



LJMU Teaching and Learning Conference 2015

Abstract booklet

Abstracts: Wednesday 17 June 2015

Page: 02

Asbtracts: Thursday 18 June 2015

Page: 26



Day 1: Wednesday 17 June Abstracts

Session 1: (Wednesday 17 June, 11:00 – 11:25)

Reshaping locations for learning: how the design of teaching environments impacts upon student engagement

Charlie Smith, Faculty of Arts, Professional and Social Studies

Improving students' engagement with teaching is a subject of much pedagogic research, however the configuration of the spaces in which that teaching takes place has changed little over many years. This presentation discusses the design of the locations where learning takes place. Focusing on how the arrangement of those spaces impacts upon student engagement, the presentation will argue that traditional teaching environments are often ineffective, and will ask how learning spaces could be configured so as to embrace new pedagogic approaches and nurture greater engagement. The term 'engagement' is used broadly, exploring how the locations of learning include both formal and informal environments, and affect students' immersion in both individual learning sessions and the wider student experience of being in higher education.

Neary and Saunders (2011) argue that the most compelling learning spaces are contextualised within progressive theory on learning and teaching. Increasingly teaching is moving away from didactic methods, toward more collaborative, work-based and informal learning approaches – what does this mean for locations of learning? Pedagogic theory will be used as a starting point to explore potential spatial arrangements of learning environments. These proposals range from temporarily reconfiguring the arrangement of an existing teaching space for one session, to the design of new learning spaces.

The presentation – by an architect, lecturer and researcher into learning and teaching – builds upon previous research on student-directed learning. Traditional learning spaces will be deconstructed and their shortcomings discussed. The locations most conducive to engaged learning will be highlighted, and radical alternatives will be proposed – whose arrangements of space can be applied in many subjects. The principles underlying the configuration of these will be illustrated by examples of best practice in learning environments. Specific learning spaces used in particular programmes will also be discussed, whose principles can be transferred into other contexts and disciplines.

Reference

Neary, M. and Saunders, G. (2011) 'Leadership and learning landscapes in higher education: the struggle for the idea of the university', *Higher Education Quarterly* **65** (4): 333-352

Session 2: (Wednesday 17 June, 11:00 – 11:25)

The development of a pedagogical space for Early Years/Early Childhood Studies programmes at LJMU

Diahann Gallard, Faculty of Education, Health and Community

Angie Daly, Faculty of Education, Health and Community

Nicky Hirst, Faculty of Education, Health and Community

Diane Boyd, Faculty of Education, Health and Community

Elizabeth Taylor, Faculty of Education, Health and Community

Ellie Webb, LJMU Student

Paul Milner, LJMU Student

Leanne Wilcott, LJMU Student

Megan Edmonds, LJMU Student

Leanne Mills, LJMU Student

As part of a funded Curriculum Enhancement Project, staff and students from the Education Studies and Early Years and Early Childhood Studies programmes at LJMU have developed a shared space and

identity in a perceived 'pedagogical gap' (Malcolm and Zukas, 2001). Stemming from the identification of a lack of a defined 'home' for these academic programmes at LJMU, this pilot project used Lave and Wenger's (1991) notion of 'communities of practice' in a process that was both participatory and solution-focussed. For the project, student interns were employed to think creatively about pedagogical space and to gather the views of their student peers: they became lead agents of change on the nature of the learning space in collaboration with programme staff. There was also practical action focussed on the 'physical space' (creative use of the environment) and a 'virtual space' (use of online resources) and from this a community hub emerged that has co-located the study of early education and early childhood in a joined up way. This has helped to raise awareness of the learning and teaching that takes place on those courses that have a shared emphasis on early childhood and early learning and development. This presentation will focus on the reflections of the student interns and staff of the project team about the process, the decision making, the challenges and the features of the staff-student collaboration and it will showcase the pedagogical space that has been created.

References

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*, Cambridge: Cambridge University Press

Malcolm, J. and Zukas, M. (2001) 'Bridging pedagogical gaps: conceptual discontinuities in higher education', *Teaching in Higher Education* 6 (1): 33-42

Session 3: (Wednesday 17 June, 11:00 – 11:25)

The lecture is broken: a manifesto for change

Martin Hanneghan, *Faculty of Technology and Environment*

Let me start by saying that I love lecturing. I take pride in preparing high-quality slides and standing in front of the class imparting my knowledge to a captive audience who seem to appreciate it, on the whole. But if I'm honest, I'm just not convinced the lecture is fit for purpose.

There is growing evidence that the traditional didactic lecture is past its use-by date. Students are now sophisticated IT-literate learners who demand a rich, multimedia experience from their studies. They have grown up on a diet of rich media (YouTube, iTunesU, podcasts, blogs, Facebook, Twitter, Wikipedia, Google, etc.) and are fully conversant in finding information quickly to satisfy their needs.

Didactic lectures are often delivered in rooms that serve multiple purposes and fail to address the unique needs and desires of aural, visual and kinaesthetic learners with a single, blunt instrument (often a PowerPoint presentation). Attendance patterns in lectures exhibit some large variations and if the main tool in our arsenal is the lecture, there may be over 40% of our students who may regularly miss (or avoid) this mechanism.

This presentation will highlight some of these problematic areas and propose some radical ideas for a future teaching environment in which the lecture takes a back seat in favour of a 'didactic mash-up' of engagement activities and exploitation of the full power of the Internet as a learning tool. This includes looking at how our IT facilities are used, how staff/student ratios can be better applied, how our future learning spaces should be constructed and how academic staff can guide students through the mass of online learning that is available 24 hours a day via the Internet.

Session 4: (Wednesday 17 June, 11:00 – 11:25)

'Career Readiness': New institutional insight tracking how and when student employability choices are made

Jo Ives, World of Work Careers Centre

Previously the only institutional data available to us was from the DLHE, which is historical, and provides a snapshot of the previous year's graduates (6 months following graduation). It comes too late to inform us of any specific support needed by those graduates to make successful transitions into their chosen professional employment. What all HE institutions offer is not based on our own identified student's needs: it has been designed to meet more generic graduate transition needs, and we often rely on students recognising their needs and self-referring to the services.

To date, we have known very little about our students' career journeys, how and when they make their career decisions and the role of our services in helping them make these decisions. Additionally if there are any patterns of consistent student behaviour across the institution and across disciplines.

The new data relates to our current students and their intended career paths and choices, essentially charting their 'Career Readiness'. This should help to identify students who are not able to move forward or struggling to make career choices, especially those on non-vocational programmes. The data gives greater institutional understanding of the specific employability needs of our student body and how best to target our support to those who need it, and crucially before they leave the University.

The data is illuminating and provides, for the first time across the institution, the ability to benchmark all students and start to track their career development, as well as the services and support they are accessing and using to help them. Going forward it will also provide some longitudinal opportunities to track programme cohorts each year from Level 4 to graduation and then to the DLHE.

This presentation will introduce the data and discuss some of the possible future opportunities to engage academic and professional services colleagues in using the data to inform personal tutoring and curriculum or programme development.

Session 5: (Wednesday 17 June, 11:00 – 11:25)

Exploiting inter-cohort student partnerships for learning and teaching

Luciane Mello, *University of Liverpool*
Gwen Cowley, *University of Liverpool Student*
Felix Simkovic, *University of Liverpool Student*

Teaching and mentoring are important skills that underpin graduate development and boost employability both within and outside academia. Our degree programs, both at undergraduate and postgraduate levels do not normally focus on developing these key skills. To address this issue, we have designed an innovative way to add context to bioinformatics teaching, with potential application to other cross-cutting disciplines. Bioinformatics is a skillset underpinning almost all aspects of biology. The aim was to provide students with a perspective of how bioinformatics tools can be used on their own research projects while developing students' teaching skills.

Peer facilitators (past students) drawn from previous years' students, and peer receivers (current students) benefit through developing different sets of skills. It offered a peer-earning approach, employing a staff-student partnership to influence learning activities in a postgraduate interdisciplinary module with potential applications in broader spectrum of research. The activities were centred on the experiences of peer-facilitators who had applied knowledge and skills gained from the module to their own research work. Peer-facilitators presented their experiences and supported teaching during workshop activities by delivering a short presentation, helping the peer-receivers during workshops, and discussing the research projects of both facilitators and receivers. This student-centred approach was well received by the new cohort, who claimed to have gained improved understanding of the module content and increased awareness of the

practical applications in one's own research projects. Equally, peer-facilitators also developed better understanding of the subject through discussing projects of peer receivers and appreciated that the activity was a rare and invaluable opportunity to develop their teaching skills. In addition, a brief discussion on how the approach was further developed at undergraduate level will be presented.

Session 6: (Wednesday 17 June, 11:00 – 11:25)

Grand Designs: students' use of a 'Room Planner App' as a learning tool

Clare Maxwell, Faculty of Education, Health and Community

Steven Corlett, Faculty of Education, Health and Community

The use of tablets and mobile applications (Apps) within Higher Education is gaining momentum (Skiba 2014, Miller 2012), however there remains little published data regarding their use with health professional courses. It was decided to explore the subject of birthing environments using a 'Room Planner' App which was downloaded onto i-Pads. The students then used the app to design a birthing room electronically. The completed designs were displayed on the School's Apple TV via Air Play which allowed the cohort to view and discuss each design. A study was undertaken exploring the students' use of the App as a learning tool.

A ten-point questionnaire was administered (n=17) followed by a focus group (n=6). Data was analysed manually for the questionnaire and via thematic analysis for the focus group. The student group varied in age (18-54) and all had access to or owned a tablet. 80% described their use of it as competent/highly competent. 60% said they used their tablet frequently/almost always and nearly 90% found the App easy/very easy to use. The students felt that using the app aided their visual learning, increased retention of knowledge, made them 'think outside the box' and prepared them for clinical practice. They added that it was akin to 'gaming' but that they were actually learning. All of the students requested more of this type of teaching tool to be used in future. This study highlights that Apps can be an important educational tool that aid learning which is transferrable to practice.

Session 7: (Wednesday 17 June, 11:30 – 11:55)

Design studio space: ownership and belonging for better learning experience

Reem Sultan, University of Sheffield

This presentation contributes to the experience of students of design disciplines within design studios, as part of an ongoing PhD in Architecture research. The studio model forms a huge part of the life of a design student: non - design disciplines started to appreciate the studio model and the notion of collaboration it is embedded within its envelope. Many research studies have focused on pedagogical issues related to the design education. However, there is a lack of the thoroughly empirical studies that relates the spaces of learning with the teaching styles and the student's experience of such a unique space particularly for higher education. Drawing from the work of Heynen (2013), on how to understand the relation between physical space and social patterns and her model of "Space as stage", providing a literature review combining resources from architectural history and theory, anthropology, sociology as well as cultural geography. The key questions that this presentation addresses are:

- What is the design student's experience within the physical environment of the studio space?
- How does this impact the learning and teaching processes?

The measurement of interaction and the social impact of the design studio require ethnographical qualitative methods that would capture the whole experience. These insights were gathered with a group of M.Arch students, where students are considered the main occupiers of the studio space, the selection of these students were based on their acquisition of previous experience with other design studios during their undergraduate studies. This study invites discussion around the perceptions of "Belonging and Ownership" within the design studio, as well as the cultural factors related to the international and home

students on occupying a study space. These findings proved that when such a notion was established, the student's creative performance and attainment would increase progressively.

Reference

Heynen, H. (2013) 'Space as receptor, instrument or stage: notes on the interaction between spatial and social constellations' *International Planning Studies* **18** (3/4): 342-357

Session 8: (Wednesday 17 June, 11:30 – 11:55)

Research preparedness in the undergraduate curriculum: the student experience

Matthew Tucker, *Faculty of Technology and Environment*
Hannah Wilson, *LJMU Student*
Liam O'Connell, *LJMU Student*

There are numerous benefits for students to get involved in research during their degree programme. Research activities/projects during their degree enable them to develop a critical mind-set through the appraisal, collection, analysis and interpretation of complex information. However, students often do not see the tangible benefit of developing research skills in order to help them succeed and differentiate themselves once they make their transition from higher education to employment.

One of the potential reasons for this misconception is that the pinnacle of student involvement in research activities/projects during their degree usually occurs, and often solely occurs, during their final year Dissertation project. Consequently there is a debate regarding the level of research preparedness students receive during their degree to enable them to successfully undertake research activities/projects both during their programme and ultimately in the transition and application to industry employment.

Following successful funding from the LJMU Curriculum Enhancement Fund, this study firstly investigates, through a series of focus groups, the student experience of undertaking research projects/activities throughout their undergraduate degree programme in order to develop a "research preparedness framework" for students that can effectively be applied to the development/revalidation of undergraduate curriculum design within the Faculty of Engineering and Technology. The study secondly investigates the impact research skills have from an employer perspective, in order to demonstrate the applicability and usefulness of such skills to students.

Session 9: (Wednesday 17 June, 11:30 – 11:55)

Me, My Selfie and I...

Elaine McNeill, *Faculty of Arts, Professional and Social Studies*
Kayla Owen, *Faculty of Arts, Professional and Social Studies*

Photovoice is a participatory action research method that enables people to record and reflect their strengths. This methodology involves recruiting fashion students as teaching assistants on a schools fashion outreach project. Students learn the Photovoice concept, goals and methodology and take photographs to represent their professional development during their placement experience. Regular focus groups encourage critical dialogue and increase knowledge of professional development. Based on the understanding that people are experts in their own lives, the Photovoice methodology acts as a catalyst of change and allows students to analyse collectively the conditions that contribute to their professional development. With theoretical underpinnings of the Brazilian educator Paulo Friere's empowerment education, Photovoice's *pedagogy is problem based and contextual the knowledge that emerges is practical and directed towards action.* (Wang, CC 1996) Photovoice also embeds Friere's principle of situating educational activity in the lived experience of participants. Technological advancements have given rise to selfies, the visually literate fashion student is familiar with communicating via photography.

The ten-week Fashion Outreach is a BME project, which aligns with LJMU teaching and learning strategies enhancing the BA Fashion curriculum beyond the undergraduate programme. Level 5 and 6 BA Fashion students support the project by working as teaching assistants, supporting the school pupils, providing guidance, demonstrations and showing examples of work appropriate for the expected outcomes of the Outreach programme. The learning environment differs throughout the programme each week with pupils learning about fashion design approaches, garment manufacture, textile printing, photography, styling and catwalk presentation. To truly assess the alternative learning environment created via this outreach project it is crucial to gain instant reactions and recordings of each experience. Our analysis and evaluations of Photovoice as a reflective practice will inform the LJMU staff and student approach to teaching and learning.

Session 10: (Wednesday 17 June, 11:30 – 11:55)

Cohort analysis of the Bronze statement (2012): a unique institutional indicator?

Gwyneth Tyrer, *World of Work Careers Centre*

Patricia Bimbe, *World of Work Careers Centre*

Jo Ives, *World of Work Careers Centre*

The World of Work Skills Certificate (Bronze) became compulsory in 2012/13, for all Level 4 undergraduate students. This is a centralised and consistent opportunity within the University for all students to begin to reflect, and develop their self-awareness, as well as articulate this against a set of criteria. As every programme has embedded this one statement within a Level 4 module, and we now have data available from the institutional cohort, relating to the nature of formative feedback. At the WWCC we believe this single comparable undergraduate student activity, which is not normally found in HE institutions, could provide a new insight/perspective related to student achievement. Viewed as a single assessment item across the whole Level 4 student cohort, the data will be able to compare student feedback for different schools, and if any trends are identifiable, especially within certain criteria, e.g. Criteria 9 spelling and grammar, and therefore what impact this may have for the student's academic programme of study.

This presentation will explain the process used to record and analyse feedback across all schools for the 2012 cohort of the Bronze stage of the World of Work Skills Certificate (approximately 4,500 students). The analysis will seek to identify any patterns and trends. Emerging patterns will provide an opportunity to follow up similar analysis with subsequent cohorts.

Ultimately, if appropriate, the analysis of this institutional piece of work can be accelerated and fed back to Programme Leaders in a much more timely manner in the future, to provide formative 'in time' data for personal tutors to understand potential students strengths and areas for development to enhance the student experience.

Session 11: (Wednesday 17 June, 11:30 – 11:55)

From applicant day to induction and beyond: supporting student transition, engagement and identity.

Claire Hennessy, *Faculty of Education, Health and Community*

Emma Ball, *Faculty of Education, Health and Community*

Within the UK Higher Education context, peer mentoring relates to the concept of reciprocal peer support, whereby a peer mentor assists in enhancing and promoting the overall university experience of an individual student, or group of fellow students (Gorman *et al*, 2013). The positive impact of peer mentoring schemes has been a recurring theme throughout the literature surrounding this area. Research indicates that peer mentoring schemes have been an effective method of supporting students (Edward and Ran, 2006, Fox and Stevenson, 2006; Glaser, Hall and Halperin, 2006; and Lockley, Prichard and Foster 2007). As such, a number of benefits are actualised through these schemes. These include:

- supporting international students and assisting with orientation of new students

- support with development of academic writing and study support skills
- Aiding retention, helping students to develop a sense of belonging and skill development.

This paper will report on the successes of a successful LJMU funded internship, which was used to establish and pilot a peer mentoring scheme. The aim of the peer mentoring scheme was to support and develop a greater sense of community and belonging amongst student groups, which, the literature highlights can support retention, result in a more positive university experience (Tinto, 1997, Thomas, 2002) and overall satisfaction.

The paper will highlight how a model of student-to-student peer mentoring was established with Level 4 students on the BA (Hons) Education Studies and Physical Education programme. It will report how the use of such a scheme can provide seamless support to aid transition of new students from pre enrolment to the commencement of their studies. Moreover, it will suggest how such a model has potential to be disseminated in other schools and faculties, and thus improving the student experience and the transition of students to HE on a much larger scale.

Session 12: (Wednesday 17 June, NOTE: 11:30 – 12:25)

LJMU FabLab: A place to play, to create, to learn

Loi Baker, *Faculty of Arts, Professional and Social Studies*

Mark Roughley, *Faculty of Arts, Professional and Social Studies*

Accredited by the Massachusetts Institute of Technology, FabLab Liverpool (<http://www.fabfoundation.org>) is a physical space located in the School of Art and Design at LJMU and provides access to the tools and knowledge to educate, innovate and invent using technology and digital fabrication to allow anyone to make almost anything.

FabLab Liverpool aims to provide a practical and interactive session held in the actual FabLab space to demonstrate how a creative environment and access to innovative technologies can assist pedagogic development with transferable, creative skills. In the session you can access a range of technologies and digital fabrication demonstrations in action such as 3D printers, laser cutters and 3D scanners.

We will present the work we developed with teachers during the Arts Council's Artist Teacher 2014 Summer School and also discuss the FabLab initiative before going on to provide an introduction to the technology behind the digital fabrication and show you how to use this technology in the way you live, work and play.

Session 13: (Wednesday 17 June, 12:00 – 12:25)

'The Perfect Library': contemplative, creative and collaborative spaces

Glenda Norquay, *Faculty of Arts, Professional and Social Studies*

Val Stevenson, *Academic Services*

Alberto Manguel reflects: 'The ideal library is meant for one particular reader. Every reader must feel that he or she is the chosen one.' This presentation explores libraries as locations of learning and considers the ways in which, in this digital age, intense and creative relationships can be maintained, allowing students to engage with the smell, touch and feel of books and experience the individualized excitement of a space for silence and discovery.

Glenda Norquay will reflect on the ways in which the MRes in English creates inspiring engagements with books through its annual field trip to Gladstone's Library, Hawarden. She will also draw on feedback from Level 6 undergraduates who have 'got their hands dirty' by working on material objects in the ARC's Special Collections, evaluating the learning that can take place in such an environment.

Valerie Stevenson will illustrate how some of these ideas are being applied to the contemporary library space in Copperas Hill. One aspect of the architects' brief was ensuring that the "library as place" had a strong identity. Rather than recreating the layout of the three existing LJMU libraries, Copperas Hill will be a large multi - purpose building with a more flexible learning space designed in areas designated Concentration, Collaboration and Creativity. Valerie will show images of the libraries, traditional and modern which inspired the design, illustrating the innovative solutions presented by the architects to accommodate print stock on a "book wall", the open spaces designed to facilitate collaboration and the modern interpretation of a 19th century reading room to create a "threshold of silence".

'The ideal library,' writes J.L. Borges, 'is both virtual and material. It allows for every technology, every container and every manifestation of the text.' This presentation explores the physical, pedagogic and personal implications of such a learning space.

Session 14: (Wednesday 17 June, 12:00 – 12:25)

THE LJMU EDGE: Enhanced Development for Graduate Employability (A Curriculum Enhancement Project)

Paul Otterson, *Faculty of Technology and Environment*

Karl O. Jones, *Faculty of Technology and Environment*

David McIlroy, *Faculty of Science*

Janice Harland, *Faculty of Science*

The presentation will detail the work undertaken for the Curriculum Enhancement Project, *The LJMU EDGE*. The aim is to combat the 'negative self-talk' many students have by getting them to think about their course and their abilities in a positive way. The project idea is to use a self-managed recording and a critical evaluation course to 'build confidence and presentation skills' in students, and help them articulate the positive aspects of their academic experience and thus enhance their employability.

Employability is about much more than just getting a job – it's about having a positive self-image and presenting oneself successfully, both as a new graduate and throughout one's life.

This project wishes to enhance those skills by addressing the 'personal' skills required to promote self-confidence and the ability to create focused presentations: people with self-confidence are able to present themselves with self-assurance and have 'presence' (Goleman, 1998: 68). We are developing a self-help course incorporating 'self-operation audio visual recording equipment', which will give students the ability to reflect and critically evaluate their performance. We have built on previous positive experience of providing interview practice with the Skills Support Officers, and will integrate our course with the general presentation skills and workshops the Skills Support Officers provide.

WOW does not cover non-verbal communication (NVC) and students need to have an appreciation that 'when there is any ambiguity in a message communicated verbally, listeners will use the non-verbal cues to interpret the meaning' (Hargie, Dickinson, Saunders 2000). This illustrates how important NVC is in communication within presentation and interview situations, and can be best critically evaluated by video recording. "Video recording had far more influence on behaviour and attendance than had been expected, with a 98% student turn-out, and a real interest in how video can support learning. Students love it."(JISC 2014).

Our students tell us they feel practice presentation and interview techniques would help them enormously, further they need to feel in control of the process and have the tools to help them critically evaluate their own performance, without the fear of academics assessing them. This is best achieved by practice of a series of tasks they can see as having significant benefit to them within their course and for their future employment.

References

Goleman, D (1998) *Working With Emotional Intelligence*, London: Bloomsbury

Hargie, O., Dickson, D. and Saunders, C. (2000) *Social Skills in Interpersonal Communication* London: Taylor and Francis

Session 15: (Wednesday 17 June, 12:00 – 12:25)

Towards a living theory of learning support and dissertation supervision

Brian Williamson, *Faculty of Education, Health and Community*

I am going to work towards creating a living educational theory based on asking one simple question: 'how do I improve my practice?' (Whitehead, 1989). I will use myself as a living contradiction, reporting on a dissonance between my values and beliefs and my actions (McNiff and Whitehead, 2010). For example, I may believe that students should experience setbacks during a problem-solving process but, paradoxically, I may intervene in order to save time and suggest a way forward. I may value total honesty but fail to inform the student that I too do not understand the subject material with which they are grappling. In particular, I will strive to understand more about my own work with students and use this knowledge to create a progression of living theories of learning support and dissertation supervision interventions. This will be the focus of my reflection.

The session will be structured as:

- overview of the background literature;
- presentation of a sequence of living theoretical frameworks;
- identifying different types of intervention;
- discussion of what this may mean in practice;
- asking for five volunteers from the audience to take part in a 'circle of voices', Brookfield (1995), focus group to check for validity of the living theory

References

Brookfield S. D. (1995) *Becoming a Critically Reflective Teacher* San Francisco: Jossey Bass

McNiff, J. and Whitehead, J. (2010) *You and Your Action Research Project* (3rd edition), New York: Routledge

Whitehead, J. (1989) Creating a Living Educational Theory from Questions of the Kind, 'How do I Improve my practice?' *Cambridge Journal of Education* **19** (1): 41-52.

Session 16: (Wednesday 17 June, 12:00 – 12:25)

Accidental Learning: placement education or coincidental experience?

Paul Jones, *Faculty of Education, Health and Community*

Zoe Hji-Christoforou, *LJMU Student*

Ruth Fisher, *LJMU Student*

George Lee, *LJMU Student*

In modern paramedic practice, pre-registration academic study takes the student on a journey which leads them through the maze of emotional, physical and non-technical skills that are needed to respond to and manage myriad of circumstances that they will face as both students and clinicians. Part of this journey takes them to numerous placements where they can practice in a variety of settings and see the whole patient journey. During these placements, the classroom based knowledge, skills and professionalism that have been learned can be put in to action – supervised and supported by mentors and 'others'. The opportunity to experience these placements gives students an awareness and familiarity with different patient groups, whilst emulating in the safest possible way true autonomy and independence: it also takes them from the world of 'safe simulation' in to real world situations.

The support of clinical mentors and other paramedics is extremely important for student success, not only in terms of learning but also the encouragement that is needed to develop confidence and the reduction of

fear in challenging times. Further to this, students themselves suggest that patients can be as influential as mentors – especially in terms of non-technical skills. Positive comments from patients increase confidence and listening to a patient’s social and medical history provides a unique learning opportunity.

So what does it all mean? What does it mean to be a student, a mentor or an educator in a contemporary emergency service? What is needed to make practice learning in paramedicine a better experience for all? This presentation will offer some answers to these questions – answers from those people who are wholeheartedly involved in teaching and learning in an ever changing and dynamic environment.

Session 17: (Wednesday 17 June, 12:00 – 12:25)

Prior learning experiences and transition into higher education: managing staff and student expectations.

Rebecca Murphy, Faculty of Science

Joe Causer, Faculty of Science

Dave Harriss, Faculty of Science

Mark Scott, Faculty of Science

The transition from further education to higher education is unsettling for many students, and for successful integration into the university system considerable cognitive assimilation and development is required (Palmer, O’Kane and Owens, 2009). Challenges for students include adjustment to different teaching styles, independent learning, high workloads, large classes, lack of or delayed feedback and limited contact with lecturers (Brinkworth, McCann, Matthews and Nordström, 2009). Challenges for staff are to develop realistic expectations of student approaches to, and engagement with, HE teaching practices in the context of their prior learning experiences. In Sport and Exercise Sciences the academic performance of students with A-level entry qualifications is greater at all levels of the degree programme and also in terms of final degree grade. Thus suggesting that the support given to the students during undergraduate studies does not bridge the gap between A-level and BTEC students. Existing research suggests that A-level students may have developed more advanced study or critical thinking skills, better subject knowledge, or enhanced confidence during their FE studies which better prepares them for the HE environment (Schofield and Dismore, 2010).

This presentation will report on key findings from a Curriculum Enhancement project that aimed to develop understanding of student’s expectations, experience and ability to successfully make the transition to, and develop in, a HE context. A series of focus groups with undergraduate students (and conducted by postgraduate students) enabled the opportunity to add depth and context to the statistical outputs of previous research and to explore in detail, with students, their: expectations of HE; subsequent experiences; approaches to study and to produce a resource to support staff and students in this process.

Session 18: (Wednesday 17 June, 12:30 – 12:55)

Spacewalks: a mobile ethnography, principles and typologies to learn about learning spaces

Andrew Middleton, Sheffield Hallam University

How does a university come to understand how space shapes learning? This short paper reflects on the methods we have developed at Sheffield Hallam University which have involved senior managers, students, developers, teachers, information specialists, researchers, facilities managers, and others, in walking the campus together in open conversation. A series of ongoing ‘space walks’ have modelled active informal and liminal learning; literally using the spaces actively to learn and reformulate the ways we, as a university, reimagine learning. By walking the formal, informal and blended campus, as a response to committee meetings, we have challenged our ways of thinking. Using smart technologies to capture our thinking, we have walked and talked, listened and observed, and picked up and moved things together. This way of learning has changed the dynamic of important and organisationally complex discussions as we have reviewed not only our learning and teaching spaces, but our thinking about good teaching itself. Alongside our mixed group walks we have begun to develop a set of design principles and a typology of learning spaces which we can use together to design and evaluate our spatial and temporal needs. The

presentation will explain what we have done so far and will include some extracts of the video conversations we make as we walk.

In response to this presentation we will consider how we are learning together in this conference today and the influence of the spaces we are using on the way we are learning and what is learnt.

Session 19: (Wednesday 17 June, 12:30 – 12:55)

Staff-student partnerships in summer curriculum enhancement projects: ensuring the right chemistry

Ian Bradshaw, Faculty of Science

Lisa Miller, LJMU Student

Joe Gayner, LJMU Student

Linda Seton, Faculty of Science

Andrea Mallaburn, Faculty of Education, Health and Community

Paul Ireland, Student Recruitment and Admissions

A trial phase of summer Curriculum Enhancement Student Internship projects took place across the University in 2014. The 17 projects were fully funded and the students were employees of the University for the duration of the internship. The expectation was that these projects would have an output in terms of both curriculum enhancement and the student experience. In our case, two student interns worked in partnership with academic staff and professional service teams for ten weeks over the summer to develop and test resources to support Chemistry for All (CfA): a cross-faculty programme of Chemistry enhancement that is being delivered in local schools over the next five years. The CfA project is funded by the Royal Society of Chemistry with additional support provided by the University. The quality and quantity of work produced by the student interns easily surpassed expectations. Indeed, the student interns developed resources of sufficient standard to be used directly for our CfA outreach programme in schools. The outputs included experiments, worksheets, web pages, videos and a drama play. One notable benefit of the project was that the student interns were able to bring fresh insight into working with school pupils. As well as making a valuable, creative contribution to the CfA programme, the student interns developed enhanced skills for employment. In our experience, these projects can enhance the academic experience and employability for students as well as making a positive contribution to student-staff partnership/engagement at LJMU. We will discuss the overall benefits of the project for both students and staff and our approach to ensuring that the “Chemistry” was right for all concerned.

Session 20: (Wednesday 17 June, 12:30 – 12:55)

Laughing in the face of absurdity: using parody to reinforce learning

Wendy Johnston, Faculty of Education, Health and Community

Jack Rowan, LJMU Student

Megan Brooks, LJMU Student

Claire Keen, LJMU Student

Many contend that teaching is a serious business and we are not supposed to be entertainers (Berk, 1996). However if humour is used for a purpose, and within a structured environment, then its use can be an effective and valuable teaching tool (Lesser and Pearl, 1998). This presentation will showcase an innovative teaching method using humour to effectively engage students in learning and skill development. It will focus on a teaching method used in Food Design and Technology, however, the key principles are transferable across other disciplines, particularly where there is an emphasis on skills acquisition.

Assessed skills demonstrations and presentations can be a stressful time for students, raising anxiety levels and making them prone to making uncharacteristic errors. Over the years, I have witnessed many of these and reflected on how analysis of the mistakes could provide useful reinforcement of the correct method of practice. As a result I have developed an alternative creative teaching strategy. Stepping outside my comfort zone I used humour to teach students how to successfully undertake a cooking

demonstration by incorporating many of the mistakes that I have seen students make into a mock demonstration. This went against traditional teaching methods, but it worked! A student comments;

“It was so unexpected; we saw Wendy as we had never seen her before and watched incredulously as she made every mistake possible. It was absolutely hilarious but I learned so much, it made learning so memorable, I will never forget it”.

This presentation will demonstrate how humour was used and explore some of the benefits and possible challenges posed by the approach used. In addition students will explain how the introduction of humour has helped to improve their retention and recall of information, diminished anxiety and helped to break down barriers between tutors and students.

Session 21: (Wednesday 17 June, 12:30 – 12:55)

How to make mathematics unintelligible

Mark Taylor, *Faculty of Technology and Environment*
Andrew Fox, *Student Advice and Wellbeing*

Students attending mathematics learner support sessions have raised a number of issues regarding why mathematics can be difficult to understand. Some of these include: describing a mathematical concept using unfamiliar terms; use of unfamiliar mathematical symbols (e.g. *Greek symbols*); use of unfamiliar mathematical abbreviations (*wrt, st, iff*, etc.); lack of use of examples or use of unfamiliar examples; lack of use of diagrams or pictures; lack of use of simple analogies; and always explaining a mathematical concept in exactly the same way (*regardless of whether the students understand the explanation*). Students may have different issues as to why mathematics can be difficult to understand. A few simple changes to the presentation of mathematical concepts can make such easier to understand.

Session 22: (Wednesday 17 June, 12:30 – 12:55)

Shifting sands: the changing faces of 21st century learners

Caroline Keep, *Edge Hill University*
Mark J. Feltham, *(LJMU) Faculty of Science*

By the time students reach university they vary considerably in the degree of autonomy they want and how they wish to learn. In a previous study (Feltham and Keep, 2015) we have shown that when given a choice about how, when and where they wish to learn, the majority of students are rather risk averse. They choose most often to pursue didactic learning (“traditional” lectures, workshops, VLE) rather than more creative learning (social media, creative projects). Why might this be so?

In this talk we present the results of study on science teaching that examines pupils’ preferred learning styles in school (years 7-11) and how these change over time in relation to teachers’ preferred teaching styles. Teachers and pupils were surveyed by questionnaire and interview and their preferences mapped against each other and pupil attainment. There was a clear change in how lessons were taught as exams approached, in student perceptions of their learning and in their views about having choice in how they were taught. We identify different types of student and discuss the implications of our findings in relation to pupils’ future learning and their transition into higher education.

Session 23: (Wednesday 17 June, 12:30 – 12:55)

Education as a game: using 'gamification' to promote learning resources

Simon Morris, *Faculty of Education, Health and Community*

Judith Enriquez-Gibson, *Faculty of Education, Health and Community*

Can gamification techniques influence where and how students learn? Speaking directly to the conference theme, 'Locations for learning', this session discusses a digital project underway across LJMU that employs game mechanics to motivate Level 4 (first year) students to familiarising themselves with the learning spaces of the University and encourages them to engage with academic study using the learning resources available.

One potential hurdle to transitioning into a higher education model of learning is the requirement to acquire skills in locating and reading academic resources. New students need to understand which services are available on campus (notably, the library), how to find a particular resource (for example, an academic paper), how to parse it (for example, understand the role of citations). In the online social networking world (Twitter, Facebook, etc.) gamification is seen as an important means of engaging and retaining an audience: game-like mechanics such as achievements and competition are used to foster engagement. Education literature has analysed these trends: James Paul Gee's *What Video Games Have to Teach Us about Learning and Literacy* (2003) and Clark Aldrich's *Simulations and the Future of Learning: An Innovative (and Perhaps Revolutionary) Approach to e-Learning* (2003) inform the academic literature that explores the potential of digital games or gaming to facilitate information and media literacy in student learning.

The workshop will briefly introduce one prominent pre-existing attempt at gamification of HE library services by the universities of Huddersfield, Glasgow and Manchester, before outlining the ongoing LJMU work, and inviting audience opinions on the merits of gamification techniques. The responses will inform the work underway at LJMU.

Session 24: (Wednesday 17 June, 13:55 - 14:20)

A two-stage online test design provides formative assessment and feedback irrespective of class size

Susanne Voelkel, *University of Liverpool*

Students learn better when they have plenty of opportunity for formative assessment for which they receive high quality feedback. Large classes can make it difficult to ensure this. Online tests are often used for continuous assessment, usually either in a formative or in a summative role. However, completion rates for purely formative exercises is low, whereas summative tests have a high completion rate but rarely provide detailed feedback. The two-stage online test design allows a combination of formative and summative tests. Each test consists of two stages, the first of which is purely formative and can be repeated multiple times. Detailed feedback is provided and the questions in this test prepare students for the next stage. Students have to reach a certain threshold for test stage 1 in order to be able to progress to stage 2. The second stage is summative and can only be done once. This study investigated the impact of two-stage tests on student performance and student satisfaction in a second year Biology class. The test design proved to be highly popular with students. Text comments in module evaluations showed that students clearly valued the opportunity to practice before the "real" test, and thought that this test design improved their learning. Indeed, average course results did increase significantly in comparison with previous years where only summative online tests were used (effect size 0.6). The two-stage test design benefitted not just the good students, but also had a positive effect on the performance of weaker students.

Session 25: (Wednesday 17 June, 13:55 - 14:20)

Designing the student assessment experience

Hulya Francis, *Faculty of Technology and Environment*

This presentation puts forward a workload model to aid in the design of the student assessment experience. Data from an actual programme and its modules are anonymously used to highlight the effectiveness of the model with regard to finding 'pressure' points in the assessment schedule. Analysis of the results poses a number of questions, such as:

- What does an ideal assessment schedule designed using the workload model look like?
- Is stressing the student part of the assessment exercise?
- Could creating a better assessment schedule increase positive student feedback?

The presentation discusses the problem and proposed solution with regards to the student, module leader and programme leader, culminating in some ideas on how the model can be used to adapt the assessment schedule; which should provide 'food for thought' for an audience led discussion at the end.

Session 26: (Wednesday 17 June, 13:55 - 14:20)

Special Blackboard demonstration



Blackboard

Session 27: (Wednesday 17 June, 13:55 - 14:20)

Students versus the internet 'firehose': finding/sharing relevant resources in an ever-shifting information world.

Simon Morris, *Faculty of Education, Health and Community*
Danny Blunt, *LJMU Graduate*

This internship project saw the development at LJMU of a sustainable and replicable web-based resource which archives media stories that link to events, both global and local. Utilizing internet technologies such as RSS (Really Simple Syndication or Rich Site Summary) and so-called Web 3.0 ('Semantic Web') tools, the resource creates an easy-to-use, constantly updating, searchable database of materials for students to use in their research, and for staff to use in teaching. Crucially, a graduate student played a major part in the shaping of the new technology.

The project outcome was a reusable resource which is accessed by teaching staff and students within one specific Level 6 module, 'Policy, Politics and Events'. It was designed and initially populated by a graduate

of the Events Management programme who had experienced the module and knew what would be useful to students. The resource draws from over a hundred news, comment and academic sources, relevant to the module, and makes their latest output easily filterable; for example if a student wants to explore the theme of human rights in relation to China and the Beijing Olympics, with just a few clicks they can filter any given source to show just the stories or articles intersecting all those topics. The available filter terms tie directly to the themes of the module, but a free text search is also available.

As well as drawing from recognised external news and academic sources, students build up their own shared archive by adding found articles and links, such that it becomes a peer support platform. So far, the current cohort have found the tool to be user friendly and assisted them in not only searching for useful information (both academic and current affairs) but also making connections between concepts and theories with real world case studies.

Session 28: (Wednesday 17 June, 13:55 - 14:20)

New locations for learning: engaging students through creating interactive learning worksites

Pauline Brooks, *Faculty of Education, Health and Community*

Fran Leaver, *Faculty of Education, Health and Community*

Two PechaKucha presentations will be featured in this session:

Fran Leaver

The first PechaKucha will demonstrate how a University environment can be used as an interactive learning worksite in relation to the design and delivery of teaching and learning as well as the students' relationship to the world of professional work. The Dance Practices programme from LJMU is rich with examples of outreach and in-reach locations with an academic-underpinning in addition to real-life practice.

Pauline Brooks

The second PechaKucha will detail how the use of technology can be used to create innovative learning experiences and a new environment for teaching and learning. It will focus on the 'Making Connections' project which used Visimeet to bring three universities, eighteen students and five tutors into a collaborative performance project linking dance and music across the Internet as a new location for learning.

Session 29: (Wednesday 17 June, 13:55 - 14:20)

Reflecting back and forwards: Embedding reflective practice into student assessment/learning

David Low, *Faculty of Science*

Zoe Knowles, *Faculty of Science*

Reflective practice is a mandatory skill for of professional accreditations in the sport and exercise domain and in wider 'educare' professions. Undergraduate modules within the School of Sport and Exercise Sciences are designed to develop students' awareness, skills and experience ahead of entering graduate professions using reflective practise. Further, this element of the programme aims to foster the progression of higher order thinking skills year on year with assessment practices are informed by professional training frameworks and the need to demonstrate evidence of engagement in this skill. This novel practice is underpinned by a body of research originating from LJMU with staff involved in writing policy for professional training bodies nationally and internationally. In addition to teaching and assessing reflective practice on our programmes we have also recently begun to implement reflection of the Level 5 Sport and Exercise Science cohort on each of their four assignments for the Applied Sport and Exercise Science Principles module (5012SPOSCI). Specifically, students complete a one page reflective extract, guided by questions related to each assignment criteria submitted just after each assignment deadline. It is not

formally assessed but carries a punitive mark if it is not submitted. The students are also required to grade their assignment as well. We will present on the implementation of this innovative strategy, which is not replicated elsewhere in HE provision for the discipline. In the spirit of the topic area we will offer our own reflections as staff and also provide feedback from students.

Session 30: (Wednesday 17 June, 14:25 - 14:50)

Using technology and partnership to enrich the student experience in large cohort settings

Paul Middleditch, *University of Manchester*

Will Moindrot, *Liverpool School of Tropical Medicine*

Challenges to higher education have presented themselves in the form of a new fees structure, increased cohort sizes and a drive towards improving the student experience, all against a backdrop of a tidal wave of technological change. We present three approaches and evidence taken in our attempt to meet these challenges, over a five-year period teaching two large-cohort economics courses at the University of Manchester, starting out with our use of a classroom voting system, or clickers.

Buoyed by positive results in student satisfaction we upgraded to a voting platform that enabled students to use their own devices and removed the logistical problem of distributing large numbers of handsets. Greater ease of access provided a multiplier effect over our own confidence and understanding of this teaching tool. We were able to make more regular and innovative use of the technology through better question writing and peer-to-peer discussion as an example.

The use of mobile devices has unlocked new methods of interaction and engagement, often with students shaping how we use the technology in a way that is beneficial to their own experience. The free text commenting facility in TurningPoint and the idiosyncratic use of Twitter allowed students to influence and mould their own learning environment and allow convenor interaction with feedback from the students during the course.

In summary we have found that the variety of technological tools were an easy gateway to a more learner-focused and relaxed teaching approach for the large-cohort lecturer, fostering open-dialogue with students and facilitating an adaptive learning environment. Our evidence suggests that students agree.

Session 31: (Wednesday 17 June, 14:25 - 14:50)

Marking and workload an inextricable relationship

Ruth Nagus, *Faculty of Education, Health and Community*

Chris Gillies, *Faculty of Education, Health and Community*

The term electronic management of assessment (EMA) is increasingly being used to describe the way in which technology is used across the assessment lifecycle to support the electronic submission of assignments, as well as marking and feedback (JISC, 2014).

As the number of students in modules increases it becomes more important to consider what types of assessment are to be used and the different aspects of marking.

In this presentation we contrast the main two tools for e-submission here at LJMU and also different approaches to marking made possible by technology. We look at the differences observed from module to module and also will introduce you to some of the ways in which one can mark using an i-Pad.

Session 32: (Wednesday 17 June, 14:25 - 14:50)

Delivering effective online workshops using Blackboard Collaborate

Charlotte Corke, *World of Work Careers Centre*

Since early 2014, the World of Work Careers Centre has gone from having *no* experience of delivering online learning to now having six members of the team experienced in using Blackboard Collaborate to deliver a regular programme of seven employability-related online workshops (webinars) at least once or twice a week. This practical presentation will share our experiences from this period of rapid development and will be particularly relevant to those who are interested in exploring the potential of online learning but who have not yet overcome the initial hurdles presented by the technology.

Whatever platform is used to deliver online learning, the initial barriers are significant. Whilst the technology, once mastered, is straight forward, liberating and potentially inspiring, moving from an awareness of that potential to successfully delivering an engaging session is a challenge. This presentation will share our experiences of that journey and the lessons learnt.

The session will:

- consider the benefits of online delivery as well as issues and concerns,
- explain the broad principles of designing online learning so that it is engaging and effective,
- demonstrate the different tools available in online platforms to encourage interaction and engagement (using LJMU's platform for online delivery – Collaborate), and
- share practical tips and techniques we have learnt for ensuring successful delivery.

The results of evaluation and student feedback gathered to date will also be shared. These have been overwhelmingly positive, although some challenges do remain in terms of scheduling and take-up. However, with *interactivity* and *convenience* being the most positive aspects cited by students, it is clear that there is significant potential in delivering student learning via the virtual classroom, and that it can provide tangible benefits.

Session 33: (Wednesday 17 June, 14:25 - 14:50)

Non-intellective constructs implicated in the process and pathway of academic achievement

David McIlroy, *Faculty of Science*

Christina Cusack, *LJMU Graduate*

Sophie Jenkins-Anderson, *LJMU Graduate*

This study was based on the work of two graduate students last summer under the LJMU Internship Scheme. During the eight weeks of their tenure, under supervision, they produced a series of work booklets for personal development in Personality, Self-efficacy Test Anxiety and Intelligence beliefs. The booklets have been used by Levels 4 and 5 students over the last academic year and have been linked to assessment tasks in NSP. In addition they have been made available to final year students as part of their continuing PDP. The two students are now employed in quality graduate positions and have been invited to participate in the LJMU conference presentation.

The booklets contain exercises for interactive learning and serve as a useful resource for personal and academic development and achievement, and learning resources within them include self-report tests with scoring keys and interpretative guides that are lively and applied in nature. They are illustrated with pictures, proverbs and motivational quotes designed to facilitate interest and engagement. Their value for employability is that they equip students with greater self - awareness and empower them with greater capacity for self-presentation.

These resources are based on psychological constructs that are deemed to be key non-intellective individual difference variables that support learning, complement ability and enhance academic

achievement. The measures used have also been related to learning styles, learning approaches and preferences for learning environments (e.g. observed differences between Extraverts and Introverts). The booklets will be showcased at the session and are commended as a learning resource adaptable to various programmes for individual or group use and may bridge a gap for many in the challenge of personal development provision.

Session 34: (Wednesday 17 June, 14:25 - 14:50)

Learning to “in-reach” has challenged the role and nature of the teaching and learning environment for undergraduates as facilitators

Darren Carr, *Faculty of Education, Health and Community*

Over the past twenty years there has been greater scrutiny of approaches that dance artist/facilitators make to the learning environment, lecture content and sustainable development. The focus for review and debate has been on teaching techniques and the classroom environment. The inter-relatedness of such elements determines the depth and value of the teaching and learning experience in higher education, with critical observations also being identified in relation to the wider community it serves. To strengthen the identity and value of higher education and its ability to nurture artists who both connect to the needs of disabled people and bring value to the art form through their research in - formed practice, we must investigate practices which develop teaching and learning in response to these requirements.

The purpose of this presentation is to examine and disseminate the influential stages in the creation of a learning environment for undergraduate students who are facilitators working with disabled participants in both education and community contexts. An outcome of the research process was the development of a new model of teaching and learning, entitled an *in-reaching community of practice*. JUMP IN(tegrated) Dance is a Participatory Action Research paradigm (PAR) with dance degree students in higher education for the investigation of facilitating creative dance practice with participants who have a range of disabilities. Although the model is multi - faceted, this paper focuses upon the experience and qualitative evaluation of the student participants who were facilitating dance practice with pupils or community members with a range of disabilities. Applying theories to pedagogy for analysis, it will discuss whether working in a project-based way, has an impact on those taking part, and analyse whether the model has a valid role to play in a HE environment as a tool for both teaching and learning.

Session 35: (Wednesday 17 June, 14:25 - 14:50)

Virtual worlds: teaching social media skills in higher education

Nadine Muller, *Faculty of Arts, Professional and Social Studies*

Across many disciplines academic staff are encouraged to use alternative forms of assessment, often in the form of social media, including the use of Twitter, blogs, and other social networking platforms. At the same time, social media skills have become an integral aspect of the competencies expected of graduates in the job market in the digital age. Yet, comparatively little is being done within the development of the undergraduate curriculum to ensure that students are trained in these areas to enable them to feel confident with alternative forms of assessment, and to demonstrate digital literacy and disseminate their professional profile when entering the job market after their degree. Equally, there appears to exist fairly little professional training in social media skills for academics who recognise and wish to address its multifaceted functions in teaching and beyond.

Having taught social media skills in the form of a dedicated module as a Lecturer in English Literature and Cultural History at LJMU for three years, and having launched website resource dedicated to developing students' social media skills (<http://www.social-media-skills.org>), I will offer some reflections on the various aspects teaching and using social media in a higher education context. First, the presentation will address and purpose of teaching social media skills at university and the purposes it can fulfil for students. Second, my talk will discuss and critically evaluate the strategies and methods I and other academics in the country

have used when teaching social media skills to students. Finally, the presentation will address some of the challenges social media skills teaching can pose, including issues of privilege and of staff training, skills, and workload.

Session 36: (Wednesday 17 June, 14:55 - 15:20)

Being in your student's shoes: learning from peer assessment

Clare McCullagh, *University of Reading*

Nina Brooke, *University of Reading*

The University of Reading's new HEA accredited Academic Practice Programme has been designed for academic and support staff. Alongside the requirement to be aligned with the UKPSF, our design also embraced the opportunity to enable programme participants from across disciplines to experience being in their students' shoes so that they might evaluate first-hand the experience of: group work; group assessment; peer learning and online peer feedback.

This presentation will outline two assessment tasks from the programme which model innovative application of technology, incorporate the student voice and enable learning beyond the classroom.

The first assessment task is the design of a session plan accompanied by a reflective rationale which participants base on their real teaching contexts. They receive detailed, individual formative feedback on their draft session plans from each other online. The exercise helps participants to internalise the marking criteria and provides an excellent example of peer learning.

The second assessment task is a group research project where participants work in discipline specific groups to explore an aspect of student engagement and/or learning. Each member of the group conducts an interview with one of their students, triangulates results with their group and presents their joint findings at a special presentation event in order to learn from each other's research. In addition to a summative mark the group receives formative feedback on their presentation skills from their peers. The group work is accompanied by an individual reflective task where participants summarise what they have learned from the process of engaging in the group task, and how this might inform their approaches to learning and teaching in future.

Evaluation thus far suggests that these approaches have fostered deep learning and impacted on participants' own teaching practice to enhance the learning experience for their own students.

Session 37: (Wednesday 17 June, 14:55 - 15:20)

Student responses to peer mentoring and learning

Helen Rogers, *Faculty of Arts, Professional and Social Studies*

In this presentation students will report on their experience of a student mentoring scheme, supported by Curriculum Enhancement funding and piloted in the English Department, 2014-15. The mentoring scheme developed out of module feedback and discussions between students and tutor following the introduction of online research and blogging as a form of learning and assessment in the Level 5 digital humanities module *Prison Voices: Crime, Conviction and Confession 1700-1900*. Student research at www.prisonvoices.org received wide online acclaim 2013-14 but blogging proved a steep learning curve for students and their teacher. The mentorship scheme was designed to assist the presenter by employing former students to support the new cohort in developing skills in online research, social media and creating individual Wordpress blogs.

The presentation will be delivered by two representatives from the group of eight final-year mentors, and two representatives from the 45 second-year students who took the module. They will report on the

intellectual, transferable and employability skills they developed and the benefits derived from collaboration between year groups. They will also suggest how this scheme could be adapted at different stages of undergraduate study across the University to enhance students' sense of belonging and programme identity, peer learning, aspiration and progression, and employability.

Session 38: (Wednesday 17 June, 14:55 - 15:20)

Presenting content from my mobile device to the BIG screen: no wires attached!

Max Fossard, Faculty of Education, Health and Community

With the convenience of accessing a lot of teaching material on smart phones or tablets that one can access on a PC, it is a natural development, that electronic teaching resources are viewable on mobile devices. Email, Office documents, PDF documents, access to your M-drive, Sharepoint files, music/video content and web sites, are all there for many.

Taking that portable device with you into the classroom, and transmitting the screen content directly to the data projector, or large TV screen has been a possibility for several years now. The problems that have held back the early adoption of the technology, range from ignorance, unreliable technology, incompatibility of equipment, and a lack of resources in place to enable you to do so.

This session will explore the process of moving what's on your screen in your pocket, to the BIG screen in the classroom. The session will demonstrate some tested hardware to show you a sample of what is available. It will allow for the audience to discuss whether this is a practical tool for teaching that we need to adopt, or whether it's just another fad, and more trouble than its worth.

At the end of the session, you should be clear as to what screen mirroring is, what devices are capable of supporting the process, and if you didn't have an opinion on the technology before you attended the session, you should have one by then end.

Session 39: (Wednesday 17 June, 14:55 - 15:20)

The reading list revolution has begun: delivering key texts direct to your students' learning space

Cath Dishman, Library Services

Want to improve the way your students access the items on your reading lists? Want a list that is easy to update and manage that gives real-time availability for print and access directly to full text? Then this session is for you.

Library Services has teamed up with academic staff, Education and Academic Quality and IT services to provide a reading list solution that will ensure students have access to key texts at the point of need, wherever they choose to learn. Integrated into Blackboard modules it provides real-time availability for print materials and seamless electronic access to articles and other digital materials.

Whatever your discipline you can improve the experience of your students. Come along to find out more and how you can get involved and revolutionise your reading list provision.

Session 40: (Wednesday 17 June, 14:55 - 15:20)

Lecture capture: student perceptions and recommendations for staff

Lee Graves, *Faculty of Science*

Lecture capture is the recording of lectures, seminars and any other content that goes with them. Lecture capture can help students review a lecture, with the voice of the deliverer overlaid on real time session content (e.g. PowerPoint slides). This technology can serve as a learning tool for revision, assessment preparation and for catching up on a missed lecture. Lecture capture can also assist students with learning difficulties or who speak English as a second language, as they can review the content again at their own pace. Research was needed to determine the use and perceptions of lecture capture as a learning support tool in students from the School of Sport and Exercise Sciences. The findings of this research will inform the learning technology strategy adopted by the School within revalidation of the Sport and Exercise Sciences degree, due to start in academic year 2016/2017.

Level 4 students on the Sport and Exercise Sciences degree were invited to participate in the project through completion of a questionnaire within one lecture. The non - validated questionnaire consisted of short answer and Likert response questions. Questions asked students to report on their perceptions and use of lecture capture across a 9 - week teaching period. This presentation will report findings from 96 completed questionnaires (age 19.1 ± 1.6 years; 18 female; 82 White British; 45 A-Level entry, 33 BTEC entry, 11 Combined B-Tech A-Level entry, 7 Other) and provide the audience with clear, student-informed recommendations for implementing lecture capture. Staff experiences will also inform the audience of issues and practicalities to be aware of when using this technology.

Session 41: (Wednesday 17 June, 14:55 - 15:20)

VIBRANT (Virtual cloud-based cyBer secuRity trAiNing plaTform)

Kashif Kifayat, *Faculty of Technology and Environment*

Cybercrime is a growing problem in the UK, costing over £27bn a year. The situation is exacerbated by the lack of cyber security skills in the UK for fight against cybercrime. Therefore, there is a strong demand for more skilled people in the cyber security profession both now and for the future. The proposed VIBRANT project will focus on key skill gaps to enhance students' practical learning and technical knowledge in cyber security at the level required by UK industry, establish strong collaborations among cyber security academics and share the benefits of the VIBRANT platform among students in the UK.

The proposed project addresses both Higher Education Academy (HEA) and LJMU strategies in the project: VIBRANT is funded by the HEA. It will establish and enhance student partnership by involving LJMU students in the project as steering group members, developers and evaluators. They will also engage with academics and industrial partners in project meetings and workshops, and gain direct insight into the platform's technical development and evaluation process. This process will enhance students' practical security skills and extend their academic abilities and educational experience. The pedagogic research and implementation in the project will help to embed research in BSc and MSc Cyber Security programmes to enhance learning, teaching and assessment methods. Furthermore, engaging cyber security companies, academics, and students will increase students job prospect and help VIBRANT to identify key skill gaps regularly.

Session 42: (Wednesday 17 June, 15:25 - 15:50)

Document-speak: what module guides, grids and marking criteria have to say about assessment practices

Judith Enriquez - Gibson, *Faculty of Education, Health and Community*

This presentation will outline some key themes that are expected to emerge from programme documents related to the processes and practices that make up assessment. It is an invitation to 'listen' to what our own documents have to say about our assessment practices. Bearing witness to past and persistent practices, the documents that are analysed provide background information and insights to help the Subject Area of Education and Early Childhood Studies (EECS) at the School of Education, Sport Studies and Leisure to understand the historical roots of specific concerns and governing conditions that potentially constraint innovative and alternative practices.

The focus on assessment forms part of a Curriculum Enhancement project, *Assessment as Learning*. It aims to reconceptualise assessment and feedback beyond certification and achievement towards a lifelong learning skill and to develop students' capacity to be assessors of their own learning. One of the key objectives to actualise this aim is the examination of current assessment practices, in this case through document analysis. To shift and expand the possibilities and opportunities assessment may present as a lifelong learning skill in higher education, it is pivotal that the context and content of assessing inscribed in text are made explicit and directly placed under close scrutiny.

It is expected that the initial findings of document analysis can suggest some questions that we need to ask ourselves and our students. This will then inform the generation of survey and interview questions for the project as a whole.

Session 43: (Wednesday 17 June, 15:25 - 15:50)

The impact of an academic case-based scenario interprofessional learning intervention on role perception and potential patient care.

Helen Orton, *University of Liverpool*

Simon Watmough, *University of Liverpool*

It is well established that interprofessional education (IPE) occurs "when two or more professions learn with, from and about each other to improve collaboration and the quality of care". Despite the evidence to support the need for interprofessional learning (IPL), it presents many challenges to educational institutions and clinicians to implement. IPL has been implemented successfully within the curriculum for the nursing and AHP third year programmes but the recent curriculum review of the MBChB programme and transfer of the third year students onto the new programme, has provided an excellent opportunity to engage medical students in IPL across a diverse range of professional groups.

IPE is most cogent when it brings together student groups from professions which work together in practice but the programmes at the University of Liverpool, facilitate the engagement of all students provided that every effort is made to create a case-based scenario where professions are more likely to work together in the same settings at some point of the patient's journey. Students representing seven different health programmes were split proportionately into 21 groups and worked collaboratively through a clinical scenario chosen specifically to be relevant to all those involved; each group was facilitated by two health care professionals – a medic and either an allied health professional or nurse expert.

The presentation will focus on the results of a longitudinal study consisting of four questionnaires administered prior, immediately afterwards and at later stages during the academic year after clinical placements, using both a modified Interdisciplinary Education Perception Scale (IEPS) and Readiness for Interprofessional Scales (RIPLS) to assess the impact of an academic-based IPL intervention via case-based scenario as a mechanism to understand the roles of other health care professionals and the value of team working to facilitate collaborative working and the potential benefit to patient care.

Session 44: (Wednesday 17 June, 15:25 - 15:50)

Drones, bones and mobile phones: how the maker movement is reinventing education

Mark Feltham, *Faculty of Science*
Caroline M. Keep, *Edge Hill University*

In the 21st century economy, science fiction technologies are becoming everyday realities and this new, knowledge and innovation driven economy requires, not only new skill sets but, an education system that focuses more on critical thinking, problem solving, communication, collaboration and initiation and less on knowledge acquisition and regurgitation. The idea that we need a paradigm shift in education is not new and it has long been recognised that at the heart of this shift lies a return to more creative, student centric ways of teaching and learning. The Maker Movement, is a technological and creative learning revolution taking place around the world that has exciting implications for education. It focusses on hands-on learning by providing learning environments (Makerspaces) in which learners are given access to new tools and technology, such as 3D printing, robotics, microprocessors, wearable computing, e-textiles, “smart” materials, and programming languages to support the creation of tangible, physical artefacts. Such Maker Education (MakerEd) gives students opportunities to brainstorm, invent, design and build: and then time to fix mistakes, improve, test and improve again as part of their formal education and hence provides us with an exciting opportunity to develop new, flexible pedagogies in which the creativity of the student as hacker/maker can flourish. Here we report on, and showcase, a range of student MakerEd projects developed as part of our Fundamentals of Scientific Research module and signpost the wealth of opportunities for future development, cross-curricular collaboration, enterprise and community outreach.

Session 45: (Wednesday 17 June, 15:25 - 15:50)

Using blogs to enhance student engagement

Fabia Allen, *University of Liverpool*

First year practical classes and mathematics workshops in the School of Life Sciences at The University of Liverpool cater for over 400 students. Teaching staff face a significant challenge to ensure that all students fully engage with and understand their practical and quantitative work. The use of social media to enhance student engagement has been successfully incorporated into the core first year laboratory and mathematics modules. A single blog has been created (<http://inside107and109.blogspot.co.uk/>) for both modules, and marketed as a friendly and interactive forum where students can find posts for each practical, example mathematics questions with model answers and the opportunity to ask questions/request further posts. This allows students to access custom made directed course material presented in an interactive format, and to have contact with a member of staff on an informal basis that does not revolve around office opening hours. The Blog, now being run for a third year, is a resounding success, consistently attracting over 600 page-views preceding taught sessions and over 2500 page-views prior to assessments. In addition, students readily engage with the blog leaving comments and questions.

Session 46: (Wednesday 17 June, 15:25 - 15:50)

Patient simulation in pharmacy education

Suzanne Cutler, *Faculty of Science*
Paul McCague, *Faculty of Science*

Simulation - based teaching allows development of knowledge, skills and attitudes required for healthcare professional students. Pharmacy students at LJMU attend the Centre for Simulation and Patient Safety (CSPS) based at University Hospital Aintree. Life-like manikins are used in simulation suites to mimic a real life hospital environment. Through hospital based scenarios, 3rd year pharmacy students explore

challenges associated with team working from a human factors perspective e.g. poor communication, the lack of adherence to standard operating procedures and how this can impact on patient safety. During the scenarios, students are required to work as “pharmacists” undertaking medicines reconciliations, reviewing treatment and liaising with medical and nursing staff as appraise to facilitate safe effective care. Fourth year students build on lower level and allows students to work fully in teams. Students attend the CSPA and work within teams with undergraduate medical and nursing students. Through hospital based scenarios students are able further observe the role of other healthcare professional in practice and also recognise where their role fits into this wider team. Students are require to apply their clinical knowledge, competencies and skills developed throughout their MPharm programme to the scenarios. Planning is underway to extend this type of learning to first and second year pharmacy students. This presentation will provide an overview of the activities pharmacy students take part in as part of their visit to the CSPA, methods of assessment and an evaluation of the learning experience from both the student and staff perspective.

Session 47: (Wednesday 17 June, 15:25 - 15:50)

Reflecting on the SPARK journal: Exploring continuity, sustainability, and the possibilities for faculty-wide integrated approach

Angela Daly, Faculty of Education, Health and Community
Diahann Gallard, Faculty of Education, Health and Community
Elizabeth Smears, Faculty of Education, Health and Community
Jane McDonnell, Faculty of Education, Health and Community
Lynne Kendell, Faculty of Education, Health and Community
Victoria Moss, LJMU Student
Samantha Scott, LJMU Student
Ashling Dodds, LJMU Student
Ellie Webb, LJMU Student
Sarah Yearsley, LJMU Student
Leanne Mills, LJMU Student

SPARK is a peer reviewed journal that celebrates the early work by students on Education and Early Childhood Studies programmes at LJMU. The *SPARK* publication process has developed over a period of three years and the staff-student editorial team continue to work together in a democratic space to produce the journal for the benefit of this particular student group. However, recent discussions between staff in the wider Faculty of Education, Health and Community have raised the possibility of expanding the scope and reach of the journal. Using the expertise gained by the *SPARK* team, a journal for students and for staff has been suggested as a faculty-wide initiative which would recognise and help disseminate student-facing research and scholarly activities taking place. This broader joined up approach would have the potential to provide a medium for accentuating academic writing about research and practice at LJMU as an integrated scholarly community. For the *SPARK* team it would provide a fresh challenge which is timely owing to the considerations now being given to continuity and sustainability and the future direction of *SPARK*.

This workshop will draw on the experiences of the current staff-student editorial team of *SPARK* but will also include reflections on the more recent ideas that have emerged about the value of locating learning in a community of research and practice. It will revisit some of the experiences of the team about the origins and development of *SPARK* but with a refined focus on outlining the potential for a new space for student and staff academic writing as a faculty wide integrated approach.

Day 2: Thursday 18 June Abstracts

Session 48: (Thursday 18 June, 11:00 - 11:25)

Civic engagement: learning everywhere but the classroom

Linda Seton, Faculty of Science
Ian Bradshaw, Faculty of Science
Andrea Mallaburn, Faculty of Science
Paul Ireland, Faculty of Science
Gayle Ruddick, Faculty of Science

Chemistry for All (CfA) is a research programme funded by the Royal Society of Chemistry to support University-led intervention activities in local schools over a five year period. As one of only four university teams in the UK, LJMU is delivering activities to six local schools and working with a research team led by the Institute of Education, who are investigating the impact of those activities on pupils' attitudes and attainment. The schools and pupils are chosen from low socioeconomic backgrounds to try to understand the barriers to entering a chemistry career for people in these under-represented groups.

The LJMU CfA team will share their experiences from the first year of this civic engagement programme as they have worked with local schools to deliver a range of activities to enrich and enhance science learning. The activities have specifically focussed on: raising pupils' aspirations; providing careers information linked to chemistry employment; and to motivate pupils to achieve their potential, both in terms of science learning and long-term employability.

The learning takes place across a variety of real and virtual environments including: school assembly times; after school clubs; sessions in school, led by CfA advocates and university based events. CfA has a dedicated website and uses social media to engage with pupils on a regular basis to encourage a personal involvement from them.

The presentation will discuss the successes and challenges of working with schools and teachers as well as sharing the feedback from pupils. Some flashes and bangs may occur so watch out!

Session 49: (Thursday 18 June, 11:00 - 11:25)

Personal tutoring, a tale of two schools: what is it and how should we do it?

Sarah Maclellan, Faculty of Arts, Professional and Social Studies
Simon Brooman, Faculty of Arts, Professional and Social Studies

This paper will examine the role of the personal tutor from the perspective of two academics with considerable experience of organising and delivering personal tutoring at LJMU. The aim of the paper will be to place the development of personal tutoring in a modern university into the context of national and international research and practical experience. There are three key questions that we will address the paper:

- How should a strategy balance the objectives of supporting pastoral, academic and employability?
- Can we learn from the experience of other universities/researchers?
- What does practical experience tell us about the practicalities of implementing change?

Illustrative examples of practice from the two schools will be highlighted to examine practical strategies that achieve desirable personal tutoring outcomes and to unpick the key questions above:

- Curriculum based personal tutoring support;
- Targeting important moments in the student life-cycle;
- Learning from the student voice;

The overall aim will be to examine how worthwhile personal tutor delivery can best be developed within the context of competing objectives and other practical considerations.

Session 50: (Thursday 18 June, 11:00 - 11:25)

LJMU Institutional development in emerging markets: sharing LJMU expertise with tourism lecturers in Myanmar.

Steve Burns, *Faculty of Education, Health and Community*
Phil Higson, *Faculty of Education, Health and Community*

This presentation will discuss a new development undertaken to further LJMU presence in South East Asia, namely the Republic of the Union of Myanmar. It will highlight the twists, turns and pitfalls that can be encountered when entering a new international development area, in this case a country that has only very recently 'opened-up' to the outside world.

The presentation will outline the complex process and the hurdles which have had to be overcome during the last year, in order to share LJMU teaching expertise with an educational partner in the capital city, Yangon. It will describe the main features of the development and delivery of an 'in-country' staff training programme by LJMU tourism lecturers for tourism lecturers working in Myanmar's National Management College.

Despite such complexity it is argued that Myanmar presents a substantial opportunity over the next decade for LJMU and, with perseverance, significant developmental benefits can be drawn from this rapidly emerging country. The presentation will share what has been learned during the last year with colleagues interested in investigating new opportunities, in their own subject specialisms, in this most intriguing country.

Session 51: (Thursday 18 June, 11:00 - 11:25)

All by myself: do students read summative feedback returned to them alone at a computer?

Phil Denton, *Faculty of Science*
David McIlroy, *Faculty of Science*

A consequence of the online return of feedback is that tutor comments are routinely received while students are alone at a computer. This is a very different location to a classroom where the student is surrounded by their peers and an academic. A study was undertaken to investigate the extent to which students read online tutor comments, a precondition for learning through feedback. In an experiment, 162 Level 3 Natural Science students were divided into six equivalent groups based on their percentage marks in a summative spreadsheet assessment. Five test groups were emailed feedback reports that included a request for a blank reply placed at different positions. For group one, this invite was placed next to the student's mark and before the tutor's comments. Group six received no request and acted as a control; no students in this group replied. A *t* test found that the mean marks of the test group students who replied to their feedback ($M=73.5\%$, $N=56$) and those who did not ($M=56.7\%$, $N=78$) were significantly different ($p<.0001$). While seemingly providing evidence of learning through habitually reading feedback, a longitudinal study would be needed to confirm that students' responses do not simply vary according to the mark they attain in each assessment. The mean reply rates of groups two to five were not significantly different, having a range of 5%. However, the average reply rate for students in group one ($M=63.0\%$, $N=27$) and groups two to five ($M=36.4\%$, $N=107$) were significantly different ($p=.012$). It appears that students either read their feedback completely or, as was the case for at least one-quarter of students in this study, not at all. This finding further supports the use of classroom-centred strategies to support students in the use of summative feedback and the development of self-evaluation skills through the provision of regular formative feedback.

Session 52: (Thursday 18 June, 11:00 - 11:25)

Student staff partnership: implication for student identity

Phil Carey, Faculty of Education, Health and Community

Clare Milsom, Teaching and Learning Academy

Liz Clifford, Teaching and Learning Academy

The idea of students as co-producers of their learning experiences has garnered significant attention in higher education literature and policy in recent years. As a result, universities offer an ever-widening range of options for students to be involved in curriculum design and enhancement activities. An example from LJMU is the Curriculum Enhancement Student Internship initiative, first offered in summer 2014. This provided academic staff with the opportunity to employ student interns to work alongside staff in the development of materials, information or practices designed to enrich the curriculum. A total of 26 interns were employed on 17 projects. Initial evaluation suggested that the scheme had been a considerable success, not just in terms of the outputs produced through these projects, but the benefits the internship process had for both staff and students.

This echoes research from across the sector that reinforces the value of student partnership in teaching, learning and assessment design and operation. However, very little research has been conducted on the implications that such partnerships have on student: staff relationships and their possible effect on student subjectivities. Using data collected during the evaluation of the summer internship initiative, this paper will explore some of these issues. The intention is not to problematise or inhibit such initiatives, but to highlight the impact that they have outside specific project aims and outcomes. This has consequences for the notion of student identity, suggesting that it is fluid, liminal and complex. Hence, as the institution looks to increasing levels of partnership, there are implications for how the interactions between students and staff are understood, managed and developed.

Session 53: (Thursday 18 June, NOTE: 11:00 - 11:55)

LJMU FabLab: A place to play, to create, to learn

Lol Baker, Faculty of Arts, Professional and Social Studies

Mark Roughley, Faculty of Arts, Professional and Social Studies

Accredited by the Massachusetts Institute of Technology, FabLab Liverpool (<http://www.fabfoundation.org>) is a physical space located in the School of Art and Design at LJMU and provides access to the tools and knowledge to educate, innovate and invent using technology and digital fabrication to allow anyone to make almost anything.

FabLab Liverpool aims to provide a practical and interactive session held in the actual FabLab space to demonstrate how a creative environment and access to innovative technologies can assist pedagogic development with transferable, creative skills. In the session you can access a range of technologies and digital fabrication demonstrations in action such as 3D printers, laser cutters and 3D scanners.

We will present the work we developed with teachers during the Arts Council's Artist Teacher 2014 Summer School and also discuss the FabLab initiative before going on to provide an introduction to the technology behind the digital fabrication and show you how to use this technology in the way you live, work and play

Session 54: (Thursday 18 June, 11:30 - 11:55)

Teaching and Learning in the Rhizome: challenges and possibilities

Jenny Mackness, *Independent education consultant and researcher*
Frances Bell

We can no longer preserve the illusion that learning is bounded by the classroom or other formal educational structures. Learners routinely navigate complex uncertain environments offered by social media and the web. Beyond the boundaries of the classroom, on the social web, learners enter the rhizome.

Our research in a massive open online course, Rhizomatic Learning: The community is the curriculum (now known as Rhizo14) revealed mixed learner experiences. Rhizo14 was modeled on Deleuze and Guattari's principles of the rhizome, outlined in their book 'A Thousand Plateaus', although ultimately it was an experiment about learning in an age of uncertainty and abundance, rather than a course about the rhizome. The experiment sought to learn about what happens when learners take control of their learning and through connection and interaction determine the curriculum.

As a location for learning, the rhizome challenges traditional views of education, allowing entry anywhere and knowing no boundaries. Within a rhizome, learners select and follow their own learning paths, taking many 'lines of flight' and travelling as nomads. Learning takes place through a multiplicity of connections, continually being formed, broken and reformed. Learners learn from each other and together create their own curricula; hierarchies and authority are eschewed.

Learning in the Rhizo14 rhizome had both light and dark sides. It was motivating and stimulating, leading to intense creativity, engagement and transformational learning, but the freedom to roam increased learner vulnerability. In the absence of an ethical framework, the burden of 'teaching' fell on to the most active with some unintended and invisible consequences.

We will discuss with the audience how learning ethically in the rhizome might take place and how freedom and responsibility might be balanced.

Reference

Mackness, J. and Bell, F. (2015) 'Rhizo14: A rhizomatic learning cMOOC in sunlight and in shade', *Open Praxis* 7 (1): 25 - 38

Session 55: (Thursday 18 June, 11:30 - 11:55)

Being cold and wet in Wales improves personal tutoring

Karl Jones, *Faculty of Technology and Environment*
Kevin Johnston, *Faculty of Technology and Environment*
Colin Robinson, *Faculty of Technology and Environment*

For the last four years Level 4 students on the BSc in Audio and Music Production/BSc in Broadcast and Media Production programmes have undertaken a three-day residential at an outward bound centre in North Wales, accompanied by a couple of academic staff from the Programme Team. The whole trip is paid for by the School of Engineering.

During the day Centre staff organise a number of activities such as gorge walking, abseiling, mine walking, climbing etc. These are designed to help students learn or develop skills, such as problem solving, team working, self-confidence etc.

All of these are admirable and valuable outcomes, however the Programme Team find that the most significant benefits come from the close relationships the students forge with the staff. Seeing each other outside the confines of the University help to break down barriers of "them" and "us". This closer

relationship has provided a base from which some students have begun to talk more about their issues, problems and difficulties, both personal and academic.

There is also a noticeable change in the cohort dynamic once students return from Wales, with new friendship groups being formed and a generally more coherent group overall. The presentation will give examples of the positive outcomes, as well as some feedback comments from students relating their thoughts and feeling about the residential trip.

Session 56: (Thursday 18 June, 11:30 - 11:55)

Internationalising the curriculum

Sue Palmer-Conn, Faculty of Science

The HEA published their *Internationalising Higher Education Framework* in July 2014. From the outset, this framework has been driven by the vision of promoting a high quality, equitable and global learning experience for all students studying UK programmes, irrespective of their geographical location or background, on which the preparedness of 21st century graduates will be contingent. Its focus on the impact and contribution of learning, teaching and research on internationalising HE complements yet distinguishes this framework from other related developments. The process of internationalising HE within the context of learning, teaching and research is a sector-wide concern with far-reaching implications. The framework thus intends to stimulate reflection and debate: to be a prompt to action. It is designed for multiple audiences and beneficiaries who play a role in graduate preparedness in a global and inclusive context, including organisations across the HE sector, all those engaged in learning, teaching and research, as well as the formal and informal curriculum. As a member of the advisory panel, I invite LJMU staff to reflect on and debate how they can implement this ideal into their own teaching, learning and research, to prepare our students to live in, and contribute to a globally interconnected society.

Session 57: (Thursday 18 June, 11:30 - 11:55)

A tightrope within: a place for vocational learning and assessment

Onur Orkut, The Liverpool Institute for Performing Arts

The presentation emphasises that ownership of learning in vocational subjects and marks/certificates, as products, can alienate the learner from the learning activity, thus hindering learning. It aims to look at the internal space of the learner and the interference of assessment as 'measurement' and various other forms of external 'quality assurance' with deep learning, specifically in performing arts, more generally in vocational or professional subjects and, furthermore, creativity and with problem-solving abilities linked to accredited learning at levels 6, 7 and 8 by the QAA (2008).

If certificates and grades could be seen as products of labour, then we can engage in Giddens' (1971) analysis of Marx's early discussions on how production processes in capitalist mode alienate the worker from the product and how 'the work task does not offer intrinsic satisfactions which make it possible for the learner to develop freely his mental and physical energies', a framework that challenges Kleiman's (2005) emphasis (after Csikszentmihalyi) on intrinsic and autotelic nature of high-level creative activities and its relation to educational provision that wishes to encourage creativity and problem solving: attributes closely associated with performing arts but also linked to higher levels of accredited learning. Kleiman, after Boden, also notes creative and problem solving states are not 'leaving it to luck' but they are a more unconscious way of knowing much like that of a tight-rope walker.

The presentation therefore intends to question the alienation effect of marking and grading strategies along with (degree) classifications and how such processes might hinder the idea of ownership and 'a will to be a professional' as described by Barnett (2009): it aims to invite alternative and more liberal strategies of assessment that encourages ownership and enables self-quality-management. In this presentation the

audience will be required to participate in a short activity, and current BA (Hons) Acting Students will assume the role of the 'lecturer'.

References

- Barnett, R. (2009) 'The will to be a professional: how a life - wide curriculum might encourage important features of will' Lecture Presentation. University of Surrey: Learning to be a Professional conference. Online, Surrey Centre for Excellence in Professional Training and Education (SCEPTRE)
- Giddens, A. (1971) *Capitalism and Modern Social Theory* Cambridge: Cambridge University Press
- Kleiman, P. (2005) 'Beyond the Tingle Factor'. Online HEA (academia.edu)
- The Quality Assurance Agency for Higher Education (2008) *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*. Online QAA

Session 58: (Thursday 18 June, 11:30 - 11:55)

Student involvement in curriculum design: a research study across four schools – initial thoughts

Simon Brooman, *Faculty of Arts, Professional and Social Studies*

“Engaging students and staff effectively as partners in learning and teaching is arguably one of the most important issues facing Higher Education in the 21st century” (Healy, Flint and Harrington, 2014 p.7)

This paper will discuss the preliminary findings of a cross - university curriculum innovation project aimed at exploring ways in which Level 5 students and programme staff can work together as co-creators in developing feedback strategies and processes for the future. The study is taking place within four programmes (each in a different faculty) at LJMU in order to acknowledge and understand culture and subject based differences. This cross-University focus will enable a wide viewpoint and therefore allow for similarities and differences to be highlighted and built into resources and development activities for the future.

This project aims to move away from traditional feedback processes that are staff-led, to explore partnerships where all stakeholders are involved in exploring the reality of the current situation and developing new ideas for the future. This process of co-production and of student engagement is complex; it involves multiple constituents with multiple goals and multiple values (Zammuto, 1984). The effectiveness of the feedback and co-creation processes will be determined, not as a unitary perspective but as a multiple judgement of “effectivenesses” (Connolly, Conlon and Deutsch, 1980: 212).

Bovill *et al* (2009) suggest there is a need to explore the area of teachers and students acting as co-creators of knowledge. The QAA (2013) code related to programme design, development and approval (B1) suggests that when designing programmes collecting meaningful student input is a challenge.

This presentation will explore the initial challenges, findings and ideas giving in this on-going educational research and enhancement project.

Session 59: (Thursday 18 June, 12:00 - 12:25)

Do students learn in a classroom? Themes in the links between attendance and achievement

Peter Cureton, *Faculty of Arts, Professional and Social Studies*

Rachel Robins, *Faculty of Arts, Professional and Social Studies*

Emma Lynch, *LJMU Student*

Cureton and Robins (2014) showed a potential relationship between student attendance and achievement. Students who achieved a 'good grade' (2:1 or higher) attended much more than those that did not. This link was slightly stronger for students studying at the more academically demanding Level 6. However, these tentative conclusions are based on a limited data set.

In September 2014 we used the same survey instrument with the new Level 5 and 6 cohorts. As the second year of a longitudinal study, this privileged an opportunity to compare the views of a cohort at both Levels 5 and 6, as well as those of a new cohort. This adds to the statistical relevance of data interpretations. In addition, our thinking is now informed by the research of an undergraduate student (April 2015) about attendance from the students' perspective.

Our findings in 2015 reinforce the link between attendance and achievement, particularly for male students. Students viewed attendance as necessary for a 'good grade' and an instrumental link to value for money for tuition fees. Additionally, the need to secure a 'good grade' broadens options for future employment. The mode of assessment affected the results. There was a less strong relationship between attendance and achievement for 'good grades' in modules assessed by unseen timed assessments. This suggested that the better students were more able to work independently. However, those not achieving a 'good grade' had poor attendance.

Whilst learning does occur through private study supported by Blackboard resources, students recognise the value of being in a classroom to clarify understanding and deepen the level of their knowledge. They also suggest that tutors are more disposed to providing support if students demonstrate commitment to study through a good attendance record. The paper concludes with suggestions to improve, or possibly, incentivise attendance in 2015-6.

Session 60: (Thursday 18 June, 12:00 - 12:25)

Student engagement with personal tutoring; the perceptions and experiences of nursing students.

Pat Clarke, Faculty of Education, Health and Community

There is a limited amount of research on the experiences of students and personal tutoring, which is a priority across LJMU. The minimum expectation for personal tutoring in LJMU is one meeting per semester. A key limitation of this approach is that it may underestimate the students' need for tutorials or support. In addition, logistical problems, such as arranging meetings, may further diminish the impact of the system. In response to this, the course team on the BSc (Hons.) Nursing programme have instituted a model and embedded it in the programme, whereby students meet with tutors four times a year: these meetings are explicitly incorporated into the timetable

While students have more regular contact with their personal tutor we do not know how effective this new approach is, or whether it meets the needs of the students. The purpose of this study is to explore the perceptions student nurses have of this experience, having a personal tutor while undertaking their programme of study.

The study has been supported by Curriculum Enhancement Project funding.

Session 61: (Thursday 18 June, 12:00 - 12:25)

Broadening horizons: reflections on transnational education and globalisation of the curriculum

Leo Stevenson, Faculty of Education, Health and Community

Jackie Richards, Faculty of Education, Health and Community

This presentation is based on the speakers' recent experience of developing and delivering UK university programmes on an overseas branch campus in South East Asia (Singapore). The presentation will briefly highlight the advantages of such models of transnational education as well as some of the operational challenges (including the particular challenges for science and engineering-based programmes with significant lab-based delivery). It will report on how such experience helps better understand the academic, and other infrastructures needed, to deliver a high quality student experience.

The presentation will also look at how such experience can change the pedagogic perspectives of academic staff and how this can lead to a more global view to curriculum design (and how such insight led to changes in the delivery of a South East Asia-based programme as well as the equivalent UK-based programme).

The authors will also discuss findings from a teaching and learning project focussed on 'transition' from a Singapore-based HE experience to the higher learning expectations of a UK-based 'honours' degree programme. This project was initially developed as a result of analysing students' reflective logs and from student discussion. This led to a more in-depth student focus group to consider gaps and strategies for dealing with the challenges of transition from didactic learning to developing as more independent and critical learners. As a result of the project work, a new six week module was developed and introduced into the Singapore programme to help the students adjust to the challenges of degree-level study.

The presentation will give an international dimension to the theme 'locations for learning; where does the learning take place', and how different geographical and cultural locations and environments impact of the design and delivery of the curriculum. Finally, it will also reflect on what lessons we might learn for better supporting international students studying in the UK.

Session 62: (Thursday 18 June, 12:00 - 12:25)

Teaching new computing paradigms in LJMU via game-based learning in a real life business context

Thar Baker, *Faculty of Technology and Environment*

Aseel Hussien, *Faculty of Technology and Environment*

The last decade has witnessed the emergence of ground - breaking computing paradigms and technologies that offer new opportunities in enhancing teaching and learning in HE. Cloud computing, augmented reality, 2D/3D games and autonomic computing, among others, are all examples of these technologies that enable individuals to personalise the environment in which they work to meet their interests and needs. They also became hot subjects, so much so that students wish to have them listed in their final transcript as courses they were taught to improve their job opportunities. As such, these technologies have influenced the teaching and learning process in the HE from two perceptions: (i) how to utilise these technologies as educational tools in the teaching and learning process; and (ii) how to teach these novel technologies for students as academic subjects. Some applications have already been developed to exploit the notion of these paradigms, which are used these days for educational purposes, e.g. Dropbox for cloud computing and Construct3D for augmented reality. However, teaching these technologies in a scholastic context is a real challenge *per se*. This paper presents a novel way for teaching new computing paradigms as educational subjects using game-based learning in a real life business context. The paper focuses on cloud computing and augmented reality, which have been taught at LJMU. Two case studies are presented in this paper to demonstrate how the proposed approach can be implemented and used.

Session 63: (Thursday 18 June, 12:00 - 12:25)

Student voice leads competence training in transferable cross discipline laboratory skills

Elaine Connor, *University of Liverpool*

A review of the curriculum in 2014 brought about changes to the year one laboratory training. Student feedback told us that they felt unprepared for the final year projects where they were required to run their own project and keep a research lab book. Many students also struggled with laboratory classes in the second year when it came to understanding and using laboratory equipment while focusing on their chosen discipline.

In the school of Life Sciences the module LIFE107 is taken by all life sciences students across all disciplines, thus providing an opportunity to provide transferable laboratory skills across all disciplines.

Module specification was rewritten to emphasize the areas students felt needed more attention. Two key aspects to these changes were the introduction of competency training and self-written lab books.

Students now receive 1:1 training on the key equipment used across disciplines in the lab. The training is not considered complete until the student can perform to a required level independent of instruction. Student feedback has shown that they appreciate the non-pressured environment of the training and feel this allows them to progress into more subject specific laboratory classes with, not only competence but, a new found confidence. We have produced videos for the students to study online, or during class, that demonstrate the equipment we use in our own laboratories rather than random internet videos. These sit alongside lectures, quizzes and an online blog to re-enforce the 1:1 training.

2015 has now seen the introduction of research style lab books instead of 'fill in the gaps' style lab work. Student feedback has demonstrated that they feel in control of their learning and have a new found confidence in group work and a sense of pride in their achievements in the laboratory.

Session 64: (Thursday 18 June, 12:00 - 12:25)

Interprofessional learning in pharmacy education

Paul McCague, *Faculty of Science*
Suzanne Cutler, *Faculty of Science*
Bob Morris, *Faculty of Science*

The Centre for the Advancement of Interprofessional Education defines interprofessional education (IPE) as "when two or more professions learn with, from and about each other to improve collaboration and the quality of care". The benefits of IPE are widely acknowledged and include improved communication between healthcare professionals as well as having a positive impact on patient safety and outcomes. Furthermore, IPE is an integral part of the MPharm curriculum which is regulated by the General Pharmaceutical Council.

First year students participate in an IPE conference with LJMU undergraduate nursing students. Scenarios based around a patient safety theme are explored to enable students to recognize how different healthcare professionals can contribute and work together to facilitate safe, effective patient care. Individual semi-structured interviews with professionals, allow students to explore professional identities and what influences individuals' behaviours and practice within their profession. In the second year, students build on their initial exposure to other healthcare professionals and the importance of working in effective teams by participating in a range of scenarios with medical students. Students are able to see the role of the medic in patient care, consider how their skills complements those of medical students and how professional practice is maintained or achieved. Third year students undertake visits with a range of nurses based in the community. This allows students to observe the role of the nurse and consider different influence on their practice for example, patient factors, clinical considerations and team working skills. Final year students build on knowledge from lower levels, allowing students to work fully in interprofessional teams with medical and nursing students. Students attend the Centre for Simulation and Patient Safety (CSPS) based at University Hospital Aintree. Planning is underway with the School of Sports and Exercise Science to develop a session on drug use in athletes for students from both disciplines.

This presentation will provide an overview of: the activities pharmacy students take part in as part of the IPE strategy; the methods of assessment; and the evaluation of the learning experience from both the student and staff perspective (using quantitative and qualitative methods).

Session 65: (Thursday 18 June, 12:30 - 12:55)

Bringing the mechanics of research to life: engaging 3rd year Mental Health nursing students with pedagogic research

Rebecca Rylance, Faculty of Education, Health and Community

Steph Daye, LJMU Student

Gary Jones, LJMU Student

Matt Potter, LJMU Student

Kate Caldwell, LJMU Student

Our study examined the perceptions of a group of 3rd year Mental Health student nurses and their competence in relation to assessing the physical health of people who use mental health services. The aims of the project were two - fold: initially to examine whether 3rd year Mental Health students felt adequately prepared by both the university and practice partners in relation to the above; and secondly, to give a group of student nurses the opportunity to complete a piece of (off curriculum) field research.

A collaborative approach was utilised in that the student volunteers were invited to partake in the whole 'research journey' from ascertaining the research question and achieving ethical approval to undertaking and analysing the data and, ultimately, disseminating the findings. It is this 'bringing the mechanics of research to life' that inspired our presentation.

Following ethical approval (proportionate review) by LJMU, a questionnaire was developed by the collaborators and disseminated to two 3rd year student cohorts. The data was subsequently analysed by the students utilising a simple thematic analysis and prepared for dissemination. It is hoped that the findings will influence the nursing curriculum.

Session 66: (Thursday 18 June, 12:30 - 12:55)

Student carers: is the traditional learning environment a help or hindrance?

Phil Bakstad, Student Advice and Wellbeing Services

The most recent census (2011) figures estimate that there are approximately seven million carers in the UK and this figure is rising. For the first time, the Care Act 2014 sets out new and distinct responsibilities on public sector organisations, including higher and further education institutions, to provide support for those with caring responsibilities alongside those being cared for.

Becker and Sempik (2014) outline the particular challenges faced by student carers, both in terms of an effective transition to higher education and a successful university career. But to enable us, as an institution, to effectively meet the needs of students with caring responsibilities, it is important that staff at all levels of the institution have an understanding of who student carers are, what they do and how our existing structures may need to adapt to ensure that we go beyond legislative compliance to effectively meet the needs of this vulnerable group of students.

Drawing on current practice within LJMU and across the sector along with feedback from current LJMU student carers, this session will equip participants with an understanding of the needs of student carers and, in turn, enable them to enhance the learning experiences of students within their particular schools and faculties.

Session 67: (Thursday 18 June, 12:30 - 12:55)

Students' views on international work-related learning in Nepal

Sue Kay-Flowers, *Faculty of Education, Health and Community*

Ben Keegan, *LJMU Student*

Jessica Lewis, *LJMU Student*

Joanna Wilks-McKevitt, *LJMU Student*

For a number of years students on the Education Studies programme have undertaken work-related learning in schools in Nepal as part of the core 5101EDSTUD Developing Employment Skills module. On their return they describe the experience as transformational, referring to the deep learning that takes place through increased knowledge and understanding of different teaching approaches and education systems and their personal development through immersion in a different culture.

The six week placement enabled us to develop, practice and reflect on a wealth of professional and social experiences in an unfamiliar yet welcoming culture. Teaching a range of subjects to pupils of all ages in environments with limited resources, for substantial periods of time with very little structure, we were often asked to teach unfamiliar subjects, such as mathematics and sciences. This required the adoption of a flexible and creative approach in all aspects, from lesson planning to delivery of extra-curricular activities. This has extended our professional skills set, by developing our professional practice such as teamwork, communication and problem solving, as well as the social and emotional aspects of our learning. The different structures and practice involved in education in Nepal allowed us to develop our knowledge in a global sphere which we have been able to implement in practice in the United Kingdom.

Invited to a number of traditional festivals, family events and end of school celebrations we were able to develop our knowledge regarding different cultures and societies which has supported our social and human capital. This was a unique experience, one which was rich in professional development as well as personal and social learning. We have been able to utilise the skills we learnt and apply them to our academic and professional practice in supporting our holistic development, developing a number of significant friendships along the way.

Session 68: (Thursday 18 June, 12:30 - 12:55)

The gamification of Computer Games development teaching

Chris Carter, *Faculty of Technology and Environment*

The popularity of gaming amongst our students is still increasing and is a prominent social activity, particular amongst computing students: even more so those studying our computer games development degree. This presentation will demonstrate how we can utilise the advanced graphical and interactivity concepts prevalent in modern console application to enhance lecture sessions. The session will provide information relating to how the tutorial sessions of a particular module, 6054COMP: Game Console Development, have been created so they can be completed outside of university to run on their home consoles and how this approach has improved the quality of coursework submitted by the students over the past three years. The presentation will showcase two different applications: (i) a Powerpoint replacement, which was built within the School of Computing, which allows full 3D virtual worlds to be presented alongside conventional slides and (ii) augmented reality via the Kinect and Oculus Rift to increase audience participation.

The session will also cover the application of games design techniques within a second piece of software developed within the School of Computing's Games Laboratory, allowing the creation of "game levels" corresponding to each week's formal tutorial session. The session will discuss how these levels can be linked to the design of curriculum items, by providing examples of how interactive content outside the classroom can be used to reinforce central concepts taught in formal sessions.

Session 69: (Thursday 18 June, 12:30 - 12:55)

Effectiveness of a student-led module and assessment design

Clifford Mayhew, *Faculty of Technology and Environment*

Karl O. Jones, *Faculty of Technology and Environment*

Design of the curriculum and assessment has traditionally been undertaken by academic and industry experts who use their experience to develop appropriate curriculum and assessment. The presentation will describe a Curriculum Enhancement Project that employed two students with the specific task of designing assessment materials for new modules at Level 4 in Electronics.

Adverts were used to recruit Students from the group of interest (Level 5 BEng Electrical and Electronic Engineering), who were thought to have the ideal experience required for the project, having undertaken similar modules in their first year prior to programme re-validation. Applicants were interviewed and the successful candidates employed over the summer period to develop the materials for the laboratory modules for 4005ELE Electrical Engineering Practice (BEng Electrical and Electronic Engineering) and 4000AMP Professional and Personal Development (BSc Audio and Music Production).

During development the students consulted staff, wrote specific laboratories, designed assessment methods and tested the systems/circuits developed. Two applications in the form of 'mini projects' were also incorporated into the materials. These were designed to incorporate laboratory session outcomes into a coherent application. Risk assessment methods were also incorporated into the workbook to introduce students to health and safety in laboratory situations.

The underlying principle of using students in this way was that, having experienced similar modules in their first year, it gave them a unique perspective, resulting in a student led assessment technique designed by students for students. Further, Indicator 1 of the QAA Code (Chapter B5) states "Higher education providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement."

The materials have been used on the re-validated programmes with the 2014-15 cohort. Results so far suggest a good level of satisfaction with the materials, with recommendations for some changes for future versions.

Session 70: (Thursday 18 June, 12:30 - 12:55)

Blackboard tests and tasks: can they be used to enhance student engagement and performance?

Dave Harriss, *Faculty of Science*

Rebecca Murphy, *Faculty of Science*

Mark Scott, *Faculty of Science*

Joe Causer, *Faculty of Science*

The Level 5 Research Skills module has a cohort of 250 students and is a pre-requisite for the Level 6 Major Project module. Typically, 20-30% of students fail the first module assessment. Approximately 35% of those students fail the module at the first attempt compared to 5% who passed the assessment. Approximately 70% of the students fail the referral. Given the significant support and guidance provided for the first module assessment, the failure rate is likely due to a lack of student engagement with the learning resources. In the School of Sport and Exercise Sciences we decided to utilise Blackboard to: (a) encourage students to engage with the concepts tested in the second module assessment (an in-class test); (b) track engagement over time; and (c) target students who might require additional support.

The 41 Students who failed the first module assessment were sent three to five emails over a period of nine weeks to feedback on their engagement with the Blackboard tasks and advise them on learning the concepts that would be tested in the second assignment. 31 students (76%) generally responded by engaging in the Blackboard formative tests and tasks. Six students emailed their intention to engage, one

student complained at having been sent the emails and three did not respond. The impact of this initiative on module progression will be reported.

Session 71: (Thursday 18 June, 13:55 - 14:20)

The Turnitin originality report: developing writing skills during the Level 4 transition period

Dave Harriss, *Faculty of Science*

Rebecca Murphy, *Faculty of Science*

Mark Scott, *Faculty of Science*

Joe Causer, *Faculty of Science*

Staff and students within the School of Sport and Exercise Sciences have been introduced to the benefits of using the Turnitin originality report to help students assess and improve their paraphrasing skills, as well as checking for plagiarism. One example of practice includes the opportunity for Level 4 students to submit a formative assessment task via Turnitin in Week 2 entitled "Impressions of a research article". Overall, 283 students submitted the assessment. A total of 150 students had text highlighted on the Turnitin originality report, which indicated words copied directly from the research article. Twelve students were suspected of colluding with other students. These students were invited to a tutorial with the programme leader, who was able to identify why the collusion had taken place and discuss ways of preventing collusion in the future. All students were invited to attend a tutorial with their personal tutor to reflect on their Turnitin originality report and on examples in which text from the research article had been highlighted. The influence of this task on the students' first written summative assessment will be reported and discussed.

As a result of using Turnitin, we have identified the need for clear policy and procedures regarding setting up a Turnitin submission link and the interpretation of the originality report. To help inform policy and procedures, the following issues will also be discussed:

- Whether students should check a Turnitin originality report before submission
- The standardised special instructions
- Extended submission deadlines
- Interpreting of the Turnitin originality

Clearly considered policy and procedures should help reduce the incidence of plagiarism/collusion and increase the quality of student work.

Session 72: (Thursday 18 June, 13:55 - 14:20)

How LJMU enhances the overall student academic experience through partnership with arts and cultural organisations.

Curtis Reid, *Student Advice and Wellbeing*

Rebecca Burns, *Student Advice and Wellbeing*

Kimberley Larkin, *Student Advice and Wellbeing*

Mari Wyn Lewis, *Student Advice and Wellbeing*

Increasingly arts and culture are recognised to have a wider, more measurable impact upon our economy, health and wellbeing, society and education. Therefore it is ever more so important that we recognise this impact, to encourage arts and culture for what they are commonly used for: "a strategic national resource" (Arts Council England).

As a large modern civic university, Liverpool John Moores understands the importance of the arts and culture within an educational setting and is focussed on being an exemplar of arts and cultural partnerships joined with business. LJMU has developed a robust co-operative relationship with the city, region and beyond, and has established partnerships with some of Liverpool's most exciting art and cultural organisations. These partnerships include the Tate, Everyman and Playhouse, Royal Court, Lifestyles, the

Royal Liverpool Philharmonic and Liverpool Sound City, thus enabling students to have access to a wealth of opportunities and offers.

Research has increasingly noted that providing students with opportunities to learn and engage outside of the lecture theatre can have significant positive impacts on all aspects of learning. Therefore the Student Opportunities team has been created to work in cohesion with other university departments and external stakeholders, to engage students with the benefits they can gain from immersing themselves within LJMU arts and cultural partnerships. The university aims to illustrate to students to how arts and culture can make their own social and academic university experience better.

Session 73: (Thursday 18 June, 13:55 - 14:20)

How can learning take place in the city?

Robert MacDonald, *Faculty of Arts, Professional and Social Studies*

Simon Abrams, *General Practitioner*

Rebecca Nutbrown, *LJMU Student*

David Murphy, *LJMU Student*

“Modern medicine is a negation of health. It isn’t organised to serve human health, but only itself, an institution. It makes more people sick than it heals.” Ivan Illich, Deschooling Society.

“The hospital waiting rooms made me feel sick.” Maggie Keswick Jencks, Founder of The Maggie’s Cancer Care Buildings.

Our presentation will be about "The Development of an Inner City Well Being Centre". In this instance, learning takes place outside the University, in the city and in a GP practice and a waiting room: the city becomes our classroom. The GP practice is located in The Great Homer Street District of Everton and this presentation will focus on how doctors, architects, artists, residents and architectural students can engage in the design process and the development of a new NHS Project. Previously, this educational process has been developed with regard to the design of Mental Health Facilities (see Healing Haus on You Tube LJMU TV). Currently, MA Architecture students are researching Therapeutic Environments in Waiting Rooms and Children’s Hospitals.

During our presentation, reference will be made to a series of external educational events, visits to group practices, local seminars, conference participation at The International Festival of Business, setting up a website and, most recently, a major group seminar that took place in the waiting room.

Session 74: (Thursday 18 June, 13:55 - 14:20)

The loneliness of the long distance learner

Paul Welsh, *Faculty of Arts, Professional and Social Studies*

The presentation will examine how the design and teaching of online higher education courses will need to demonstrate effective planning for individual student needs. In particular, within the social sciences, is group work promoted to the extent of isolating the individual by setting online group work. Without losing sight of the need to cater effectively for the needs of all the learners within a group, and the importance of group work; how should course designers and teachers cater for the individual? The presentation will consider how the development of an online course can build in effective means for the student voice to enhance the learning experience.

The presentation will consider those learners who chose not to become involved to any great measure in asynchronous or synchronous online group work and the idea that, with effective evaluation, students can also be partners in research activity. The use of anonymous polling technology used in classroom sessions

has proved effective in producing evaluation data, could these methods be used in distance learning and what are the challenges to obtaining and reacting to feedback in an online teaching situation?

Session 75: (Thursday 18 June, 13:55 - 14:20)

“... Can you see me... is your mic switched on?”

Noel Jones, *Faculty of Education, Health and Community*

This session will take you on a whistle-stop tour, around the innovative phenomena that is VOIP technologies (voice over IP) and video conferencing. Skype, FaceTime and Google Hangouts, have become ubiquitous tools that we use, mostly, on a social basis. They help us to keep in touch with our families and friends in the expanding global village. This powerful form of communication is often used only in a personal capacity and is frequently overlooked as a tool for education, often because, “it’s too technical” or “the quality is poor”.

This presentation will share technical experiences of the many forms of this technology, along with examples of the opportunities it has brought to the academic and student experience within our learning environment, touching on the financial and ecological benefits.

Session 76: (Thursday 18 June, 13:55 - 14:20)

Where have all the students gone?

Damian Fearon, *Faculty of Technology and Environment*

Mal Ashall, *Faculty of Technology and Environment*

Has a paradigm shift in student methods and modes of study, rendered universities and their infrastructure, systems and procedures dysfunctional? During specific periods of a semester academics are often faced with empty lecture theatres. This research aims to investigate when and why this occurs and whether the students are engaged in ‘work’ elsewhere?

The intention of higher education is to develop independent learners. Current research suggests “Students must devote adequate time and effort to educationally purposeful activity to enhance learning (King, 2003, cited in Wilson, 2004: 62). Chickering and Gamson (1991: 63) refer to this as ‘time on task’. This notion of ‘work’ suggests that it is the educational activities of the student that are important to achieve and improve learning.

The aim of this research is to investigate how students define time on task and more importantly, from a university perspective, where does this activity take place and why? A programme within the LJMU School of the Built Environment will be used as a case study. The research uses a purposive sample of students based upon gender, access to university, full/part time and current academic attainment. A mixture of quantitative data will be collected, such as: attendance; Blackboard usage and library access together with qualitative observational and interview data. This data will be analysed to determine the level, format and location of engagement of the students and the possible links with academic attainment.

Session 77: (Thursday 18 June, 14:25 - 14:50)

Academic misconduct awareness: confirming student understanding via Blackboard

Andrew Symons, *Faculty of Technology and Environment*

This presentation puts forward a workload model to aid in the design of the student assessment experience. Data from an actual programme and its modules are anonymously used to highlight the

effectiveness of the model with regard to finding 'pressure' points in the assessment schedule. Analysis of the results poses a number of questions, such as:

- What does an ideal assessment schedule designed using the workload model look like?
- Is stressing the student part of the assessment exercise?
- Could the creation of a better assessment schedule increase positive student feedback?

The presentation discusses the problem, and proposed solution, with regards to the student, module leader and programme leader. This culminates in some ideas on how the model can be used to adapt the assessment schedule; which should provide 'food for thought' for an audience led discussion.

Session 78: (Thursday 18 June, 14:25 - 14:50)

"Let's go outside": the importance of location in the pedagogy of enterprise education

David Gibson, *Centre for Entrepreneurship*
Sally Partington, *Centre for Entrepreneurship*

Based on work at UK universities (including Queens University Belfast and on collaborative projects with the EU) and a number of countries (including China, India and Australia), the authors have developed curricular experiential learning with high impact innovative pedagogy, which can be reviewed as to its applicability to the University curriculum and its implications for the location of learning.

The authors have, through their practice and research, discovered innovative pedagogical strategies that can lead to best practice learning and assessment in any subject area. As enterprise educators who work on creating enterprising mindsets and strategies for students within all disciplinary areas, they have created an experiential approach based on real life interventions and best reflective practice. Much of this learning can take place outside the classroom at various types of online and industry based locations. They have linked it to classroom activity and have also shown that experiential learning can take place within normal classroom locations provided the educator learns not to be constrained by what may seem the physical limitations of a large standard lecture theatre for classes of over one hundred students.

Examples will be used from over twenty different disciplinary areas including Engineering, History and Nursing. They will share strategies and results of a ten-year longitudinal study showing the impact of this pedagogical approach linked to location choice both within and outside the classroom, including online strategies where appropriate.

The impact from these strategies has led to the award of "Most Innovative Educator in the UK 2012" from the Higher Education Academy.

Session 79: (Thursday 18 June, 14:25 - 14:50)

Service users and carers in learning environments: opportunities to develop practice

Angela Woods, *Accrington and Rossendale College*
Kath Clarkson, *Accrington and Rossendale College*

Harnessing the skills and experience of service users and carers as peer mentors and volunteers is an essential part of delivering effective recovery oriented drugs and alcohol services: a national and local priority. Accrington and Rossendale College (ACCROSS), in partnership with Lancashire Care Foundation Trust, play a key role in ensuring that there are a wide range of learning opportunities available to service users, carers and volunteers active within the area of substance misuse and mental health. These opportunities range from entry level qualifications delivered in the local community to supporting learners to access higher level qualifications. A high proportion of students progress from subject-specific Foundation Degrees to a Level 6 Honours Degree in Health and Applied Social Studies, with some choosing post graduate study in teaching practice.

The link between Lancashire Care Foundation Trust and ACCROSS plays a vital part in ensuring that the right learning opportunities are available, enabling our students to develop the skills, knowledge and confidence necessary to make the transition from service user to service provider. Many current and past students deliver care and support as paid professionals and volunteers to others experiencing problems with alcohol/substance misuse and mental ill health. Others actively contribute to education programmes for doctors, nurses, paramedics, pharmacists, social workers and other professional groups (including contributions to learning programmes at ACROSS). Many programmes seek support from service user groups to deliver case relevant examples of good practice. This has included those acting as peer mentors, mutual aid groups, representatives from families and carers groups and students' own examples as service users.

More recently service user groups were invited to be on an expert panel in a final seminar in a series addressing the future direction of drug and alcohol services. Members of Lancashire User Forum and Red Rose Recovery as well as an independent representative (a current student who has experience as a service user of both mental health and alcohol and drug services) answered questions set by the audience (professionals and students), helping to ensure that issues are explored from the point of view of those experiencing them.

Session 80: (Thursday 18 June, 14:25 - 14:50)

Developing the Bright Research Network

Fran Tracy, *Faculty of Education, Health and Community*
Angie Daly, *Faculty of Education, Health and Community*
Jamie Jepson, *LJMU Student*

Our research was conducted as part of an LJMU-funded Internship Programme in July 2014. Two undergraduate students worked with us to develop the 'Bright Research Network' for collaboration and research support for students and staff in Education Studies and Early Childhood Studies. The network initially involved staff and Level 6 undergraduate students on the final year Independent Project module (6101EDSTUD), but aims to expand to include Level 5 and Level 4 modules to constructively align research across the degree programmes. We report our actions and outcomes of the research and critically reflect on what we found during the development process.

Session 81: (Thursday 18 June, 14:25 - 14:50)

Videoconferencing and innovative teaching in social sciences classrooms

Wali Aslam, *University of Bath*

This paper examines the use of videoconferencing in social sciences classrooms in increasing cross-cultural awareness on the basis of the presenter's recent use of such technologies. Though useful for every discipline, these technologies are particularly relevant for the instruction in the field of social sciences, as its pedagogy particularly focuses on bridging gaps and crossing boundaries. The use of these learning technologies helps students develop intercultural understanding. Along with introducing them to other cultures and societies, videoconferencing can also enable them to be more aware of their own beliefs and the attitudes they hold about their own culture.

Aided by social media such as Twitter and Facebook, videoconferencing with remote participants (including aid workers, academics and victims of violence) enables students to learn first-hand about a number of social, political and security issues being discussed in the classroom. The students can greatly appreciate the complex nature of a number of problems facing remote communities. The collaborative possibilities offered by Skype and Twitter are numerous and these technologies offer an ideal vehicle for exchanging ideas across continents in real-time (Bonk 2011: 252-3).

Along with putting the students in contact with experts on issues being studied (such as journalists, academics and aid workers), the use of such learning technologies can also inspire them to engage in further collaborative opportunities with people on the ground, thereby enhancing their own creativity (George and Dellasega 2011: 432). One of the purposes of the use of technology in this way is to encourage more innovative teaching that moves away from conventional lecturing. The blended use of Twitter and Skype also provided avenues for peer feedback as students constantly responded to their peers' ideas through Twitter (Lee and Markey, 2014).

Session 82: (Thursday 18 June, 14:25 - 14:50)

Student Advice and Wellbeing information session: spotlight on finance, disability and student accommodation

Financial capability and the student experience

Lynn Condell, *Student Advice and Wellbeing*

The recent inclusion of financial capability in the National Curriculum is an important step towards improving the general population's financial knowledge and skills in the future. However, this development comes too late for students who are currently in further and higher education (and for those returning to education who have had no basic introduction to managing their finances), and currently does nothing to address the wider life skills associated with effective money management (e.g. dealing with peer pressure).

Recent research by the National Union of Students' Pound in Your Pocket study has found:

- There are clear associations between financial support policy and practice, student wellbeing, socio-economic background and retention.
- Financial difficulties are pushing many students to the brink of 'dropping out'
- Adults (19+) in further education, older students (21+) in higher education, NHS supported students, student parents and disabled students appear to be under particular financial strain
- Course related costs are prevalent, expensive, and often concealed; there is a clear association between high course costs and low wellbeing

This session will look at where and when young people develop their behaviour and understanding, how peer pressure impacts on money management and attitudes, how money matters impact on learning and what if anything we can do as an institution to support our students.

The changing face of Disabled Student Allowance (DSA) in 2015 and beyond

Jo Bleasdale, *Student Advice and Wellbeing*

Claire Trantom, *Student Advice and Wellbeing*

Sarah Jeory, *Student Advice and Wellbeing*

Laura Dolan, *Student Advice and Wellbeing*

The Coalition Government announced substantial changes to the support available for disabled students from England from September 2015. Universities will now have to anticipate the support needs of their students and have robust mechanisms in place to bridge the gap between statutory and institutional support.

This session will explore how LJMU are responding to this challenge and measures that will have to be put in place to ensure that disabled students from England are not disadvantaged.

We will outline changes that will have to be made to provide an accessible learning environment which may include:

- making the curriculum accessible to all students;

- providing alternative assessment;
- provision of examination and one to one support;
- provision of non-medical help support;
- provision of assistive software in all libraries;
- disability awareness raising training to staff; and
- reasonable adjustments to University buildings.

Healthy Halls: Looking at student accommodation as an effective space for intervention and education

Bernadette McGrath, *Student Advice and Wellbeing*
Will Scott, *Grand Central Halls*

In this presentation we look at Halls as a suitable site for intervention and education around areas which could enable students to have a happier, healthier student experience. The Healthy Halls programme was developed in 2014 by SAW. The aim of the programme is to engage students in their place of residence and develop a programme of activity designed to promote positive lifestyle choices: attempting to pre-empt risk-taking behaviour and provide advice and guidance around health and wellbeing issues such as sexual health, substance use and mental health.

The programme utilises multi-agency health partnerships that SAW has developed in the community and implements this in a residential setting to create a site for engagement and information. The presentation will look at how it addresses key issues in Halls and the impact of activity on student behaviours and attitudes to health and wellbeing.

