Workshop	1

Title: **Reflecting on student reflections: Lessons learnt from delivering an online pre-arrival course to prepare students for remote PGT study**

Presenter: Anna Maria Jones, Alisia Southwell, Danielle Kurtin
Imperial College London

Learning Outcomes

By the end of this session, delegates will be better able to:

- List a range of strategies that can be used to set student expectations and prepare students for remote learning
- Recognise the impact of various strategies to address student preparedness and expectations
- Reflect on an example case study to consider how learnings might enhance their own particular learning and teaching context

Outline

Though literature on the PGT student experience is limited, it consistently suggests the transition from previous to postgraduate study to be a significant challenge, with possible explanations including student confusion regarding what Master's-level study is, and what is expected of them at this level (1,2,3,4,5). With a rapid shift to online learning as a response to the current pandemic, this presents additional challenges to those that already exist for PGT students, as many students were also required to transition to fully or mostly remote study (6,7,8).

As such, in order to address this significant need, a team of students and staff at Imperial College London collaboratively designed and delivered an online pre-arrival course entitled 'Adapt To Postgrad' (ATP) for prospective PGT students within the Faculty of Medicine, with one of its key aims being to prepare students for remote Master's study. This was addressed by a specific component of the course dedicated to 'Learning how to learn in Online Environments' which actively prompts students to review and optimise their remote working space, unpack what online learning consists of, explore differences between synchronous and asynchronous learning, and reflect on example student case study experiences of online learning. Student learning in relation to this is captured through consistent written reflections.

ATP has experienced early success, with preliminary findings showing that over 600 students have engaged within the first year of its release. As part of our attached research project, we are using quantitative and qualitative methods to explore not only the general impact of an online, pre-arrival course on student expectations prior to commencing PGT

study, but also its specific impact on preparing students for remote learning. This session intends to share relevant lessons learnt and preliminary results.

Activities and Approximate Timings

This session will be delivered as a 30 demonstration with discussion to enable participants to view online learning resources. The provisional session plan is as follows:

0 – 5 mins: Introductory Activity

Participants invited to engage in Mentimeter/ Padlet exercise, writing responses to the following question: "If you could access prospective HE students 1 month in advance of their study, how would you prepare them for remote learning?".

Addresses the following LO: List a range of strategies that can be used to set student expectations and prepare students for remote learning

5 – 20 minutes: Overview of the Adapt To Postgrad course

ATP Team reveal the strategies they employed as part of the Adapt To Postgrad online pre-arrival course to prepare students for remote study.

Participants invited to answer the following question (via Padlet/ Mentimeter): "What might the challenges/ benefits of such an approach be?". ATP team to facilitate discussion related to this question.

Addresses the following LO: Recognise the impact of various strategies to address student preparedness and expectations

ATP Team reveal what they found to be the impact of this approach, with key lessons learnt.

20 – 25 minutes: Lessons learnt and reflection

Participants invited to answer the following question (via Padlet/ Mentimeter): "Can you apply any of these approaches to your practice/ institution?"

Addresses the following LO: Reflect on an example case study to consider how learnings might enhance their own particular learning and teaching context

Final 5 minutes set aside for Q&A.

Preparation before the session
Participants would not be required to prepare before the session.

References and sources

1 https://www.timeshighereducation.com/news/students-arent-prepared-uk-masters-level-study-finds

2 McPherson, C., Punch, S. & Graham, E. (2017) Transitions from Undergraduate to Taught Postgraduate Study: Emotion, Integration and Belonging. *Journal of Perspectives in Applied Academic Practice.* University of Stirling, UK. Volume 5, Issue 2 pp. 42–50.

3 Macleod, G., Barnes, T. & Huttly, S.R.A (2019) Teaching at masters level: Between a rock and a hard place. *Teaching in Higher Education.* Vol. 24, pp. 493 – 509.

4 Evans, C. et al. (2017) Managing the transition from undergraduate to taught postgraduate study: perceptions of international students studying in the UK. *Research in Post-Compulsory Education.* Volume 23, Issue 2, pp. 249-265.

5 Bamber, V. et al. (2017) Postgraduate taught students and preparedness for Master's level study: polishing the facets of the Master's diamond. *Journal of Further and Higher Education.* Queen Margaret University, Edinburgh, UK. pp. 236 – 250

6 Blizak, D. et al. (2020) Students' Perceptions Regarding the Abrupt Transition to Online Learning during the COVID-19 Pandemic: Case of Faculty of Chemistry and Hydrocarbons at the University of Boumerdes—Algeria. *Journal of Chemical Education.* v97 n9 p2466-2471.

7 Trout, B.S. (2020) The Coronavirus-Induced Transition to Online Learning: Perceptions and Intentions of First-Time Online Students. *Quarterly Review of Distance Education*, v21 n1 p1-11 2020.

8 Jeffery, K.A. (2020) Students' Responses to Emergency Remote Online Teaching Reveal Critical Factors for All Teaching. *Journal of Chemical E*

Title: Ketso Connect – Learning together *and* apart

Presenter: Joanne Tippett
University of Manchester

Learning Outcomes

By the end of this session, delegates will be able to:

- Know about a pandemic-inspired innovation that has been used with over 900 students
- Utilise a hands-on kit (or pencil and paper proxy) in short learning exercises, blending physical and online learning
- Explore the potential for a hands-on learning aid to build learning communities in blended, face-to-face and hybrid settings
- Understand the possible benefits of Ketso Connect for helping students to structure their thinking and writing, and to make connections between different aspects of their learning
- Plan a range of learning exercises using the hands-on learning aid, Ketso Connect

Outline

The pandemic created an urgent need to effectively engage with learners remotely. A new hands-on learning aid, built on University of Manchester research (Tippett at al 2007), was developed in time to be sent to students in September 2020. Ketso embeds research findings into a physical kit for face-to-face workshops and learning. This hands-on kit, launched in 2009, is used in 77 countries and over half of the UK's universities (with 71 peer-reviewed outputs and an international teaching excellence award, Tippett et al, 2011). Tippett and How (2020) distilled principles of coproduction from 25 years' action research using Ketso, allowing rapid development of a new way to use Ketso bringing the physical approach into online settings, called Ketso Connect.

Ketso Connect is an individual pack, which each participant uses offline in live and asynchronous learning, with pictures shared online. The durable, reusable kit has been provided to 948 students, at the following universities: Manchester Metropolitan (520 kits), University of Manchester (240), Leeds (21), Ravensbourne (21), Glasgow (10), Nigerian Federal Petroleum (20) and Ohio State (30), in addition to 122 workshop participants and 215 practitioners/academics internationally.

In a 2020 survey of fifty students, thirty-four agreed it increased 'engagement and focus during live teaching': "One of the first on-line tutorials when I have not been distracted. I was fully engaged"; "It strengthens the sense of teamwork, and makes me feel more confident to speak up." Thirty-seven agreed it helped 'structure thinking and learning': "Visual organisation and categorisation as I move [thoughts] around helps with development of ideas."

Ketso Connect has demonstrated its ability to build bridges between remote learners. The characteristics that make Ketso a successful platform for group-work have proven to bring powerful benefits to individual learning. This pandemic-inspired innovation has great potential impact for future remote, hybrid and face-to-face learning.

Activities and Approximate Timings

The workshop will be interactive, with small group discussions based on prompts. Participants will be encouraged to develop answers to questions in short, offline exercises, and take photographs of these reflections on a mobile phone or tablet to uploaded to Padlet so that they can be shared in small group discussion. There is no need to download any software.

- 10 minute introductions and overview of Ketso as a pedagogic and engagement approach
- 5 minute introduction to Ketso Connect – the new hands-on learning aid developed in response to the pandemic
- 10 minute breakout session - interactive experience of using Ketso Connect – discussing the creative opportunities and advantages of bringing hands-on learning into physical spaces
- 10 minute questions and discussion in plenary
- 10 minute presentation on ways Ketso Connect has been used and feedback from students to date
- 20 minutes – interactive use of Ketso Connect and Padlet to explore range of ways participants could use the kit and to develop developing physical / digital session plan ideas
- 10 minutes – plenary discussion of key points and feedback

This workshop can be experienced without actually using the physical Ketso Connect kit, using pencil and paper or (even better) post-it notes AND/OR COLOURED PENS/PENCILS instead. Participants would, however, get more from the workshop if they have access to the Ketso Connect.

The social business Ketso is making a special offer of a discount price for conference delegates who chose to purchase this durable, reusable kit for use in the workshop and in their project planning, teaching and writing afterwards. The kit is being offered at the bulk discount price of £24 for individual kits (excluding VAT). Use discount code SEDA2021 at checkout - https://ketso.com/product/ketso-connect/ (offer available until July 15).

Preparation before the session

We will be using a digital tool called Padlet to harness and share ideas during the workshop. Padlet can be used on your computer or on a second device such as a mobile phone or tablet. You won't need to download anything (you just open it up on a web-browser) and you'll still be able to participate if you cannot access Padlet.

If you get a chance, check you can access Padlet and complete a quick optional pre-workshop warm-up exercise at: https://ketso.padlet.org/joannetippett/unecf0udouc8ii7v

It is helpful, but not essential, to have this Padlet open on your mobile phone browser at the start of the workshop.

Participants can peruse the case studies and recent information about Ketso Connect before the workshop, but it is not essential. https://ketso.com/blog/ https://ketso.com/portfolio/supporting-learning-during-the-pandemic-manchester-metropolitan-university/

References and sources

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Tippett, J., Connelly, A. and How, F. (2011) You Want Me to Do What? Teach a Studio Class to Seventy Students?, *Journal for Education in the Built Environment* 6 (2): 26–53.
Tippett, J., Handley, J. and Ravetz, J. (2007) Meeting the challenges of sustainable development – a conceptual appraisal of a new methodology for participatory ecological planning, *Progress in Planning,* 67(1): 1-98. https://doi.org/10.1016/j.progress.2006.12.004
Tippet, J. and How, F. (2020) Where to lean the ladder of participation: a normative heuristic for effective coproduction processes, *Town Planning Review* 91(2): 109–132 https://doi.org/10.3828/tpr.2020.7

Title: Is there space for fun in HE learning and teaching?

Presenter: Dr Laura Barnett and Cara Beard
University of Surrey

Summary of Session: This session will present preliminary empirical research findings about student and staff perceptions of fun and its value in HE, taken from a funded student-staff partnership project by an Academic Developer and Sociology Undergraduate.

Theme: This presentation relates to the theme of 'staff and student experience' by exploring staff and student perspectives of what constitutes as fun in teaching and learning in HE and its value using a student-staff partnership approach to work towards bridging these understandings.

Learning Outcomes

By the end of this session, delegates will be able to:

- Become familiar with key literature and contentious debates regarding notions of fun in HE learning and teaching.
- Reflect on student and staff perspectives of fun in Higher Education learning and teaching and relate this to their own experience and understanding.
- Appraise the literature and research findings about fun in HE and identify potential opportunities to use this to enhance pedagogic practice and student experience.

Outline

Whilst there is established literature of the importance of play in children's learning and growing acceptance of 'Playful Learning' pedagogy in adult learning (Whitton and Moseley, 2019), there is a distinct research gap of broader notions of 'fun' in HE learning and teaching. Alongside this, there are assumptions that students are having fun in their university learning experience through playful learning and gamification. However, it appears that there is a distinct lack of research that critically examines UG students' and teachers notions of fun in learning and its perceived value. This presentation contributes to this gap by presenting preliminary empirical research findings of data collected from UG students and teachers as to what constitutes as fun in learning and teaching as well as its perceived educational value. The research has adopted a student-staff partnership approach (Healey, Flint and Harrington, 2014) by co-designing and undertaking this study in partnership with the ambition of working together to obtain dual perspectives of student learning experiences and staff teaching pedagogy. We feel that this research is relevant and timely in several ways including considerations of the backdrop of neoliberalism and the marketisation of higher education and the links of fun to notions of 'student satisfaction.' Additionally, the study has the potential to explore how perceptions and experiences of fun in learning and teaching have been influenced by the current pandemic and move to hybrid and online learning. This could provoke stimulating debate regarding what fun could look like in the future of HE and transforming learning experiences.

Activities and Approximate Timings

- We will commence the presentation with a brief literature review of notions of fun, play and games in the context of HE to contextualise the presentation for delegates and formulate the argument regarding the research gap in this area (10 minutes).
- Following this, we will briefly outline the methodology for further contextualisation for participants and present the preliminary data findings so far from the study (15 minutes).
- We will conclude the session outlining what our tentative results offer so far in debates relating to student experience and staff pedagogical practice, and finally offer delegates the opportunity to respond to the study through some thought-provoking questions based on the study so far such as: Is there a space and place for fun in HE learning and teaching?
- How do student and staff perspectives of fun align? (5 minutes).
- What does fun look like in online learning? Subsequent Q&A will take place for 10 minutes.

Preparation before the session

N/A

References and sources

Whitton, N. and Moseley, A. (2019). *Playful Learning: events and activities to engage adults.* London: Routledge.

Healey, M., Flint, A., & Harrington, K. (2014). "Framework for partnership in learning and teaching in higher education." *Higher Education Academy.* Retrieved from https://www.heacademy.ac.uk/sites/default/files/resources/engagement_through_partnership.pdf

Acknowledgements

Title: Dimensions of development as a teacher in higher education

Presenter: David Baume PhD SFESDA SFHEA, Higher education consultant; Fellow, University of London Centre for Distance Education

Learning Outcomes

We shall review key models of how academics develop as teachers, and see how six (or maybe seven) what we may call Dimensions of development underpin these models:

(1) The person or persons on whom the teacher focuses their attention;

(2) The object on which the teacher focuses their attention;

(3) The teacher's intention or purpose;

(4) The teacher's practice;

(5) The theories, conceptions and/or models of learning that the teacher espouses and, with some overlap, enacts; and

(6) Values or principles informing practice.

The seventh may be the teacher's consciousness of their place on these dimensions, and the connections they make among the dimensions.

We shall explore ways of using this account of dimensions of development to plan our own development and the development of higher education teachers

References and indicative sources

Baume, D. and Scanlon, E., 2018. What the research says about how and why learning happens. In: R. Luckin, ed., Enhancing Learning and Teaching with Technology - What the Research Says, 1st ed. London: UCL IoE Press, pp.2-13.

Fox, D., 1983. Personal theories of teaching. Studies in Higher Education, 8(2), pp.151-163.

Harden, R. and Crosby, J., 2000. AMEE Guide No 20: The good teacher is more than a lecturer - the twelve roles of the teacher. Medical Teacher, 22(4), pp.334-347.

Kember, D. (1997). "A reconceptualisation of the research into University academics' conceptions of teaching". Learning and instruction (0959-4752), 7 (3), p. 255.

Kugel, P., 1993. How professors develop as teachers. Studies in Higher Education, 18(3), pp.315-328.

Martin, E. and Ramsden, P., 1992. An expanding awareness: How lecturers change their understanding of teaching. In: M. Parer, ed., Academic under pressure: Theory and practice for the 21st-century, 1st ed. Churchill, Vic.: HERDSA.

Nicholls, G., 2005. New lecturers' constructions of learning, teaching and research in higher education. Studies in Higher Education, 30(5), pp.611-625.

Pratt, D., 1998. Five Perspectives On Teaching In Adult And Higher Education. 1st ed. Melbourne Fl: Krieger Publishing Co.

Trigwell, K., Prosser, M. and Taylor, P., 1994. Qualitative differences in approaches to teaching first year university science. Higher Education, 27(1), pp.75-84.

Title: **The Big Wave of Apprenticeship: Hit or Miss?**

Presenter: Simon Leung
                   South Bank University

Learning Outcomes

By the end of this session, delegates will be able to:
• Management of expectations from apprentices and employers
• Understand the importance of reviews
• Focusing on the compliance component and professional component
• Improved understanding of the Apprenticeship Standards by the Institute for Apprenticeships
• Integration of KSBs into the curriculum into the degree programme

Outline
A financial incentive driven by Chancellor Rishi Sunak launched in July 2020 BBC (2020), in his Spending Review. Employers already receive a £1,000 payment for each apprentice will now receive an additional £2,000 before March 2021.
The incentive is designed to support employers to continue attaining new skills that they need to help recover from the economic impact of COVID-19, whilst creating new jobs. Fuller, A (2010) suggested that there has been a slow uptake since the first introduction of Apprenticeship in 1994 due to the lack of employer demand and commitment, there has been a surge in demand in recent years, this needs to be addressed by HEIs.
At LSBU, we pioneer in our apprenticeship degree programme with a high success rate. We have implemented a robust plan and strategy in place in conducting apprenticeship tripartite review, which is crucial in tracking their progress throughout their degree programme. This will also ensure that apprentices provide sufficient evidence for their KSBs to successfully go through the gateway and to start their EPA (End Point Assessment) process. We are working with just over 100 engineering companies and we have 200 apprentices studying Civil Engineering alone at LSBU. This is based on a strong foundation that we have built a few years ago.
We work closely with the professional institution, the Institution of Civil Engineers (ICE) to ensure that our programme is mapped in the highest standard and quality, ICE (2009). As part of our delivery plan for the apprenticeship degree, our Industrial Advisory Board reviews our degree programme on a regular basis. It is important to understand that Apprenticeship degree differs from a 'traditional' degree. The paper will give details on how the apprenticeship programme work, it will be an opportunity to share knowledge and experience about the critical processes.

Activities and Approximate Timings
The session will include a 20 mins presentation about the work that has been done, from an overview to the critical processes. The presentation will be structured in a way that is easily understandable to a non-technical audience. It would be good to share the experience with other Higher Education Institutions to engage with a discussion. We will

also be exploring the pedagogy and impact that apprenticeship had in our industry and profession in Civil Engineering.

The fact that the duration of the Apprenticeship course is five years plus time for EPA to attain Incorporated Engineer (IEng) status. It will be a very interesting discussion to compare this with a normal route of 'traditional' three years degree plus at least three years of professional training to attain Chartered Engineer (CEng) status. The learning in terms of Knowledge, Skills and Behaviours can be completely different. 3

Preparation before the session
Institute for Apprenticeships and Technical Education, Civil Engineering (degree)
https://www.instituteforapprenticeships.org/apprenticeship-standards/civil-engineer-(degree)-v1-0
Institution of Civil Engineers, Degree Apprenticeship
https://www.ice.org.uk/careers-and-training/apprenticeships/apprentices

References and sources
Key texts mentioned in the outline.
Please use the Harvard referencing system.
ICE (2019), *Civil Engineering Degree Apprenticeship, Mapping of Knowledge, Skills & Behaviours against ICE Attributes,* Institution of Civil Engineers
Institute for Apprenticeships (2017) *Assessment Plan for Civil Engineer Non-Integrated Degree Apprenticeship Level 6,* Institute for Apprenticeships and Technical Education
BBC (2020) 'Sunak to give firms £1,000 cash bonus to hire trainees', *BBC*, 6th July 2020

Title: **Harnessing the power of change and uncertainty to see our practices differently: developing a new model to inform our ongoing EdDev and TEL roles.**

Presenter: Clare Kell, Elizabeth Jones, Lyndsey Muir
University of South Wales

Learning Outcomes:
By the end of this session, delegates will be able to:
- Critically consider the importance of community building in EdDev/TEL.
- Describe what brokerage might look like in a range of HE staff roles.
- Discuss opportunities to make visible, and help HEIs value, the 'expertises' in its EdDev/TEL teams.

Outline:

USW's Centre for the Enhancement of Learning and Teaching (CELT) frames its practice around five themes which, as tramlines, create a schematic of our educational development, TEL and administrative support offers, and anchor our annual review and reflections. In 2019/20 we began an evaluation project to explore how data could evidence the impact of our work, with outcomes planned to strengthen the evidence-base of our roles in USW's successes and enhance individual CVs, CPD and personal professional recognition.

Building the project on the team's experience and confidence using adaptations of Popovic and Plank's (2016) and Kennedy's (2005) evaluation models, we injected fresh ideas from a national expert, explored the notion of professional identities (Kreber 2010) and arrived, by July 2020, at a focused, Covid-19 relevant project question. The presentation will share how cycles of 'making visible' through staff surveys, a*dhoc* conversations, Covid-19 response support feedback, discussions, critical conversations and reflection identified 'Community Building' (CB) as the core of our practice irrespective of role. Conceiving CB as the weave of our work rather than a separate workstrand was a major 'ahha' moment. Drilling into the data, we identified brokerage (Jackson, 2003) as our common expertise. Having this expertise made visible through our peers' descriptions of the impact of our work on their well-being and sense of belonging during the challenges of lockdown has been hugely empowering. Seeing our individual and collective roles in new ways, we are redeveloping CELT's practice model placing CB, enabled through the ethos and skills of brokerage, as an explicit aspect of all our work. We will share our journey in developing and using the model to inform the refreshed ways we are thinking about sharing and celebrating how, as we look to the future, we work with each other and our colleagues at USW.

Activities and Approximate Timings:

Presentation: 20-25 mins
- Introduction and setting the scene, context and theoretical framing of the project;
- Brief timeline of key project milestones;
- Sharing of key findings related to the focus of the presentation;

- 'Live' redrawing of our former tramlines to create our new model;
- Illustration of how EdDev/TEL practice can change using the new model as a framework;
- Offering next step proposals;
- Posing questions for group discussion.

<u>Discussion:</u>15-20 mins

Indicative questions:

1. Could you share your first thoughts bubbling up from our presentation? Have you experienced something similar you could share?
2. What could be your team's surprising or possibly normally hidden or unnoticed expertises? (Veevox word cloud)
3. How could making these expertises visible help staff development teams promote their value to the university? (veevox word cloud)

Preparation before the session:

We would like participants to have sight of our 18/19 tramline flier that illustrates our former approach to role identity and sharing.

References and sources:

Kennedy, A (2005) Models of continuing professional development: a framework for analysis,
<u>Journal of In-service Education</u>, 31 (2):235-250

Kreber, C (2010) Academics' teacher identities: authenticity and pedagogy. <u>Studies in Higher Education</u> 35(2), pp. 171-194.

Jackson, N (2003) Ed <u>Engaging and changing Higher Education through brokerage</u>. Abingdon: Routledge.

Popovic, C and Plank, K (2016) Managing and leading change: models and practices
In. Popovic, C and Baume, D <u>Advancing Practice in Academic Development</u>, p 206-223.

Title: **Co-creating the student experience: accelerating and implementing change during and beyond the pandemic**

Presenter: Susan Smith, Dan Axson
University of Sussex

Learning Outcomes:
By the end of this session delegates will be able to:
- Identify the distinct stages of the framework
- Identify where the stages intersect with partnership values
- Explore opportunities within their own partnership projects to apply the framework

Outline:
To enhance the student experience and address student feedback the Business School engaged with the University's Connector Programme to partner with students on a series of short, focused co-creation projects. This presentation will highlight how using a co-creation framework allowed us to mitigate challenges of the past year and engage both staff and students in school based co-creation projects over short periods of time.

With two projects completed and third in its early stages, the framework we present emerged from the initial project and has been applied in the second. The completed projects occurred in very different contexts of educational development (Bovill, 2020): one where the outcome was known (assessment criteria) and one where the outcome emerged (initiatives to build community). Using the framework enabled us to communicate the phases of the project and set expectations. This allowed the projects to move at pace and be responsive to the dynamic nature of the pandemic.

The projects featured were varied in scale, the first was a School wide project designed to refresh assessment criteria and thereby involved a cross departmental group of faculty and students. The final outcome has affected all students within the Business School at every level of taught programme. The second project featured was a short, high impact project undertaken outside the curriculum and focused on one aspect of the student experience in one of the School's departments (Johinke et al., 2018). The outcome has impacted students in the relevant department.

The framework has been found to support the values that underpin co-creation work (Healey et al., 2014) and is designed to be flexible enough to adapt to projects with different aims and scalable from department to institutional level (Mercer-Capstone et al., 2017). All the projects to date have taken place virtually during the pandemic.

Activities and Approximate Timings:
Presentation format 20 minutes for presentation followed by 10 minutes for open Q&A.

References and sources:

Bovill, C. (2020). Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher Education*, *79*(6), 1023–1037. https://doi.org/10.1007/s10734-019-00453-w

Healey, M., Flint, A. & Harrington, K.(2014) Engagement through partnership: students as partners in learning and teaching in higher education. York, Higher Education Academy. Available from: https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher [Accessed 28 January 2021]

Johinke, R., Walker, K., Kirkaldy, F., Sinclair, C., Cheng, W. L., Tran, B., Williamson, E., White, G., & Pillai, S. S. (2018). Therapaws: A partnership between students, staff, and therapy dogs on a university campus. International Journal for Students as Partners, 2(2), 96–105. https://doi.org/10.15173/ijsap.v2i2.3575

Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R. and Swaim, K. (2017) "A Systematic Literature Review of Students as Partners in Higher Education", International Journal for Students as Partners, 1(1). doi: 10.15173/ijsap.v1i1.3119.

Acknowledgements

Title: **Peer Observation of Teaching in a Pandemic: Implications for Educational Development**

Presenter: **Dr Morag Munro; Eddie Corr, Julian Nagi, Robyn Meyler, Katharina Kurz, Michaela Waters and Chris Abraham RCSI University of Medicine & Health Sciences; Maynooth University; Technological University Dublin**

Learning Outcomes
By the end of this session, participants will be able to:

- Identify challenges and benefits associated with PoT in online contexts.
- Explore how to build trust and collegiality in online PoT.
- Identify factors which may contribute to successful online PoT.
- Discuss the role of the Educational Developer in scaffolding and supporting the development of trust, rapport and community essential to successful online PoT.

Outline

Peer Observation of Teaching (PoT) can provide a structured professional dialogue opportunity by which observers and observees share and develop perspectives on teaching (Gosling, 2002). These professional conversations can generate opportunities for both parties to gain perspectives on practices that may have been taken for granted.

The COVID-19 pandemic has necessitated Higher Education institutions to rapidly shift to teaching in a digital environment (Nordmann et al., 2020). With a focus on online teaching and learning set to continue for the foreseeable future, it is timely to consider questions yet to be addressed with respect to the role that PoT might play in online contexts. For example, what does PoT mean in an online context? Should PoT in online environments be concerned with synchronous teaching only or should asynchronous approaches now be considered? What are observers giving feedback on in online PoT? How do participants feel about giving feedback on online teaching when they do not consider themselves to be experts in online teaching? How can academic developers best support the development of the trust, rapport and community essential to successful PoT in online environments?

During the workshop we will discuss how we can learn from and build on, experiences of PoT in online contexts and how this can be sustained post COVID-19. We will share and reflect on the findings of a focus group which sought insights into experiences of and perceptions of PoT in online environments. Participants will be facilitated to explore the factors for success that enable online conversations on teaching and learning, and will consider how educational developers can support professional dialogue about teaching and reflection on practice in an online context.

Activities and Approximate Timings

- Overview of the workshop and introductions (2 mins)
- Presenters provide an overview of the findings from the focus group on online PoT (10 mins)
- Discussion – Participants will collectively reflect on the key findings from the research and consider the implications for successful implementation of PoT in an online context (20 mins). This discussion will utilise prompts adapted from the original research:
    - Can online POT offer an authentic learning experience? How can this be achieved?
    - Can a technology mediated approach for PoT provide evidence for reflective dialogue on teaching practices?
    - How, as educational developers, can we support the building of trust and collegiality in the context of online POT? How important is this?
    - What other factors might make for a successful online PoT?
- Conclusion and group creation of main learning points for educational developers in supporting an online PoT process. (8 mins)

References and sources

Gosling, D. (2002). M*odels of peer observation of teaching.* LTSN Generic Centre

Nordmann E, Horlin C, Hutchison J, Murray J-A, Robson L, Seery MK, et al. (2020). *Ten simple rules for supporting a temporary online pivot in higher education.* PLoS Comput Biol, vol 16, no 10. https://doi.org/10.1371/journal.pcbi.1008242

Title: Employer Engagement in a Pandemic Environment for Connected Curriculum Design

Presenter: Lois Gray
The University of the Highlands and Islands (UHI)

Learning Outcomes

By the end of this session, delegates will be able to:

1. Critique how emerging digital technology can be used to facilitate and maintain University-employer relationships.
2. Reflect on how curriculum, delivery and assessment can be optimised to address engineering graduate skills shortages in a post-pandemic era.
3. Identify the advantages of using educational technologist produced, lecturer-focused, webpage creation tools, to improve online student engagement through interactive, attractive, inclusive, and comprehensive blended resources.

Outline
The context for this initiative was the failure, since 2013, to grow our existing undergraduate engineering Scheme, comprising Electronics, Mechanical, Electrical and Energy engineering. With the pandemic, the attractions of cities had dulled, so I believed we could generate interest in our programmes by removing geographical barriers and by delivering education less bounded by space and time. Additionally, I wanted to embrace Engineering Education 2.0 (Pears 2020) to better prepare students for Industry 4.0 (SDS 2018), moving them up Bloom's Taxonomy (Anderson *et al*. 2001) and down the Learning Pyramid (IEEE 2020). Having delivered online engineering education since 2011, I felt we could harness new technologies and contemporary pedagogies to develop the meta-skills consistently reported lacking by engineering employers. Consequently, we conducted qualitative research with local employers, and quantitative secondary-source research to determine best curriculum design, delivery and assessment. The six employers' representatives, who contributed through focus groups, were selected based on geographical spread and on size, scope, and subjects of interest. Research was fully online, employing various synchronous and asynchronous, emerging digital technologies, to maintain focus and engagement. This resulted in UHI's adoption of a Professional work-related engineering degree, for first delivery in 2022, in any of UHI's 13 Academic Partner Colleges.

We are now producing hybrid modules for this course, using a new tool invented by UHI, which facilitates efficient creation of interactive, engaging and inclusive Reusable Learning Objects (RLOs). The Professional degree will be predominantly delivered online, using contextualised "chunks" of learning, with the support of remote and pocket laboratories (UNED 2021). Since the positive impact of project-based learning on development of engineering students' creativity, self-management, and innovation has been well proven

(Calvo *et al.* 2018), assessment will be through individual and group problem-solving activities, carried out at the student's workplace or in a college/online environment.

Activities and Approximate Timings

Time	Activity	Participants
5 minutes	Powerpoint presentation on employer engagement methods and research findings	Host
5 minutes	Powerpoint presentation on Education 2.0 and the use of digital technologies to enhance Industry 4.0 skills	Host
5 minutes	Question and Answer or Discussion session (Learning Outcomes 1 and 2)	Attendees
5 minutes	Powerpoint presentation on Forge for Reusable Learning Objects	Host
5 minutes	Question and Answer or Discussion session (Learning Outcome 3)	Attendees
5 minutes	Presentation of session results, e.g. by Word Cloud	Host

For the discussion element questions could include:
What do you think of our approach to facilitating University-employer engagement in a fully online environment? What does your University do? How could this be improved?

Do you agree that project-based learning is the best way of developing meta-skills, such as communication, creativity, innovation and self-management? What are the pitfalls? Are there better ways?

Have you used remote laboratories or online simulation tools? Did you find them to be valuable? What problems did you experience and how did you overcome these?

What do you think of our web-based resource creation tool and the RLOs created? How useful is this tool and the RLOs it produces, for work-based learning?

Preparation before the session

Attendees could watch the video produced by Dr. Arnold Pears, the IEEE's key proponent of Engineering Education 2.0: https://www.youtube.com/watch?v=9DY5ngTV0rM. This is one of the drivers of our educational change.

Attendees could also have a prior look at the Reusable Learning Object resource I created on using Excel, for year 1, undergraduate, 6 hours of study. This was created using UHI's new 'Forge' tool: https://showcase.uhi.ac.uk/previews/ESIF_Eng/assets/resources/Cross%20Module%20Materials/Excel%20for%20Analysis%20and%20Graphing/build/index.html However, please be aware this is fully UHI copyrighted and must not be copied at all.

Attendees could then reflect on some of the questions suggested for discussion.

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Calvo, I., Cabanes, I., Quesada, J., and Barambones, O. (2018) '*A Multidisciplinary PBL Approach for Teaching Industrial Informatics and Robotics in Engineering*'. IEEE Transactions on Education 61(1), 21-28

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Universidad Nacional de Educación a Distancia (UNED) (2021) 'Remote Laboratories and IoT', *IEEE Frontiers of Engineering Education* [online]. 18 – 22 January 2021.

Title: From Digital Resistance to Enhanced Capability:
              Negotiating a pathway of change

Presenter: Amanda Chapman, Isabel Lucas, Andy White
              University of Cumbria

Learning Outcomes

By the end of this session, delegates will be able to:

- Understand a different model to their own for the graceful pirouette to blended learning
- Discuss the outcomes of the staff digital capabilities survey through the lens of their own experience and organisation
- Discuss the proposed pathway to establishing a digital sustained legacy and how elements may apply to their context

Outline

This proposal spans a number of SEDA key themes in relation to curriculum development, staff experience and their digital capabilities.

This presentation will look at the University of Cumbria's response to the move to online learning, from our original position as a multi-campus University to where we see ourselves beyond the pandemic. As a disparate University with campuses across Lancashire, Cumbria and London we had been an early adopter of technologies such as Video Conferencing that were predominately used to support our campus deliveries, with rural connectivity and digital poverty of our students seen as a barrier. Our Learning, Teaching and Assessment strategy 2017-2022 has a 3-year project to improve the digital capability of our staff, which was progressing slowly but steadily when the pandemic hit.

With the directive to move online, like most Universities, the Centre for Academic Practice Enhancement published Principles, Guidance and Support for online Learning and changed the focus of our Academic Toolkit with videos and supporting material. We purchased new platforms and rolled out a comprehensive CPD programme to support staff and students.
During the academic year 2020-21, a student survey indicated a broadly positive response to online learning, with students enjoying the interactive aspects of sessions, the pre-recorded videos and the convenience of the asynchronous material.
A second staff survey, which is the follow up to an initial feedback survey in June 2020, is in progress, and one of the key aspects is the potential for sustained positive change. We are particularly interested in identifying those aspects of the Blended approach that staff and students want to retain when we are back to 'normal'. We expect the analysis of the staff survey will fall into the following 3 categories identified in the first staff survey: Digitally-Confident, Digitally-Enhanced and the Digitally-Resistant.
Our pathway for change will look at how we capture and maintain our successes, introducing a digital sustainable legacy for our staff and ultimately our students.

Activities and Approximate Timings

1. Facts and Figures – can you guess the learners' views? (an interactive introduction to the learner feedback on the online aspects of the learning in 2020)
2. The Cumbrian Pirouette (an overview of what we did and the rationale underpinning the strategy)
3. The digital experience of staff (presentation and small group discussion of the feedback from staff in relation to their digital LTA experiences; feedback on how this resonates with the institutions represented in the room and what we can learn from this moving forward)
4. Pathway for Change (presentation and small group discussion of the proposed pathway for sustaining positive change for a blended approach in a multi-site provider)
5. Q&A / open discussion

Preparation before the session

Please think about the following questions:

- What aspects of the move to online learning have you found most powerful in terms of learning and teaching?
- With hindsight, what one piece of training and/or kit do you wish you had had at the start of Lockdown #1?
- Can you think of an aspect of the online move you wish to keep but may be problematic for your learners / context?

References and sources *(word count not applicable)*

https://www.jisc.ac.uk/guides/digital-pedagogy-toolkit [accessed 29/01/21]
https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback [accessed 29/01/21]
Crawford, J , Butler-Henderson, K , Rudolph, J, Malkawi, B, Glowatz, M, Burton, R, Magni, P and Lam, S 2020 , 'COVID-19: 20 countries' higher education intra-period digital pedagogy responses' , Journal of Applied Learning & Teaching, vol. 3, no. 1 , pp. 1-20 , doi: 10.37074/jalt.2020.3.1.7.

Title: **Enhancing authentic learning through the use of smartphone videos**

Presenter: Jonathan Wilson
University of East Anglia

Learning Outcomes

By the end of this session, delegates will be able to:

- Recognise the challenges of creating an authentic learning environment during the pandemic.
- Reflect on the outcomes of using smartphone videos as a means of engaging students in 'authenticity'.
- Critically examine the role of smartphone videos as part of a flipped approach.
- Evaluate the findings in terms of the applicability of the concept of 'pint size videos' in participants' own module/learning design.

Outline
During the COVID-19 pandemic, academics in the UK and around the world had to adjust their practice almost overnight from predominantly face-to-face to fully online or remote ones (Nerantzi, 2020). Thus, for my undergraduate module, a change in module design led to the introduction of a series of 'Pint Size Research' authentic learning videos. These are created using my own smartphone, together with Canva and Clips. The main purpose for creating these videos is to engage students in "authenticity" and to support learning remotely.

The word "authenticity" is interpreted in a number of ways in current literature about learning and curriculum, although it can be viewed as giving student learning a similar emphasis to that of the "real-world" context and community of practice (Stein et al., 2004). Bozalek et al. (2013) noted that authentic learning has been suggested as a way to bring the necessary complexity into learning to deal with challenges in professional practice that students will encounter following graduation.

Each of my pint size (two to eight minute) videos focuses on a real-world scenario and questions. Students get to work on real-life problems and are more motivated to learn when they see how a concept relates to their own lives (Watters & Ginns, 2000). The videos form part of a flipped approach whereby students work on the tasks in their own time, we then discuss the scenarios and answers during synchronous online sessions.

In summary, change to my module design involved the introduction of pint size research videos as an authentic learning tool. My presentation reports on the process of changing module design to include asynchronous pint size research videos, shares students' feedback, and finally, provides useful takeaways for colleagues interested in developing their own learning videos

Activities and Approximate Timings

The outline of the presentation is as follows:

- Rationale, process, students' feedback and key takeaways associated with introducing pint size smartphone videos (20 mins)
- Questions from participants and closing summary (10 mins).

References and sources

Bozalek et al. (2013) noted that authentic learning has been suggested as a way to bring the necessary complexity into learning to deal with challenges in professional practice that students will encounter following graduation.

Nerantzi, C., (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 Pandemic. *International Journal of Management and Applied Research*, *7*(2), pp.184-195.

Stein, S.J., Isaacs, G., and Andrews, T. (2004) Incorporating authentic learning experiences within a university course. *Studies in Higher Education*, 29(2), 239-58.

Watters, J.J. and Ginns, I.S. (2000). Developing motivation to teach elementary science: Effect of collaborative and authentic learning practices in preservice education. *Journal of Science Teacher Education*, 11(4), 301-321.

Title: Expertise, student-centred learning & the 3 Circles of Presence

Presenter: Helen King
University of the West of England

Learning Outcomes
By the end of this session, delegates will be able to:

- Review their personal approaches to teaching and learning in order to foster better student engagement;
- Consider the influences of professional development and experience on teachers' conceptions of learning;
- Identify actions to apply their learning from the session.

Outline
I have developed a model of expertise for teaching in higher education based on empirical research and aligned to generic characteristics prominent in the literature on expertise (King, 2020). This model comprises three interacting dimensions in the form of a Venn diagram: Pedagogical Content Knowledge (PCK), Artistry, and Intentional Learning & Development. This session will explore the intersection between PCK and Artistry, suggesting that it is manifest in the concept of student-centred learning. PCK is the interaction of subject knowledge with the application of effective pedagogy (Shulman,1986). Artistry, after Schön (1982), is those, often intangible characteristics, reflection-in-action, intuition, improvisation in the classroom, authenticity and rapport which can be recognised in expert teachers compared with novices or experienced non-experts.

Many teachers' conceptions of learning evolve from teacher-centred to student-centred through professional development and/or experience (Prosser & Trigwell, 1998). Interestingly, observations of and conversations with experts in a variety of professions also indicates a shift of focus from oneself to one's client or customer (Kneebone, 2020). In addition, a student-centred approach necessarily requires the teacher to be engaging in their interactions with students in order to foster a positive relationship and motivate the student to learn (and engaging with students in an online environment has been a particular concern of teachers during the pandemic). Patsy Rodenburg's theory of 3 circles of presence provides a performative view of this engagement, and the shift of focus from self to other (e.g. https://actingcoachscotland.co.uk/blog/circles-presence/).

The aim of this session is to explore these different perspectives on student-centred learning and expertise in teaching, in order to consider how to enhance one's own practice and support the development of others'. I am also interested in exploring these ideas in order to inform a research project being undertaken later in the year.
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Activities and Approximate Timings
The structure for the workshop is framed around Rolfe et al (2001)'s model of reflection:

What?
15 minutes: Introductory presentation setting out the context and background

So what?
20 minutes: Participants split into multiples of 2 break-out groups for a structured discussion around two topics (anonymous notes captured through Mentimeter):
Break out group(s) A: Student-centred learning and the shift from self
Break out group(s) B: Student engagement and the 3 circles of presence

10 minutes: Feedback and discuss key points from the groups (using Mentimeter notes as a prompt), identify how these ideas might be used to enhance learning & teaching.

Now what?
10 minute: Identify next steps for participants and presenter including application to personal teaching or educational development, and empirical research

Preparation before the session
No preparation required

References and sources
King, H. (2020) Future-ready faculty: Developing the characteristics of expertise in teaching in higher education. *Proceedings of the International Consortium for Educational Development*
Kneebone, R. (2020) *Expert: Understanding the Path to Mastery*. Penguin
Prosser, M. and Trigwell, K. (1998). *Understanding Learning and Teaching: The Experience in Higher Education*. Milton Keynes: Open University Press.
Rolfe, G., Freshwater, D. & Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan
Schön, D. (1982) *The Reflective Practitioner: how professionals think in action*. Routledge, London
Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, Vo.15 No.2 pp 4-31

Title: **Shiny METaL: Commissioning a media-enhanced teaching and learning environment for connected learning**

Presenter: Andrew Middleton
Anglia Ruskin University

Learning Outcomes

By the end of this session, delegates will be able to:

- Evaluate blended and hybrid models of active learning with reference to ARU's person-centred Unified Active Learning Framework;
- Describe the social and pedagogic rationale for developing a digital media enriched active learning environment;
- List and explain examples of media-enhanced pedagogies that demonstrate the pedagogic purpose of using and producing video and audio media;
- Describe what constitutes a suitable infrastructure capable of supporting the use and production of digital media to enhance learning, teaching and assessment.

Outline (294)

Anglia Ruskin University is committed to developing a rich student-centred learning experience. Alongside the implementation of our Active Curriculum Framework and the revalidation of all undergraduate courses to deliver this, ARU has been developing its educational technology ecosystem by moving to the Canvas LMS and selected third party tools. Integrated support for the use and production of video and audio by academics and students has required a special focus in this work, addressing a legacy of piecemeal applications and functionality. An effective system is one that is fully functional and seamlessly integrated pedagogically, technically, and in terms of its administration. Academic innovators and staff in professional services have formed the METaL steering group which has driven the METaL work over two years. This collaboration has been a rich learning experience for the institution and all those involved. Our goal is to specify and procure a single system to underpin a seamless user and producer experience of media-enhanced teaching and learning. To this end, the METaL project has:

- Defined the pedagogy of media-enhanced teaching and learning by drawing upon existing experience, literature and interest;
- Established prototype pedagogies structured by the concept of media intervention (Middleton, 2018; 2013);
- Evaluated media-enhanced pedagogies to establish a detailed requirements specification in readiness for procurement;
- Reviewed and updated management systems, and institutional policy and guidance for capturing active learning.

We are ready and eager to implement media-enhanced practice in all disciplines in support of our Active Curriculum Framework, ensuring that learning is active, inclusive

and collaborative. Our aim is to 'Bring Canvas to Life!' – the theme we have assigned to curriculum enhancement and staff development in response to the Covid-19 pandemic. The session seeks to check and share our ambition and thinking as we set about finding the right system.

Activities and Approximate Timings (300 words)
1. Introduction (30 minutes)
- Establish the context provided by the ARU Active Curriculum Framework and the LMS project
- Explain how the pandemic focused our attention on both the academic and the student experience of teaching and learning. Introduce our Unified Active Learning (UAL) Adoption Framework, its principles and how they inform academic adoption, reflection and enhancement of practice. Introduce its three enabling and flexible dimensions, expressed as:

  "In their formal engagement, all of my students, however and wherever they access their learning, normally:
  1. **Identity:** Learn alongside each other, being aware of each other and their common purpose, having a strong association with their course and feeling a strong sense of being part of something.
  2. **Connection:** Learn through regular interactions in their connected class and through formative and summative group work in which they have a clear and equal role. They learn from their different perspectives, regularly working as supportive teams.
  3. **Commitment:** Value each other, coming to refer to each other habitually in all that they do as co-producers of knowledge and co-creators of their learning experience.

Participants will compare these dimensions to other articulates of blended learning and hybrid learning. We will discuss:
- How does this UAL articulation compare to other frameworks used to support staff and students move to online and blended approaches?

2. Media-Enhanced Teaching & Learning strategies as UAL (30 minutes)
Using the UAL Adoption Framework, participants will co-create media-enhanced teaching and learning pedagogies in small breakout groups, with each group using a sharable document. Groups will first use 'silent collaborative writing' and then a 'commenting, embellishing, and rating' activity before negotiating 'best answers', which will be shared.

3. Specifying our METaL System (15 minutes)
Together we will discuss what a METaL System to support blended, hybrid or Unified Active Learning needs to be.

Preparation before the session

Please talk to your academics about how they and their students have used and produced video and audio to enhance their experience of teaching, learning and assessment during the pandemic. Ask them how easy it ha been and what barriers they have encountered.

References and sources *(word count not applicable)*
Middleton, A. (2018). Reimagining spaces for learning in higher education. Basingstoke: Palgrave Learning & Teaching.

Middleton, A., ed. (2013). Digital voices: A collaborative exploration of the recorded voice in post-compulsory education. Media-Enhanced Learning Special Interest Group & Sheffield Hallam University.

Title: **Pracademia and shifting settings: Exploring applied learning within the 'new-abnormal' HE environment**

Presenter: Jill Dickinson, Teri-Lisa Griffiths
Sheffield Hallam University

Learning Outcomes

By the end of this session, delegates will be able to:

- Understand more about the role that practitioner experience may play in responding to the challenges for applied learning that have been presented by the pandemic.
- Identify strategies to address some of the challenges for applied learning within shifting settings.
- Recognise the valuable roles that both pracademics and academics who have taken a more traditional route to their career can play in collaboratively developing opportunities for applied learning within a challenging HE environment.
- Find out more about joining an online, international, community of practice, the Pracademia HE Advance Connect Network.

Outline

The myriad challenges facing the HE sector are well-documented. These include fears about the psychological health of both staff (Wellcome Trust 2020) and students (Macaskill 2012). Such concerns about mental wellbeing have only been compounded by the global pandemic (Gavin et al 2020), and the resulting anxieties arising from shifting classroom settings (Times Higher Education 2020) and e-learning (McPherson and Nunes 2008).

Against this backdrop, this interactive workshop encourages audience reflection and peer-learning about the role that practitioners who teach in academia, or 'pracademics' (Posner 2009), may play in developing opportunities for applied learning (Acharya et al 2018). Whilst research already highlights how pracademics use their practitioner experience and contact networks to enhance the student experience (Dickinson et al 2020), this workshop specifically considers how HEIs could draw on pracademics' skills, knowledge, and approaches to help address the challenges presented by fluctuations between physical and virtual learning spaces. To stimulate the workshop discussions, the presenters will present findings from their related projects that explore staff and student perceptions of changing working environments, and pracademics' experiences of making the transition from practice into academia.

As part of the workshop, the presenters will also invite delegates to join the Pracademia community of practice that is hosted by AdvanceHE Connect. This online, international platform has been developed for the benefit of all academics, students, HEIs, employers and other organisations. Bringing together academics and practitioners from across the

world, it seeks to influence the development of training programmes, encourage best practice, and facilitate collaborations around the themes of research, teaching and learning, and professional development.

Activities and Approximate Timings
- Introduction – presenters will outline the key concepts to provide a context for further discussion (5 minutes)
- Spaces discussion – delegates will be invited to discuss how their working spaces may have changed since the Covid-19 on-campus restrictions and its impact on their practice with students. A mechanism for sharing insights will be offered. (15 minutes)
- Future thinking – presenters will deliver a short input which offers suggestions for how educators are adapting to remote delivery (5 minutes)
- Adjustments to practice – delegates will be invited to consider what, if any, changes necessitated by the requirement for remote delivery they will incorporate into their practice for the future. (10 minutes)
- Delegates will be invited to join the Pracademia networking group (5 minutes)
-

Preparation before the session

We invite delegates to:
- bring with them a photograph of their learning space and/or an artefact from their time in practice to help stimulate discussions; and
- reflect on the extent to which their approach to applied learning may have changed during the pandemic.

References and sources

Acharya, H., Reddy, R. and Hussein, A. (2018) 'The effectiveness of applied learning: an empirical evaluation using role playing in the classroom', *Journal of Research in Innovative Teaching and Learning*, DOI: 10.1108/JRIT-06-2018-0013.

Dickinson, J., Fowler, A. and Griffiths, T. (2020) 'Pracademics? Exploring transitions and professional identities in higher education', *Studies in Higher Education*, DOI: 10.1080/03075079.2020.1744123.

Havergal, C. (2020) 'English universities told to move teaching online by 9 December', Times Higher Education, 11 November, available from: https://www.timeshighereducation.com/news/english-universities-told-move-teaching-online-9-december. Accessed 28 January 2021.

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Macaskill, A. (2012) 'The mental health of university students in the United Kingdom', *British journal of Guidance and Counselling*, DOI: 10.1080/03069885.2012.743110.

McPherson, M.A. and Nunes, J.M. (2008) 'Critical issues for e-learning delivery: what may seem obvious is not always put into practice', *Journal of Computer Assisted Learning*, DOI: 10.1111/j.1365-2729.2008.00281.x.

Posner, P. (2009) 'The Pracademic: An agenda for re-engaging practitioners and academics', *Public Budgeting & Finance*, DOI: 10.1111/j.1540-5850.2009.00921.x.

Wellcome Trust. (2020) *What Researchers Think About the Culture They Work In,* Availabel from: what-researchers-think-about-the-culture-they-work-in.pdf. Accessed 28 January 2021.

Title: Rethink, reimagine, and redesign teaching, learning, and assessment: Lessons learned and moving forward from remote academic experience @ University of Limerick

Presenter: Dylan Scanlon and Niamh Kennedy

Outline

The focus of the presentation will be three lessons learned over the past year with regards to teaching, learning, and assessment, and three aligned suggestions in how we can move forward with these lessons learned. While reflecting on these lessons learned, our intention is to encourage the higher education community to rethink, reimagine, and redesign teaching, learning, and assessment, and therefore the overall student learning experience.

Title: Student Engagement: Enhancing Our Learning Community
                @ Stirling Through Challenging Times

Presenter: Sarah Gardiner and Arlana Yessenbayeva

Outline

My name is Sarah Gardiner, and I am a current 3rd year student and Student Engagement officer at the university of Stirling. I am a mature student who enjoys research into human behaviour whether this is in a psychology setting or within the bigger university community. I began this journey as a volunteer as part of the Student as partners in Learning initiative and was offered a paid position. As part of this position myself and my coworker have designed a study to investigate how our current students and staff feel the university has managed throughout the pandemic and how we can use the best practices for the upcoming semester. I am a mature student and a single parent to a crazy 8-year-old son. I enjoy being able to contribute to the university, ensuring that our practices are as inclusive as possible which is very important to me as an Autistic Student.

My name is Arlana Yessenbayeva, I am a 3rd year Economics and Finance. Having a module representative experience, I was interested in how student voice would work in the online environment. When I heard about Students as Partners in Learning I applied instantly motivated by the opportunity to share and come up with solutions to problems our university community has never faced before.

Last autumn I was able to help with testing of different online modules I have never studied within my curriculum such as French history and computer science. This semester I was studying from home in Kazakhstan, which with its various challenges motivated me to think of

creative solutions for accessibility and inclusivity regardless time, geographical and other differences, and help make students feel more connected.

I like to communicate with students of different degrees about their online learning experience, and then benefit our community by highlighting the different perspectives and experiences.

Title: **Supporting New Computer Science Academics**

Presenter: Alastair Irons[1], Alan Hayes[2], James Davenport[2], Tom Crick[3], Tom Pricket[4]
University of Sunderland[1], University of Bath[2], Swansea University[3], Northumbria University[4]

Learning Outcomes

By the end of this session, delegates will be able to:

- Consider the need for subject specific pedagogic development programmes for new academics – using computer science as an example;
- Evaluate the rationale for creating subject specific CPD;
- Utilise a framework for evaluation of a mentor schemes for new academics
- Evaluate the use of technologies to enable peer supported communities of practice

Outline

The proposed research paper shares the team's initial findings on the project to create a national community of practice in computer science education. The programme has been designed to:

- provide a programme of continued professional development (CPD) for computer science specific requirements in higher education;
- offer a community of practice and support network for new computer science academics (in addition to their PG Cert in academic practice activities); and
- generate a forum for sharing good practice and offers a mentoring framework for new computer science academics.

The project has grown from work undertaken in the Institute of Coding and the BCS Academy Board for Computing and literature such as Murphy (2016) and Davenport et al (2017) has been aimed at computer science academics who are **new** to teaching in UK HEIs i.e. early career academics.

There were a number of reasons for creating this programme specifically for computer science academics, including:
- changes in the national computer science curricula;
- high attrition and failure rates of students;
- student satisfaction commonly reported to be lower than that of other disciplines;, and
- specific pedagogic challenges in teaching subjects such as programming.

In the first phase of the project the team have established a project steering group, a project operations group and an initial cohort of participants. An initial CPD programme has been created and a series of workshops and pilot sessions have taken place to enable the project team to gather data and identify a set of requirements to take forward into phase 2 of the project.

This presentation shares our initial findings from data gathered from workshops and through feedback from pilot CPD sessions (Crick et al 2020; Crick et al 2021). In addition to obtaining data from participants and potential participants, we have gathered feedback from the broader computer science community on the creation of the programme. We will also explore the arguments against creating subject specific CPD.

Activities and Approximate Timings

The session will be delivered by members of the project team and will use data gathered from workshops, pilot studies and feedback sessions.

Overview of the Project to Date (20 minutes)
Introduction
Background to the Project
Design process
Workshops and feedback
Pilot session
Feedback and Evaluation
Next Steps
Questions and Discussion (10 minutes)

Potential Questions

Why did you do this ?
Is the programme transferrable to other disciplines ?
What are the main factors raised by new computer science academics ?
Will the programme be available in online mode ?
How is the community of practice being managed ?
How have you engaged mentors and what training / expectations are there for mentors ?

Preparation before the session

No preparation required

References and sources *(word count not applicable)*

T. Crick, J. H. Davenport, A. Hayes, A. Irons, and T. Prickett. Supporting Early-Career Academics in the UK Computer Science Community. 2021. In proceedings of ACM Computing Education Practice (CEP 2021). https://doi.org/10.1145/3437914.3437977

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Davenport, J., Hayes, A., Hourizi, R., and Crick, T. (2016) Innovative Pedagogical Practices in the Craft of Computing. In Proc. 4th International Conference on Learning and Teaching in Computing and Engineering (LaTiCE 2016). 115–119. https://doi.org/10.1109/LaTiCE.2016.38

Acknowledgements

Title: Cascading conversations across Professional Development Open Courses and Community in teaching and learning in Irish Higher Education: Embedding and sustaining the national perspective from within.

Presenter: Roisin Donnelly, Caitriona NiShe, Colin Lowry, and Terry Maguire

National Forum for the Enhancement of Teaching and Learning in Higher Education

Summary

This session is aimed at teaching and learning staff, academic leaders/senior managers, educational/academic developers, and will offer an opportunity to explore together the long-term vision of a valued and informed teaching and learning culture in Irish higher education and the impact of national conversations on professional development in teaching and learning.

Theme

The momentum in PD offered by the success of the Open Courses, the sudden national move to online/remote teaching and learning in recent months, and the evolving education policy context (in Ireland), have combined to present a unique opportunity to make strategic forward motion regarding teaching and learning enhancement.

Learning Outcomes

By the end of this session, delegates will be able to:
- Critically discuss the Irish framework of professional development of all who teach in higher education and the national conversations taking place on teaching and learning pre-and-during covid times.
- Explore the approach taken to implementing a suite of 20 flexible open-access professional development (PD) Open Courses for national recognition.
- Challenge current conversations around professional development, in particular on their ability or inability to empower academics to make a difference to individual practice and collective T&L responsibility.
- Reflect on lessons learnt from this work including how this PD initiative can encourage the HE community to consider how top-down initiatives influence informal T&L conversations and vice versa.

Outline

The National Forum has been in existence since 2013 and is the national body responsible for leading and advising on the enhancement of teaching and learning in the Irish higher education sector. From its inception, it has placed a focus on how engagement and conversations with the sector and all its stakeholders, takes place. In 2017, the Irish HE sector charged the Forum with the responsibility of rolling-out sectoral engagement with the national professional development framework (National Forum, 2016). The PD framework is underpinned by a shared set of professional values to provide an anchor for conversations within this community. The values (authenticity, student centeredness, scholarship, inclusivity and collaboration) reflect the aims of the framework; to empower and encourage staff, to enhance the learning experience, and to contribute to quality in teaching and learning in Irish HE. This initiative has grown quickly through the provision of PD in the form of badged Open Courses across the HE sector. Clear benefits of

this work have been evidenced with many across the sector having voiced an intention to re-think their teaching and assessment strategies as a result of the learnings they have gained through engagement with conversations on PD. A national online learning community is now being established to further the collaboration among all those who teach across the sector. A bottom-up approach, with support from management, is key to embedding and sustaining this newly formed community platform.

The focus of the presentation will be on how a conversational approach leads to collective effort to provide clarity on concepts related to PD in T&L. This work builds on the National Forum ground-up approach for involving stakeholders across the Irish HE sector in the creation of the PD framework, and the approach taken and the perspectives that emerged from these PD conversations, along with the resulting national understanding, will be presented and discussed. Literature will be discussed which explores conversations on PD and recognition for staff with a teaching role, along with the power of dialogic-change as an approach to supporting these conversations and moving them forward into action at institutional and national levels.

In terms of challenges faced, T&L has never been the focus of so much national and higher education attention as it has been in recent months. The National Forum, having established itself as the key stakeholder in conversations on teaching and learning, has an opportunity to leverage the spotlight now trained on the domain. Learning conversations can help academics think through what this will mean for them, for their students and their practice. Moreover, it can prompt educators to deliberate whether pedagogical conversations can achieve macro-level impact in a short period of time (7 years since the Forum's establishment). We will discuss the bottom-up approach that the Forum takes in all its interactions and T&L conversations (enhancing these informal conversations through formal engagement strategies).

Activities and Approximate Timings
Questions for discussion:
- What are the staff characteristics of those conversing about professional development in teaching and learning (T&L) in their institutional and national contexts?
- How we can translate professional development conversations in institutional and national contexts into a space where they can be used to inform macro-level system action? *The National Forum's Open Courses and Community Platform are presented as an example of how these conversations can translate into action.*
- How best can we map that process, drawing out where PD conversations in T&L matter and are subsequently positioned where they can inform action?

References and sources

National Forum (2016). *National Professional Development Framework of those who teach across the sector*. https://www.teachingandlearning.ie/our-priorities/professional-development/the-national-professional-development-framework-pdf-for-all-staff-who-teach-in-higher-education/

Workshop	19

Title: Supporting critical thinking through purposeful classroom talk

Presenter: Marion Heron, Hilary Wason
University of Surrey, Kingston University

Learning Outcomes

By the end of this session, delegates will be able to:

- Explore the principles of dialogic teaching
- Make links between dialogic teaching and supporting critical thinking
- Apply dialogic teaching principles to classroom discourse
- Evaluate how they incorporate dialogic teaching principles in their teaching

Outline

This presentation will discuss preliminary findings of a SEDA funded project entitled *Developing and evaluating a dialogic pedagogy to support critical thinking*. The aim of the project is to provide a scheme of academic development activities through an existing community of practice (called CritTalk) which introduces teachers to dialogic pedagogy and develops their understanding, self-efficacy and skills as well as evaluating their experiences of using a Critical Thinking Skills Toolkit.

Previous to this study, one of the presenters had previously worked with staff and students to co-create 8 discipline specific Critical Thinking Skills Toolkits (Wason, 2016), designed to support the development of Facione's (1990) typology of critical thinking skills within existing curricula. However, observations and discussions with students and teachers suggested that the link between students' use of the toolkit and teachers' pedagogy around the toolkit was not always aligned with the aims of the Toolkit. There was also evidence of a lack of understanding amongst staff to develop teaching practices to support its use. Critical thinking is underpinned by the use of appropriate classroom discourse, however the lack of a common language about what critical thinking means between educators and students, as well as a lack of awareness of the key role of classroom talk could result in untapped potential of the CritTalk toolkit. Dialogic teaching (Alexander, 2020) supports a particular type of classroom discourse, one in which teachers and students use educational dialogue to develop students' critical thinking and oracy skills.

The project has thus far involved four CritTalk sessions where teachers from all disciplines are introduced to principles of dialogic teaching and with a particular focus on establishing supportive classrooms (both F2F and online) and using classroom talk (e.g. questioning) to promote critical thinking. Preliminary data has been gathered through session feedback and pre-session questionnaires. We will share this data with participants and discuss next steps. We will also invite conference participants to share their own experiences of teaching critical thinking and supporting educational classroom discourse.

Activities and Approximate Timings *(no more than 300 words)* **Total 40 mins**

1. Brief outline of research project – context, participants, motivation. [5 mins]
2. Presentation of key concepts and literature [5 mins]
3. Discussion with participants on the concepts of critical thinking and dialogic teaching – sharing experiences [10 mins]
4. Presentation of the outline of academic development activities [2 mins]
5. Activity to show the link between CritTalk toolkit and dialogic teaching [10 mins]
6. Presentation of preliminary data [3 mins]
7. Questions and comments [5 mins]

Preparation before the session

Read: https://www.nie.edu.sg/docs/default-source/event-document/final-dialogic-teaching-essentials.pdf

References and sources *(word count not applicable)*

Alexander, R. (2020). *A dialogic teaching companion.* Routledge

Facione, P.A. (1990) *Critical Thinking A statement of expert consensus for purposes of educational attainment and instruction.* American Philosophical Association

Wason, H. (2016) '*Embedding a Critical Thinking Framework for Undergraduate Business Students'*, in Remenyi, D. (Ed.) 2016 Innovation in the Teaching of Research Methodology Excellence Awards: An Anthology of Case Histories, Reading: Academic Conferences and Publishing International

Title: Fostering a healthy remote learning environment for students and educators

Presenter: Ruairi O'Gallchoir, plus members of the EDTL Student Intern team

Irish Universities Association

Summary: To explore the shared responsibility of both students and educators in creating an online learning environment that both fosters a sense of community wellbeing and optimism.

Theme *:* Ensuring that staff/ student morale is kept at the forefront of education.

Learning Outcomes

By the end of this session, delegates will be able to:

- Know how to effectively utilise their Virtual Learning Environment and other educational tools to ensure students are not overwhelmed and confused by online learning.
- Recognise how to integrate wellbeing into other aspects of learning, such as during exam time.
- How the EDTL team uses social media to promote student wellbeing.
- The advantages of creating a learning environment that is both positive and inspiring.

Outline

The Enhancing Digital Teaching and Learning (EDTL) project is a 3 year project aimed at enhancing the digital attributes and educational experiences of Irish university students through enabling the mainstreamed and integrated use of digital technologies across the teaching and learning process. Since August 2020, the EDTL Student Intern team, comprising at least one student in each partner university, has collaborated on a series of events and resources for students and academics with the aim of making the transition to online learning as stress-free and beneficial as possible. The resources include infographics containing information relating to online assessment and general advice for remote learning, as we well as webinars designed to convey the student experience of online learning to academic staff.

One of the threads throughout all the resources we have created so far is wellbeing, and the role it plays in ensuring that online teaching can be conducted effectively. For example, in our "EDTL Approach for Students: Online Exams" infographic, there is a section dedicated to providing advice for students on wellbeing – including topics such as preparation and taking regular breaks.

We also address the topic of wellness in our webinars for academic staff. Student interns have provided feedback to many educators on their approach to online learning in these sessions, and we also describe how the Virtual Learning Environment plays such a major role in allowing both students and academics to make online learning as stress-free as possible.

Another platform for promoting student morale is the EDTL Instagram account, run by a subgroup of Interns but featuring contributions from all. This account promotes both physical and mental wellness in the context of study, and the account is largely aimed at students. Content includes Question and Answer sessions, tips from student interns drawing from their own experience and bite-size resources created specifically for Instagram by the team.

Activities and Approximate Timings

In this student-led session, the IUA EDTL Student Intern will go through briefly the formation of the Student Intern team and how they have learned to work together virtually. He and the student interns will show how the EDTL Student Intern team has utilised the EDTL Blog, Webinar Series and Social Media in order to convey the importance of promoting staff and student morale to all university stakeholders.

References and sources

Irish Universities Association 2019, *Enhancing Digital Teaching and Learning in Irish Universities*, viewed 29 January 2021, https://www.iua.ie/ourwork/learning-teaching/digital-learning/

Enhancing Digital Teaching and Learning 2020, *About the Project*, viewed 29 January 2021, https://edtl.blog/about/

Enhancing Digital Teaching and Learning 2020, *EDTL Approach: For Students by Students*, viewed 29 January 2021, https://edtl.blog/the-edtl-approach/the-edtl-approach-for-students-by-students/

Enhancing Digital Teaching and Learning 2020, *EDTL Approach: Online Exams – Advice for Students*, viewed 29 January 2021, https://edtl.blog/for-students/edtl-approach-online-exams-advice-for-students/

Title: **Establishing and maintaining Authentic Student-Staff partnerships in Higher Education**

Presenter: Morag Munro, Nicole Carr, Eddie Corr, Karla Doyle, Susan Gottlöber, Sabrina Marwede, Robyn Meyler Katharina Kurz, Michaela Waters, Julian Nagi Maynooth University and Maynooth Students' Union

Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the benefits of establishing and maintaining authentic student-staff partnerships in Higher Education
- Identify the defining features of authentic student-staff partnerships
- Identify strategies for fostering authentic student-staff partnerships relevant to their own context

Outline

Cook-Sather, Bovill & Felton, (2014, pp. 6-7) define effective student-staff partnership as "a collaborative, reciprocal process through which all participants have the same opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis". Authentic student-staff partnerships can generate valuable insights and learning opportunities for all involved, and can contribute to enhanced student engagement. However authentic partnerships can be challenging to establish and maintain (Cook-Sather, Bovill & Felton, 2014).

In this workshop, delivered by students and staff, participants will discuss and reflect on strategies for establishing and maintaining authentic student-staff partnerships in Higher Education. Following a discussion of the benefits, features and challenges of authentic student-staff partnerships, we will share lessons learned so far from a student-staff partnership initiated between students and staff at Maynooth University and Maynooth Students' Union. Our partnership was established via the Enhancing Digital Teaching and Learning (EDTL) in Irish Universities project, which aims to enhance the digital attributes and educational experiences of Irish university students. We will share some of the projects, resources and supports that we have worked on and developed so far, including a Student Digital Skills resource, 'created by students for students', student-led staff workshops and resources. Several student-driven social media campaigns have also been initiated, aimed at supporting students in the context of the rapid pivot to online learning due to COVID-19; promoting student engagement with Business News & Information; and promoting academic integrity.

Activities and Approximate Timings

Introduction to Authentic Student-staff Partnerships (20 minutes)
Following a short contextual introduction to student-staff partnerships (5 minutes) workshop participants will be invited to reflect on and discuss the meaning of authenticity in the context of student-staff partnerships, as well as to reflect on and share their perspectives on the benefits and challenges associated with such partnerships (15 minutes).

Strategies for fostering authentic student-staff partnerships (20 minutes)
Strategies for fostering authentic student-staff partnerships will be shared (10 minutes), with reference both the literature on this topic and to the approaches undertaken at our institution. Participants will be supported to reflect on these approaches, to share their own examples, and to consider how they might be applied to or adapted to their own context (10 minutes).

References and sources

Cook-Sather, A., Bovill, C. and Felten, P. (2014) *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty.* Jossey Bass: San Francisco.

Title: Using student internship schemes to support Ed Tech innovation and build foundations for a Community of Practice.

Presenter: Ms Kiran Gawali/ Senior Learning Technologist
Dr Helen Walkey/ Education Insight and Evaluation Analyst, Imperial College

Summary: We will present our experience of involving student interns over the summer period as part of Ed Tech innovations to support delivery of multimode teaching, particularly during the COVID period.

Theme We found it immensely valuable to involve student interns in defining and supporting multimode teaching/remote learning. The scheme worked as a great example of staff and student partnership as well as moving towards establishing a community of practice.

Learning Outcomes

By the end of this session, delegates will be able to:

- Set up student partnerships with more confidence
- Be aware of the constraints and opportunities a scheme provides
- Find useful practical solutions to manage workload that can be adjusted to their context
- Demonstrate how staff student partnerships can support he institutions' agendas to develop graduate skills and attributes

Outline

Context of initiative/topic:
There is great value to include students as partners (Holens; et al,2020) to co-create and capitalise on their user experience when developing Ed Tech innovations and solutions. This can be informed by the learning theory of communities of practice (Wenger, 2002). If we model behaviour and collaborate with students to reach greater understanding of what works in our context, the benefits of learning can have wider impact. Student internships can also help develop graduate attributes sought by employers: wider technical skills, soft skills, teamwork and experience of working in a professional capacity.

We have run this scheme since 2019 over summer months, and like most things it was impacted by COVID in 2020, hence we ran the scheme remotely. The scheme involved all 7 team members but was led by the senior team. We had 4-5 interns joining us from across all departments in the faculty. The scheme includes the full job lifecycle with interviews, onboarding, team and project work and reflective practice.

The students were involved in a range of transformational projects, such as programming interactive visualisations and assessing video captioning systems. We have evidence of the impact of their involvement in the form of feedback received from academics. The students also gave us insights into how participation in the scheme developed their skills and attributes that are sought by

employers. Some of our and their experiences have been shared with a wider audience via the university website and blogpost.

References

- Wenger, E., Mcdermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: a guide to managing knowledge*. Boston, Mass, Harvard Business School Press.

- Rasa Holen, Paul Ashwin, Peter Maassen & Bjørn Stensaker. (2020) *Student partnership: exploring the dynamics in and between different conceptualizations*, Studies in Higher Education, DOI: 10.1080/03075079.2020.1770717

Activities and Approximate Timings
- Presentation- 20min
- Group discussion + Mentimeter polling software - 15 minutes
  - What experience do you have of working with students as partners?
  - Would you agree students can be true partners? Follow-up discussion on this point
  - How might you implement some of the practical tips from this session in your institution?
- Summary and conclusions- 5 minutes

References and sources *(word count not applicable)*

Wenger, E., Mcdermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: a guide to managing knowledge*. Boston, Mass, Harvard Business School Press.

Rasa Holen, Paul Ashwin, Peter Maassen & Bjørn Stensaker. (2020) *Student partnership: exploring the dynamics in and between different conceptualizations*, Studies in Higher Education, DOI: 10.1080/03075079.2020.1770717

Title: Keeping positive staff changes: taking a chance or by deliberate design

Presenter: Sandy Cope

Nottingham Trent University

Outline

What a year!   Working in Academic Development a benefit of the pandemic – if there is such a thing – is the staggering trajectory many colleagues have accomplished in learning and teaching online.

This session will look at the implications for an individual academic, the institution itself, and the HE community.

This session will look at 'who decides' what we keep and what we let go of, and what deliberate steps we might take not to let the excellent elements slip back to 'business as usual'.

Title: Post-pandemic possibilities: reflections on likely developments in learning, teaching, assessment and the 'world of work' and practical suggestions to improve the student (and staff) experience

Presenter: Peter Hartley

Educational consultant; NTF; Visiting Professor at Edge Hill University

Learning Outcomes

Using experience from this last year and initiatives which have delivered successful results over the last decade, this session will suggest a number of possible directions for post-pandemic practice, using the following questions as a framework for analysis and discussion:

- What should the institutional strategy be towards the 'new normal'?
- What can we expect our students to experience in the post-pandemic world of work?
- What is the most effective and future-proof assessment strategy
- How can we improve our assessment feedback?
- What new teaching strategies are worth considering?
- Which technologies will be important in the post-pandemic educational landscape?
- What can we do to improve student engagement?

As well as inviting discussion on these questions, the session will provide links to resources and suggestions for areas to explore further in preparation for next academic year.

Areas and issues for discussion will include:

- changing perceptions/attitudes (staff and student) towards learning and teaching.
- new priorities for University strategies, e.g. the 'power university' (Grant 2021).
- changes in professional practice in the so-called 'real world' and their implications for our curriculum design and delivery (Susskind, 2021), e.g. virtual/teleworking.
- assessment challenges and opportunities, e.g. growing interest in programme assessment and evaluative judgment (Boud, 2018) new techniques for feedback.
- trends in learning technology (Weller, 2020).

References and indicative sources

Boud, D. et al (2018) *Developing Evaluative Judgement in Higher Education*. Routledge.

Claxton, G. (2021) *The Future of Teaching*. Routledge.

Grant, J. (2021) *The New Power University*. Pearson.

Rose, T. (2015) *The End of Average*. Penguin.

Susskind, D. (2021) *A World without Work*. Penguin.

Weller, M. (2020) *25 Years of Ed Tech*. AU Press.

Title: Getting Serious about Leisure: practical, research-led
                 approaches to supporting staff and student wellbeing
                 through leisure.

Presenter: Petia Petrova, Sam Elkington, Kat Branch
                 University of East London, Leeds Beckett University

Learning Outcomes
By the end of this session, delegates will be able to:

- Identify key areas of leisure activity that contribute to their own wellbeing
- Recognise the importance of leisure pursuits for staff and student wellbeing and utilise strategies to justify and prioritise these activities
- Explore the use of podcasts in staff and student development, in particular where mind-set change is required
- Explain the role of leisure activity for engaging and retaining students
- Identify opportunities for 'Serious Leisure' for students, and staff, offered by higher education institutions (HEIs), and how these could be developed further

Outline
Both positive student experience (and therefore retention) and staff wellbeing and morale require the maintenance of rich social lives and holistic identities beyond academic work. The pandemic has increased pressure even further on work/life balance for academic staff, whilst reducing the university experience for students to mainly programme-related teaching and learning activities. This session discusses both why and how we can maintain our own wellbeing as staff, and also for our students.

This session argues that HEIs need to focus on two key areas to support staff and student wellbeing. Firstly, we need to support our staff, and students, to develop approaches to prioritising activities outside formal academic work. Secondly, that spaces for serious leisure pursuits should be made open and accessible to all staff and students.

The session will share how a podcast series about reflecting on experiences and approaches to prioritising leisure activity, through the lens of Stebbins' Serious Leisure concept, and drawing on the Arts and Health discourse, was found to be an impactful intervention to develop such approaches. The session will explore how similar interventions, can be employed to influence student development and thinking, about the place of leisure in student and professional lives.

This presentation will draw on the experiences of UWE Bristol's unusual Centre for Music, which provides free music services and facilities for all staff and students at UWE Bristol. And how this is found to be an important part for the student and staff experiences for those involved, by offering accessible spaces where both come together outside of formal course and role-bound structures and boundaries.

Activities and Approximate Timings

20 mins presentation from three presenters followed by 20 mins discussion facilitated by Dr Petrova exploring:

- Barriers to staff, and student, engagement with leisure and ways to address them?
- How do we integrate leisure narratives into student personal and professional development opportunities offered within academic programmes, or institutionally?
- How can our institutions prioritise, promote and even create opportunities for leisure activities for students and staff?

Preparation before the session

Please outline anything you would like participants to do before they attend this session (e.g. any weblinks you would like them to look at, or questions you would like them to consider).

Participants are welcome to listen to some of our podcast recordings available here: https://soundcloud.com/uwebristol/sets/serious-leisure**, if they want to find out more about these, and the Serious Leisure discourse.**

References and sources

Elkington, S., Stebbins, R. A. (2014). *The Serious Leisure Perspective: An Introduction.* United Kingdom: Taylor & Francis.

Huimei Liu & Shuyang Da (2020) The relationships between leisure and happiness-A graphic elicitation method, *Leisure Studies*, 39:1, 111 130, DOI: 10.1080/02614367.2019.1575459

Kenny, A., (2018) Exploring Student Learning and Leadership through a University-Community Choral Initiative. *British Journal of Music Education*, 35(2), pp. 203-216.

MacDonald, R. A. R. (2013) Music, health, and well-being: A review, *International Journal of Qualitative Studies on Health and Well-being*, 8:1, 20635, DOI: 10.3402/qhw.v8i0.20635

Mansfield, L., Daykin, N., Kay, T. (2020) Leisure and wellbeing, *Leisure Studies*, 39:1, 1 10, DOI: 10.1080/02614367.2020.1713195

Title: **Turning challenge into opportunity: building a learning design framework and support model**

Presenter: **Mark Allinson, Lotte Mahon, Regent's University, London**

Session Learning Outcomes

By the end of this session, delegates will be able to:

• Understand how the response to an acute challenge contributed to the fundamental, longer-term transformation of learning and teaching
• Compare the example of the case study with their own institution's response to the pandemic
• Explore models for both learning design frameworks and distributed leadership roles and support structures relevant to on-campus and online learning

Session Outline

Weeks before the Covid outbreak, Regent's designed a set of new pedagogic principles, including a move towards more challenge-based learning, collaboration on real-world problems, authentic assessment, and a focus on human skills such as communication and reflection, to develop graduates able to embrace the opportunities of what has been termed the fourth industrial revolution (Schwab, 2016). An early decision to pivot to online delivery meant we had to move quickly to find a framework that would avoid a static, transmission-based model being transferred wholesale into an online environment. We decided to adapt the learning design framework developed by Toro-Troconis (2016) and others at the University of Liverpool. Our RADAR framework – the acronym for Research, Acquire, Discuss, Action, Reflect – was designed following a round table of external and internal educators and designers. To inform the design of both synchronous and asynchronous activities we incorporated the concept of the 70, 20, 10 split between experiential, collaborative and didactic learning types (Laurillard, 2012; Jennings, 2013). And to support this new framework our existing learning technology team were joined by a group of eight learning design champions seconded from their academic departments, in a train the trainer approach. We built an online training course to explain and model the new RADAR framework, allocated the new learning design champions to different disciplinary areas, created exemplars, scheduled weekly drop-in workshops for staff and created a video for students on how they would learn online. A pulse survey conducted in November 2020, of more than 500 responses 76% of students rates their online learning activities great or good with a further 16% rating them as meeting expectations.

Activities and Approximate Timings

Presentation of context, challenge and development model – 10 minutes
Presentation of design framework preparation – 10 minutes
Presentation of support roles and resources – 10 minutes
Q&A and group learning – 10 minutes

Preparation before the session
Please reflect on how your own institution's delivery model during the pandemic has aligned (or not) with existing institutional pedagogic principles and/or its learning, teaching and assessment strategy.

References and sources

Jennings, C. (2013). *70:20:10 Framework Explained: Creating High Performance Cultures*. Forum.
Laurillard, D. (2012). *Teaching as Design Science. Building Pedagogical Patterns for Learning and Technology*. Routledge.
Schwab, K. (2016). *The Fourth Industrial Revolution: what it means, how to respond*. Available at :https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/ (Accessed: 29/01/21)

Toro-Troconis, M et al. (2016). *Course Design Sprint Framework (CoDesignS).* Developed at the University of Liverpool.