TIRI
CONFERENCE
2019

TEACHING INTENSIVE · RESEARCH INFORMED

Programme &
Book of Abstracts

TIRI CONFERENCE 2019
Wednesday 03 - Thursday 04 July 2019

University of Bolton
Teaching Intensive, Research Informed

Keynote Speakers

Saad Qureshi
UK Dean, SAE Institute London

Saad Qureshi is the UK Dean at SAE Institute, the world's largest creative media education provider. A proud dual professional, he has run successful businesses in education and music, and worked in the charity sector for a number of years before entering higher education. Combining his professional and academic experience, he develops ethically and environmentally aware graduates. He is a Principal Fellow of the HEA whilst also being a member of their Board of Directors. He sits on the Academic Board of the Association of University of Administrators and works with the Family Business Special Interest Group of the Institute of Small Business and Entrepreneurship. He is the Founder of ThirdSpaceHE.com designing free resources and support for the HE sector including industry practitioners.

Professor Kay Sambell
Professor in Higher Education Pedagogy, Edinburgh Napier University

Professor Kay Sambell is currently Professor of Higher Education Pedagogy in the Department of Learning and Teaching Enhancement at Edinburgh Napier University, Scotland. A UK National Teaching Fellow and Principal Fellow of the HEA, she is widely known, nationally and internationally, for implementing and researching the impact of assessment on students' approaches to learning.

The TIRI Conference
Programme at a glance

🕐 Wednesday 03 July 2019

09:00 09:30	Registration Open Senate House Main Reception
09:30 09:45	Opening Address Dr. Kondal Reddy Kandadi (D1-36)
09:45 10:25	Keynote Address Saad Qureshi, UK Dean, SAE Institute (D1-36)
10:25 10:45	Break Atrium
10:45 12:00	Parallel Sessions 1-4
12:00 12:30	Lunch Social Learning Zone
12:45 13:25	Keynote Address Professor Kay Sambell, Professor in Higher Education Pedagogy, Edinburgh Napier University (D1-36)
13:25 15:00	Parallel Sessions 5-7
15:00 16:30	Poster Presentations & Drinks Reception Including STRIVE, Jenkinson Award & TIRI Professor Updates Social Learning Zone

🕐 Thursday 04 July 2019

09:00 10:45	Faculty Development Day
10:45 11:15	Keynote Address Richard Greenwood, CEO Radic8-INBair Group
11:15 12:15	Innovation Fayre
12:15 13:15	Lunch Provided by the Faculty
13:15 15:00	Faculty Development Day Continued

Wednesday 03 July 2019

Parallel Sessions Morning

Parallel Session 1 🕐 10:45 - 12:00

Prescott, G. Active Learning Environments: Teaching space but not as you know it.

Bailey, R. Optimising the effectiveness of written feedback.

Gurbutt, R. Learn baby learn.

Parker, A. A presentation on the benefits of cloud computing platforms to the academic community.

Parallel Session 2 🕐 10:45 - 12:00

Telfer, S. Use of Stories in Practice, Research and Teaching – Show me! Tell me! Draw me.

Sinclair, W. Being online, the use of Social Media in Nurse Education.

Topping, LA, and Jagger, R. Binding in the Classroom.

Rozehnalova, J., Carson, J., and Matsoukas, I. Using Positive Psychology to Enhance Well-being of Future Health Care Practitioners: Validation of Positive Psychological Intervention or University Students Using OXYTOCIN RECEPTOR (OXTR) Gene as a Model System.

Parallel Session 3 🕐 10:45 - 12:00

Gazdula, J., Bacova, D., and Uddin, F. A critical observation of the current academic debate on the meaning and purpose of education from a global political economy perspective driven by neoliberalism.

Hollins, P. The Realising an Applied Gaming Ecosystem (RAGE) Project.

Huyton, D., First, S., and Holland, M. An evaluation of a Masters level module in acute medicine.

McGarry, J. The hermeneutical academic: philosophical hermeneutics as a model for academic behaviour.

Parallel Session 4 🕐 10:45 - 12:00

Grundy, D., and Jackson, H. Using Learning Technology to embed Professionalism: a team approach.

Jones, R., and Lilley, M. Synapse – A system for Efficient Academic Departmental Planning.

Ellis, D., and Uppal, E. Storyboards - diversifying assessment, enhancing learning.

Snape, R. The Social Value of Leisure: John Hobson, Cecil Delisle Burns and Social Reconstruction in the early Twentieth Century.

Parallel Sessions Afternoon

Parallel Session 5 🕐 13:25 - 15:00

Jones, R., and Lilley, M. Medial: A tailored video learning environment.

Aindow, C., and Clark, L. Walking the Walk – authentic application of global learning principles.

Smith, J. Resilience and Wellbeing: A qualitative study of the experiences of widening participation students.

Preece, S., and Cridland, K. Do we all speak the same 'academic English'? Embedding English for Academic Purposes (EAP) into subject teaching at the University of Bolton.

Parallel Session 6 🕐 13:25 - 15:00

Short, C., and Barnes, S. Predictors of Resilience vary across level 3 pathways in a Further Education Institution, with potential implications for pastoral care in Higher Education.

Poulis, N. Promoting University Interdepartmental Collaborative Undergraduate Research.

Ayling, MA., and Morris, C. The Changing Nature of Mental Health and Wellbeing Services at the University of Bolton.

Daly, J. Use of an online 'Fourth Place' for Formative Feedback in the Teaching of Digital Sculpting.

Parallel Session 7 🕐 13:25 - 15:00

Coutroubis, A. Using Passive, Active and Collaborative Learning in the Delivery of Core Business Knowledge and Skills to Level 4 and Level 5 Business Administration Students.

Bacova, D. A journey to the stage. Teacher motivation outside the classroom walls. A reflection on conducting research in an international context to enrich my own teaching.

Kala, Z. Assessment Feedback Using Voice-Note Technology: A sure-fire way to enhance the teaching and learning experience?

Parker, A. Employability not employment. A study into the meaning of employability for Software Engineering Graduates based on my PhD literature review.

University of Bolton
Teaching Intensive, Research Informed

Poster Presentations

Rees, L. British south Asian women entering and progressing in Higher Education via a North West alternative provider: Motivation factors are extrinsic, intrinsic or both?

Short, C. Enriching teaching and student experience through engagement with innovative research: Hyper-scanning at the University of Bolton.

Grundy, D., and Prescott, G. LEAP Online: Supporting Learning and Teaching.

Posters will also be presented by TIRI Professors, STRIVE and Jenkinson Award holders.

Video Presentations

Warwick, C., and Harding, C. Improving learner attainment and enhancing the student experience via the use of video feedback.

Higgins, C. Spanish inside a submarine: Exploring children's experiences of learning a language through their drawings.

Strive Awards

Marriott, S., and Carruthers, L. ASPIRE - College to HE Progression.	**Fernside, V., Beagan, A., and Kearsley, G.** MHEdS - Mental Health Education for Staff.
Percival, M., Lloyd, D., and Santley, S. #DoesYouGood - Shared Sports.	**Cross, D., and Hussain, A.** Ada: Chatbot transitions to HE.
Bateman, J., and Nicholson, E. Career Connect.	**Johnson, S., and Karwat, N.** Designing to Collaborate: Arts.
Kuti, B., and Wallwork, J. Student Aspirations: From College to Higher Education.	**Lambert, S., and Telfer, S.** Bolton Centre of Excellence English and Maths.

Jenkinson Awards

Spence, S.
Witchcraft and Human Rights: From Horror to Hope.

Horrocks, R.
The creation of a live North West textile industrial history resource linked to Worktown.

Snape, R.
A Festival of Worktown.

Luo, J.
Flexible wireless multi-sensor chip for investigating effect obstructive sleeping apnoea on cardiovascular disease and hypertension.

Sanami, M.
Preventing or minimising tissue damage during minimally invasive surgery by redesigning the surgical graspers jaw.

Carson, J
Developing a REF2021 Case Study on Happiness.

Kannangara, C.
ProGRAD: Professional discussions as a learning tool for promoting employability skills in undergraduate students.

See, C.
Design and Development of miniaturised antennas for implantable wireless devices and Internet of Things.

Jagger, R.
EEG and the early detection of Alzheimer's disease.

Clark, L.
CAMP-To: Towards a Culturally Appropriate Model of Personal Tutoring: A Focus on sub-Saharan African Collaborative Transnational Education Partnerships (Masters programmes).

Poulis, N.
Cytotoxicity of dental ceramic materials and related surface treatments.

Jones, E.
Whitman 200.

Brown, C.
The Cavell Project: Exploring the relationship between staff engagement and key performance in the NHS.

Leslie-Walker, A.
Evolving and Sustaining the Participation of African Female Students.

Parallel Sessions Morning

Parallel Session 1 📅 03 July 2019 🕐 10:45 - 12:00

Active Learning Environments: Teaching space but not as you know it.

Abstract

Traditional "chalk and talk" lecture-style classrooms are quickly evolving to become student-centred, technology-rich flexible learning environments that support active and collaborative learning. An active learning environment facilitates greater collaboration between tutor and learner by the introduction of student-centred pedagogy and supporting learning technologies.

It is now recognised that using an active learning approach results in greater student engagement, retention and success.

There are many potential challenges to adopting an active learning approach. None more so than, what happens if it all goes wrong? Therefore, it is vital for tutors to be effective and familiar with the use of technology to support active learning in conjunction with new pedagogies and room facilities.

This presentation will examine the affordance of using an active learning approach to enhance the student experience. Central to the theme of the presentation will be the state of the art active learning room within the Institute of Management, University of Bolton facilitated by Sony Vision Exchange and Ubicast lecture capture. Lecture capture systems provide opportunities for students to review lecture content at any time. Delegates will be encouraged to engage in discussion around how to embed active learning in their teaching and in particular the use of the Sony Vision Exchange suite.

Graeme Prescott

E-Learning Team
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ g.prescott@bolton.ac.uk

Abstracts

Optimising the effectiveness of written feedback.

Abstract

Feedback is a cornerstone of formative learning and plays a critical role in student motivation and perseverance. As teachers, we endeavour to provide feedback we hope will be optimally effective in both informing students about their progress and supporting their broader learning. However, since the inauguration of the National Student Survey (2005) feedback has been an area about which students have consistently expressed concerns. Insights from research indicate that the feedback we provide in writing is not always as helpful or effective as students and teachers would like it to be. Institutional practices require us to provide timely feedback, emphasise how students' work meets outcomes and assessment criteria and justify grades. Feedback is regularly delivered using pro-forma instruments. Whilst such elements standardise feedback for quality purposes, they also constrain.

This session aims to explore the communicative quality of feedback and its role in fostering engagement and affect. Based on my own and wider research, I present examples of the dissonances students may experience with certain kinds of (written) feedback. Questions to explore include: what kinds of feedback are most valuable to students? Do students make full use of feedback or are they mainly interested in grades – if so how might we address this? How can we express in writing feedback that may optimise learning, enhance affect and build rapport? In what ways can we establish a more dialogic relationship with students through written feedback?

Participants will be encouraged to share their practices and experiences.

Dr Richard Bailey

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.bailey@bolton.ac.uk

Learn baby learn!

Abstract

The Topic is education design in a changing landscape. This presentation presents an evidence informed story of development that will transition staff and student experience and consequently expectations of what learning and so education is and when and where this might occur.

The objective of this short presentation is to examine accounts of change and how people respond to changing contexts in relation to learning.

This presentation is approached through a retrospective analysis of learning over time with a theological framework applied from an analysis of an ancient text that offers a framework for meaninglessness that transitions into meaning. Learning begins to occur when a person can see all spaces and places in any age as an opportunities and not threats to learning, with digital opportunities being just one contemporary example. Learning is and has to be more holistic than the confines of modular education design.

The conclusion draws attention to thinking about taught education outcomes and impact through a short term lens, that potentially misses the richer lifelong contexts and later appreciation of enhanced personal learning. That will help us to think differently about learning to love learning over distractions of value judgements based on economic agendas. Hence championing 'learn baby learn'.

Professor Russell Gurbutt

School of Nursing & Midwifery
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.gurbutt@bolton.ac.uk

Parallel Sessions Morning

Parallel Session 2 🗓 03 July 2019 🕐 10:45 - 12:00

A presentation on the benefits of cloud computing platforms to the academic community.

Abstract

Through my roles as AWS Educate Cloud Ambassador and Google Faculty Institute Panel member I would like to share the benefits of cloud platforms for teaching and research support for academics.

Both Amazon and Google have free to access services for students and lecturers than can be used to facilitate learning.

This presentation will be of interest to those academics who wish to use cloud platforms to facilitate teaching or research in data science, online analytics, machine learning and artificial intelligence.

There are various tools available to support scenarios including image analysis, business intelligence, internet of things, marketing analytics, build and run VR\AR applications, robotics and satellite management.

The presentation will explain the benefits of the Amazon and Google platforms, how to access the platforms and present relevant use cases. The presenter will also recount his use of the tools in teaching and his future integrations into the curriculum

There will be an opportunity for a Q&A at the end of the session.

Andrew Parker

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ a.parker@bolton.ac.uk

Use of Stories in Practice, Research and Teaching – Show me! Tell me! Draw me.

Abstract

The aim of this presentation is to discuss the impact of stories on teaching, research and practice. This workshop is based on findings from a Doctoral Research Study on the use of storytelling as a pedagogic tool in teaching. It also includes research findings from trainee teachers and teaching staff at the University of Bolton, in the form of focus groups, interviews, and observations of teaching practice and lecture presentations. The research focuses on the responses, evaluations and perceptions of teachers on the effectiveness of storytelling as a pedagogic tool. The findings indicate that stories may be used in the form of personal anecdotes or self- reflections on professional development in learning and teaching. They can also be used as a valid and reliable research assessment tool to gain understanding of students' opinions and beliefs and feelings, and to measure progress in an academic but informal forum. This presentation will explore and demonstrate practical examples of how storytelling activities can be used effectively in both classroom practice (teaching and learning) and as a research tool which can be utilised in any subject area. It will also discuss the impact of using storytelling to enhance learners' reflective skills and to encourage learner engagement and interaction in the classroom.

Dr Sarah Telfer

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ s.telfer@bolton.ac.uk

Being online, the use of Social Media in Nurse Education.

Abstract

Eric Qualman (2014) said that 'we don't have a choice on whether we use social media, the question is how well we do it'. This presentation will explore how role modelling the use of social media in a professional capacity has been invaluable in engaging with students and breaking down barriers to learning beyond the classroom walls. Students in higher education regularly access social media platforms as part of their daily lives. As academics it is prudent to utilise social media to interact and engage with students on platforms that they are familiar with. There is a large online community of nurses and health care professionals from the UK and beyond who readily share knowledge, expertise, and support via Twitter. Encouraging students to access this community has helped them to learn outside of the classroom, gain shadowing and volunteering experiences, and gain free conference places. It has changed staff and student engagement, developed digital professionalism skills and students have won awards for their efforts. Students have also won the ultimate prize of employment through the networks they have developed. They have connected with others in their field, joined extra-curricular 'twitter chats' that enhance their learning and development, and access latest policy and research at the earliest opportunity. This presentation will offer insights of how social media can enhance the student learning experience both in the classroom and beyond, as McLuhan (1957) once said 'today in our cities, most learning occurs outside the classroom'.

Wendy Sinclair

School of Nursing & Midwifery
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ w.sinclair@bolton.ac.uk

Binding in the Classroom.

Abstract

Working memory (WM) is the ability to maintain, manipulate and apply information; however, it is limited in capacity (Baddeley, 2010; Cowan, 2016). Findings show that working memory capacity (WMC) is linked to academic performance (Klingberg et al., 2005; Holmes et al., 2009; Klingberg, 2010) and fluid intelligence (Conway, Cowan, Bunting, Therriault & Minkoff, 2002; Singh, Gignac, Brydges & Ecker, 2018), with those with reduced WMC earning lower scores. These discoveries suggest a cognitive component to be a limiting factor in academic success. Further studies have found that WMC levels are improved through cognitive training (Ducrocq, Wilson, Vine & Derakshan, 2016; Ducrocq, Wilson, Smith & Derakshan, 2017) and mindfulness (Mrazek et al., 2013), in turn enhancing student performance, including students with learning difficulties such as ADHD (Klingberg et al., 2005). These results suggest that student academic success can be enhanced through the increasing of WMC levels.

The literature review intends to inform educators of findings linking WMC and academic performance to further promote the inclusion of cognitive classroom methods supporting lower capacity students to achieve academically. In a world where education is inclusive, university enrolment greater, and an increasing number of jobs requiring degrees, it is vital to explore ways in which students can be further supported to achieve greater academic success. Conclusions made from the literature review advocate for cognitive training to be implemented to enhance student success and, hopefully, encourage educators to explore the implementation of WMC-based approaches to support challenged students.

Lisa Ann-Topping and Dr Richard Jagger

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.jagger@bolton.ac.uk

Parallel Sessions Morning

Parallel Session 3 🗓 03 July 2019 🕓 10:45 - 12:00

Using Positive Psychology to Enhance Well-being of Future Health Care Practitioners.

Abstract

Background: The need for application of positive psychological interventions (PPIs) into healthcare practice has been highlighted in recent years[1], especially with reference to the growing incidence of mental health problems in healthcare university students[2]. While PPIs could help tackle the increasing incidence of student depression and anxiety, measuring effectiveness of such interventions remains a challenge.

Aims: The aim of this research was to develop a PPI for university students to enhance their well-being and alleviate symptoms of depression and anxiety. Further aims were to validate the intervention though differential gene expression analysis exploiting the OXTR gene as a model system.

Method: A 6-week PPI combining experiential group work with online learning was delivered in two pilot studies to 48 students, and was further tested in a full trial with 20 students.

Results: Quantitative analyses of the pilot studies revealed significant increases in well-being and decreases in depression and anxiety. Randomised controlled trial revealed significant increases in well-being and decreases in anxiety in the intervention group compared to the control group. Differential gene expression analysis using a real time RT-PCR approach revealed significant increases in the OXTR gene expression levels in response to the intervention.

Conclusions: The findings suggest that the PPI may be able to modulate expression of genes related to positive psychological functioning leading to increased well-being of university students. Application of similar PPIs within (health-related) educational settings may help develop personal resilience in future healthcare practitioners.

Jana Rozehnalova

School of Health & Wellbeing
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ j.rozehnalova@bolton.ac.uk

Professor Jerome Carson

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

Dr Ianis Matsoukas

School of Sport & Biological Sciences
University of Bolton
Bolton
BL3 5AB
United Kingdom.

References: 1) Raab, K. (2014). Mindfulness, self-compassion and empathy among health care professionals: A review of the literature. Journal of Health Care Chaplaincy, 20, 95–108, doi: 10.1080/08854726.2014.913876. 2) Grice, T., Alcock, K., & Scior, K. (2018). Mental health disclosure amongst clinical psychologists in training: Perfectionism and pragmatism. Clinical Psychology & Psychotherapy. doi: 10.1002/cpp.2192.

A critical observation of the current academic debate on the meaning and purpose of education from a global political economy perspective driven by neoliberalism.

Abstract

A critical observation of the current academic debate on the meaning and purpose of education from a global political economy perspective driven by neoliberalism. It provides clarity for students and researchers on neoliberalism as a concept and look sat the way the political economies engage with education to assess the impact of neoliberalism as a global driver of educational development. The role of neoliberalism in political economies has been widely debated academically since its formulation as a socially orientated free market economic approach by German Ordoliberalists in the 1930's and the Mont Pelerin Society in the 1940's. However, since it's increasing ascendency in global political economies from 1978 there has been little consistency in the way it is used (Clarke, 2008). Venugopal (2016:1) states the term is '...controversial, incoherent, and crisis ridden...'. This has led to a current strand of academic thought which considers the effect of neoliberalism on education and educational development (Verger et al., 2016, Gillard, 2018) without a firm conceptual base. This paper presents a conceptual base for neoliberalism in education and begins to assess the notion of a global political economy of education. This was from a commissioned Literature Review from Routledge for the 'Sociology of Education' book by Cath Simon and used historical timelines to systemise the approach and contextualise the findings. It concludes there is a post 1978 'new' neoliberalism, far removed from the 1930's economic concept which is widely used in many contexts and critical of any free market interference in education. It should be seen as a critical perspective by students, teachers and researchers searching for answers. It finds the perception of a global political economy of education driven by neoliberalism tainted because of lack of a clear definition of 'new' neoliberalism and suggests it is seen as just another critical paradigm.

Dr Joe Gazdula and Fozia Uddin

Off-Campus Division
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ j.gazdula@bolton.ac.uk

Dr Daniela Bacova

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

The Realising an Applied Gaming Ecosystem (RAGE) Project.

Abstract

In this presentation the author will discuss RAGE the Realising an Applied Gaming Ecosystem (RAGE) project.

The project involved the University of Bolton with over twenty European partners gathered from Industry and Academia with explicit aim of stimulating the Applied Games market. The catalyst for this growth was a new asset/component based approach to developing Applied Games. Six vocational Applied Games were developed to address "soft" skills and communication teaching and learning challenges.

The games were piloted and tested across Europe by thousands of students and were the subject of a rigorous evaluation. The findings of the project relate to multiple and cross disciplinary perspectives; including the exploration of new digital business models, staff and student perceptions of Games based Learning (GBL) and evaluation of the efficacy of targeted GBL interventions and adopted a variety of mixed research methodologies including random control trials and structured and open questionnaires and interviews.

Students responded positively to the use of Applied Games as part of their educational experience and the efficacy of GBL though the asset based methodological approach remains to be established and consequently the overarching aim of the project of stimulating a market has yet to be realised and the asset based methodology has yet to be realised.

The impact of the project was significant to the extent it was shortlisted by the EU for an Innovation Impact award. This presentation will be of interest to tutors, students and those with an interest in the development and efficacy of Applied Games in formal educational settings.

This is the Rage story!

Professor Paul Hollins

Bolton School of the Arts/Institute of Management Greater Manchester
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ p.hollins@bolton.ac.uk

An evaluation of a Masters level module in acute medicine.

Abstract

Acute medicine is the fastest growing medical speciality in the UK. Care traditionally provided by doctors is now also delivered by advanced care practitioners (ACP). We identified a learning need for ACPs and nurses at band 5 or above, and designed one of the first acute medicine modules (level6/7). We prospectively evaluated the first cohort of students who commenced the 15-week module in January 2018, aiming to provide an in-depth understanding of the students' learning. University of Bolton ethics approval was sought and granted. Students consented to pre and post module questionnaires. For the pre module questionnaires, students self-rated confidence and knowledge against clinical conditions and investigations, using a 10-point scale. Post module, students were asked about satisfaction, highlights or weaknesses, key learning outcomes and repeat confidence and knowledge evaluation. The students were satisfied but did not like problem-based learning (PBL). Assessing confidence and knowledge, there was a statistically significant improvement for all domains (Wilcoxon paired test). Free text responses showed students acquired a deeper understanding of their patients' conditions, improved interpretation of investigations and enhanced handover skills. Students disseminated their learning to colleagues at work. Against Kirkpatrick's hierarchy for evaluating training, we achieved Level 1 (Reaction), Level 2 (Learning) and some elements of Level 3 (Behaviour). A longitudinal qualitative study to assess Level 4 (Results) is in progress. In subsequent modules we have adapted the PBL format, asking students to use clinical scenarios as 'coat-hangers' on which to base their learning.

Dian Huyton, Sue First and Mark Holland

School of Nursing & Midwifery
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ d.huyton@bolton.ac.uk

Parallel Sessions Morning

Parallel Session 4 🗓 03 July 2019 🕐 10:45 - 12:00

The hermeneutical academic: philosophical hermeneutics as a model for academic behaviour.

Using Learning Technology to embed Professionalism: a team approach.

Abstract

How we interact with students is important. As lecturers, we influence the development of our students in numerous ways: intellectually, culturally and professionally. In this paper, I suggest that philosophical hermeneutics can serve as a model for how we should act with students and colleagues. Philosophical hermeneutics is most closely associated with Hans-Georg Gadamer and is a reflection on the process of understanding. Gadamer argues that understanding requires an open mindedness and a willingness to put one's opinions and ideas in play, to have them challenged and to be willing to amend them. This is epitomised by Gadamer's account of a true conversation which is characterised by a receptiveness and non-dogmatic willingness to learn: 'there is no higher principle than this: holding oneself open to the conversation… recognizing in advance the possibility that your [conversation] partner may be right, even recognizing the possible superiority of your partner' (Gadamer 1997). In such a conversation 'one does not try to argue the other person down but… one really considers the weight of the other's opinion' (Gadamer 1960). I explain how my research in, and use of, philosophical hermeneutics informs my teaching practice and how I attempt to adopt the non-hierarchical, non-dogmatic approach inherent within philosophical hermeneutics to govern my interactions with students and colleagues, inside and outside of the classroom. I argue that this approach can also serve as a model for students as developing academics and professionals.

Dr John McGarry

School of Law
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ j.mcgarry@bolton.ac.uk

Abstract

Professionalism is an essential attribute, which is fundamental to personal development, self-awareness and preparation for future employment across all disciplines. We often expect our learners to have the essential knowledge and understanding of professional attitudes and behaviours at the start of their programme of study. However, it is widely recognised that due to societal and cultural change, social media, and many other factors, the term `Professionalism` does not always share the same meaning. In order to develop a greater awareness and promote individual development of learners, our aim is to prepare them for professional practice and regulation through professional bodies. Our overall strategic agenda is to bring professionalism to the forefront of education, and embed it with our programmes of study.

This presentation will discuss how the School of Nursing and Midwifery has worked with the Academic Librarian for the School to develop a section in LEAP Online about Professionalism.

We will discuss how we collaborated to design the content explaining professionalism and its importance, developed scenario based activities for the students to measure their understanding of professionalism and finally test their knowledge and understanding by gaining a digital badge.

We will reflect on how our experience as practitioners has helped shape this exciting new content and our plans to develop it further and embed across all subject areas within the university.

Dawn Grundy

The Library
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ d.grundy@bolton.ac.uk

Heather Jackson

School of Nursing & Midwifery
University of Bolton
Bolton
BL3 5AB
United Kingdom.

Synapse – A system for Efficient Academic Departmental Planning.

Abstract

Synapse is a custom developed network of spreadsheets that allows department lecturing teams to rapidly test and plan:

- Course Revalidations
- Course Reconfigurations
- Yearly Budgets
- Weekly lecturer workload allocations
- Weekly impact on facilities, classrooms and timetabling

The objective was to optimise the current course reconfiguration processes that are being undertaken in the School of Creative Technologies. The Centre for Film FX subject area acted as a flagship case study in testing the Synapse software, and as a direct result we have successfully completed the reconfiguration process with only commendations and no changes.

A successful teaching environment starts with excellent planning and forecasting for budgets, staffing and module content. Especially in subject areas with rapidly changing student numbers, planning can become very complex and time consuming. By developing custom software, theoretical degree structures and models can quickly be created and tested for their impact on all aspects of teaching. This allows staffing and budget requests to be anticipated as accurately as possible, well in advance of the commencement of the next academic year.

Synapse was developed by the VFX lecturing team through collaboration and communication with all subject areas in the School of Creative Technologies. Meetings and iterations established with Lisa Cove and Hilary Birtwistle helped finalise the module templates that form the foundation of this system.

Richard Jones and Matt Lilley

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.p.jones@bolton.ac.uk

Storyboards - diversifying assessment, enhancing learning.

Abstract

Learners are encouraged to format their work utilising a wide range of 2D/3D media to meet their module learning outcomes. Re-presentation of research can be textual, art-based or photographic in nature, it can also encompass audio or visual presentations such as Prezis or Moovly. Students are encouraged to plan their approach and media; the sequence can be linear or branched.

Enhanced learner interaction with key texts, with purpose of creating something visual, improves both comprehension and reading skills. Learners are able to demonstrate their interpretation of texts utilising individually chosen visual/auditory mediums, therefore appealing to the diversity of individual learner needs.

Storyboards naturally create inclusivity and diversity, encouraging learners to reflect upon and meet their own learning needs and styles. They also provide a broader scope than alphanumeric signs for cognitive and communicative presentation and relationship of ideas. Storyboards help students engage with active reading to develop their critical thinking skills and knowledge further, thus scaffolding their learning beyond simpler more traditional processes, such as passive reading and note-taking. Storyboard assessment enables greater, more effective student participation in research and presentation by disseminating source materials in order to present knowledge in a new format.

Danielle Ellis and Elaine Uppal

School of Nursing & Midwifery
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ d.ellis@bolton.ac.uk

The Social Value of Leisure: John Hobson, Cecil Delisle Burns and Social Reconstruction in the early Twentieth Century.

Abstract

The aim of this research is to explore how a modern social valuation of leisure was formed. This is important to contemporary social policy on well-being and the research has value to teaching in psychology, community studies and social work. Being historical, the research relied on print-based historical monographs and journal papers. Building upon the critiques of leisure by John Ruskin and William Morris, ethical arguments for a more equal distribution of leisure were formed with socialism and social liberalism. The publication in 1899 of Thorstein Veblen's Theory of the Leisure Class further illustrated the socio-economic basis of inequality in leisure. By the close of the Edwardian period leisure had become part of workers' demands; after 1914 it became an integral element of social reconstruction and central to the envisioned good society of a post-war Britain. Leisure was widely discussed in social policy circles and debates on citizenship and became a major sphere of interest to social work and the National Council of Social Service. This paper outlines the contribution to the debate on leisure of the economist John Hobson and Cecil Delisle Burns, Stevenson Lecture in Citizenship at Glasgow University, who argued the social case for a democratic and modern leisure as essential to citizenship in a reformed society. By the close of the inter-war period Victorian notions of rational recreation and moral intervention had become largely superseded by one of leisure as a sphere of associational culture and social life in the ideal community.

Professor Robert Snape

Bolton School of the Arts
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.snape@bolton.ac.uk

Medial: A tailored video learning environment.

Abstract

A summary of bespoke software that enhances the teaching and learning both in and outside of the classroom.

The aim of implementing this software is to create an inclusive, instantly accessible learning environment that can be viewed on any platform or device.

Modern day students are familiar with digital environments such as YouTube, Vimeo, Facebook, Instagram. Mimicking these environments populated with substantial educational material provides a safe learning environment that students will be familiar with. Content can be revisited and replayed at will.

Differentiated learning is promoted through the simple creation of custom playlists for students to structure and define their own learning. From this established environment, industry experts can be brought in remotely from anywhere in the world to deliver content directly to our cohorts whilst simultaneously recording the session. Video feedback can easily be generated in response to student assignment submissions.

This study was piloted on two modules within the Visual Effects Degree with one of these case studies exploring the video library as a resource. The second case study focused on remote industry activities connecting to the classroom. Medial resulted in an increase in student engagement with our learning resources. Furthermore, it has broadened and strengthened links with industry by bringing in industry experts directly into the classroom.

Richard Jones and Matt Lilley

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ r.jones@bolton.ac.uk

Walking the Walk – authentic application of global learning principles.

Abstract

This research approach is innovative in that the researchers rejected an initial assumption that personal tutoring is a universal concept. Anecdotal and academic evidence suggests that students from different cultures may respond very differently to institutional support focused on personal matters, even when designed to improve academic attainment, student experience and retention. Students and staff may view personal tutoring as intrusive intervention. Global learning principles such as hearing subaltern voices, critical interculturality and rejecting the view of the west as 'world' have informed our approach.

The objective of the research is to identify institutional support that Masters' students in sub-Saharan African partner institutions both value and perceive as helpful with the ultimate aim of creating a methodology for devising culturally appropriate personal tutoring models. This research is, therefore, innovative in terms of subject matter and also in terms of knowledge generation, since the study uses an Interpretative Phenomenological Analysis method via a series of interviews with staff and students in each partner institution. To ensure knowledge generation is not centred in western researchers, interpretation is carried out by a research team including partner academics.

At the time of writing this abstract, analysis is on-going and will be completed and reported in August 2019. Findings so far indicate that the answer to devising an appropriate model lies in the mismatches in expectation between cultural groups. It is not in where we are the same, but in reconciling where we are different that the solution may lie.

Claire Aindow and Dr Lynn Clark

Off-Campus Division
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ c.aindow@bolton.ac.uk

Resilience and Wellbeing: A qualitative study of the experiences of widening participation students.

Abstract

This research considered the perceptions of students altered work-life balance as attending University created an additional, unfamiliar commitment sphere and the impact upon their wellbeing. The process of change is considered in terms of growing confidence in HE and resilience to manage their growing demands. Ooms (2011) finds a knowledge gap in what is known about the wellbeing of foundation degree students as they manage multiple demands. In this research objective wellbeing might be seen to reduce as demands increase, yet Orton (2011) and Sen (2001) find subjective wellbeing is associated with personal capabilities. Deeming (2013) and Barnett and Baruch (1987) consider how the expansion of valued roles can increase experiences of wellbeing, which fits well with education.

Resilience is often developed in response to adversity (Tilford, 2017), and associated with the self-development, which is afforded by participation in education. However, Abel (2016) asserts that resilience is not only an individual development but associated with a communal development, in this research evident in co-operation between learning peers. The research was qualitative involving widening participation students and based on social constructionism to consider personal perceptions. The research methods were Semi-structured interviews and a focus group with a thematic analysis of findings. A significant finding was around the process of transformation and challenges faced and overcome, and the importance of strategies and peer support.

Dr Jo Smith

School of Health & Wellbeing
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ j.smith@bolton.ac.uk

Parallel Sessions Afternoon
Parallel Session 6 📅 03 July 2019 🕐 13:25 - 15:00

Do we all speak the same 'academic English'? Embedding English for Academic Purposes (EAP) into subject teaching at the University of Bolton.

Abstract

Do engineers, lawyers and nurses use English in the same way? Is the English needed for a report on marketing theory and the structure of concrete beams the same? Research tells us (Mauranen, 2006; Wingate, 2012; Hyland, 2015) that there are clear differences between the way Academic English is used across the disciplines. It also suggests that the 'one size fits all' study skills approach is not the best way to teach Academic English and skills (Lea and Street, 2006). Kat Cridland and Sally Preece have been working with colleagues across the university to trial more effective ways to teach discipline specific Academic English and skills.

We'd like to share some of our findings and discuss the importance of helping students 'speak the language' of their subject departments. We'll talk about some current English for Academic Purposes (EAP) projects at the University and discuss the practicalities of embedding academic literacy within subject content. Finally, we'll discuss how this approach could help improve student achievement and retention.

Sally Preece and Kathryn Cridland

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ s.preece@bolton.ac.uk

References: Hyland, K. (2015). Genre, discipline and identity. Journal of English for Academic Purposes, 19, 32-43.

Lea, M.R. and Street, B.V., 2006. The" academic literacies" model: Theory and applications. Theory into practice, 45(4), pp.368-377.

Mauranen, A. (2006). Speaking the discipline: discourse and socialisation in ELF and L1 English. In K. Hyland, & M. Bondi (Eds.), Academic discourse across disciplines. Frankfort: Peter Lang.

Wingate, U. (2012). Using academic literacies and genre based models for academic writing: a literary journey. Journal of English for Academic Purposes. 11, pp. 26 – 37.

Predictors of Resilience vary across level 3 pathways in a Further Education Institution, with potential implications for pastoral care in Higher Education.

Abstract

Resilience of students has been linked with student mental wellbeing, academic performance and retention. A positive relationship between resilience and happiness has been evidenced previously, however potential differences in these relationships among diverse student populations remained unclear. The present study examined happiness as a predictor of resilience among three level 3 populations: Students undertaking A-Level, BTEC or Access to Higher Education (HE) programmes, studying at a Further Education Institution in the UK (N = 443). Multiple regression analysis showed happiness correlated with resilience across all three cohorts. Two varying measures of happiness made independent contributions to resilience, however the relative contribution of these two measures in predicting student resilience varied between adolescent and mature student cohorts. Specifically, happiness based on self-other comparisons predicted more strongly the resilience of students studying Access to HE, than students studying on A-Level or BTEC pathways.

While the present study observed predictors of resilience in students at an FE institution, implications for teaching practice in HE is discussed. The present findings may inform pastoral care of students who have undertaken an Access to HE qualification with implications for student experience and retention.

Cassie Short and Steven Barnes

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ s.barnes@bolton.ac.uk

University of Bolton
Teaching Intensive, Research Informed

Promoting University Interdepartmental Collaborative Undergraduate Research.

Abstract

One of the most important academic skills that an undergraduate student completing a Bachelor's degree is meant to acquire, is that of Research. These skills are being built gradually, throughout the years, in the academic life of the students. However, the Research Dissertation project undertaken in the third year of studies is of utmost importance for the further career of the students. A collaborative undergraduate research project leading to five undergraduate dissertations being submitted at the University of Bolton was conducted this academic year. Five undergraduate students (two from the Centre for Dental Sciences and three from the Biomedical Engineering Department) collaborated with three academic members of staff, from the corresponding departments, on a dental materials' cytotoxicity research project (funded by an internal award – Jenkinson award). The results of the study were very promising on the dental related specific topic, but most importantly there was a promotion of teamwork, collaboration and high quality undergraduate research, presenting publishable outcomes. Although such a team approach is very challenging, especially at a level HE6 of studies, the presented outcomes, especially in terms of research skills development and character building, are outstanding.

Nikolas Poulis

Centre for Dental Sciences
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ n.poulis@bolton.ac.uk

The Changing Nature of Mental Health and Wellbeing Services at the University of Bolton.

Abstract

The student population is becoming increasingly reflective of the UK's wider socioeconomic make-up. Over the past decade, there has been a fivefold increase in students disclosing a Mental Health condition to their institution. Around 75% of adults with Mental Health needs experience symptoms before the age of 25. With 2.3 million individuals now making up our total student population, 1.53 million of which are under the age of 25, it is apparent there is an increasing need for Mental Health and Wellbeing support in Higher Education.

The recent development of initiatives such as 'Universities UK: Stepchange Model,' 'Universities UK: Suicide Safer' and 'Not by Degrees,' have outlined the need for support in Higher Education establishments, advocating a 'Whole University Approach' to Mental Health and Wellbeing.

Reflective of this, the presentation will focus on the evolving nature of Mental Health and Wellbeing services at the University of Bolton's Life Lounge, a new initiative developed in collaboration with education and psychology and student services in 2015.

Consideration to the evolution of the Lifelounge, and how the service has adapted to meet the changing needs of the student population will be discussed; alongside proposed plans to expand and develop the service in order to proactively enhance the student experience and promote a 'Whole University Approach' to Mental Health and Wellbeing at the University of Bolton. Furthermore, a number of key proposed changes to the service will be highlighted, including the development and expansion of the mental health and wellbeing team to address the growing demand on the service and foster collaborative, co-productive working across the institution; whilst developing new partnerships with external services, including the Greater Manchester Health and Social Care Partnership.

Mark Ayling and Christina Morris

Student Services
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ m.ayling@bolton.ac.uk

Parallel Sessions Afternoon

Parallel Session 7 🗓 03 July 2019 🕐 13:25 - 15:00

Use of an online 'Fourth Place' for Formative Feedback in the Teaching of Digital Sculpting.

Abstract

The aim of this research is to use an online, visually relevant Fourth Place, in between home, and in this case University, in which to spend time with students. This 'in-betweenness' allows students time to present their work-in-progress and digest and respond to discussion and feedback. Over time this also creates an online visual representation of the journey of their work in the module for the student to reflect upon.

Increasing numbers of our students are dealing with issues such as Depression, Anxiety, Autism, Asperger's and ADHD and at times can find it difficult to leave their homes to be on campus for study.

Oldenburg (1999) identifies a **Third Place** as a public place on neutral ground, with the First Place being home and the Second Place being work. Examples of Third Places include coffee shops, community centres and gyms. Many now identify the internet as the **Fourth Place**.

The visual collaboration platform MIRO (MIRO, 2019) was chosen as an online **Fourth Place** or digital community space for this case study as MIRO is often used in Games industry pipelines by development studios such as Cloud Imperium Games. The research conducted is based on two sets of data, semi-structured interviews and direct observation.

This methodology was used throughout a module in semester 1 of this academic year. Cost and teaching time implications are certainly a consideration, however the responses to the process were unanimously positive from all participating students.

Further exploration will be undertaken in the next academic year.

Jo Daly

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ j.daly@bolton.ac.uk

HMIRO. (2019) Miro. [Online] Available from: https://miro.com/. [Accessed 05/06/19].

Oldenburg, R. (1999). The great good place: Cafés, coffee shops, bookstores, bars, hair salons and other hangouts at the heart of a community. New York: Marlow

Using Passive, Active and Collaborative Learning in the Delivery of Core Business Knowledge and Skills to Level 4 and Level 5 Business Administration Students.

Abstract

This paper is based on the experience of delivery of two 30 credit General Business modules to 1st and 2nd year Business and Management students (Levels 4 & 5) across different programmes at the University of Greenwich, Department of Applied Engineering & Management. This method of delivery has been used and refined during the past 3 years and has provided a wealth of positive feedback from both students and staff. The modules run over two terms over two years (BP1 and BP2).

During this time, students are taught a variety of subjects covering various aspects of business from basic Management Principles to Economics, Entrepreneurship, Product Development, Innovation, English Law, Intellectual Property, HR, Business Ethics, Team Working and Creativity, Corporate Social Responsibility, Marketing, Finance, Accounting, etc. The delivery of such multi-content modules by a single lecturer would naturally result in a rather dry 'by-the-book' experience and consequently students would not benefit from the best insight on the proposed topics.

It was thus decided to utilise a 'Professional' or 'PRO' approach in delivering the topics, which meant that each week the scheduled topic was assigned and delivered by a 'specialist' in the field. Additionally, students were expected to obtain 'HANDS-ON' experience and become exposed to Group Business Project (GBP), where second year students formed businesses (companies) that also employed first year students, in order to work and deliver collaboratively the consultancy project 'commissioned by real clients on real business projects'. The clients are external companies or organisations, which in many cases are SMEs based in Kent or London, and keen to collaborate with local students who potentially can become their interns and employees.

Dr Alec Coutroubis

Institute of Management
Greater Manchester
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ a.coutroubis@bolton.ac.uk

A journey to the stage. Teacher motivation outside the classroom walls. A reflection on conducting research in an international context to enrich my own teaching.

Abstract

t has been exactly 20 years since the theatre festival in English for schools has been founded in Nitra, Slovakia. The research questions, therefore, were formulated as follows:

1. What factors have contributed to the establishment of school theatre festival in English in the country that struggles to recruit and retain good quality teachers of English?

2. What motivates teachers to add extra hours, effort and energy to this event?

3. What lessons can be learned about teacher motivation, their engagement with and learning from the process of preparing their students to perform on stage?

The presentation will focus on the preliminary findings on the research conducted in Slovakia with colleagues from the university in Nitra. It will analyse the data generated by the structured questionnaires (n=28) distributed to the teachers who took part in the festival, by interviews conducted with 8 teachers, and by focus group discussion that captures the views and experiences of the members of the organisational committee of the festival.

Data suggest the festival's tradition has been supported by developing a strong pool of practitioners within a university-based context. Findings indicate that teachers' motivation has been enhanced via their clearly recognised positive cognitive and emotional impact of the whole process of preparation for the festival on their learners.

Dr Daniela Bacova

School of Education & Psychology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ d.bacova@bolton.ac.uk

Assessment Feedback Using Voice-Note Technology: A sure-fire way to enhance the teaching and learning experience?

Abstract

Notions of student satisfaction and teaching excellence is underpinned by the key element of feedback.

Notwithstanding staff efforts at providing feedback, some students are still dissatisfied, affecting student engagement, the student experience, end of module questionnaires, and even the NSS (Sadler 2007, JISC 2010, Hyde, 2013).

The concept of audio feedback can inspire students, and make feedback more personal, and thus, really enhance the student learning experience.

Face-to-face feedback with students is a very effective feedback method but, because of time constraints, it is not always possible to do effectively. Teaching staff are unable to deliver feedback during class times, and due to hectic calendars, students often find it difficult to attend outside of class times.

Evidence shows that students are more likely to open feedback in audio files, as opposed to collecting in person, adding to that personal touch.

The aim of this paper is to explore the efficacy of audio feedback for a different range of assessments, whilst attempting to understand whether a framework can be developed in order formalise audio feedback as part of the overall feedback process.

The author conducted this case study with foundation year LLB students, firstly by conducting a focus group and questionnaire on whether the concept of audio feedback was something that interested them, and then followed up with another focus group and questionnaire once the student feedback had been provided via voice note to discuss their overall experiences of it.

It is apparent from the research conducted that assessment feedback via voice note is something which is highly useable and welcomed by students due its more individual and personal nature.

Zaman Kala

School of Law
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ z.kala@bolton.ac.uk

Employability not employment. A study into the meaning of employability for Software Engineering Graduates based on my PhD literature review.

Abstract

I am currently conducting research into the employability of Software Engineering graduates for my PhD at the University of Bolton. This research has been prompted by the 2016 Shadbolt Review of Computer Science Degree Accreditation and Graduate Employability and anecdotal evidence from my student cohort.

This paper will summarise the results of my literature review which explores issues concerning low graduate employability in an industry which has high graduate level vacancies.

The objective of the study is to attempt to answer the question if we embed and teach employability in the curriculum; if the students are assessed on and successfully pass assessment based on employability; and if there are suitable technical roles with industry; why are students failing to secure graduate roles?

From my structured literature review of 392 documents a number of themes have emerged. The first is that there are no detailed studies on Software Engineering graduate employability. The second is that most studies have as their focus the needs of employers and how best Higher Education Institutes can fulfil these needs. And finally most of the studies consider gaining employment to be the purpose of employability related content in undergraduate programs.

The literature review points towards a new triple aspect definition of employability and the impact of human capital on graduate motivation to gain employment which may be used in curriculum development.

Andrew Parker

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ a.parker@bolton.ac.uk

British south Asian women entering and progressing in Higher Education via a North West alternative provider: Motivation factors are extrinsic, intrinsic or both?

Abstract

The following research was conducted in part of my Master in Education Dissertation to impact on teaching from an academic motivation perspective to enable non-traditional British South Asian Women (BSAW) achieve their HE qualification.

Research from HEPI, (2017) reported students from underrepresented groups such as BME students are recorded as having worse non-continuation rates and outcomes than other students overall. Unexpectedly, however, the same report recorded female non-continuation rates as being lower than their male counterparts. Therefore, it could be suggested the female students have a higher level of self-determination to succeed. However, Bhopal (2016) suggests non-traditional BSAW studying in HE are subject to additional barriers, such as family expectations and restrictions, which could result in the emergence of amotivation (Vallerand et al., 1992). Thus, negatively impacting on participation and engagement in teaching, learning and assessments.

Therefore, the purpose of the study was to build upon observations and interactions with BSAW studying on a HE study programme at an Alternative Provider, with a focus on the reasons to return to HE and academic motivation experienced during a 2-year study programme.

Lisa Rees

Institute of Management Greater Manchester
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ l.rees@bolton.ac.uk

University of Bolton
Teaching Intensive, Research Informed

Poster Presentations

Enriching teaching and student experience through engagement with innovative research: Hyper-scanning at the University of Bolton.

Abstract

A recent collaboration, resulting in the loan of a second EEG amplifier in the Psychology Department, has afforded the opportunity for hyperscanning research at the University of Bolton. Included within this opportunity for research innovation is the potential to enrich the student experience by means of learning about and gaining practical experience of cutting edge methodology in their field. The opportunity for practical hyperscanning informed teaching and experience is not offered currently by many institutions. Through enriching teaching content and student experience by means of engagement with innovative research methodology, it is suggested that students can gain further relevant and desirable skills in their field as part of a competitive course. At present, the newly acquired hardware has provided additional practical experience and research opportunity to students currently studying on the Psychology MSc and Social Neuroscience MSc degrees. In doing so it has, so far, contributed to students' project proposals for innovative research projects within the University and has added to the Biopsychology methodologies taught through practical engagement. Using EEG-hyperscanning as an example, this poster presentation argues that engagement in innovative research within the university can inform and enrich our teaching and increase the competitiveness of our courses. Ultimately, research informed teaching by means of engagement with pioneering methodology can provide our students with further breadth and relevance of experience and research skills, and may impact positively on student recruitment, experience, employability and progression.

Cassie Short

PhD Student
School of Education & Pscyhology
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ cas1ocd@bolton.ac.uk

LEAP Online: Supporting Learning and Teaching

Abstract

Launched in 2017, LEAP Online is an interactive skills portal designed to support students on their University journey, both academically and from a personal development perspective. In April 2018 LEAP Online was nationally recognised by winning the Digital Literacy Award at the LILAC Conference.

This poster will focus on the value and effectiveness of LEAP Online's approach to providing flexible, bite-sized information allowing students to take charge of their own learning.

It will share the qualitative feedback undertaken since its launch and show how the learning analytics can evidence the impact of the support available in LEAP Online to student learning goals.

The digital badge data also demonstrates how LEAP Online is now firmly embedded in the student journey and the University's learning and teaching strategy.

Dawn Grundy

The Library
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ d.grundy@bolton.ac.uk

Graeme Prescott

E-Learning Team
University of Bolton
Bolton
BL3 5AB
United Kingdom.

Video Presentations

Social Learning Zone 📅 03 July 2019 🕐 15:00 - 16:30

Spanish inside a submarine: Exploring children's experiences of learning a language through their drawings.

Abstract

The presentation relates to the impact of research on teaching and outlines my research in the primary classroom with children reflecting on their learning of Spanish through engaging in drawing. I developed and utilised a new multidimensional model, TAPTAS, inspired by Rose's (2001) critical visual analysis methodology, utilising three foci: Text, (genre of image), Audience, (who is the drawing for?), Producer (what did the children do whilst drawing?); and three lenses: Technology, (presence or absence of technology), Aesthetic, (e.g. colours and perspective) and Social, (interactions). Drawings from two different classes of 6-7-year-old children were analysed using TAPTAS and revealed the rich inner world of how children experience and engage in their learning. This research is significant in three key areas. First, it highlights the importance of drawing to enhance children's metacognitions surrounding their learning. Second, the social construction of learning (e.g. Bruner, 1983) is clearly demonstrated through the drawing activity which enhances learning and communication between children and adults, and between peers. Finally, the research increases our understanding of Vygotsky's (1967) view of creativity in childhood, through the diversity and range of expression within the drawings which is revealed. Practical applications of the research support the use of drawing to enhance teaching, learning and assessment in the classroom. The TAPTAS model provides a structure with which to interrogate images and encourages both learners and classroom practitioners to uncover and utilise hidden motivations and cognitions for both learning and teaching.

Clare Higgins

School of Education & Psychology,
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ c.higgins@bolton.ac.uk

Bruner, J. (1983). Child's talk: Learning to use language. New York and London: W.W. Norton and Company.

Rose, G. (2001). Visual methodologies: An introduction to the interpretation of visual materials. London: Sage.

Vygotsky, L.S. (1967) Imagination and creativity in childhood. Journal of Russian and East European Psychology, 42(1), 7-97.

Improving learner attainment and enhancing the student experience via the use of video feedback.

Abstract

This research intends to highlight the advantages of video feedback by demonstrating its benefits over traditional written feedback, and the impact of this in practice on teaching. The literature suggests that feedback presented in this way can increase student feedback engagement. It becomes more relevant for the student and can offer specific areas for improvement that are more likely to be understood and therefore implemented going forward. Because of this, the researchers believe that this could lead to an improvement in the quality of the student experience. Furthermore, it could potentially positively impact student retention as this type of feedback can allow learners to set specific learning goals that are both realistic and achievable for their level. Initial research took place across multiple cohorts of students on a single module during one semester and involved utilising video technology to feedback on a visual assessment (computer generated 3D graphics). Based on the data collected via surveys and module marks, there is some suggestion that using video feedback to improve student attainment has been successful. However, the research would strongly benefit from further studies as detailed above. The hope is that this will be expanded to include the same module in future academic years. The researchers are currently integrating video feedback into different modules within the Games Department, with the potential to expand to other departments throughout the University to further the research and strengthen any findings.

Carrie Warwick and Col Harding

School of Creative Technologies
University of Bolton
Bolton
BL3 5AB
United Kingdom.

@ c.warrwick@bolton.ac.uk

#UniAsItShouldBe

+44 (0)1204 903 903

enquiries@bolton.ac.uk

www.bolton.ac.uk

/UniversityofBolton

@BoltonUni

@BoltonUni

/UniversityofBolton

University of Bolton, Deane Road, Bolton, BL3 5AB

University
of Bolton

Teaching Intensive, Research Informed