



SEDA Spring Teaching Learning and Assessment Conference 2017

**The quest for teaching excellence and learning gain: issues,
resolutions and possibilities**

11th – 12th May 2017
Marriott Victoria and Albert Hotel, Manchester

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Conference Programme

Day One: Thursday 11th May 2017

- 09.15 – 09.45** **Registration and tea & coffee (Glass Roof Foyer)**
- 09.45 – 09.50** **Welcome and Introductions (John Loggie Baird [JLB] Suite 2 and 3)**
- 09.50 – 10.00** **View from SEDA (JLB Suite 2 and 3)**
- 10.00 – 11.00** **Keynote Address (JLB Suite 2 and 3)**
Measuring Learning Gain: Implications for development, enhancement and evaluation
Camille Kandiko Howson, King's College London
- 11.00 – 11.30** **Break (Foyer Areas)**
- 11.00 – 11.30** **New to SEDA? Come and find out more (Irwell Room)**
Jo Peat and Yaz El Hakim (SEDA Co-Chairs)
- 11.30 – 12.15** **Parallel Session 1**

1. Capturing Learning Gain from Work Placements

Lorraine Anderson, Eric Monaghan

An interactive discussion around the findings from the Capturing Learning Gain from Work Placements project and next steps in the development of approaches to supporting students in effectively identifying, realising and applying learning gained from placement experiences.

Room: Board Room

2. Learning Gain and Confidence Gain as Metrics for Pedagogical Effectiveness

Fabio R. Aricò

This presentation will introduce the audience to the design and the evaluation of an interactive teaching approach able to: (i) promote active learning, (ii) support confidence building, and (iii) generate useful learning gain statistics.

Room: JLB Suite 1

3. The Labyrinth: A reflective space in which to explore peer perspectives on learning gain

Ruth Bavin, Kelly McAteer

Walking the labyrinth to encourage creative thinking and exploration of assessment and feedback practices to maximise learning gain.

Room: JLB Suite 2 and 3

4. Does engagement with the UK-PSF via an institutional HEA accredited recognition scheme impact on the participant's Quality of Academic Practice?

Kath Botham

Dissemination of the findings of an evaluation project investigating the potential impact on an academic's practice of engaging with an HEA accredited institutional recognition scheme aligned to the UK Professional Standards Framework (HEA, 2011).

Room: Irwell Room

5. Enhancing teaching excellence through Team Based Learning: institutional challenges and lessons learnt when implementing a major change to curriculum delivery and assessment

Judy Cohen, Catherine Robinson

This paper examines an approach to teaching excellence via a radical change in teaching delivery in order to address student lack of engagement and underperformance in a business module.

Room: Victoria Room

6. Teaching and learning in less formal digital spaces: how far can the use of less-formal learning environments support student learning and evidence teaching excellence for the TEF?

Sarah Crowson and Patrick Leonard

A creative workshop where delegates will consider ideas of social digital spaces as learning environments and how these might support teaching excellence and the capture of evidence for the TEF.

Room: 1844 Room

12.20 – 13.05 Parallel Session 2

7. Becoming Being and Belonging: Learning gain through transition support for articulation students

Tom Cunningham, Lorraine Anderson & Michael Allardice

This session will explore the learning gain of students on the Student Transition Enhancement Programme for University Progression (STEP UP) module at the University of Dundee. STEP UP is designed to support effective student transitions into Higher Education (HE). Quantitative and qualitative data from a research project on the module will be presented, leading into discussion on best practice and strategies for enabling student transition into HE.

Room: JLB Suite 2 and 3

8. MOAR: Making Our Aspirations Reality

Sandie Dann, Samantha Davis, Pooja Panchmatia

An academic school's endeavour to engage students with structured academic guidance content and personal development planning, underpinned by innovative learning technology use.

Room: Board Room

9. **Managing the intangibles: prestige and the role of programme leader**

Sam Ellis

Staff reward and recognition will tell us much about the true impact of TEF, and reflecting on the influence of the prestige economy can provide an opportunity to deepen our understanding of teaching-focused academic leadership.

Room: Victoria Room

10. **Peer learning in the age of excellence: how cross disciplinary collaboration can help develop excellence**

Dario Faniglione, Samuel Geary

We will explore the benefits of peer learning groups within a staff development programme and how discussions within these groups can develop practice.

Room: JLB Suite 1

11. **Content, context and meta(cognition)**

Peter Gossman, Stephen Powell, Charles Neame

Delegates in the session will explore the notion of learning gain in relation to subject content, university context and student metacognition.

Room: 1844 Room

13.10 – 14.00 Lunch (Restaurant)

14.05 – 15.35 Parallel Session 3

12. **Using the D4 Curriculum Development to address TEF metrics**

Liz Bennett, Sue Folley

This participative workshop demonstrates and evaluates a new approach to curriculum development, based on appreciative inquiry, which enables staff to engage in cross curricula thinking to help them identify and action plan for ways to address key TEF metrics (attainment, retention, employability).

Room: Victoria Room

13. **Ethnographic Futures Research as an approach for learning needs analysis**

Florence Dujardin

The workshop gives a practical introduction to Ethnographic Futures Research as a method for gathering lecturers' aspirations and concerns regarding the future of their digital practice.

Room: Board Room

14. **A cut and stick approach to teaching excellence**

Anna Hunter

Participants in this workshop will use collage activity to explore their notions of teaching excellence; the results will be discussed in reference to collage work produced by research students on the same topic to explore the similarities or differences in ideas of teaching excellence between novice and experienced practitioners.

Room: Irwell Room

15. **Strategies for enhancing learning and teaching focused continuing professional development**

Rachael-Anne Knight, Thomas Hanley

The session will enable participants to consider barriers and drivers to learning and teaching related Continuing Professional Development (CPD), share approaches from the literature and from the experiences of other attendees, and plan actions for CPD enhancement in their institutions.

Room: JLB Suite 1

16. **SCALE-UP an alternative way of engineering pedagogy**

Anne Nortcliffe

Demonstrates the challenges and opportunities engineering academics have overcome to re-write their pedagogical approach for SCALE-UP to benefit student learning and experience.

Room: Albert Room

17. **Teaching Excellence: Concepts and Behaviours**

Pam Parker, Rachael-Anne Knight

The session will enable participants to be introduced to the empirical findings from our study and reflect on the resonance this has with their own experience enabling them to reflect on future actions to be able to define teaching excellence for their own institution and context.

Room: JLB Suite 2 and 3

18. **Can students' knowledge, skills and experiences of research methods serve as a proxy for learning gain?**

Rebecca Turner, Claire Gray, Carole Sutton, Reema Muneer, Julie Swain & Mark Stone

In this workshop we will examine the current rhetoric surrounding research methods teaching and learning gain, and introduce participants to a tool developed to measure learning gain at several points in the undergraduate journey.

Room: 1844 Room

15.35 – 15.45 Break (Foyer Areas)

15.45 – 16.45 Panel Discussion (JLB Suite 2 and 3)

What is the future for learning gain and teaching excellence in UK higher education?

Jo Peat (SEDA), Sally Brown (National Association of Teaching Fellows), Mandy Asghar (HEDG), Ellie Russell (The Student Engagement Partnership)

17.00 – 17.45 Networking

Getting Published with SEDA

James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Albert Room

SEDA-PDF

Jenny Eland, Ruth Pilkington (Members, SEDA-PDF Committee)

Room: Irwell Room

18.00 AGM (1844 Room)

18.50 Drinks reception (Glass Roof Foyer/Terrace)

19.30 Dinner (John Loggie Baird Suite)

Day Two: Friday 12th May 2017

- 09.00 – 09.25 Registration and tea & coffee (Glass Roof Foyer)
- 09.25 – 09.30 **Welcome to Day 2 (JLB Suite 2 and 3)**
- 09.30 – 10.30 **Student presentations (JLB Suite 2 and 3)**
Rachel Arland - Edge Hill University Student-led Staff Awards: Beyond a Popularity Contest
Leanne Hunt - The Importance of Rapport in Teaching Excellence and Learning Gain
Hollie Shaw - A widening participation student's perspective of teaching excellence in college based higher education

10.30 – 10.45 **Break (Foyer Areas)**

10.45 – 11.30 **Parallel Session 4**

19. **Student evaluation of teaching and the use of mid-module review**

Karen Fraser

Student engagement in quality enhancement

Room: JLB Suite 2 and 3

20. **No pain, no learning gain**

Lisa Hayes

How might teaching excellence and learning gain be connected?

Room: Board Room

21. **Breadth and depth: Understanding and identifying evidence that effectively substantiates claims of 'excellence'**

Peter Hill

Grounded in theory and developmental practice, this session outlines an expanded approach to identifying and adducing evidence of quality teaching practice and related student outcomes.

Room: JLB Suite 1

22. **Teaching excellence to maximise learning gain among diverse students**

David Killick

An exploration of culturally relevant pedagogy as an equitable approach to maximise the learning gain potential of locally and internationally diverse students

Room: Victoria Room

23. How the quality of our human interactions can contribute to 'learning gain' and the fulfilment of 'co-production' roles for students

Katie Brute, Susan Liggett, Keith Lindley

Lessons learnt from a questionnaire based on the NSS developed for 20 BA(Hons) fine art students will be shared by the collaborative research team consisting of an academic tutor, a learning support assistant and a consulting educational psychologist.

Room: Irwell Room

24. Student partnership, teaching excellence and learning gain: evaluating the impact of 'students as partners'

Leoarna Mathias, John Peters

A paper exploring the value of 'students as partners' project working in achieving wider learning gain for students and the University

Room: 1844 Room

11.35 – 12.20 Parallel Session 5

25. Research as Ongoing Professional Learning in College Based HE: A new approach to achieving excellent teaching?

Philip Miller

An alternative staff development model aimed at overcoming barriers common within College Based HE in order to allow staff to engage with the scholarship of teaching and learning.

Room: Board Room

26. Working with students to create authentic and timely course evaluation of teaching excellence – a case study using a structured qualitative approach

Dawn Morley

Introduction of the first phase of a co constructed, qualitative approach to student course evaluation

Room: 1844 Room

27. The Holy Grail for HE - how do we achieve transformational learning (gain) through excellent teaching?

Louise Naylor

This workshop will explore through our own experience with TEF2 and NMMLGP pilots, whether these will provide appropriate ways of conceptualising and differentiating the sector as intended.

Room: JLB Suite 1

28. Striving for teaching excellence beyond the UK: what can we learn from middle and northern Europe?

Diane Nutt, Jayne Tidd

This interactive workshop will draw on data from a case study research project exploring educational development in HE institutions across middle and northern Europe, providing participants with the opportunity to compare and share practice and consider the ways in which European institutions might be striving to achieve teaching excellence.

Room: Victoria Room

29. Celebrating learning gain and teaching excellence through social media and digital narratives

Sue Beckingham

This workshop will explore how scaffolded reflective practice can lead to a culture of open sharing and celebration of individual and collaborative achievements.

Room: Irwell Room

30. Capturing learning

Paul Orsmond, Rachel Forsyth

This session explores the idea of considering learning and learning gain in higher education through the lens of students becoming members of communities of practice, and how this might affect the use of both the acquisition and participation learning metaphors in curriculum design and assessment

Room: JLB Suite 2 and 3

12.25 – 13.20 Lunch (Restaurant)

13.20 – 14.10 Keynote Address (JLB Suite 2 and 3)
Learning gain, teaching excellence and the changing terrain of Higher Education

Sue Rigby, University of Lincoln

14.15 – 15.00 Parallel Session 6

32. Promoting teaching excellence through the development of digital capabilities: can it be done?

Sue Pears, Charlie Davis

This workshop seeks to provide a discursive space where academic developers can work collaboratively to design action-orientated inquiries aimed at promoting teaching excellence through the development of digital capabilities in academic staff.

Room: Victoria Room

- 33. Observing the UK Professional Standards (UKPS) in HEA accredited provision: a tool towards defining teaching excellence and effective teaching environments for refining the Teaching Excellence Framework metrics**
Clare Power

This session will consider current teaching observation practice observing the UKPS and discuss how the Standards could be used to enhance the TEF metrics assessing learning environments and teaching excellence in HE.

Room: JLB Suite 2 and 3

- 34. When pedagogy collides with physical reality: the (re) design of teaching rooms to enable teaching excellence**
Gunter Saunders, Federica Oradini, Peter Hartley

This session will demonstrate how and why the effective (re)design of teaching rooms is a critical and often neglected factor in the pursuit of teaching excellence, and then analyse what institutions can do to improve this situation.

Room: JLB Suite 1

- 35. Exploring ePortfolio-ness**
Shane Sutherland (PebblePad), Lisa Hayes

Part presentation, part interrogation and part discussion, this session will explore the language, myths and misconceptions surrounding electronic portfolios and examine their increasingly diverse role in learning and development.

Room: Board Room

- 36. My course has challenged me?? ...student interpretation of the revised NSS questions**
Penny Sweasey

A report on findings of a series of focus groups that asked students to discuss what they thought the NSS questions were actually asking for.

Room: 1844 Room

- 37. Developing the Teaching Recognition Project (TRP) at Queen Mary University of London and its challenges to HSS**
Maren Thom

A workshop on the challenges faced when developing a strategy of how to involve colleagues in the humanities and social sciences in the HEA Fellowship scheme at a research heavy university.

Room: Irwell Room

- 15.05 – 15.50 Plenary Discussion Workshop (JLB Suite 2 and 3)**
Surpassing others or surpassing ourselves? Exploring the concept of expertise in higher education
Helen King, HEFCE

- 15.50 – 16.00 Summing up and close (JLB Suite 2 and 3)**

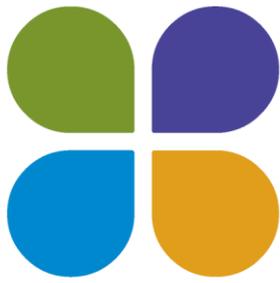
SEDA Conference and Events Committee

David Walker	University of Sussex (Co-Chair)
Peter Hartley	Independent Consultant (Co-Chair)
Fran Beaton	University of Kent
David Baume	Independent Consultant
Sandy Cope	University of Hull
Nigel Dandy	University of York
Clara Davies	Leeds Beckett University
Mary Fitzpatrick	University of Limerick
Peter Lumsden	University of Central Lancashire
Pam Parker SFSEDA	City University London
Clare Power	Bath Spa University
Sarah Wilson-Medhurst	Independent Consultant

Conference Administration Team

Roz Grimmitt
Joseph Callanan
Emma Mastin

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



PebblePad

About PebblePad

PebblePad is THE personal learning space - part digital coach and guide, part stored memory and record of achievement, part storytelling, and part collaborative assessment and conversation space. We've spent the past 12 years blazing a trail in the eportfolio and personal learning space, and we have absolutely no intention of stopping. Our mission is simple - to help learners shape and share their unique skills and attributes in an ever more competitive world.

The benefits of PebblePad

A lot of universities worry about their ability to develop future ready learners. We've made it our job to take away this anxiety (and not just by having chamomile tea available for meetings). It's why we are increasingly seeing our approach become the aspiration of leading universities looking to deliver personalised learning that meets the demands of today's independent, anytime, anywhere learners. And when universities realise it's entirely possible to achieve this kind of learning journey, we see concern about engagement, worry about retention, and anxiety about a lack of capability to develop future ready graduates, start to dissipate. In fact, once we've shown what PebblePad is capable of we very rarely have to reach for the chamomile tea.

What makes us different?

PebblePad is not your run of the mill eportfolio technology. Its versatility sets it apart from its peers, as does its fully responsive HTML5 interface and integrated assessment engine. Indeed, our award-winning product, the unique way users can structure and assess learning, and our strong heritage and passion for what we do is why we've been helping universities put personal learning at the heart of institution-wide strategy for more than 12 years.

Venue Information

Conference Venue

Manchester Marriott Victoria & Albert Hotel
Water Street
Manchester M3 4JQ

<http://www.marriott.co.uk/hotels/travel/manva-manchester-marriott-victoria-and-albert-hotel/>

Free Wi-Fi.

Location Map and Directions

Road

Enter the post code M3 4JQ when using satellite navigation.

Limited car parking (special rates offered) including designated spaces for disabled people.

Rail

Manchester Piccadilly railway station is close to the city centre and has a taxi rank adjacent. The journey from the railway station to the hotel takes about 10 minutes.

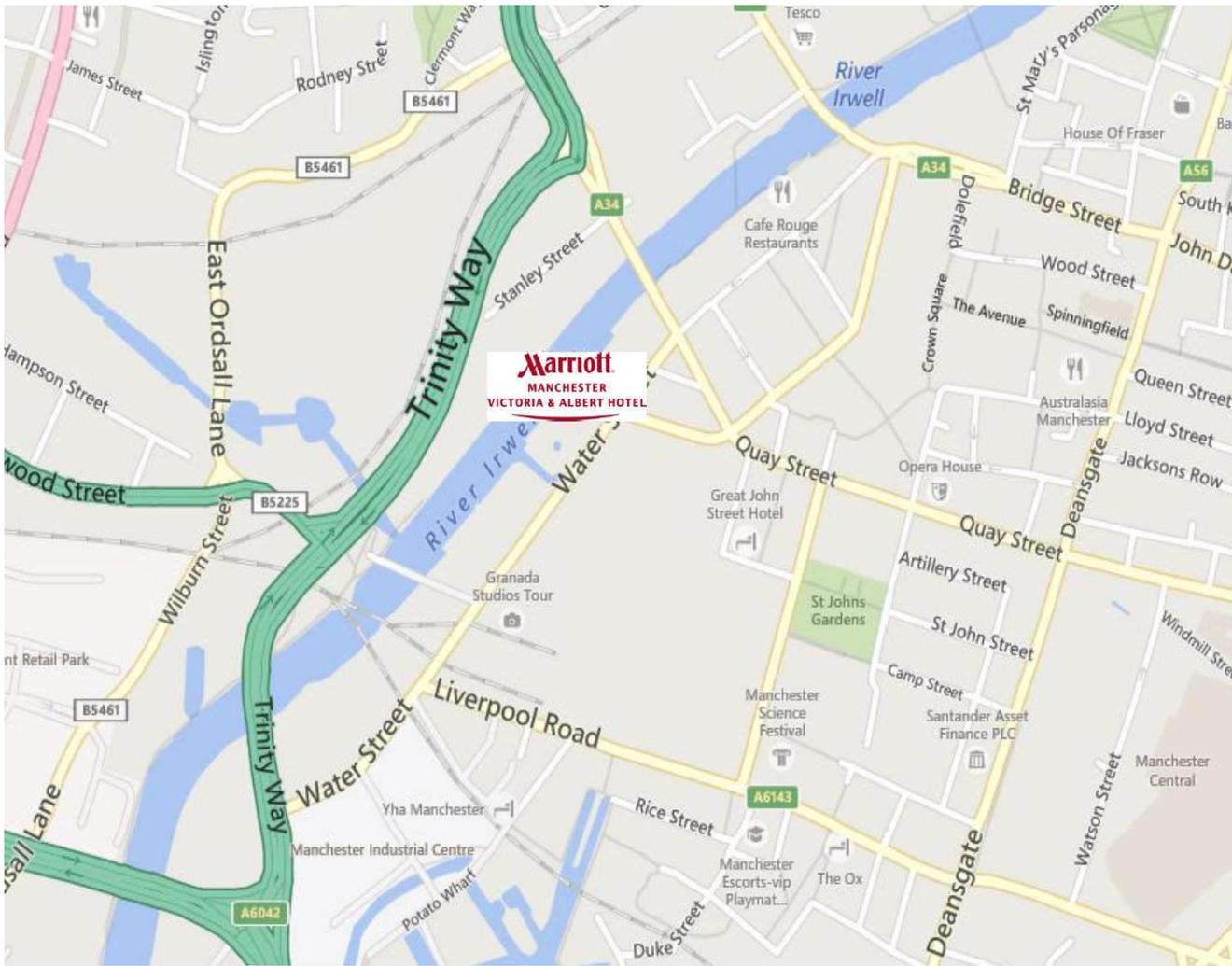
By coach

Manchester Central 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.

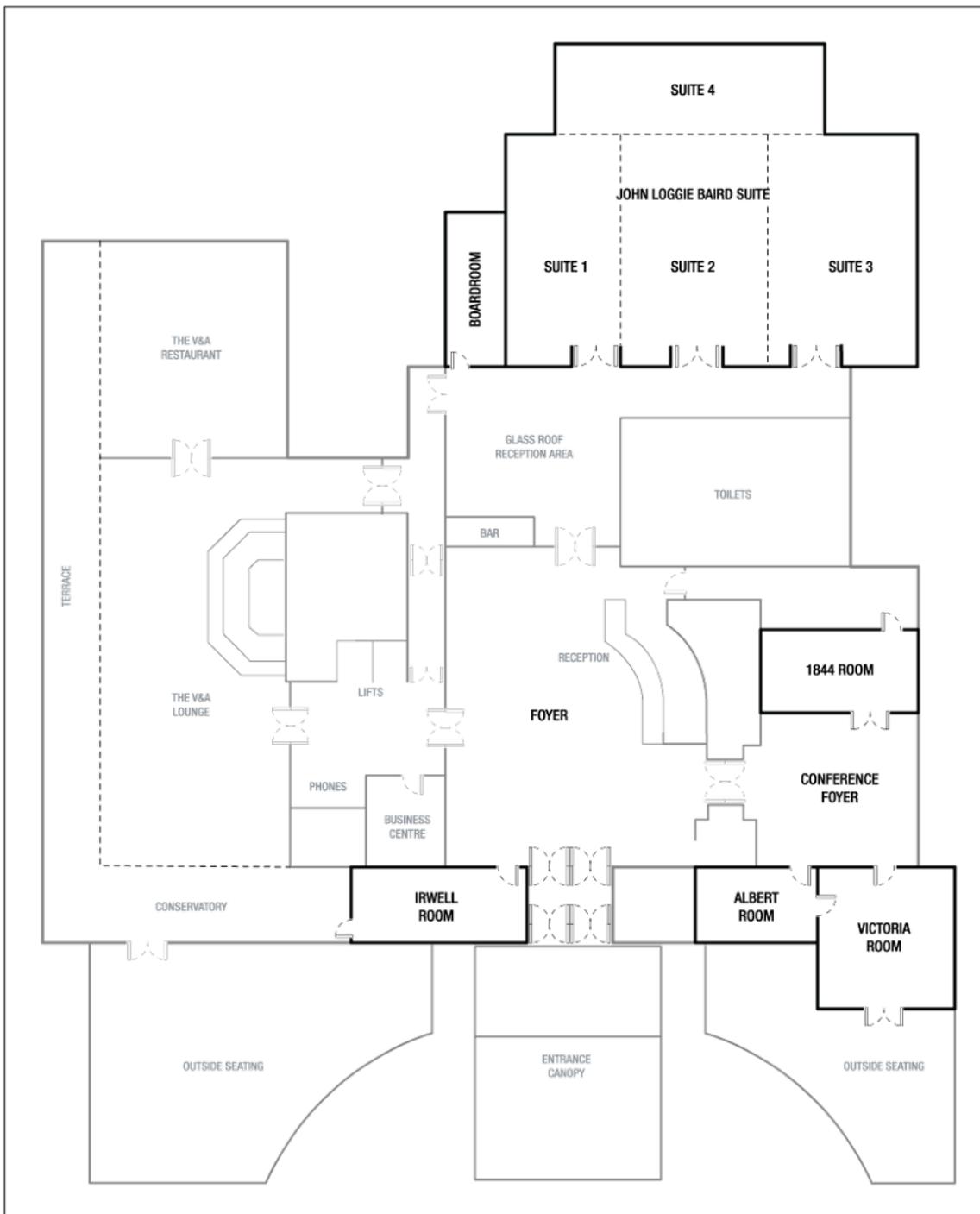
Air

Manchester Airport services Manchester. The estimated taxi fare is £25.

Location Map



Floor Plan



Conference Rooms

The main conference room is called the John Loggie Baird (JLB) Suite 2 & 3. We will also be using the JLB Suite 1, the Boardroom, the 1844, Victoria, 1844, Albert and Irwell rooms. The SEDA registration desk will be in the Glass Roof Foyer. Lunch on both days will be served in the Restaurant. The Drinks Reception will be in the Glass Roof Foyer (or the Terrace if weather permitting) and the Conference Dinner will be held in the John Loggie Baird Suite.