



SEDA Autumn Conference 2019

New frontiers in educational and curriculum development

14th – 15th November 2019

DoubleTree by Hilton Hotel Leeds City Centre

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Conference Programme

Day One: Thursday 14th November 2019

09.15 – 09.45	Registration and tea and coffee (First Floor Breakout Area)
09.45 – 09.55	Welcome and Introductions (Rum to Tiree)
09.55 – 10.45	Opening Keynote (Rum to Tiree) Does change mean progress? The challenge for Higher Education <i>Dr Mark Glyn, Head of the Teaching Enhancement Unit, Dublin City University</i>
10.45 – 11.15	Break (First Floor Breakout Area)
10.45 – 11.15	Educational Development Initiative of the Year: poster session for shortlisted applicants (First Floor Breakout Area)
10.45 – 11.15	New to SEDA? Come and find out more (Iona) <i>Clara Davies and Carole Davis (SEDA Co-Chairs)</i>
11.15 – 12.45	<u>Parallel Session 1</u>

1. **Partners in Employability: A student-staff collaboration to support student engagement**

Maria Maguire, Moira Maguire, Linda Murphy, Catherine Staunton, Nicole Byrne, Brianan Johnson, Angelina Jong, Aisling Munster, Jack Ryan, Peter Toplis, Johanna Young

This discussion paper will reflect on a student-staff collaboration to develop a curriculum to recognise and evidence student engagement. The presentation will include contributions by all partners. (THIS WAS PREVIOUSLY SESSION 15)

Room: Kerrera

2. **Scaffolding reluctant reflective writing: can it work?**

Hazel Corradi

This session is based on how academic developers provide professional development for staff. It also involves both review and evaluation of our practices and consideration of how we help academics review and evaluate their practices.

Room: Iona

3. **Building an interdisciplinary community of practice to promote scholarly teaching**

Peter Draper, Graham Scott

In this session we explain how we used Kern's model of SoTL (Kern 2015) as a basis to develop an interdisciplinary community of practice for academic staff from two faculties, we discuss the impact the CoP had on the professional and academic development of staff, and we invite delegates to explore how the model might be useful in their practice..

Room: Mull

4. **Cancelled**

5. Opening Frontiers in Intercultural Academic Practice: Concept mapping as an equitable approach

David Killick

We will explore the importance of equitable intercultural approaches to academic development when working with diverse colleagues in diverse contexts, illustrating the principles through a concept mapping exercise used with tutors on three continents.

Room: Orkney

6a. E-Portfolios for engineering professionalism and career development

Wendy Fowles-Sweet, Oliver Haslam

This activity opens a “new frontier” integrating academic rigour, graduate attributes and professional development; it combines the sub-themes of blended/online distance learning, programme, module and learning design, and digital capabilities and technological development, to underpin students’ growing professionalism.

AND

6b. Developing authentic learning experiences through a three-way partnership between students, staff and a professional body

Jonathan Wilson

This session examines how a three-way partnership led to the creation of a student-practitioner marketing club that enables students to engage in authentic learning experiences.

Room: Taransay

12.45 – 13.30 Lunch (The Lock)

13.30 – 15.00 Parallel Session 2

7. Professional Development: Reframing the Paradigm

Helen King

This workshop will draw on data from 9 semi-structured interviews, conducted with National Teaching Fellows, to explore the lived experience of professional development for teaching in higher education. It will conclude with a proposal for the concept of professional development to be reframed as an evidence-informed evolution of practice, and discuss the implications for enhancing educational development.

Room: Rum to Tiree

8. Gamifying Formative Assessments for Student Engagement: The First Real How-To

Errol Rivera, Claire Garden

This presentation discusses the research of innovative assessment and feedback designs, while offering a condensed version of the professional development workshop generated by this research.

Room: Mull

9. Using Stage Craft to Develop Academics and their Teaching Practice in Higher Education

Maren Thom

*A workshop demonstrating the findings of my research project *Using Stage Craft to Develop Academics and their Teaching Practice in Higher Education* with a small practice session trying out drama methods.*

Room: Iona

10. Copyright Literacy, Open Practice and the role of academic development

Chris Morrison, Jane Secker

This workshop is designed to explore the benefits and challenges of collaborating across professional groups to develop and integrate information and other learning literacies into the policies and practices of the institution.

Room: Orkney

11a. Addressing in practical ways the shifting paradigms in higher education for the 2020s

Phil Race

Workshop painting the big picture of the changes in higher education, and focusing in on some practical things participants can aim to achieve at the start of the 2020s..

AND

11b. Student engagement philosophy statements – a way to develop and guide praxis?

Abbi Flint

If student engagement is an individual mindset or an ethos, how do we capture and communicate this? Come along to this workshop to explore work-in-progress to create a framework for student engagement philosophy (SEP) statements - test out and reflect on the framework whilst you develop your own SEP statement.

Room: Taransay

12a. Enhancement in a challenging context: evaluating the outcomes of a refreshed Peer Supported Review process

Amanda Platt

In the context of a metrics driven higher education environment, this institutional case based paper considers the enhancement outcomes arising from an existing Peer Supported Review of L&T (PSR) process that has been rejuvenated and underpinned by a holistic quality model (Elassy, 2015).

AND

12b. Leveraging ambiguity in the third space: Can we use Whitchurch's dimensions of blended professional activity to train and develop staff?

Steven White

Drawing on recent research into the construction of Massive Open Online Courses (MOOCs) in the third space in UK HE, this session explores the possibility of using Whitchurch's dimensions of blended professional activity as key considerations in recruiting, training and developing staff involved in third space projects.

Room: Kerrera

15.00 – 15.20 Break (First Floor Breakout Area)

15.20 – 16.05 Parallel Session 3

13. Using e-portfolios to support early career academic development

Julie Blackwell Young & Carol Maxwell

This session will demonstrate how Abertay University is using e-portfolios to support staff taking our Advance HE accredited Postgraduate Certificate in Academic Practice. We will particularly focus on how we are using the functionality within the e-portfolio to support staff in understanding and applying the UKPSF to their practice

Room: Mull

14. Teacher Competence and Questioning Skills as Predictors of Improvement of Metacognitive Skills of Students in Ahmadu Bello University

Larai Lamus

One of the ways through which students improve on their learning outcomes is through development of metacognitive skills which is vital in helping them develop into critical thinking, navigate the complexities of a changing world, engage in creative work and make them life-long learners.

Room: Kerrera

15. Accessibility, Technology and the Curriculum

David Walker, Peter Hartley (SEDA Conference Committee co-chairs)

This facilitated discussion provides an opportunity for delegates to consider accessibility in relation to technology and the curriculum, specifically what steps can be taken to ensure that digital content and resources are usable for all students and staff including those with disabilities and specific learning differences. This topic is of particular significance following the introduction of the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 which came in to effect on the 23rd of September 2018 setting out accessibility standards that must be met by all Public Sector Bodies including universities <https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps#accessibility-standards> The session will also consider the steps SEDA might take support the digital accessibility agenda.

Room: Iona

16. #Flops - Exploring the Challenges of Embedding Digital Literacy in a Flipped Classroom through an Application of the “Visitors – Residents”

Mairead McCann, Cathy O’Kelly

This paper will use the direct experience of lecturers’ application of the “Visitors – Residents” Framework tool (White & Le Cornu, 2011) which generates mappings to facilitate focused discussions, from which themes and guiding principles for reflective practice are derived.

Room: Orkney

17. Storying the experiences of GTAs: Narratives of identity, agency and classroom practice

Sarah Moore, Tom Stocks

This session draws on stories from GTAs to illustrate the different ways they see their role, and how they enact the curriculum in practice within the context of a changing landscape. In highlighting the diversity of GTA experience, it offers critical insights into the approaches adopted by academic developers, and space will be provided for you to explore what this means for you.

Room: Taransay

16.10 – 17.00	Educational Development Initiative of the Year: presentations from shortlisted applicants (Rum to Tirree) <i>University Alliance, Penny Sweeney, Graham Holden - The Scholarship Project: Enhancing Scholarship in College Higher Education</i> <i>University College London, Nataša Perović, Clive Young - ABC Learning Design</i> <i>Open University, Stefanie Sinclair – Open University, Scholarship Steering Group and Centres for Scholarship and Innovation</i>
17.00 – 17.45	Networking
	Getting Published with SEDA <i>James Wisdom (Chair, Educational Developments Magazine Editorial Committee)</i>
	Room: Iona
	Educational Development Initiative of the Year: poster session for shortlisted applicants
	Room: First Floor Breakout Area
	SEDA Grants 2020 – come and find out more <i>Rowena Senior (Scholarship and Research Committee)</i>
	Room: Taransay
19.00	Drinks Reception (First Floor Breakout Area)
19.30	Dinner (The Gallery)

Day Two: Friday 15th November 2019

09.00 – 09.20	Registration and tea & coffee (First Floor Breakout Area)
09.20 – 09.30	Welcome to Day 2 (Rum to Tiree)
09.30 – 10.20	New frontiers in improving the way we support and relate to students <i>Dr Michelle Morgan, HE Consultant</i>
10.20 – 10.45	Break (First Floor Breakout Area)
10.20 – 10.45	SEDA-PDF – come and find out more (Iona) <i>Roisin Curran and Ruth Pilkington (SEDA PDF Committee members)</i>
10.45 – 12.15	<u>Parallel Session 4</u>

- 18. Bringing the backstage conversations front of stage: a whole organisational approach to inclusive teaching**

Mary Kitchener, Jackie Potter, Kathryn Kwok

This workshop session aims to outline an iterative approach to inclusive practice and the educational development activities that were developed, to complement institutional change.

Room: Mull

- 19. Walking the walk: Using loop input for effective blended learning on an academic practice programme for new lecturers**

Clare McCullagh, Angela Buckingham

This ninety-minute workshop will showcase some approaches to effective blended learning and invite participants to engage in small group activities exploring the opportunities and challenges afforded by loop input and new technologies.

Room: Iona

- 20. Scaling Up Active Collaborative Learning for Student Success**

Jane McNeil, Sharon Waller, Simon Tweddell

The great challenge for Higher Education – the one that matters – is ensuring that all students succeed, regardless of their background. This workshop will consider a successful pedagogic response to the challenge: strategic, widespread use of active collaborative learning, present the findings from our extensive and empirically based project, and offer delegates an opportunity to explore the adoption of active collaborative learning at scale in their context.

Room: Kerrera

- 21. SLEC – the online route to SEDA Fellowship – reviewing and looking ahead**
Penny Sweasey

I would like to involve the SEDA Community in a review of the SLEC Course – through an active workshop format, I would present the feedback from recent cohorts and consider forward looking options, linked to an article in Educational Developments in early Autumn which challenges SEDA members to work in active groups to think about what Fellowship means and how it is best demonstrated through an online course.

Room: Orkney

- 22. Cancelled**

- 23. Doing it for ourselves: Collegially-developed professional educational development opportunities as a means of self-care**
Sally Brown, Kay Sambell, Linda Graham

In this workshop, we explore examples of how we can use low-cost or (ideally) cost-free opportunities for developing ourselves and others in the domain of learning, teaching and assessment, hence providing professional support and eschewing expensive training programmes by doing it for ourselves.

Room: Taransy

12.15 – 13.00 Lunch (The Lock)

13.00 – 14.30 Parallel Session 5

- 24. Inducting staff into teaching across disciplines and departments: an activity theory approach**

Susan Mathieson, Roger Penlington, Linda Allin, Libby Orme, Emma Anderson, Lynn McInnes, Kate Black, Helen Hooper

This paper proposes a model for supporting the professional development of staff, which sees academics as learners within complex activity systems across disciplines and departments, and highlights the impact of contextual changes in HE on the development of academics as teachers and supporters of learning.

Room: Kerrera

- 25. Collaborating in the Development and Integration of Learning Literacies: staff, student and policy approaches**

Jane Secker, David Baume and Katy Woolfenden

This workshop is designed to explore the benefits and challenges of collaborating across professional groups to develop and integrate information and other learning literacies into the policies and practices of the institution.

Room: Iona

- 26. Strategies to engage students in meaningful learning experiences**

Will Zoppellini, Dominic Cunliffe, Jon Cooper

The workshop will develop staff's pedagogical approach towards students' enjoyment of learning, by sharing best practice for engaging strategies in the classroom.

Room: Orkney

27a. The 'Assessment Bullseye' - engaging students via a visual feedback artefact

Rob Vinall, Juliet Eve

This session outlines the development, use, reception and evaluation of a visual tool for facilitating feedback to interior architecture students as a means of 'closing the gap' in student misunderstandings of (written forms of) feedback.

AND

27b. Rubrics in support of Learning and assessment: how to design and integrate to curriculum planning.

Cicely Roche

This workshop will outline how rubrics can be integrated to curriculum design to support learning and assessment, in face-to-face and online environments.

Room: Mull

14.30 – 15.15 Parallel Session 6

28. A new frontier for professional development: developing flexible pathways to recognition for those who teach in Higher Education

Laura Costelloe, Ide O'Sullivan

This session will initially present the findings of an inter-institutional research project designed to investigate academics' perspectives on engaging in professional development (PD), undertaken as part of a project which is designing flexible pathways to recognised PD for academic staff.

Room: Rum to Tiree

29. Student Observation of Teaching: partnerships for individual growth and cultural change

Tim Herrick

This paper critically explores a student observation of teaching scheme at The University of Sheffield, which to-date has involved around 40 staff and 50 students, working collaboratively to enhance teaching, learning, and a cross-institutional conversation about what teaching excellence might look like.

Room: Taransay

30. Not so quiet on the Preston front: Reflections on delivering the Academic Professional Apprenticeship at the University of Central Lancashire

Anna Hunter, Dr Claire Stocks

In this session we will reflect on our experiences of developing and delivering the Academic Professional Apprenticeship and consider the implications for Academic Development practice across the sector as a whole.

Room: Iona

31. Mapping the Student Development Journey: Embedding Employability into the Curriculum

Aranee Manoharan

This discussion paper will reflect upon the experience of Kingston University, a post-1992 university with a majority widening participation student population, to embed employability into the curriculum, so that all students are provided the opportunity, within their core studies, to develop the skills, knowledge, and experiences required to navigate life after university.

Room: Orkney

32. Professional Development at a Transnational EMI in China

Charlie Reis; Jennifer Howard

We will discuss the issues and challenges in supporting the professional development of staff stemming from our unique educational context, focusing in particular on cultures of learning, including motivation and identity, and integrating content and language in HE, (ICLHE) as well as linguistic issues faced by staff as related to professional practice

Room: Kerrera

33. Elected on a manifesto of popularism and then the real work begins: examining the role of campaigning in the contemporary sabbatical officers' practice

Rebecca Turner, Ellie Russell

In this workshop we will explore the campaigning activities of elected sabbatical officers. We will consider the reality of campaigning activities with the demands of student union work, and this can be better supported in the future

Room: Taransay

15.15 – 15.35 Break (First Floor Breakout Area)

15.35 – 16.10 Closing Keynote (Rum to Tiree)

I was born under a wandering star: where next in learning, feedback, and assessment?

Phil Race, Visiting Professor at the University of Plymouth

16.10 – 16.20 Educational Development Initiative of the Year Award (Rum to Tiree)

16.20 – 16.30 Closing Comments

SEDA Conference and Events Committee

David Walker	University of Sussex (Co-Chair)
Peter Hartley	Independent Consultant (Co-Chair)
David Baume SFSEDA	Independent Consultant
Fran Beaton	University of Kent
Judith Broadbent FSEDA	University of Roehampton
Sandy Cope	Nottingham Trent University
Catriona Cunningham	University of Stirling
Nigel Dandy	University of York
Mary Fitzpatrick SFSEDA	University of Limerick
Samuel Geary	Birmingham City University
Dawne Irving-Bell	Edge Hill University
Pam Parker SFSEDA	City, University of London
Ruth Whitfield SFSEDA	University of Bradford
Sarah Wilson-Medhurst	Independent Consultant

Conference Administration Team:

Roz Grimmel
Joseph Callanan
Liz Kellam

Conference and Events Committee and SEDA Executive Committee members will be wearing coloured badges.

SEDA Educational Development Initiative of the Year

This is a new SEDA award which is designed to recognise and promote important initiatives in educational development in higher education within and/or across FE and HE institutions.

Applications for the second round of the award were invited in 2019 and the shortlisted applicants are presenting at this conference – the judging panel will meet immediately afterwards and the top initiative will be confirmed in the final conference plenary.

Full details of the award can be found at https://www.seda.ac.uk/ed_dev_initiative_of_the_year/

Details of the 2020 award will be publicised through the SEDA mailing list next year.

Eligibility criteria

- Applications will be accepted either from single institutions or from partnerships of institutions. The main or lead institution must have full SEDA membership.
- The initiative must involve cross-institutional and/or inter-institutional collaboration, including staff with specific roles in educational development as well as academic staff. It must have involved staff from other support services wherever possible (e.g. learning technologists, information and library specialists, careers staff etc).

Assessment criteria

The initiative must:

1. Make both practical and theoretical / scholarly contributions to important challenges, issues or opportunities in course design, student learning, teaching, assessment and / or student support in post-compulsory education.
2. Involve cross-institutional and / or inter-institutional collaboration.
3. Involve staff with specific roles in educational development, as well as academic staff and students.
4. Also involve staff from other support and development services, for example, learning technologists, information and library specialists, student / learning developers or careers staff.
5. Be demonstrably both cost-effective and sustainable.
6. Provide evidence of positive outcomes in one or more important aspects of course design, student learning, teaching, assessment and / or student support.
7. Show at least the potential to be adapted and transferred to other contexts, for example, other disciplines and / or institutions.

The panel of judges at the conference is drawn from all the SEDA Committees and will use the same criteria to select one initiative to receive the award. This initiative and the other shortlisted entries will be invited to disseminate their work through a future issue of Educational Developments.

Exhibitors



Advance HE was created from the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education – three organisations that have operated in the higher education (HE) sector for a number of years. Advance HE was created to provide dedicated support to the HE sector across four key interrelated themes: teaching and learning; equality, diversity and inclusion; leadership and management; and governance. These areas are all crucial to the wellbeing and effective delivery of HE now and in the future.

Our purpose is to support higher education providers to put institutional strategy into practice for the benefit of students, staff and society. We bring together HE-focused expertise in teaching and learning; equality, diversity and inclusion; leadership; and governance, to help you to deliver world-leading teaching, research and scholarship, your civic mission and student outcomes at your institution. We do this through the provision of specialist knowledge and resources, externally recognised benchmarking and recognition schemes and a member-focused, collaborative approach.

Venue Information

Venue Information

Conference Venue

DoubleTree by Hilton Hotel Leeds City Centre
Granary Wharf, 2 Wharf Approach, Leeds, LS1 4BR, United Kingdom
TEL: +44-113-2411000

<http://doubletree3.hilton.com/en/hotels/united-kingdom/doubletree-by-hilton-hotel-leeds-city-centre-LBACCDI/dining/index.html>

Free Wi-Fi; log on info to be confirmed

Location Map and Directions

Road

The hotel has a small car park which operates on a first come first served basis. There is a NCP close by on the same road as the hotel. The approximate cost is £15.00 for 24hr, £7.50 per day, for either car park

Rail

To access the hotel from the train station go to forward platform 16, and pass through the exit and access barriers, which brings you into the main area of the front of the hotel.

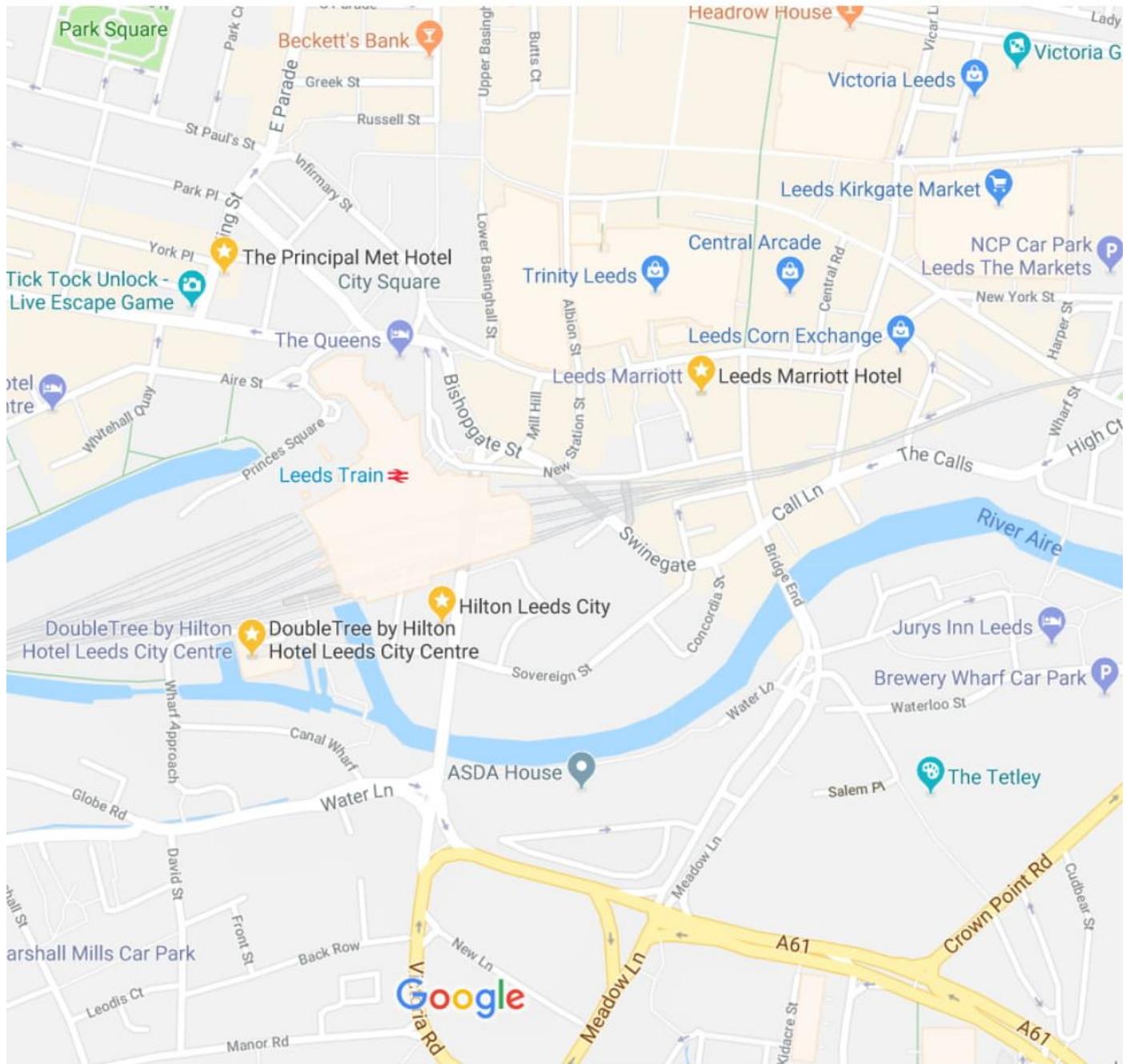
By coach

Leeds Coach Station has express coach services to and from London, Edinburgh and many other UK cities. The bus station is only a few minutes' walk from the city centre and the railway station.

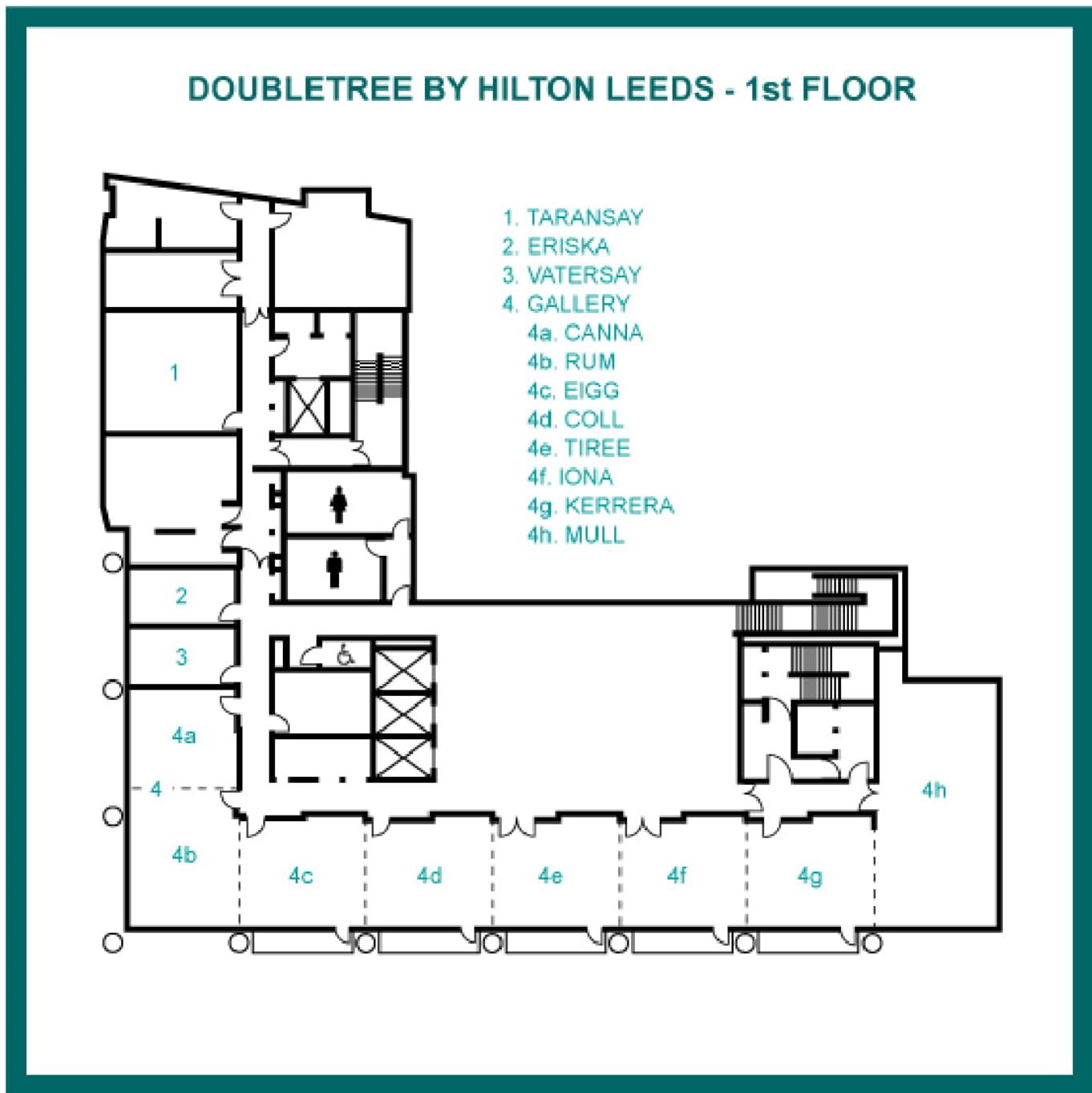
Air

Leeds Bradford Airport services Leeds. The estimated taxi fare is £25.

Location Map



Floor Plan



Conference Rooms

The main conference room is called the Rum and Tiree room. We will also be using the Iona, Kerrera, Taransay, Orkney and Mull on the First Floor. The SEDA registration desk will be in the First Floor Breakout Area. Lunch on both days will be served in the Lock. The Drinks Reception will be in the First Floor Breakout Area and the Conference Dinner will be held in the Rum and Tiree.