

Fusion Learning Conference 2021

Supplement

Active Learning Strategies: Preparing foundation level students for a business degree

Laura Roper MSc FHEA CMBE MCFM

Using active learning strategies, combined with working with local businesses on real issues, the foundation level unit (Fusion Business Projects) focused on building the students confidence in using and linking academic literature and methodology to real world business scenarios.



References

- Anon., 2021. *Active Learning Strategies | Center for Teaching & Learning* [online]. Available from: <https://teaching.berkeley.edu/active-learning-strategies>
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“Belonging at BU”

Building student cohort identity online; a case study in interprofessional learning in Health and Social Sciences

Helen Ribchester, Lecturer in Occupational Therapy; Rachael Bewes, Lecturer in Physiotherapy; Lucy Stainer, Senior Lecturer in Nursing; Martin Hind, Senior Lecturer in Critical Care; Debbie Holley, Professor of Learning Innovation.

Introduction

Sharing values, skills and learning together with other professions helps to develop health and social care students early in their education. It cultivates mutual awareness, trust and respect, counters ignorance, prejudice and rivalry in readiness for collaborative practice (CAIPE, 2017).

Aim

To share good practice in the design and delivery of a large new interprofessional unit.

Building a Sense of Community

We focused our unit design to build a sense of community amongst our students who were new to University life, new to their professional identities and required to minimise social contact due to Covid-19. Live shared online discussions enhanced by interactive technology and small group working achieved a strong community of learning.

I believe a successful health and social care professional is...



Common Framework

A common framework of content shared across the health professions



References

- CAIPE, 2017. *Interprofessional Education Guidelines*, Centre for Advancement of Interprofessional Education, ISBN 978-0-9571382-6-1.
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Interprofessional Learning

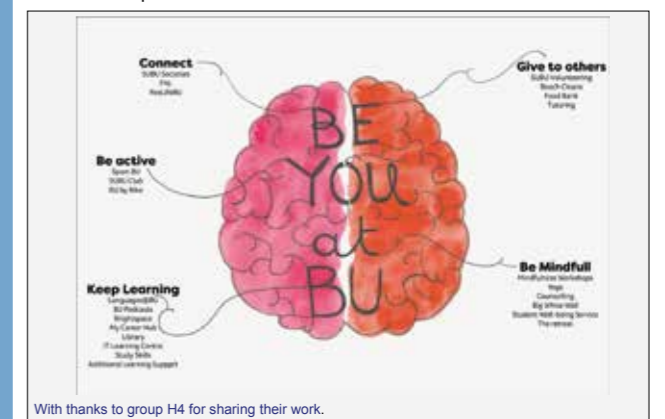
In university life the physical environment underpins our sense of self (Dixon and Durrheim, 2004), and our first-year students needed to build relationships across disciplinary boundaries, time and space as their learning experiences moved online.

Goodenow's (1993) seminal work defines the student belonging as the extent to which students feel personally accepted, respected, included and supported by others in the social educational environment.

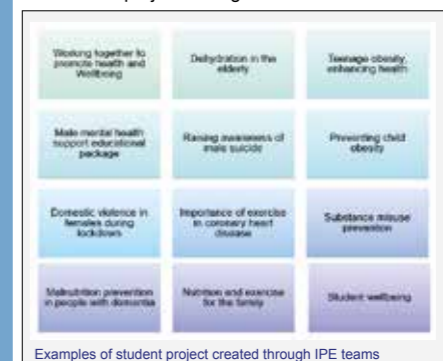
Considering that online learning during the pandemic increases anxiety amongst students who struggle to maintain routine and are easily overwhelmed (Finnegan-Kessie et al, 2020), we created a balanced and realistic delivery plan which optimised the value of synchronous teaching opportunities.

Student Achievement

Shared examples of student achievement



Good assessment design is how we supported engagement in teamworking (Roberts et al, 2018). Students teams were offered the opportunity to select their own topic, resulting in a breadth of health and social care projects being created.



Student Achievement

"I am really enjoying this unit. It is very interesting meeting different students and getting to know their role in healthcare, how it will relate and how working as a team will create a positive environment"

Level 4 student comment, Anon, 2020, Student Evaluation.

Acknowledgements

With thanks to the Level 4 Health and Social Science students for their hard work and engagement during this unit.

Contact details

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Bringing professional practice into the classroom with collaborative Team-based Learning – and what happened with Covid-19

Fusion Learning Conference, 28 June – 5 July 2021, Bournemouth University, Bournemouth, UK

Dr Jonny Branney, Senior Lecturer in Nursing and Clinical Sciences; Kelsie Fletcher, Lecturer in Nursing, Bournemouth University

Introduction: It can be challenging to effectively contextualise nursing (or any other discipline-specific) knowledge in the university classroom setting. Furthermore, pressures on placement capacity mean providing effective learning experiences in practice can be problematic. Acknowledging these challenges, a Team-based Learning (TBL) seminar on caring for people with a respiratory disorder was co-developed by a collaboration between academic nurses and respiratory specialist NHS staff. Our aim with this collaboration was to narrow the theory-practice gap and tangibly bring nursing practice into the university classroom. The collaborative TBL seminar was delivered to around 250 student nurses across two sessions and is outlined below in **Figure 1**. Student and staff feedback is also provided below which was favourable to this teaching model.

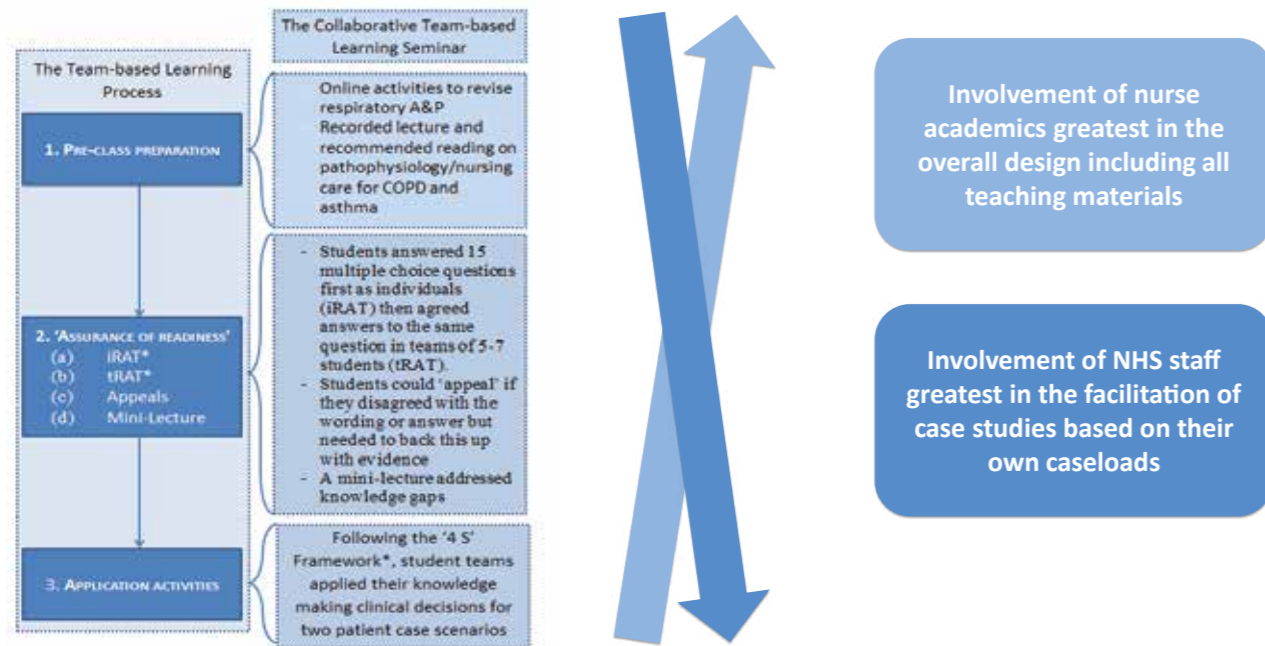


Figure 1: The design of the collaborative TBL seminar in relation to the TBL process and illustrating the relative involvement of staff

*Key to figure: iRAT, individual Readiness Assurance Test; tRAT, team Readiness Assurance Test;

*'4 S' Framework: (i) Significant problem, (ii) Same problem, (iii) Specific Choice, (iv) Simultaneous report

Student Feedback

What students said they enjoyed/benefited their learning (n=168)

What students said they would change (n=110)

Staff Feedback

"I initially felt it would not work with such a large number of students however, seeing it in action changed my mind. I can't think of anything I would change"

NHS staff all felt they were able "to pass on our passion, knowledge and skills to nurses who could be looking after us one day"

TBL in the time of Covid (and beyond...?)

OR
 +
 +
 OR

Empowering Team-Based Learning With Technology



Dr Steph Allen



Prof. Marcin Budka

Contract Cheating: Preparing assignment briefs to enhance academic integrity

An exemplar for managing assessment briefs

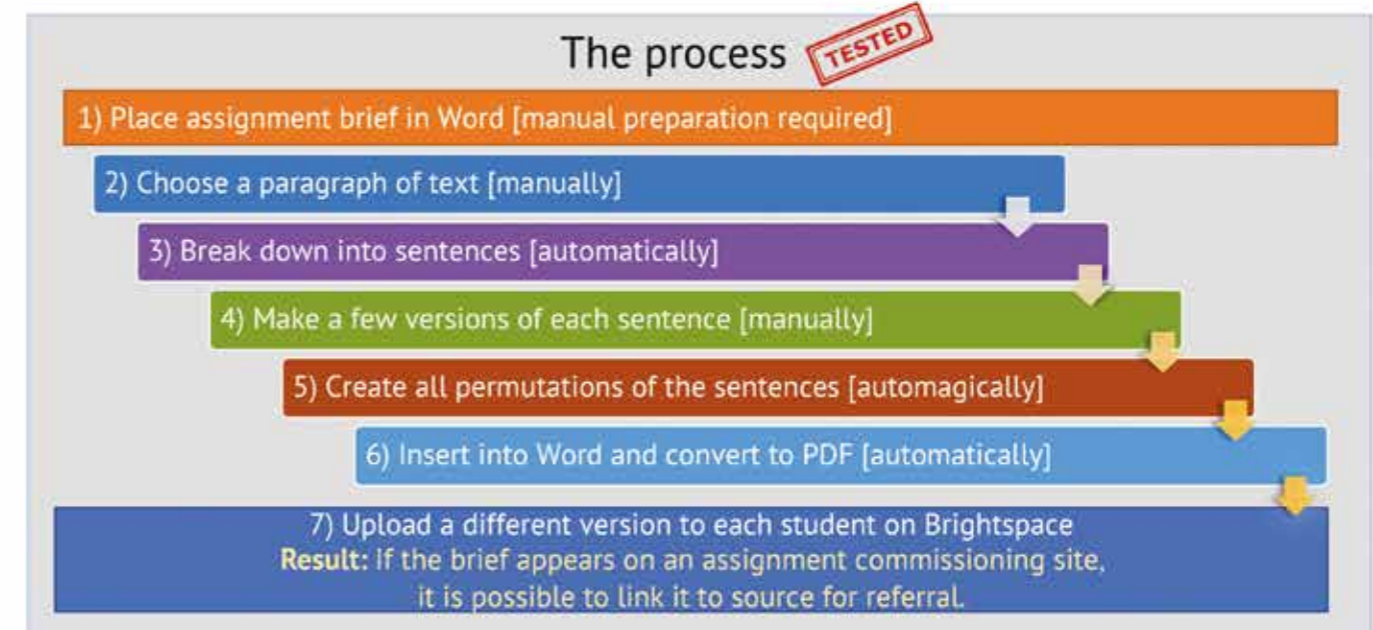
- Issue** Contract cheating is a major academic offence and a growing issue across UK universities, expected to continue after the pandemic (Lancaster and Cotarlan 2021). Students upload assignment briefs to essay mills, that sell their tailored service in exchange for a fee (Rogerson and Basanta 2016).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



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 AI-powered canary trap [online]. Available from: <https://ocn.com/articles/2021/03/01/ai-canary-trap.aspx> [Accessed 18 June 2021]. | Wright, P., 1987. *Spycatcher*. London: Heinemann.

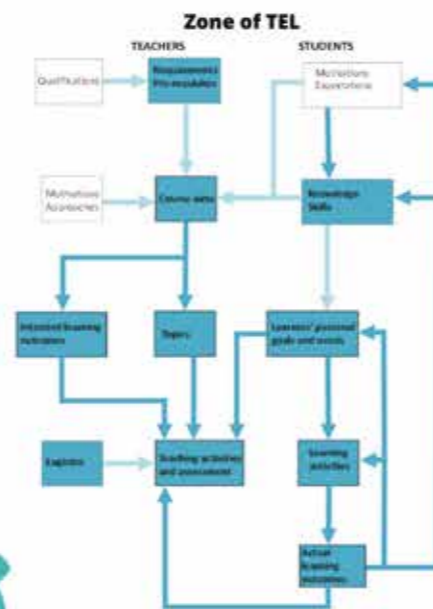


Enhancing Learning During a Pandemic: Technological and Pedagogical Responses at BU during Covid

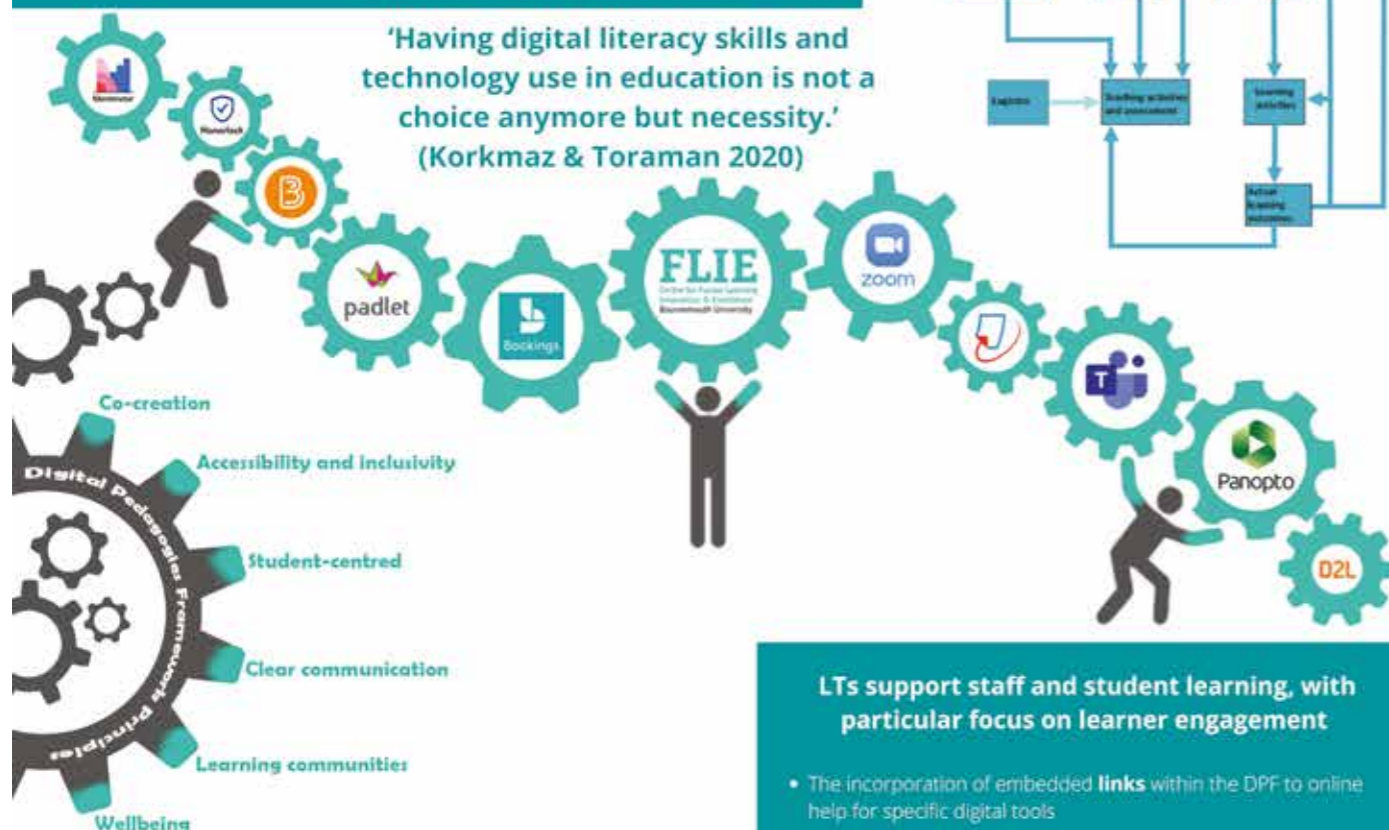
The pivot to online required enhanced pedagogical approaches and the adoption of new technologies for learning.

The **Digital Pedagogies Framework** was devised pre-pandemic and implemented in 2020 to support the pivot online and scaffold this process for staff. The framework is being revised to build on enhanced staff digital literacy levels and to reflect a fused digital pedagogies model and hybrid teaching approach. Its six principles are shown below.

The Covid pandemic accelerated the takeup of digital technologies in HE and extended the 'Zone of TEL'. This is represented by the coloured boxes in the image to the right, based on Laurillard's figure (2012:65) showing the main contextual influences on learning and teaching design.



'Having digital literacy skills and technology use in education is not a choice anymore but necessity.'
(Korkmaz & Toraman 2020)



LTs support staff and student learning, with particular focus on learner engagement

- The incorporation of embedded **links** within the DPF to online help for specific digital tools
- **Staff resources** area realigned to the themes of the framework
- **Good practice** examples from staff relating to specific TEL tools
- **Showcase videos** of Learning Technologists in conversation with academics
- Scheduled **workshops** on key tools and pedagogical approaches
- Regular **drop-ins** with Learning Technologists
- Recorded **resources**, slides and FAQs for all workshops

Trends in Learning Technology Key Findings at a glance

References
 Bournemouth University. (2020) Digital Pedagogies Framework. [online]. Available from <https://www.bournemouth.ac.uk/about/our-people/centre-fusion-learning-innovation-excellence/fusion-learning-digital-pedagogies/digital-pedagogies-framework> [Accessed 17 June 2021]
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Created by **Dr Ben Goldsmith, Dave Hunt, Mike Mallia, John Moran, Stephen Pyne, Tracey Webb**

Student Voice: Sharing Best Practice from Student Feedback

Jane de Vekey, Head of Student Voice and Policy, SUBU

Mapping to the Digital Pedagogies Framework



- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • All in one place • Chronological order • Weekly overviews | <ul style="list-style-type: none"> • Clear relevance • Detailed • Well-organised • Extra resources • Essential/ additional distinction • Pre-recorded lectures | <ul style="list-style-type: none"> • Varied assessment methods • Regular quizzes and tests • Detailed & regular feedback • Examples of good & poor work • Voice-recorded feedback | <ul style="list-style-type: none"> • Approaches for engaging online • Break-out rooms • Q&A sessions • Discussion boards • Kahoot/ Padlet • Staff listening & responding to feedback • Approachable & caring staff |
|---|--|--|---|



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