

Harper Adams University Learning & Teaching Forum: Internal Conference, 14th September 2015



Please click on the session title to see the corresponding outline.
This is currently only available for those in blue.

10.15 – 10.25 am Opening address

10.25 – 11.10 am Keynote: Students as partners in learning, Dr John Lea (formerly of Canterbury Christ Church University)

Until just a few months ago, John was Head of Academic Professional Development at Canterbury Christ Church University, where he led the University's various learning and teaching recognition schemes. He is a Principal Fellow of the Higher Education Academy and a Fellow of the Staff and Educational Development Association. He has also been chair of the Universities' Council for the Education of Teachers Post-16 Committee. His main research interests are in political correctness and higher education, partners in learning initiatives, and the expansion of College-based Higher Education. He is the author of *Working in Post-Compulsory Education* (2003), *Political Correctness and Higher Education* (2009), *77 things to think about...teaching and learning in higher education* (2012), and *Supporting Higher Education in College Settings* (2014). In this keynote John will be reflecting on his experiences of being involved in a number of partners in learning projects prompting us to consider how we can further engage with students as partners.

11.10 – 11.40pm Parallel Session 1*

Using student work as exemplars , Jane Headley & Pam Whitehouse
Ideal module space , Graham Higginson
Evaluation of the use of tablet computers to provide efficient, effective and supportive annotated digital feedback' , Nigel Hill & Nicky Hunter
Self-confidence: An Introduction to the Literature, Definitions and Studies , Sarah Parsons

11.40 – 12.00 Coffee

12.00 – 1.00 pm Parallel Session 2*

What does the flipped classroom look like in reality? , Russell Stannard, Independent consultant
Formative feedback workshop , Rod Cullen, Manchester Metropolitan University
Perspectives on Assessment and Feedback in Chemistry at Keele , Dave McGarvey, Keele University

1.00 – 2.00 pm Lunch with posters and the presentation of *Aspire* Excellence Awards

Poster titles include:

- Can GradeMark help uphold the Principles of Good Feedback Practice?
Claire Kershaw Young.
- Exams: the Vocational Divide, Abigail Hind & Tom Fletcher
- An examination of the use of web-based Reusable Learning Objects by animal and veterinary nursing students, Emily Chapman-Waterhouse
- Use of the wrapper module in veterinary continuing professional development,
Emily Chapman-Waterhouse
- Exams: the Vocational Divide Exams: the Vocational Divide Feeding forward from feedback with Business and Food first years, Jane Headley and Pam Whitehouse.
- Where next Moodle? – The future of our VLE? eLearning team

2.00 – 3.00pm Parallel Session 3

Team Based Learning, Stephen Britland, Alan Hindle, Colin Brown, Mark Hewitt and Leanne Nation. The School of Pharmacy, University of Wolverhampton.
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Tools that can really impact on teaching and learning, Russell Stannard, Independent consultant.
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Using Role-Play Techniques – 5 Easy Ideas, Andy Jones

3.05 – 3.35 Parallel Session 4*

Interactive presentation on the use of Nearpod for teaching students, Susan Ragbourne

Learning and teaching expectations of high-school leavers entering into vocational university courses, Frank Vriesekoop

How could you make better use of Harper Adams University research in learning and teaching?, Peter Kettlewell

Listening to the voice of dyslexic students, Deena Webster & Jane Hill (please note this is an extended session which runs in to Parallel session 5)
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Creating media-rich learning opportunities for a variety of learners, Henry Keil & Carl Kennard

3.40 – 4.10 Parallel Session 5*

Using video to support assignment launch and feedback, Rebecca Payne
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Summer research placements: engaging the next generation, Laura Vickers and Jane Cooper

Applying mobile technology as a Classroom Response System in teaching Economics to Non-economists, Hairong Mu & Dimitrios Paparas

Listening to the voice of dyslexic students, Deena Webster & Jane Hill (continued from session 4)

Session details are offered below to assist in your selection.

Parallel Session 1

Using student work as exemplars, Jane Headley & Pam Whitehouse.

Academic research has suggested students benefit from the use of exemplars in marking exercises, especially as they transition into university. Facilitating a dialogue on 'good work' has been shown to benefit students as it enables staff to share their tacit knowledge of interpreting marking criteria. However, researchers have also expressed concerns about the risk of plagiarism.

This session will illustrate the use of student exemplars in class in the module Introduction to Research Methods taught to Food and Business first year students. In this case exemplars are not used in a marking exercise but to structure a discussion around a set of questions entitled 'writing styles'. The availability of exemplars on the Learning Hub will also be considered. Notions of 'measuring the impact on learning' will be deliberated so please come prepared to join in the debate.

Ideal module space, Graham Higginson.

This session presents highlights from my action research undertaken as part of PgC in Teaching and Supporting Learning in HE. There has recently been much discussion concerning inclusive practice and usability of Virtual Learning Environments.

Having worked with users of Harper Adams University's Virtual Learning Environment, an Ideal Module Space framework was identified. Furthermore, good practice concerning webpage and Virtual Learning Environments design, uses of Virtual Learning Environments and user considerations were investigated to enhance inclusivity. From the research, it was found that Virtual Learning Environment users want easy navigation, interesting content, hyperlinks, native format files along with current content, coupled with reference materials yet be manageable.

'Evaluation of the use of tablet computers to provide efficient, effective and supportive annotated digital feedback' Nigel Hill & Nicky Hunter.

Assessment and feedback are recognised as critical drivers of the student learning experience (Nichols et al. 2007). Recent surveys by the National Union of Students and studies by many Higher Education Institutions have identified that there are widespread difficulties experienced by students and staff with both the quality and quantity of feedback on student assessments.

This research shares an *Aspire* research project that investigated the effectiveness of using the features available on a tablet PC (Samsung Galaxy Tablet 10.1) to provide more effective feedback for students.

The key objectives were to

- Evaluate the effectiveness from a staff perspective of using a tablet PC and marking students digital submission on a small hand held device
- Assess how well the handwritten comments are converted to typed text both within the documents and for summative assessment
- To consider the potential of the tablet device to drag and drop generic comments and also add more personal feedback where necessary directly into the assessment e.g. use of arrows to show work is in the wrong place in a CV and covering letter etc.
- Students will be fully involved in the evaluation process on terms of effectiveness of digital submission and the forms of feedback we intend to assess.

Other benefits shown by the research include the fact that online feedback results in a digital record by staff of comments made, and when placed in a central repository on the VLE, can

be used to identify students with areas of their knowledge and /or skills that need further work. The quality of feedback and marking by academic staff can also be monitored centrally.

Self-confidence: An Introduction to the Literature, Definitions and Studies, Sarah Parsons.

Studies of learners' self-confidence have, interestingly, focussed particularly on the subject of mathematics and have been undertaken primarily by psychology and education researchers. In the 1970's and 1980's several Mathematics anxiety, attitude and self-efficacy scales were created. Since 1990 studies have investigated students' self-confidence in their ability in mathematics (and science) and generally concluded that students' self-confidence is an important factor in their achievement in mathematics (and reciprocally) and that self-confidence impacts considerably on learning in various and, often, complex ways. More recently large international studies have investigated this area.

The presentation will comprise a brief summary of the literature and the constructs of Beliefs (including: self-confidence; self-efficacy; and self-concept), Attitudes (including Liking of Mathematics and Liking of Statistics), Emotions (for example Mathematics Anxiety) and Motivation (briefly touching upon Attribution, Goal and Expectancy–Outcome theories). Whilst the studies being presented focussed on achievement in mathematics, the nature and effects of self-confidence and other psychological characteristics could also be applied to other subject areas. Attendees will have the opportunity for questions and discussion, and will be able to consider how they can support learner confidence to achieve a positive impact on learning.

Parallel Session 2

Perspectives on Assessment and Feedback in Chemistry at Keele, David J McGarvey, Keele University.

While the context of this session is assessment and feedback in chemistry, it is anticipated that the lessons about assessment and feedback are transferrable to other disciplines, especially in relation to the natural sciences. The Chemistry Teaching Team at Keele has recently completed and implemented a review of its Chemistry Curriculum, with a particular focus on the progressive development of professional/graduate skills. In this session I will outline the aims and design principles of this review followed by an account of our approaches to the design of learning activities, assessment and feedback. I will describe some specific and distinctive assessments and will outline the use of assessment briefs and student engagement with these. I will also describe some of our assessment design strategies to promote student engagement with feedback.

What does the Flipped Classroom look like in reality?, Russell Stannard, Independent consultant.

Russell Stannard was an early adopter of the Flipped Classroom. In this talk Russell is going to explain how he started off his Flipped Classroom project, what he actually did and what impact it had. Russell will focus not only on the practicalities of Flipping classes or whole modules but will also focus on the key tools that we can make a Flipped Classroom possible. This is not a theoretical talk but one based in real practice that led to some very unusual outcomes!

Formative feedback, Rod Cullen, Manchester Metropolitan University.

Provision of timely, relevant and constructive feedback is an essential component of student learning. It can however be challenging for tutors to provide feedback that is useful to students within an appropriate timescale. In addition, getting students to utilise feedback they receive can be problematic especially when assessment is formative rather than summative.

This workshop will draw on evidence based-practice and examples from a range of courses taught at Manchester Metropolitan University to explore:

- The role of feedback in the context of formative assessment

- The use of written, audio and video feedback formats
- Student perspectives and experience of receiving feedback in different formats
- Tutor perspective and experience of providing feedback in different formats

Parallel Session 3

Tools that can really impact on teaching and learning, Russell Stannard, Independent consultant.

Russell Stannard runs one of the most widely consulted websites on using technology in teaching. It receives over 900 visitors a day. In this talk Russell will focus on some of the most useful technology tools for teachers. These tools are all easy to use, quick to set up and can have a real impact on teaching and learning. Full of practical examples and what teachers have done, Russell will focus on podcasting, collaboration and tools we can use for assessment and feedback.

Team Based Learning, Stephen Britland, Alan Hindle, Colin Brown, Mark Hewitt and Leanne Nation. The School of Pharmacy, University of Wolverhampton.

The new MPharm course at Wolverhampton was conceived to produce pharmacy graduates who are highly equipped to enter, and successfully complete, their pre-registration training year and, most importantly, meet the future needs of patients. As they progress through their UG training, our intention is that students increasingly become independent learners who are adaptable and self-aware. The traditional disciplines of science and practice which underpin pharmacy are taught as an integrated whole using a thematic, rather than a subject-based, approach. This is achieved by organising study around, patient, medicine or professionally orientated themes which transcend the traditional pharmacy subject areas. Content is then revisited each year at increasing levels of complexity as students become more equipped to apply and integrate the knowledge and skills which they develop along the way.

Starting with the premise that in order to create a fully-integrated MPharm programme the structure, content and delivery of the new Wolverhampton MPharm programme was designed with due consideration of proven educational theory. The overarching philosophy the new MPharm programme has adopted an outcomes-based developmental method which has necessitated a design-back approach to curriculum development. Of the two principle instructional modalities, TBL is applied from earlier in the programme and CBL is applied into the latter years. This will achieve the aim of moving the (initial) learning of content to out-of-class activities, leaving more in-class time for learning how to apply knowledge. These teaching methods support students in applying newly-acquired knowledge and skills to realistic pharmacy scenarios, enhance their critical thinking skills and enable them to work effectively in team environments. Class time will be 'quality time' that is much more focussed on interaction and feedback. Numerous published reports attest to the fact that TBL drives both student engagement and, through a variety of interdependent mechanisms, attainment. Hence the mantra of TBL: 'the best performing team always outperforms the best performing individual'. Inherent to effective TBL is the requirement for Team-Based Teaching which, in the case of pharmacy education in particular, will bring together colleagues from previously 'distinct' cognate areas in both the preparation and the delivery of content. This will directly address the issue of context being essential for both motivation to learn and effective (deep) understanding. To further reinforce the prospect of effective horizontal integration of curriculum content the artificial boundaries created by modularisation of subject matter and which is prevalent in traditional courses have been disbanded in favour of four one-year-long stages. Instead subject matter is presented in thematic strands which are examined synoptically at strategic points through the course and are linked vertically between successive stages. The methods of assessment strongly align with learning outcomes and will be forward-looking (educative) rather than backward-looking (auditive) in nature. Study skills initially crafted through exposure to TBL are carried forward into the latter years of the course where the students' ability to deduce 'knows how' from 'knows', will be refined and extended by CBL into 'shows how' that is, correctly identifying and demonstrating the safest

and most appropriate treatment option in clinical therapeutics. Underpinning scientific principles will be taught in ways which emphasise their application to practice problems and/or interventions. The delivery of raw factual information in formal teaching sessions will be reduced in order to encourage positive approaches to student-centred learning (deep rather than surface) thus ensuring time for personal development, critical thinking and reflection. But, and crucially, this will not be at the expense of knowledge acquisition which will be verified by routinely applied diagnostic formative and summative examinations. That knowledge is and will be continually rehearsed and refined together by students engaging with application exercises and case studies supervised by instructors who will reinforce the immediate authentic relevance and prospective academic relevance of the subject matter. Where possible due consideration is/will be given to providing learners with concrete examples and illustrations through early and regular patient contact (context) prior to the presentation of relevant conceptual information. To further reinforce the prospect of effective horizontal integration of curriculum content the artificial boundaries created by modularisation of subject matter and which is prevalent in traditional courses have been disbanded in favour of four one-year-long stages. Instead subject matter is presented in thematic strands which are examined synoptically at strategic points through the course and are linked vertically between successive stages. The methods of assessment strongly align with learning outcomes and are forward-looking (educative) rather than backward-looking (auditive) in nature.

We will describe our experiences after one year of implementation.

Using Role-Play Techniques – 5 Easy Ideas, Andy Jones.

The session will introduce the use of controlled role-play techniques to explore ideas and scenarios in taught sessions. The techniques can help students to find the human angle in a situation and bring it to life in class; for example dealing with clients or clinical based scenarios. Using the structured techniques assists students to develop interpersonal skills as they place themselves in others' situations and develop confidence, independence and control over their actions and learning.

Parallel Session 4

Interactive presentation on the use of Nearpod for teaching students, Susan Ragbourne.

Nearpod is a web-based application that allows lecturers and teachers to create interactive presentations which display directly on participants smart devices and which contain integrated activities, such as quizzes, which participants respond to on their own devices. These interactive presentations can also be uploaded onto the Learning Hub for students to access in their own time and "homework" results can be downloaded by lecturers.

- Participants will be asked to open up the Nearpod app or access the website and join the session (Encouraging participants to preload the app prior to the session will speed things up)
- The first part of the session will give a broad overview of what Nearpod is and how it works (interaction will involve participants logging on and sharing information on their interests and use of apps in the classroom)
- I will then explain how I have used Nearpod for Land Management teaching in the classroom and on the Learning Hub (there will be an opportunity for participants to try out and join in the different types of activity available)
- I will then share the feedback I have collected from students using Nearpod on my Taxation module
- I would like to finish with a discussion about the pros and cons of using Nearpod and ask how participants might see themselves using it in the future.

Listening to the voice of dyslexic students?, Deena Webster & Jane Hill.

This presentation will share Deena Webster's research and allow opportunity for discussion around how this can inform practice.

The research is summarised below:

This research investigated difficulties that students encounter with higher education utilising a dyslexic student survey. 43 questionnaires were collected and analysed. Results show dyslexic students need to read more for pleasure to increase their lexicography and topic understanding. Higher education institutions need to implement strategies to empower students and lecturers to be aware of how people learn. It showed that teaching staff need to reduce the speed of delivery of lectures, provide multi-sensory lectures and be more approachable to students. Examinations should be reduced and course-work increased to provide a more universally designed assessment regime.

Learning and teaching expectations of high-school leavers entering into vocational university courses, Professor Frank Vriesekoop.

This presentation will share Frank Vriesekoop's study and allow opportunity for discussion.

The research is summarised below:

First year students enrolled in an introductory science module at the start of a vocationally orientated university degree often prepare themselves for that type of university degree by selecting similar vocationally orientated subjects while studying at A-levels and GCSE. A brief study was undertaken to assess whether the varied academic experiences of students entering vocationally orientated degree courses could be adjusted to potentially enhance learning and subject comprehension. This study used an online survey to obtain qualitative data with regards to transition experiences, and a focus group session to obtain further depth with qualitative data.

This study found that the vast majority of the first year students who participated in this study were aware of the transition issues when moving from A-level education to university, but did not assign any great responsibility to these transition issues when it came to those potential hurdles they perceived to be there that could hinder their subject comprehension. Most students recognised that only very few of them had a textbook perfect set of science prerequisites to be in the vocationally orientated degree they were taking, but this in itself was not seen as an obstacle per se. The students did indicate that a more effective assessment and feedback strategy would allow them to adjust faster to the new topics they were exposed to. A major recommendation arising from this study is to implement a more effective assessment and feedback approach to deliver and encourage effective learning in one of our first year introductory science modules.

Creating media-rich learning opportunities for a variety of learners, Henry Keil & Carl Kennard.

In this session the eLearning team will showcase some innovative video projects undertaken recently and it will also present 'GoToMeeting', our new videoconferencing tool which can be used to effectively support students via video and application sharing (e.g. PowerPoint presentations). This will be particularly relevant to those courses where students will be predominantly off-site but require additional teaching and tutorial support within a live session, which may also be recorded and revisited. It is especially relevant for anyone teaching in a trans-national context, for anyone supporting 'short block' delivery, where remote classes could be valuable and for anyone supporting learning in the workplace.

How could you make better use of Harper Adams University research in learning and teaching?, Professor Peter Kettlewell.

The interactive workshop will 'facilitate open and productive discussion' on the above topic in support of Objective 6 of the Education section of the 2015-2020 Strategic Plan ('Ensure that our research continues to feed directly into our educational provision...'). The workshop objectives are to:

- Raise awareness of Objective 6 amongst staff
- Draw out exemplars of existing good practice from staff
- Identify opportunities and barriers for achieving Objective 6

Parallel Session 5

Summer research placements: engaging the next generation, Laura Vickers and Jane Cooper.

This session will outline how a pioneering STEM scheme initially developed at Harper Adams has led to inspiring over 25 17-18 year olds from Birmingham and Shropshire into STEM careers between 2013-2015. This session will outline the wider benefits of outreach engagement, detailing how the growing scheme has been adapted to suit different HE models, with examples from the University of Birmingham and Harper Adams University. Attendees can expect to learn about the STEMNET network and British Science Association Crest Awards.

Applying mobile technology as a Classroom Response System in Economics (Style: Presentation and Q & A), Dr Dimitrios Paparas & Dr Hairong Mu.

This presentation will share Dr Dimitrios Paparas & Dr Hairong Mu's pedagogic research and allow opportunity for discussion. The research is summarised below:

Student response systems (clickers) became very popular in classroom instruction. Many authors investigated how the students feel about clickers; however, there is limited research on the impacts of clickers on the student learning. Additionally, there is a need of examination of how teachers perceive this technology, since there is lack of research on tutor's side. One of the most important challenges facing lecturers of Economics is increasing the student's engagement and performance. Engagement of the students in the Economic modules is very important because it will help them to achieve an understanding of how economists used the economic theory to look at the world, and how the students will be able to apply these theories to their daily life.

The aim of this session is to share investigations in to the impact on the students' learning outcomes and perception of learning in economic classes. Student perception is based on an online survey questionnaire in 3 undergraduate modules. The performance is compared between students that used the technology and students who did not, based on assignment and exam results. Finally, Lecturers' perception is based on an online survey. Overall, the study provides evidence of the effectiveness of this technology on student's engagement and learning outcomes. We discuss some of the advantages and failures of using clickers, as well as, providing implications to improve active teaching and learning. Finally, we concluded that there is a need of a more systematic research.

Using video to support assignment launch and feedback, Rebecca Payne.

The aim of this session is to demonstrate how, with the use of video technologies, you can create some quick wins in terms of student engagement, performance and ability to reflect...

- It is my general experience that there are certain core tools/ideas/models that my students will ask me to explain more than once – video gives an opportunity to create resources that students may use on their own terms, and offers learners more than one opportunity to understand a concept, thus aiding retention and motivation (Choi and Johnson 2005).

- Video feedback (addressed to the whole cohort and placed on the learning hub next to the assignment brief) can significantly improve a student's performance in assessment (Fukkink, Trienekens, and Kramer, 2010).
- Teaching students to reflect via a vlog enables learners to appreciate the characteristics of deeper, more effective reflection and helps them to acquire the skills they need to reflect successfully and thus improve performance in assessment (Aronson et al. 2012).