THE UNIVERSITY OF
NORTHAMPTON

This work has been submitted to **NECTAR**, the **Northampton Electronic Collection of Theses and Research**.

Conference or Workshop Item

Title: The lessons learnt from Willy Wonka (includes alternate ending)

Creators: Brazier, R. and Cartwright, N.

Example citation: Brazier, R. and Cartwright, N. (2014) The lessons learnt from Willy Wonka (includes alternate ending). Paper presented to: *LJMU (Liverpool John Moores University) Learning and Teaching Conference 2014, Liverpool John Moores University, 16-17 June 2014*.

Note: Supplemental material (abstract booklet)

http://nectar.northampton.ac.uk/6742/

LJMU Teaching and Learning Conference 2014

Abstract booklet

Monday 16th June 2014 Abstracts

Professor Daniella Tilbury, *Director of Sustainability, University of Gloucestershire*

Future frames: education for sustainability and its place within higher education
Education for Sustainability (EfS) refers to the growing movement of thinking and practice geared to changing education systems to support more responsible, equitable and sustainable futures. This keynote will explore the EfS landscape and the key pedagogical ideas underpinning this view of education. It locates EfS in dialogues concerned with rethinking the nature of the university and the value of learning.

The presentation is informed by a Higher Education Academy study into EfS as a pedagogical framework that can help learners unpack current local-global scenarios and develop capabilities to shape the future in their communities and professional lives. The presentation will ground these pedagogical ambitions in the realities of education practices and the systems of HE institutions, drawing out implications for those responsible for academic leadership, quality and curriculum development. It will review the recent QAA guidance on EfS and how institutions may respond.

Helen Rogers, *Faculty of Arts, Professional & Social Studies*
Megan Ainsworth, *LJMU Student*
Kim Athawes, *LJMU Student*
Yasmin Clayson, *LJMU Student*
Tereza Kirwan, *LJMU Student*
Katrina Murray, *LJMU Student*

Blogging beyond the classroom: students as active partners in research and public engagement
The joint presentation showcases the work of LJMU students on two English modules where students create a public website and disseminate their research via blogs and social media. On the level 6 module Writing Lives: A Collaborative Research Project on Working-Class Autobiography, students 'adopt' an author and write 10 weekly research blogs on their writer's life and memoir at www.writinglives.org. Their research is feeding into a major collaborative research bid to be made Summer 2014. On the level 5 module Prison Voices: Crime, Confession and Detection, 1700-1900, students use online digital collections to write two research blogs at www.prisonvoices.org.

The student presenters will provide a very short demonstration of the websites. Drawing on the evaluation blogs students publish at the end of the module, they will report on what they and fellow students learned about writing for a public audience, doing online research, using social media, and what they have gained intellectually and personally from the experience of research collaboration and public engagement.

The two modules are case studies for an HEA Teaching Development Grant I hold, 'Students as partners in online research collaboration and knowledge exchange' (2013-14). In the final part of the presentation, I will provide an overview of some of the key discussions that take place on the project's blog forum 'Blogging Beyond the Classroom' (starting Feb 2014). The purpose of this blog is to generate discussion across the HE sector on the role of

public blogging as a form of learning and assessment. I will summarise some of the major rewards and challenges of this experimental mode of learning drawing and elements of best practice shared on the blog.

John Ambrose, *Faculty of Education, Health and Community*
Jenny Giblin, *LJMU Student*
Libby Ratcliffe, *Liverpool Sciences UTC*
Shannon Thompson, *Liverpool Sciences UTC*

A civic university and a civic responsibility: a case study of civic engagement in action
A modern civic university must have at its core a real working connection with the communities it serves. Many university departments are in a good position to engage with local communities. This presentation explores how one area, paramedic science, has developed approaches to working with community groups, as well as other areas of the university. This exploits two key elements of community, namely the health and education of the population.

Working closely with our schools and colleges the faculty staff are forging two way links that engage students from outside and inside the university. The presentation will focus on a project based on a British Heart Foundation (BHF) educational package. This addresses basic life saving techniques for the general population. The certificated award is recognised nationally and paramedic staff are registered to deliver this resource, as well as training others to deliver the award. Accredited lecturers have trained paramedic students to deliver the award to secondary and further education students across our region. The delivery of the award and its organisation form part of a module in the paramedic undergraduate curriculum. Hence, before students teach in schools and colleges they are formatively assessed within the university. To ensure that they are competent to teach, they are assessed whilst delivering the course to students from another programme within the Faculty of Education, Health and Community. This has the added advantage of extending the impact of the training to provide important life-saving skills students to on a non-clinical programme of study. It also means that students on this programme are equipped with a recognised qualification in Basic Life Support that enhances their employability in the health and social care sector.

This presentation will give the audience an opportunity to review this example of civic engagement. Two LJMU students will also presenting their experience of training and being trained. In addition, students from a local feeder school, Liverpool Life Sciences UTC, will be contribute to this presentation.

David McIlroy, *Faculty of Science*
Sue Palmer-Conn, *Faculty of Science*
Karen Poole, *Faculty of Science*
Lucy Hutchinson, *LJMU Student*
Sophie Judge, *LJMU Student*
Mark Jellicoe, *LJMU Student*

Assessment and feedback: an integrated approach with students in partnership

A recent study indicated that student dissatisfaction with assessment and feedback may be attributable to a piecemeal rather than integrated programme wide approach (Jessop et al., 2013). This ongoing study in partnership with students will expand those findings by developing a self-report measure (self-efficacy in assessment) linked to a toolkit of learning activities for tutorials to facilitate integrated assessment mapping and planning. Self-efficacy is a concept of individual empowerment and control that enables individuals to set realistic goals and to move forward in incremental steps whilst processing past achievements to provide confidence and motivation for continued and escalating challenges. In the educational context, it is associated with the individual being a self-regulated learner who can adapt to the challenges associated with the transitions in their academic journey. Given that assessments provide regular milestones in the journey, they are the perfect hub around which to monitor and track progress. Six psychology students will dedicate their allocated 20 hours placement to facilitating student focus groups at all levels to co-develop and co-evaluate the resources which will then be piloted in tutorials. The self-efficacy measure will help students understand and improve their belief, behaviours, and confidence around preparation and planning their assessment journey; whilst the toolkit will explain the purpose of and how to get the most out of assessment and feedback including formative, summative and diagnostic aspects. In addition through a process of audit and re-calibration, assessment strategy will be thoroughly examined and evaluated across levels, modules and semesters to ensure that both staff and students work collaboratively in a process of empowerment. The materials produced from this study will be made available university wide as an adaptable resource that can be tailored to the specific requirements of individual programmes.

Mike Riley, *Faculty of Technology and Environment*
Alison Cotgrave, *Faculty of Technology and Environment*

Quality of educational spaces: student perceptions:

The extent to which successful higher education requires a dedicated and well designed physical estate is recognised at different levels and in different contexts within the HE sector. The form and performance of university buildings is considered in great detail by those responsible for their creation and operation. However, such consideration tends to focus on the physical and financial aspects of building operations such as energy performance and running costs. The impact of buildings and their internal environments upon the less technical issue of user satisfaction has been recognised in the commercial sector for a considerable time. As a result numerous models of post-occupancy evaluation (POE) have been developed that seek to assess building performance and the extent to which it impacts upon user satisfaction and organisational performance. However, there has been only a very

modest body of work focused, specifically, on building performance within higher education facilities and students' perceptions of the spaces in which they study and learn.

This session presents a summary of recent research aimed at identifying the critical factors that influence user satisfaction in educational buildings. These factors are considered in terms of both physical attributes of facilities and users' perceptions of those attributes. The work is based upon the use of POE in UK Universities and draws conclusions regarding the factors that impact upon student satisfaction. One of the key outcomes of the work, which involves aspects of qualitative and quantitative analysis, is the identification of 'quality' as a factor influencing satisfaction. The presentation and discussion will seek to explore the components that may combine to create the construct of quality within higher education buildings and the impact that this may have on the future design and use of learning spaces.

Session 5 (Monday 16th June – 11.35am – 12.00pm)

Ester Ragonese, *Faculty of Arts, Professional & Social Studies*
Rebecca Askew, *Faculty of Arts, Professional & Social Studies*

SeminAaaarrh! Running on-line discussion based seminars
This presentation will focus on the innovative way that discussion boards have been used within the learning environment to enhance the student experience to a cohort of 200.

The innovation is in the means of student engagement, replacing poorly attended face to face seminars with online contact, linking the discussion boards with assessment, students learning from each other and importantly increasing overall subject knowledge. It is important we try new things and explore the options that e learning has to offer.

Session 6 (Monday 16th June – 11.35am – 12.00pm)

Gill Forrester, *Faculty of Education, Health and Community*
Diahann Gallard, *Faculty of Education, Health and Community*
Angela Daly, *Faculty of Education, Health and Community*
Leanne Mills, *LJMU student*
Lewis Parry, *LJMU student*

Developing a journal publication for undergraduate writing: opportunities, challenges and reflections
A journal publication, 'Spark', to showcase and celebrate high quality pieces of writing produced by undergraduate students has been developed for students enrolled on Education Studies and Early Childhood Studies programmes in the Faculty of Education, Health and Community, LJMU. The journal provides opportunities for students to showcase their work as well as the recognition that what they have produced is of a 'publishable' standard. The journal, originally established and managed by academic staff alone, now includes students on its editorial team. This year academic staff have been working in partnership with students and the editorial process now involves student editors who review and oversee the selection of papers for publication as well as contributing as editors to the production of issues. One of the aims of the journal is to encourage students to see themselves as researchers and producers of knowledge; adopting a participatory approach to involving undergraduates in the development and editorial decision making process has taken the journal in new directions. The notion of students as producers of knowledge has been advocated as pedagogically desirable in contemporary UK Higher Education (Neary and Winn, 2009; Healey and Jenkins, 2009), but notions of what this means for practice are

less well explored. The presentation will comprise the reflections of academic staff and students outlining opportunities and challenges for this kind of project. Finally, consideration will be given to the implications of early student researchers' involvement in 'authentic' academic practices, particularly in relation to writing and editorial decision making.

References:
Healey, M., & Jenkins, A. (2009). Developing Undergraduate Research and Inquiry. Higher Education Academy.
http://www.heacademy.ac.uk/assets/documents/resources/publications
Neary, M., & Winn, J. (2009). Student as Producer: Reinventing the Undergraduate Curriculum. In L. Bell, H Stevenson, & M. Neary (Eds.), The Future of Higher Education: Policy, Pedagogy and the Student Experience.
London: Continuum.

Session 7 (Monday 16th June – 11.35am – 12.00pm)

Bob Morris, *Faculty of Science*

Textwall - tomorrow's teaching technique or transient technophile toy?
 "textwall" by Learning Apps is a technological tool available to encourage participants in large or medium sized groups to engage with speakers and their delivered content using phones, email or via the internet. Following encouraging demonstrations at post-graduate and non-university events I was tempted to embrace the technology as high value is placed in Higher Education on student engagement, interaction and contribution.

Throughout 2013-14 I have used "textwall" in most of my large group teaching undergraduate and postgraduate sessions. I identified some benefits and drawbacks immediately so decided to record and categorise responses. I have performed a simple quantitative analysis of this data and will report results of this analysis and my own thoughts and experiences to answer the title question. I will compare my experience to other Higher Education academics (see blog by Dr Anna Tarrant) to help current academics decide if they might use this technology.

I will also allow participants to contribute to and view a Textwall during the session

Session 8 (Monday 16th June – 11.35am – 12.00pm)

Malcolm Ashall, *Faculty of Technology and Environment*
Stephen Finnegan, *Faculty of Technology and Environment*

Teaching sustainability
There is tremendous interest in both the academic and practical worlds of the built environment on the design, construction and maintenance and end of life of 'greener' buildings. There is a real need for higher education to provide the industry with graduates that have a full understanding of each of the key elements of this process and who can contribute from a professional level by advising clients how they can best achieve the various targets put forward by the UK Government.

This paper considers this challenge and puts forward an educational pathway that takes students from first year undergraduate, through to post-graduate study and into the workplace. This is achieved by building on previous knowledge and taking this forward with

the use of case studies to provide understanding and demonstrable application of the skill sets required.

Session 9 (Monday 16th June – 12.05pm – 12.30pm)

Nick Barnett, *Faculty of Arts, Professional and Social Studies*

Socrative - mobile devices and student engagement – some uses and some pitfalls
The audience is asked to bring a wifi enabled phone or tablet that is connected to the LJMU network.

We live in a world that is increasingly connected to the internet via mobile devices. Look on any public bus, train or even most University lectures and you will see people engrossed in their own world via the internet. This presentation aims to show how you can use Socrative software to engage students with their own learning and to assess the effectiveness of your teaching. Whilst clicker technology has existed for a number of years Socrative has made this largely redundant and has several advantages over the clicker. The main one of these being that you can use the technology off-site and have students take exit quizzes (what have your learned today?) or even enter free text. This presentation uses insights from case studies from my application of the software whilst teaching history at several universities. I also outline some of the pitfalls that I have encountered whilst experimenting with this technology. At the end you will use the software and act as the student.

Session 10 (Monday 16th June – 12.05pm – 12.30pm)

Vicci Boyd, *Faculty of Education, Health and Community*

Graduate and undergraduate perceptions of employability and reflection within curriculum design
In June, 2011 the Department for Business, Innovation and Skills produced a white paper empowering students and shifting the focus of HE to quality teaching, feedback, preparation for work and graduate outcomes (Goodwin, 2012). Universities should consider the most effective way of delivering employability within their academic framework to embed this as a skill set that students commit to developing, as opposed to a construct which sits outside of the academic curriculum (Wilson, 2012). Yorke (2010) argues that Higher Education can combine the 'true purpose of universities whilst embedding employability and Speight, Lackovic and Cooker (2012) consider Universities as 'perfectly capable of doing 'double-duty' in devising holistic curricula combining academic disciplines and wider graduate needs' (p113). The question must be asked though- 'How achievable is this within a degree programme in reality and do the students value its' inclusion?'

The Sport Coaching programme at LJMU was used for this case study and an online mixed-method questionnaire was distributed via social media. 101 responses were received- 50 graduates and 51 current students. There was little difference in the responses from graduates and undergraduates in relation to the elements that they perceived to be useful in developing their employability. Year-long work placements were deemed as most important whilst tutor/peer feedback, assessments and reflection were indicated as useful contributors to their employability. There were some areas highlighted for programme improvement such as embedded coaching qualifications and more time on placement but to ensure a holistic balance between academic content and employability it was proposed by the researcher that these areas should be the students' responsibility (Artess, Forbes and Ripmeester, 2011).

This presentation will discuss the implications of findings for the Sport Coaching programme and potential generalisations to other degree programmes to shape employability and reflective practice being embedded in the curriculum design.

Session 11 (Monday 16th June – 12.05pm – 12.30pm)

Ed Moloney, *LiverpoolSU*
Curtis Reid, *LiverpoolSU*

How Maslow's hierarchy of needs can help us investigate new horizons for the HE sector

Despite its deficiencies, Abraham Maslow's Hierarchy of Needs remains a useful model to describe the stages of growth in human beings, and how each stage can contribute to the individuals' overall satisfaction with life, ultimately leading to self-actualisation.

We would like to explore this model specifically in relation to students currently studying in the UK HE sector. Through modelling the current student experience onto the hierarchy of needs we can identify where the government, HE institutions and individual lecturers are not adequately supporting students, and therefore we can identify new horizons for the HE sector. This will involve government, institutions, students' unions and students themselves all working towards creating a more "self-actualised" sector.

Session 12 (Monday 16th June – 12.05pm – 12.30pm)

Sian Dunne, *Faculty of Technology and Environment*
Dianne Marsh, *Faculty of Technology and Environment*
Jayne Dooley, *Faculty of Technology and Environment*

Escaping the silo: using industry change to improve student and staff collaboration

The construction industry is of huge significance for the British economy, however, it is under tremendous pressure to become more sustainable, deliver projects faster and at lower costs. Declining construction productivity is a key challenge for the industry, which is also facing pressure from Government and multiple stakeholders to become more productive and to change and transform. Many of the problems within construction can be traced back to the functional organisation, whereby construction professionals work within a 'silo' environment and a lack of concurrent practices and collaboration hinders progress. Construction industry Government papers published over the last 20 years, all promote teamwork and collaborative working, together with strong industry leadership, as key themes for the future of the industry.

This drive, together with the obvious pedagogical advantages of group work, such as promoting a deep and active learning, experiential learning, collaborative and cooperative learning, enhancing problem based learning and enhancing student's skills for later employability has propelled BUE academics to develop a cross school, cross discipline, real world project to promote the collaboration and integration of students and staff across various BUE degree programmes. The enabler for this collaborative project being Building Information Modelling (BIM), which allows the virtual design and construction of a building across all phases of the project lifecycle.

This presentation will outline the development of the BUE BIM Task Group and consider the lead in time from inception of the collaborative project idea to fruition, including cross school co-operation and staff teamwork. It will outline the lessons learned from the pilot project

undertaken at level 5, including issues of student engagement and retention and the subsequent improvements made to further projects at level 4, highlighting how it has improved student commitment and their understanding of construction technology, visualisation and the construction process. Responses from students on their perception of the teaching method, the value of the project in their opinions and identification with part of a wider team will also be discussed.

Session 13 (Monday 16th June – 1.25pm – 1.50pm)

Mike Swain, *Faculty of Arts, Professional and Social Studies*

Block teaching and the three A's: attendance, attainment and attitudes
Block teaching or intensive mode of delivery was introduced in the HE sector in the 1990's. This intensive approach to delivery was introduced as a reaction to student demands for greater flexibility within post-graduate professional programmes within Business Schools. The student characteristics of these cohorts were of mature students in full or part time employment (Davies, 2006). With the majority of students (54%) in full time education in England and Wales now in employment (Leone, 2013) it appears that the time for block teaching has arrived.

Block teaching was introduced into the BA (Hons) Business and PR programme for the 2013-14 academic session as a reaction to poor attendance and attainment over the previous two years amongst the Level 4 undergraduates on the Business and PR degree. A traditional 24 credit, yearlong module was taught in an intense five week block, with students attending for two and half days a week.

The presentation will deliver outcomes of research which aims to evaluate the efficacy of this mode of block delivery, highlighting benefits and drawbacks and testing students' and staff attitudes to this intensive mode of delivery. The presentation will reflect on these outcomes focussing on the possible effects that the block teaching has had on attendance, attainment and attitudes of students within this block taught module. Comparison will be drawn against the attendance and attainment of Level 4 PR undergraduates on the other Level 4 modules for the cohort, with reference being made to the wider literature on the subject.

Davies, M. (2006). Intensive teaching formats: A review. *Issues In Educational Research*, 16(1), 1-20
Leone, R. (2013). Student part-time work increases. *Times Higher Educational Supplement.* 2nd September, 2013. Available online at:
[http://www.timeshighereducation.co.uk/news/student-part-time-work-increases/2006956.article]. Accessed 12th December 2013.

Session 14 (Monday 16th June – 1.25pm – 1.50pm)

Ian Glover, *Sheffield Hallam University*
Stuart Hepplestone, *Sheffield Hallam University*

Enhancing teaching approaches through technology
The Changing the Learning Landscape Programme is an initiative from the Leadership Foundation for Higher Education. It encourages universities to change their culture and to increase the use of educational technologies. Sheffield Hallam University's engagement in this initiative focusses on increasing, and enhancing, the use of existing tools and technologies.

This session is an opportunity to learn about the 'Changing the Learning Landscape Menu' that Sheffield Hallam University has developed in consultation with its academic colleagues. The 'Menu' is a framework to assist academic staff in identifying different teaching strategies and the technologies that can support and facilitate these strategies, in order to enhance existing provision or as part of designing and developing new courses.

The framework reflects practice at Sheffield Hallam University and has been used as both a course planning tool and a method of guiding reflection on teaching approaches and technology by individuals and subject teams. Sheffield Hallam University intends to make the framework and supporting materials available to other institutions, and this session would be an opportunity to engage external colleagues in the ongoing development of the resource.

During the session, delegates will be shown the resources produced, and activities designed, that support and encourage academic staff to:
- reflect on their current teaching approaches
- consider the use of technology to enhance teaching approaches
- explore the balance of teaching approaches and use of technology across modules
- develop an action plan of how they will enhance their teaching approaches.

Session 15 (Monday 16th June – 1.25pm – 1.50pm)

Sarah Maclennan, *Faculty of Arts, Professional and Social Studies*

Owning the text: speed-dating with Chekhov
This session will showcase an innovative teaching technique that encourages students to read set texts before a seminar session; take ownership of the text; communicate their enthusiasm and knowledge to their peers. We will be using the short stories of Anton Chekhov as an example, but the session is transferable to any discipline where students need to have read and absorbed a text/information before class.

Participants will be asked to self-select, read and print out a Chekhov short story a week before the start of the conference. (I will facilitate this). The room is set up as though for a speed-dating session.

I trialled this method of introducing Chekhov to L5 students three years ago. Rather than lecturing on one story and students feeling 'talked at', I created a new way of teaching, ensuring that students 'took ownership' of the text. (N.B. Chekhov is only one of many authors that we study on the module.) I emailed a link to an individual online story to each student a week before the seminar. Comments after the session included 'That was fun' and 'I'm going to read the story that X (student) recommended. It sounded really good'. Only one student, out of a cohort of 40, did not engage with the session and later – in an email exchange prompted by him – he took responsibility for not having given 'enough time to the task'. In the end of module essay, a noticeable number of students (35%) had continued to read Chekhov voluntarily and had referenced him in their academic writing.

Last year, having refined the session so that students self-selected stories within a Blackboard Discussion Forum, we noted a similarly increased level of engagement with the author and more independent reading.

Judith Enriquez-Gibson, *Faculty of Education, Health and Community*

The WoW factor: PDP, PLG and all that jazz
This presentation will explore a literacy-as-practice focus to tackle the PDP (Professional Development Plan) requirement and employability initiative in a first year module. As learners face the changing nature of knowledge and work, their preparation for employability could not proceed with a 'bolt on' strategy through one-off induction sessions, study support service workshops or skills training.

To facilitate PDP opportunities for learners, online tasks were introduced through the use of journal in Blackboard. A completed PDP task is submitted and accessed as a journal entry, which is called a PDP Record. These records were integrated as personal resources for learners to revisit and reconsider in a reflective essay on the topic of literacy-as-practice itself.

Skills in whatever form could not be bolted onto learners and staff's existing practices, study habits and prior conceptions of academic life. For learners, support services help learners orient themselves to university expectations and practices. However, these do not necessarily shift their understanding of the nature of knowledge and work and the impact it would have on their own future careers. For staff, a level of resistance persists as academic inquiry is reconceptualised as a matter of employability.

A first year module is described in this presentation as a particular case that puts forward the question: could we construct employability as a literacy-based practice, embedded in subject contexts and module tasks of real relevance to learners' personal and academic goals, including specific assessment requirements?

Session 17 (Monday 16th June – 1.55pm – 2.20pm)

Cath Dishman, *Library Services*
Simon Brooman, *Faculty of Arts, Professional and Social Studies*

Join the reading list revolution: improving the student experience of accessing key texts
Want to improve the way your students access the items on your reading lists? Want a list that's easy to update and manage that gives real-time availability for print and access directly to full text? Then this session is for you.

While overall provision of materials for modules is good, feedback from NSS shows that students are sometimes still unable locate items recommended to them by staff. Library Services has teamed up with academic staff, Education and Academic Quality and IT Services to provide a reading list solution that will ensure students have access to key texts at the point of need. In addition we aim to provide real-time availability for print materials and seamless electronic access to articles and other digital materials.

The system will integrate with Blackboard so students can engage with their reading lists within their modules thereby improving the overall experience of locating key texts both on and off campus.

Whatever your discipline you can improve the experience of your students. Come along to find out more and how you can get involved and revolutionise your reading list provision.

John Skiffington, *Faculty of Technology and Environment*
Karl O Jones, *Faculty of Technology and Environment*

Making examinations 'more enjoyable'

A recent Professional Body accreditation visit required the MSc programmes in Engineering to be modified to ensure that the assessment weighting across a programme was weighted at 60% examination and 40% coursework. This required changes to a number of modules that had traditionally only been assessed using a coursework in the form of a written report (worth 100%).

To compound the problem two of the affected modules, "Project Management" and "Finance Management", suffered from a couple of issues in the minds of students: firstly students find the content rather challenging, mainly because it takes them out of their comfort zone; secondly the modules have never really been given a high priority in the minds of students whose career ambitions lie in the direction of engineering design rather than the management area that these modules are perceived to be in.

This presentation will detail how the Programme Leader and the Module Leader developed an assessment method that fulfilled a number of criteria:
1. Provided the examination weighting required by the Professional Body
2. Provided individualised questions (to alleviate academic impropriety issues)
3. Engaged students in the module content
4. Contextualised the material to a possible professional task an engineer might undertake
5. Reduced the stress and worry students experience undertaking examinations
6. Produced module results comparable with previous years
7. Utilised Assessment For Learning

Further, the presentation will highlight how student feedback was sought on the new assessment approach and how this feedback led to developments in the assessment.

At this time there have been three iterations of the modified assessment approach, with all measures indicating that this is has been a successful change and one warmly welcomed by the students with overwhelmingly positive feedback comments. The approach works for two different modules highlighting its transferability.

Wendy Johnston, *Faculty of Education, Health and Community*

Everyone's a winner: developing mutually beneficial collaborative partnerships

Partnership working is at the heart of the LJMU strategic plan. The institution often relies on its relationships with external organisations to provide placement and work-related learning opportunities for students. These can offer an authentic learning experience that helps students develop their employability and build their CVs. This has been well-documented, with students seen to develop organisational awareness, gain valuable hands-on experience

and meet experts in their field. However, the value that students can bring to the partnership is often over-looked. This presentation will explore the many and varied ways that students enrich collaborative partnerships. Evidence for this is based on staff and student feedback, employment data, testimonials from external organisations and case studies. These confirm that carefully brokered and managed relationships can be of mutual benefit to all parties. In fact, analysis of this issue suggests that promoting students' contribution can reap unintended rewards in terms of identifying new partners, developing areas for further collaboration and enhancing institutional reputation. The evidence for this focuses on food design and technology. However, it will be presented in the context of key principles for collaborative partnerships that should be of interest to practitioners for other disciplines.

Session 20 (Monday 16th June – 1.55pm – 2.20pm)

Colette Ashbrook, *World of Work Careers Centre*
Vicky Farrall, *World of Work Careers Centre*

Sharing experiences of a professional mentoring project: raising students' aspirations, employability and opportunity awareness

2012 – 2013 saw LJMU's World of Work Careers Centre offer Level 5 students the opportunity to take part in an innovative HEA funded project which would pair them with a professional mentor. The aim of the Public Sector Diversity Mentoring Scheme (PSDMS) was to increase the employability for a diverse set of undergraduate student mentees who aspire to a career within the public sector, as well as to develop public sector mentors. The key project partners were Middlesex University (MU), FDA (First Division Association) and Liverpool John Moores University (LJMU).

The impact of the project has been significant:
- The project has raised mentees' awareness of the range of career opportunities open to them in the public sector.
- Mentees and mentors have had the opportunity to experience different forms of assessment used in the graduate recruitment process and receive detailed, high quality feedback on their performance.
- With the support of their mentors, a significant number of mentees have applied for a range of civil service graduate programmes.
- Based on MU's model, LJMU's World of Work Careers Centre has developed expertise in establishing and managing a mentoring programme, where previously there was no experience of delivering an institution wide professional mentoring programme to students.

The presentation will:
- Provide information about the methodology of the project
- Provide further details of the mentoring support provided to the students
- Discuss how a mentoring model could be applied to programmes
- Evaluate the lessons learned from organising and coordinating a generic mentoring model.

As a result of the project, the World of Work Careers Centre now plans to build on the experience and knowledge gained in this area and is exploring the use of the mentoring model in a variety of ways within the institution.

Elizabeth Malone, *Faculty of Education, Health and Community*
Helen Lock, *LJMU Student*
Jona Quershori, *LJMU Student*
Gemma Harlowe, *LJMU Student*
Leah Bewes, *LJMU Student*
Debbie Johnstone, *LJMU Student*
Georgina Uttley, *LJMU Student*

Learning from the best: using exemplar placements to develop student-led peer and professional development

Exemplar placements can provide a valuable opportunity for students to gain new insights and develop skills that they can pass on to their fellow students and colleagues in future placement settings. This presentation reports a joint LTA/Central Equality and Diversity Department funded project designed to give student teachers a chance to gain valuable experiences and information that would not only enhance their own practice, but that they could disseminate to peers and partnership schools. The focus was to provide placements for students in exemplar institutions. In this instance, eight trainee teachers from the BA (Hons) Primary Education programme attended a two-week enrichment placement at the Alfred Salter Primary School in South East London. This school has been recognised for exemplary practice in equality and inclusion. In particular, it leads the way on addressing homophobic bullying and its inclusion strategies for children with special educational needs. The students were guided, mentored and supported by the Deputy Head Teacher, who is well known within educational settings for his work on promoting inclusion for all, particularly through anti-homophobic bullying training, public speaking and strategy development. The outcomes from this was that the students were equipped with the skills, knowledge and confidence to cascade the school's exemplary practice to fellow students and colleagues in their other school-based placements.

In this presentation, students will explain the work they have been doing, as well as describing their personal 'journey' through this innovative programme. This will explore how providing students with an intensive and structured experience in an exemplar placement setting can enhance the educational experience of a wider group of students, as well as helping partners in practice areas to develop new insights and skills.

Mark Taylor, *Faculty of Technology and Environment*
Hulya Francis, *Faculty of Technology and Environment*
Chris Wren, *Faculty of Technology and Environment*
Andrew Fox, *Student Advice and Wellbeing Services*

Using pictorial representations to support teaching

The presentation examines the use of Makaton based pictorial representations of IT legislation to support the teaching of IT Law to computing and mathematics students. Some computing and mathematics students may find IT legislation a challenging subject as it is outside the usual 'technical sphere' of computing and mathematics studies. In particular some students may find the overall purpose / implementation of the legislation unclear.

Previous research has indicated that a significant proportion of university students are visual learners, preferring to be taught through pictures, diagrams, charts and demonstrations.

Makaton is a widely used communication system designed for individuals with communication disorders and learning difficulties. Makaton uses pictorial representations within a vocabulary that covers a range of concepts from the simple to the complex. Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

One possible solution to alleviate the identified issues with teaching IT legislation to computing and mathematics students is to use a Makaton based approach to develop a series of pictorial representations of IT legislation, to support the teaching of IT law to such students.

The Makaton style pictorial based representations of IT legislation appeared to enable students to "visualise" IT legislation. A number of students found the approach useful in terms of examination revision.

Session 23 (Monday 16th June – 2.25pm – 2.50pm)

Mumtaz Begum, *Pondicherry University, India*

Indian perspective of redefining the teacher education – new horizons
Invariably, the teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. No more can it remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected in it. The theory and practice of education has to be enriched with the latest research findings not only in the field of education but also in the allied disciplines and areas. No doubt it is essential to develop identified competencies to prepare effective teachers but it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. Emphasis on continuing life-long learning has to become an essential concern of teacher education.

A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners. The basic tenets identified in the national basic education scheme - Head, Heart and Hand need now to be linked to one more 'H' - Highways. Information highways, websites and internet are going to become terms of common usage in teacher education. Areas like physical education and vocational education will continue to gain greater emphasis in years to come and will serve as the basis for developing competencies and skills in addition to commitments and values.

A true professional is capable of perceiving complexities and uncertainties in the society, has a thorough grasp of the subject, possesses skills to make critical diagnosis, takes decisions and has courage and conviction to implement such decisions. If the limits of teacher educators' experience can be widened further it will pave the way for clearing the cloud in the horizon and the new horizon will emerge.

Session 24 (Monday 16th June – 2.25pm – 2.50pm)

Jo Ives, *World of Work Careers Centre*
Gwyneth Tyrer, *World of Work Careers Centre*

LJMU graduate survey insight into skills development
The Employability and Careers Prospects Survey at graduation was first undertaken in 2007 to evaluate the introduction of the World of Work Programme across the University and specifically Graduate Skills and the changes made to the curriculum.

It collects data on a range of related areas from specific careers related support accessed by students whilst at LJMU to engagement with World of Work Skills Certificates; plans for further study; PDP engagement; and also self-reporting on the skills developed while at university. The data is collected at programme level.

This information is a robust institutional resource for schools and faculties who are interested in finding out more about their students' perceptions of the skills held and gained by the end of their time in university.

The survey takes place at the same venue each year, so the conditions for collecting the data are always the same. Whilst it is not compulsory, and students do not have to complete it, on average, we would expect to collect around 4,500 completed surveys during the main graduation week in July. If we attempted to collect this information in any other way, at any other time, we simply would not match that return.

This presentation introduces the data set and provides basic skills analysis of the student perceptions and skills they feel they have developed. This will inform colleagues across the university who may want access the survey in relation to other research they are conducting or which they may plan to start in the future. It also has the potential to be interrogated by colleagues who are doing a longitudinal study on employability and skills perceptions.
Our data shows that skills levels from self-reporting have risen year on year but at a school level these change year to year.

Session 25 (Monday 16th June – 3.25pm – 4.20pm)

Peter Byers, *Pro Vice Chancellor (Education)*
Edward Harcourt, *Pro Vice Chancellor (External Engagement)*
Robin Leatherbarrow, *Pro Vice Chancellor (Scholarship, Research & Knowledge Transfer)*

A view from the bridge

Session 26 (Monday 16th June – 3.25pm – 3.50pm)

Joe Stathers-Tracey, *The Liverpool Institute for Performing Arts*

Wellbeing in Higher Education: tackling stress, and planning for a happy life
We spend all of our time in the education system encouraging students to be excellent and no time at all teaching them how to be happy.

This is a fundamental mistake.

If we don't know how to be fulfilled in what we do then we will struggle to keep up a sustained career in our area of specialism. We find it harder to learn things that don't seem

to contribute positively to our development, and because of the constant pressure to achieve many of us will "burn out" at some point and, only if we're lucky, we might recover to start again in an entirely new direction.

Achievement isn't everything, "success" is relative.

League tables don't measure mental health, and whilst we dodge discussion of the stress experienced by students and staff we are neither preparing our graduates for life nor running a sustainable enterprise. Professional development should support the vision of a progressing career whilst also ensuring that it's still what we want, and also that it isn't all that there is.

Lots of us need to "get a life", a life that we can enjoy and can sustain.

Without looking at how to deal with stress constructively, without teaching students how to relax, without examining healthy sleep and eating habits, without teaching students how to help each other (and teaching them how this is actually one of the biggest ways to make yourself happy), without encouraging community and shared responsibility we are failing.

The workplace is changing in radical ways, and as the lines between "work, rest and play" get more blurred we need new skills to balance our lives. Where do we learn those?

Session 27 (Monday 16th June – 3.25pm – 3.50pm)

Sally Partington, *Centre for Entrepreneurship*
Lynne Robertson, *Centre for Entrepreneurship*

Supporting entrepreneurial effectiveness amongst students and graduates at LJMU
Enterprise education aims to produce graduates with the mindset and skills to come up with original ideas in response to identified needs and shortfalls, and the ability to act on them. In short, having an idea and making it happen. LJMU's Centre for Entrepreneurship offer a number of different programmes and activities which support students and recent graduates to develop their entrepreneurial effectiveness and turn their ideas into realities.

This session will provide an overview of these programmes and a reflection of their effectiveness, challenges faced and plans for the future.

Session 28 (Monday 16th June – 3.25pm – 3.50pm)

Phil Carey, *Faculty of Education, Health and Community*

Approaches to student engagement: a review of methods across LJMU
Student engagement has long been a feature of university education. Most notably this has focused on learning and teaching, but is also relevant to how students participate in decision-making.   As such, engagement activities have been manifest in a wide variety of informal mechanisms to encourage student involvement. However, in recent years there has been a growing expectation that the University should formalise many of its processes for student engagement. This has been prompted by a growing evidence and theory base of the value of student engagement, as well as requirements for the University to demonstrate engagement in quality assurance and enhancement. As such the University now promotes an assortment of engagement activities. These range from the simple, relatively democratic survey to complex and more selective staff:student collaborative projects. This presentation considers the potential impact of these on student engagement. It is based on institutional research with staff who have a leadership role in learning and teaching or quality

assurance. This focused on their views of the effectiveness and impact of formal engagement systems. The presentation will also explore a number of local engagement initiatives and consider whether these would be appropriate for more widespread use across the university.

Jo Bleasdale, *Student Advice and Wellbeing Services*
Clare Trantom, *Student Advice and Wellbeing Services*
Sarah Jeory, *Student Advice and Wellbeing Services*
Laura Dolan, *Student Advice and Wellbeing Services*

Supporting students with Aspergers and Autism in HE
There has been a fourfold increase in the number of students disclosing a diagnosis of Autistic Spectrum Disorder (ASD) particularly Apergers Syndrome within LJMU in 2013/14. ASD is a complex condition and the term "spectrum" is used because the symptoms of autistic spectrum disorder (ASD) can vary from person to person and range from mild to severe.

In order to provide adequate support for these students the Team have had to develop innovative methods for communicating information and engaging the students in University life and beyond.

We introduced a successful Aspergers and Autism support event in July 2013 to introduce applicants to the University and give them a taste of University life including a bus tour of Liverpool and a tour of our partner student accommodation.

We also run an ASD networking group for students to meet up away from the University and socialise in a variety of locations. We will be taking forward a peer mentoring scheme with attendees from the previous year's group.

Working in partnership with academic staff and specialist external agencies to produce an Individual Student Learning Plan is one way we have demonstrated good practice in this complex area.

This presentation and discussion will focus on areas of good practice and discuss innovative ideas to take forward into 2014 and beyond to improve the student experience for this particular group of students.

Glyn Hughes, *Faculty of Technology and Environment*

"Where have you been?" CMP's electronic attendance monitoring system
How often do you ask students, the question "Where have you been?" Student attendance has and is a problem across many schools & faculties. Regardless of the root cause(s) there is merit in effective tracking of student(s) engagement with their course. The School *of* Computing & Mathematical Sciences at Liverpool John Moores University developed an electronic attendance monitoring system back in 2007. Evolving slowly through the years it has functioned with varying degrees of success, being mostly constrained by academics' engagement and the strength of any attendance policies. Within the last academic year however, a renewed effort within the school has seen an array of new and improved

capabilities, in part, complementing the university's recently introduced attendance monitoring policy.

The eRegister system is able to capture data from multiple sources such as paper registers, smart phones & lab computers. Analyse that data in terms of module, programme, level or bespoke groupings and contact students in batches who trigger any defined attendance thresholds. At the time of writing, development is ongoing and the hope is to share both engineering & academic findings and gather opinions & viewpoints of potential academic and administrative users across the schools & faculties within the university. The ultimate goal being to complete the implementation a robust attendance monitoring system for the 2014 - 2015 academic year.

Session 31 (Monday 16th June – 3.55pm – 4.20pm)

Andrew Kennedy, *Faculty of Education, Health and Community*

Internationalising work experience
The Ed. Studies/ECS team has spent a number of years developing new opportunities for students to gain international study and work experience. There had been a number of successes, but equally there has been a variety of barriers to students participating, some material and some psychological. This paper describes a new initiative by which Level Five students undertaking an employment-related module were offered an opportunity to take part in an overseas exchange. The rationale was twofold: that a short stay might prove to be more attractive, and that the establishment of personal links with named individuals might help to overcome some of the barriers which had hitherto hindered students in participating in overseas visits.

This paper sets out in more detail the background and rationale for this project, examines the practicalities involved, and reviews the participants' experience. The project was a pilot, involving just one German partner university. The paper will show how the team is hoping to be able to extend the scheme in future. It is to be hoped that this information, and the opportunity for subsequent discussion, will be of use to any other course teams who might be looking for ways of increasing international participation among their students.

Session 32 (Monday 16th June – 4.25pm – 4.50pm)

Mel Hills, *Faculty of Education, Health and Community*

Students' perceptions of anonymous marking
In 2012 LJMU introduced an anonymised marking policy for all summatively assessed coursework. This was based on the assumption that students want their work marked anonymously and aligned with the National Union of Student's campaign "Mark my words, not my name" (1999). The implication of this is that anonymity reduces marker bias, so enhancing students' faith in the marking process. This small-scale research project attempted to test this assumption by exploring and analysing students' understanding of the anonymised marking policy and process and their perceptions of the impact on marking.

A paper survey was distributed in class to students on undergraduate and postgraduate Social Work programmes. The survey tool incorporated Likert-type questions to capture students' views, with an open-text option to provide opportunities to elaborate their answers. A response rate of 64% was achieved, which is consistent with that typically recorded for surveys (Nulty, 2008). Interestingly, the response rate for the open text question was higher than expected by the researcher. A third of students provided comments to individually

contextualise their responses.   Students' responses to the questions presented a mixed picture.   A high proportion (70%) felt that marking is fairer. However, only half (54%) actually wanted their work to be marked anonymously. Furthermore, less than one-in-ten felt that their marks would improve if their work was marked anonymously. Finally, over half (52%) were unsure of how the process of anonymisation worked.

This paper will explore the main findings of this study and present open-text data that demonstrates a degree of complexity in students' response to anonymous marking that is not captured in numerical data. It will offer some key recommendations for the development of local policy and procedures. However, the small scale and localised context of this study suggest the need for further research to establish the wider picture across the university.

Session 33 (Monday 16th June – 4.25pm – 4.50pm)

Elizabeth Smears, *Faculty of Education, Health and Community*
Kaye Richards, *Faculty of Education, Health and Community*
Liz Sheppard, *Faculty of Education, Health and Community*
Shula Franklin, *Faculty of Education, Health and Community*

How do I handle this? The development of a model of supervision which supports academics engaging with vulnerable students

This LJMU funded project explores ways in which academic staff can benefit from support in how they work with vulnerable students. The project entitled The Practitioner Enhancement Group (PEG) has set out to provide a forum whereby a self selected group of staff from within the Faculty of Education, Health and Community, have met through monthly facilitated group supervision to explore the pedagogical and pastoral issues that they encounter when working with vulnerable students. The model of supervision developed and employed is new within Higher Education, it benefits and is differentiated from the supervision models used in clinical and social work. This pilot project is a work in progress, it has trialled an approach to professional engagement which is designed to augment practice in an increasingly challenging learning environment - from the socio-political to the managerial and from the inter-personal to the intra-personal levels.

The PEG project has benefitted from input across the sector, local universities' Student Advice and Wellbeing Services, Education and Academic Quality Services, Staff Development, and student involvement in the evaluation of the PEG Project. The connections made across the sector appear to be significant in establishing models of good working practice for such initiatives, it appears that making links and establishing boundaries is one of the key themes to emerge from the findings of this evaluation.

Session 34 (Monday 16th June – 4.25pm – 4.50pm)

Peter Cureton, *Faculty of Arts, Professional and Social Studies*
Rachel Robins, *Faculty of Arts, Professional and Social Studies*

First class attendance equals a first class degree. Right?

This paper presents an analysis of the attendance and achievement data of all levels of students who studied BA (Hons) in Human Resource Management in 2012-13. This is a programme that is approved by a professional body, the Chartered Institute of Personnel and Development and supports students gaining professional body membership.

As a mixed method project, the statistical data is supplemented by a qualitative enquiry with levels 4 and 5 from that year, conducted in Freshers' week 2013 using LJMU's 'distiller'

equipment. This method was designed to develop understanding of student perceptions and attitudes to attendance, in particular its value and how they perceived potential links between attendance and the range of assessments they undertake.

The data reveal interesting yet confusing, although not altogether unsurprising results between the different levels of student. The performance of level 4 students who achieve a 2:1 or better shows a very strong positive correlation - good attendance does support good achievement. Level 5 students remain an enigma, consistent with the internationally recognised and problematic 'sophomore slump'. There is little correlation between the two for either good or weaker students. Interestingly at level 6, the better students seem able to achieve despite a consistent attendance pattern – there is no relationship between the two for this group. However, the weaker students' achievement is strongly correlated with attendance. It is worrying to consider what their achievement would have been without a reasonable attendance record.

The paper concludes with suggestions to improve attendance by the use of guest speakers from current Human Resource practitioners and to involve them with assessment in preparation for work.
It also involved embedding the WoW programme at each stage of the programme.

Session 35 (Monday 16th June – 4.25pm – 4.50pm)

Kevin Johnston, *Faculty of Technology and Environment*
Colin Robinson, *Faculty of Technology and Environment*
Karl O Jones, *Faculty of Technology and Environment*

Setting assessments that mimic employment scenarios, engage students and expand students' skills

Graduates from our Media Technology programmes enter an extremely competitive employment market, driven by "*what can you **do***". Thus a competency-orientated syllabus was designed providing breadth of knowledge and experience so students had wider employment prospects through multi-skilling. It was recognised that this syllabus is valuable only if students graduate with evidence of their skills, and have an appreciation of industry expectations. Thus, the Programme Team developed an assessment strategy that provides students' with opportunities to achieve learning outcomes, produce material for their portfolio, and engage with industry practices.

The presentation will describe how the Programme Team designed assessments that achieved the above aims, and simultaneously increased student engagement, and exposed them to experience industry relevant skills.

In one module, assessment mimics the BBC process of 'pitching' a programme idea, stretching students' creativity and developing confidence and competitiveness through tutor and peer feedback. However, the greatest value is the feedback from a BBC Producer.

In a second module, students develop the managerial skills required to plan, produce and deliver a video to a real client brief. This practical assessment emphasises the realities of using industry standard preproduction techniques and balances the "science" and "creative". Students understand that video production is not a personal art project and that collective brainstorming and conflict resolution are an undeniable aspect of the creative process. These skills are placed within the entrepreneurial context of developing the potential to set up and run a production company.

Furthermore, the presentation will highlight how positive students feel about the approach, with feedback such as "*Not only did the module engage us, it gave insight into the media world*" and "*I was shocked that my idea had potential to go onto radio. I was extremely happy knowing someone in the BBC had actually taken time to review my work!*"

Tuesday 17th June 2014 Abstracts

Steve Wheeler, *Associate Professor in Learning Technology, Plymouth University*

Digital learning futures: promoting active learning through technology
What will the future hold for higher education? We can only speculate, because the future is imaginary, but the trends indicate that there will be many possible futures that include an emphasis on personal, mobile and richly social learning. In this presentation I will explore these contexts, and will argue that each will feature more active forms of learning. Ultimately, active learning occurs best when the student is at the centre of the learning process, but how can universities achieve this? I will offer some examples of how students are already more involved in creating their own knowledge, evaluating content, repurposing and sharing. I will illustrate how learners are becoming more involved in making, curating and developing, because they are intimately familiar with the tools that can be used to perform these tasks. The presentation will feature some student video interviews and a discussion around the relevant new and emerging learning theories for the digital age. I will conclude by presenting a strategy for student engagement that includes the application of new pedagogies, digital literacies, the use of social media and personalised mobile technologies.

Session 36 (Tuesday 17th June – 10.55am – 11.30am)

Charlie Smith, *Faculty of Arts, Professional and Social Studies*

The student-directed learning landscape - Academia without academics?
The landscape of Higher Education is undoubtedly changing; what lies beyond the horizon of these shifting sands? At present there is increasing adoption of learning and teaching methods that – rightly – nurture independence in students, such as self-directed learning and development of self-critical analysis. The new landscape of HE is also one in which students increasingly inhabit virtual learning environments. Where do these emerging trends leave the role of the academic and their teaching?

This presentation is built on several foundations. One of these is a research project that evaluated the role of student peer review as a part of learning within the classroom, and identified students' perceptions of the learning they experienced. Another is a research project that studied the application of project-based learning to the curriculum. Whilst these two projects constitute different pedagogic approaches, a common theme in both is the orientation of the initiative for learning toward the student. Whilst both research projects are within a particular subject area – architecture – they create cross-disciplinary conclusions. These conclusions are brought together collectively within the presentation, and become discussion points about student-directed learning.

Another foundation of the presentation is a reflection on the increasing prevalence of virtual learning environments, such as lecture capture and on-line courses. Are we shifting subtlety from real learning environments toward virtual spaces, and how will this increasing integration of HE into virtual formats affect the richness of students' learning experiences?

These different strands are woven together in a presentation that is as much provocative as it is conclusive, but which questions the orientation of HE's new horizon. It asks how are these pedagogic innovations changing the landscape of HE? In particular, it questions what the role of the academic will become in this new landscape of student-directed learning.

Julie Money, *Faculty of Education, Health and Community*
Track Dinning, *Faculty of Education, Health and Community*

Student perceptions of a blended learning approach to their first six weeks at university

This study is concerned with one programme's approach (n=134) of using blended learning in supporting students transition into university. Blended learning describes a combination of methods of delivery 'media' designed to complement each other and enhance learning (Dzakiria 2012). This curriculum development aims to capture students' attention and curiosity whilst setting patterns for learning and study which is crucial as they embark on their university course. A 'gap' or 'gulf' is often experienced when preconceptions, aspirations and expectations of university are compromised by the students' actual experience in the first few weeks of study (McInnis, James & McNaught 1995, Edward, 2001).

The purpose of this study was to:
   i) To explore using focus groups (N=10) the perceptions of the students to the on-line tasks and activities:
   ii) To investigate using statistical analysis their level of engagement in relation to the on-line tasks and
   iii) To examine using both the focus groups and statistical analysis, students' progress over the six week transition period.

Data collection was via tracking the on-line engagement of the weekly tasks that allowed us to monitor student progression and two focus groups (n=10) that allowed us to explore the students' perceptions of blended learning at the end of the six week transition period. Findings from the study showed that students made progress in their level of attainment throughout the weekly tasks, although they were initially challenged by the intensity of the use of ICT applications to support their learning. Student engagement overall for the five weeks was 84% with 75% of the students completing all the set tasks. In conclusion this was an effective start to the students' university learning. It set the learning expectations of the students and the programme team and created a smooth transition into the next phase of their programme.

Sue Palmer-Conn, *Faculty of Science*

Using WebPA to assess groupwork

This presentation will outline the effect on and feelings of students at level 4 whose main module assessment is two pieces of group work. Group work is often criticised because each student receives the same team mark regardless of individual performance. By using WebPA, peers assess all other members' contribution to their groupwork and then each student receives an adjusted mark.

Peer assessments were made on the following criteria:

Time management: To what extent were you and your group members prompt at arriving for meetings or group sessions, emailing information, or phoning etc?
Communication: this covers effectiveness in meetings, clarity of work submitted to the group, negotiation with the group, communication between meetings, providing feedback

Co-operation: this covers attendance at meetings, contribution to meetings, carrying out of designated tasks, dealing with problems

Enthusiasm: this covers motivation, creativity, and initiative during the project
Overall contribution: this covers the overall effort put in by an individual during the semester - including idea generation, providing references, helping other members of the group, providing leadership etc

All students mark all members of their group, including themselves on a range of 0-5. Using an algorithm based on highest possible mark and actual total mark a score is given to each student which multiplies the tutors' marks. The marks were multiplied by a factor from 0.61 to 1.56 for the student whose peers judged to have made an outstanding contribution. Feedback from students was mixed but overall generally positive. Actual quotes will be available during the presentation.

Although there were a few teething problems, I would certainly use webPA again as I felt it added a new dimension and interest to group work. Hopefully for the second group-assignment, the range of adjustment will be much smaller now students realise that their effort is being evaluated.

Session 39 (Tuesday 17th June – 10.55am – 11.30am)

Christian Matthews, *Faculty of Technology and Environment*
Ian Jenkinson, *Faculty of Technology and Environment*
David Allanson, *Faculty of Technology and Environment*
John Carrier, *Faculty of Technology and Environment*

Curriculum design to facilitate research informed teaching
Embedding research and scholarship into teaching is a strategic aim of the University. Central to this aim is the need for research informed teaching. Various ways of linking research and teaching have been identified and can be summarised as research led, research oriented, research based and research informed. The presentation will describe the process of development and subsequent structure of recently revalidated programmes in Mechanical Engineering in which the curriculum has been specifically designed to maximise the link between research and teaching in the four ways identified above. The top down approach to curriculum design based on learning outcomes will also be described.

Session 40 (Tuesday 17th June – 11.35am – 12.00pm)

Alex Pimor, *Faculty of Arts, Professional and Social Studies*
Simon Brooman, *Faculty of Arts, Professional and Social Studies*

Is the student voice useful in higher education curriculum design?
This paper will discuss the outcomes of a LJMU Sophomore Slump funded research project centred on better utilising the student voice to inform curriculum development.

We will discuss how the student voice has been used to inform curriculum development elsewhere and the model used in this study.

Two curriculum design processes on a second year module will be contrasted – one which was tutor-led and proved to be ineffective. The second, a student voice informed re-development proved to be effective in increasing performance on the module.

We will discuss why the second process appeared to be more effective and the part played by the student voice. Some reasons for the success of the second process will be investigated and suggested. The findings may have particular resonance in an era of changing concepts about the function of curricula in H.E.

The study has implications in terms of the dangers of staff assumptions about how curriculum developments are received by students.

References:
Bovill, C., Bulley, C. & Morss, K. (2011). Engaging and empowering first-year students through curriculum design: perspectives from the literature. *Teaching in Higher Education,*16, 197-209.

Brooman, S., Darwent, S., and A. Pimor, The student voice in higher education curriculum design: Is there value in listening? *Forthcoming.*

Fraser, S,. & Bosanquet, A. (2006). The curriculum? That's just a unit of outline, isn't it? *Studies in Higher Education,* 31, 269-84.

Trowler, V. & Trowler, P. (2010). *Student engagement evidence summary.* York: Higher Education Academy.

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education,* 11,167-77.

Session 41 (Tuesday 17th June – 11.35am – 12.00pm)

Frances Tracy, *Faculty of Education, Health and Community*
Jane McDonell, *Faculty of Education, Health and Community*

Staff and student evaluations of blending 'learning objects' with lectures for teaching research methodology

This presentation reports on the outcomes of an action research project conducted in association with staff and students on the 2nd yr Education Studies module 'Investigating Education'. The research assessed a blended learning approach to the teaching of research methodology, which was implemented as online 'learning objects' integrated into Blackboard alongside complementary 2 hour lecture sessions. Different styles of learning object were designed to fit with the three e-learning theories summarised by Anderson and Dron (2011); These are behaviourist, constructivist and connectivist learning. Student engagement with the online elements was tracked in Blackboard and using this data for reflection, students held focus groups amongst themselves to critically evaluate the effectiveness of the different types of learning object. Student engagement with the action research was complementary to the module aims by helping students to be more research aware and reflective. Staff benefitted from formative feedback from students about the strengths and weaknesses of the different styles of learning object and how these align with students own perceptions of learning. This presentation will report from the student and staff perspective on which learning object designs were most valued and engaging and the best ways of 'blending' the online with face to face teaching sessions.

Anderson, T and Dron, J. (2011) Three Generations of Distance Education Pedagogy, *International Review of Research in Online and Distance Learning*, Vol 12.3. p80-97.

Joe Causer, *Faculty of Science*
Dave Harriss, *Faculty of Science*
Rebecca Murphy, *Faculty of Science*
Mark Scott, *Faculty of Science*

Are university courses inherently biased? The effect of entry level profiles on academic performance on undergraduate programmes
Higher education (HE) participation in the UK has dramatically increased of the last 50 years, with nearly 50% of 17 to 30 years olds enrolling on HE courses. In line with this expansion, there has been a shift from the more traditional entry requirements (e.g. A-levels) to more vocational qualifications (e.g. BTEC). Despite this shift there is a paucity of research examining whether these vocational qualifications prepare learners for HE study, and whether supplementary support is required to support these learners through the HE process. The aim of the current study was to examine whether the academic performance of students with A-level entry qualifications differs to those students who completed BTEC qualifications. Students who enrolled on the BSc Sports Science programme in 2008, 2009 and 2010 at Liverpool John Moores University were included in the study. A total of 382 students were included in the final analysis. We found that overall the academic performance of A-level students was higher than BTEC students. In fact, A-level students outperformed BTEC students at all levels of the degree programme (mean difference: level 4 = 7 %; level 5 = 6 %; level 6 = 6 %). The final degree grade was also higher for A-level students (63 $\pm$ 7 %; 2:1) compared to BTEC students (58 $\pm$ 8 %; 2:2), which also represented a difference in degree classification. Student enrolment on the Sport and Exercise Science degree programme has increased in recent years. This study is the first in a series that aims to better understand the learning requirements of students studying Sport and Exercise Science. The presentation aims to outline in detail the:
- Context for the study and the study process
- Key findings
- Programme team reflections and actions in consideration of implementation of specific learning environments and delivery of content and assessments.

Further research developments that aim to better understand the learning requirements of the Sport and Exercise Science cohort.

Fiona Borthwick, *Faculty of Technology and Environment*
Damian Fearon, *Faculty of Technology and Environment*

Dealing with transition – the BUE case 2 Years on
In 2012, research was undertaken to investigate aspects of transition into University with particular reference to students on Construction Management and Quantity Surveying Degrees within the School of the Built Environment (BUE) at LJMU. This presentation will update the initial pilot findings linked to the transition project and the barriers that occurred. The current approach now being taken to improve the aspect of transition into all areas of University life within BUE will be identified. Data will be presented, that is not conclusive, but provides insight into the Programme Teams' developments within Construction Management and Quantity Surveying and the improvements that have led to increased student engagement in particular in the Final Year and ultimately has improved Final Award results.

Joanne Knowles, *Faculty of Arts, Professional and Social Studies*
Russ Glennon, *Student Advice and Wellbeing Services*

Beyond Google: developing digital research skills for digital natives
While contemporary students enjoy many of the advantages of being 'digital natives', it has also been noted that they are not always as sceptical as they might usefully be about commonly-used processes of navigation through the digital environment in which they are immersed. For many, research and internet use are synonymous and while this brings enormous benefits, it also poses new challenges in exercising appropriate critical evaluation skills in relation to the vast amount of online material students encounter. On the Media, Culture, Communication degree programme we direct students to think critically and reflectively about their own online research skills and processes; one session designed to do this in a way students find refreshing and eye-opening is embedded in the Level 5 module Public Communication, where we start by asking students about how they choose a search engine. Many have used no search engine besides Google; in our session we facilitate an interactive exercise where students compare search results on a notorious instance of corporate failure to examine how multiple accounts of the events, drawing on different representations of authority and credibility, are implicitly and explicitly 'ranked by search engine processes.

Tutors often find it hard to engage students in building-block 'research skills' learning that can seem less engaging than modules dealing with more obviously subject-specific material. Moreover, students can imagine that there is little they can be taught about internet use that they do not already know; this session, however, consistently provokes surprise and interest from students in facilitating their discovery of not only alternative search processes but also reinvigorated critical and evaluative sensibilities. In this presentation we would explain our methods and the benefits of this session in creating 'new horizons' of internet use for today's 'digital generation' of students.

Session 45 (Tuesday 17th June – 12.05pm – 12.30pm)

Ruth Nagus, *Faculty of Education, Health and Community*
Chris Gillies, *Faculty of Education, Health and Community*

Tablet Rasa: The dawn of tablet enhanced learning?
After the introduction of class sets of iPads we ask EHC staff to share how they have been used with their students. Are they merely a fad, a way to reframe the old or could this indeed herald the dawn of some genuinely new horizons in teaching and learning?

We aim to inspire our audience to suggest ways in which the student experience could be enhanced by the inclusion of tablet devices into their teaching. Booking a class set of iPads in EHC has turned every room in the faculty, whether it is a large lecture theatre, a sports hall, a dance studio or a laboratory into a computer room making what was previously impossible to do possible. We will be describing how iPads in various disciplines are being used in effective and interesting ways to engage students, to support capturing the student voice, to enhance the learning experience, to engage students in classroom delivery and support student research skills.

Some of these examples will relate to the use of specific apps but the majority of uses involve a core set of apps that could be used across many disciplines, and possibly could be done using other tablets.

Google-ing "ipads" and "new horizons" suggested
- NASA's "New Horizons" app describing the journey to Pluto
- CfWI's (Centre for Workforce Intelligence) new Horizon app - UK future-thinking information about the healthcare, social care and public health workforce
- FFA's quarterly magazine New Horizon, (originally Future Farmers of America but now Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America).
- New Horizons also relates to any number of music tracks on iTunes.

Simply put, you get a mobile device that has the capacity to support learning across any number of disciplines.

Mark Feltham, *Faculty of Science*
Caroline Keep, *Catalyst Science Discovery Centre*

Creative learning horizons: what happens when you let students choose how they'd like to learn?
All too often we use a one-size fits all teaching and assessment model in our modules where all students are taught the same way and given the same assignments to do. This paper reports on what happens when students are offered choices about how they wish to learn and be assessed. Students were allowed to choose how they wished to demonstrate that they had met the learning outcomes of the module. They were allowed to work as individuals or in groups, either didactically through 'traditional' lectures and workshops or creatively via social media and 'hands-on' bespoke sessions (including the building of Rube Goldberg Machines and Ornithopters). We identify four types of student and present examples of their respective approaches to learning.

Laurie Brady, *Faculty of Technology and Environment*
Martin Christie, *Faculty of Technology and Environment*

The campus as teaching material
Construction developments are complicated multi-disciplinary projects in which the input from different organisations, each with their own priorities must form a productive team which can deliver safe, sustainable buildings that meet client requirements. Given that building projects are also commercial projects the interface and inter-dependencies of the different trades can have, not only technical and timing implications, but they can also affect profitability for sub-contractors, consultants and others. Working in the construction industry can be a pressurised career.

Construction graduates from LJMU are well prepared for these challenges and their competence in technical and managerial matters will contribute to their success. During their studies, construction students have access to actual projects through site visits, internships or by spending a year in industry. Exposure to real-life projects is extremely beneficial. One of the ways the School of Built Environment has been able to include further realism into student work has been with the help of LJMU Estates. Because of the growing importance of the need to be sustainable, buildings are now recognised as major contributors to carbon emissions. The model for the building industry which was one in which energy and material were considered to be inexhaustible no longer applies. It is recognised that environmental implications of operating buildings means that they can use much more energy than was used in their construction.

Thanks to LJMU Estates, students have been able to monitor the performance of engineering plant and have been able to research the application energy recovery equipment. Co-operation between LJMU's building professionals and the School of Built Environment has enhanced student learning opportunities and could be further developed to the benefit of both groups

Session 48 (Tuesday 17th June – 1.25pm – 1.50pm)

Donna Crookall, *Library Services*
Jackie Fealey, *Library Services*
Pauline Smith, *Library Services*
Nathalie Taylor, *Library Services*

How the library can enhance the student experience through Blackboard and beyond…
This academic year saw the re-launch of the library tab in Blackboard. The 'new look' library tab aimed to enhance the student experience by providing more engaging online support.

The Academic Liaison Librarians designed a suite of online tutorials for the library tab covering topics from general library skills e.g. 'How to search the library catalogue' to advanced research skills, e.g. 'Harvard Referencing Glossary' using the software tool Articulate.

In order to cater for varying levels of competency and to enable quick access to 'on the spot' relevant help, the interactive audio/visual tutorials were designed to be self-paced and in sections so that the user can pick and choose sections of interest or complete the tutorial from start to finish.

The librarians also increased the help offered to students in the Blackboard Community Modules through pre and post induction advice on all aspects of the support available from Library Services.

Feedback from students and academic staff as well as usage statistics is evidence that our venture into the new horizon of an increased presence in Blackboard has benefited the students.

This interactive session will cover an overview of current and future developments and most importantly give you the opportunity to tell us what you think of this new initiative and where you think we should go next to enhance the student experience further.

Session 49 (Tuesday 17th June – 1.25pm – 1.50pm)

Rod Brazier, *Kaplan Holborn College*
Nick Cartwright, *Northampton University*

The lessons learnt from Willy Wonka (includes alternate ending)
What is the Golden Ticket and how do we get it?

Despite all that research has taught us, lectures and seminars still continue to be largely delivered in the classroom, with students sat in rows for far too long. Lecturers offer information, which some students choose to absorb. Some students choose not to, or don't have the nature to be able to.

So, what if we change this? What happens?

And even more crucially, what can we do to use the 'student voice' to enhance how they learn and what they learn?

Following a successful pilot in Experiential Education which we presented at the LJMU conference in 2013 we made developments which allow students to shape their own learning experience - truly engaging them in delivery. With Nick changing institutions at the beginning of this academic year we have both continued to explore Experiential Educational but in different ways.

This presentation examines these developments and looks at three key areas:

1) The needs of students (which they weren't shy in making clear to us!) and the differing learning styles they have, to see how teachers can use them to deliver an all-encompassing experience which is interactive, engaging and informative.
2) A taster of the technologies involved in flipped classrooms and the benefits of experiential education.
3) The reflective nature of learning journals to encourage the student voice to be raised (and then heard).

Charlie got the Golden Ticket because he dreamt about it, because he did everything he could to get it. So, where did the others go wrong? And what could Wonka have done about this?

Session 50 (Tuesday 17th June – 1.25pm – 1.50pm)

Anita Maestri-Banks, *Faculty of Education, Health and Community*
Ceri Anwen Jones-Ellis, *Faculty of Education, Health and Community*
Damian Mather, *Faculty of Education, Health and Community*

Developing identities for health and social care students
This presentation will demonstrate innovative approaches to teaching and engaging students. It will discuss and illustrate the importance of developing student identity in relation to becoming future health and social care professionals, particularly the value of developing empathy towards others. The rationale for this has been driven by the increasing tension that exists between the need for efficiency in service delivery in response to economic factors and the benefits of person centred care (Zulueta, 2013).

Providing students with the opportunity to consider and apply knowledge of their 'self' affords an improved insight into the needs and vulnerabilities of others. This can arguably be beneficial in both a personal and professional context and assist students in becoming more 'self-aware'. Indeed, Maestri-Banks and Pope (2011) suggests it is this insight of self that creates questions and ultimately allows us to find the answers to how we use communication with our clients. This enables social interaction and therapeutic communication; which in turn facilitates a greater awareness and understanding which will support the student to enable themselves and others.

This project initially began as a collaborative response to student feedback. The presentation will include the journey of how the approaches have been developed, and although the ideas are contextualised to health and social care students, application and transferability to other disciplines will also be considered.

Session 51 (Tuesday 17th June – 1.25pm – 1.50pm)

Chris Mackintosh, *Faculty of Education, Health and Community*
Rob Noonan, *Faculty of Education, Health and Community*

So I've bought the tracksuit but which way now? Employability and career change flux over three years of students
Understanding of careers, student trajectories and motivations in sport and physical activity is limited at best. This huge contradiction is somewhat of a paradox given the considerable expansion of sport, leisure and physical activity related degree programmes. This study is in the early pilot phase, but is aimed at establishing an evidence-base for gaining greater understanding and insights into the choices, contradictions and complexities of undergraduate students through establishing a longitudinal tracking study. The work has been shaped by initial qualitative research using 'Textwall' software and further quantitative baseline information using voting pods in lectures to establish some initial insights. From here it is hoped that students can be tracked from level 4, through to level 5/6 and possibly beyond into industry to build a more coherent picture of the changes and evolution of their career choices, skill development and attitudes towards 'work-related learning'. Findings at this stage will present some initial insights, but also offer opportunities for other colleagues to critique and shape this innovative study that will be set within the wider context of changing employment market, a period of austerity and the challenge of teaching in a rapidly shifting sport and physical activity policy area. We will also share our approach to teaching, assessment and learning in this programme module area in which we as a team adopt a research-led approach (Griffiths, 2004; Jenkins and Healey, 2005).

References
Griffiths, R. (2004) Knowledge production and the research-teaching nexus: the case of the built environment disciplines, Studies in Higher Education. 29(6), 709-726.
Jenkins, A. and Healey, M. (2005) Institutional strategies to link teaching and research, The Higher Education Academy, York.

Session 52 (Tuesday 17th June – 1.55pm – 2.20pm)

Jamie Fearn, *Faculty of Science*

Expanding horizons and shooting for the moon
Following the Graduate Skills review, the Faculty of Science has developed a new model for supporting student development. The revised model expands the scope of our original

scheme and takes a more holistic view of student development rather than specifically focusing on just skills.

Alongside this we have wanted to make more explicit links between student placements and their development. We have used the new model as a more flexible tool that can support students in preparing for placements and also in getting more out of them.

Students are given a tool kit to help them consider all aspects of their development, and through reflection, self-assessment and feedback, students can focus on the areas that they need to.

This new model has been received positively with first year students, although engagement and feedback has been limited. This session aims to engage with others interested in this type of support to share practice.

Ultimately we want our students to be able to make choices during their time here and in the future, that mean they can be satisfied and successful. We want them to be able to shoot for the moon… and land there!

Session 53 (Tuesday 17th June – 1.55pm – 2.20pm)

Nicky Hirst, *Faculty of Education, Health and Community*
Leanne Mills, *LJMU Student*

Developing pedagogy: Using Pecha Kucha as formative assessment

This presentation builds on Action research from the previous year and is based on the pedagogical belief that opportunities for formative assessment of group work is a supportive mechanism in HE. The previous research meandered down a well-trodden path where 'the student' is a recognisable object of scrutiny within the literature around feedback in higher education. The antithesis of the good student appears to be the lazy or poorly regulated student waiting for feedback to be done to them, waiting for a biological and environmental 'readiness' to enable them to comprehend or accept feedback (Dowden, Pittaway, Yost & McCarthy 2011) or the tacitly threatening 'consumer' wanting to 'have' a degree with little concept of the pedagogical implications of their demands (Molesworth, Nixon & Scullion 2009). This extended research sets out to explore students' ideas surrounding the Pecha Kucha with particular emphasis on the value or purpose of the methodology as formative assessment in 2 undergraduate modules. Dialogue with students will focus on the Pecha Kucha at the end of the module delivery and emerging themes will be used to inform module design.

To build on this and to develop systematically the learner's capacity for self regulation the paper argues for the use of Pecha Kucha to create more structured opportunities for self monitoring and the judging of progression towards goals. The judging however is not to ensure the governability of 'the student' by 'the tutor' but to work at assessment dialogues that move beyond the perception of parental nagging or 'drumming' home.

Paul Jones, *Faculty of Education, Health and Community*
Caroline Waller, *Faculty of Education, Health and Community*
**Maria Forde,** *Faculty of Education, Health and Community*

Theory and reality: mind the gap!

Education sits at the forefront of professional development in the twenty-first century. In the educational environment, one of the challenges that is faced is that of theory being used in reality and reality informing the theory… The traditional expectation of research being conducted by academics peering down upon those 'on the shop floor' is a concept that is becoming outdated. Simultaneously, the idea of day-to-day activities being performed without the backing of well-constructed research and evidence is also dated and unsafe.

So what does this mean for the 'new horizon' of effective teaching to the professionals of the future? We believe that it means putting education in a stronger position to liaise between research and the workplace ultimately creating joined up development. This development will facilitate better access for learners to real-time research and improve the access of researchers to those in the workplace.

If this doesn't happen, there is the risk that we will teach syllabus in order to obtain a 'good degree' but not be able to use the knowledge gained in the real world. Is there a reason why we cannot create real-world knowledge and adapt it to meet academic requirement? Further to this, can we offer working ability more value by placing honours on actions and not just on words?

Modern professionals need to be able to not only cross professional boundaries, but also work within the confines of regulation. They need to further demonstrate that they can lead and develop areas of expertise and new understanding and in order to facilitate this, educators could be seen as the conduit to the interpretation and generation of a high standard evidence base. It could be argued that workforce generated research has been slow to gain the recognition that it deserves but momentum can be encouraged if the principle is accepted. The aim of this session is to provide opportunity for discussion around key methods of how we can increase our credibility as conduits to bridge 'the gap'…
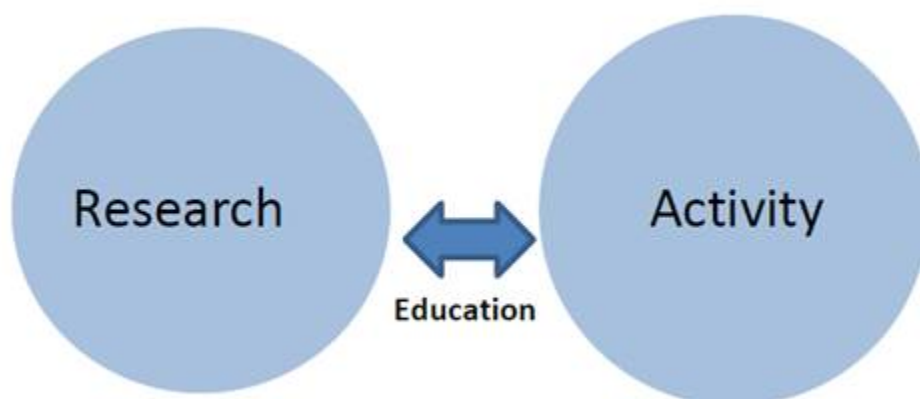
Leslie Fletcher, *Student Advice and Wellbeing Services*
George Page, *Student Advice and Wellbeing Services*
Andrew Fox, *Student Advice and Wellbeing Services*
Paul Hanley, *Faculty of Technology and Environment*

Drop-in mathematics and statistics support – where next at LJMU
In 2011 the Advisory Committee on Mathematics Education
> *estimate[d] that of those entering higher education in any year, some 330,000 would benefit from recent experience of studying some mathematics … at a level beyond GCSE, but fewer than 125,000 have done so*

This "mathematics problem" impacts every UK university and almost every discipline. The majority of UK universities now provide some form of mathematics support – extra and non-compulsory, designed to assist students in developing mathematical and/or statistical confidence, knowledge, skills and understanding.

LJMU's Maths Resource and Support Centre (MRSC), already firmly-established on the City Campus, offers drop-in mathematics and statistics support on four days every week during term-time to any LJMU student who is cautious about calculus, averse to algebra or struggling with statistics. The opening of a second centre will improve the availability of support to students on the Mount Pleasant Campus.

This presentation begins with a quantitative review of our experience at LJMU over the past two years – numbers of students seen, which schools they are from, which topics they ask for help etc. The results of a satisfaction survey of students who have used the centre and another of staff awareness of the MRSC will be announced.

Drawing on this experience and that of mathematics and statistics support centres in other universities, a range of possible future directions will be outlined. Module tutors, programme leaders and others in the audience will be invited to contribute from their understanding and experience to refining the MRSC's aims and objectives so that it can support LJMU students in the most effective way.

Rebecca Rylance, *Faculty of Education, Health and Community*
Alan Thompson, *LJMU Student*

Student views of assessment: A collaborative approach to inquiry
The Standards for pre-registration nurse education (NMC, 2010) outlines the framework that all pre-registration nursing programmes must work within in terms of teaching, learning and assessment of nursing students.

The BSc (Hons) with Registered Nurse Status (Mental Health) programme at Liverpool John Moores University commenced in September 2011. In order to promote diversity of assessment (QAA, 2006) a scenario based assessment entitled *'Scenario in a Day'* was developed.

Scenario in a day is a clinically constructed summative assessment, based on a fictitious street whose 'residents' present with a range of field-specific biopsychosocial conditions.

The students are assessed in groups on a specific scenario, in line with the *'Competencies for entry to the register'* (NMC, 2010) testing:

      (1) the use of an evidence base
      (2) professional values
      (3) communication & team-working
      (4) nursing practice
      (5) sciences underpinning nursing.

Our study examined the experiences of mental health student nurses in relation to 'Scenario in Day' and how it compared to other assessment methods. We utilised a collaborative approach to inquiry in that we invited a selection of student nurses to facilitate the research project under the guidance and supervision of the academic staff.

The objective was two-fold; initially to examine the experiences of a mental health cohort who had been assessed during 'scenario in a day' on six occasions and secondly to give a group of students the opportunity to complete a piece of field research.

In order to generate the data, focus groups were facilitated by the student nurse 'researchers' whilst academic staff made concurrent field notes. The narratives were digitally recorded and later transcribed verbatim. A descriptive thematic analysis was adopted using Colaizzi's Analytical Framework (Colaizzi, 1978)

Key themes were subsequently developed around (1) assessment anxiety, (2) student engagement and (3) clinical relevance.

Session 57 (Tuesday 17th June – 1.55pm – 2.50pm)

Neoliberalism and the limits of "engagement" in HE

Victoria Canning, *Faculty of Arts, Professional and Social Studies*

Higher education in a neoliberal landscape: the lecturer experience
Feedback about the role of academics has become more and more central to the landscape of Higher Education in the United Kingdom. Yet, although research indicates that staff satisfaction and wellbeing are directly related to performance and thus student satisfaction, few studies actually focus on the lecturer experience.

Court (2006) argues there that there has been a 'severe intensification of workload' for those working in Higher Education (p171-174). Shifts toward administrative responsibilities, including the use of online facilities and technologies and increases in the use of email, escalations in expected research outputs and incomes, as well as increases in student intake, have changed the working life of the academic. Since the 1960s, for example, Staff Student Ratios (SSRs) have moved from 8 students: 1 staff in 1960, to 16: 1 in 2000 (Court, ibid: 174), with further increases since then in many institutions and programmes. The political and ideological moves toward a consumer/provider nexus, with students paying up to £9000 per annum in fees, arguably places more pressure on lecturing staff to deliver beyond traditional academic roles (Abbott et al, 2013).

Reflecting on responses (*n*32) to a quantitative survey investigating attitudes to these aspects of academic life, this paper explores some of these issues and claims in relation to 'The Lecturer Experience'. Whilst it does not intend to be representative of staff views generally, findings from this small scale study (PG Cert) indicate that areas of academic life, such as administration, marking turnarounds, the introduction of and increases in fees, and workload models, can be viewed as problematic by academic staff. Meanwhile, academic

autonomy (specifically in module and lecture content, but also in relation to module management more broadly) seems a key contributor to staff satisfaction. Considering the relationship between staff/student satisfaction, this raises key issues in contemporary HE.

and

Ross Dawson, *Faculty of Arts, Professional and Social Studies*

Monitoring the neoliberal self: attendance policies as ideological texts
This paper seeks to explore the ideological contradictions which are expressed in student attendance policies in UK Higher Education institutions. Much of the educational research on student attendance focuses on the relationship between student attendance and academic performance or achievement, or the reasons for student non-attendance and the role of teaching styles and practices in improving such attendance. While this literature has produced conflicting results and analyses, the examinations of attendance policies are usually in terms of their role as instruments to improve "performativity" or "student satisfaction". Neither types of research situates attendance as part of institutional policy-making and none examine these ubiquitous policy documents discursively in terms of the shifting ideological concerns of the positioning of the student and educator in the Higher Education market. This paper examines a sample of university attendance policies to unpack the competing ideologies and what they tell us about student, academic, and institutional identities. More specifically, I will look at the ways in which the pressures of the market (including student loan companies) and the state (UKBA) are articulated through these policies, and how the attendance monitoring policies are related to other university policy documents such as student charters, quality assurance and assessment policies. The project will consider these documents in terms of the conflicts between the neo-liberal construction of the student subject and the neo-conservative pressures of the nation-state, and also in terms of the tensions between voluntarist and participatory notions of liberal pedagogy.

Session 58 (Tuesday 17th June – 2.25pm – 2.50pm)

Bob Askwith, *Faculty of Technology and Environment*

Experiences in computer programming: reflections on delivering a key module
Computer Programming is a 'cornerstone' skill for undergraduate programmes in computing. Students at levels 5 and 6 continue to develop their programming skills to support their learning in a range of topics such as databases, web development, games, security, mobile, and are expected to engage in software development as part of their practical research for dissertation projects, regardless of the focus of their degree title. As such this module is delivered to all first year computing undergraduates. It is recognised widely among computer science academics that teaching programming is hard to do well, and there are few 'right answers' to doing so. Programming requires abstract thinking and problem solving skills, which many students lack confidence in. This situation is compounded by the near absence of adequate programming in IT courses at secondary school and further education levels, leading to a situation where many students are surprised to find a focus on programming in their degree which may lead to demotivation and dissatisfaction from mismatched expectations.

In the 2011-12 academic year an extensive review was conducted into the delivery of computer programming within the School of Computing and Mathematical Sciences at LJMU, which recommended a brand new version of the introductory module. This was developed and has been delivered in both subsequent years. This paper reports the results of the review and the experience of delivering the new module to two cohorts totalling over 730 students. In particular the focus is reflecting on the twin challenges of how to deliver to very large and diverse groups while maintaining both academic quality of the delivery and the motivation of the students. Various data including module results, student feedback and the experience of the module team are analysed.

Session 59 (Tuesday 17th June – 2.55pm – 3.20pm)

Professor Nigel Weatherill, DSc, FREng, FRSA, *Vice-Chancellor and Chief Executive, Liverpool John Moores University*

Curriculum development and 'The Two Cultures'
At a time when we increasingly emphasise the importance of skills outside of a particular discipline, is the debate about the artificial divide between the humanities and the sciences as relevant today as it was when C.P. Snow gave his provocative lecture nearly 60 years ago? The lecture will revisit this argument in the context of today's educational environment.

Session 60 (Tuesday 17th June – 2.55pm – 3.20pm)

Simon Brooman, *Faculty of Arts, Professional and Social Studies*

How learning and teaching saved LJMU £0.5M in 10 years
This paper will discuss the outcomes of a 10-year review of retention and transition strategies which were introduced in 2003 in the School of Law.

In 2001, retention figures showed that the law degree at LJMU was loosing up to one-third of its students from every new cohort of students in the period 1999-2001. Literature was reviewed and a set of new strategies was introduced in an attempt to transform this picture. An overview of the new initiatives and strategies, introduced in 2002, will be briefly outlined including how we developed student belonging, community and confidence at the core of a new transition process.

Evidence will be presented that a conservative estimate shows that the new development not only improved the performance and success of many students, but also saved the loss of more than £500,000 which would have been likely to have been lost had previous trends continued. Retention has settled in the 88-95% area and remains consistent. The value of learning and teaching research and how this translates to tangible and measurable impact will be discussed – this is a significant aspect of the LJMU strategic plan.

Outcomes and implications of this review will be addressed and be opened for discussion:

- How did a programme with significant retention problems become one of the best-retaining large programmes at LJMU, almost overnight?
- What are the key development strategies that might translate to improve retention and performance on other programmes? – E.g. student community, staff support and cohort identity and the importance of student reflection.
- The implications for the future shape of educational development at LJMU will also be discussed. These developments followed a distinct pathway – research, presentation of evidence and persuasion of senior management/programme teams,

implementation and revision, measurements of outcomes and publication/dissemination of good practice. Could this be replicated today? Who are LJMU's 'instigators of change'?

References:

- *Brooman, S. and S Darwent, 2012. 'Yes, as the articles suggest, I have considered dropping out': Self-awareness literature and the 1st year student. Studies in Higher Education, 37, no. 1, 19-31.*
- *Brooman, S. and S Darwent, 2012. 'A positive view of first-year undergraduate reflective diaries: focussing on what students can do.' Reflective Practice, 13, no. 4, 517-31.*
- *Brooman, S and S Darwent, 2013. Measuring the beginning: a quantitative study of the transition to university. Studies in Higher Education. Imminent (received for signing off).*

Session 61 (Tuesday 17th June – 2.55pm – 3.20pm)

Lisa Parsons, *Faculty of Education, Health and Community*
Bernard Pierre-Louis, *Faculty of Education, Health and Community*
Angela Walton, *Faculty of Education, Health and Community*

A model of practice in teaching creativity in higher education: student and tutor reflections

The focus of this study is to extend on Chappell's (2007) paper concerning the 'pedagogical spectrum' of 'teaching for creativity' in relation to 'Balancing personal/collective voice with craft/compositional knowledge' within education. This presentation offers further insights into Chappell's model within the context of dance at LJMU. A focus on creativity is high on the agenda in education across disciplines. Since the NACCE report (1999) stated 'a new priority for creativity' within education dance students at LJMU studying teaching and facilitating are entering a professional domain where creativity is prioritised. Our focus on the Dance Practices degree is to provide current and relevant models of practice to students through individual scholarship and participation in research communities that evolve innovative models of practice that address the issues involved in 'teaching for creativity'. In addition this study responds to SEDA's Professional Development framework in terms of 'underpinning values' and is a contribution to ongoing pedagogical research, scholarship and development in the area of creativity within education.

Methods of data collection include student reflective journals, video evidence, collaborative assessment techniques, informal discussion & evaluation (teacher & student), student focus group. The study will primarily address a model of practice within the Dance Practices degree at LJMU that matches Chappell's understanding of 'teaching for creativity' at schools level. It draws upon current module assessment, evaluation and student reflection and is underpinned by core principles for 'teaching for creativity' embedded within module criteria and assessment that involves understanding of self, creative impulse (Lytton, 1971), process skills, subjective creativity (Lytton, 1971), collaboration and shared responsibility. At the heart of this practice is creative play and choice through shared and individual decision making that involves critical reflection and peer reflection as a necessary condition of learning through and for creativity.

Sridevi Panneerselvam, *Tirunelveli University, India*

New direction to teaching and learning using six thinking hats
The Six Thinking Hats method was invented by Edward de Bono early in 1980. 'Six Thinking Hats' is a powerful technique that helps to make better decisions by forcing us to move outside the habitual ways of thinking and the six hats represent six modes of thinking. It aims to encourage parallel thinking, full-spectrum thinking and to separate ego from performance. It saves time by providing a framework to participate in productive "thinking together" and it improves performance by providing a framework to make better decisions and to Increase creative and innovative performance by providing a framework to generate powerful new ideas. To promote learning is not just a question of preparing the cognitive subject matter, but also of organizing a motivating learning environment. All people are unique and so are their thoughts. People tend to approach problems and situations from different perspectives, which subconsciously influence the way each person thinks. De Bono's six thinking hats is an effective method to help the learners analyze a situation from different perspectives. Often conflict arises in the classroom because of learners having different ideas and learners seeing situations from different perspectives. De Bono's thinking hats take care of that conflict and develops a useful technique to accommodate all the different learners in a creative way. The present study has been specifically intended to show the new direction to teaching and learning using six thinking hats.

Session 63 (Tuesday 17ᵗʰ June –3.25pm – 3.50pm)

Roger Webster, *Faculty of Arts, Professional and Social Studies*

Zen and the art of lifelong learning: a view from the humanities

Session 64 (Tuesday 17ᵗʰ June –3.25pm – 3.50pm)

Phil Vickerman, *Faculty of Education, Health and Community*

Students as partners: are we even off first base yet?
Developing partnerships with students as a vehicle for enhancement is becoming ever more prominent within Higher Education. Indeed at LJMU 'establishing and enhancing the student partnership' is one of our four key aims. Moreover, the Higher Education Academy are recognising and raising the prominence of students as partners and structure their work around three dimensions namely:

- The individual student experience of engaged learning and research
- Students as change agents in learning and teaching enhancement at institutional and national levels
- Student participation in the HEA's own strategic direction and programmes of work

This presentation will briefly critique why student engagement and partnership working is considered so important to universities' partnership and enhancement activities. It will then move to a more critical debate on what the key principle and processes of student engagement should incorporate. This debate will importantly be informed by scholarship and research evidence that considers:

- Why we should engage with students
- How we should be engaging
- Who we should be engraining with
- What we should be engaging students about

In drawing this debate to a close, the presentation will consider how far along the 'engagement and partnership track' LJMU is and what more we should be doing to ensure our policies and practices embrace a number of key values of: authenticity, inclusivity, transforming, equality, accountability, trust, resourcing and celebrating.

Session 64 (Tuesday 17th June –3.25pm – 3.50pm)

Andrea Tierney, *Faculty of Arts, Professional and Social Studies*
Gabrielle Regan-Griffith, *LJMU Graduates*
Sarah Jones, *LJMU Graduates*

Realising talent – a personal development project

Personal Development Planning has been found to facilitate an increased self-awareness in personal, academic and professional issues. With an institutional focus on academic progress and review, it was realised that in order to support students' experience of Personal Development Planning and Personal Tutoring within the Faculty of Arts and Professional Studies, there was a need to create a resource that would support student and staff understanding of how, when and where Personal Development Planning processes are supported within the curriculum. The overall aim was to develop a digital resource to articulate the notion of Personal Development Planning more effectively and as such support greater student engagement with the process.

This project aimed to work collaboratively with students to develop an innovative resource that combined elements of interactive media to articulate Personal Development Planning and Personal Tutoring. The project supported the creation of a digital resource designed specifically with Arts and Professional Studies students in mind, showcasing Personal Development Planning in action whilst also highlighting excellence in learning and teaching practice. The final resource incorporates conversations and reflective narratives in and around key areas of Personal Tutoring and Personal Development Planning including discussion on feedback, reflective practice, goal setting and action planning.

Poster submission

Tasneem Patel, *LJMU Student*

Looking into the future!

Objectives: Advanced Teaching Methods

Background: As technology has become a vital part of everyday life it is important for higher education to incorporate technology within course structures. The majority of students find it easy to interact with the use of technology so it is important to look into ways to introduce teaching methods that will be beneficial for the new generation. There are a few ideas that have been introduced but are not widely acknowledged.

Method: I will demonstrate some of the new technologies that can be used for teaching.

Text wall
What is it?
An interacting session between teachers and students. The teacher can ask a question and the student texts in the answer
Advantages
Allows students to engage with the session
Disadvantages
Can affect communication skills
Avatars
What is it?
3D virtual world which provides simulation of real life environments
Advantages
Adds impact and meaning to what is being learnt
Disadvantages
Cost of system is high
Turning point
What is it?
Answering questions on screen with a push of a button
Advantages
Will allow the whole class to engage with the activity
Disadvantages
Has been found to be unreliable

Conclusion: In conclusion using technology within courses gives a greater advantage towards the outcome of achievement as it allows the students to engage with the course in an environment they feel comfortable in. It allows the students to express themselves through interacting from their laptops or phones which has become very popular to use in class amongst students.