



# Fusion Learning Conference 2023

## Proceedings

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# Foreword



Welcome to the 3rd annual Fusion Learning Conference at BU. The event provides a hub for the exchange of knowledge, pedagogical innovations, and cutting-edge research that shape the landscape of our learning and teaching.

This year we are hosting the largest number of submissions to the conference and look forward to an exciting line up of guest speaker from IBM presenting on the influence of Artificial Intelligence on higher education; a BU panel of experts sharing their insight about some of the emerging themes in our learning and teaching and preparing our students for future of work; staff presentations and discussions including, student engagement, digital transformation, academic integrity, inclusive and sustainability in the curriculum design.

I hope that you find this selection of posters and abstracts to be enlightening.

**Dr Geli Roushan** - Associate Professor

Head of the Centre for Fusion Learning Innovation and Excellence (FLIE)

# Section 1 - Posters



**Bournemouth University**

# Using Artificial Intelligence created videos for teaching communication skills in angry patients

Dr Carl Heffernan FHSS, Dr Holly Henderson FLIE

## Introduction

Dealing with angry patients unfortunately happens when working within healthcare. Teaching strategies to deescalate these situations is an important and vital skill. Online videos can be used, but often lack local authenticity. Artificial intelligence (AI) has grown in ability and popularity in the last few years. Using real anonymous situations, we created AI videos as a reflection tool to highlight how to manage these situations

## Method

Using a commercial software and a prepared script based on local experience, we created 4 videos. These were:

1. Angry relative due to lack of updates
2. Angry patient due to delay in medications
3. Angry patient due to day surgery being cancelled
4. Angry patient who is racist towards staff



These were played to students and stopped at various intervals to get discussion and reflection from the group, including how they would handle and respond to the situation. After the debriefing, an anonymous questionnaire was completed.

## Results

62 students responded to the mentimeter with the word count below:

**Positive comments:** "Less intimidating than a real person" "More engaging" "Provides significantly more interaction" "more enjoyable than roleplay"

**Negative comments:** "Too long pauses" "voices don't match" "Less useful in big groups"



## Discussion

AI videos provided a innovate and valuable session for the students, encouraging thoughtful discussion and reflective practice. Using real examples with realistic images, AI can create bespoke sessions that is useful for staff and students alike. The lack of dynamic interaction is a weakness of this model, but as AI improves, this will be addressed





**Bournemouth University**

**A Reflection of How Undertaking the Service Excellence Business Administration Apprenticeship has Impacted Upon the Well-being and Professional Practice of Participants**

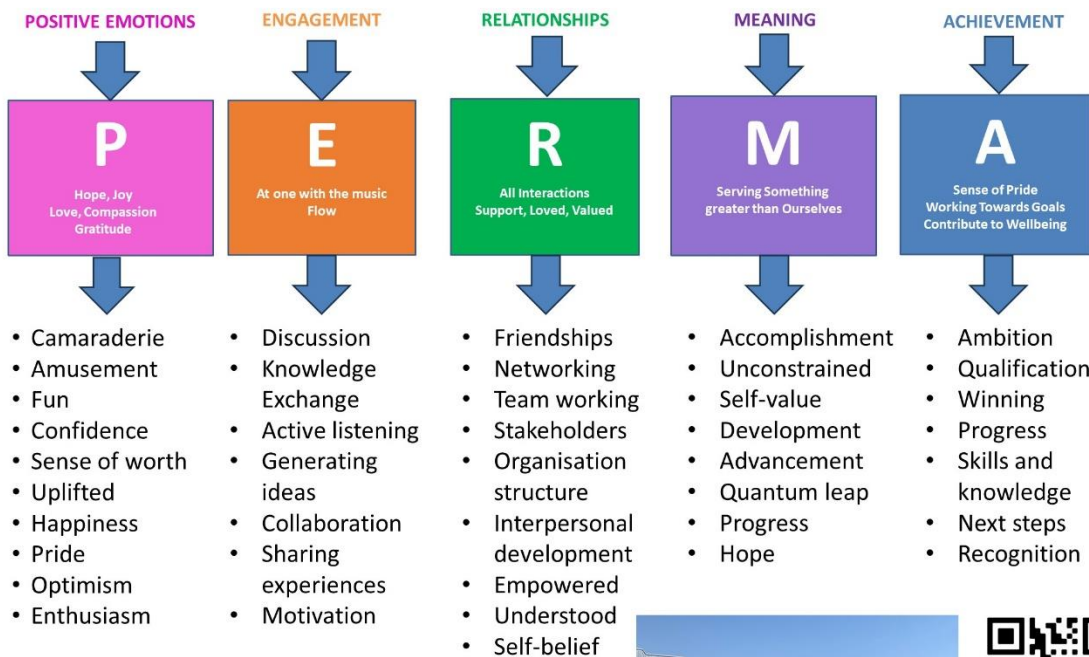
Charlotte Martin, Zoe Leonard, Gordana Coombes, Fern Whiting, Angela Allen, Roxanne Leung, Dr Susanne Clarke, Lorna O'Brien, Jenna Vincent

**Introduction**

As part of the BU 2025 vision and strategy, service excellence is making a positive impact as it is embedded within the BU culture. Positive emotions impact on achievements and productivity at work (Martin 2005). Service excellence ACTIONS aids the development of what we know, what we do and our emotional connections.

The Service Excellence Business Administration Apprenticeship programme supports participants in increasing their confidence and developing their skills, with the aim of better equipping them to understand their working environment and make improvements that will benefit both the individual, their team and the wider BU community (Clarke and Devis-Rozental 2022).

Using the PERMA model (Seligman 1998) this poster outlines the benefits to each individual in the 2022 / 23 cohort of the Business Administration Service Excellence Apprenticeship. With a focus on 'Positive Emotion', 'Engagement', 'Relationships', 'Meaning' and 'Achievement', apprentices have noted that their participation on the course has had a positive impact on their post pandemic wellbeing, with an increased understanding of their working environment, the opportunity to network and learn more about other areas within the university in a relaxed educational setting. The apprenticeship programme is showing support and commitment to BU employees whilst developing service excellence advocates for a thriving higher education community.



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Scan to find out more about Service Excellence at BU







# Fusion Business Projects: Moving from chalk and talk to real-world experiential learning

Laura Roper

## Introduction

The Business School Foundation Year unit 'Fusion Business Projects' has been through a process of continuous improvement and review since its inception, based on student and staff feedback as well as Unit Leader reflections. This has led to a movement away from a traditional 'chalk and talk' approach to experiential activities aimed at real-world problems Baden and Parkes (2013). An important aspect of the units experiential learning has been a strong emphasis on visual learning. This entails avoiding a passive learning environment where students passively listen to and take notes on a lecture without actively being engaged in the lecture material. The new approach incorporates active learning and gamification, and so provides a more interactive approach to sessions. The benefit of this approach is in making it easier for the students to apply the learning as well as to retain it (Hamer 2000). Having already begun to see a positive impact from this approach, it is felt that this 'real-world' interactive style of delivery is something that will benefit students at all levels.

## Bournemouth High Street: A real-world case study

Using a real-world case study has proven to be invaluable in developing students critical-thinking and cognitive abilities. This approach allows students to analyse, evaluate, and defend arguments that are well grounded in theory but that are also meaningful to the students as individuals (Rodriguez et al 2019) as they use their project management knowledge in order to conduct a consultancy style project on high-street regeneration.

Students are divided into small teams of 6-8, who would work together for the life of the project. The reasons for doing this are two-fold;

- 1) To personalise learning as students tend to feel more comfortable sharing ideas in smaller group than in larger classrooms.
- 2) To develop a sense of friendly competition between the groups, encouraging teams to develop their projects in order to 'beat' the others.

## Encouraging Accountability

To hold teams more accountable to the learning process, I allowed enough time after task completion each week for groups to share their work with the rest of the class. This process allowed for students to expand subject understanding in creative ways and also learn from other group members, which developed their collegiality, teamwork and professional communication skills.

## Identifying The Priorities

During lectures the key topics were introduced and within seminars and workshops the teams were available to develop their thoughts and approaches on how to redevelop the high street. This included:

- Field visits to the high street
- Conducting SWOT and TOWS
- Developing interviews and Surveys
- Speaking with high street stakeholders



Once the students had gathered the information they needed and determined their recommendations, they worked on developing their presentation skills.

## Presenting Recommendations



The key here was for the students to present as if they were a consultancy firm, hired to determine the key priorities for Bournemouth high street. They were asked to pitch their findings to people representing BCP Council, thus providing a tangible outcome to their work.

These presentations represented the closure of the project, and gave the students a sense of pride and achievement when reflecting on the project that they had seen through from start to finish.

## The Exhibition: Celebrating success and boosting confidence

As a final confidence boost, the posters developed by the students as part of their assessment were exhibited with an exhibition launch attended by senior members of the faculty, highlighting the value of the students' contributions.



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# Rolling Dice – creative ways of engaging students with problem-based learning

Andrew Morris

## Introduction

This project began with a friend asking me a favour. Would I run a session on risk and decision-making for his Approved Mental Health Professional [AMHP] students. I considered the following questions from the PDSA Model (Speroff and O'Connor 2004):

1. What did I want to achieve? A learning activity that would be fun and engaging but is also time-efficient in its preparation.
2. How would I know it was effective? Student feedback and observing the class.
3. What changes could I make that will result in this improvement? This question is answered below...

### Problem-Based Learning and case studies

Problem-based learning would be a good place to start as it sees students working together in groups to solve complex issues (Allen et al. 2011; Loyens et al. 2012). It helps to foster a deeper understanding of issues, develop teamwork, and promote verbal communication skills (Hmelo-Silver 2004). The use of case studies in problem-based learning activities is common, and an effective way of delivering the problem (Romero et al. 2004; Ballantyne and Knowles 2007). A popular method of problem-based learning is the use of case studies (Romero et al. 2004; Ballantyne and Knowles 2007).

### Case Study Benefits

Allows students to engage in in-depth explorations of situations and events (Crowe et al. 2011). They help to develop problem-solving skills, critical thinking, and professional judgements (Ertmer and Russell 1995). They also help relate theory with practice in the safety of the classroom (Napier 2010).

### Case Study Drawbacks

Case studies can take a long time to write, and I would need to write several of them to be effective for the students to work in small groups (Popil 2011).



## Addressing the drawbacks of case studies



### Method

I was inspired by Dungeons & Dragons. In this game dice rolls help to determine things like a person's characteristics, items in a room, and the location of certain objects. The number on the die corresponds with information in a table, which is then used in the game. I decided to use this concept to design case studies. I designed some random tables covering topics such as: Age, Relationships, Accommodation, Personality Quirks, Presenting Symptoms, Medication, Current Location, Presenting Symptoms, Hobbies, and Support. I split the class into small groups, and gave them a set of dice. They used the information generated by the dice rolls to create their own case study. I asked them to assess risks and make a decision based on the information in the case study, and then share their work with the rest of the group.

### Results

- The different shaped dice drew the students attention and 'hooked' them into the activity.
- As the students rolled the dice and created their case study, the energy levels in the class seemed to rise.
- There was lots of discussion and sharing of ideas within the groups.
- The students were keen to see what other groups had come up with and how they had addressed different issues.
- Informal feedback from four students indicated they enjoyed this activity. They found it useful to look at different situations and became aware of issues they hadn't considered before.
- It didn't take a great deal of time to design the tables.
- As the case studies are designed on a 'random' basis, they can be used again by students and will result in different scenarios each time.

### Conclusion

I have since created more tables for other service-user groups e.g. older people, children & young people, people with learning disabilities, addictions, and carers. I anticipate it could be useful for other disciplines, not just AMHP students. There is no reason why this could not work for nursing, occupational therapy, or physio students, etc. I intend to develop this activity and write a paper in due course.

### Sample of Tables

Relationships	D12	Accommodation	D6
Close relationship with one or both parents	1	Lives with parents	1
In an intimate relationship	2	Lives alone	2
Just broke up from a relationship	3	Lives with partner	3
No friends/family	4	Homeless	4
Pet dog	5	Lives in a hostel	5
Close to colleagues at work	6	Flat/house share with friends	6
Distant relationship with parents	7		
New relationship	8	Presenting symptoms	D20
Problems with neighbours	9	Grandiose	1
Problem with house mates	10	Refusing medication	2
Distant relationship with sibling	11	Angry/irritable	3
At risk of homelessness	12	Pre-Occupied with lighting fires	4
		Not eating	5
Personality Quirks	D10	Confused	6
Laughs inappropriately	1	Auditory hallucinations	7
Becomes tearful and very easily	2	Visual hallucinations	8
Hates wearing clothes	3	Pressure of speech	9
Repeats themselves, constantly	4	Distrustful of professionals	10
Chain smokes	5	Believes people are trying to kill them	11
Doesn't speak English	6	Worried food/water is poisoned	12
Arrogant	7	Full of energy/can't sit still	13
Hungry	8	Only sleeps two hours each night	14
Under the influence of drugs/alcohol	9	Impulsive	15
Sporadically barks like a dog	10	Obsessed with weapons	16
		Believes partner is the devil	17
Medication	D4	Someone has put a chip in their brain	18
Stopped taking it	1	Wants to give away all their possessions	19
Run out	2	People are stealing their thoughts	20
Not on any	3		
Can't find it	4		

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# Professional Standards Framework 2023: A New Evolution in Learning & Teaching

Charlotte Martin, Dr Martyn Polkinghorne & Dr Mel Hughes

## Introduction

The Professional Standards Framework (PSF) demonstrates professionalism to individuals and organisations supporting learning and teaching. It is built upon three clearly defined sections, these being **Professional Values**, **Core Knowledge** and **Areas of Activity**, and a **Descriptor** for each category of fellowship against which individuals can evidence their practice. Building upon previously established good practice, the original PSF published by the Higher Education Academy (2011), has now been revised by Advance HE (2023). This poster highlights some of the key differences between the 2011 and 2023 versions of the PSF. Can you spot them?

## PSF 2011

**V1** - respect individual learners and diverse learning communities;  
**V2** - promote participation in higher education and equality of opportunity for learners;  
**V3** - use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development;  
**V4** - acknowledge the wider context in which higher education operates recognising the implications for professional practice.

**K1** - the subject material;  
**K2** - appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme;  
**K3** - how students learn, both generally and within their subject/disciplinary area(s);  
**K4** - the use and value of appropriate learning technologies;  
**K5** - methods for evaluating the effectiveness of teaching;  
**K6** - the implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

**A1** - design and plan learning activities and/or programmes of study;  
**A2** - teach and/or support learning;  
**A3** - assess and give feedback to learners;  
**A4** - develop effective learning environments and approaches to student support and guidance;  
**A5** - engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

Professional Values

Core Knowledge

Areas of Activity

## PSF 2023

**In your context, show how you:**  
**V1** - respect individual learners and diverse groups of learners;  
**V2** - promote engagement in learning and equity of opportunity for all to reach their potential;  
**V3** - use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice;  
**V4** - respond to the wider context in which higher education operates, recognising implications for practice;  
**V5** - collaborate with others to enhance practice.

**In your context, apply knowledge of:**  
**K1** - how learners learn, generally and within specific subjects;  
**K2** - approaches to teaching and/or supporting learning, appropriate for subjects and level of study;  
**K3** - critical evaluation as a basis for effective practice;  
**K4** - appropriate use of digital and/or other technologies, and resources for learning;  
**K5** - requirements for quality assurance and enhancement, and their implications for practice.

**In your context, demonstrate that you:**  
**A1** - design and plan learning activities and/or programmes;  
**A2** - teach and/or support learning through appropriate approaches and environments;  
**A3** - assess and give feedback for learning;  
**A4** - support and guide learners;  
**A5** - enhance practice through own continuing professional development.

### New Descriptor 1:

#### Associate Fellow

1. Use of appropriate **Professional Values**, including at least V1 and V3;
2. Application of appropriate **Core Knowledge**, including at least K1, K2 and K3;
3. Effective and inclusive practice in at least two of the five **Areas of Activity**.

### New Descriptor 2: Fellow

1. Use of all five **Professional Values**;
2. Application of all five forms of **Core Knowledge**;
3. Effective and inclusive practice in all five **Areas of Activity**.

### New Descriptor 3: Senior Fellow

1. A sustained record of leading or **influencing the practice** of those who teach and/or support high quality learning;
2. Practice that is effective, inclusive and **integrates all Dimensions**;
3. Practice that **extends significantly beyond** direct teaching and/or direct support for learning.

## References

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2. HEA. 2011. *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*. Higher Education Academy.

Scan to find out more about the PSF 2023





**Bournemouth University**

# You are a poet and just don't know it: using Haiku as a tool for critical reflection.

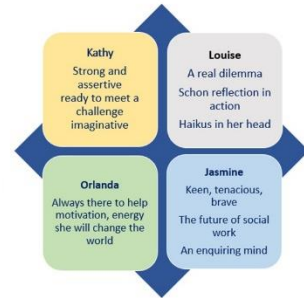
Dr Orlanda Harvey, Dr Louise Oliver, Kathryn Brennan and Jasmine Thomson

## Introduction

Critical reflection is at the heart of social work practice and is a proactive skill woven into practice standards. It is widely acknowledged as hard to learn, teach and assess. Structured models are helpful; but 'one size does not fit all' and we sought to find out if more creative methods help student engagement and skill development.

### So why Poetry?

- Poetic forms to support the development of reflective practice has strengths beyond that of more traditional reflective methods (Ramsey, 2018)
- "The use of reflective poetry writing has supported students in the development of self-awareness, confidence and creative thinking" (Jack and Tetley 2016)
- Poetry has been used to help people make sense of their experiences (Collins et al., 2006) and help students reflect (Furman et al. 2008; Gair 2012).
- As a form of poetry, haiku enables the juxtaposition of the rational and emotional and explores "the dark and light side of our experiences"; hence making it a potentially helpful reflective tool (Grisoni et al. 2007, p. 353).



### The Activity

We designed a class activity to support students develop their critical reflection using haiku.

**Haiku Instructions**

The Themes

Me, as a social worker  
Me and conflict  
Me and emotion  
Me and reflection  
Me and my assumptions  
My unconscious bias  
Me – and my 'driver' style  
Me the rescuer

**Compose** Compose two or three themes

**Write down** Write down some of the words that come to mind for each theme.

**Organize** Organize your thoughts roughly onto three lines. First, set the scene, then expand on that by expressing a feeling, making an observation or recording an action. Keep it simple.

**Polish** Polish your haiku(s) into three lines:

- The first with five syllables,
- The second line with seven syllables
- The third line with five syllables.
- Choose a title

How are we applying it....	What have we learned ....
Daily reflections during placement and used additionally when I want to unpick situations further.	<ul style="list-style-type: none"> <li>It has helped me condense my reflections.</li> <li>Helped me to reconnect with the creative side of my brain and given me confidence to explore other creative methods for reflection.</li> <li>Freedom to think differently with no constraints of perfection.</li> </ul>
Jasmine	
Starting out:	<ul style="list-style-type: none"> <li>Haiku's balance my activist tendencies</li> <li>I can be reflective</li> <li>My thoughts and feelings are important</li> <li>I can unpick and explore tensions</li> <li>Producing Haikus help me focus my thoughts</li> <li>Themes often emerge</li> <li>Their creation is cathartic and allows me let go of the tensions of the day</li> </ul>
<i>Poetic trauma</i> <i>Mocked and made to feel stupid</i> <i>Wounds and scars reopened</i>	
Kathy	

### The Research

We asked the students to complete a pre-post questionnaire and held a focus group. Following this we used thematic analysis to interpret the data using an adaption of Attridge-Stirling's (2001) thematic networks process

### Examples of our Haiku reflective practice

<p><b>Never to be told</b> (by Louise)</p> <p>Searching for the dark Silence is where we find truth Reaching for secrets</p>	<p><b>By Jasmine</b></p> <p>I'm an imposter Can they see through my façade? Need to work harder.</p>
<p><b>In Trust</b> (by Orlanda)</p> <p>Uncertainty 'I' Will they share 'secrets' with me? How to build rapport?</p>	<p><b>By Kathy</b></p> <p><i>Finding foundations</i> <i>Hidden beneath the surface</i> <i>Stabilising force</i></p>

**Findings**

- It supported the development of critical reflection through:
  - Supporting critical thinking
  - Generated focus through the process method to develop reflection
  - Supported creativity
  - Supported people to engage in a different mode of thinking
- It provoked reactions in participants to support critical reflection (both positive and negative)
- The learning environment was important

"[I] found writing a poem extremely useful. I found that it made me think about my situation in a different way. I wrote a few different poems"

"I loved it. I found it a really clever way of dragging out things about self you may not thought about before"

"[It] got me thinking on my feet more than I would usually do. I would say it created a deeper sense of critical thinking".

"having to carefully choose words made me think deeper than I have usually done"

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**Bournemouth University**

Dr Helen O’Sullivan , Professor Chris Chapleo, Dr Fiona Cownie

## The Two Branches of Inclusivity in Higher Education

### Introduction

The focus of this research was to explore interpretations of brand success in the context of a selection of comparable newer UK universities. The data suggests that inclusivity has two distinct branches: Social inclusivity and Pedagogical inclusivity.

The findings in this research contribute to the existing theory in the domains of branding and HE by using a fresh approach to considering brand success.

### Research Design

This research adopts a multiple case study approach with three broadly comparable post-1992 universities in England. Due to the exploratory nature of this research, an inductive methodology was used in order to build rich, insightful theory and gain a deeper understanding of the phenomenon of brand success. Data from twenty-four semi-structured interviews was undertaken from these three case studies.

Institution	Sample
Bournemouth University	3x Brand-aligned academics
Manchester Metropolitan University	2x Brand manager/marketing manager
University of Portsmouth	3x Final year business, management and marketing students

Social Inclusivity	Pedagogical Inclusivity
Students to be viewed as individual learners with individual learning styles and needs	Quality teaching and research underpinned with relevant skills and knowledge
University to feel like home to people of all races, nationalities, genders, sexualities, disabilities and social classes.	Encourage interdisciplinary collaboration
Celebrate differences	Draw on a pool of academic strength from all backgrounds
No university bubble – part of the local community is crucial – wider society integration	Provide a portfolio of experiences, not just the quantifiable academic delivery
Promote student contribution and impact to society	Innovative technologies
	Innovative teaching and learning assessments
	Active learning





**Bournemouth University**

# Tech Chat

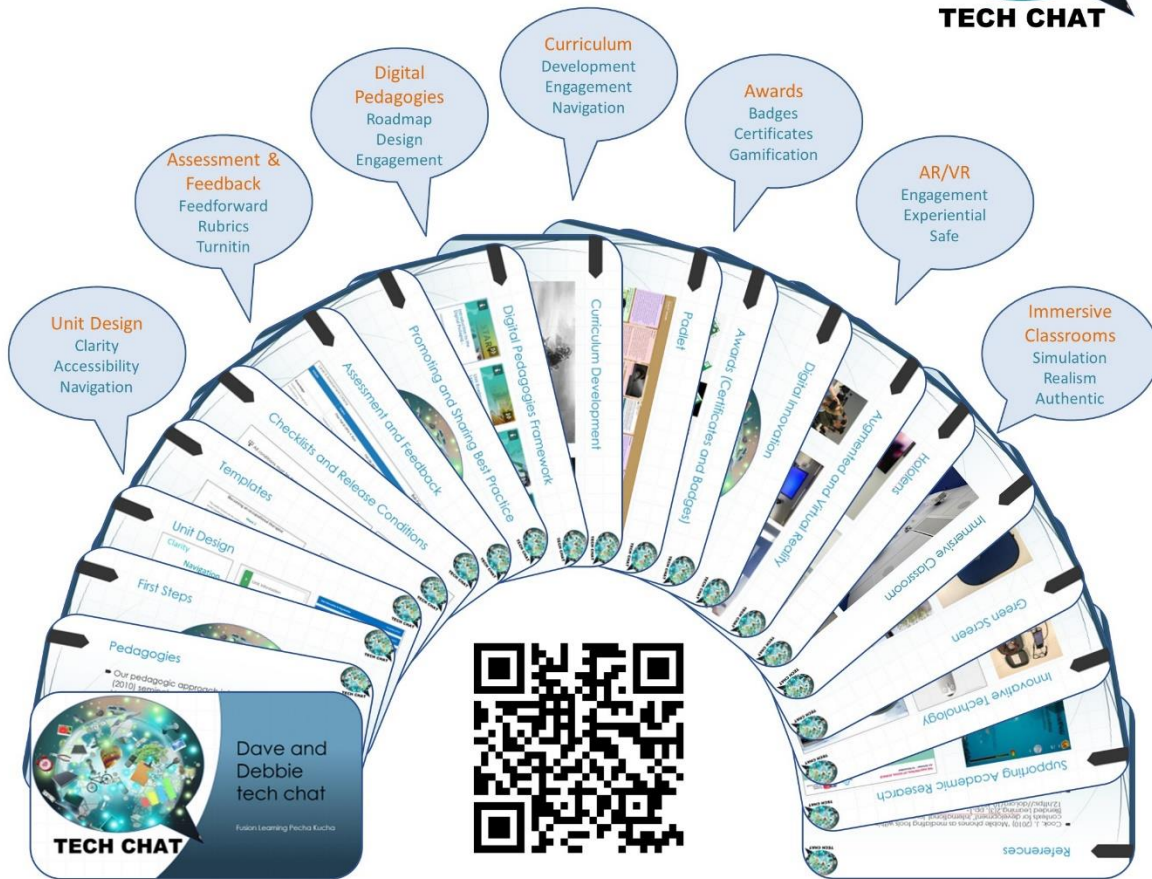
David Hunt  
Professor Debbie Holley

## Introduction

Enhancing the student experience and building staff confidence to 'blend' the best of face-to-face and online delivery is at the heart of the Tech Chat series.



**TECH CHAT**



## References

Underpinned by the 'Zone of Proximal Development' (ZPD) as proposed by Vygotsky (1978) this approach assists us in theorising about how to create socially constructed learning; especially when technology is used to mediate.

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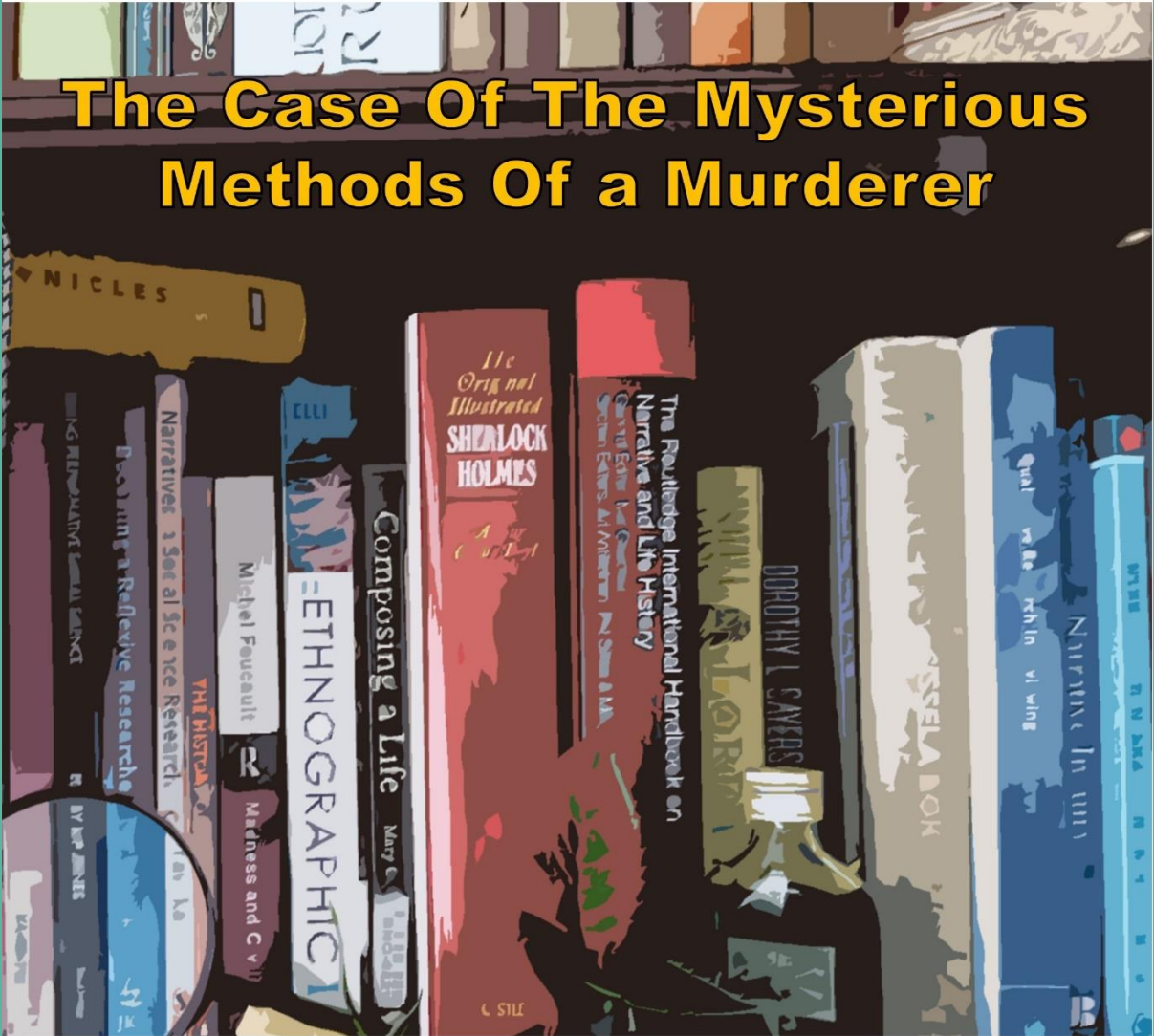




Bournemouth University

# Using Performative Approaches To Teach Qualitative Research Methods

Dr Louise Oliver and Richard Williams



## The Case Of The Mysterious Methods Of a Murderer

### With Special Thanks to:

**Actors:**

Dr Louise Oliver as Sherlock; Richard Williams as Bunter; Professor Sam Porter as Quantitative; Professor Lee-Ann Fenge as Biography; Dr Sally Lee as Phenomenology; Dr Jo Thurston as Autoethnography; Dr Orlanda Harvey as Ethnography; Professor Edwin van Teijlingen as Grounded Theory; Associate Professor Mel Hughes as Coproduction; Dr Rejoice Chipuriro as Values; Professor Jonathan Parker as Ethics, Matt Sait as Positivism; John Tarrant as Relativism.

**Production Team:**

Sam Pickles (filming and production); Ben Goldsmith (filming, virtual simulations and production); David Hunt (filming, virtual simulations and production), Sam Honoraty (scene consultant) Richard Williams (executive producer and executive director); Dr Louise Oliver (writer, executive producer and executive director)





**Bournemouth University**

## Embedding Animation Simulation Visualisation in the curriculum to enhance student learning

Dr Gelareh Roushan  
Associate Professor, Head of Centre for Fusion Learning Innovation and Excellence (FLIE)

Prof Jian Jun Zhang  
Prof Jian Chang  
Professor of Computer Animation, National Centre for Computer Animation (NCCA)

Dr Ehtzaz Chaudhry  
Post Doctoral Researcher

### Introduction

This work is undertaken as part of a 3-stage programme of activities progressing us towards BU2025; Fusion Learning Approach - Supporting Enhancement and Changes; stating "integration and articulation of ASV across all curriculum".

### ASV Three-stage Research Programme

- ✓ Hi-level mapping exercise of the ASV activities (One to One staff interviews)
- ✓ Curriculum Requirements at BU (Staff Focus Group Discussion & ASV Student Survey)
- Development of alternative frameworks as models for application of ASV in curriculum (Future Plan)

### Key findings from High-Level Mapping Exercise of the ASV Activities

- Removal of all barriers for staff to implement ASV tools. Revamping the BU culture.
- Cultivating change and training staff for ASV tool integration in curriculum.
- Improving IT communication and reevaluating BU procurement for increased efficiency.
- Considering student perspectives and adoption of ASV tools.

### Insights derived from Staff Focus Group Discussion & ASV Student Survey

- Lack of investment in maintaining and running the infrastructure.
- BU's IT infrastructure should proactively meet the future needs of its users.
- Organize more ASV discussions involving academic staff member.
- The majority of BU students are using and are satisfied with ASV tools.
- Brightspace & App Anywhere are highly useful. License costs are some of the biggest hurdles in using ASV tools.

### Challenges & Opportunities of Emerging AI-based ASV tools in Higher Education

- Emerging AI- ASV tools and challenges in Higher Education and
- AI-based ASV technologies used in Higher Education, leading to successful outcomes (Case studies).
- Impact of AI-based ASV technologies on Academic Integrity like 'ChatGPT'.
- BU should incorporate a balance of human/non-human lecturers' assessments.
- BU recognizes the need to establish new policies for emerging AI-ASV tools in curriculum.

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# A critical exploration of play-based learning within events management: toward legitimising the freedom to fail.

It works in practice does it work in theory.

Joe Myles

### Abstract

The rise of creative pedagogies in recent decades can, in part be seen as a response to the influence of the neo-liberal agenda on western educational systems. A quantitative and results focused system has allowed deeper learning and personal development to fall by the wayside. The recognition for the need for compassionate pedagogies, catering to students and educators' various individual strengths, weaknesses, cultures and neurodiversity has also encouraged and fed into the need for research into alternative pedagogies. One response to this is the developing interest in play-based learning. This essay explores the development of our understanding of play and critically examines its current applications within my own practice and higher education in general before considering potential for further application and development.

### Event Management at Arts University Bournemouth

*"The world of events and festivals is full of well-organised project managers. However, the most successful Event Managers are those that can also design experiences. Focusing on that blend of project management and design skill is what makes studying Events Management at Arts University Bournemouth unique amongst event management courses. This course will provide you with the skills that you need to become not only the experienced manager that is at the heart of every event but an experience architect, a designer of time."*

(AUB,2022)

A defining feature of the Event Management (EM) course at Arts University Bournemouth (AUB) is that the students are encouraged to deliver events throughout their whole degree, with the first ones typically being as little as four weeks into their studies. In recent years I have booked the AUB Arts Bar as a venue and then allowed groups of level 4 students to design and deliver their events. This 'microworld' (Laurillard 2012) provides the perfect environment for play based learning (PBL), failure, in the form of poor audience attendance, technical issues, poorly run events, is of little consequence in this situation, providing a scaffold for the level 4 students to start build the confidence and skills required for their final year events, dealing with audiences and budgets in the thousands.

### Theories of Play

Recognition of the role and importance of play within culture and civilization can be traced back as far as Huizinga (1949), who, in his article 'Homo Ludens' (Man the Player)(1949), identifies the vital role of play as a precursor to culture and even civilization itself (Huizinga, p.4, 1955).

Huizinga's five characteristics of play as defined by Henricks (2008)

1. play is a relatively free or voluntary activity in which people set the terms and timing of their own involvement
2. play is distinguished from routine affairs by its absence of material consequences
3. play is separated from other activities by its use of exotic rules, playing spaces, ideas of time, costumes, and equipment
4. play is marked by the way in which it both honors [sic] rules and yet encourages transgression and disorder
5. play promotes the bonding together of participants in "secret" or otherwise outlandish societies

In *Homo Ludens*, Huizinga also uses the term 'magic circle' to describe the zone of play and most importantly separate this zone from that of the 'real' world, creating a space to facilitate trial and error and experiential learning. Whitton and Langan, (2019), describe this as 'a comfortable, collaborative place where students do not fear failure but see it as integral to the learning experience. It is a place where participation is intrinsically motivated for the pleasure of the experience itself and not from external rewards

### Benefits

- Positive effect on group dynamics and teamworking skills (Walsh 2018 ,Koeners and Francis 2020)
- Deeper subject interaction (Walsh 2018)
- Increased creativity and motivation (Walsh 2018)
- Development of physical and mental resilience, social intelligence and cognitive flexibility (Koeners and Francis 2020)

### Challenges to the use of PBL

- Adult play viewed as abnormal and embarrassing behaviour by many, Walsh (2018) suggest 'Goffmanian reframing'- redefining a situation as something seen as socially acceptable. Deterding (2018) demonstrates this by providing 'acceptable' forms of adult play- bingo, bowling and Lego that are legitimised by the frames within which they occur and adds the concept of alibi used to justify legitimise playful activity. The learning element of PBL could itself be seen as an alibi for play, but this will not, in all cases avoid the potential for embarrassment amongst learners.
- Norgard, Toft-Nielson and Whitton (2017) acknowledge that the ability to engage in play can be an indicator of "privilege for those with the time, inclination, appreciation, confidence, social capital", whilst Willis (2015) quotes an academics reasoning behind their reluctance to use PBL- 'upsetting the shy students'.
- Traditional expectations of academia- PBL seen as 'dumbing down' by some staff and students (Whitton and Langan 2019, Willis 2015) in spite of increasing evidence of it's effectiveness.
- Cultural backgrounds. Barnett (2017) ) considers the juxtaposition of cultural attitudes to play between western "societies whose values exalt individualistic thinking and self-expression" and Chinese culture, with its emphasis on collectivisation and Confucianism "which promotes the underlying beliefs that people must control and constrain their emotions".

### Applications of Play Based Learning within my own practice

**Ideation Sessions-** students are encouraged to develop their initial ideas for their events. I operate a 'no bad ideas' policy. By allowing the students the freedom to suggest anything, and acknowledging these suggestions, I feel I am facilitating a PBL environment, but using the limitations of the venue and our time frame and physical means to eliminate what is unachievable. Whilst not strictly 'failure' the elimination of the unachievable, wildly expensive and outright immoral events proposed by the students does provide a valuable learning opportunity.

**Practical Workshops-** After introducing some basic lighting equipment, I shared a photo with the students from an exhibition I attended at the Tate Modern by Icelandic artist Olafur Eliasson, then assigned the task of recreating the image on the wall of the teaching space. Whilst it is not particularly challenging for most of the students it provides a good opportunity for group work in a PBL learning context whilst introducing a basic understanding of both lighting equipment and its practical application.

In the related sound equipment workshop, I gave each of the 3 groups a basic PA system and sound source (a guitar, a microphone and a laptop) and then left them to work out what to do from there. I supervised purely from a health and safety and equipment protection perspective.

Proof of the value of these sessions has been provided since by the students' newfound ability to set up and operate the equipment within the context of the numerous successful events they have produced this year.

### Conclusion

Applying my experience of PBL through my own practice, and as defined through contemporary research to Ambrose's (et al) 'Seven Research Based-Principles for Smart Teaching' (2010), I feel that there is good evidence that PBL can cater to several of them- motivation, mastery, practice and feedback, development and course climate and self-directed learning.

Evidence of learning can be seen within my own practice- the Arts Bar events provided a valuable opportunity for me to observe new skills being used. As a model for assessment of PBL this could be transferred to other subjects too, though the need for formative feedback would have to be met to avoid digression from the established aims and objectives.

In the future applying the research I have conducted for this assignment to other areas of my teaching will reinforce my application of PBL. I feel that the argument for use of constructive alignment (Biggs and Tang 2007) alongside PBL and other creative pedagogies is strong- if the desired outcomes can be recognised to have been met regardless of the unorthodox means to reach then the case for the use of such means is significantly strengthened.

I feel that the best development for PBL would be for it to sit as an embedded practice within curriculums, where appropriate elements of units in a variety of disciplines could use it. Attitudes to its current use force PBL to appear unusual and an exception, further heightening the sense of embarrassment and awkwardness that can impede its effectiveness. An acceptance of its place within the academic repertoire would in turn allow PBL to feel like a more natural part of any use in an HE setting.

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# Aligned content and assessment for quantitative methods in psychology

Dr Anna Metzger

Student disengagement is an acknowledged challenge in teaching quantitative methods in large cohorts (Hulsizer & Woolf, 2009). Especially when the cohort combines students aiming at different specialisations. What are the major problems causing student disengagement? How can these problems be addressed?



Forensic Psychology



Cyber Psychology



General Psychology



Counselling Psychology

## Major problems



## Proposed solutions



## References

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.  
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*Images created with replicate pixray/text2image*





# AI Tools as Augmenting the Creative Process in Computer Animation Studies. Integrity the Final Frontier.

Anne Mette Carstensen

### Introduction

In my practice as a lecturer in computer animation at the National Centre Computer Animation (NCCA) Bournemouth University (BU) we come across a rapidly expanding use of AI art. I aim to address the potential ethical issues surrounding AI art, the integrity of artist and how AI art may or may not replace human artists in computer animation. AI art is the new kid on the block and we have to navigate a new emerging world. 'AI' art is here to stay, the question is should we fear it or embrace it?

### Why humans are better than AI (Machine Learning)

The human language is complex and looking at art terms a director could ask their artists to incorporate more rage in an image, this again can then be interpreted as; add more red, change the pose of the figures, change the composition of the image or many other ideas. This is all down to the conversation, the body language of the director, the context of what the image is produced for, the narrative and so forth. AI do not have the understanding of human language in this sense or the will to fulfil a directors requests.

### Realistic uses of AI (ML) in animation industry

A scenario could be a director with no artistic skills who wish to convey to their concept-artists a mood, style or similar. They now have the option to generate inspiration for their artists and then in collaboration expand on this and create something more exact through conversation, and the artists ability to interpret the directors wishes.

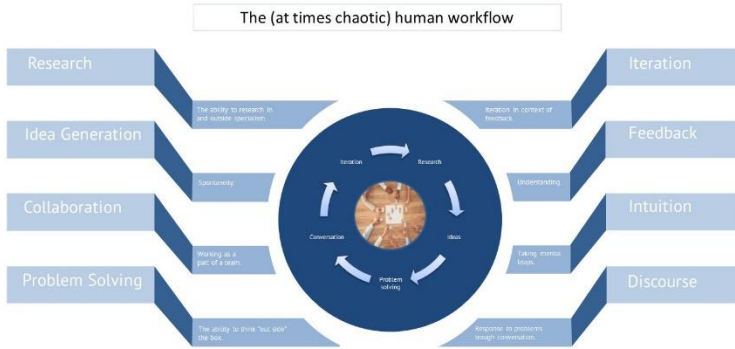
### AI (ML) art Workflow

Typical AI art work flow is linear, with limited options for iterations, no conversation can be had regarding design and aesthetics. The users must iterate through keywords to produce the desired outcome losing the ability to be spontaneous while being limited by the data set included in the algorithms library.



### Future of graduates?

At the NCCA we are educating our students to become creative problems solvers with a range of transferrable skills. The ability to think outside the box, be creative, communicate, understand the underlying questions asked of them and how to approach new challenges. This in union with the emphasis on integrity, self evaluation and the confidence in them selves as artist is what makes graduates superior to any automated system.

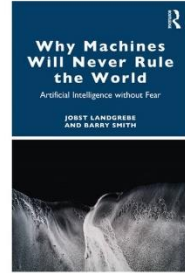


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Landgrebe, J. & Smith, B., 2022. Why Machines Will Never Rule the World Artificial Intelligence without Fear. 1st ed. Oxfordshire: Routledge

### 'Why Machines will Never Rule the World'

Jobst Landgrebe and Barry Smith have postulated in their book 'Why Machines will Never Rule the World' (Landgrebe & Smith, 2022). There will never be such a thing as Artificial Intelligence (AI). They are not alone in this view, what we currently have is Machine Learning (ML), this is very different to AI, and while it may look intelligent it is not, why for example does it hold all the same bias that we humans hold? They will never, unless mathematics, biology and physics change be able to 'think outside of the box', bring true spontaneity or the human trait of not thinking logically to a problem/solution.



### Comparison

Above to the left we have a CG image created by an artist and to the right a AI generated image. On the surface they look similar. Look closer, notice the small differences in details and facial expressions. This type of subtleties can only be achieved through critical reflection and iteration. Meaning more often that not an AI generate image is generic with no 'soul'.

### Conclusion

AI (ML) is here to stay, and it will only keep developing within the boundaries of humankind's current knowledge of the functions of the biomechanical mind and mathematical limitations. Research does seem to indicate that unless major breakthroughs/new fields with in the current mathematical, physics and biological structures are made, general artificial intelligence is very unlikely to manifest itself. We know that AI (ML) as we know it today has great potential and can be applied to many diverse subject matters. We also know that it does not possess will or intent, it can only work on solutions based on the data set it is fed. From this it can be deducted that AI (ML) as it stands now is no threat to human creativity or to that of our graduates. What must be emphasised to my/our students going forward is the ethical issues, the reinforcement of taking responsibility for one's own work and to maintain pride and integrity in said work. We can safely say that **Integrity is the final frontier.**





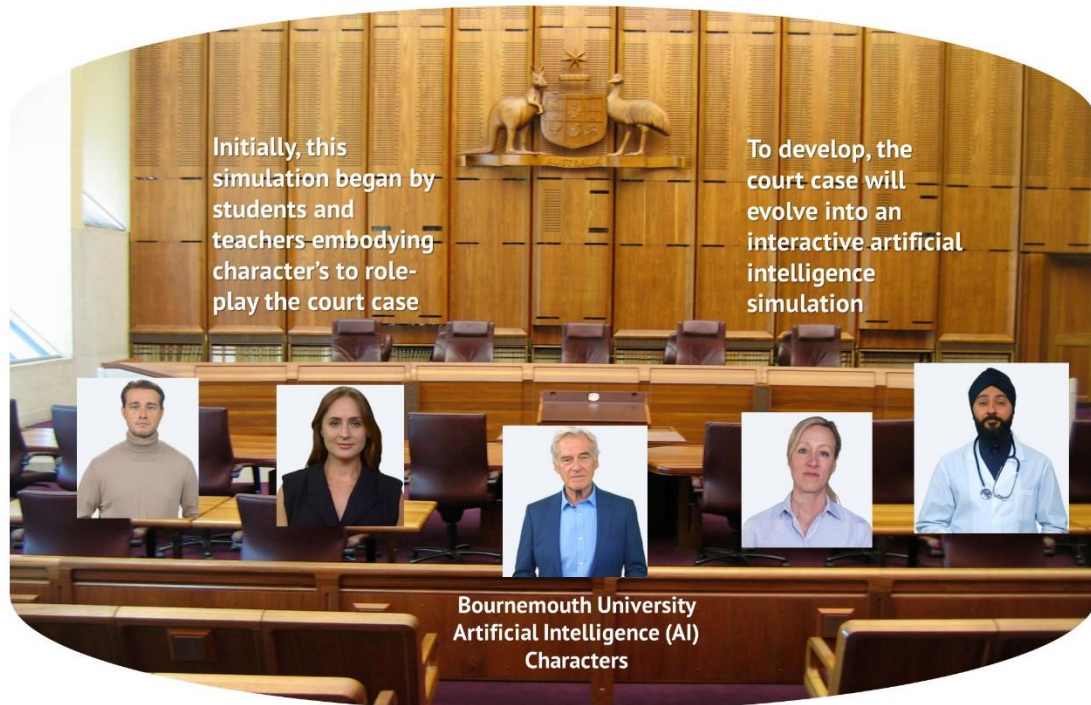
**Bournemouth University**

# Simulation Practice in Mental Health Nursing

E.E.L Brooks

**Creative pedagogy and simulation-based teaching in mental health nursing captivates students, inspires learning, and bridges the theory-practice gap.**

However, there are challenges and complexities associated with simulative teaching in mental health nursing (MHN), including reliance on teacher experience, confidence, and resources. There is a need for diverse pedagogies to cater to the varied learning styles and needs of students, but the reluctance of some university lecturers to adopt creative teaching approaches due to perceived stability and mixed messages about what is valued in higher education inhibits implementation. Incorporating simulation activities into everyday nursing teaching helps build a safe space for students to engage in simulative learning. Developing simulative teaching in mental health nursing is paramount as it can decrease the theory-practice gap, improve students' preparedness for real-world scenarios, and decrease higher education MHN attrition.



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Brooks, E., 2023. A critical exploration of creative pedagogies and the use of simulation practice in mental health nursing to bridge the theory-practice gap and improve attrition. *Unit 1 Principles of Learning and Teaching in Higher Education*. Bournemouth University, Unpublished.

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I acknowledge the use of Bournemouth University's AI characters to generate and modify final materials used in this poster.



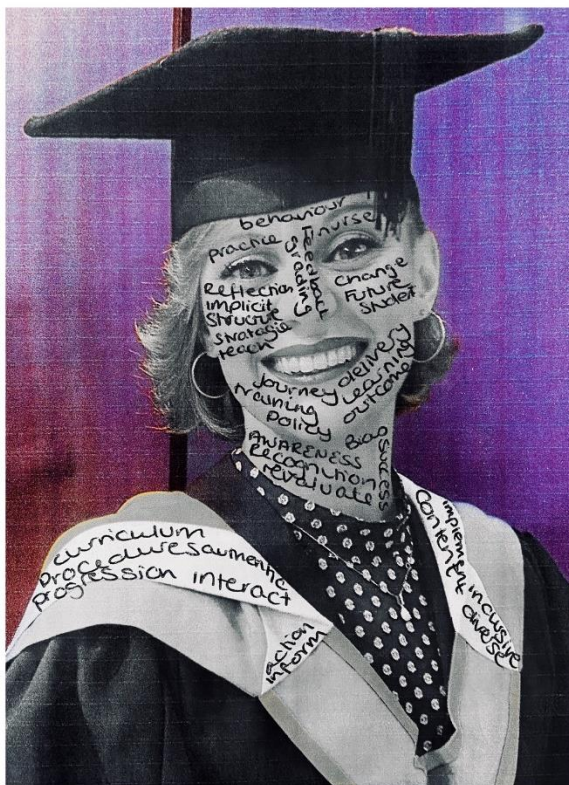


**Bournemouth University**

# Decolonising the Mental Health Nursing Curriculum

E.E.L Brooks

The awareness of explicit and implicit bias within the United Kingdom's higher education (HE) system is growing. Biases can influence HE structure, policies, procedures, resources, curriculum content, and student access. This can infiltrate teacher implicit bias, affecting curriculum delivery, learning outcomes, and assessment practices.



Biases continue to disproportionately impact HE minority groups, who often experience stereotyping, stigma, discrimination, and disparities in service provision. This poses significant challenges to fostering a diverse Mental Health Nursing (MHN) workforce, which is crucial for culturally competent care and reducing healthcare disparities.

## Removal or partial removal of the HE grading system

Grading systems, while intended to assess student performance, can inadvertently perpetuate bias and create disparities. Moving away from a singular assessment outcome and focusing on progressive skills and knowledge development throughout the learning journey could provide a more comprehensive and equitable evaluation of student learning and nursing abilities.

## Decolonising the MHN curriculum

A conscious effort is needed to ensure seminal texts and clinical models reflect diverse perspectives of race, ethnicity, and culture. Broadening the representation and inclusion of diverse voices and experiences, the MHN curriculum can better prepare students to provide care that meets the needs of diverse populations and challenges systemic biases.

Bias within higher education is not solely limited to the MHN curriculum or the grading system. Involving diverse stakeholders, engaging in dialogue, and conducting research can support working together to make tangible interventions that reduce bias, promote inclusivity, and support the success and career progression of marginalised student groups.

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**Bournemouth University**

## Student Experience and the use of Technology in the post covid teaching landscape

Iain Darby, Peter Phillips and Stuart Hall

### Introduction

- Higher Education delivery is forever evolving and the use of technology is at the forefront of this. Student experience is key when considering the benefits to students and is useful when evaluating retention, attainment and progression as well as graduate outcomes <sup>1,2</sup>
- Our study sought to establish what student experience means to a group of level 6 paramedic students and also how the use of technology impacted their perception of this.
- A level 6 unit, concerned with system assessments utilised videos filmed by the teaching team to allow students to revisit these resources throughout the units duration.

### Methods

A self-selected focus group of 8 students was convened to consider the following questions:

- What does student experience mean to you?
- How did you access the videos?
- How did the videos impact the student experience you have described?
- The group was audio recorded and transcribed verbatim
- Inductive coding was used and raised into analytic themes <sup>3</sup>

### Themes

#### Fostering Social Learning

The videos were viewed independently but then students would meet in order to discuss each assessment. Students were able to meet on timetabled days and bring their own interpretations together for collective learning.

#### Blended Learning Approach

The videos were only useful because they were part of the content available, not designed to replace it: face to face sessions as well as other resources were also utilised.

#### Academic Support

At a time when covid restrictions remained in place, the videos were a trusted resource which helped to make a difficult time easier.

#### Confidence

The focus group reported increased confidence through increased knowledge and in addition were able to take this confidence into the practice environment.

### Discussion

- Students identified a number of key facets of their own student experience: social learning, a range of resources, support from academic staff and increasing confidence. They felt that the videos helped positively impact these areas.
- These observations can lead to modifications to pedagogic delivery in terms of enhanced technology-based delivery when in firm partnership with 'traditional' face to face teaching methods

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**Bournemouth University**

***A critical exploration of the power of debate as a teaching strategy at higher education level to nursing students***

By Alexandra Hull

**Introduction**

The use of debate in higher education is a unique and targeted learning experience that helps develop skills such as critical thinking (Hartin et al. 2017). I explored the use of a debate as a teaching method and how this can enhance my role as a lecturer to improve the learning experience for nursing students.

**Why Is Critical Thinking Important In Nursing?**

- A key skill that nurses require in academia to support them in clinical practice
  - Enable students to provide safe care and cope with the widening roles linked to nursing [1]
- Explain the reliability and credibility of evidence [2]. This will give them confidence in health education and health promotion in practice

**What Other Skills Are Achieved Through Debates?**

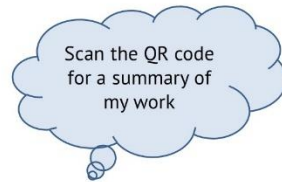
- Communication skills that enables them to express professional opinions [3]
- Enables students to be actively involved in their own learning
- Research shows that an enhanced level of understanding and reasoning was found in groups of students receiving instruction by debate-based learning [4]
- Be able to respond to ethical concerns and build confidence dealing with difficult decisions and discussions within their practice

**Health Promotion And Evidence Based Practice (EBP)**

- Debates give students opportunities to keep up to date with current EBP and as a result develops their decision making skills
- A debate provides opportunities to find alternative solutions surrounding specific topic areas [5]
- Evaluating evidence leads to better problem solving skills in practice. As a result, better decisions are made that provide optimal treatment and intervention for patients [2]

**Barriers To Debates**

- Relies on active student participation prior to the classroom
- Dynamics of the teams and the use of personal views can lead to heated discussions [7]
- Time prior to the debate is required to communicate the expectations and requirements that are needed due to the nature of the teaching style [6]
- Students not understanding the value of debates leading to negative attitudes [3]



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## Is a film degree 'worth' it? Critically exploring the currency of creative degrees: a case in film studies

Dr Carolina Machado Oliveira

### Introduction

The quote "One is not born a filmmaker, but becomes one" by Hjort (2013,p.1) emphasises the transformative nature of becoming a filmmaker. The path to a career in the film industry is often non-linear and uncertain, particularly concerning financial stability. Higher education plays a crucial role in preparing aspiring filmmakers, providing access to learning resources, equipment, and industry contacts. However, the value and purpose of a film degree within an industry context is often questioned, with the idea of film education being significantly linked to rather reductive concepts of skills-based learning and training.

#### Contextualising Value & Worth

The concept of 'value' in film degrees is complex and encompasses multiple meanings. In Western Society, education is often seen as a pathway to entering the labour market and increasing earning potential. Creative degrees, including film studies, have been influenced by neoliberalism and the focus on the creative industries agenda. Universities operating under a profit-driven model face the challenge of meeting student demand for practical skills and industry readiness.

#### Pedagogical Challenges

This shift towards a service provider mindset can impact creative degrees. The increasing emphasis on human capital and skills-based learning (Coleman, 1988) has become prevalent, imposing challenges in effectively integrating theory and practice within film education.

#### The Industry-Academy Divide

The relationship between the academy and film industry has been characterised by a divide between theory and practice. While practical industry experience is highly valued, the overemphasis on craft skills can lead to a homogenised graduate profile. This massification of talent may produce graduates competent in technical aspects but lacking a well-rounded intellectual and interpersonal development.

#### The Complexity of Value

Bourdieu's (1986) social capital theory, which emphasises the perceived prestige of formal education, sheds light on the dichotomy between the prestigious status associated with creative degrees and the perception of them as 'soft'. This has implications for diversity and inclusivity within film degrees. Balancing financial stability with pursuing creative passions becomes a crucial consideration in navigating educational and career choices in the film industry.

#### Beyond Craft Skills

Academic institutions offer opportunities for personal development and the acquisition of transferable skills beyond craft skills. Meeting deadlines, teamwork, networking, resilience, critical thinking, and forward-looking approaches are examples of skills fostered in creative degrees. Academia also provides a space for students to explore cultural and socio-political contexts, enabling them to better understand and contribute to the world around them.

#### Conclusion

The currency of a film degree extends beyond market and monetary drivers, encompassing the interplay between theory and practice, as well as personal growth. By embracing a holistic approach to education and skills development, academic institutions can empower aspiring filmmakers to thrive in the dynamic and ever-changing industry.

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Image: Shutterstock







**Bournemouth University**

# Exploring Student Engagement via Summative Assessment of an Academic Poster

Andrew Adams and Nadina Ayer

## Introduction

As educators, we actively seek ways to inspire learning, advance knowledge, and enrich society, focusing on enhancing the student experience (Bournemouth University 2023). Based on this premise, we made a strategic decision to include an active student voice in a 'non-threatening' Level 4 summative assessment that combined peer and self-evaluation (Linn et al. 1991). The drive to include student input in the evaluation process concerned ensuring fairness in producing group work assessment outcomes to gauge the impact on the student experience (Grace 2017). This poster responds to a call for more research on active student engagement in assessment (see Bazvand and Rasooli 2022). It reflects on our in-class journey to promote student engagement via a group academic poster summative assessment.

## Procedure

- 97 undergraduate Level 4 students participated in the assessment process (self- and-peer assessment).
- The context of the assessment: student concerns over group work, equity, and fairness.
- Input sought from students about their experience with the process.
  - Questions dealt with fairness, practice, contribution, overall experience and future recommendations.

## Observations

Most students enjoyed the process (71.43%) and the ability to provide one's input on contribution. As one student said:

*"It provides you with an opportunity to highlight group members that go beyond what they are required to do as well as indicate others that don't put as much effort into the project as the rest. Also allows you to provide your viewpoint of how the project went".*

## Reasons for Participating in the Assessment

- Fairness (57.14%)
- Good practice (42.86%),
- Highlighting member and self-contribution (42.86%),
- Learning experience (28.57%).

## Influence on Individual Mark

- 71.43% found the application to half of the overall unit assessment was fair and appropriate.

## Importance of a Fair Process

Great emphasis was placed on the need for a framework of fairness and justice:

*"...it shows if everyone has done the same amount of work or if other people didn't do any work".*

Ethically the framework enabled non-threatening engagement:

*"I found the process very personal; you don't communicate with your group while doing it, allowing you to give your honest opinion".*

## Discussion

The outcomes indicate that student's active engagement in co-creating summative assessment contributes to heightened feelings of fairness and equity.

Interestingly, we did not receive negative feedback about the process even in cases where the final individual marks were clearly affected. This resonates with our phenomenological interpretation of student perception of fairness as something that is just 'because someone thinks it is just and responds accordingly' (Rasooli et al. 2019, p. 590). This framework of fairness and justice relied on a process of clear communication in promoting a practical discourse and dialogue about how group and individual marks were constructed. This underpinned our non-threatening/safe place approach to ensuring student comfort with this assessment. The buy-in (71%) indicates majority acceptance of the process, welcoming their active role in grading. We believe our scaffolding of the process from forming and organising a group, through open dialogue and respecting input helped achieve this. This short piece of action research contributes to a tradition of qualitative analyses that facilitate interactional justice (Farmer and Meisel 2010) and interactional fairness (Bazvand and Rasooli 2022). Both rely on good quality open communication.

This research suggests that actively seeking student input into academic evaluation practices can be a valuable tool for enhancing student experience. More research is needed on how students' voices can be incorporated into assessment strategies.

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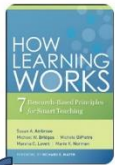


# ChatGPT affordances: generative ideas from research-based principles on human learning applied to teaching

Dr Uma Patel SFHEA

GPT = Generative Pre-Trained Transformer - Large Language Model  
**ChatGPT** = a tool to interact with a trained Large Language Model

Fast paced	Product release
2015	Non-Profit <a href="#">Open AI</a>
2019	<a href="#">Transitioning to For-Profit</a>
2021	<a href="#">Dall-E images from text</a>
April 2022	<a href="#">Dall-E 2</a>
November 2022	<a href="#">ChatGPT</a>
January 2023	<a href="#">Microsoft Partnership</a>
February 2023	<a href="#">Chat GPT Plus</a>
March 2023	<a href="#">ChatGPT-4: Technical Report</a> <a href="#">Educator Considerations for ChatGPT</a>



**Argument for generative AI enhanced learning a contribution to the embrace or ban debate**



**GENERATIVE MOVES**

**How, where, when, what resonates with your practice. From this contextualise questions.**

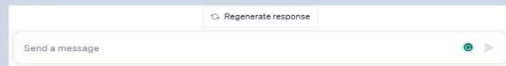
	Principles How Learning Works Summary
1	Prior knowledge can help or hinder learning
2	How learners organise different kinds of knowledge: novice to expert
3	Motivation can direct and sustain active learning behaviours
4	Achieving mastery includes acquiring component skills, integration and applying new learning
5	Quality learning = goal directed practice and feedback focused on improvement
6	Safe spaces to learn means supportive intellectual, social, emotional and physical environments
7	Self-directed learners learn to monitor and adjust their approaches to learning through constructive critical thinking

### Training ChatCPT

Students ChatGPT guided with 'content' from your field, discipline, unit, topic. E.g. for the Certificate in Education Practice Unit 1 Principles of Learning and Teaching in HE:

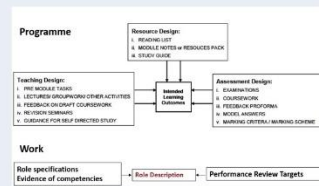
**Training text:** (1) [Article Celebrating neurodiversity in Higher Education](#); (2) [New publication on Equity and Social Justice](#)

**Ask ChatGPT:**



- What are the practical implications of this article for teaching {name of unit, level x} ?
- Summarise this paper on inclusivity, equity and social justice in {input text}?
- How can I apply the principles of decolonization to {name of your unit or topic, level x}?
- Rewrite this assessment brief so that it is more accessible to {level x} students.

### Teaching Design - reimagined



- Role modelling interpreting ChatGPT output
- Linking the output to constructive alignment and the context of the whole programme.
- Pointing out parts of the ChatGPT response that is accurate and why (and the reverse)

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Dr Uma Patel (SFHEA)  
 University profile:





## Embedding Inclusivity Upholding key values at Bournemouth University

Dr Gelareh Roushan  
Associate Professor, Head of Centre for  
Fusion Learning Innovation and  
Excellence (FLIE)

Dr Uma Patel  
Senior Academic  
Programme Leader  
PGCert Education Practice (FLIE)

"AdvanceHE

BU Presentation

Equality, Diversity and Inclusion Conference 2023: The  
Shoulders of Giants: Listening, Learning and Improving our  
Practice

This conference will focus on best practice in addressing issues of equality, diversity and inclusion in HE.



We outline our focus  
on engaging and  
supporting staff and  
students from diverse  
ethnic backgrounds.

Chair of the Race Equality Charter Self-  
Assessment Team, Dr Gelareh Roushan

**Inclusivity at Bournemouth  
University (BU) is a key strategic  
value .**

"We embed inclusivity in our philosophy of Fusion,  
education, research and professional practice. BU is  
committed to monitoring and prioritising  
EDI activities guided by sector research and practice.  
We continue to incorporate staff and student voice to  
develop our equality and diversity  
action plans."



### Culture change

- Promoting/allowing dialogue about inclusive practice as the foundations of excellence.
- Disrupting social constructs towards underlying principles of equality, equity and social justice.
- Structured inclusive curriculum evaluation by students from minoritised communities.
- Allyship and building up a network of advocates.

### Working with the educators on inclusive learning and teaching in their fields and disciplines

- Digital inclusive pedagogies framework toolkit
- Equity compass in higher education towards more inclusive representation, learning design, curriculum, and assessment design

### Strategic executive interventions which are framing the direction of travel to be more inclusive

- Departmental inclusivity workshop carried through into the AMERS (annual monitoring of quality assurance and enhancements)
- Inclusive digital pedagogy resources and cases studies
- Decolonising the curriculum

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- [State of Dorset Diversity Report 2020](#)
- The Youth Equity and STEM [YESTEM Project](#) (UK), yestem.org (US)

### Profiles

Dr Uma Patel



Dr Gelareh Roushan





**Bournemouth University**

# Rainbow Office Hours: An LGBTQ+ inclusive student initiative

Sarah E Hillier & Helen Ribchester

*Nutrition & Occupational Therapy, Department of Rehabilitation and Sport Sciences*

## Introducing Rainbow Office Hours

LGBTQ+ students are more likely to be open about their sexual orientation or gender identity with staff at university compared to school or college (UCAS, 2021). Evidence indicates **students value increased visibility of LGBTQ+ STEM role models** (Ward & Gale, 2016), as these subjects are perceived to be less LGBTQ+ friendly as they do not easily lend themselves to these discussions (Forbes, 2020).

**Rainbow** Office Hours is an LGBTQ+ inclusive initiative designed to provide students with an opportunity to meet and chat to an LGBTQ+ person (Nordmann et al, 2022).

To coincide with LGBT+ History Month (February 2023) and Pride Month (June 2023), students from the Department of Rehabilitation and Sport Science (RSS) were invited to participate in the **Rainbow** Office Hours initiative hosted by LGBTQ+ RSS staff.



**Rainbow** Office hours were offered in 1-hr sessions



Sessions were available in-person during LGBT+ History Month

Sessions were available virtually during Pride Month



*"The Rainbow Office was a service I did not know I needed.... It was really helpful & would recommend other faculties do it too".*

**Rainbow** Office Hours will expand in 23/24 to include a larger number of LGBTQ+ awareness days and a wider range of LGBTQ+ staff and allies from other Departments.

If you'd like to offer **Rainbow** Office Hours, please get in touch...

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**Bournemouth University**

## Climate Action (SDG-13) Multi-media Module: Supporting Cross-Disciplinary Community of Practice in Education for Sustainable Development

Dr Milena Bobeva, Rama Permana, Dr Tuan Vu & Dr Phyllis Alexander

**INTRODUCTION:** Education is critical for empowering society in sustainable development amidst divergent impacts among countries. Innovative pedagogical provisions allow global educators and learners to get deeper knowledge of the climate and ecological crisis and enhance their awareness of opportunities for actions for protecting and sustaining our planet.

This project aims to create a multi-media SDG13-Climate Action module in English and Vietnamese to support a cross-university and cross-sectorial Community of Practice and build institutional capacity for Education for Sustainable Development.

### METHODS

Through exploring teaching practices of Higher Education (HE) academics from Bournemouth University and The University of Transport and Communications, Viet Nam, this module offers ideas on pedagogic practice, with examples of learning and assessment materials from various subject disciplines. The results will contribute to understanding the interplay of different types of knowledge as captured by the TPACK (Technology-Pedagogy-Content Knowledge) framework (Fig.1) as well as the attributes of individual learning and delivery contexts.

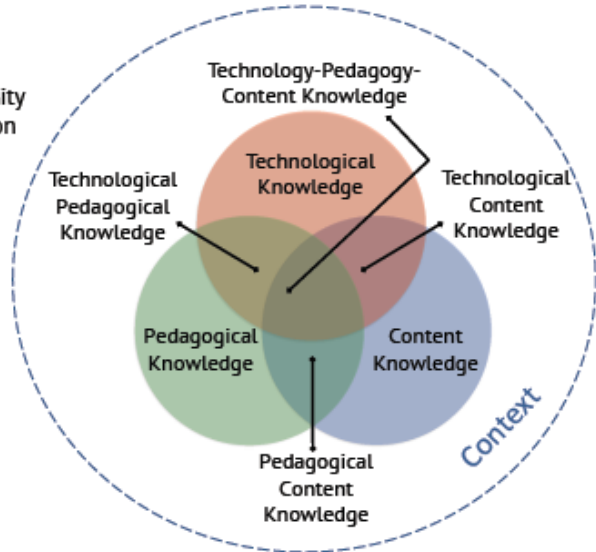


Fig.1: TPACK model (Mishra and Koehler, 2006)

### PRELIMINARY FINDINGS

#### Impactful learning cases:

- Case study learning is used both as a method and for the SDG resources library.
- Action oriented tasks lead to higher student engagement.
- Impactful Learning (i5) characteristics (Fig.2) provide a useful framework for assessing pedagogic, andragogic and heutagogic tools
- Tools like Climate Fresk (2023), Fig. 3, provide the basics of climate science in a simple, collaborative, visual and creative way.



Fig.2: The Impactful FIVE characteristics (PRME, 2022)

#### Institutional Support:

- The need of *sustainability champion to support* different learning units;
- University-wide sustainable policies and practices to lead by example.

### FUTURE RESEARCH

Our findings on SDG-13 are transferrable to different disciplinary contexts, making them useful as a **model to incorporating the rest of the 17 SDGs in education practice.**

Further, the project ensures minimum carbon-footprints collaboration while enabling **the growth of the community** of interested educators and learners in using and contributing to the module.

**Knowledge exchange with industry** will lead to development of more sustainability learning tools.



Fig.3: Climate Fresk, <https://climatefresk.org/>

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**Bournemouth University**

# Death by MLE: a case study in alienating practices

Dr Fay Sweeting

## Introduction

Managed Learning Environments (MLEs) formally NCALT were developed by the College of Policing as a way to deliver training on legislation, policy and practice to police officers online.



- Cheaper than running in person training
- Ensures training is standardised across the country
- Designed so that officers can complete when it suits them
- Officers find the system frustrating
- Time consuming packages
- Punishment if not completed on time

The packages are not generally aligned with the principles of adult learning e.g., the content is not applicable to the police officer role and doesn't help decision making and problem solving (Honest, 2016; Trickett, 2017)



**MLEs in police culture:** from satirical Facebook page, Bullshire Police.



## Limitations of MLEs:

- No feedback given – therefore no way for officers to understand and explore their learning
- No provision for neuro-divergent learners or learning needs such as dyslexia
- Often – no set learning outcomes
- Although the MLE's can be completed at any time, the reality can be 3am on a night shift – not necessarily a time conducive to learning
- Sometimes – a lack of realism in the content

## Ways forward:

- Incorporate principles of constructive alignment and experiential learning theory (Joseph & Juwah, 2011)
- Make MLEs more engaging and capitalise on the strengths of police officers e.g., team working, active learners (Shin et al, 2015)



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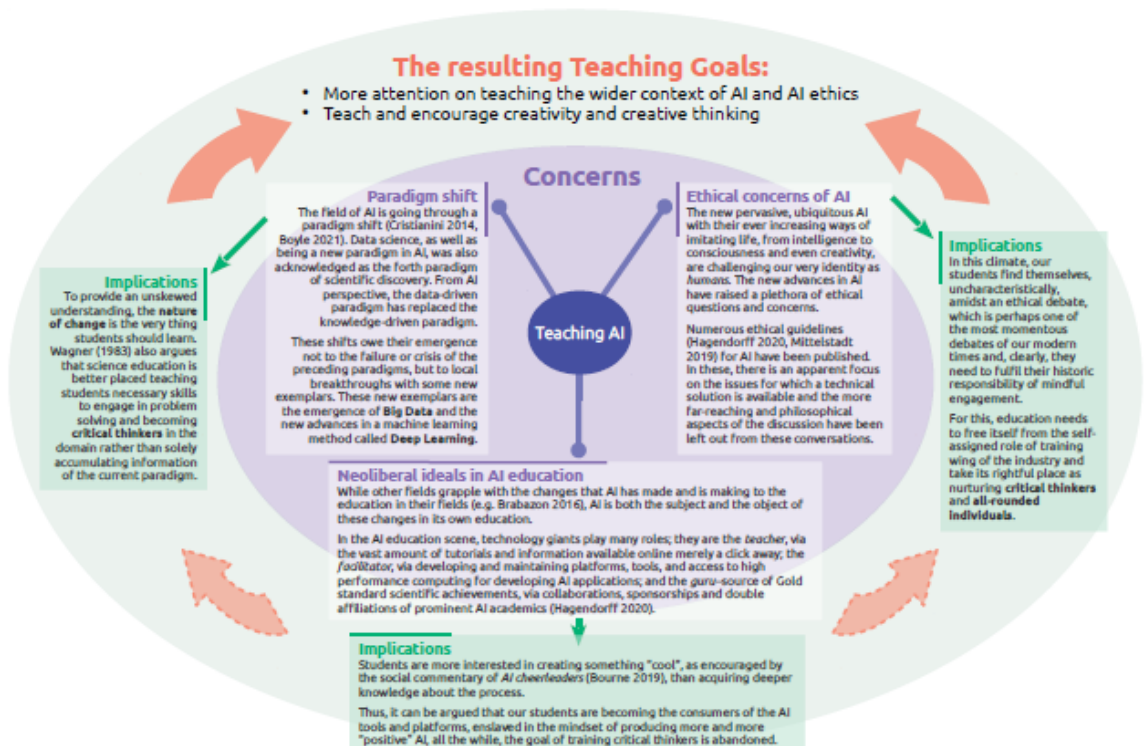
# Thinkers or users; A critical exploration of AI students' learning journey through the volatility of a paradigm shift

Banafshe Arbab-Zavar

## Introduction

The field of Data Science and Artificial Intelligence (AI) has been and is going through a volatile and multifaceted paradigm shift which has allowed it to redefined and extend its application into our everyday lives. As a result, it has also been targetted for commodification by many of the technology giants. It is in this climate that our students start learning data science. While being faced with a vast amount of content learning, they are also beguiled by the neoliberal ideas for and of AI that are shaping their expectations from their studies. AI has also been a hot topic for many a social dialogue from social justice and human rights to the very definitions of humanity, intelligence and consciousness. Standing at the edge of this precipice of unexplored, it has become more important than ever for the AI educators to be mindful of **what** and **how** we are and should be teaching our students.

Beyond the practical issues addressed by the application of Experiential Learning methods and scaffolding, as effective methods in this domain, AI education seems to be grappled with other concerns: *i)* the field of AI is going through a paradigm shift; *ii)* and that it seems to have found itself amidst a neoliberal race; *iii)* along with the relatively new social and philosophical dimensions that are alien to the method of inquiry in this field and the learning style of its students. These concerns and their implications are discussed further in the diagram below.



## Teaching for Creativity via teaching Ethics

As noted above, it seems that a multifaceted solution is required for this multifaceted problem:

- More attention on teaching the wider context of AI and AI ethics
- Teach and encourage creativity and creative thinking

Traditionally, in terms of the structure of the field, AI falls somewhere in the middle of the basic-applied axis and towards the quantitative/scientific on the qualitative-quantitative axis, with the best matching learning styles of *assimilation* and *convergence*. The students in AI courses usually have these learning styles either by selection or learned in their time on the course. However, as noted by Kuhn (1962), the characteristics of *flexibility* and *open-mindedness* which is required for *creativity* is the characteristics of a *divergence* learning style. Behold that in this we are presented with an opportunity! The divergence learning styles are most suitable for the humanities and social sciences. This is also the quadrant we will be at when teaching ethics, as in our first objective. Thus our proverbial stone of teaching ethics may be used to hit the two proverbial birds of teaching for creativity and teaching ethics. In this, through utilizing the link between teaching creatively and teaching for creativity (Jeffrey and Craft 2004), I propose that we can introduce the students to the *creative ways of thinking via using creative teaching in teaching ethics*.

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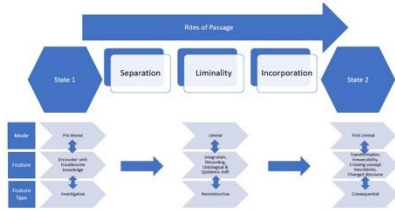
**Bournemouth University**

# Speaking Bricks: Lego, Leisure, Liminality and Wellbeing

Dr Holly Henderson (FLIE) & Dr Richard Shipway (BUBS)

## Introduction

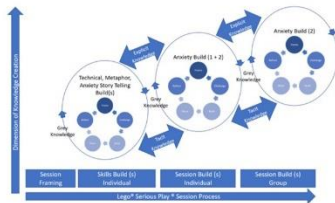
This poster demonstrates a core framework for understanding the processes and practices through which Lego® Serious Play® can positively influence the student experience and wellbeing of children and young people (CYP). The study adopts a creative multi-sensory methodology whereby the focus is upon the Lego® and not the participant. Using a play-based learning approach within an educational setting, data was collected. An initial group session was repeated two weeks later to monitor and observe changes. The results highlight that the Lego® Serious Play® methodology highlights the unique interaction between leisure, liminality, wellbeing and Lego®.



Stages in the rites of passage schematic showing van Gennep's rites of passage sequence (from Söderlund and Borg, 2018) integrating threshold concepts and troublesome knowledge (Land et al 2005)

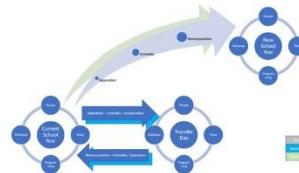


### Lego® Serious Play® & Knowledge



Spiral knowledge creation through Lego® Serious Play® (adapted from Li et al 2022; Name deleted to maintain the integrity of the review process)

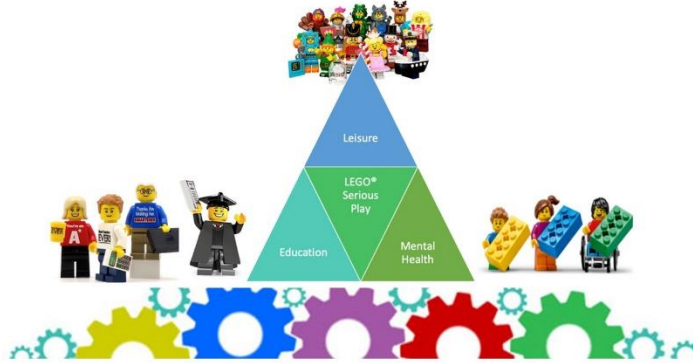
### Lego® & Liminal experiences



Lego®, Liminal experiences, and rites of passage through the school transition process (adapted from Söderlund & Borg, 2018; Shipway & Henderson 2023)



**Contribution to Knowledge: Unique interaction of (i) leisure, (ii) education, and (iii) mental health**







**Bournemouth University**

## Unlocking Potential: Starting up Start-ups with Lego®

Amanda Fripp, Jenna Darlow (CareersBU) & Dr Holly Henderson (FLIE)

### Introduction

BU recognises the importance of skills development alongside academic studies to prepare students for the modern job market. As part of the Graduate Skills Programme, BU offers Graduate Skills Masterclasses throughout the academic year. One notable addition to these masterclasses is an entrepreneurship start-up Lego® Serious Play® session, designed to unlock students' potential. Twenty two students from across the University attended the session.

### Method

The Lego® Serious Play® methodology is an interactive and innovative approach to problem-solving and creative thinking. Participants use Lego bricks to communicate and explore ideas, building models that represent their thoughts and solutions. This hands-on method encourages active engagement, fosters creativity, and promotes collaboration (Shipway & Henderson 2023) By tapping into imagination and facilitating open communication, the methodology aims to unlock the collective wisdom and potential (Blair 2021). Students in the session completed the Lego® Serious Play® skills build and then built models of business ideas they had. A menti poll was conducted at the end of the session to understand impact and value.

### Results

What did you find most valuable about today's session?



### Conclusion

Students reported positive outcomes and experiences. They felt more confident in communicating their ideas and expressed that they had learned new skills and information. The session enabled them to think outside the box, collaborate effectively, generate ideas, and have fun. They found the session to be enjoyable, easy to understand, and interactive without feeling pressured. Overall, the students considered it a great masterclass with the request of more sessions, with more time to use the Lego®

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**Bournemouth University**

# AI & The Triad: ChatGPT, Bing & Bard

FLIE Team: Ben, Holly, Martyn & Geli

## Introduction

The integration of Artificial Intelligence (AI) in Higher Education (HE) has become a hot topic, sparking discussions and debates among academics. This comparison explores the features and capabilities of three conversational AI systems, the triad of ChatGPT, Bing, and Bard. Each system has its own focus and target audience and specialisation. Understanding their distinct functionalities helps users choose the most suitable AI system for their specific needs. As we dive into this subject, let's explore the various prompts that AI can provide to enhance the learning experience in HE and then evaluate the differences between the triad. Using the @herfteducator Guide for Teachers (2023), four prompts have been selected to test:

<ul style="list-style-type: none"> <li>• <b>Prepare for explicit teaching</b> <ul style="list-style-type: none"> <li>◦ Use Chat GPT to generate lesson plans that align with the scope and sequence of the syllabus and consider the needs of your students. You could input the following prompt into Chat GPT: "Create a lesson plan for a unit on [concept being taught] that includes a variety of activities and assessments and takes into account the following paragraph where I provide a brief description on the skills and knowledge of my students."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect and communicate about the learning task with students</b> <ul style="list-style-type: none"> <li>◦ Use Chat GPT to generate prompts for structured reflection activities that encourage students to think about their learning process and progress. You could input the following prompt into Chat GPT: "Create a set of questions that students can use to reflect on their performance in [subject] based on the following submission and marking criteria and identify areas for improvement."</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Guide and support students towards meeting expectations</b> <ul style="list-style-type: none"> <li>◦ Use Chat GPT to generate feedback and guidance for students who are struggling to meet expectations. You could input the following prompt into Chat GPT: "Generate a list of specific and actionable steps that a student can take to improve their performance in [subject/task]."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monitor student progress and check for understanding:</b> <ul style="list-style-type: none"> <li>◦ Use Chat GPT to generate formative assessment questions that help you check for student understanding and identify areas for improvement. You could input the following prompt into Chat GPT: "Generate 5 multiple choice questions that assess students' understanding of [concept being taught]."</li> </ul> </li> </ul>



**ChatGPT**



## References

@herfteducator (2023), A Teacher's Prompt Guide to ChatGPT aligned with 'What Works Best' cited at <https://usergeneratededucation.files.wordpress.com/2023/01/a-teachers-prompt-guide-to-chatgpt-aligned-with-what-works-best.pdf> [accessed 22 June 2023]





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# Automated Brightspace to SITS Mark Transfer

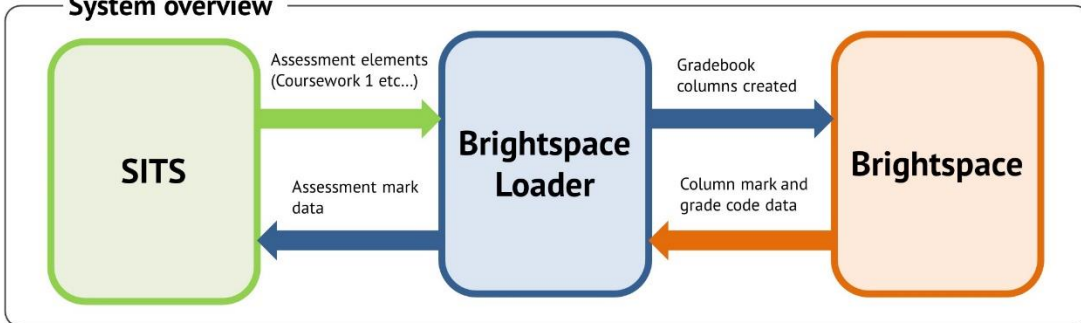
Neil Bottomley (IT), Rob Bowra (IT), Tim Galling (FLIE), Sarah Robinson (AS)

## Introduction

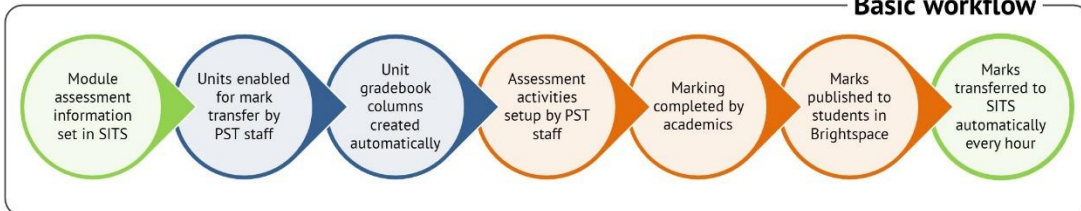
Student assessment marks are recorded and processed in the student record system, SITS. Most assessment marks originate in the VLE, Brightspace, where the marks are recorded by academic staff. Previously, marks have been manually extracted from Brightspace and manually re-keyed, mark by mark, to myHub (SITS) by the Programme Support Teams.

FLIE, Academic Services, and IT Services formed a project team to develop a solution to automatically transfer marks from Brightspace to SITS. With support from the Programme Support Teams, this was piloted in AY 21/22 and implemented for all units in AY 22/23.

### System overview



### Basic workflow



**1,355**  
**(88%)**  
Units using mark transfer

**2,118**  
Assessments for AY 23/24

**116,827**  
Marks transferred so far\* for 22/23  
\*Of a possible 140k

**“definitely a time saver.”**  
Programme Support Team staff



Further information and guidance available online:





Bournemouth University

# Zoom & Panopto

Allard Lummen – TEL Development Team



## Accessibility options

**Zoom** – When using Zoom you have an option to turn on Live Transcription. Students in your session will also have the option to request this feature to be turned on. Furthermore, Zoom also has the option to customize the font size of chat and captions.

**Panopto** – When your recording is moved over to Panopto, closed captions will automatically be generated even if this option wasn't selected in Zoom. These captions are 99% accurate. You can easily edit these captions in the Panopto editor if your video contains technical terms or names that fall in the other 1%

## Where is my recording?

Your Zoom recording will automatically be moved over to Panopto where it will be stored.

If your Zoom session was scheduled via a Brightspace Unit, your recording will automatically be moved to the units' Panopto folder. If it wasn't scheduled via a Brightspace unit, it will be in your personal Panopto folder.

Have a look at our full guidance on how to find your recordings here:



Just scan the QR code with the camera on your phone, and login using your BU credentials!

63.6

THOUSAND hours of videos stored on Panopto

132

THOUSAND videos available through Panopto



TRACEY WEBB



SCOTT HEDGER



OLIVER MOORE



# Maximising Impact Through Micro Modules

## Big Learning in Small Packages

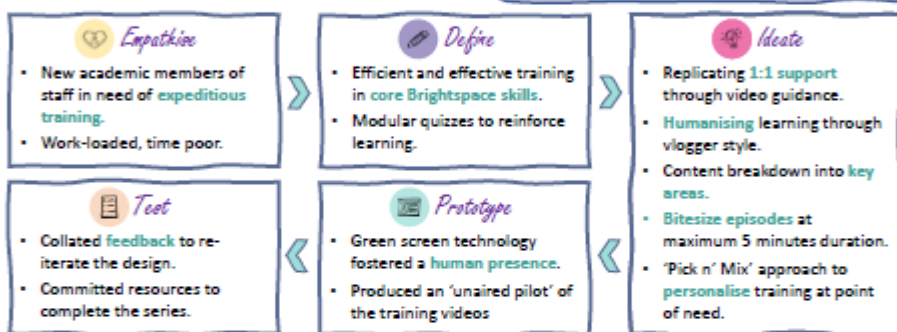
Micro learning is not a new concept but the evolution of learning delivered in concise, focused formats via video has grown significantly since the advent of social media. Platforms such as YouTube and TikTok have influenced pedagogical practice by the way they deliver these small units of learning, transforming the way people consume information, gain knowledge and learn new skills. Now that mobile devices are omnipresent in most people's lives learning has become ubiquitous; learning is undertaken at point of need, and learners are able to prioritise essential skills and content. Micro learning is often thought of as video, but can exist as many types of media.

### What is micro learning?

- Focused engagement with inherent value to the learner.
- Tied to one single learning objective at a time.
- Teaches skills which are immediately applicable.
- Achieves maximum results within a limited period of time.

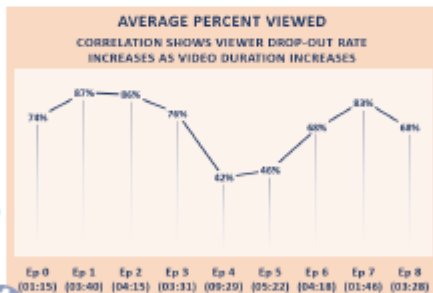


### Brightspace Foundation Videos



“Making videos longer than 6-9 minutes is likely to be a wasted effort.”

(Brame 2016)



Episodes	Content
0	Introduction to Brightspace Foundations
1	Introduction to Brightspace
2	Unit Introduction
3	Content Overview
4	Creating Content
5	Communication 1 – Class Tools
6	Assessment Tools & Gradebook
7	Reading Lists
8	Communication 2 – Announcements

### What are the benefits?

- **Engaging** – positive learning experience to encourage & motivate.
- **Time saver** – new knowledge & skills in an effective & efficient manner.
- **Memorable** – ‘bite sizing’ avoids cognitive overload, increases comprehension & recollection.
- **Flexible** – quick education in a time & place that suits the learner.
- **Recollection** – skills can be learned & reinforced over time.
- **Accessible** – multiple modes of engagement and representation. (UDL Guidelines 2018)

### Iterate

Using a Design Thinking framework, the TELID team created a series of focused modules to upskill new academic staff efficiently and effectively with their Brightspace practice. Bitesize videos were created in an informal style to foster engagement, incorporating active learning with interactive quizzes to embed learning and recap knowledge.

Findings will be reviewed and help shape the way we design future guidance videos in FLIE.

Micro learning is a powerful tool in your educational toolbox that can be used as part of a blended approach, or for dedicated online delivery, but should be used alongside a variety of other learning strategies.

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**Bournemouth University**

# Valuing Educational Values

Ben Goldsmith, FLIE, Bournemouth University

What are your educational values? Have they changed over your career? How do you embody them? How do you teach them? When did you last discuss them with colleagues? This poster and these questions are prompted by new values statements in revised professional standards frameworks in HE (AdvanceHE 2023a) and FE (ETF 2022), and by the requirement to teach British Values in degree apprenticeship programs (UK Government 2021). Analysis of the evolution of professional values in earlier frameworks shows how norms and concerns have changed over time. Surprisingly, although many universities around the world have developed climate action policies and plans, education for sustainable development was not included as a professional value in the UK PSF. All of these things raise questions about what we value and how we translate those values in to practice. This poster seeks to maintain the value of deliberative conversations about values.

Evolution of Professional Values Frameworks	PSF 2011	PSF 2023	What has changed?
1993: Staff and Educational Development Association: Underpinning Principles and Values (Macfarlane and Ottewill 2004, p.90)	V1 Respect individual learners and diverse learning communities	V1 Respect individual learners and diverse <i>groups of learners</i>	V1: A version of this value has appeared in all previous versions. SEDA 1993 is only version that uses 'students', all others use 'learners'.
1997: Dearing Report (NCHE 1997)	V2 Promote participation in higher education and equality of opportunity for learners	V2 Promote <i>engagement in learning and equity of opportunity for all to reach their potential</i>	V2: ' <i>Engagement</i> ' replaces 'participation'. ' <i>Equity</i> ' replaces 'equality'. For all to reach their potential' is new; reinforces the shift to equity.
1999: Institute for Learning and Teaching in Higher Education: Statement of Professional Values (Macfarlane and Ottewill 2004, p.90)	V3 Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development.	V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a <i>basis for effective practice</i>	V3: This is a duty rather than a value. Previous versions use 'professional practice'; use of 'professional learning' here acknowledges ongoing, always unfinished process of academic development, although reference to continuing professional development has been removed.
2006: Higher Education Academy: UK Professional Standards Framework (HEA 2006)	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	V4 <i>Respond to the wider context</i> in which higher education operates, recognising implications for practice	V4: ' <i>Respond to</i> ' replaces Acknowledge... This reinforces the action-oriented aspect of each value/duty.
2011: Higher Education Academy: UK Professional Standards Framework (HEA 2011)		V5 <i>Collaborate with others to enhance practice</i>	V5: New value, but echoes SEDA 1993 'commitment to work with and learn from colleagues' (Macfarlane and Ottewill 2004, p.90). Collaboration now understood as more than working with colleagues.
2023: AdvanceHE: UK Professional Standards Framework (AdvanceHE 2023)			



**Professional Values: What's missing:**

Reflective practice Continuing professional development Widening participation Questioning and Criticality Original contributions to knowledge...

**Sustainability and Climate Action**

Why? Outcome of consultation in Phase 2: Global survey (n=503). One concern: '*risk of dictating curriculum*' (AdvanceHE 2023, p.8) (BUT what about British Values in degree apprenticeships?)

This is out of step with UK universities

- 140 committed to confront climate crisis ahead of COP26 in 2021 (UUK 2021)
- 2023 THE Climate Action global impact rankings – Bournemouth University 21st in world overall (THE 2023)

And out of step with students: 2021 SOS-UK survey of students (n=1200) = 90% *concerned/very concerned* about climate change (SOS-UK 2022)

And out of step with Further Education Professional Standards Framework: Value: '*Promote and embed education for sustainable development (ESD) across learning and working practices.*' (ETF 2022)

**British Values**

- Prevent Duty enshrined in 2015 Counter Terrorism and Security Act obliges schools and Further Education institutions to "implement and embed" British Values in their teaching – and be assessed by Ofsted on them (UK Government 2023)
- Degree apprenticeships means HE are now part of this regime. Statutory guidance requires "leaders and teachers to exemplify British values in their management, teaching and through general behaviours" (UK Gov 2021, s.20)
- Ofsted inspectors can interview anyone in the University involved in the degree apprenticeship programmes, from Board members to students. All will be expected to be able to articulate their understanding of 'British Values' and how they are taught at Bournemouth University.



**Conclusion: Values conversations after BU2025**

Should the next iteration of BU2025 include sustainability (or other values not included in the PSF) as an institutional value?

This poster is intended as a prompt to foster discussion of our educational values, to interrogate externally imposed compliance/inspection models of values/duties, and to think about the role and future of HE. If you would like to be involved in informal deliberative conversations about values, with a view to establishing a community of practice in academic values, please contact [bgoldsmith@bournemouth.ac.uk](mailto:bgoldsmith@bournemouth.ac.uk)

BU2025 Values:

- Excellence
- Inclusivity
- Creativity
- Responsibility

## References

AdvanceHE. 2023a. *Professional Standards Framework for teaching and supporting learning in higher education 2023* [online]. York: AdvanceHE. Available from: <https://advance.he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-5/> [Accessed 21/6/2023].

AdvanceHE. 2023b. *Professional Standards Framework for teaching and supporting learning in higher education: report of the review 2021-2023* [online]. York: AdvanceHE. Available from: <https://advance.he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-5/> [Accessed 21/6/2023].

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**Bournemouth University**

# AIEd: How can Universities Use AI to Support Learning & Teaching?

Dr Martyn Polkinghorne & Dr Holly Henderson

## Introduction

Artificial Intelligence (AI) describes a wide-range of different activities, such as machine learning, language processing, data mining, and pattern recognition (Baker and Smith 2019).

Educators are exploring the potential pedagogical opportunities offered by AI across the student journey. This is known as AI Education (AIEd).

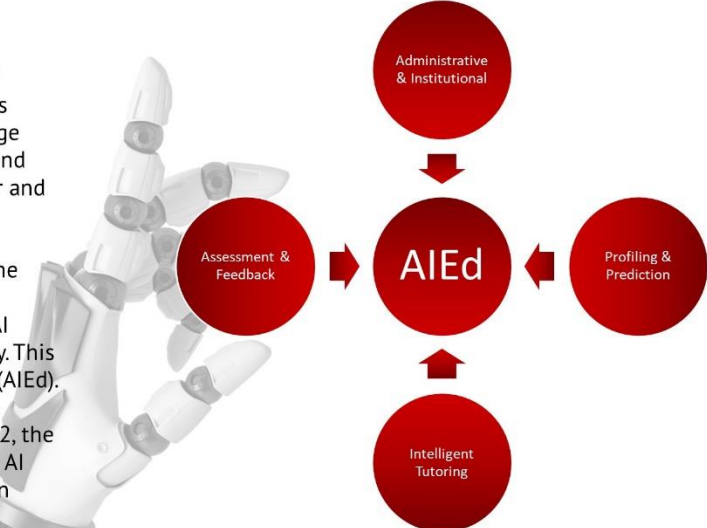
In the period 2018 to 2022, the number of applications of AI within education had been predicted to grow by 43% (Educause 2019). With the recent introduction of the Large Language Models, such as ChatGPT, this pace of change has dramatically increased, moving further and faster than anyone could have predicted.

However, looking beyond the hype, and the obvious resulting challenge to the academic integrity of student work, there are also positive practical applications for AI that can help universities to become better places for learning (Clarke 2020).

For example, AI can have a particularly important role in breaking down the barriers to social inclusion by levelling out the playing field for all students irrespective of the health, social, financial and/or caring challenges which they face.

## References

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**Figure 1. Common Uses of AIEd**  
(adapted from Zawacki-Richter 2019)

<b>Administrative &amp; Institutional</b>	<ul style="list-style-type: none"> <li>• Signposting students to support,</li> <li>• Counselling for staff &amp; students,</li> <li>• Access to library services,</li> <li>• Deadline reminders.</li> </ul>
<b>Prediction &amp; Profiling</b>	<ul style="list-style-type: none"> <li>• Automating admissions decisions,</li> <li>• Optimising timetabling,</li> <li>• Monitoring student engagement,</li> <li>• Recording student achievement.</li> </ul>
<b>Intelligent Tutoring</b>	<ul style="list-style-type: none"> <li>• Reinforcing student learning,</li> <li>• Diagnosing student issues,</li> <li>• Identifying student strengths,</li> <li>• Curating learning materials.</li> </ul>
<b>Assessment &amp; Feedback</b>	<ul style="list-style-type: none"> <li>• Automating assignment marking,</li> <li>• Automating feedback to students,</li> <li>• Evaluating student understanding,</li> <li>• Checking on academic integrity.</li> </ul>

**Table 1. Examples of AIEd Applications in Higher Education**  
(adapted from Zawacki-Richter 2019)





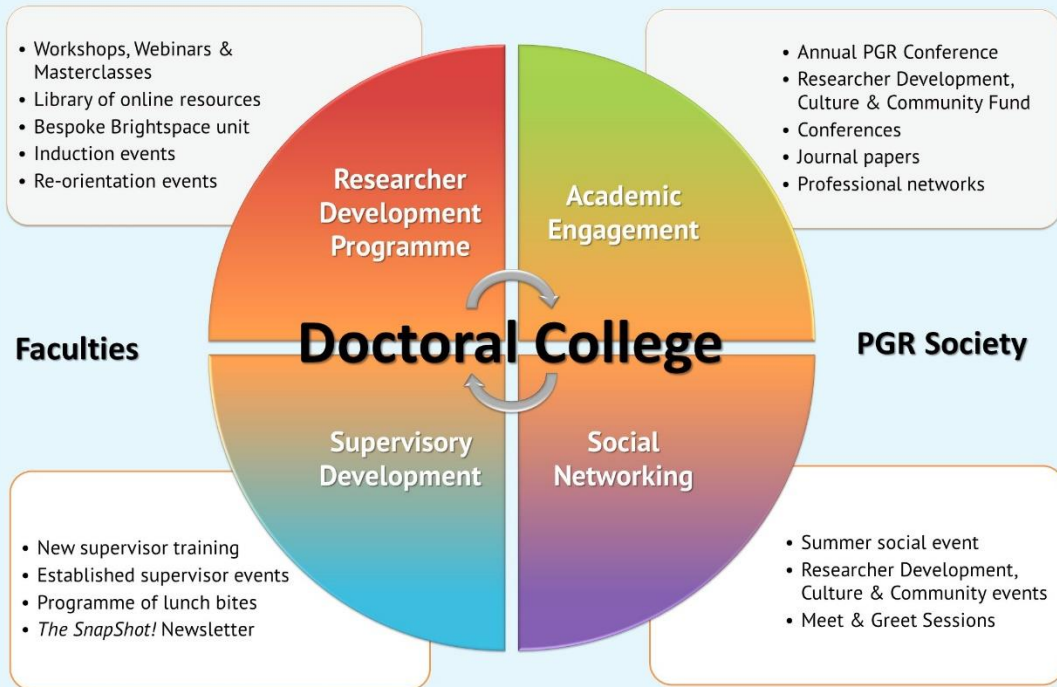
**Bournemouth University**

## The Doctoral College Role in Facilitating PGR Engagement & Success

Dr Julia Taylor<sup>1</sup>, Dr Fiona Knight<sup>1</sup> & Natalie Stewart<sup>1</sup>  
 @DrJuliaTaylor | @DrFionaKnight | @NatStewartBU | @BUDocCollege

### Introduction

The contribution that PGRs make to society is powerful; their work advances knowledge across all disciplines. This contribution to knowledge is fundamental for BU in achieving its research priorities. It provides a pipeline for academic and societal impact, through ground-breaking discoveries and solutions which address issues affecting the world. This distinctive student population embodies the aspirations of BU2025, advancing knowledge and enriching society to have a positive impact world-wide on the challenges facing society, through the fusion of education, research and practice.



This poster highlights the central role the Doctoral College plays in supporting PGRs and facilitating their engagement in the extra curricular activities which are integral to their success and to the nurturing of an inclusive research culture. This support comprises a number of including: the Researcher Development Programme, supervisory development, academic engagement and social networking opportunities. The Doctoral College works with Faculties and the PGR Society and wider support across BU to equip the next generation of researchers for the challenging roles that lie ahead.

### References

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<sup>1</sup> Doctoral College, Bournemouth University







**Bournemouth University**

# Research degree supervision excellence and PGR success: the Doctoral College role

Dr Fiona Knight,<sup>1</sup> Dr Julia Taylor<sup>1</sup>, Chloe Casey<sup>2</sup>

@DrFionaKnight | @DrJuliaTaylor | @ChloeinHE | @BUDocCollege

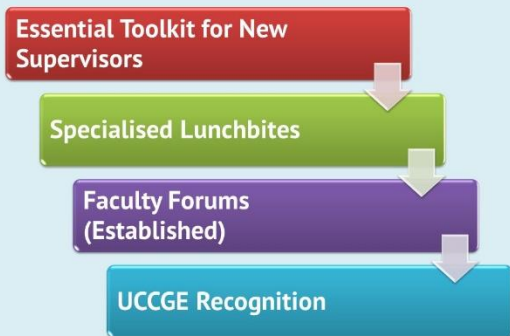
## Introduction

The Bournemouth University Doctoral College has a pivotal role in ensuring research degree supervision excellence. It leads a number of initiatives which encourage research degree supervisors to engage in continuing professional development. The resulting excellent supervision is also recognised as having a positive impact on PGR mental health and wellbeing.

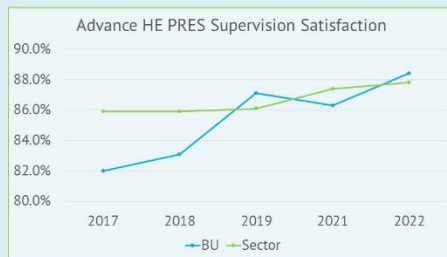
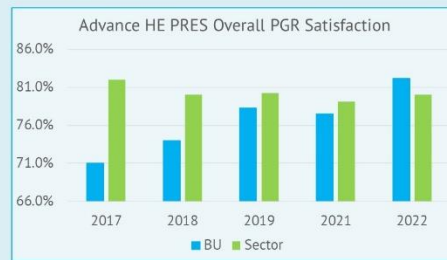
The **Doctoral College** provides central oversight for all research degree activity with our remit shown here. It also has a pivotal role in ensuring research degree supervision excellence

Quality	Administration	Community
<ul style="list-style-type: none"> <li>Develop Policy</li> <li>Implement</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Admissions</li> <li>Progression</li> <li>Awards</li> </ul>	<ul style="list-style-type: none"> <li>PGR Development</li> <li>Community</li> <li>Culture</li> </ul>

The Doctoral College facilitates a **suite of mandatory supervisory development initiatives** to support academics who are new to PGR supervision and encourage those who are established in the role to refresh their skills and knowledge. These include:



Results from Advance HE **Postgraduate Research Experience Survey** show that, since implementing new training in 2017, there has been an **marked improvement in overall satisfaction** of our PGRs and **demonstrable increase in their satisfaction relating to supervisory support**.



BU funded PhD research has identified the negative impact on **PGR wellbeing** when the supervisory relationship goes wrong and have developed interventions to build PGR resilience, including taking a leading role in creating a mutually positive relationship (Casey *et al*, 2022)

**In summary**, BU's commitment to focussing on innovative, academically and pedagogically underpinned supervisory development (Polkinghorne *et al*, 2023) has a direct correlation to the increased satisfaction of PGRs in the support provided.

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Casey, C., Harvey, O., Taylor, J., Knight, F. and Trenoweth, S., 2022. Exploring the wellbeing and resilience of postgraduate researchers. *Journal of Further and Higher Education*, 46 (6), 850-867.e.  
 Polkinghorne, M., Taylor, J., Knight, F. and Stewart, N., 2023. Doctoral Supervision: A Best Practice Review. *Encyclopedia*, 3 (1), 46-59.

1. Doctoral College, Bournemouth University  
 2. Faculty of Health & Social Sciences, Bournemouth University



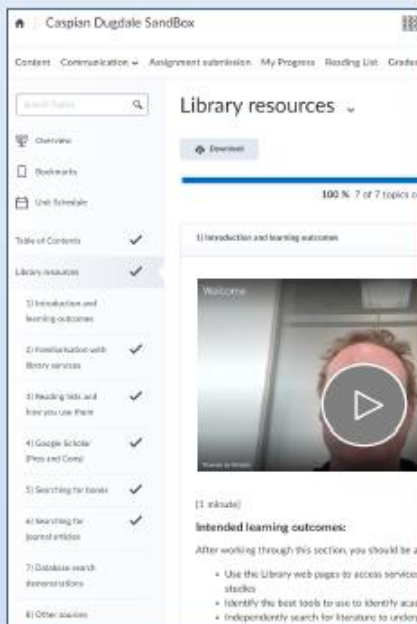


# Reflections on developing a self-paced eLearning information literacy resource for Brightspace

Caspian Dugdale

## Introduction

As part of my HEA application I reflected on a project to bring together teaching content from different online locations into a single structure with a consistent narrative voice.



**References**  
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**Why? the motivation**

- Lengthy recorded lectures
- Requirement for self-paced study materials to supplement face-to-face or virtual teaching
- Endless recycling of PowerPoint presentations

**Why? the environment**

**Various locations for content**

- BU library site
- Brightspace (library pages)
- Brightspace (faculty pages)
- Libguides

**Varied teaching/info. types**

- Static text content
- Short videos
- Full video lectures
- PowerPoint presentations
- Libguide quizzes

**Vision 1 – BU wide selective release**

Central Library 'unit' in Brightspace which students are 'required' to undertake

- Selective release requires students to complete each part if they want to progress to the next
- Academics can view student progress
- Allows management data monitoring on; engagement, progress, skills
- Generic content

**Concept is akin to a MOOC (Massive Open Online Courses) but tracked**

**Challenges - technical**

**Enrolment**

- BU or Faculty level easier but necessitates generic content
- Programme level requires wider roll out
- Study level less work but more hidden

**Unit rollover**

**Updates**

- Dispersed content cannot always be centrally updated

**Surfacing libguides**

- Varies between Brightspace templates
- Brightspace quizzes
- Separate Instance required for every unit

**Challenges - pedagogical**

- Generic or targeted content
- Continuous narrative
- Brightspace quiz system well designed with varied question types and tracking but complex to manage

**Vision 2 – Faculty wide selective release**

Faculty located 'unit' in Brightspace which students are 'required' to undertake

- Selective release requires students to complete each part if they want to progress to the next
- Academics can view progress
- Allows management data monitoring on; engagement, progress, skills

**Faculty generic content**

**Vision 3 – BU wide optional access**

Central Library 'unit' in Brightspace which students can access and undertake learning from as required

**Optional:**

- Academics can view student progress
- Data monitoring on; engagement, progress, skills

**Generic content**

**Solutions**

**Fully unit designed content (could be deployed to BU, Faculty or Study year levels)**

- Optional embedded and trackable Brightspace quizzes

**Unit surfacing libguide content**

- Optional embedded and trackable Brightspace quizzes

**Libguide delivered**

- Not trackable or selective release capable

**Vision 4 – Faculty wide optional access**

Faculty Library Unit in Brightspace which students can access and undertake learning from as required

**Optional:**

- Academics can view student progress
- Data monitoring on; engagement, progress, skills

**Faculty generic content**

**Vision 5 – BU wide menu**

Content sections can be selected from a menu by academics to be dropped into units

**Generic or faculty generic content**

**Vision 6 – Faculty wide menu**

Content sections can be selected from a menu by academics to be dropped into units

**Faculty generic content**

**Conclusion – square pegs and round holes**

The vision at the start of the project conflated two ideas that were mutually exclusive, namely easily distributable teaching content that was written for a subject driven target audience. The use of generic content, which makes distribution easy to all students, means it can never be truly tailored to an audience who likely want subject specific content. As the project developed, options were explored for both generic and subject (programme) delivery. Each require sacrificing a desired outcome but both are possible, with advantages and disadvantages which can be considered. The project was useful and provided a positive opportunity for learning. A review of the content in practice would enable feedback to support development.





Sign up here!

# LinkedIn Learning: A Curriculum Complementary Learning Tool

Maryanne Garon – Business Analyst

## What is it?

LinkedIn Learning is an online learning platform that offers a vast number of courses curated by leading experts.

LIL can be accessed through many devices at a time that is convenient to the learner.



## Who is it for?

LIL provides a wide range of courses for academics, researchers, lecturers, professional support staff, industry experts, and students.

Any & all individuals with a desire for Lifelong Learning.



## What Courses are available?

More than 16,000 courses are available on LinkedIn Learning.

Search courses from Python to business management to self-care techniques



## Sign up here!

Sign up to LinkedIn Learning with your BU account using the QR Code below.



**LinkedIn Learning (LIL) is an online learning platform.**

**It provides video-based courses on a plethora of topics, curated & delivered by industry experts.**

## Why use it?

LinkedIn Learning can be a powerful complementary learning tool that supports teaching and enhances extra-curricular learning.

## Benefits for Staff

- Curated content that complements curriculum
- Provides extra-curricular learning for students
- Ongoing professional development

## Benefits to for students

- High quality and up-to-date content
- Flexible learning
- Enhances employability skills development
- Networking opportunities

## How to use LIL

Please explore Brightspace here





**Progressing the use of open education resources as continuous professional development for registered nurses. Balancing benefits of sustainability and climate impact against challenges for access and inclusivity**

Tanya Andrewes. PGR student. Faculty of Health and Social Sciences.

**Introduction**

Continuous professional development for nursing has changed significantly over the last decade. Nurses are longer supported to complete employer-sponsored, accredited education programmes. The responsibility for continuous professional development lies entirely with individual nurses. Online learning is recommended by the professional body as a relevant and cost-free resource for continuous professional development (Nursing and Midwifery Council, 2015). This presents both opportunities and challenges.

**Opportunities for sustainability and reduced climate impact**

Supports United Nations global sustainable development goal

Supports flexible delivery, without need to travel to learn

Eliminates costs of printing and distributing learning materials

Supports open access to high quality education for all

Supports global sharing of effective nursing practices

**Open Education Resources:**

Internet-based 'copyrightable works... either in the public domain, or licensed [to provide] users with free and perpetual permission' to retain, reuse, revise, remix, and redistribute them (Wiley, 2019).



**Challenges for inclusivity and accessibility**

Digital poverty

Individual nurses bear hidden costs of learning (time and place)

Open education resources can be time consuming/difficult to find

Open education resources may need adaptation for local context

Skill set and confidence level may inhibit engagement

The Covid-19 pandemic accelerated the development, availability and acceptability of open education resources for online learning in nursing. My research is concerned with building on opportunities for sustainability and reduced climate impact through the development of a theory to address challenges and support the effective use of open education resources as continuous professional development.

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Questions or comments?



Scan the QR code to e-mail me

Supervisory team:  
 Professor Debbie Holley  
 Dr. Dawn Morley





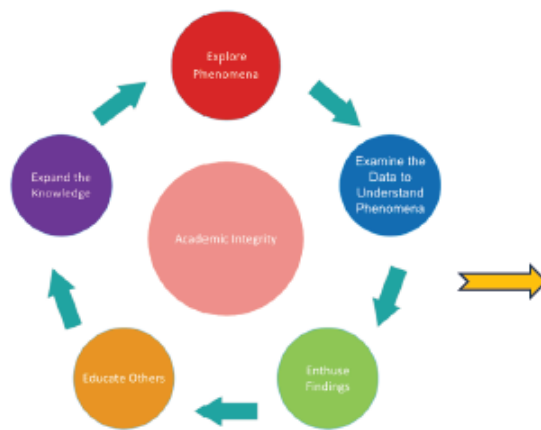
Bournemouth University

# Academic Integrity and Artificial Intelligence: A Student Led R/Evolution

Dr Steph Allen and Dr Ed Bickle

## Academic Integrity: A Student Movement in an AI era?

Historically, institutions led on ethical behaviours in academic endeavours. Students are protective of their own work. Transgressions occur. Understanding Academic Integrity in a new era of hyper-powered tools may deter misconduct temptations. Students are best-positioned to lead on upholding the values of Academic Integrity.



Source: Allen et al. (2022)



Source: Allen and Bickle (2023)

### Expected Outcomes:

- Led by students for students. Well informed student community.
- Use Artificial Intelligent tools ethically and responsibly.
- Protect HE and AI values. Empower future students in HE.

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Bournemouth University

# Revolution or Evolution? Artificial Intelligence (AI) and The Mechanics of Writing

Dr Steph Allen, Prof Debbie Holley, Dr Ed Bickle

"AI-powered computation tools for written content, image generation and coding are here to stay; the most important thing right now is to make sure that institutions – and the sector as a whole – have a clear understanding of what the technology can really do" (JISC news 2023)

- A hotly contested debate in Higher Education remains: where does the responsibility lie for the development of student writing; and can generative AI tools be a way to transform student engagement with the written word?
- Exploring ways in which to alleviate the pain of writing and reproducing knowledge in dry academic offerings across disciplines could transform practice and level the intersectionality of disadvantage.



## Outcomes:

- An evolutionary approach through well designed, innovative, and negotiated assessment practices could be the answer.
- Our proposition is that we should be using these tools to emancipate student writing to be a diverse, joyous, and creative experience.

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100 years into the future – the Jet Pack industry is developing at a rapid pace

Foundation Year Students studying Business and Management compete to develop the most profitable, most ethical and most sustainable Jet Pack business

They have ten weeks to do this, and then present their business to a prestigious conference – The Confederation of Jet Pack Manufacturers.



Susanne Clarke, Unit Leader, BUBS, Foundation Year, Business and Management Fundamentals

# Section 2 – Abstracts



# 1. Developing Academic Confidence in First Year Students: Moving from Chalk and Talk to Real-World Experiential Learning.

Laura Roper

The Business School Foundation Year unit 'Fusion Business Projects' has been through a process of continuous improvement and review since its inception, based on student and staff feedback as well as Unit Leader reflections. This has led to a movement away from a traditional 'chalk and talk' approach to experiential activities aimed at real-world problems.

An important aspect of the units experiential learning has been a strong emphasis on visual learning. This entails avoiding a passive learning environment where students passively listen to and take notes on a lecture without actively being engaged in the lecture material. The new approach incorporates active learning and gamification, and so provides a more interactive approach to sessions.

The benefit of this approach is in making it easier for the students to apply the learning as well as to retain it and builds their academic confidence in preparation for their further studies.

Having already begun to see a positive impact from this approach, it is felt that this 'real-world' interactive style of delivery is something that will benefit students at all levels.

This presentation will discuss the approach taken in the 'Fusion Business Projects' unit and how these active learning strategies can be applied to other subjects.

## 2. Supporting Student Midwives to Manage Midwifery Emergencies Through Simulation. Sara Stride

The use of clear learning outcomes in constructive alignment enabled students to replicate the management of midwifery emergencies in practice. The use of peer assessment and feedback in a safe space enabled the sharing of learning experiences during classroom attendance, as students gained an appreciation of each other's learning styles and encouraged one another during practice sessions. Students adopted different team roles each day to mimic how to manage a woman experiencing heavy bleeding after birth. They identified their own strengths and areas to build on in relation to skills, techniques, and communication skills.

Students also learnt how to manage other emergency scenarios on an individual basis. Formative feedback was provided through peer support as well as by the lecturers who facilitated the sessions. The previous year's cohort resulted in several students needing to repeat the unit with attendance. Clear Unit leadership addressed the anxieties expressed by the current students in relation to this. A consistent approach role modelled by the Unit lead was used to guide the teaching team to facilitate the learning experiences, so that all students had the same opportunities for deeper learning.

Myths that arose in relation to the group assessment and student questions were addressed through an innovative "pub style" quiz. Academic integrity was enhanced through the use of clear assessment criteria and feedback was provided using assessment grids that had also been used during practice scenarios. All the students from both cohorts in 2022/23 successfully completed the summative group assessment, and the majority passed the individual assessments further enhancing the students experience of the Unit.

Student feedback recognised the positive learning experiences and the consistency both in practice sessions and during the assessments. The knowledge and transferable skills have also been used by students attending interviews for preceptorship midwife roles.

### 3. Tech Chat: Technology Mediated Learning.

Debbie Holley and Dave Hunt

In an institution where we place a huge value on our 'campus premium' changing our teaching spaces with the investment in the Bournemouth Gateway Building has created buzz and excitement. Enhancing the student experience and building staff confidence to 'blend' the best of face-to-face and online delivery is at the heart of the Tech Chat series.

Designed as a collaboration between FLIE expert practice and Faculty digital pedagogic expertise, the Tech Chat hosts live discussions; shares good pedagogic design; shows 'how to' work with a range of online learning tools; offers immediate demonstrations 'in situ'; promotes the FLIE digital pedagogy framework and offers staff a 'safe space' to practice in and most importantly, to build confidence.

Coming out of Covid, in the Faculty of Health and Social Sciences our technology/pedagogic response has been underpinned by the humansing values of Todres et al (2009); building value-based communities of practice (Holley et al (2021) and Vygotsky's (1978) conceptualisation of the Zone of Proximal Development. Vygotsky's ideas support socially constructed learning, especially when mediated by technology. We were influenced by Cook (2010) who proposed an extension of Vygotsky's concepts to explain how learners collaborate, using tools to mediate learning (mobile phones, augmented reality, language).

This approach underpinned the technology-mediated problem solving where learners (in this case staff) participated in new contexts for learning. This presentation will showcase some best practice examples of the new contexts for learning.

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## **4. Enabling Innovation in Higher Education: Engaging Bournemouth University Staff and Students with FLIE's Pedagogical Innovation Lab. Tracey Webb and Scott Hedger**

The Pedagogical Innovation Lab (PIL) was established to provide staff and students with the opportunity to explore recent innovations in educational technology. Fully supported by the Learning Technology team, staff and students can immerse themselves in learning experiences using virtual reality headsets, record still and moving images from every angle with 360-degree cameras, or monitor gaze and attention with eye-tracking glasses.

This presentation shares the example of a workshop delivered recently on immersive technologies and their use in the tourism industry using technology available via the PIL. The Learning Technology team built an engaging education experience, embedded in the unit curriculum, for a group of 30 tourism students exploring ideas on the future of tourism. The use of design thinking processes enabled effective scoping and ideation to produce a workshop tailored to a specific audience and positioned within the unit curriculum.

The focus was on current industry practice and the creation of an inclusive learning experience, where each student in the room had the opportunity to engage in an immersive experience, and promoted an understanding of where the technology is going and where it sits within other driving factors, such as climate change.

In future, this example will be used to continue to engage with faculties to demonstrate the PIL equipment to students either in group sessions or to work with individual students to support their research, for example dissertation projects, and to facilitate a dialogue with academic staff around the development of content for similar workshops to encourage staff and students to explore the application of these technologies in teaching and learning practice.

## 5. Inclusivity for Mature Students in HE Ruijie Wang

In the UK, mature students refer to students older than 21 on entry of an undergraduate degree course (HESA 2020). Mature applicants for undergraduate courses starting in 2021 with the January deadline are up by 24% compared with the previous year. In contrast, the increase is 9% among those aged under 21 (UCAS 2021).

Mature students' participation in HE is not only vital for individuals, but also important for universities and society because their transferable skills, motivations and life experiences can benefit all by helping to shape the culture of learning in HE and produce a highly skilled graduate workforce to support the national economy (Million+ and NUS 2012). Mature students face age-relevant challenges and have specific motivations for studying an undergraduate course which should be incorporated into curriculum design and teaching practice in HE.

Traditional approaches to curriculum design view certain characteristics of minority groups as disadvantages and deficits, which could lead to stigmatisation and discrimination (Morgan and Houghton 2011). An inclusive approach is imperative for the group of mature students which is more diverse compared to the younger group (Hubble and Bolton 2021).

Universal Design for Learning (UDL) framework and guidelines can help to produce inclusive curricula as it recommends multiple means of representation, expression and engagement (CAST 2018, Hall and Stahl 2006). Moreover, involving students in curriculum design and evaluation and ensuring mature students are not excluded from this process will help to improve inclusivity and facilitate active engagement and feedback. Further, employability skills and resources should be incorporated into curriculum design and delivery, as mature students were found to be motivated primarily by personal ambition and employability (Million+ and NUS 2012).

Certain inclusive challenges remain in HE, for example, more flexibility of timetable and delivery is needed for those with working and caring responsibilities (OfS 2020).

## 6. Rainbow Office Hours: An LGBTQ+ Inclusivity Student Initiative Sarah Hillier

A recent report from UCAS (2021) indicates that LGBTQ+ students are more likely to be open about their sexual orientation or gender identity with teaching staff at university compared to school or college. Subject areas such as humanities and social sciences are perceived to be more LGBTQ+ friendly, compared to STEM subjects which did not easily lend themselves towards discussion of LGBTQ+ issues (Forbes, 2020).

Reports indicate that students value increased visibility of LGBTQ+ STEM role models (Ward & Gale, 2016). Rainbow Office Hours is an LGBTQ+ inclusive initiative designed to provide students with an opportunity to meet and chat to an LGBTQ+ person (Nordmann et al, 2022).

To coincide with LGBT+ History Month (February 2023), students from the Department of Rehabilitation and Sport Science (RSS) were invited to participate in the Rainbow Office Hours initiative hosted by LGBTQ+ RSS staff. Feedback collated through Student Staff Forums & SimOn, indicated that students found the event useful “The Rainbow Office was a service I did not know I needed prior to it. It was really helpful and would recommend other faculties do it too”.

It is anticipated that Rainbow Office Hours will expand its reach during the 23/24 academic year to include a wider range of staff and students from other Departments, with plans to evaluate the impact this initiative has on staff, students and the wider BU community.

## 7. Inclusive Curriculum Evaluation (ICE) Project: Learning to Trust the Process and the Student Reviewers, but is this the End? Keith Parry, Uma Patel, Christa Van Raalte, Catherine Talbot, Hyun-Joo Lim, Ann Barnes and Shumana Begum

This presentation draws on reflections on the Inclusive Curriculum Evaluation (ICE) Project at Bournemouth University (BU). Broadly a response to the progression and attainment gap of students from minoritised communities the focus was on evaluating the inclusivity of curriculum and delivery in units across the BU faculties.

The student as reviewer of the curriculum has gained traction in the last five years with a published repertoire of good practice within the Higher Education sector in the UK. The ICE projects built on this in a pilot project in September 2021. Student reviewers were invited to apply for the paid position, two units were allocated per reviewer with access to Brightspace online learning environment, and the reviewers attended 2 lectures and seminars. Critically reviews were required to attend training, a mid-project review, and a feedback session before submitting a final report. In the second iteration, students were also invited to take part in a focus group.

The ICE project at BU is distinctive in that student reviewers are allocated to units taught in a different faculty (i.e., not their own field/discipline area). The review is a snapshot in time, so the design of the training and empowering students to look in as outsiders and interpret what they see is important. The presentation will discuss the logistical lessons from this pilot and how this informed the next more ambitious second ICE project in 2022-23.

The second ICE project illustrated the power of trusting the ethnography of looking, seeing, recording, and asking. The outsider looking in. In the first iteration some time was spent on the 'why' of inclusive curriculum is important for belonging. In the second iteration of the ICE project the shift to 'what' demonstrated the generative power of empowering the reviewers to reflect back to the academics their own nuanced interpretation of how inclusive curriculum works in practice and where more attention is needed.

The reviewers stepped up to the challenges moving away from the binary of broad-brush high-level judgment to dialogue more like creative research and robust critical discussion. A recurring theme was a question raised by the reviewers paraphrased as: will powerful interventions like the ICE project be relegated to a task that is now finished, in other words, a one-off short-term token intervention rather than long-term ambition at BU and in HE?

## 8. Creating a Culture for Learning.

Debbie Holley and Sharon Holland

A hotly contested debate in Higher Education remains: where does the responsibility lie for the development of student learning and writing? Wherever our students are learning, they are writing, be it formatively, creatively, or summatively, often with pain and pressure, but seldom for pleasure.

The process of academic writing can free up thinking and ideas - and be an initiation into and participation in wider professional and academic discourses, and creativity, drawing, observations and alternative ways of creating visual data (Ridley 2010) as well as more tactile approaches such as Lego Serious Play (James and Nerantzi 2019) can form part of this process.

This presentation will share the work of the Department of Nursing Sciences staff, as they took an active participant approach to engaging students with their learning as part of their reflection of teaching practice (PREP) during the past academic year, and the student responses to these different ways of learning.

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## 9. **Groupwork an Active Learning Approach to Group Dynamics – Wrapping the Good the Bad and the Absurd in Fun Moments.** Uma Patel

The challenges of group work for students and lectures are topical not least because of issues around inclusivity and the employability agenda. This presentation draws on the experience of teaching students to work in groups for learning, for peer support and assessment.

The context is a programme in Maritime Operations and Management where a mixed cohort of experienced Industry leaders are required to work in teams with recent graduates. The students are international, a mixture of ages and ethnicity and with differences in experience of UK Higher Education. Based on 20 years of teaching group dynamics this presentation is an abstraction of the elements to deliver the core intended learning outcomes for working in groups.

The argument is that teaching group dynamics involves five elements. First, an opportunity to observe a group working to reach a consensus on an intractable ethical problem with no absolute solution. Second, a fun fictional scenario where laughter and absurdity are present alongside observed group behaviours. Third, input from the lecturer on intelligence from research on how effective teams operate. Fourth, time for individual reflection and group reflection. Finally, a shared document that documents the group's contract including the agreed ground rules and a monitoring process.

The presentation discusses how this process can be adapted and tailored for different fields and cohorts at different stages in their journey through HE. place, it gives room for knowledge to expand, and cultures to be celebrated. It is everyone's responsibility to be an authentic ally.

## 10. **A Reflection of How Undertaking the Service Excellence Business Administration Apprenticeship has Impacted Upon the Well-being and Professional Practice of Participants.** Charlotte Martin, Susanne Clarke and Sam Waldron

As part of the BU 2025 vision and strategy, service excellence is making a positive impact as it is embedded within the BU culture. Positive emotions impact on achievements and productivity at work (Martin 2005). The service excellence ACTIONS aids the development of what we know, what we do and our emotional connections.

The Service Excellence Business Administration Apprenticeship programme supports participants in increasing their confidence and developing their skills, with the aim of better equipping them to understand their working environment and make improvements that will benefit both the individual, their team and the wider BU community.

Using the PERMA model (Seligman 1998) this poster outlines the benefits to each individual in the 2022 / 23 cohort of the Business Administration Service Excellence Apprenticeship. With a focus on 'Positive Emotion', 'Engagement', 'Relationship', 'Meaning' and 'Achievement', apprentices have noted that their participation on the course has had a positive impact on their post pandemic wellbeing, with an increased understanding of their working environment, the opportunity to network and learn more about other areas within the university in a relaxed educational setting.

Thus, the programme is showing support and commitment to BU employees whilst developing service excellence advocates for a thriving higher education community.

## 11. Rolling Dice – Creative Ways of Engaging Students with Problem-Based Learning Andrew Morris

The presentation will demonstrate how case studies can be used as an engaging and time-efficient method of problem-based learning. Case studies are not new a teaching strategy and are often used in health and social care training. One of the problems with lecturers when using case studies is that they can be quite time-consuming to prepare. They need to fit the topic that is the focus of the session, and if it is useful to have more than one case study so students can discuss them in small groups. Then they share their scenario with the rest of the group and discuss what they came up with. Each group does this and students learn from one another by exploring the central topic from slightly different perspectives.

This presentation will show how designing case studies can be very quick, and how they can engage students' interests. They can then draw on and promote students' creativity and problem-solving skills as they develop the activity and find solutions to problems.

I first used this method with a group of 18 students who were studying their Approved Mental Health Professional (AMHP) course. Small groups of students were given a list of tables containing various elements for a case study. These elements corresponded to numbers on a set of dice. The students were encouraged to roll their dice and design a case study based on the random elements they rolled. Finally, using their case study, they had to plan how they would undertake a Mental Health Act assessment for their person.

Each group created very different case studies, and this enabled them to learn from each other as they shared their situation. For example, one group had an older person in the community as their patient while another group had a young person in a police cell. Each case study brought up different issues and challenges that affected how the groups said they would proceed.

After the session, the students informally shared positive feedback on the tasks. They said they enjoyed the creativity of designing their case study and they loved the tactile nature of the dice. The presentation concludes that this activity is useful for students learning. It will also save time when planning for lectures because the tables can be reused again and again and will generate different case studies each time.

## 12. **A Critical Exploration of the Power Debate as a Teaching Strategy at Higher Education Level to Nursing Students.** Alexandra Hull

For my Post Graduate Certificate in Higher Education, I carried out a module exploring the principles of learning and teaching in Higher Education. I wanted to write about a teaching method that I had recently used in my nursing seminar that went well. In this assignment, I critically explored the use of a debate as a teaching method and how this can enhance my role as a lecturer to improve the learning experience for nursing students.

I chose this area of pedagogy as I am interested in adapting current teaching styles that are not commonly used and I am passionate about students being actively involved in their own learning. This work set out to analyse the effectiveness of using debates in teaching and if this leads to enhanced learning experiences and outcomes for students in higher education. Limitations and improvements were discussed and I also reflected on my own practice on how I can improve in my teaching to empower this teaching method.

This assignment highlighted the different areas that need to be considered when preparing and carrying out a debate in future teaching sessions. To achieve this successfully, good organisation and careful consideration surrounding the topic area needs to be achieved. This will ensure students gain the maximum benefit from this educational tool (Hartin et al. 2017).

There are many skills that can be achieved from a debate, making it a reliable teaching tool to implement in higher education. Hard work from both the teacher and students can lead to a successful learning environment. My presentation will discuss the key points and findings from my assignment.

## 13. The Pedagogy of Simulation Practice in Mental Health Nursing - Using the Simulation of a Court Case to Explore the Mental Capacity Act (2005). Emily Brooks

Nursing SP is important because it bridges the theory-practice gap, caters for diverse learning styles, allows practical exploration, develops techniques and skills, and offers a safe space where mistakes can be made, explored, and critiqued (Goh et al. 2021).

However, MHN SP can be pedagogically risky and avoided because of student/teacher reluctance and difficulty to portray complex mental health conditions and interventions (Piot et al. 2018). Therefore, I designed and developed a simulation practice (SP) pedagogy of a court case on the Mental Capacity Act (MCA) (2005) to offer rich learning opportunity and equip students for practice reality.

The court case is based on a fictitious character called Trevor. He has stage C heart failure, early onset dementia, and admitted to hospital for a leg amputation to stop an infection and save his life. Students are divided into groups and become the roles of: 1. Trevor, 2. Independent healthcare advocate, 3. Trevor's daughter, 4. Trevor's son, 5. The medical team, 6. The jury. SP performance can be anxiety provoking for students due to anticipatory socialisation, spontaneity, and removal of learning comfort zones (Walton et al. 2011). Therefore, each character has a group of 5-6 people to alleviate individual performance pressure.

To conclude, the jury ask contributions from each character and judge Trevor's capacity to decline his leg amputation. Teaching pedagogies are rapidly developing, I am in the process of evolving my session into an artificial intelligence (AI) interactive package. My characters will become virtual beings who share their stories. This facilitates flexible, inclusive, wider accessibility as groups or individuals can virtually explore the MCA and determine Trevor's capacity. This will elevate performance reluctance and form a tangible platform where individuals can creatively explore a complex topic. I will gather virtual feedback when the package ends to monitor accesses and gauge AI SP success at improving MCA knowledge and understanding.

## 14. **A Critical Exploration of Teaching Quantitative Methods to Undergraduate Students Aiming at Different Specialisations: A Case Study on Designing Aligned Content and Assessment.** Anna Metzger

Student disengagement is a major problem in teaching statistics. One reason for it is statistics anxiety – a fear experienced when confronted with statistical concepts or numbers in general. Currently it is not addressed explicitly in statistics courses.

Another reason for disengagement is that students don't recognise the relevance of the content to the personal life and career development. This is largely due to the fact that in large inhomogeneous cohorts (combining students with different specialisations), simple, general examples and data for training are used to explain statistical concepts, which are understandable for everybody but fail to communicate the relevance of statistics.

I am proposing to use in lectures examples which are specialised to the different student specialisations and in workshops I am proposing to offer a choice of student generated data adjusted to their interests and different specialisations. Using data directly applicable to students' lives experience is not only beneficial for creating value for students' motivation, but also reduces statistics anxiety levels as, involving students in the process of data collection gives them a clearer idea about how data is generated.

I also propose to improve constructive alignment, by providing an explicit training of the assignment task every week from day one. This would additionally increase the value of attending the workshops and reduce anxiety.

## 15. **We CARES for our Students: A Peer Support Framework to Support Student Wellbeing.**

Peter Phillips, Iain Darby and Chloe Casey

University students face a myriad of stressors which can lead to poor wellbeing and act as barriers to engagement and achievement in curricula. Paramedic students in particular face potentially unique stressors as a result of clinical ambulance practice-based learning. It is well documented that paramedics are a vulnerable group who are at risk of poor wellbeing and mental health problems. Peer support has the potential to buffer poor wellbeing.

This study sought to understand the impact of introducing the CARES skills framework, a peer support framework, into undergraduate curricula for paramedic students. Level 5 and level 6 student paramedics undertook the CARES Skills Framework session, with a focus on feelings arising from clinical placement (n=35). A modified nominal group technique was used to collect qualitative data, which was then ranked by participant voting. Data were analysed using Braun and Clarke's Reflexive Thematic Analysis framework.

Participant votes were pooled and aggregated to give a hierarchy of themes. Qualitative analysis highlighted two themes which may support wellbeing: Shared experience and Safe space. Shared experience included participants feeling supported by peers in the same situation and feeling like they were not alone. Safe Space describes participants' feelings of being supported in a non-judgemental manner and building trust with peers.

This study showed how participants experienced the benefits of peer support in the wider literature such as connectedness, having a safe space and having feelings validated. There is potential for the CARES Skills Framework to be embedded into curricula to support student paramedic wellbeing and engagement, and to explore the benefits to wider undergraduate students.

## 16. Student Experience and the Use of Technology in a Post Covid Teaching Landscape.

Iain Darby, Peter Phillips and Stuart Hall

Student Experience is well defined in the literature but as yet, a definition of what this means to paramedic students is lacking.

This study sought to define what a good student experience looks like to paramedic students and in addition, how the use of technology in the form of physical assessment videos supports this experience.

Students stated the importance of trusted resources, academic support and social learning as key facets of a good experience.

They felt that the videos used by the teaching team supported this and overall, increased confidence as an autonomous practitioner.



## 17. Undergraduate Student Engagement in Research.

Valery Adzhiev and Eike Anderson

NCCA graduates work in the creative industries, dealing with computer animation and related subjects, such as games, effects, and computer art, where research skills are highly sought due to the permanently innovative nature of the industry. In many undergraduate programmes, research is relegated to parts of so-called capstone projects and its promotion is a much-debated topic, involving questions as to how to best integrate higher-level research skills with the programmes.

In the NCCA's undergraduate programme framework, apart from the final major project capstone course, we also have a dedicated research unit ('Research & Development Project') that embraces practice-based multidisciplinary research, often combining hard science and art, where students propose and embark on a project according to their interests with the aim to produce innovative, experimental work that reaches beyond taught curricula. In just under three months, students explore novel methods, sometimes developed by others, with some projects rising above the rest and resulting in the creation of new knowledge.

Students also learn how to report their findings in the form of a research paper and how to present results using posters at public events. Over the years, this has resulted in co-created publications, presented at prestigious international conferences, such as ACM SIGGRAPH, the most prominent in our domain, where our students have participated in the ACM Student Research Competition (competing with hundreds of international submissions), with several projects by our students winning awards. Others have resulted in published articles in high-impact international journals, such as IEEE Computer Graphics & Applications. Some projects with artistic output have been shown at professional art exhibitions, such as 'Art in Flux' (London, 2022).

In this talk, we will outline our curriculum design and issues in conducting UG research that we have identified through several course iterations, illustrated with several award-winning student projects and co-created publications.

## 18. You are a Poet and Just Don't Know it: Using Haiku as a Tool for Critical Reflection.

Orlanda Harvey, Louise Oliver, Jasmine Thompson and Kathy Brennan

Critical reflection is at the heart of social work practice. It is a key skill woven into practice standards, but widely acknowledged as hard to learn, teach and assess. We note that structured models are helpful; but 'one size does not fit all'.

Poetic forms to support the development of reflective practice have some core strengths beyond traditional reflective methods. Haiku, as a form of poetry, has a simple structure that enables the juxtaposition of the rational and the emotional: making it a helpful reflective tool.

We designed a class activity to support students develop their critical reflection using haikus. Evaluating this, we found that it enhanced reflection (paper pending). Two students found the activity particularly helpful during their placements. This led to three key outcomes:-

1. They helped team-teach the critical reflection activity skills days at Bournemouth University,
2. They co-delivered an online workshop to social work professionals across the UK,
3. We are collaborating on an autoethnographic paper using their haikus to identify themes aligned to dilemmas that students are reflecting on while in placement.

These results will be shared with Practice Educators who support students in placement and disseminated to a wider audience through publications and conferences.

## 19. **Creating Authentic Learning Environments: An Evaluation of Godzilla (II) the Paramedic Sciences Casualty Simulation Exercise.**

Una Brosnan, Adam Bancroft, Debbie Holley and John Moran

OMG Godzilla II is the second outing for Godzilla, a film prehistoric reptilian monster awakened and empowered by nuclear radiation. Drawing upon the imaginary scenario of the creature arriving in Dorset, creating panic and havoc and needing the emergency services to deal with the aftermath, this Pecha Kucha presentation will demonstrate the operationalisation of events as we put first and third year Paramedic Science students through a casualty prioritisation and treatment set of scenarios.

Godzilla wreaked havoc yet again upon the estates of BU, in facilitating this immersive experience we exploited our student's sensory boundaries, in the austere learning environment of an underground car park.

Directing staff and volunteers steered the vision and collective response to the multifaceted tasks presented to our students. The resulting exercise enabled a holistic evaluation of risk assessment, whilst in play as students demonstrated their thinking through structured feedback of their clinical treatment and decision making, of scalable multiple patient scenarios, on a platform that allowed our students to demonstrate praxis.

50 students across our UG programme tackled aftermath of the mythical beast's anti-social and terribly inconvenient behaviour. OMG Godzilla II and our wider simulation programme blend theory through an innovative and disruptive paradigm.

The team informed our pedagogic approach from lessons recognised appraised from previous student feedback and our professional networks and experience. This fresh approach structured multiple iterations of timed simulation, as a conduit to enhancing our student's experience.

This succinct review will demonstrate how our design and development process structured achievable solutions, for this complex educational practice, and thus we argue; our pedagogy is an evolving conduit for the advancement of knowledge, addressing a multi-faceted and complex simulation – a hi-fidelity major incident.

## 20. **Death by MLE: Examining the Re-design of Signature Pedagogies in Critical Care Professions. A Case Study in Alienating Practices.** Fay Sweeting

Online police training in the UK is delivered via a platform called Managed Learning Environments (MLEs). Police officers are expected to complete the MLE packages at regular points during their service.

The MLE system is unpopular with officers who feel that it is infantilising, pointless and no more than a tick box exercise. Academics reviewing MLE find that it is not aligned with theories of learning and yet, it is a signature pedagogy.

Police work is stressful, dangerous and requires officers to make critical decisions, meaningful, quality training should be a priority. In this paper, the MLE system is reviewed within the context of Constructive Alignment (CA), active learning and engagement.

It is also compared to teaching and learning within health professions and good practice in developing successful online teaching platforms.

Suggestions to re-design the MLE system include the integration of CA, increasing the real life application of learning to improve engagement and removing the design elements which cause learner frustration.

## 21. **Speaking Bricks: Lego, Leisure, Liminality and Well-being.** Holly Henderson and Richard Shipway

This presentation demonstrates a core framework for understanding the processes and practices through which Lego® Serious Play® can positively influence the student experience and wellbeing of children and young people (CYP).

The study adopts a creative multi-sensory methodology whereby the focus is upon the Lego® and not the participant. Using a play-based learning approach within an educational setting, data was collected.

An initial group session was repeated two weeks later to monitor and observe changes.

The results highlight that the Lego® Serious Play® methodology highlights the unique interaction between leisure, liminality, wellbeing and Lego®.

## 22. **Adapting the Library to Post-Pandemic Changes Around Student Requirements.** Deb Farrell and David Rendell

This presentation explores the adaptation of libraries to post-pandemic changes in student requirements, with a focus on the impact of changes in IT demand, and an increased emphasis on online resources, while responding to changing demands for zoned spaces to suite different individual and collaborative working styles. To make informed decisions, research was conducted in collaboration with individual students and through the Student Union.

The COVID-19 pandemic has significantly impacted higher education, necessitating the re-evaluation of library services and resources. With a growing reliance on technology for learning, understanding the changing IT demands of students is crucial. Through various research methods, students' preferences and needs regarding IT infrastructure, equipment, and software were identified. These insights guided the library in allocating resources to meet evolving technological requirements.

In addition to technology-related changes, the library's physical space needed to be reimagined, particularly at The SMC Library to align it more closely with newer provision at The Weston Library. Through questionnaires, focus groups and observation studies the usage patterns of different areas within the library were examined. This identified the need for bookable spaces catering to both individual and collaborative work.

Consequently, the library is about to undergo a transformation to provide a more welcoming study environment and to create a greater sense of belonging. This reconfiguration will enhance the overall usability and efficiency of the library space, catering to diverse learning styles and fostering a conducive environment for academic pursuits.

By actively involving students throughout the process, the library has successfully adapted to post-pandemic changes in student requirements. This presentation will provide insights into the decision-making process and outcomes and will highlight the importance of student collaboration in shaping library services and facilities.

## 23. What are the Key Determinants in Students Engaging with Simulation Activity. Susanne Clarke

The Foundation Year in BUBS – Fundamentals of Business and Management Unit has for three years used an external simulation game, developed by the University of Oslo, and branded as Hubro.

Using the research published by Wang et al., 2020, which explores motivator factors that increase the likelihood of an individual performing a 'specified future behaviour', (Warshaw and Davis, 1985).

Wang et al., use of the Unified Theory and Acceptance and Use of Technology (UTAUT), to predict student behaviours has been explored in the use of HUBRO, focusing on the four factors listed below.

The behavioural factors include:

- (EE) Effort Expectancy – how easy is it to use the system/game,
- (SI) Social Influence – impact of competitive and other socially bonding factors in using HUBRO,
- (FM) Facilitating Conditions – the environmental factors, where the game is played, support provided,
- (HM) Hedonistic Motivation – the perception the game and activities will be fun and entertaining.

What has worked well in the Foundation year, what have we learned, and what do we plan to do next?

## 24. An Innovative 7-Dimensional Pedagogic Approach to Nurturing Social Responsibility and Sustainability.

Milena Bobeva and Phyllis Alexander

This project demonstrates and promotes 7-dimensional collaboration for embedding UN SDGs in education practices. Building on successful delivery of ‘students as partners’ projects and relevant research and publications, we channel our expertise towards the development of multi-media open-access module for supporting pedagogic practices and leadership for addressing SDG-13 challenges.

This innovative 7-dimensional pedagogic approach is transferrable challenge-based learning that could inspire other endeavours for developing educator and student capabilities for social responsibility and sustainability. The innovation resides in the 7-dimensional collaboration approach:

1. Academic - student collaboration entailing co-curricular co-creation with students as partners in designing actions towards SDG targets.
2. Student-[academic]-industry engagement is achieved through a BU student consultancy project and industry-sponsored student idea-ton sponsored by Alumni and University business partners. The latter offers advisory input regarding validity and feasibility of business-focused SDG-13 activities.
3. International academic collaborations between a Vietnamese university and BU colleagues resulting in the design of this joint climate action project.
4. Curriculum, co-curriculum and extra-curriculum activities are delivered in synergy: a student consultancy project; the recruitment and engagement of a postgraduate student-researcher/ assistant; and students engaging in an extra-curriculum SDG-13 idea-ton.
5. In-person, online and hybrid collaboration – BU student engagement is in-person and hybrid, whilst the cross-country engagement is online with two hybrid dissemination events.
6. Cross-disciplinary collaboration is a design decision for the international collaboration between the BU Business School and UTC. It also includes contributions from the BU ESD Community of Practice that includes initiatives from academics with different subject expertise.
7. Collaboration on defining how relevant pedagogic, andragogic and heutagogic paradigms are for a specific learner and/or SDG-13 resource.

The innovative outputs of the international collaboration of academics and the co-creation of the students, academics and industry will help education providers and learners to deepen their knowledge of the climate and ecological crisis and enhance their awareness of opportunities for actions they could take for protecting and sustaining our planet.



## 25. **Assessment Review: A Dialogue with Student Groups.**

Norah Valerie Deka, Gelareh Roushan and Holly Henderson

This work presents the results of our work with a number of student groups to examine more detailed insight from these students about their experience at Bournemouth University. By conducting workshops that encouraged constructive criticisms, areas of success and areas for improvement, students were able to provide rich feedback on what they consider to be important.

The findings, presented by themes and categories, highlight the key areas to investigate, student preferences for feedback mechanisms and assessment processes, methods and support. We used the findings to map the key areas to the results of current SimOn SUBU data.

These co-creation design workshops help enhance student understanding of assessment feedback, any limitations we need to be aware of, and the areas in which we need to excel in the future.

Learning from this set of dialogue with students about assessment and feedback practices, and reflecting on some areas of sector practice e.g., support for a learner's personalised needs, foster a motivated learning community.

We are utilising our findings to enhance FLIE's resources to further strengthen staff awareness of student comments about their learning experience through assessment and feedback, and to inform staff development in these areas.

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