

Harper Adams University Learning & Teaching Forum: Internal Conference, 21st September 2016



09.00 – 09.20 Arrival and coffee

09.20 – 09.40 Welcome and Introduction

09.40 – 10.25 Keynote: **Becoming a 21st Century Student** (Professor Ronald Barnett)

Ronald Barnett is Emeritus Professor of Higher Education at University College London Institute of Education (UCL IOE), where he was also (successively) Dean of Professional Development, responsible for all the Institute's postgraduate taught courses, and Pro-Director, responsible for the Institute's longer term strategy.

For thirty-five years, he has been working to establish and develop the philosophy of higher education. His (26) books (12 sole-authored) include *The Idea of Higher Education*, *Realizing the University in an age of supercomplexity*, *A Will to Learn: Being a Student in an Age of Uncertainty* and *Beyond All Reason: Living with Ideology in the University*. Recently, he has completed a trilogy on understanding the university in the twenty-first century, the three books being, in turn, *Being a University* (2011), *Imagining the University* (2013), and *Understanding the University* (2016). He also has well over 100 papers to his name and another 100+ other pieces of writing, including major consultancy reports.

He is a past-Chair of the Society for Research into Higher Education (SRHE), has been awarded the inaugural prize by the European Association for Educational Research for his 'outstanding contribution to Higher Education Research, Policy and Practice', and is a Fellow of the Academy of Social Sciences, the SRHE and the Higher Education Academy (HEA). He is also a Visiting Professor at several universities both in the UK and across the world, and he has been a guest speaker in around 40 countries.

10.30 – 11.05 **Parallel Session 1***

[Using BLOGS as a formative assessment tool](#) (Adele Nightingale, Edge Hill University)

[Joint marking of assignments](#) (Andrew Black and Gabriella Parkes)

[Personal support of students: Rescuer or Facilitator](#) (Nicky Hunter)

[Turning to Turnitin®: Smarter working for student development](#) (Amanda Clarkson and Jane Colley, Askham Bryan College)

11.05 – 11.25 **Coffee**

11.25 – 12.30 **Parallel Session 2***

[Introduction to Team Based Learning](#)¹ (Beck McCarter, University of Bradford)

[With the shifting landscape of education, how can managers prepare themselves for the future?](#) (Philip Johnson, HEA)

[Fit for purpose assessment: Designing assessments to promote student learning](#) (Prof. Sally Brown)

12.30 – 13.35 Lunch and the presentation of the *Aspire* Excellence Awards

13.35 – 14.40 Parallel Session 3*

Designing high quality Team Based Learning units ¹ (Beck McCarter, University of Bradford)
Streamlining assessment: Giving feedback effectively and efficiently (particularly for larger groups) (Prof. Sally Brown)
Zen and the art of learning (Dr Russell Crawford, Keele University)
Unearthing Digital Talent (Christa Appleton and Scott Hibberson, JISC)

14.40 – 14.55 Coffee

14.55 – 15.30 Parallel Session 4*

The student view of exemplars (Jane Headley)
How does blended learning impact on students? Experiences of teaching economics to non-major students (Dr Dimitrios Pappas and Dr Hairong Mu)
Student perceptions of learning undertaken through a workforce development initiative (Emily Chapman-Waterhouse)
Learning spaces: on the screen, down the farm, in the prep room (Philip Robinson)
Modern perspectives on CPD in the 'commercial' professions. Or, how we might be short changing our students and ourselves (Charles Cowap)

15.30 – 16.00 Keynote Close: Learning Futures (Megan Lawton, University of Wolverhampton)

*Choose **one** session only from each group of parallel sessions.

¹ A note about the Team Based Learning Sessions with Beck McCarter

Please note that to get the most out of Beck McCarter's afternoon session you should have either attended the Learning and Teaching Forum earlier this year (hosted by Beck and Simon Tweddle), or you should have attended the morning session at the conference. It is of course possible to attend the morning introductory session, without taking the follow on session in the afternoon.

.....

Register online at:

<https://harper-adams.onlinesurveys.ac.uk/ltc16>

Register early to guarantee a place in your first choice session and to help the smooth running of the day. Registration will close at **5pm Friday 9th September**.

If you have any queries, please contact Lydia Arnold (larnold@harper-adams.ac.uk).

Parallel Session 1

Using BLOGS as a formative assessment tool (Adele Nightingale, Edge Hill University)

A BLOG is described as a frequently updated online journal or diary. It contains the writer's own experiences, observations and opinions with links and images to other websites.

In Perioperative studies the BLOG has been used as a formative assessment tool when teaching the topic of Airway Management using a problem based learning approach. The design of the BLOG is reflective of Vygotsky's work on constructing knowledge by developing a process of learning. The scaffolding approach supports the students in developing their cognitive abilities to solve problems. The BLOG has also been used to students' academic writing skills by using a cyclical framework.

Joint marking of assignments (Andrew Black and Gabriella Parkes)

When modules are delivered by more than one person it is common for the responsibility of assignment marking to be split. This can lead to a variety of issues which we have attempted to categorise in the following way:

Logistics

- Who starts the marking process?
- At what point are the assignments handed over from marker 1 to marker 2, and does this leave sufficient time to do the task properly and fairly?
- How are marks written onto the assignments? Can students see crossed-out marks from earlier marking thoughts and opinions before the final mark is stated?

Marking technique

- Are some assignments marked entirely by one marker or are the assignments split into sections for marking? Does this guarantee fairness and consistency?
- Are a sample of assignments marked by each marker and then compared, so as to calibrate (Moon, 2008) the marker's expectations before the entire batch of assignments are marked?

Information provided to students

- Should students receive a single grade, or a full breakdown of each section (where applicable)?
- Should students be provided with details of who carried out the marking of the assignment, or in the case of sectional marking, details of who marked what?

This session will seek to explore the above questions and identify methods, techniques and good or innovative practice used across the University and in the wider HE context.

References

Moon, J, 2008. The Module & Programme Development handbook. Routledge Farmer

Personal support of students: Rescuer or Facilitator (Nicky Hunter)

Changes in the UK HE policy over the last 20 years have had a significant impact on the size, diversity and expectations on the UK student body and at the same time increased the demands on HE staff.

This interactive workshop will explore the issues surrounding pastoral support of students and the interrelationship with aspects such as student retention, satisfaction and academic success on the individuals learning journey.

Turning to Turnitin®: Smarter working for student development (Amanda Clarkson and Jane Colley, Askham Bryan College)

Academic misconduct has been on the agenda for FEI's and HEI's for many years and since the advent of the digital era this has been an increasing issue for academics to grapple with. The first large study carried out by Bower (1964) revealed three quarters of students engaging in some form of academic dishonesty and further research over the past ten years has suggested an increase in prevalence in the UK (REFS). Whilst the digital age threw up greater opportunities for collusion and plagiarism, likewise it has provided institutions with opportunities to identify and challenge. Externally hosted packages such as Quetext, Plagscan and Turnitin have been major game changers in the battle against plagiarism. At Askham Bryan College we are utilising Turnitin with the integrated function of grademark as a way of providing enhanced feedback to students to support their ongoing development and we would like to share our experiences with colleagues at Harper Adams. Competing agendas in HE/FE are consistently resulting in increasing pressures on staff time so whilst maintaining added value for students to drive up standards, the need for staff to work 'smarter' is increasingly vital.

Within the session we will provide an overview of the functionality of rubrics within Turnitin as a developmental tool, including a staff and student perspective. The key discussion will consider the challenges and benefits of introducing rubrics including the shift that academic staff need to make.

Parallel Session 2

Introduction to Team Based Learning (Beck McCarter, University of Bradford)

Team Based Learning (TBL) is a special form of collaborative learning using a specific sequence of individual work, group work and feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion.

TBL dramatically shifts the focus of classroom time away from content delivery by the teacher to the application of course content by student learning teams. These teams regularly work together to solve challenging, authentic and real-world problems, select a solution, and justify that solution to their peers in other teams. TBL is designed to promote active, engaging and sustainable learning and develop transferable skills to enhance employability.

This workshop is delivered using TBL so participants have the opportunity to experience it from a learner's point of view. At the end of this workshop, participants will be able to:

- Describe the structure, process and essential elements of a TBL unit and explain how each of these contributes to an effective learning experience
- Describe the benefits of using TBL as an active and collaborative learning strategy
- Identify how TBL might be of benefit to their modules and courses

Please note that to get the most out of Beck McCarter's afternoon session you should have either attended the Learning and Teaching Forum earlier this year (hosted by Beck and Simon Tweddle), or you should have attended the morning session at the conference. It is of course possible to attend the morning introductory session, without taking the follow on session in the afternoon.

With the shifting landscape of education, how can managers prepare themselves for the future? (Philip Johnson, HEA)

This talk will focus on the teaching quality, recognition and its relevance to the teaching excellence framework. Also covering the development of the HEA's communities of practice, learning gain and key findings from the recent HEA/HEPI student survey.

Fit for purpose assessment: Designing assessments to promote student learning (Prof. Sally Brown)

In the first of two workshops, Sally Brown will explore the five key factors that need to be taken into account when designing effective assessment which fosters student engagement and learning: purpose (why?), 'focus (what?) methodologies and approaches (how?), agency (who?) and timing (when). By the end of the workshop, participants will have had opportunities to consider how a concerted and holistic approach to assessment can help it to constructively align to learning outcomes and programme delivery, so that students value the process rather than just focusing on the resultant marks, as well as to identify some actions that could enhance their assessment practices.

Parallel Session 3

Designing high quality Team Based Learning units (Beck McCarter, University of Bradford)

This workshop is aimed at staff who have previously completed the Introduction to TBL workshop. It will emphasise the backwards design approach to creating effective TBL units and provide guidance on using the 4-S principles for designing application exercises (Significant problem, Same problem, Specific choice and Simultaneous report). Using the TBL methodology participants will identify features of high quality readiness assurance questions and application exercises and, using these criteria, critically analyse a set of each.

At the end of this workshop, participants will be able to:

- Use backwards design to link learning objectives to application exercises, readiness assurance questions and pre-work assignments.
- Identify how to use the 4-S in the design of application exercises in different formats e.g. voting cards, gallery walk.
- Identify features of high quality, single best answer readiness assurance questions.
- Review and critically appraise readiness assurance questions.
- Identify features of high quality application exercises.
- Review and critically appraise application exercises.

Please note that to get the most out of Beck McCarter's afternoon session you should have either attended the Learning and Teaching Forum earlier this year (hosted by Beck and Simon Tweddle), or you should have attended the morning session at the conference. It is of course possible to attend the morning introductory session, without taking the follow on session in the afternoon.

Streamlining assessment: Giving feedback effectively and efficiently (particularly for larger groups) (Prof. Sally Brown)

While giving feedback is the most time-consuming (and sometimes frustrating) aspect of many lecturers' lives, it is absolutely crucial to student retention and success. In the second of two workshops, Sally Brown will describe at least six ways in which assessment can be made efficient, while still helping students formatively to improve the quality of their work. By the end of the workshop, participants will have had opportunities to review a range of individual and generic techniques to speed up giving feedback, especially in the crucial first crucial semester of the first year and to discuss the value of the approaches discussed.

Zen and the art of learning (Dr Russell Crawford, Keele University)

This short presentation is intended to act as an introduction and illustrative discussion opportunity to help participants on the day identify and interact with a number of learning and memory concepts in order to inform and advise how to utilise these ideas to improve their teaching practice. We will look at a number of concepts, such as mindfulness, attention and memory to explore how teachers can exploit some lesser well known ideas to boost their impact in the classroom.

Unearthing Digital Talent (Christa Appleton and Scott Hibberson, JISC)

This practical session will provide an overview of Jisc's recently developed self-discovery service, based on Jisc's digital capability six elements framework. This online tool is designed to evaluate the digital capabilities of staff from a range of roles in order to unearth digital talent and identify the steps individuals can also take to enhance and develop their digital practice.

Parallel Session 4

The student view of exemplars (Jane Headley)

Myth No 1 An exemplar is a perfect example.

Reality An exemplar collection contains a range of work students have produced in the past. A range of strengths and next steps can be discussed if exemplars are varied.

Myth No 2 Students know how to discuss and use exemplars.

Reality Lecturers need to model discussions and usage of exemplars. Don't just expect your students to have a *thoughtful discussion* without first modelling the discussion yourself (and listening to what **THEY** have to say).

Myth No 3 Students only need to read an exemplar once.

Reality Students return to the exemplars at different stages of producing their assignment so easy accessibility is important.

The student view of exemplars

The story so far.... The use of exemplars by the Business staff (Pam Whitehouse and Jane Headley) on the module Introduction to Research Methods was shared in the 2015 conference. This year Jane returns to present student feedback on exemplars, used both in class and available online, gathered through focus groups and VLE usage data. Students were observed discussing how they used exemplars and ideas they have for improving their use.

Changes we made.... This year a personal action plan was added to the VLE to remind students of their thoughts from the taught session so they could access this whilst writing their assignment. Find out what students thoughts were about this technique.

Who would benefit from attending?

All staff teaching introductory modules there are a wealth of ideas you can explore and adopt. For those working with subsequent years there may ideas you can develop at a higher level?

With the TEF looming the student voice needs to be more widely heard to understand what pedagogic approaches our students' TRULY value.

How does blended learning impact on students? Experiences of teaching economics to non-major students (Dr Dimitrios Paparas and Dr Hairong Mu)

With the rapid technology changes, students' learning approaches in this electronic age are different from those before. Over the years different teaching strategies and methods have been explored to improve student learning. It has been widely recognized that students are not passive learners but should be active in their learning process. Various tools have been developed to facilitate the interactive education in the classroom as well as to stimulate the interest and engage students. When teaching economics to non-major students, we have been confronted with a number of challenges, such as students' varied levels of prior knowledge and understanding of the course materials, lack of interest in the subject, as well as insufficient level of participation and engagement and so on. Motivated by the current trend of adopting technology in teaching and learning, we did a trial to "flip" our classroom with the help of an online tool called "EDpuzzle" to track students' preparation prior to the class. Meanwhile, a student response system (SRS) called "Kahoot!" was adopted to engage students in in-class activities. Furthermore, online quizzes were also used to check students' understanding after the class. As the technology-supported pedagogy is still a relatively new topic, our study calls for further discussion and research on future directions of using technology in pedagogical design and practices in Higher Education (HE).

Student perceptions of learning undertaken through a workforce development initiative (Emily Chapman-Waterhouse)

This is an interactive session showcasing on-going research into the perceived impacts of blended learning postgraduate study on veterinary professionals.

Whilst it is accepted that there are a number of consequences to engaging with learning, what do they look like for part time remote postgraduates undertaking vocationally driven continuing professional development (CPD)? Following on from the work of May and Kinnison (2015) who investigated the impact of veterinary continuing professional development on clinicians and their practice, the aim of this study was to explore the impact of blended learning format postgraduate study on veterinary professionals through 18 personal reflective reviews of learning.

Early narrative analysis of the reviews, written by students who were undertaking a 20-credit level 7 reflective practice module, indicated that students perceived elevated professional recognition to be a primary driver for engagement with this type of CPD. The reviews also indicated that students were using reflective practice beyond the classroom to initiate self-improvement in the work setting, illustrative of transformational learning theory as defined by Mezirow (1991). Whilst the authors concur with Barr (2015) that a range of CPD formats are needed across the sector in order for busy professionals to engage in a mode that best suits their needs, our students recognised the positive impacts that blended learning format postgraduate study has had on their approach to practice.

In this case, blended learning comprised face to face workshops, remote synchronous / asynchronous access to those workshops, structured online activities and student initiated online discussions.

Beyond showcasing this relatively small scale investigation, the session would provide an opportunity for colleagues to discuss the potential impacts of learning within their student groups.

Learning spaces: on the screen, down the farm, in the prep room (Philip Robinson)

Although there is a wealth of published literature on learning spaces in schools, there has been less research focus on this theme in the Higher Education sector.

This study seeks to help address that deficiency by presenting the findings of qualitative research on learning spaces with undergraduate students on animal-related degree courses at Harper Adams.

Based on semi-structured interviews and focus groups, the study elicits the opinions of students on the physical and virtual spaces where they are taught, and analyses how this affects their learning experience.

It focuses on the interplay between classroom teaching and the farm and vet clinic as both formal and informal learning spaces, and how these sites of learning complement one another, especially in practical and vocational degree courses.

The findings demonstrate the importance of students being able to 'see' animals beyond the physical and virtual classroom environment, building upon the theory of animal health and welfare presented on the screen.

It also emphasizes the role of the teacher (both expert and lay) in creating spaces where students are more fully engaged in learning.

MODERN PERSPECTIVES ON CPD IN THE 'COMMERCIAL' PROFESSIONS

Or, how we might be short changing our students and ourselves (Charles Cowap)

It has been recognised for a long time that the future of professional consultancy practice is more about the application of 'knowledge' than merely 'what you know'. Clients or customers have easier access than ever to the knowledge base.

Practitioners must operate in an environment which is constantly evolving. Fixed points of reference are no longer reliable. Information and knowledge must be found 'where it is', and evaluated for what it is worth before being applied to a client or customer's specific situation. Along the way there may be a need to 'educate' the client or customer as to what they objectively need as against a subjective view of what they think they need or want. The need to resolve risk and uncertainty has never been greater as this year's global political environment graphically demonstrates. Practitioners must operate in an environment of pluralism.

Students too are now seen as customers. The cultural tradition of pupil/teacher; master/apprentice; student/lecturer is virtually dead, virtually buried. But what does this imply for a continuum of independence in thought and action? Does the customer/supplier relationship imply a long-term reliance by the customer on the supplier which strikes at the very heart of the independence of thought and deed which has traditionally been the output and the essence of the pupil/teacher; master/apprentice relationship? How is our university evolving in response to these challenges?

This session will enable us to explore these important questions with regard to the expectations that we place on our students, their stakeholders, ourselves and our university. It will begin with a very short overview of current professional CPD expectations in the mainstream commercial professions before opening up to an action-learning style session on the relationship between our work in facilitating learning and the future professional and commercial destinies of our graduates.