNUK Submission Form.**

  o The UNUK MS Form requires abstracts be submitted by uploading an MS Word document (this does not apply to UNNC/UNM colleagues, due to technical limitations with MS Forms UNNC/UNM colleagues are kindly asked to enter the abstract directly into the MS Form text box and keep a paper copy of the abstract for their records).

- UNNC/UNM colleagues should submit their abstracts using the **UNNC/UNM Submission Form.**

- Please submit your proposal by **Friday 3 March 2023**. If you have any questions, please contact brzjeb2@exmail.nottingham.ac.uk.

- Following submission, all abstracts with be reviewed by University of Nottingham colleagues using a double-anonymous peer review process[1].

- The outcomes of the review process will be communicated to contributors **Wednesday 29 March 2023**.

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[1] In the double-anonymous peer review, reviewers do not know who authors are and authors do not know who the reviewers are.

Writing your abstract[2]

While some conference abstracts might be similar to research-paper abstracts, it should be clear that conference abstracts are not research paper abstracts. A conference abstract is a concise summary of a proposed conference presentation. It is a stand-alone piece of writing that explains your intended presentation to the conference committee. It is, by nature, promotional (Swales and Feak 2000, 2009).

Conference abstracts for research presentations are likely to differ from conference abstracts for workshops and other kinds of conference presentations. Please find below guidance common to all types of conference abstract.

General points to consider when structuring your abstract:

- Give a background or context to the given activity, referring to previous related research or work.

- Explain the aims/objectives for the session, who the intended audience should be for the session and what session attendees will take away from the session (outcomes).

- Indicate what will actually happen (method and procedure) in the presentation (pedagogy).

- Indicate the main findings of the research/activity discussed in the session.

Specific points to consider when writing your abstract:

Conference theme

In your abstract, please state the Student Engagement and Partnership theme which is the basis of your abstract submission i.e., Theme, 1, 2, or 3; each submission / abstract can align to one theme only.

- *Theme One* - Approaches to Student Engagement and Partnership: Curriculum Design, Development and Delivery
- *Theme Two* - Approaches to Student Engagement and Partnership in Teaching and Learning: Beyond the Formal Teaching Curriculum
- *Theme Three* - Approaches to Student Engagement and Partnership: A Partnership Learning Community

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[2] *Adapted from Sawell, J. (2019) How to Write an ELT Conference Abstract, English Teaching Forum.*

Session format

In your abstract note the type of session you are proposing i.e., Paper or Workshop; each submission / abstract can propose one session format only.

- Paper
- Nano presentation
- Workshop
- Symposia
- Roundtable discussion
- Paper poster
- Pre-recorded poster
- Other

Collaboration

In line with the conference focus: **Student Engagement and Partnership in Teaching and Learning**, collaboration / co-creation / co-production with students in the design and / or delivery of the proposed session is encouraged.

- In your abstract, please briefly mention any such collaboration / co-creation / co-production, for example the proposed session was designed and / or will be delivered in partnership with an undergraduate / postgraduate student.

Delivery

We encourage contributors to deliver the session proposed in an active and collaborative way to support the active participation of attendees in each session.

- In your abstract, please briefly note how you intend to engage your audience in active participation with the core ideas, concepts, issues, approaches, questions, and / or tools which is / are the focus of your session i.e., I / we intend to use questions, discussion, reflective moments etc to engage attendees.

Strategic alignment

In your abstract, please state one of the five strategic priority areas listed on page four of the University's **Strategic Delivery Plan for Education and Student Experience** that your proposal best aligns to / with i.e., The submission aligns to Priority 3 CURRICULUM or Priority 4 STUDENT EXPERIENCE

Style guidance[3]:

- Do not directly refer to yourself or your institution in your conference abstract or abstract summary. Instead, refer to yourself anonymously in the third person, such as "the presenter."

- Do not use quotations; instead, paraphrase.

- Do not use footnotes.

- Do not include any figures or tables.

- Do not use abbreviations.

- Spell out acronyms in the first mention. The generally accepted practice is to write out the full name first, followed by the acronym in parentheses in the first mention—for example, 'Communicative Language Teaching (CLT).' You can then use the acronym CLT by itself in subsequent mentions.

Review Criteria: Principals

Each abstract is reviewed based on the following principals:

- Innovative
- Scholarly
- Clarity and coherence
- Engagement
- Alignment
- Collaborative

Please refer to the full review criteria below.

Please do **not** include any identifying information about any of the contributors in the abstract. This will support the double-anonymous peer review process.

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[3] *Sawell, J., (2019) How to Write an ELT Conference Abstract, English Teaching Forum.*

Abstract Review Criteria[4]:

Each abstract is reviewed based on the following principals:

- Innovative
- Scholarly
- Clarity and coherence
- Engagement
- Alignment
- Collaborative

Abstracts will be reviewed anonymously by UoN colleagues using the criteria listed below:

Checklist	Score	Notes
1. **Innovative:** Does the conference abstract show that in *some* way the presentation is innovative—a new way to deal with a problem, a new strategy, a new technique, a new approach, or a new perspective? (0-3)		
2. **Scholarly**: Is there evidence that the abstract is in some way connected to the field's body of knowledge? (0-3)		
3. **Clarity & coherence**: Does the conference abstract give the reader a clear idea of the intended presentation i.e., clarity of aims, objectives, content, outcomes, and do these cohere? (0-3)		
4. **Engagement**: Does the proposed session (content) seem of likely interest to the intended audience, include *some* mention of techniques likely to encourage / facilitate the active participation of delegates (pedagogy), and is the chosen session format likely to deliver session aims / objectives / outcomes? (0-3)		
5. **Alignment:** Does the conference abstract clearly contribute to one of the Conference themes (1,2, or 3),		

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[4] *Adapted from: Sawell, J., (2019) How to Write an ELT Conference Abstract, English Teaching Forum*

Checklist	Score	Notes
and align with one of the five [University's Education and Student Experience Strategic Priorities](#)? (0-3)		
6. **Collaborative:** Does the proposed session include co-creation / co-production with students (0-1)		
7. *Title*: Is the title relevant to the presentation / session proposed? (0-1)		
8. *Timing*: Does the proposed session seem to fit the time allotted for the session format proposed (please see session formats above)? (0-1)		
9. *Word Count*: Does the abstract meet the word count (250 words, not including the title)? (0-1)		
10. *Style*: Is the conference abstract anonymised, free of abbreviations, quotations, figures, tables, and footnotes, and are acronyms spelt out in full first time they are used? (0-1)		
Total Score:	/ 20	

For Questions 1-5:

0= no evidence of meeting the criteria
1= limited evidence of meeting the criteria
2= some evidence of meeting the criteria
3= significant evidence of meeting the criteria

For Questions 6-10:

0 = No

1 = Yes