



Cardiff University

Learning and Teaching Conference 2023

‘How are we embedding employability, inclusivity and sustainability to be at the heart of Cardiff University’s curriculum?’

Thursday 7 September 9:00 – 16:30

Friday 8 September 9:15 – 13:15



#LTCU2023 | @LTAcademyCU

Introduction



The Learning and Teaching Academy is delighted to announce the programme of this year's annual learning and teaching conference. We are hosting the conference over two days with the first day (Thursday 7 September) held in-person in the Centre for Student Life. We will record all the talks to enable those unable to attend to join in remotely. Day two (morning of Friday 8 September) will take place completely online.

Over the past 12 months we have developed a new Education Development Service (EDS), and at the core of the offering are three priority education themes:

- Employability
- Inclusive Education
- Sustainable Development

This year's conference is an exciting opportunity for colleagues and students to share their experiences of learning and teaching within these three themes and to look at how we might embed these in the future. In addition, how they align to the EDS toolkits, five sub-themes/principles:

- Engaging learning experiences
- Excellence in teaching
- Partnership and co-creation
- Effective learning environments
- Assessment for learning

The conference will have a mix of stories, Pecha Kuchas, workshops, and Q&A sessions. Some of the workshops have limited capacity (you can find these by browsing our programme below). For the limited capacity workshops, you will need to pre-register as only registered attendees will be able to attend. The face-to-face sessions will be in the Centre for Student Life and the online day will all be delivered via a dedicated Teams site. Full information will be shared with registered attendees prior to the event.

Throughout the two days you will also have the opportunity to meet with the Learning and Teaching Academy's Digital Education team to discuss Blackboard Ultra and to see demonstrations of the new VLE platform in action to help support you with this change.

We look forward to seeing colleagues both in-person and online over these two days.



Claire Morgan,
Pro Vice-Chancellor
(Education and
Student Experience)

"We have made huge progress over the past 12 months with the introduction of the new Education Development Service and this conference will share how colleagues are embedding our priority themes in their learning and teaching. I am excited to see many of you at the conference this year to help us set the scene for 2023/24".

Thursday | Centre for 7 Sept | Student Life

9:00 - 9:30

Registration, Lunch and poster exhibition

ROOM: 3rd Floor, Centre for Student Life

9:30 - 9:45

Welcome and introductions

ROOM: Sir Stanley Thomas Lecture Theatre

Delivered by:

Claire Morgan, PVC Education and Students

Helen Spittle, Director of the Learning and Teaching Academy

9:45 - 10:45

Keynote

ROOM: Sir Stanley Thomas Lecture Theatre

Delivered by:

Aranee Manoharan, King's College London

Designing an Inclusive Curriculum for Lifelong Success

In this Keynote, Aranee will explore how academic and PS colleagues can collaborate to design inclusive curricula, using high impact pedagogies and assessments, so that all students are prepared with the knowledge, skills, and experiences they need to effectively navigate the rigours of a VUCA (volatile, uncertain, complex, and ambiguous) 21st century.

10:45 - 11:00

Introduction to Cardiff's Inclusive Education Framework

ROOM: Sir Stanley Thomas Lecture Theatre

Delivered by:

Prof. Helen Williams and **Dr Ceri Morris**, Learning and Teaching Academy

11:00 - 11:15

Refreshments

3rd Floor, Centre for Student Life

11:15 - 12:00

Breakout Session One

ROOM: 1.24/1.25

Time: 45 minutes

Max capacity: 30 Participants

Workshop:

Can markers accurately and confidently differentiate between scripts prepared by students and those produced using generative AI tool, such as ChatGPT?

Delivered by:

Dr Athanasios (Thanasi) Hassoulas and **Prof Marcus J Coffey**, School of Medicine
Lindsay Roberts, University Library Service

The introduction of OpenAI's ChatGPT has widely been considered a turning point for assessment in higher education. Whilst we find ourselves on the precipice of a profoundly disruptive technology, generative artificial intelligence (AI) is here to stay. Institutions around the world are considering how best to respond to these emerging tools. In evaluating the impact that generative AI may have on the marking of assessments, we designed a study investigating marker accuracy in differentiating between scripts prepared by undergraduate and postgraduate students from the school of medicine, and those produced using ChatGPT-3. Markers were asked to assess the scripts on writing style and content, and to indicate whether they believed the scripts to have been produced by students or by ChatGPT. Of the markers recruited, only 23% and 19% were able to correctly identify the ChatGPT undergraduate and postgraduate scripts, respectively. A significant effect of suspected script authorship was found for script content, suggesting that written content holds clues as to how markers assign authorship. This workshop will explore these findings further and facilitate a discussion on how we adjust to the reality of this new technology, in terms of how we use it and how we guide our students.

Primary theme: Inclusive education **Sub-theme(s):** Assessment for learning

ROOM: 1.26/1.27

Time: 45 minutes

Max capacity: 25 Participants

Workshop:

An introduction to Education for Sustainable Development

Delivered by:

Dr Laura Barritt and **Dr Heather Pennington**, Learning and Teaching Academy

Education for Sustainable Development (ESD) is an increasingly important aspect of higher education and central in achieving the United Nations Sustainable Development Goals (SDGs) for a more sustainable future. This workshop considers what we understand by ESD, and how we integrate ESD into our working practices to help equip students with the knowledge and skills they need to create a more sustainable future (SDG 4.7).

This workshop is for anyone with a student-facing role to better understand, 'What is ESD?', and discusses 'What does this mean for me, in my role/context?'. Progressing, we consider 'What am I already doing that relates to ESD?' and 'How could I further embed ESD in my role?'. We will look at toolkits to help support this in practice.

We will discuss and share key ideas for practice in HE that align with these ways of working and explore the possibilities for re-calibrating how we work to embed and make visible ESD within our practices. Education for Sustainable Development (ESD) is an increasingly important aspect of higher education and central in achieving the United Nations Sustainable Development Goals (SDGs) for a more sustainable future. This workshop considers what we understand by ESD, and how we integrate ESD into our working practices to help equip students with the knowledge and skills they need to create a more sustainable future (SDG 4.7).

This workshop is for anyone with a student-facing role to better understand, 'What is ESD?', and discusses 'What does this mean for me, in my role/context?'. Progressing, we consider 'What am I already doing that relates to ESD?' and 'How could I further embed ESD in my role?'. We will look at toolkits to help support this in practice.

We will discuss and share key ideas for practice in HE that align with these ways of working and explore the possibilities for re-calibrating how we work to embed and make visible ESD within our practices.

Primary theme: Sustainable development **Sub-theme(s):** Excellence in teaching Effective learning environments

Breakout Session One

Stories Session

ROOM: Sir Stanley Thomas Lecture Theatre

Story:

Embedding employability within the curriculum: A collaborative success story

Delivered by:

Dr Tom Allbeson, School of Journalism, Media and Culture

Chris Barnes, Erykah Cameron, Student Futures

Over the past four years, JOMEC and Students Futures have collaborated to deliver a second-year module focused principally on employability and professional development. Senior Lecturer Dr Tom Allbeson and Careers Adviser Chris Barnes co-deliver an 11-week programme of employability and enterprise education, where students are given opportunities to develop their professional identity, explore career options, practice job applications and secure multiple work placements. Feedback from students has been extremely positive, suggesting they feel much better prepared for the recruitment and selection process and the world of work.

In this session, you'll hear how the partnership has been developed over the years and why the module has been so effective in enhancing student employability. You'll also hear from a recent graduate who will share her experiences on the module and how it has helped secure her graduate role.

Primary theme:  Employability **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments

Story:

Redefining the traditional “lecture” to inspire and engage learners

Delivered by:

Dr Emma Yhnell, School of Biosciences

The Oxford dictionary definition of “lecture”:

Noun

1. an educational talk to an audience, especially one of students in a university.
2. a long serious speech, especially one given as a scolding or reprimand.

Common preconceptions and stereotypes around the use and purpose of lectures in Higher Education are unhelpful in providing exceptional learning opportunities for students. The traditional didactic lecture format is known to be ineffective as an educational approach, but despite this, lectures are still commonly used in Higher Education.

In this talk I will explore how lectures can be designed to engage, enthuse, and inspire students. Lecturing to large groups of ~500 students with broad interests can be particularly challenging. I will present on some of the teaching innovations which I have incorporated including use of demonstrations, props, music, interactive spot the difference, at home experiments and storytelling, which have received exceptional student feedback.

My innovative teaching approaches are driven by my ability to apply my skills in science communication, and to think creatively and imaginatively about the topics which I am teaching. I now want to encourage others to trial novel innovations in their own teaching.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments

Pecha Kucha:

Gardeners, shepherds and tour guides:

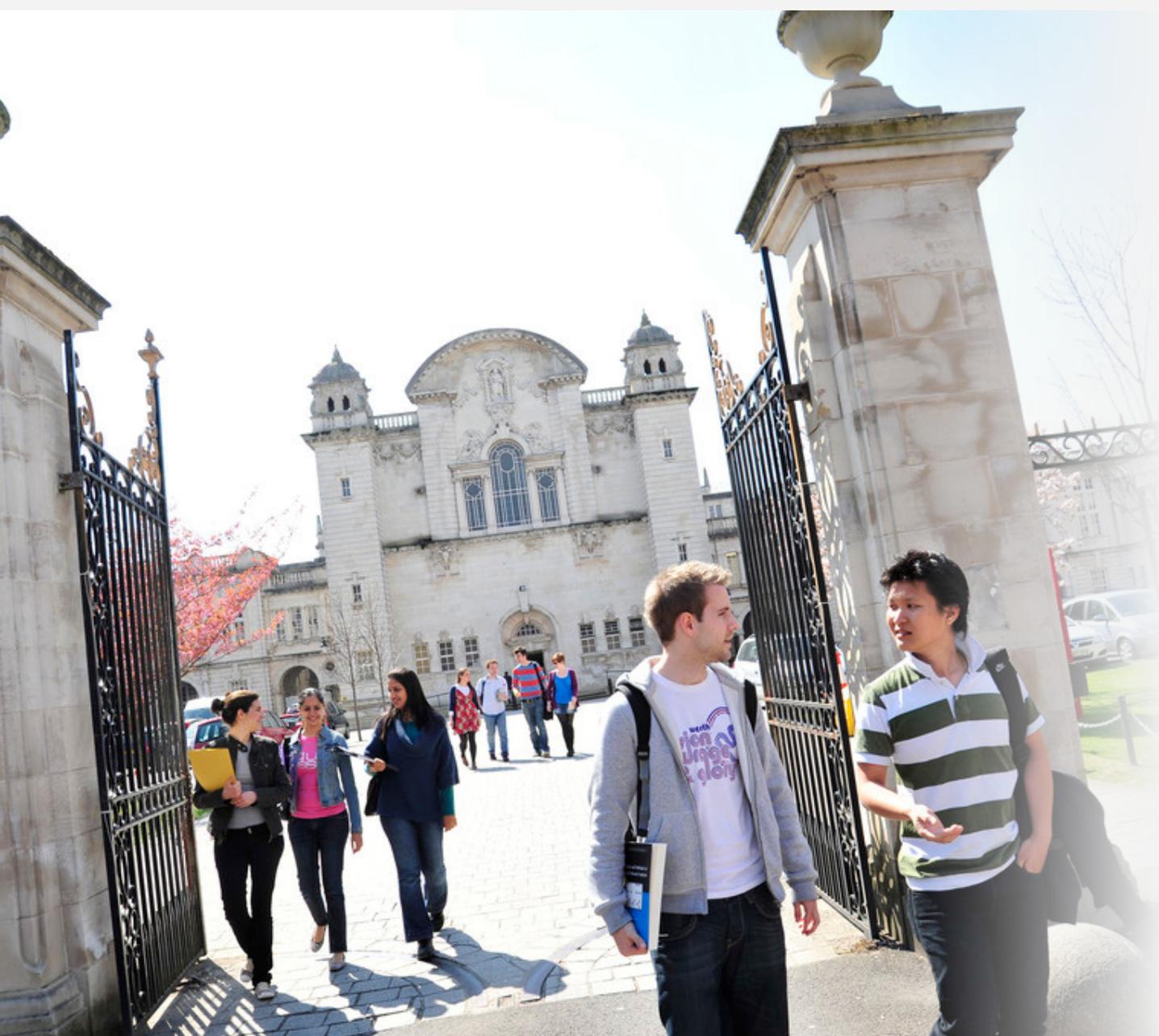
Using metaphor to [re]conceptualise our teaching philosophy.

Delivered by:

Dr Michael Willett, Learning and Teaching Academy

While we might typically associate metaphors with literary works of poetry or prose, or with media such as song lyrics, film and television, research has shown that metaphors are a central part of our lives. Our everyday language and expressions are steeped in metaphor (Lakoff and Johnson, 1980), though we might not realise it, and some scholars even argue that metaphors are central in shaping how we think (e.g., Thibodeau and Boroditsky, 2011). The ways in which we conceptualise, talk about, and reflect on who we are as teachers is an area where metaphors are particularly prevalent (Clarke, 1997; Badley and Van Brummelen, 2012). In this Pecha Kucha, we explore some of the most frequently cited metaphors for teachers and teaching, reflect on some of the implications of these metaphors, and question whether this is a helpful way to frame our 'teaching philosophy'. The central argument is that metaphors, when used with care, can be a powerful tool for prompting teachers to conceptualise, reflect on and enhance their practice. The presentation will conclude by inviting you to think about your own 'teaching metaphor', and proposing a more in-depth study into how such metaphors might evolve over time.

Primary theme: ■ Inclusive education **Sub-theme(s):** ■ Excellence in teaching



12:15 - 13:00

Breakout Session Two

ROOM: 1.24/1.25

Time: 45 minutes

Max capacity: 20 Participants

Workshop:

Stop, create, teach: Stop motion animation workshop for inclusive and engaging education

Delivered by:

Dr Andreia de Almeida, Dr Keith Hart, Alice Lethbridge, School of Medicine

It is believed that animation has existed since the medieval period, with the creation of flipbooks. These books contained a sequence of images that, when flipped, produced the illusion of movement for the viewer. Similarly, stop-motion animation (SMA) is a unique animation technique that involves taking photographs of a physical model in small increments to create the illusion of movement. Such filmmaking is thought to be associated with higher levels of learning in Bloom's taxonomy¹. This is perhaps because students learn and recall information more effectively when they engage different senses². Research on animation in science education has shown that animations have a positive impact compared to static images³.

In this workshop, we will be flipping the traditional approach. Before the workshop, all participants will be provided access to the team's stop-motion video, examples of other stop-motion animations, and a free mobile app for creating stop-motion videos. During the workshop, we will share our major findings on student feedback and the steps involved in creating a stop-motion video. Finally, participants will have the chance to create a short stop-motion animation using various materials and the mobile app.

1. Ernst, M. O. and Bühlhoff, H. H. Merging the senses into a robust percept. *Trends Cogn. Sci.* 8, 162–169 (2004).
2. Tabor, S. W. and Minch, R. P. Student Adoption and Development of Digital Learning Media: Action Research and Recommended Practices. *J. Inf. Technol. Educ. Res.* 12, 203–223 (2013).
3. Berney, S. and Bétrancourt, M. Does animation enhance learning? A meta-analysis. *Comput. Educ.* 101, 150–167 (2016).

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Effective learning environments

ROOM: 1.26/1.27

Time: 45 minutes

Max capacity: 25 Participants

Workshop:

Going fishing – Catch that collaboration

Delivered by:

Dr Catherine Teehan, Dr Kathryn Jones, Dr Wendy Ivins, School of Computer Sciences and Informatics

Following a brief introduction to how a Fishbowl works, the initial discussion will focus on our experiences of collaborative learning with industry. Giving examples of innovative methods to encourage student and industry engagement, we will share our highs and lows and move on to exchange “war stories” and “fairy tales” as audience participation is encouraged.

Using a Fishbowl format, we will begin by discussing our innovative approaches to collaborative learning with industry, from work-based dissertations and client-led projects in the curriculum, to creative events like “Blind Date” and “Soapbox Battle” to enable students to network with local employers. We will share ideas as we encourage the audience to be part of the conversation and share their own ideas for encouraging student engagement in employability activities and initiatives. We anticipate the conversation around the main topic theme to evolve as different people take a seat in the fishbowl. For the final 10 minutes, we will move the conversation to the Fishbowl format itself, where attendees can discuss the effectiveness of a Fishbowl to gain understanding and insight into a given situation/problem and how they could use the Fishbowl format in their own areas to encourage student and employer engagement.

Primary theme:  Employability **Sub-theme(s):**  Engaging learning experiences

Breakout Session Two

Stories Session

ROOM: Sir Stanley Thomas Lecture Theatre

Story:

Breaking ground: Integrating authentic assessments to foster career development in Advanced Environmental Geology

Delivered by:

Dr Richard Sandford, Mr Oscar Luxton, Ms Makela Jean, School of Earth Sciences

As geoscience students approach the critical juncture of their final year and prepare to enter the workforce, it becomes imperative to provide them with practical experiences and skills that align with their career aspirations. This story focuses on the design and implementation of the module “Advanced Environmental Geology”, which is available to third-year geoscience students within the School of Earth and Environmental Sciences at Cardiff University.

The central theme of this story centres on the assessment structure employed in the module, which seeks to enhance students’ employability through the integration of authentic assessments. These assessments include elements of group work and culminate in students presenting their research findings at a mini conference. By engaging students in real-world scenarios and fostering collaboration, the module aims to prepare them for the challenges and expectations of their future careers.

This story is co-presented by both the module leader and a student who has taken the course and aims to provide a comprehensive and honest evaluation of the advantages and drawbacks of embedding more authentic assessments within the module. The talk aims to provide insights into the benefits and challenges associated with this teaching approach, enabling others to make informed decisions regarding the integration of authentic assessments in their own courses.

Primary theme:  Employability **Sub-theme(s):**  Partnership and co-creation  Assessment for learning

Story:

Talking about writing: Supporting the development of student writing

Delivered by:

Dr Katy Jones, Dr David Schonthal, Ellie Bristow, School of English, Communication and Philosophy

The transition into HE is a multidimensional experience, which has the potential to lay the groundwork for student success and wellbeing at university. However, evidence suggests that an increasing number of students, particularly those from non-traditional backgrounds, find the shift to more independent study a challenge (Thompson et al. 2021). Students report feeling unprepared for the expectations of proactive engagement and responsibility, and unfamiliar writing styles, assessment-types, and grading standards (ibid). The ENCAP Writing Development Centre (WDC) was set up to support this transition to university learning and to develop student writing confidence throughout their university career.

The WDC is an inclusive physical and virtual space, providing students with the opportunity to develop their writing skills in a supportive and empowering way. Through cognitive and motivational tutoring strategies (Mackiewicz and Kramer-Thompson 2018), we engage student writers in talk about writing, helping them identify and overcome obstacles in their writing to become confident, critical and independent writers. The talk will provide an overview of the development of the WDC. We will share the range of diverse and inclusive resources we offer and will conclude with a discussion about the opportunities peer-to-peer tutoring could offer for increasing student writing confidence and skills.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Effective learning environments

Story:

Unboxing inboxes - How on earth can we get students to check their emails?! A student-staff partnership project

Delivered by:

Miss Hannah Doe, Miss Eleanor Hosford, 2023 Biomedical Sciences BSc graduate

Lyla Khan, Current Biomedical Sciences BSc student

Dr Isaac JS Myers, School of Biosciences

In the myriad transitions students go through when starting University, navigating an email inbox is often understandably low on students' priority list, but risks them missing out on vital information and valuable opportunities.

In this partnership project, a sample of Cardiff University students across five academic schools analysed all emails arriving in their Outlook inbox within a 4–8-week period. To gain an insight into students' experience, received emails were evaluated according to multiple parameters including sender category; Focused or Other inbox; in-hours or out-of-hours; formatting and accessibility; perceived importance; required action.

In response to these data, alongside findings from focus groups, we collaborated with Cardiff's Learning and Teaching Academy and Internal Communications team to produce a five-minute "Unboxing Your Inbox" video to embed within Cardiff University's induction programme. Alongside this video – designed in a 'for students by students' style – we co-created a supplementary microlearning resource to provide further detail and recommendations.

By enhancing students' engagement with emails while at university, we hope to improve employability skills, prepare students for the working world, and enhance accessibility to the plethora of opportunities available to those enrolled in university. This project also showcases a striking example of effective student-staff partnership in action.

Primary theme: █ Employability **Sub-theme(s):** █ Engaging learning experiences █ Partnership and co-creation
█ Effective learning environments

13:00 - 13:45 Lunch, networking and poster exhibition

2nd and 3rd Floor CSL



13:45 - 14:30

Breakout Session Three

ROOM: 1.24/1.25

Time: 45 minutes

Max capacity: 30 Participants

Workshop:

Experiencing neurodiversity in university:

Lived experiences and lessons for learning and teaching.

Delivered by:

Dr Ceri Morris, Learning and Teaching Academy

Rachel Carney, School of English, Communication and Philosophy

Around 1 in 7 people in the UK are neurodivergent and student numbers are at their highest level ever, with over 2.5 million students currently enrolled on higher education courses (Clouder et. al 2020). 'Neurodivergent' is an umbrella term for a number of neurological differences, including autism, ADHD, dyslexia, dyspraxia, dyscalculia, Tourette syndrome, and acquired brain injury.

In higher education settings, there is a need to develop learning and teaching approaches that support respectful engagement while addressing specific barriers that individuals may face, and to become fully aware of the ways in which neurodiversity can present in students and academic staff, in order to ensure that learning and workplaces are welcoming and inclusive environments for all (BPS 2022). <https://www.bps.org.uk/psychologist/celebrating-neurodiversity-higher-education>

In this panel workshop, we will briefly consider the key concerns and findings in relation to the experiences and needs of neurodivergent learners and teachers in higher education. A panel of neurodivergent learners and teachers will then discuss their experiences, challenges and rewards while studying and working in the university, before opening the floor for questions, comments and discussion.

Primary theme: ■ Inclusive education **Sub-theme(s):** ■ Engaging learning experiences ■ Excellence in teaching
■ Effective learning environments



ROOM: 1.26/1.27

Time: 45 minutes

Max capacity: 30 Participants

Workshop:

CARDiph: A card game to develop lesson planning

Delivered by:

Prof. Stephen Rutherford, School of Biosciences

Julie Browne, Dr Katie Webb, School of Medicine

Lesson planning and delivery is still frequently seen as a solitary occupation, but healthcare educators are increasingly working in teams to produce learning opportunities for their students and trainees (1). At the same time, the concept of 'playful learning' is emerging as educators increasingly recognise the value of offering learners 'safe' spaces in which to experiment, work collaboratively and creatively and, crucially, to learn from failure and to manage risk-taking (2).

We designed an educational card game, "CARDIPH", in line with playful learning principles to support our teaching on the Cardiff School of Medicine Intercalated BSc in Medical Education.

The purpose of the game is to encourage participants to collaborate in teams to plan and design an innovative and interactive teaching and learning intervention. Thanks to its element of chance, resource constraints and risk, "CARDIPH" accurately reproduces the challenges of 'real world' educational design and delivery while offering an enjoyable and confidence-building experience.

The "CARDIPH" project has received ESRC IAA/CRoSS funding via Cardiff University and commercial support from Focus Games to enable us to present the game to a wider national and international market.

Participants will be introduced to the game and its learning and teaching principles. They will also be invited to play "CARDIPH" during the workshop and discuss how they might use it in their own teaching practice.

1. Crow J, Smith L. Using co-teaching as a means of facilitating interprofessional collaboration in health and social care. J Interprof Care. 2003 Feb; 17(1):45-55.
2. Whitton N. Playful learning: tools, techniques, and tactics. RLT [Internet]. 2018 May 9 [cited 2019 Nov. 7];260. Available from: <https://journal.alt.ac.uk/index.php/rlt/article/view/2035>

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments

ROOM: 2.28

Time: 45 minutes

Max capacity: 20 Participants

Question and answer session:

Meet the Learning and Teaching Academy Education Development Service Team

The session will provide an opportunity to meet with the Education Development Service team and find out more about their work and the support they're able to offer for programme and module development projects. The EDS team will provide a brief introduction to the Service and address some frequently asked questions, before opening up the session to questions on how the EDS can support inclusive and partnership working. This interactive Q&A will be an excellent opportunity for anyone involved in programme design or revalidation to explore ideas surrounding partnership working and planning for programme change.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments

Breakout Session Three

Stories Session

ROOM: Sir Stanley Thomas Lecture Theatre

Story:

Co-creating an induction for Live Project learning and teaching

Delivered by:

Aina Mohammad Fadzil, Caroline Almond, Mhairi McVicar, School of Architecture

Andre Du Plooy, Learning and Teaching Academy

The transformative benefits of engaging students in authentic project-based learning (Lofthouse, 2013) outside of the university setting are widely established (Anderson, 2019) and include embedding employability into the curriculum. Live Projects involving collaborations with real clients and stakeholders, typically begin with positive intentions for mutually beneficial outcomes. But Live Projects can be unpredictable, difficult to control and burdensome, even harmful, to the very communities they intend to 'serve'.

In this story we will share outcomes of an ongoing LT Academy-funded student-staff-partnership examining the intended and unintended consequences of Live Projects at the Welsh School of Architecture (WSA), towards a more inclusive and equitable Live Project pedagogy and practice.

Beginning as a Learning and Teaching Internships (formally known as CUSEIP) internship, literature and insights gathered from a range of Live Project stakeholders were synthesised into to good-practice principles and guidance.

A second cycle of this partnership introduced an LT Academy Learning Designer to co-create an induction for students, tutors and community partners engaging in Live Projects at the WSA, in Blackboard Ultra, to be piloted in Sep 2023.

This story is to be co-presented by the student, LT Academy and academic partners, to reflect on co-creation, supporting SaP in curriculum design, particularly in the translation to effective learning resources in the VLE.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments

Story:

Video feedback – better than a 1:1 conversation?

Delivered by:

Dr Aled W Davies, School of Engineering

Dr David Miller and **Dr Mark Elliott**, School of Chemistry

For learners, feedback is inseparable from assessment, especially when it is relevant, constructive, accessible and timely. Videos have been successfully used in CHEMY and ENGIN to give personal and engaging feedback, providing students with a comprehensive and extensive commentary compared to traditional written feedback. Giving clear, concise feedback needs to reflect on what students did well, how they can improve and why. We found that videos can provide a far more detailed response beyond that provided by written feedback with comparable effort. Reflecting on our experiences, the 'extra' feedback provided in videos, especially around visual and audio (tonal) cues provides more authenticity to the remarks provided, being more aligned to 'mentoring' than just being feedback. Pedagogically, our videos showed better alignment towards 'mastery-orientated' feedback, that guides students towards mastery rather than a fixed notion of performance or compliance. Student comments have been wholly positive while module enhancement scores have improved. Students praise the comprehensive reasoning provided and guidance on how to improve their performance. Reflections on our practices includes how best to prepare these videos, avoid common pitfalls, manage student expectations and closing the feedback loop, while enabling students to comprehend higher learning outcomes for deeper learning.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Assessment for learning

14.45 - 15.30

Breakout Session Four

ROOM: 1.24/1.25

Time: 45 minutes

Max capacity: 30 Participants

Workshop:

Learning and Teaching's Room 101

Delivered by:

Dr Martin Chorley, Dr Kathryn Jones, Dr James Osborne, Dr Wendy Ivins, Dr Catherine Teehan, School of Computer Science and Informatics

This dynamic and engaging workshop will seek to solve the barriers to inclusive education, by allowing us to condemn them to 'Room 101' and forcing us to come up with newer, better alternatives. Fed up with an exclusionary form of assessment? Let's bin it and start again. Unhappy with a particular style of teaching? Fantastic, into 'Room 101' it goes ... but then, the big question remains: what do we do instead?

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments  Assessment for learning
 Partnership and co-creation

ROOM: 1.26/1.27

Time: 45 minutes

Max capacity: 30 Participants

Workshop:

Building your CPD for Personal Tutoring - supporting yourself in order to support your students

Delivered by:

Dr Angharad Naylor, Ann McManus

An opportunity to contribute to the development of training activities for staff who support students via the personal tutoring system.

The workshop will focus on key themes and best practice relating to training for personal tutoring and supporting students in academic Schools. There'll be an opportunity to engage in practical activities which will be used to inform the Personalised Support Project which aims to align personal tutoring in Schools with central support networks and services. The ideas and experiences shared will inform some key recommendations and content for the development of CPD opportunities for Personal Tutors and staff who support students in academic Schools.

This workshop is aimed at Personal Tutors, Senior Personal Tutors and Professional Services staff who are involved in supporting staff and students in the personal tutoring system.

Primary theme:  Sustainable development **Sub-theme(s):**  Partnership and co-creation

Breakout Session Four

Stories Session

ROOM: Sir Stanley Thomas Lecture Theatre

Story:

In-Point assessment. Authentic simulation role play, as a pedagogical approach to assist adult nursing students with clinical practice assessments: A collaborative approach between academic and professional support staff in the School of Healthcare Sciences

Delivered by:

Jayne Hancock, Anthony Pritchard, Nelson Selvaraj, Chris Munro, Karen Pritchard, Sandra Fender, Suzanne Hughes, Peter Smith, Wayne Cole, School of Healthcare Sciences

Clinical assessment within the Nursing Undergraduate Programme was being interpreted in ways that did not offer consistency, parity, and fairness to students. The purpose of 'in-point assessment' is to confirm students are meeting levels of proficiency expected across all three years of the nursing programme. To remedy this, lecturers from the Adult Nursing faculty and the Simulation Team developed high quality exemplar videos to clearly identify the expectations of this assessment. These video resources offered students an inclusive, innovative and authentic design and enabled co-production between academics and professional staff which was highly rewarding and enabled further development for future projects.

A series of four 20-minute role-play videos were developed to address the clinical assessment criteria across the programme, including assessing, planning, implementing and evaluating care (year one); medicines management (year two), supervising and supporting learning; and leading, managing and coordinating care (year three).

Preliminary evaluations using Mentimeter response tools and online survey forms has revealed that such resources were valued as an effective way of learning and understanding the criteria associated with in-point assessments. Ultimately, this resource has offered an inclusive learning experience that enabled students to meet their clinical proficiencies.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments  Assessment for learning



Story:

Developing an evidence-informed approach to addressing ethnicity awarding gaps

Delivered by:

Michelle Kellaway Bianco and **Dr Melanie Rimmer**, Strategic Planning
Prof. Helen M. Williams, Learning and Teaching Academy

Cardiff University has the strategic intent to close the ethnicity awarding gap, where students from Black, Asian or Minority Ethnic backgrounds are less likely to graduate with a 'good honours' degree (1st class or 2.1 degree) compared to their White peers. Although the size of the gap varies, there is an ethnicity awarding gap across the UK Sector, Russell Group institutions and Welsh institutions. Key to addressing this awarding gap in Cardiff University is our commitment in our Inclusive Education Framework to furthering social justice through evidence-informed educational change, which aligns with recommendations in the sector regarding the importance of evidence and the analysis of data when seeking to close awarding gaps (e.g., UUK 2019, 2022). This session will review sector and University data and is an opportunity to discuss and feedback on both our progress to date within the Inclusive Education project, and our plans for taking this work forward. Key to our approach is going beyond reporting to use data to facilitate the surfacing of insights, enable evidence-based decisions to target resources/support and prioritise initiatives, as well as evaluate the impact of our work in this area so we know what works and what doesn't.

Primary theme:  Inclusive education **Sub-theme(s):**  Excellence in teaching

Pecha Kucha:

Flash Slam: The pilot!

Delivered by:

Dr Jay Millington, School of Engineering

The writing of Flash Fiction was piloted with 1st year civil engineers to improve their communication skills and promote imagination. Set in the carbon neutral (or not) year of 2050, students extrapolated engineering research for the basis of their story and critiqued peers in the process. Results suggest that it enhanced student engagement and consolidated basic skills before they attempted to write a full laboratory report.

Primary theme:  Sustainable development **Sub-theme(s):**  Engaging learning experiences  Assessment for learning
 Partnership and co-creation

15:30 - 15:45

Break and networking

15:45 - 16:30

Closing plenary

Throughout the two days you will also have the opportunity to meet with the Learning and Teaching Academy's Digital Education team to discuss Blackboard Ultra and to see demonstrations of the new VLE platform in action to help support you with this change.

Friday
8 September

Online

9:15 - 9:30

Logging in and welcome by Helen and LT Academy Leads

9:30 - 10:15

Breakout Session One

Time: 45 minutes

Max capacity: 25 Participants

Workshop:

Rethinking Assessment - How do we change practice?

Delivered by:

Natalie Hughes, Andy Lloyd, Michael Lang, Learning and Teaching Academy

The Rethinking Assessment Project is part of the Education and Student Experience Programme which is focused on delivering an improved student experience. The project is aimed at contributing to the broader outcomes and benefits required by the Education and Student Experience portfolio.

Assessment and Feedback has been identified as one of the priority areas that the Education and Student Experience Portfolio should focus on.

This workshop will highlight the areas we have been working on, such as Feedback workshops with both staff and students, working closely with Student Champions to create Feedback posters for students and the introduction of a Group work Peer Assessment Tool called BuddyCheck. We will also be addressing the importance of using authentic assessment in our work.

The event will have colleagues with us in person and also online to talk about their assessment and feedback experiences as part of the Project, using videos to highlight examples. There will also be opportunities to talk to students on the day about how co-creation worked for them. We will look at the pilot schools of the BuddyCheck process and there will be a chance to ask lecturers and students who worked on it this year how they felt about it and to see if it would be suitable for your students.

Plenty to talk about and discuss in a friendly, open workshop!

Primary theme:  Employability **Sub-theme(s):**  Partnership and co-creation  Assessment for learning

Time: 45 minutes

Max capacity: 25 Participants

Workshop:

**Strengthening learning through retrieval practice:
Strategies and Implementation in the classroom**

Delivered by:

Ariane Laumonier and **Samia Zitouni**, School of Modern Languages

Retrieval practice is defined as the recall of information from memory. As a teaching and learning tool, retrieval practice can be used to engage students, encourage participation and promote deep understanding and retention. Research has explored the impact of retrieval practice on learning, both for factual knowledge and higher-order thinking (Agarwal, P. K. 2019). By strengthening understanding, retrieval practice produces “long-term, meaningful learning” (Karpicke, J.D. 2012, p.157). In the classroom, retrieval practice encompasses a range of inclusive and differentiated strategies, giving learners an active role in their learning.

This workshop will focus on retrieval practice strategies and how to implement them in the classroom. Drawing on literature, we will present practical and interactive examples of activities and resources that we have used in undergraduate language seminar settings, and the university-wide Languages for All scheme, that can be adapted to different subjects, settings and learners. Reflecting on student feedback, we will also explore the role of motivation and of implicit/explicit retrieval practice. The workshop will also provide participants with opportunities to discuss and share reflections on their own practice.

Primary theme: ■ Inclusive education **Sub-theme(s):** ■ Engaging learning experiences ■ Excellence in teaching
■ Assessment for learning



Breakout Session One

Stories Session A

Story:

Capturing international nursing experiences via digital mediums

Delivered by:

Dr Ricky Hellyer, Dr Judith Benbow and students, School of Healthcare Sciences

Nurses have a responsibility to influence health via appreciation of the influence that globalisation has on clinical practice, research and education. At Cardiff University we recognise the importance of exposing our students to a variety of health care cultures as we believe that it fosters empathy, inspiration and knowledge enrichment within our nursing students.

In March 2023, 13 students travelled, from Wales, to Grenada, Sweden, Jordan, Tanzania and Mexico to participate in nursing practice in those countries.

In the past, students have captured their experiences through traditional means such as written reflections for review by Academic Tutors. However, in order to embrace the ever-growing technological culture, we piloted digital capture. We feel that this is a consideration of the mediums used currently by nursing students and will allow for creative storytelling and reflection.

This innovation has been created in collaboration between Academics, Professional Support staff and nursing students themselves.

It is hoped that, not only will the project be an effective means of reflection, but the multimedia outputs will be used to inspire other students to embrace international experiences.

Primary theme:  Employability **Sub-theme(s):**  Engaging learning experiences

Story:

Developing effective learning environments for future learning and professional practice

Delivered by:

Sian Edney and Dr Katja Umla-Runge, School of Medicine

Students from different backgrounds enrol on the MSc Psychiatry distance-learning programme for varied reasons, which leads to challenges when preparing them for later stages of study in the programme and in boosting their employability skills. Through our assessment strategy, we gradually build up clinical, research and team-working skills in our students. We focus highly on students demonstrating critical appraisal and synthesis skills in our marking rubrics, as well as on them demonstrating originality, clinical values, and professional multiple disciplinary interpersonal skills. We offer creative assessments that reflect learning across a variety of areas that have real-world applications and on tasks that will be relevant in a variety of health care and research professions. In this presentation, we will highlight key elements of this assessment strategy and explain how they prepare students both for more clinically oriented work and the mental health research field. Student and alumni testimonials are included to demonstrate how teaching staff's view of the implications of this assessment strategy matches current and former students' perspective and experiences. We hope that outlining our strategy and perspectives in the context of a completely online programme will be informative for colleagues with similarly diverse student cohorts and study programme settings.

Primary theme:  Employability **Sub-theme(s):**  Effective learning environments

Breakout Session One

Stories Session B

Story:

Problem-Based Learning: My (student) experience of the Maastricht University's seven-step model

Delivered by:

Dr Anna Galazka, Cardiff Business School

Problem-based learning (PBL) is an approach to teaching and learning grounded in social constructivist theories that view learning as the result of students interacting with their environment and real-life contexts through social negotiation of individual and shared understandings. Under PBL, the tutor becomes a facilitator of students' own construction of knowledge as they grow to become self-directed learners (Grand Challenges 2016). In this 'What Works Story', Dr Anna Galazka will reflect on her own experience of postgraduates' study in the cradle of PBL approaches, Maastricht University in the Netherlands. By walking the audience through her PBL journey at Maastricht University School of Business and Economics, she will discuss the processes and the benefits of PBL, such as the development of the skills of critical thinking, independence, argumentation, communication, and group working, which can be fundamental for student employability. Anna will also consider the challenges to moving into PBL approaches, especially in the context of large group teaching, which she herself has experienced in her teaching at Cardiff Business School.

References:

Grand Challenges. 2016. A Route into Multi-Disciplinary, Problem-Based Learning. [An event jointly hosted by Cardiff Business School and the British Academy of Management]. Cardiff University, 28th October 2016.

Primary theme: █ Employability **Sub-theme(s):** █ Engaging learning experiences

Story:

Industrial-led learning in Software Development

Delivered by:

Dr Daniela Tsaneva, School of Computer Science and Informatics

I would like to share my education experience within the National Software Academy as part of COMSC where the students have been enjoying active and inclusive learning based on industry-led approach in Software Development.

The students have been working on group projects provided by industrial partners, learning how to work in a team environment and to produce results of commercial quality. They have engaged with the representatives of the industrial partners throughout the whole software development process and have been assessed as a group through a commercial pitch and software demonstration for the industry representatives and the lecturers. In addition, they have been assessed individually through a portfolio of their personal contribution to the group project.

Primary theme: █ Inclusive education **Sub-theme(s):** █ Engaging learning experiences █ Assessment for learning

Pecha Kucha:

Zoom breakout rooms - what are they like? A phenomenological take

Delivered by:

Mike Johnson, School of Healthcare Sciences

During the pandemic many of us used Zoom virtual meeting platform to overcome the issues of having to pivot from in-person to online teaching. Some used the Zoom break-out room (ZBR) feature to replicate the small-group interactivity and collaborative learning previously so valued when students were together in-person. In this presentation, I will briefly shine a phenomenological light on four moments of ZBR's: prior to, entry to, orienting within and exiting from a ZBR from the learner's perspective. Important points of discussion are highlighted in questioning the merits of ZBR for education that seeks to promote learner development and autonomy.

This was presented as a full paper to the networked learning conference 2022 and is being extended to appear as a chapter in an edited collection in 2024. Link to the 2022 conference paper: <https://orca.cardiff.ac.uk/149933>

Primary theme: █ Inclusive education **Sub-theme(s):** █ Engaging learning experiences █ Effective learning environments

Time: 45 minutes**Max capacity:** No max.**Workshop:****Partnership in practice: Learning through sharing****Delivered by:****Dr Jo Smedley**, Continuing and Professional Education

Courses in the division of Lifelong Learning (LEARN) provide a route to a degree whilst, for others, they offer valuable opportunities to develop and enhance skills for the world of work.

Project Management is a very popular and highly successful 10-week module with a regular waiting list at entry and two student groups per academic year (October and February). It introduces students from a wide range of backgrounds and learning experiences to academic and practical concepts applicable to work environments using a variety of teaching techniques in discussion and application. This demonstrates the University's Civic Mission of working with the public to help shape, carry out and share to open public dialogue and generate mutual benefit, with communities in focus.

Through peer-group discussion, students develop an individual project of their own choice for assessment, demonstrating effective learning and application of project management practices and processes. Using 2022-2023 student feedback, workshop participants will: -

- Reflect on learning experiences from employability and life-wide perspectives.
- Discuss the use of partnership, co-creation and peer group feedback in learning.
- Compare and contrast the ideals of physical and virtual learning environments to support effective peer group dialogues.

Primary theme:  Employability **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments

Time: 45 minutes**Max capacity:** 30 Participants**Workshop:****Steps to create a neurodiverse inclusive environment****Delivered by:****Bethan Griffiths** and **Melissa Blees**, Student Disability Service

The word neurodiversity refers to the diversity of all people but is often used in the context of autism and other neurological or developmental conditions such as ADHD, Specific Learning Difficulties and Tourette's syndrome. We have a neurodiverse population of students; 41% of our disabled students at Cardiff University identify as neurodivergent.

This interactive workshop will give participants an insight to the environmental barriers to learning for neurodivergent students, with a focus on the design and delivery of teaching sessions. Using case studies there will be an opportunity for you to reflect on your own teaching and identify existing good practise and how to make your teaching more inclusive. We will explore how learning environments that are more inclusive for this group of students can benefit all learners.

Primary theme:  Inclusive education **Sub-theme(s):**  Effective learning environments

Breakout Session Two

Stories Session A

Story:

I used to be an adventurer like you, until I took an arrow to the knee: How slaying orcs improved My wellbeing

Delivered by:

Bex Ferriday, Learning and Teaching Academy

Video gaming is often perceived as a lonely experience involving activities of an ethically questionable nature: the antithesis to the development of wellbeing. It has also been associated with depression, aggression, and anxiety. Yet, contrary to many fears that excessive play time will lead to poor mental health, recent research suggests is a positive relation between game play and affective wellbeing.

At the end of a particularly stressful day last year, my anxiety levels were increased and my wellbeing flatlining. To distract myself, I played a favourite video Role-Playing Game (RPG) and as I played, took out my frustrations on a myriad of foes with an obsidian war axe before pausing to take in breathtaking panoramas from the top of snow-covered mountains at dawn and frozen rivers of ice at dusk. After playing, I realised that I felt demonstrably calmer, more focused, and less anxious.

These are unintended consequences of gaming - gamification by stealth- and in this story, I'd like to explore how these consequences can have an unexpected positive impact on students' (and our own) wellbeing and problem-solving skills.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Effective learning environments

Pecha Kucha:

Post-COVID Higher Education attendance and engagement: Peer pressure, public transport and playing catch-up

Delivered by:

Dr Katy Burgess, School of Psychology and **Geena Whiteman**, School of Social Sciences

The COVID-19 pandemic transformed the way that higher education courses were delivered, from face-to-face teaching to online delivery virtually overnight. However, in the aftermath of the COVID-19 recovery, student attendance and engagement has noticeably declined despite the move back to hybrid and in-person teaching (Daniels, et al., 2021). This project explored the drivers and barriers for undergraduate Psychology students' attendance and engagement, utilizing a series of virtual semi-structured focus groups that adopted a convenience sampling approach. Students were more likely to attend in-person seminars than lectures, due to seminars providing smaller class sizes that allowed for greater discussion. Lecture attendance was primarily motivated by peer pressure amongst course mates, with students reporting peers attendance as being the biggest driving factor for their own attendance. Mental health challenges, accessibility requirements and public transport disruptions were the biggest barriers to attendance to in-person teaching provision, but online teaching provision provided students with the ability to catch-up at their own pace when these barriers occurred. These findings contribute to the current research gap surrounding post-covid university attendance and engagement and provide insight to the unique motivations and challenges for engagement in academic life.

Primary theme:  Inclusive education **Sub-theme(s):**  Effective learning environments

Breakout Session Two

Stories Session B

Story:

Directed learning vs self-discovery in Anatomy. Understanding student perceptions and impact on performance

Delivered by:

Ellie Hosford, Lyla Khan, Larissa Nelson, Hannah Shaw, School of Biosciences

There is limited research that investigates how students use resources to aid their knowledge of anatomy. Medical, dental and science students at Cardiff University are privileged in being able to learn anatomy using human specimens in the Anatomy Centre, located in the School of Biosciences.

Using our knowledge of educational principles, we are often left wondering whether it is best to allow self-discovery of the structures in specimens or provide the students with labels and ask them to identify the indicated structures as additional guidance.

This project investigated whether self-discovery of anatomical structures was more advantageous than a directed learning approach with labels. The project used a mixed method approach to determine whether students were better able to learn anatomical structures if they were indicated for them on a specimen, or when they need to locate/identify the structures themselves. This study also investigated the student perception on their preferred method, and whether there was a correlation between enjoyment and attainment.

Results of this partnership project will directly impact future students as it will inform the design and approach used in practical anatomy classes for students across the University.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments  Assessment for learning
 Partnership and co-creation

Story:

Road Traffic Collision Simulation Training – delivering an accessible and immersive learning experience for the MB BCh programme

Delivered by:

Dr Tim Johnson, School of Medicine

Trauma simulation training forms an effective and core component of curricula for all healthcare programmes and forms an integral part of training for all emergency services who respond to major trauma incidents in often remote and inaccessible locations in the pre-hospital setting. With nearly 30,000 people being killed or seriously injured on Great Britain's roads in 2022, road traffic collisions in the UK represent a frequent scenario for all the emergency services and an 'experience' that a healthcare trainee may be confronted with outside the workplace. Thus, as part of a two week teaching block in 'acute illness' at the end of the second year of the MB BCh programme a team of staff from the Centre for Medical Education, South Wales Police, Medserve, South Wales Fire and Rescue Service and the Welsh Ambulance Service Trust have been working together over the last 3 years on developing Road Traffic Collision simulation training modelled around JESIP principles. This conference session, supported by video and stills footage will share the experiences of this team in creating an accessible and immersive experience for the entire MBBCh cohort in Year 2 and students in the Adult Nursing programme at Cardiff.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments  Assessment for learning
 Partnership and co-creation

Story:

Assessing levels of assessment of university: Evidence on over-assessing students

Delivered by:

Prof. Malcolm Beynon, Julia McCarthy, Chantal Patton, Cardiff Business School

An important aspect of the learning experience of students in a university is the periodic undertaking of a range of assessments they will be required to take as part of the fulfilment of their course. This study undertakes a novel investigation of the assessments taken by students, across a large department in a UK university. A crucial inclusion here is the modelling of the levels of assessment the students may take, proxy measured through the amount of assigned workload time (WT) the university department allocates to the respective marking process of them. This offers a consistent scale, to gauge the variation in the levels of assessment the students undertake, hence re-termed here as student-WT. The importance of this study is through the acknowledgement that with students often able to choose the modules they take on a specific course, there may be different levels of assessment in the chosen module sets of the different students. The latter performance impact results exposed identify statistical evidence of the potential negative impact of over-assessing students. This is something, which while often flagged, by staff and students alike in survey-based research, has never been quantifiably tested, until now.

Primary theme: █ Inclusive education **Sub-theme(s):** █ Excellence in teaching █ Assessment for learning

11:10 - 11:30

Coffee break



Time: 45 minutes

Workshop:**AI and chatbots in education: Prompt engineering and subject specific interaction****Delivered by:****Prof. Omer Rana, Dr Martin Chorley**, School of Computer Sciences and Informatics**Prof. Andy Roberts**, Welsh School of Architecture

ChatGPT, an AI-based chatbot, was released to provide coherent and useful replies based on analysis of large volumes of data. There are conflicting views on how effective such chatbots can be in practice – some mention their significant benefits in providing general purpose content that can help learners initiate their learning process, others are against their use and worried about issues of plagiarism. Our preliminary evaluation concludes that ChatGPT performed differently in each subject area including finance, coding, and maths. While ChatGPT has the ability to help educators by creating instructional content, offering suggestions and acting as an online educational tool for learners by answering questions, transforming education through smartphones and IoT gadgets, and promoting group work, there are still limitations in how such chatbots can be used effectively to support particular subject and topic areas. Current limitations include the possibility of producing inaccurate or false data and circumventing duplicate content (plagiarism) detectors where originality is essential. The often reported “hallucinations” within GenerativeAI in general, and also relevant for ChatGPT, can render its use of limited benefit where accuracy is essential. It has been reported that students are also utilising chatbots to write letters to companies for recruitment purposes and to frame research questions to carry out surveys. This workshop will invite members of the teaching and learning (and research) community to discuss:

1. How subject specific prompts can be used to improve engagement with chatbots – ChatGPT + others.
2. How students and learners can be supported in making more effective use of such systems, rather than preventing their use – across all areas of teaching and learning.
3. Experience with plagiarism detectors that can identify whether content has been directly generated using such Chatbots

The workshop will also include an invited speaker (on-line) with direct experience of chatbot development and GenerativeAI.

This workshop will build on our publication: <https://orca.cardiff.ac.uk/id/eprint/160449/>

Primary theme:  Inclusive education **Sub-theme(s):**  Effective learning environments

Time: 45 minutes

Max capacity: 30 Participants

Workshop:**Surfacing the university’s graduate attributes; using curricular and extra-curricular activities to help students understand their skills and future worth****Delivered by:****Jon Forbes, Llinos Carpenter, Joanne Jenkins, Gemma Peterson**, Student Futures

Graduate recruiters state that whilst students often have a wealth of achievements and experiences, they are not always able to translate these into the skills and attributes employers are looking for. To support our students to better articulate their skills and understand their future worth, the university recently commissioned the creation of six broad ‘Graduate Attributes.’ The attributes are intended to be a ‘golden thread’ woven through all aspects of the student experience and aim to maximise each student’s chances of securing graduate-level employment by enabling them to become social, economic and environmentally aware global citizens.

Many of the attributes will already be embedded in academic programmes, but how well are they surfaced and acknowledged? Where attributes are not surfaced, what efforts are made to signpost students to extra-curricular activities?

This workshop will give you the opportunity to learn more about the graduate attributes and explore the range of curricular and extra-curricular activities that are available to support graduate attribute development. You will have the opportunity to review examples of good practice from across the university and discuss how your own programme currently surfaces the attributes to students.

Primary theme:  Employability **Sub-theme(s):**  Engaging learning experiences  Partnership and co-creation
 Effective learning environments  Assessment for learning

Breakout Session Three

Stories Session A

WELSH LANGUAGE BREAKOUT

Story:

Datblygu Addysg Ddwieithog yn y Gyfraith: Adlewyrchu ac Edrych Ymlaen/ Developing bilingual education in Law: Reflecting and looking forward

Delivered by:

Huw Pritchard, Alex Llewelyn, Ysgol y Gyfraith a Gwleidyddiaeth / School of Law and Politics

Mae Ysgol y Gyfraith Caerdydd yn dathlu 20 mlynedd o addysgu'r gyfraith drwy gyfrang y Gymraeg yn 2023. Yn y sesiwn hon byddwn yn adlewyrchu ar ddatblygiad y ddarpariaeth gan nodi seiliau'r ddarpariaeth, datblygiad addysgu drwy drawsieithu a sut y bydd y ddarpariaeth yn datblygu i ymateb i addysgu mwy o sgiliau cyfreithiol i'r dyfodol. Mae cyfraniad myfyrwyr drwy interniaethau'r haf, megis cynllun CUROP, wedi bod yn hanfodol i'r datblygiad ac byddwn yn clywed am brofiad y myfyrwyr drwy gyfraniad ar fideo.

In 2023, Cardiff Law School is celebrating 20 years of teaching law through the medium of Welsh. In this session we will reflect on the development of the provision noting the foundations of the provision, the development of teaching through translation and how the provision will develop to respond to teaching more legal skills for the future. The contribution of students through summer internships, such as the CUROP scheme, has been essential to the development and we will hear about the students' experience through a contribution on video.

Primary theme:  Datblygu cynaliadwy
Inclusive education

Sub-theme(s):  Amgylcheddau dysgu effeithiol
Effective learning environments

Pecha Kucha:

Yr Ystafell Ddosbarth yn creu addysgwyr y dyfodol / The Classroom creates the educators of the future

Delivered by:

Dr Angharad Naylor, Ysgol y Gymraeg / School of Welsh

Bydd y cyflwyniad hwn yn olrhain profiadau myfyrwyr ar fodiwl 'Yr Ystafell Ddosbarth' (Ysgol y Gymraeg) gan roi sylw i brofiadau dysgu dilys, cyfleoedd i gyd-greu cynnwys a phrosesau asesu ar gyfer dysgu. Ystyrir sut y mae integreiddio profiadau dysgu dilys yn ein rhaglenni yn paratoi ein myfyrwyr ar gyfer y dyfodol. Defnyddir profiadau cyn-fyfyrwyr sydd bellach yn gweithio yn y maes dysgu i ystyried sut y mae 'Yr Ystafell Ddosbarth' wedi agor y drws i ystafelloedd dysgu go iawn.

This presentation will trace students' experiences on the 'The Classroom' module (School of Welsh) paying attention to authentic learning experiences, opportunities to co-create content and assessment processes for learning. Consideration will be given to how the integration of authentic learning experiences in our programmes prepares our students for the future. The experiences of former students who are now working in the field of education are shared to consider how 'The Classroom' has opened the door to real classrooms.

Primary theme:  Cyflogadwyedd
Employability

Sub-theme(s):  Profiadau dysgu diddorol
Engaging learning experiences  Rhagoriaeth mewn addysgu
Excellence in teaching
 Amgylchedd dysgu effeithiol
Effective learning environments  Asesu ar gyfer dysgu
Assessment for learning
 Partneriaeth a chyd-greu
Partnership and co-creation

Breakout Session Three

Stories Session B

Story:

Student X employer: Is experiential learning the key to employability?

Delivered by:

Gemma Peterson, Oscar Luxton, Deloitte, Student Futures

Employers are shifting their focus from degree award and subject discipline to adaptable, resilient, confident students who are commercially aware. There is a want for students that are knowledgeable, capable and have prior experience of the world of work.

Experiential learning can help our students gain that advantage when transitioning into the world of work. In this session you will hear from one of our partner employers who will discuss the importance of experiential learning as a necessary and vital part of a student's appeal in the recruitment process.

The session will conclude with a student's experience of experiential learning [On-Campus Internship]; why it counts.

Primary theme: █ Employability **Sub-theme(s):** █ Engaging learning experiences █ Partnership and co-creation
█ Effective learning environments

Story:

Constructing better wrong answers: Supporting assessment literacy for MCQs

Delivered by:

Nicola Harris and Suzanne Thomas, School of Law and Politics

Vocational education such as qualification for the legal profession is turning increasingly to multiple-choice examinations, with an emphasis on Single Best Answer questions which are designed to test application rather than just recall. These assessments tend to be high stakes and are often designed to have a high pass mark. How can we best help our students to develop the skills needed to succeed in these external assessments whilst still producing an engaging learning environment and building learning community?

This was the challenge that faced us on the Bar Training Course in LAWPL, and in response we have created and are trialling group activities to build assessment literacy in these types of questions. The key is, can you write a really good wrong answer?

Primary theme: █ Inclusive education **Sub-theme(s):** █ Engaging learning experiences █ Effective learning environments
█ Assessment for learning



Story:

Engaging students as partners at Cardiff University

Delivered by:

Benjamin Cook, Caroline Almond, School of Architecture

Andre Du Plooy, Learning and Teaching Academy

Advance HE defines student partnership as 'a process for developing engaged student learning and effective learning and teaching enhancement'. Distinct from student engagement or consultation, true partnerships are mutually beneficial, with all collaborators empowered to make active contributions.

This story will share the outputs of On-Campus Internship 91(2023) examining case studies of recent student partnerships in learning design at Cardiff University. Qualitative insights about the process and outcomes of student partnerships gathered from all stakeholders involved focus on the experience of the Student Partner(s). This inquiry, co-created by a student researcher, LT Academy learning designer and academic partner, is informed by a critical review of pedagogic research and will present recommendations and best practice guidance, from the student perspective.

As student partnership is encouraged by Cardiff University's Education Sub Strategy, it is beneficial to understand more about the process and how to provide effective support to enable both staff and students to explore new ways of working together as equitable partners.

This story is to be co-presented by the student, researcher from LT Academy and academic partners, to reflect on co-creation, supporting Students as Partners (SAP) in learning design, particularly in the translation to effective learning resources in the VLE.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments  Assessment for learning
 Partnership and co-creation

12:20 - 13:05

Breakout Session Four

Max capacity: 30 Participants

Workshop:

Creating an inclusive, safe and varied learning environment using Mentimeter

Delivered by:

Wei Shao, School of Modern Languages

David Crowther, Learning and Teaching Academy

The workshop will showcase a study of the students from the BA Chinese programme regarding their experiences of using Mentimeter. The findings suggest that the anonymity of Mentimeter tasks makes students more willing to engage with online classes, especially those who wouldn't normally do so. Thus, Mentimeter provides an effective and immediate means for learners to interact with their instructor and fellow peers. The functionalities of Mentimeter are demonstrated through practical examples, including how the tasks can be adapted for both online and in-person language classes. The intention is that the examples will benefit teaching instructors should they wish to explore an innovative way to interact with their class.

In addition, the Digital Education Team will discuss the wider context and Mentimeter story at Cardiff University, covering the reasons for adoption of the software and current trends in usage. They will also provide guidance on where to find further support and training, and additional support resources for those who are interested in learning more and incorporating Mentimeter into their own teaching and assessment practices.

The audience will be able to interact with the presenters throughout the session via Mentimeter as they experience this tool from a learners' perspective.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Excellence in teaching
 Effective learning environments

Max capacity: No max.

Workshop:

Regular testing is an effective and inclusive assessment for student learning

Delivered by:

Dr Katy Burgess, School of Psychology

Over a century of research has robustly demonstrated that regular testing is a highly effective strategy for learning new information and retaining it for longer compared with other learning strategies (e.g., note taking and mind mapping). The benefit of testing is due to the practice of retrieving stored memories, known as retrieval practice. An example of retrieval practice is asking students what they remember from their last lecture. However, embedding regular opportunities for students to retrieve information through testing is a challenge for educators due to factors such as: workload, and concerns regarding the student experience.

This workshop will introduce retrieval practice by exploring the research behind how and why it benefits learning and memory, alongside 'quick-win' methods that can easily be used in the classroom and in self-directed study. Recent research on the inclusivity of regular assessment will be explored, and student experience of regular summative testing at a Russell Group institution will be shared. Discussions will be held about barriers to embedding retrieval across different courses, and how we might begin to reframe testing and other types of retrieval as a method for learning in addition to an assessment of learning.

Primary theme:  Inclusive education **Sub-theme(s):**  Excellence in teaching  Effective learning environments
 Assessment for learning

Breakout Session Four

Stories Session A

Story:

Redefining assessment design: Using real-world application to minimise ChatGPT's influence on student performance

Delivered by:

Dr Qian Li, Cardiff Business School

The increasing prevalence of AI language models like ChatGPT has raised concerns about their potential influence on student assessments. To address this challenge, I have developed a Supply Chain Sustainability Scorecard (SCSS) as a dynamic assessment method to replace the traditional essay-based assessment, aiming to minimise the impact of AI tools on student performance by emphasising critical thinking, real-world application, and active engagement with course material. The exercise involves students to assess a company's SCS performance using a pre-defined set of criteria, assign scores, identify areas of improvement, and suggest specific actions to enhance sustainability. Students are requested to use real data to assess companies' SCS performance, and assign scores to each company based on their performance against the assessment criteria. By designing assessments that challenge students to think critically and apply their knowledge in context-specific scenarios, this assessment approach encourages students to engage more deeply with course material, fostering a better understanding of the underlying concepts and principles. By requiring students to analyse complex problems, synthesize information, and apply their knowledge in real-world contexts, it prevents students from relying solely on AI-generated content, which may lack the depth and nuance required to demonstrate mastery of management concepts.

Primary theme:  Sustainable development **Sub-theme(s):**  Assessment for learning

Story:

Co-creating learning with young people

Delivered by:

Nirushan Sudarsan, Masters Student, School of Law and Politics

In the last year, we began a process which was co-created by a group of academics, activists and graduates bringing different knowledge, skills and experience together. This included young people in Cardiff, Artists, Activists and Academics. Through our process we established a Radical Reading Room. This is a collaborative project shaped by local activists in conversation with Pluto authors. A civic space where local people can debate and share opinions. Providing books and learning activities to catalyse creativity, collaboration, and conversation. An opportunity to meet, discuss and act on local problems that we encounter every day with people who've developed through their writings, research and activism, innovative and powerful ways to make impactful change happen. We generated authentic topical conversations. We established a safe inclusive inter-generational space for critical and civic engagement.

Through our partnership with Pluto Books, young people from Butetown, Grangetown and Riverside led the first phase of the reading room and planned and delivered 4 events with authors Amelia Horgan – Lost in Work, Border Nation – Leah Cowan, Sound System – Dave Randall, Learning Whiteness – Arathi Sriprakash. Over a 100 people took part.

It is an opportunity for people from diverse backgrounds who are actively supporting their own community's self-determined levelling up, to build and share skills. To be empowered. To advocate for positive social change with a purposeful agenda.

We will share how this process was co-led by academics and young people, with learning sessions run in a non-traditional environment. We will tell this story in a 15 minute slot, where 2 young people will describe the process, method, impact. How we started to create spaces where people gather to imagine a more radical, better future: building capacity in activism, social action, and research.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Effective learning environments
 Partnership and co-creation

Story:

The impact of (lack of) Academic Behavioural Confidence in students

Delivered by:

Prof. Malcolm Beynon, Prof. Carla Edgley, Prof. Helen Williams, Cardiff Business School

The Academic Behavioural Confidence (ABC) measure is a descriptor related to the self-concept and self-efficacy of students and focuses on confidence in actions and plans related to academic study. This study considers the ABC measure in the context of a sample of recent accounting and finance student-graduates across UK Higher Education Institutions (HEIs). With principal component analysis establishing the previously identified four dimensions of ABC, namely, Grades, Verbalising, Attendance and Studying, fuzzy c-means cluster analysis is employed on these dimensions to identify groups of student-graduates based on ABC. The identified groups are viewed as being discerned based on 'no lack' or the lack of one or two of these dimensions of ABC. Free-text responses to concomitant questions offer novel qualitative elucidation on the identified ABC based clusters of student-graduates and their student experience. Validation of the clusters is through comparison with other student-graduate descriptors, Gender, Degree level, English as first language, Subsequent level of education and Overall satisfaction. Reflections on how the findings may be used to improve the student experience are also given.

Primary theme:  Inclusive education **Sub-theme(s):**  Engaging learning experiences  Effective learning environments

Breakout Session Four

Stories Session B

Story:

Making MCTs work

Delivered by:

Becca Crump, Lee Price and Maria Keyse, School of Law and Politics

The use of multiple-choice and single-best-answer questions ('MCTs') in Higher Education assessments is growing. MCTs have been used in professional exams in many sectors, such as healthcare and law, for some time and are now becoming more established as a form of undergraduate assessment. The advantages of using MCTs are obvious; they allow breadth of syllabus coverage, are proven to be a very reliable form of assessment and of course are very simple to mark and so can be especially attractive for use in large cohorts. There are, however, lots of misconceptions and questions to be asked surrounding MCTs as a form of summative assessment: Do they test high order learning? Are they appropriate in an academic programme? Can they be used to assess across the grade boundaries and differentiate adequately between student abilities? The answer to all these questions is yes, but only where the questions are well designed, which is difficult to achieve. We will be considering how to design reliable and rigorous MCTs. We will also be reflecting upon the use of MCTs in the Law department, where they have recently been incorporated as part of a holistic approach to achieve an authentic, sustainable and diverse assessment strategy.

Primary theme: Sustainable development **Sub-theme(s):** Assessment for learning

Story:

Building a sense of belonging with students through Education for Sustainable Development

Delivered by:

Caroline Almond, School of Architecture

Laura Barritt, Learning and Teaching Academy

Education for Sustainable Development (ESD) engages with the 17 UN SDGs that support the development towards a more sustainable future. This session looks closely at SGD 3 (Health and Wellbeing) and SDG 4 (Quality Education), focusing on good health and wellbeing of our undergraduate students during transition into Cardiff University and how we might develop ways of building a stronger sense of belonging with them. The project builds on a proposal made to the College of Physical Sciences and Engineering Education Forum and aims to enable students to build communities and a sense of belonging within their school and cohort during the induction period while engaging with the important topic of Sustainability and the climate emergency.

This session discusses the outputs of an LT Academy On-campus Internship (2023) and ESD project that was launched over the summer term including an outline the project, (co-created) findings and resources, and potential scalability and future implications on supporting and enhancing student experience.

This workshop is suitable for anyone with a student-facing role who is interested in supporting students with ESD and transition into Cardiff University.

Primary theme: Sustainable development **Sub-theme(s):** Effective learning environments Partnership and co-creation

Pecha Kucha:

Computerising assessment and feedback on assessments

Delivered by:

Matthew Moloughney, 1 - 2 students from current MSc Computing cohort (unconfirmed), School of Computer Science and Informatics

Learning to program is difficult, assessments for learning eliciting instant feedback are necessary for any novice to progress.

In larger cohorts, immediate or even timely feedback can be difficult for teaching staff to provide, but Automated Assessment Tools (AATs) can be used to overcome this.

Our pecha kucha presentation will offer an overview of the PhD research project “Automating Assessment and Feedback on Assessments” at COMSC which has:

- considered AAT features appropriate for the Computer Science setting.
- considered how an AAT could be an analogue for student and teaching-staff communication around assessments for learning in traditional (smaller) cohorts.
- communicated an adapted assessment and feedback lifecycle workflow for formative assessment.
- produced a new tool FAFPE (Formative Assessment and Feedback for Everyone).

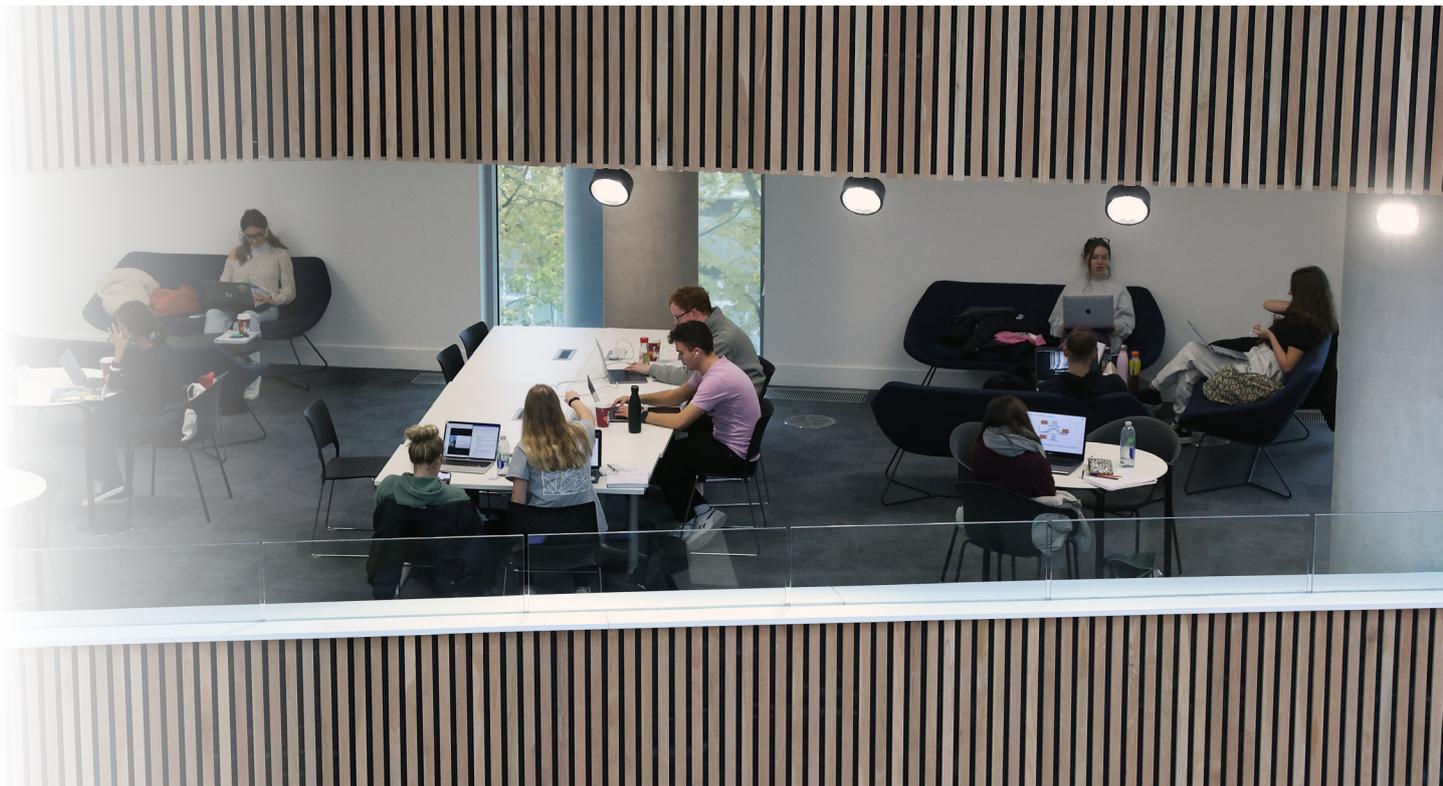
With the new AAT FAFPE, we have captured some feedback from student’s use of the system to present as part of this ongoing PhD research project.

Primary theme: Sustainable development **Sub-theme(s):** Effective learning environments Assessment for learning

13:05 - 13:15

Closing remarks

Throughout the two days you will also have the opportunity to meet with the Learning and Teaching Academy’s Digital Education team to discuss Blackboard Ultra and to see demonstrations of the new VLE platform in action to help support you with this change.





Enquiries

If you have any questions relating to the conference,
please contact LTAcademy@cardiff.ac.uk

Cardiff University
Learning and Teaching Academy
Cardiff University, 33/34 Park Place, Cardiff, CF10 3BA

www.cardiff.ac.uk

Cardiff University is a member of the Russell Group of Universities
Cardiff University is a registered charity No. 1136855
Copyright © Cardiff University