

Fusion Learning Conference 2021

Abstracts

Building An Academic Community, Cohort Identity and Student Belonging: The MBA Virtual Writing Group Pilot

Dr Milena Bobeva
MBA Project Unit Lead

Deborah Taylor
MBA Director



Dr Steph Allen



Prof. Marcin Budka



Why ?

The context

The BU Masters of Business Administration (MBA) is a one year programme that attracts students worldwide. The programme prides itself with building a strong cohort identity and sense of belonging ('my MBA family'). With most of their classes being done virtually due to the pandemic, the 2020-21 cohort faced the challenge of having very limited peer contact and support in the 3rd stage of their studies, the independent work on final project.

With both the MBA Director and the Project unit leader having previous experience with writing groups (WG), it was a call for action.

Writing groups

The value of writing groups is often referred to (Murray 2012; Murray & Moore 2006; Rocco & Hatcher 2011), however research regarding their links to academic scholarship is limited (Guerin et al. 2020). They are also most likely to be undertaken by academic staff or doctoral students and there is limited research.

How ?

The MBA Virtual WG pilot initiative

- 4 sessions of 3 hours (9 am -12noon), once a week from 14 May'21 – 4 June'21, delivered via MS Teams;
- Open to students and staff to work on their own research-related tasks, e.g. reading, writing, reviewing feedback;
- Informal evaluation at the end of each session to improve the experience with the next one
- Optional activity; 25% of the cohort joined the pilot; Time and day did not suit some students.

Which way ahead?

Staff views

- All participating students wished to continue.
- It was good to get to work with students informally and make progress on our own work.
- Many alluded to sense of belonging to a wider academic community, and appreciation of cohort, companionship and learning from each other (non-structured group mentoring and reverse mentoring).
- When probed on the running the sessions without academic participation, students noted they appreciated staff offering their time, facilitating the session and leading by example.
- The uptake might have been better if it were possible for the promotion and the first session to be done in-person in class.
- Time management might be a challenge with more people.

Impact:

- The MBA_WG'21 continues with a set of 6 more sessions.
- Learning gains (LG): Opportunity to review student perceptions of their LGs, if shared in their reflective essays.
- Unit delivery for 2021-22 to embed WGs as co-curricular activity.

Student views

"I have the feeling that I am being a part of something bigger than I am. I love the group and I love the dynamic."

"It [the WG] strikes me as an interesting opportunity for lecturers to lead by example. Quite often students might know about what lecturers are doing in terms of research, but they don't actually see the person doing the research. I think there's a value in this for students, particularly undergraduate students, to take part in an activity at the same time as and be able to see their lecturer doing the same thing that they are being asked to do."

"When it's an informal thing, the accountability is actually self-generated within the student rather than imposed from outside, which is probably a more valuable thing to develop and learn."

References:

Guerin, C., Aitchison, C. and Carter, S., 2020. Digital and distributed: learning and teaching doctoral writing through social media, *Teaching in Higher Education*, 25(2), 238-254
 Murray, R., 2012. Developing a community of research practice, *British Educational Research Journal*, 38(5), 783-800.
 Murray, R. and Moore, S., 2006. *The handbook of academic writing: A fresh approach*. McGraw-Hill Education (UK)
 Rocco, T.S. and Hatcher, T.G., 2011. *The handbook of scholarly writing and publishing*. Jossey-Bass.

Contract Cheating:

Preparing assignment briefs to enhance academic integrity

An exemplar for managing assessment briefs

Issue

Contract cheating is a major academic offence and a growing issue across UK universities, expected to continue after the pandemic (Lancaster and Cotarlan 2021). Students upload assignment briefs to essay mills, that sell their tailored service in exchange for a fee (Rogerson and Basanta 2016).

Focus

In a large cohort, this type of offence can be difficult to detect and nearly impossible to prove.

Query

Can a simple "barium meal test" or "canary trap" allegedly used by the intelligence service (Wright 1989; Miller 2021) for many years be a solution?

Consider the following two passages of text

Contract cheating happens when a third party completes work for a student. Over the last decade, an industry has developed where companies are paid to undertake this work. These companies are known as 'essay mills'.

Contract cheating happens when a third party completes work for a student. Over the last decade, an industry has developed where companies are paid to undertake such work. These companies are known as 'essay mills'.

Spot the difference? Maybe not. Yet these two paragraphs are different. In efforts to detect potential academic integrity activities, we present a simple yet practical solution.

The process TESTED

- 1) Place assignment brief in Word [manual preparation required]
- 2) Choose a paragraph of text [manually]
- 3) Break down into sentences [automatically]
- 4) Make a few versions of each sentence [manually]
- 5) Create all permutations of the sentences [automagically]
- 6) Insert into Word and convert to PDF [automatically]
- 7) Upload a different version to each student on Brightspace

Result: If the brief appears on an assignment commissioning site, it is possible to link it to source for referral.

References: Lancaster, T. and Cotarlan, C., 2021. Contract cheating by STEM students through a file sharing website: a Covid-19 pandemic perspective. *International Journal for Educational Integrity*, 17 (1), 1-16 | Rogerson, A. and Basanta, G., 2016. Peer-to-peer file sharing and academic integrity in the internet age. In: Bretag, T., ed. *Handbook of Academic Integrity*. Springer: Singapore. | Miller, S., 2021. Protecting government secrets with an IA-powered canary trap [online]. Available from: <https://ocn.com/articles/2021/05/01/ai-canary-trap.aspx> [Accessed 18 June 2021]. | Wright, P. 1987. *Spycatcher*. London: Heinemann.

Enhancing Academic Integrity: Avoiding Academic Offences During Covid-19

Dr Steph Allen, Dr Ed Bickle, Dr Marian Mayer

FMCLearningDevelopment@bournemouth.ac.uk

From induction to graduation: During the Covid-19 pandemic, a period that has caused a disrupted education experience, the FMC Learning Development Team (LDT) has continued to develop students' confidence, self-awareness, and independence through our pedagogical research-led practice, to enable them to succeed in their academic studies and to make a positive contribution to society.

The issue: The pandemic has led to an increase in anxiety and stress in students, particularly around the issue of academic integrity (Eaton and Turner 2020), and there has been an apparent increase in student cheating (Lancaster and Cotarlan 2021). During the Covid-19 crisis, students have become academically vulnerable, with temptations to outsource assignments, plagiarise, purposefully fail to repeat, or sell their own work being recognised.

The LDT praxis reflects: Honesty; Trust; Fairness; Respect; Responsibility; Courage (ICAI 2021). Walking alongside the student on their scholarly journey, our key tenets are student centred, subject specific, in-curriculum, innovative bespoke series of structured lectures, workshops, individualised tutorials, and dedicated drop-in sessions. These focus on academic integrity, through writing and learning modalities, diagnostic essays, student presentations, and assessment interrogation.



Success and Attainment:

- Assessing student confidence with HE and degree conventions
- Tutorial reflections – Students self-reporting personal trials and successes
- Encouraging students to stick with their studies – preventing withdrawals
- Academic Offence Panels – investigations and outcomes
- Graduation

References

- Eaton, S. E. and Turner, K. L., 2020. Exploring Academic Integrity and Mental Health during COVID-19: Rapid Review. *Journal of Contemporary Education Theory & Research*, 4 (1), 35-41.
- ICAI, 2021. *The Fundamental Values of Academic Integrity*. Delaware: International Center for Academic Integrity.
- Lancaster, T. and Cotarlan, C., 2021. Contract cheating by STEM students through a file sharing website: a Covid-19 pandemic perspective. *International Journal for Educational Integrity*, 17 (1), 1-16.

Evolution of the Peer Assisted Learning (PAL) Leader Facilitation Course

Aimée Fish BA, FHEA – Peer Learning Officer

Louise K. Tucker BA, MSc, FHEA, PGCert Ed – PAL Tutor & Librarian



Introduction

Who? Taught & facilitated by the [PAL Tutor Team](#) for student PAL Leaders

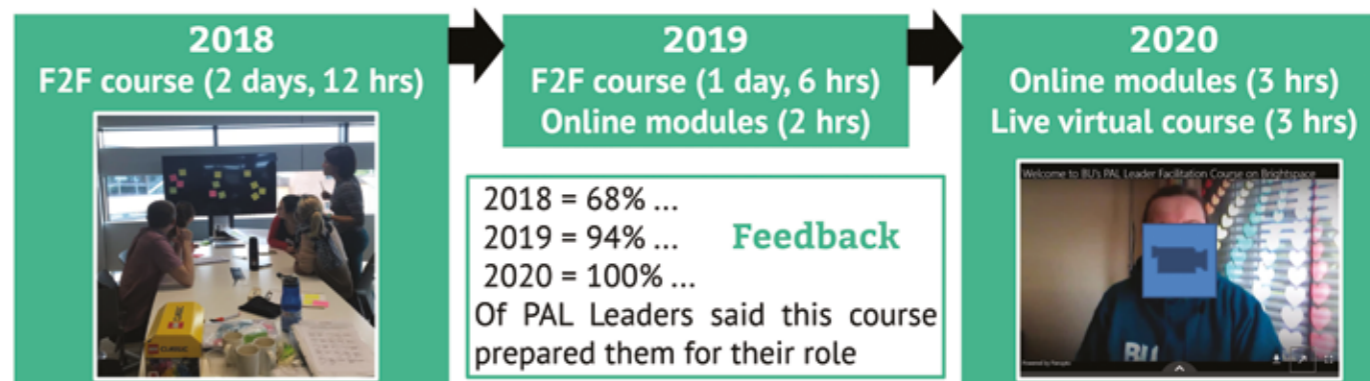
What? Mandatory training course to prepare PAL Leaders for [their role](#)

When? Usually May/June/September each academic year

Where? Previously face-to-face (F2F) & handbook. Migrated to [VLE](#), [online guide](#) & MS Teams

Why? Course has been adapted each year to address feedback from PAL Leaders & challenges explained below

Our Vision: To innovate & enhance this course whilst maintaining teaching excellence & quality of learning experience



Challenges

- Synchronous vs asynchronous learning during the pandemic: maintaining quality & PAL Leader engagement
- HE policy: HR introduces pay for mandatory training, resulting in budget constraints
- Student experience: continue meeting learning outcomes for all course activities

Developments

- Transformation from paper handbook to [online modules](#)
- Migration of content across platforms from [Springshare's Libwizard](#) to [Brightspace \(D2L\)](#)
- Consolidating learning via "flipped classroom" (BU 2021) approach

Core elements in the design & delivery of this course curriculum

- **Active learning** "...in order to learn, students must do more than simply listen.[...] Teachers design instruction that invites students to take action and to reflect on the skills and/or the knowledge required to complete a task" (Thomas 2009, p.13).
- **Blended learning**, sometimes known as hybrid learning, is traditionally thought of as a blend of media or technologies allowing for a blend of modalities of learning, face-to-face and online" (Every Learner Everywhere et al. 2021, p.4).

References

- BU, 2021. *Mixing the delivery of content: What is a flipped classroom?* [online]. Poole: Bournemouth University. Available from: <https://www.bournemouth.ac.uk/about/our-people/centre-fusion-learning-innovation-excellence/tel-toolkit/pedagogical-approaches-tel/flipped-classroom> [Accessed 21 June 2021].
- Every Learner Everywhere, Online Learning Consortium (OLC) & National Research Center for Distance Education & Technological Advancements (DETA), 2021. *Planning for a blended future: A research-driven guide for Educators* [online]. Colorado: Every Learner Everywhere. Available from: <https://www.everylearnereverywhere.org/resources/planning-for-a-blended-future> [Accessed 21 June 2021].
- Thomas, T.G., 2009. Active learning. In: Provenzo, E.F. & Renaud J.P. (eds), *Encyclopedia of the social & cultural foundations of education: volume 3* [online]. London: Sage. Available from: https://www.google.co.uk/books/edition/Encyclopedia_of_the_Social_and_Cultural/mBwX-YsnvEUC7hLen&gbpv=0 [Accessed 21 June 2021].

Developing the Self Directed Placement Route

Miriam Bray, Kirsty Tyre, Nicola Kalmanovitch

Background

In March 2019, students experienced placement offers being withdrawn, job adverts pulled and some industry sectors going into indefinite hibernation.

This served as a catalyst for the creation of a pilot placement route for 2020-21 that could reflect the shift to portfolio careers (Henley Business School 2018), standardise non-standard placements, and most importantly give some control back to students at a moment of unprecedented change.

The Concept

What if students were empowered to design their own PPD plan, driven by their unique situation, career questions and aspirations, supported through the process by applying self-directed learning models?

The Expected Benefits

- ✓ Active, engaged and resilient learners
- ✓ Students with an entrepreneurial mindset
- ✓ Personalised employability gains
- ✓ Appreciation of CPD and lifelong learning
- ✓ Improved graduate outcomes

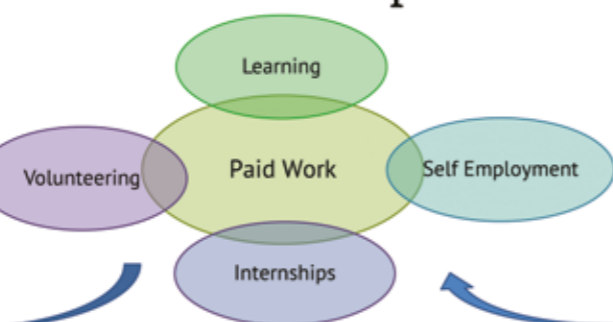
Boyatzis' Five Discoveries

1. Ideal Self: capture dreams, engage passion
2. Real Self: identify strengths and gaps
3. Create Learning Agenda
4. Experiment and Practice: test and adapt
5. Resonant relationships

Ideal/Real Self Relationships

Building self awareness, goal setting, reflecting

Plan-Do-Adapt



External Mentor

References

- Boyatzis, R.E., 2006. An overview of intentional change from a complexity perspective. *Journal of Management Development*. 25 (7), 607-623
- Boyatzis, R.E., 2002. Unleashing the power of self-directed learning. In: Sims, R.R., ed. *Changing the way we manage change*. Westport: ABC-CLIO, 13-32.
- Henley Business School, 2018. *The Side Hustle Economy: white paper* [online]. Henley: Henley Business School.

Transforming assessment: tools for change

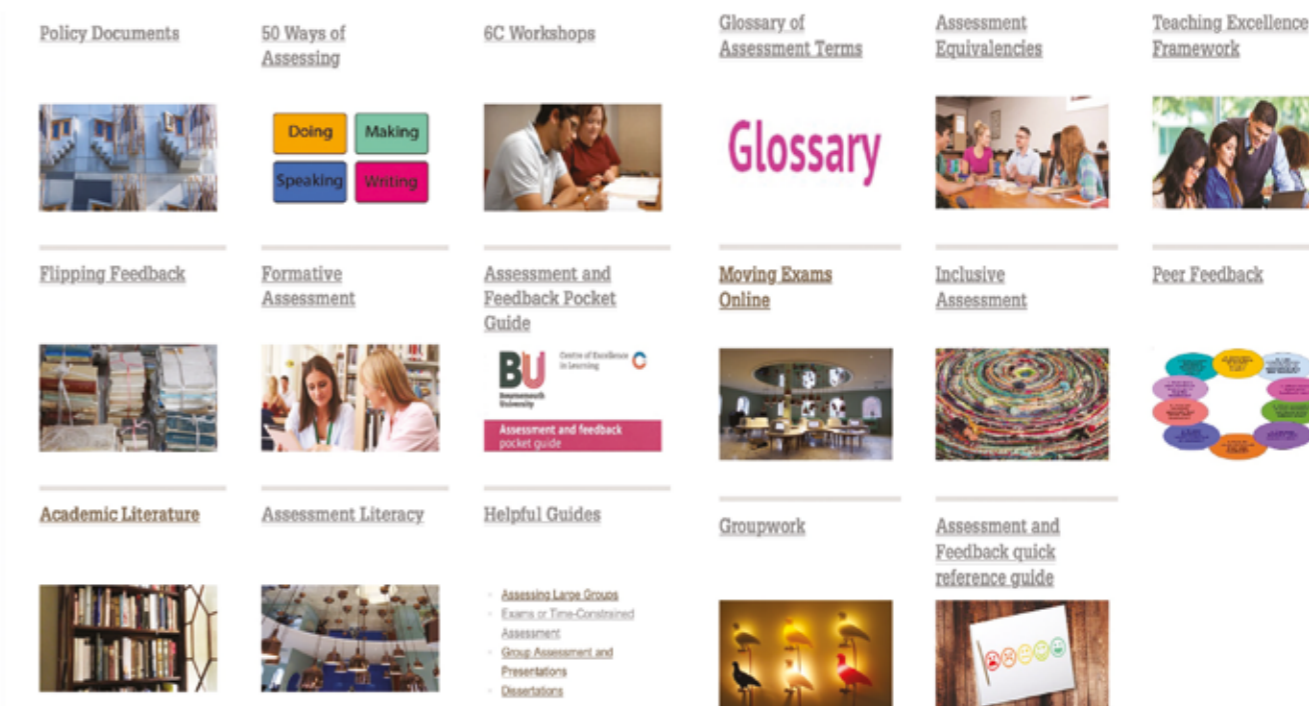
Anne Quinney, Principal Lecturer, FLIE
aquinney@bournemouth.ac.uk



The principles of assessment *for learning* (Sambell et al 2012) have underpinned radical assessment and feedback policy changes at BU.

These far-reaching changes are supported by an **Assessment & Feedback Toolkit** providing easy access to literature-informed principles, practices and publications, with blog posts; workshops; webinars; consultations and expert masterclasses to supplement this rich online resource.

This is an evolving resource. Examples of assessment and feedback strategies from a range of programmes can be included in the toolkit – do get in touch if you would like to share your work and inspire colleagues.



- Bournemouth University 6c Principles of assessment design.
Bournemouth University 6f Generic Assessment Criteria
Hounsell D and Quinney A. 2021. *Assessment and Feedback Masterclasses*. Bournemouth University.
Sambell K, McDowell L, and Montgomery, C. 2012. *Assessment for learning in higher education*. Routledge Toolkit
<https://staffintranet.bournemouth.ac.uk/aboutbu/professionalservices/flie/assessmentandfeedbacktoolkit/>

<https://microsites.bournemouth.ac.uk/FLIE/>

Fusion Learning Conference:

Innovation and Excellence in the pandemic

Building A Community Through Social Events

In an effort to create a sense of community among Level 4 BABAM/BABS students and to help them meet classmates, I've dedicated 1 of my weekly office hours to social events with students. Every Wednesday 4-5pm students were invited to join a variety of events via Zoom, including: Pub Quizzes, Pictionary games, Cook-along sessions. These events provided isolated students with a much needed opportunity to interact with others and to form friendships in a relax online environment. These events also led to higher levels of attendance and engagement in lectures.

This initiative is aligned with the following BU2025 values:



Inclusivity

- Enhancing experience and outcome for students and staff
- Inclusive and welcoming community



Creativity

- Co-creation
- Innovative approaches
- Collaboration



Students' Testimonials

"Good how Maria has run social events"

"Created a very comfortable and welcoming atmosphere"

"A great lecturer...does extra things for us which is so kind, our Wednesday socials!"



Developing a Community of Practice in Paramedic Science

Peter Phillips and Iain Darby

Introduction

Paramedic Science student-led journal club took place monthly pre-pandemic.

During lockdown journal club took place on zoom

Saw a significant increase in participation during lockdown which has been sustained

The three domains of a community of practice began to emerge: Domain, community, practice

A community of practice is a group who share a passion, interact regularly and learn from each other

Domain

Paramedic students who share an active interest in research applied to paramedic practice.

Members are from all three UG cohorts.

There is varied and shared expertise within the group

Community

Students engage in a discussion about a research paper.

Discussion includes appraisal of the paper, how it fits with wider research and application to practice

Meeting regularly helps building of new informal relationships between cohorts

Community offered social contact and support during lockdown/restrictions

Practice

Students share ways of appraising papers and of applying evidence to practice

Students share experiences in practice and how it relates to research

There is a development of a shared research/evidence-based knowledge

Evidence of research knowledge evidence in academic submissions

Conclusion

Running journal club over zoom enabled a rapid development of engagement and enhanced the experience of members.

For this reason Journal club will continue on zoom post-pandemic

Membership can be extended to paramedics in practice

References

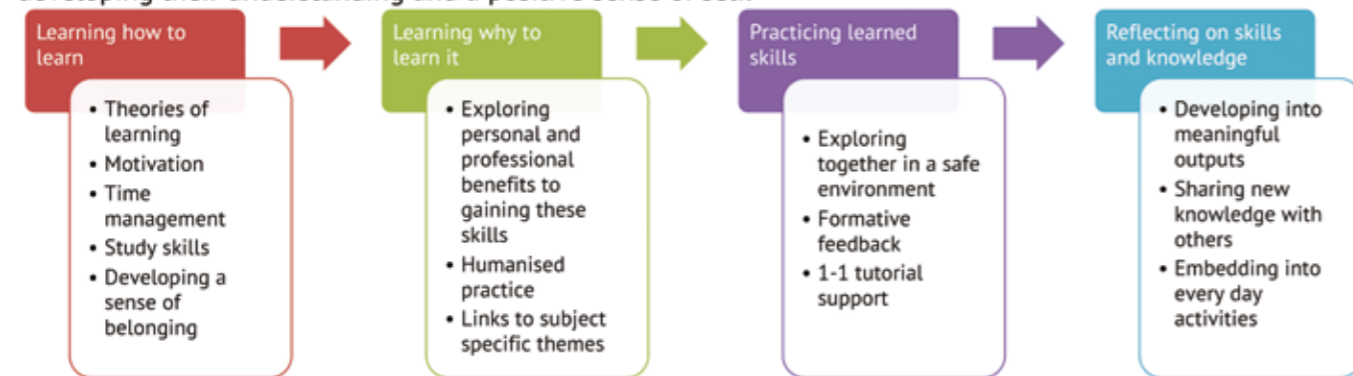
Wenger, E. 2011. Communities of practice and social learning systems. *Social Learning Systems and Communities of Practice*, pp179-198

Learning with head, hand and heart: Humanising practice in a Foundation Year curriculum to enhance students' confidence and sense of self

Dr Camila Devis-Rozental and Susanne Clarke

Introduction

The foundation year in the business school is an innovative programme preparing students for university. With a mix of subject specific content (head, knowledge) academic skills (hand, practice) and socio-emotional development (heart, personal growth), the programme is distinct as it introduces students early on to metacognition theories and activities and explores contemporary key issues they may face whilst scaffolding them, so that as they learn their confidence grow mastering the necessary skills to flourish at university whilst developing their understanding and a positive sense of self.



Examples

Socio-emotional intelligence (SEI)	Kindness	Equity, diversity and inclusion (EDI)
<ul style="list-style-type: none"> • Learning about learning • Learning about themselves • Completing SEI questionnaire • Applying it to various contexts with examples (active learning) • Writing about it in their essays (consolidating knowledge) • Reflecting on their SEI development through the year 	<ul style="list-style-type: none"> • Learning about kindness • Learning of its importance in the workplace • Taking part in KindFest 2020 by creating a kindness poem and rap • Reflecting on their new knowledge through their assignments and lived experience 	<ul style="list-style-type: none"> • Learning about EDI • Practicing with various creative activities (creating adverts, comics, posters, case studies) • Bringing experts to share their lived experience • Reflecting on their understanding through their assignments and plenaries

Student Feedback

"The content being taught... is **incredibly important** and is something I think that plays a part in everyone's journey through university."



This type of teaching has "helped many students to engage with the content, I have personally noticed that when students attend these sessions they begin to **come out of their shells and flourish**"



"From working in teams to discovering the importance of inclusivity and diversity within the workplace and while at university has aided many student in **developing confidence** within themselves."



References

Devis-Rozental, C., 2018. *Developing Socio-Emotional Intelligence in Higher Education Scholars*. Cham: Springer.
 Devis-Rozental, C. and Clarke, S., eds. 2020. *Humanising Higher Education A Positive Approach to Enhancing Wellbeing*. Cham: Springer.
 Devis-Rozental, C. and Farquharson, L., 2020. What influences students in their development of socio-emotional intelligence whilst at university? *Higher Education Pedagogies*, 5 (1), 294-309.

Seeing opportunities for enhancing international education, learning and networking within a global pandemic

Dr Laura Iannuzzi and Dr Juliet Wood

Department of Midwifery and Health Sciences, CMMPH

Introduction

The COVID-19 pandemic prevented students and staff from travelling abroad and benefitting from the opportunity of in-person networking, visiting and observing different professional, educational and research contexts. We saw this limitation as an invitation to being more creative and innovative, an opportunity for making the most of digital (and non-digital) skills, resources and online platforms available to offer an enriching learning environment in challenging circumstances.

Creating new 'e-nvironments' for learning

We organised a series of Zoom meetings with international speakers named '**Zoom the Midwife: Global Midwifery Café**'. Speakers included midwifery educators, clinicians, researchers, managers and students. We asked students to help with its design in terms of deciding on timing, countries, practitioners/topics and relevant contacts. We used the responses, including from some of our non-UK students drawing on home connections, to co-create the final offering. The events have seen the attendance of more than 100 participants on average including student midwives and staff from BU and international university partners.

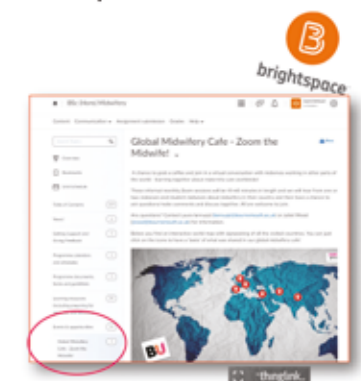


All presentations covered a general overview of the country, the health systems, midwifery governance and training schemes –with images of places and topics discussed- to then focus on a specific aspect of interest, including the impact of COVID-19 in the local maternity system, care and education. Each session concluded with learning how the term 'Midwife' was represented in the national country 'visited' and with audience discussion. All this within a friendly and informal environment aimed to foster and nurture relationships, the participants' curiosity and sharing of knowledge and experiences.

A broader programme called the '**International student midwives' networking day**' was organised for the last encounter of the series. BU student midwives were allocated in a number of Zoom breakout rooms with their international peers from Italy, Nepal and the Netherlands.

Each group had representatives from all countries and worked on a topic chosen by students (i.e. approaches and culture around breastfeeding in own country). Student reps acted as facilitators within the breakout rooms, while members of staff from all countries 'visited' the working groups and were available for participants' queries.

We have also developed an interactive map with links to the presentation slides and suitable national musical soundtrack so that the audience can revisit the event in future via the University learning platform. We received very positive feedback from BU and international participants concerning the events and the opportunities offered.



Conclusion

As educators we are keen to promote and support students' learning in midwifery as a global endeavour; also as academics and researchers we consider working and networking with international partners as pivotal for our development. Our initiative enabled students and staff to actively engage with international activities, to advance learning, and to promote future collaborations by overcoming obstacles created by the current pandemic. It offers an original contribution to the much needed opportunities to connect with speakers from all over the world not only during but post pandemic (Hadfield and Summerby-Murray 2021) and represents an important example of Collaborative Online International Learning (Jacobs et al. 2021).

References

Hadfield, A; Summerby-Murray, R., 2021. International education: post-pandemic imperatives for Canada and the United Kingdom, *The Round Table* [online], 110(2), 272-273.
 Jacobs, L., Wimpenny, K., Mitchell, L., Hagenmeier, C., Beelen, J., Hodges, M., George, V., DeWinter, A., Stambee, C., Obadire, S., Viviani, A., Samuels, L., Jackson, L. M., Klammer, R., and Adam, N. 2021. Adapting a Capacity-Development In-Higher-Education Project: Doing, Being and Becoming Virtual Collaboration. *Perspectives in Education* [online] 39(1), 353-371.

10 Days of Learning

Anne Davey

Faculty Librarian – Bournemouth University Business School



The '10 Days of Learning' was created by Library & Learning Support (LLS) to help new students to develop their study skills. A range of online materials and workshops were offered. Delivered by the LLS Academic Liaison Team, IT Learning Centre and Camila Devis-Rosental. Workshops, via Zoom, were open to all students in September 2020 and January 2021.

Online Workshops

- Day 1 – Getting Ready for University Study
- Day 2 – IT Skills & Digital Literacy
- Day 3 – Online and Blended Learning
- Day 4 – Resilience in Learning
- Day 5 – Language Learning
- Day 6 – Time Management
- Day 7 – Academic Writing
- Day 8 – Critical Thinking
- Day 9 – PAL (September)
– Reading & Notetaking (January)
- Day 10 – Cheating and Academic Offences

Online Materials

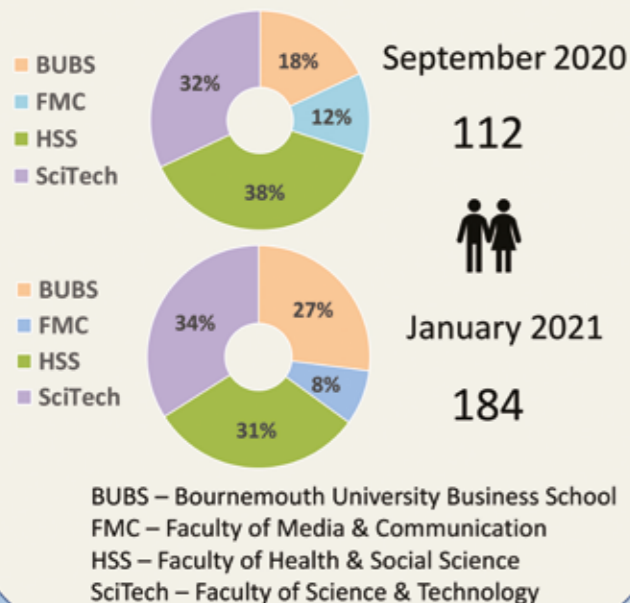


Link from Study Skills area on Brightspace and ME@BU



Advertised via Social Media, SUBU Events page, general student comms and promoted within Faculties

Workshop Attendance



Feedback

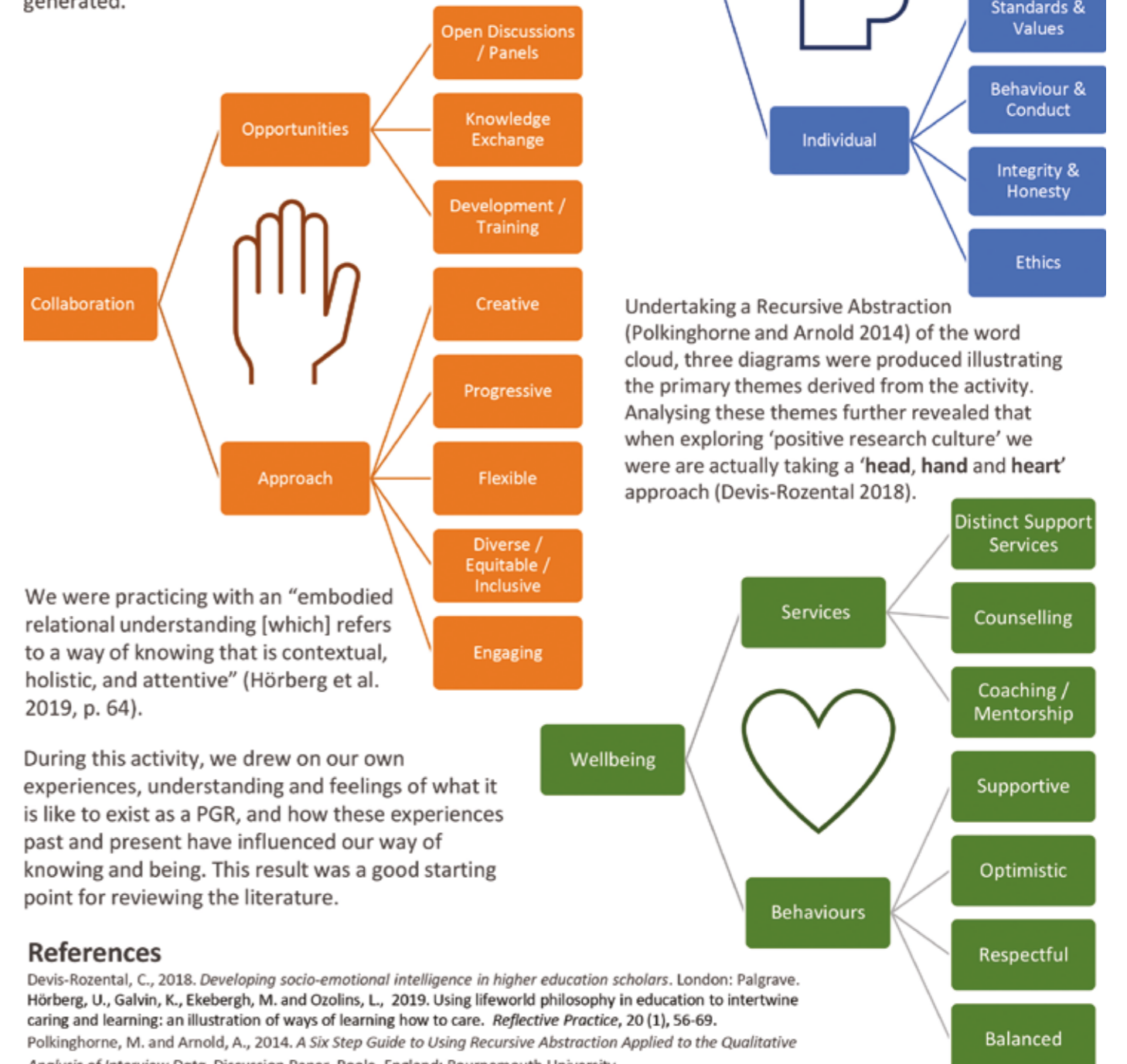
- "I really liked how the tutors that led the session made the workshop into an interactive event."
- "It was a very good introduction to a topic that I didn't know much about!"
- "Engaging hosts"

Identifying Factors Influencing Higher Education Research Culture: An Embodied Relational Understanding Approach To PhD Supervision

Natalie Stewart^{1,2}, Dr Martyn Polkinghorne^{2,3} & Dr Camila Devis-Rosental^{2,4}
 Doctoral College¹ | BU Business School² | Centre for Fusion Learning Innovation & Excellence³ | Service Excellence⁴

As a new PhD student it can be a daunting experience getting started with reviewing the literature, and not being sure what key terms to use in your search strategy. This is especially true if this is a new field to you as the researcher. One approach to taking this first step is gaining a broader understanding on the field being researched. During our first supervisory meeting, we took a quick fire approach to brainstorming.

Each member of the team entered words and phrases representing what a 'positive research culture' meant to them, with the data being collected in Mentimeter from which a comprehensive word cloud was generated.



Students as Researchers: Developing a BU Resource for All Students

Joanna Thurston and Martyn Polkinghorne

Introduction

As part of the *Fusion for Learning* project, the *Students as Researchers* Working Group has been considering the needs of students from across the university, and has recognised that a central *Research Methods* online resource is required to ensure that we are supporting students to become independent researchers. Students leaving BU should be able to recognise 'high quality' research, and have the skills to plan and deliver their own research based activities, ensuring that they are ethically sound. In reality, *Research Methods* are being taught quite differently across the university, and so this is a levelling up opportunity to ensure equal access to *Research Methods* support for all of our students.

Developing an Online Pilot

A survey of Programme Leaders was undertaken, and it became apparent that *Research Methods* are not being taught at all levels within many undergraduate programmes, and that these programmes don't have the timetabling space to add extra sessions. Furthermore, with those programmes that do teach *Research Methods*, there is inevitably a lot of repetition, and so an online resource with core *Research Methods* contents would help to address both of these aspects simultaneously. An online pilot is therefore being developed which is to be located on the University's Brightspace Virtual Learning Environment (VLE).

A FUNDAMENTALS	B INTERMEDIATE	C ADVANCED (1)	D ADVANCED (2)	E ADVANCED (3)
Qualitative vs Quantitative Research	Developing a Search Strategy	Action Research	Interviews (Structured)	Recursive Abstraction
Research Philosophies	Critical Thinking	Case Study Research	Interviews (Semi- & Unstructured)	Statistical Analysis (Part 1)
Research Methods	Academic Writing	Content Analysis	Narrative Inquiry	Statistical Analysis (Part 2)
Sampling	Originality & Plagiarism	Ethnography	Observations	Thematic Analysis
Ethics	Critical Appraisal of Research Papers	Experimental Research	Surveys & Questionnaires	Using NVivo
Data Management	Using EndNote to Manage References	Focus Groups	Social Media Analysis	Visual Content Analysis

Students as Researchers Working Group Membership

Chair: Dr Sara White (FHSS)
Rachel Clarke (RDS)
Prof Anita Diaz (FST)
Wendy Drake – (FLIE)

Dr Shelley Ellis (FHSS)
Dr Anna Mantzouratou (FST)
Julie Northam (RDS)

Dr Martyn Polkinghorne (BUBS & FLIE)
Dr Adil Saeed (FST)
Dr Joanna Thurston (FHSS)

Radio Covid

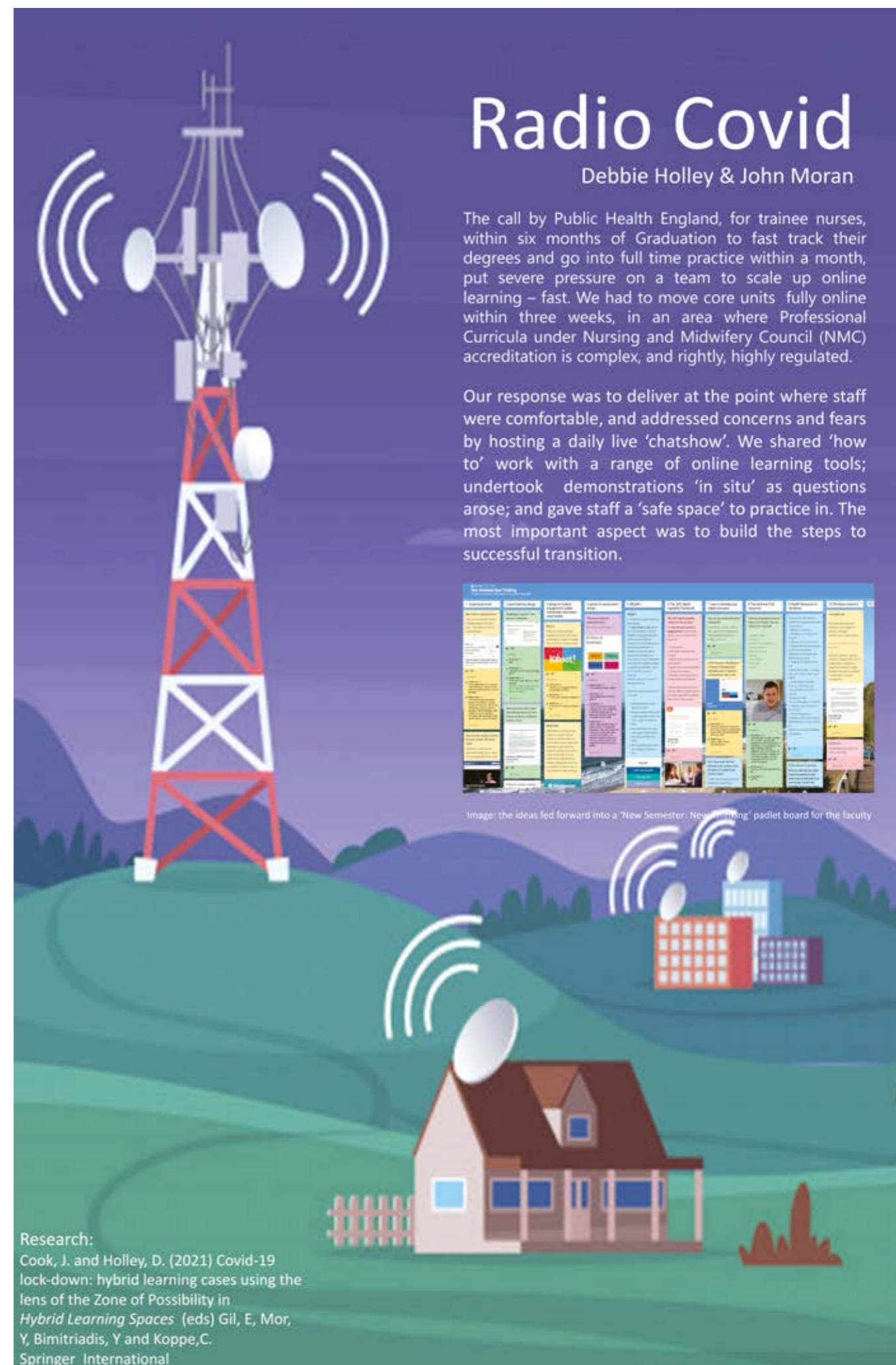
Debbie Holley & John Moran

The call by Public Health England, for trainee nurses, within six months of Graduation to fast track their degrees and go into full time practice within a month, put severe pressure on a team to scale up online learning – fast. We had to move core units fully online within three weeks, in an area where Professional Curricula under Nursing and Midwifery Council (NMC) accreditation is complex, and rightly, highly regulated.

Our response was to deliver at the point where staff were comfortable, and addressed concerns and fears by hosting a daily live 'chatshow'. We shared 'how to' work with a range of online learning tools; undertook demonstrations 'in situ' as questions arose; and gave staff a 'safe space' to practice in. The most important aspect was to build the steps to successful transition.



Image: the ideas fed forward into a 'New Semester: New Learning' padlet board for the faculty



Research:

Cook, J. and Holley, D. (2021) Covid-19 lock-down: hybrid learning cases using the lens of the Zone of Possibility in *Hybrid Learning Spaces* (eds) Gil, E, Mor, Y, Bimitriadis, Y and Koppe, C. Springer International

Reading List Strategy

Daniel Bailyes (Faculty Librarian)

Introduction

Library and Learning Support (LLS) developed a new [Reading List Strategy](#) for the start of 20/21 to support blended learning and enhance the student experience. All lists should align with these principles:



E-books to be selected wherever possible.

Which may mean...

...working with Faculty Library Teams (FLTs) to identify new purchases or alternative titles.

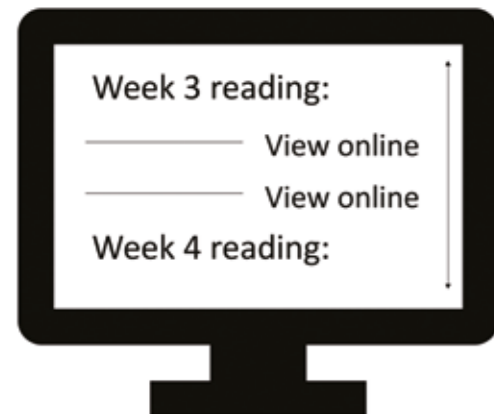
These can be supplemented by...

...digital scans of chapters from print only books (subject to copyright).

...increased use of e-journal articles, videos and other web-based content.



In addition, lists should...



...be organised into sections and kept succinct. E.g. 20-30 items at most.

...label readings as Essential, Recommended or Optional. Any print only titles should be optional reading only.

...be created, reviewed and published via the Talis Aspire Reading List system.

Scaffolded Online Learning

Dr Reena Vijayakumaran



Community Health & Wellbeing for Level 6 BSc. Nutrition students was delivered asynchronously in Semester 2 (2020/21). Assessment was a group coursework and required students to plan a community based intervention.

Academics and students at higher education need to embracing both pedagogy (from instructivist to constructivist) and technology (from classroom to online) (Sims et al., 2010). The shift was almost immediate during the lockdown, various strategies were explored.

Scaffolding is often formulated to develop higher thinking orders (HOTs) and to maximise the use of students' mind (Newmann, 1991), who can enhance their HOTs by participating actively in learning activities such as making hypotheses, generating arguments and gathering evidence (Alrawili et al., 2020)

1 CHALLENGES...

Confidence in **facilitating online learning**, teaching and assessment

Student's attention span, interaction with the class and effective knowledge delivery & acquisition

2 CHANGES - BEFORE CLASSES

Scaffolded content - content delivered in blocks

Brightspace revamped - weekly tasks, revision and additional materials added

Timetabling - 2 hours session changed to 1+1 hour session, delivered on the same day but with 1 hour break in between.

3 CHANGES - DURING CLASSES

Revise & recall activities

Mix of activities - quiz, mentimeter, homework, discussion with lecture

4 BEYOND CLASSES

Scaffolded Group Activities - timetabled tasks to be completed as a group for learning & assignment on a weekly basis

Drop in Sessions - scheduled ZOOM session for Q&A

Group Progress Sessions - for assignment

5 KEY STRATEGIES USED

Student-Content Interaction

Student-Student Interaction

(Koskey & Benson, 2017)

6 FEEDBACK

"Created different ways of learning and revision eg quizzes and homework, which I have found useful as reminders and revision."

"Quizzes are interactive and engaging and help recall learnt information."

"Keep Kahoot revision"

"I really enjoy studying community health and wellbeing unit! It gives me the opportunity to explore fascinating studies and additional information, which is very valuable for my understanding within the nutrition field."

7 CONCLUSION

Planning ahead is essential, but can be time consuming

Be agile in adapting as teaching/learning takes place

Online teaching/learning can be challenging, but can be effective using various tools and mixed activities.

References

Sims, R., Dobbs, G. and Hand, T., 2002. Enhancing quality in online learning: Scaffolding planning and design through proactive evaluation. *Distance education*, 23(2), pp.135-146.

Alrawili, K.S., Osman, K. and Almutashar, S., 2020. Effect Of Scaffolding Strategies On Higher-Order Thinking Skills In Science Classroom. *Journal of Baltic Science Education*, 19(3), p.716.

Koskey, K.L. and Benson, S.N.K., 2017. A review of literature and a model for scaffolding asynchronous student-student interaction in online discussion forums. *Handbook of research on innovative pedagogies and technologies for online learning in higher education*, pp.253-280.

Newmann, F. M. (1991). Promoting higher order thinking in social studies: Overview of a study of 16 high school departments. *Theory & Research in Social Education*, 19(4), 324-340.

“Virtual Placement”

The creation of a virtual locality placement enabled student nurses to achieve practice hours during the pandemic: FHSS

Lucy Stainer Senior Lecturer in Adult Nursing, Desi Tait Principal Academic, Amanda Watson Head of Practice Education, Emma Böckle Lecturer in Adult Nursing

Introduction

A COVID -19 emergency placement developed from a validated “locality placement” for all pre-registration nursing students across all fields of practice (BSc & PG Diploma) unable to access face to face practice placements since 2020

Aim

For students to gain an understanding of the challenges that face individuals, families and groups in their achievement of health and well-being while living in the Covid-19 pandemic

Process

Students undertook a virtual assessment and identification of biopsychosocial and environmental stressors impacting a local community

Community as Partner Model and Windshield survey (Anderson and MacFarlane, 2015) were the frameworks used to facilitate this activity

Students worked in groups of 4-6 over 4 weeks supported by online resources and group tutorials with their Academic Assessor

Examples of localities students selected included a flat, a street, a village, town and parts of a city

The submitted group report included the assessment and identification of a health and well-being diagnosis and key issues for their chosen locality

The report was pass or refer and 150 practice hours were awarded

Concepts learnt by students



Moving Forward

Dissemination to Universities increasing accessibility for future placements

Short-term inclusivity option for students with health-related needs unable to attend face-to-face placement to achieve practice hours

Potential for interprofessional practice learning in future curricula

Greater creativity how placement learning can be achieved

Student Feedback

Knowledge & Understanding



“More insight on how the community functions, better understanding about patient background and their situation”

“the research of gathered & analysed underpinned a wider understanding my community and stressors on healthcare services”

Communication



“enabled me to think in an alternative and more holistic manner by working with peers so closely and getting their different viewpoints”

“Improved my team working skills and ability to use online resources and means of communication”

Management and Leadership



“Learnt more about a community which has aided my knowledge of what is available to patients once discharged”

“it requires skills and dedication to achieve a good result for the team and these are crucial things to learn for nurses”

References

Anderson, E and McFarlane, J. 2015. *Community as Partner: Theory and Practice in Nursing*. 7th edition. Philadelphia: Wolter Kluwer

Fawcett, J. and Desanto-Madeya, S. 2013. *Contemporary Nursing Knowledge: analysis and evaluation of nursing models and theories*. Philadelphia, F.A. Davis Company

Neuman, B. 1995. *The Neuman Systems Model*. 3rd edition. Connecticut: Appleton and Lang

NHS, 2019. *NHS Long Term Plan* accessed on 08/10/20

NMC February 2021. *Current emergency and recovery programme standards*. NMC

Acknowledgements

With thanks to colleagues and students in Health and Social Science for their hard work and engagement during this unit.

Contact Details

Emma Böckle. Email: ebockle@bournemouth.ac.uk

VIRTUAL PROFESSIONAL EXPERIENCES

MSC. NUTRITION & BEHAVIOUR



DR REENA VIJAYAKUMARAN

INTRODUCTION

As a part of the unit - Evidencing Professional Learning, students are required to engage in learning from a variety of sources - can be of a formal or informal nature, expected to be at least 12 days.

CHALLENGES FACED...

- Limited number of opportunities
- Attending & completing placements face to face was challenging

WHAT WE KNOW?

- Application of digital skills at higher learning goes beyond the university into the place of work (Adedoyin and Soykan, 2020).
- Sudden transition accelerated the digitalization of teaching (Mishra et al., 2020), as well as change in student's learning experiences.

VIRTUAL PLACEMENTS

CHANGES...
ONLINE WEBINARS

VIRTUAL GLOBAL TALENT PROGRAMME (GTP)



VIRTUAL EXPERIENCES

- Online content development - nutrition & wellbeing
- Virtual mentoring/consultation
- Shadowing nutritionist virtually
- Virtual shadow board member
- Plan nutrition and wellbeing activities virtually
- Plan healthy menu and recipes
- Review menu and nutritional values of food virtually
- Attend nutrition & behaviour online webinars
- Attend and acquire various skills through GTP, LinkedIn Learning online

OUTCOME

27% (n=7) at least 1 virtual placement
73% (n=19) at least 2 virtual placements

100% virtual experiences

“Keep- the placements. Have thoroughly enjoyed the opportunity to apply knowledge to the wider working world and expand on skills.”
“Online experience turned out better than expected in terms of teaching.”

CONCLUSION

- The focus on digital skills and virtual opportunities were carried out effectively when the unexpected shift to online learning took place.
- One to one consultation to discuss student's plans & interest allowed them to explore alternative opportunities.
- Almost all of them combined at least 2 different experiences (placements + webinars), (placement + GTP)
- Will continue to explore virtual experiences + webinars + GTP, embedding nutrition with digital skills.
- Designing active learning with blended & online strategies are extremely valuable and will be explored more.

References

Adedoyin, O.B. and Soykan, E., 2020. Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, pp.1-15.

Mishra, L, Gupta, T. and Shree, A., 2020. Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, p.100012.

Fusion Learning Conference 2021

This publication is for the purpose of training and education.

Published by:

Centre for Fusion Learning Innovation and Excellence
Bournemouth University
Talbot Campus, Fern Barrow
Poole, Dorset, UK, BH12 5BB

ISBN 978-185899-298-3

First published in 2022

© Copyright Bournemouth University