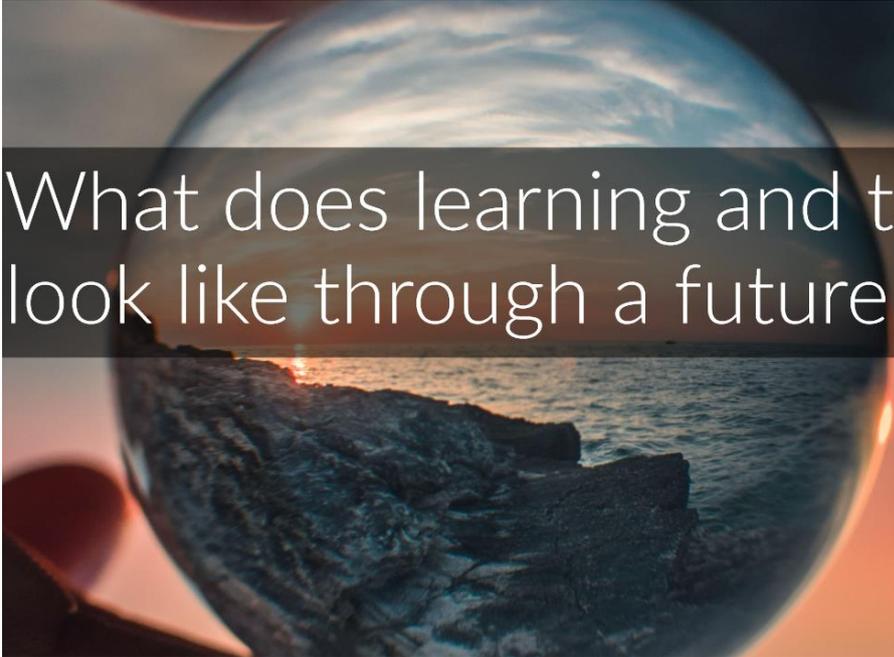


#SUSALT 19 ABSTRACT BOOKLET



What does learning and teaching look like through a future lens ?

SALT 17 July 2019

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[1] Workshop

Designing a curriculum fit for the future

Author (s)

Chantal Patel

College of Human and Health Sciences

Abstract

Much has been said about online curriculum, blended learning, flipped classrooms but little has been said about designing curriculum which supports learning at HE. Currently we design our curriculum in line with our relevant discipline and what we think students should know. We also tend to adopt a prescriptive approach to delivering syllabi with very little thought given to the different type of learners. Consequently a proportion of our students are dissatisfied and feel they have gained little by engaging with higher education. I propose that when designing curriculum that the focus lies on backward design & differentiation. The purpose is to craft curriculum fit for learners.

The aim of the session will be to expose delegates to principles of backward design & differentiated instruction

The objectives will be to :

1. Identify desired learning results for the relevant subject/discipline/topic
2. determine evidence of student learning
3. plan the learning experiences
4. accept learner differences as inevitable
5. design learner's effective needs so as to maximise their potential

6. clarify what students need to know

7. adopt systematic pre-assessment & on-going assessment with specified goals & outcomes

8. to embed flexibility in the planning of each session

9. to demonstrate evidence of student learning

The delivery of this will be in a workshop format which will enable delegate participation and building confidence to adopt backward design & differentiation instruction.

Session Outline

It is clear with the current climate of putting an emphasis on student experience that we have not fully embraced a different approach to delivering learning within a Higher Education context. Attendance at lectures/tutorials are sporadic. When designing new modules/programme we tend to adopt the same principles of delivering programmes/modules with standardised assessment strategies & contents. Much has been done in relation to blended learning/ flipped classrooms but little has been done about what students want to get out of their university education. Having recently had to save a CPD programme from disaster, it gave me food for thought as to how & what we should have done in order to ensure that we could maximise students learning. What steps did we take on a fact finding mission prior to proposing/designing the programme/module.. Who did we involve in designing the programme and what principles did we adopt in order to do so? I believe that delegates would be interested in looking at curriculum development through a different lens.

The workshop would look at a specific topic and engage delegates in backward design & differentiation instruction. All delegates would need to participate. For example where students would be expected to understand the public health context of obesity as part of their programme, students would be exposed to aspects of obesity but

understanding is not enough, you want students to be able to apply/understand this in real life. So a backward design would look like this:

1. Identify desired results: what do we want students to take from this module/session
2. Determine acceptable evidence
3. develop a learning plan
4. determine what student success look like

Key Words

diversifying student learning

Key Messages

1. understanding the needs of different styles of learning
2. tapping into students interests
3. assessing students through authentic performance tasks
4. who to involve when designing curriculum

[2] Workshop

Designing the field courses of the future: interdisciplinary fieldwork and peer-led learning in the Indian Himalayas

Author (s)

Osian Elias

College of Science

Laura Roberts and Nicholas Felstead

Abstract

This workshop will present findings on a pedagogic research project on an interdisciplinary field course to the Indian Himalayas and offer participants an

opportunity to brainstorm future opportunities for developing interdisciplinary field courses. International field courses are an increasingly important element of higher education courses (see Boyle et al., 2007; Glass, 2015; Hall et al., 2017) and there is increasing recognition of field courses as a means of promoting deep learning (Dummer et al., 2008) and of students' expectations in relation to international fieldwork (McMorran, 2015).

Our pedagogic research builds on this literature and highlights how the Indian Himalayas field course breaks down subject-specific barriers, widens perspectives and utilises peer-led learning - and the positive effect this has on student employability. This research also demonstrates the importance of field courses of this nature as an important marketing and recruitment tool. The data for this pedagogic research project was collected through detailed qualitative surveys with 27 students who have attended the field course.

The Indian Himalayas (Sikkim) field course is a 16-day international field course that is jointly run by the Biosciences and Geography departments at Swansea University. Twenty, third-year, students are selected to attend the 20 credit module annually, with 5 students from each of the 4 disciplines of human geography, physical geography, biology and zoology. The students work in interdisciplinary teams, with one student from each discipline, with each group studying one of five themes: hydroelectric power, natural hazards, urbanisation, agriculture and ecotourism. The Indian Himalayas provides an ideal location for this field course, with the challenges faced by a rapidly developing economy coming face to face with the environmental restraints found in a biodiversity hotspot in the Himalayas.

The workshop will offer participants an opportunity to learn more about the field course and the findings of the pedagogic research project on the field course. This will form the basis for exploring the possibility of developing new interdisciplinary field

courses that replicate elements of the Indian Himalayas field course. This will take the form of brainstorming and speed-dating various disciplines, location and themes and will allow a discussion of the potential assessment design and relevant pedagogic principles.

Session Outline

The session will comprise of a short presentation on the Indian Himalaya fieldcourse, our pedagogic research findings and then a chance to participate in a workshop that will brainstorm the possibility of developing new interdisciplinary field courses. International field courses are an increasingly important pedagogic element of the curriculum in certain subjects, but are also an important marketing and recruitment tool. This workshop will also aim to explore the possibility of developing field courses in subjects that aren't traditionally involved in field courses.

Key Words

Fieldcourse, interdisciplinary, employability

Key Messages

Understanding of the design of an interdisciplinary field course; appreciation of how to facilitate interdisciplinary learning in a field course and more generally; chance to brainstorm and discuss potential interdisciplinary field courses and explore replicability of key elements of the field course to the Indian Himalayas.

[3] Presentation

The future graduate - the importance of group work

Author (s)

Nigel Francis

Swansea University Medical School

Abstract

The 2015 QAA benchmark guidelines include a range of key transferable skills including collaboration and communication that graduates are expected to have mastered upon completing their course. One assessment that is appropriate for helping students to learn these key skills is a group oral presentation. Group work is an incredibly powerful tool for assessing large numbers of students provided it is set up correctly and a positive learning environment is created. That environment needs to foster collaboration to ensure that the end product is a true reflection of the contribution of each individual student. The first time group work was tried it was a disaster as the the absolute necessity to generate individualised marks to ensure that students have some ownership of their outcome was not fully appreciated. What has followed is a continual refinement of the assessment process over the last 7 years to a point where each student feels they have a degree control over the performance of the group. The result is an assessment that is authentic, robust and most importantly a fair measure of student engagement.

Session Outline

This will be a short presentation with some audience participation. The session will outline the evolution of a group work assessment over the past 8 years and highlights the importance of embedding transferrable skills that can be assessed fairly and generates a personalised mark.

Key Words

Group-work, transferrable skills

Key Messages

A better understanding of the power of group work when it is done correctly

[4] Workshop

How to set-up and assess group work - the need for collaborative learning for future graduates

Author (s)

Nigel Francis

Swansea University Medical School

Abstract

The ability to work as part of a team is an essential skill for the modern graduate and assessing students working in groups can be an incredibly powerful tool, provided that it is set up and administered correctly. In this workshop the dream and nightmare scenarios of group work will be explored to help identify some of the key areas to consider when setting up a group assessment. This will include how ground rules can be used to hold students accountable to each other and be used in peer-assessment. This will lead into the second half of the session will focus on ways to assess students working in groups and how measures can be put in place to create an authentic, robust and fair assessment which rewards student participation.

Session Outline

This workshop, which will involve audience participation and discussion, will be divided into two parts. The first will explore the differences between a nightmare and dream scenario of group-work. The second will look at ways to ensure that the assessment is fair and students can see the benefits of participation.

Key Words

Group-work, assessment, collaboration

Key Messages

Participants will gain a better understanding of the benefits of setting up group work properly and means by which students can be assessed in a fair manner

[5] Presentation

Several birds, one stone: Multi-benefit assessment design

Author (s)

Richard Thomas

College of Arts and Humanities

Abstract

Swansea University research continues to pioneer wider understandings of the growing trend of cheating within HE. The latest data from Prof. Phil Newton shows that one in seven recent graduates admit to paying others to complete their assignments; he suggests that the true figure might be even higher given that those who cheat might naturally avoid answering surveys associated with such issues. As the Acting Lead for Academic Integrity for COAH, I confront such issues on a weekly basis. Accordingly, this semester I have trialled a distinctive type of analytical assessment that goes some way to mitigate such concerns. This assessment requires the original analysis / evaluation / comparison of primary news texts and the development of an original argument based on basic quantitative and qualitative analysis. The benefits generated by this type of 3rd year, TB1 assessment are numerous. Firstly, of course, such a specific assignment requiring some primary data collection is not easily produced by a so-called "essay mill", neither is it easy to plagiarise any of the discussions about specific empirical findings. Secondly, the analysis, evaluation and creation elements are consistent with expected learning outcomes at Level 6. Thirdly, the ability to be able to apply theory to self-generated findings enhances student perceptions about the importance and

relevance of theoretical approaches. Next, the particulars of the news analysis assignment actually enables students to make their own evaluations about the efficacy of the UK news media, as well as affording them the opportunity to talk about “their own research”. These acquired skills also develop confidence regarding the attempting of the dissertation in TB2. Finally, because the written output is required in report style rather than dissertation style, students are able to familiarise themselves with a dissemination format often required by employers. In sum, the presentation outlines the background to the assessment design, the details of the brief, how students reacted to it, what they said about it afterwards and the transferrable benefits that might be available for colleagues in other departments. **Session Outline**

The presentation aims to show how concerns about potential academic misconduct can be mitigated by a particular assessment design that brings numerous other pertinent benefits. The session seeks to firstly identify and contextualise the growing problem of assessment plagiarism and commissioning. Using some case studies, the session then shows how new types of assessment might help to reduce opportunities for academic misconduct. Finally, the session outlines the enhanced positive outcomes from both student and staff perspectives.

Key Words

Assessment, misconduct, critical-thinking

Key Messages

Delegates will be able to contextualise the misconduct issue, and then the assessment design ideas within their own academic realms. They will then be able to develop some ideas about how “primary analysis” assessments can work within their own modules.

[6] Presentation

Delivering an MSc without a traditional lecture

Author (s)

Dave Ruckley

Swansea University Medical School

Abstract

JISC have called this the era of Education 4.0, where Virtual and Augmented Reality, Artificial Intelligence and ubiquitous access to technology allows for a flexible and more personal education.

This session will give an overview of the MSc Diabetes Practice course currently running in the Medical School. It is a blended learning course primarily delivered online and only has 2 weeks of face to face teaching over 2 years.

From the conception of the course, the goal has been to make it as innovative as possible and utilise various teaching and learning technologies such as interactive eLearning, video and augmented/virtual reality to impart background knowledge while also provide as many opportunities as possible for students to apply that knowledge.

During this session you will learn not only what has been developed so far, but our plans for the future. The session will discuss how resources have been developed, how we are taking our students on a journey from passive learner to active learner and how we have managed to convince academic colleagues to embrace new methods of delivering learning.

While you may not be developing a distance course, you’ll leave this session with hints and tips on how you can begin to transition from traditional lectures to online learning resources and a flipped classroom

approach and what the benefits for you and your students are. You'll also get a peak at some of the innovative methods of teaching we'll soon be rolling out in the Medical School.

Session Outline

The session will go through the lifecycle of the course to date with various examples of existing and planned resources. Some video will be used to highlight why re-thinking the traditional lecture is important.

Key Words

eLearning, VR, Innovation

Key Messages

Key takeaways are that academic staff can better engage students through technology, better utilise their teaching time and that the move towards Education 4.0 is not the end of the role of the lecturer, it is an evolution.

[7] Presentation

Designing the (geography) curriculum for challenging times

Author (s)

Joanne Maddern

College of Science

Abstract

This paper seeks to generate debate, discussion and forward momentum in thinking through the pedagogical implications of the highly complex local, national and global networks geography curricula are situated in and develop through. Navigation of drivers as diverse as 'student satisfaction', TEF, REF, intuitional learning and teaching strategies, accreditation, recruitment, student fees and 'value for money', employability, inclusivity and the complexity of 'grand challenges' facing us globally

can be tumultuous. What we teach and the methods through which we deliver that teaching and associated assessments have never been so analysed, scrutinised, theorised, but also so crucial to solving, or at least addressing pressing social, political and environmental challenges from climate change to global mass migration. This paper narrates, documents, laments, celebrates, critiques and theorises the journeys of curriculum design and re-design in the geographical and associated disciplines.**Session Outline**

This will be a standard delivery paper, however, participants should find lots of parallels and useful information for their own practice. There will be a small amount of interactivity using post-it notes.

Key Words

Programme design, geography, future.

Key Messages

There will be a chance to think through issues around change and curriculum design that will have useful parallels across the disciplines.

[8] Pecha Kucha

Visualising the student feedback cycle at Swansea University

Author (s)

Sophie Leslie

Abstract

This session will demonstrate how new methods of data visualisation and interactivity can increase engagement for staff and students with module feedback.

The development of data dashboards for live reporting of module feedback surveys can help to engage staff and students and to provide further realisation of module feedback within the live classroom setting. The current usage of EvaSys for module feedback surveys has been enhanced to allow for more autonomy for staff in disseminating the surveys to their students, undertaking live response collection in classrooms and analysis of results and benchmarking through software called EvaMetrics.

A key feature of the data dashboards is the ability to close the feedback loop with students effectively via live reflections, which can easily be disseminated to students. This will allow for a much more meaningful conversation to take place between staff and students in relation to module feedback, opening up possibilities for timely feedback to be listened to and acted upon.

These features of the software are only one small part of the feedback cycle at Swansea University. In order for this to be effective and relevant, there needs to be buy-in from both staff and students and a clear rationale for using the software.

The Student Partnership and Engagement Services team are working with Colleges across the institution to collate student feedback in a meaningful way. The culmination of this is the ability to produce big data which can help to identify trends, patterns and potential gaps in the student experience in correlation with other student feedback sources across the university. This will help to create a much more robust approach to enhancement activities, enabling programme teams, Colleges and Professional Services to have effective and relevant means of analysing the student experience and putting relevant enhancements in place.

By the end of the session, attendees will be able to understand how big data can be used to enhance the student experience, manage student expectations and create a culture of change and student

partnership within the organisation. The session will also provide an overview of the upcoming pilot project using EvaMetrics for September 2019 and how this will be rolled out to the whole institution following the successful pilot.

Session Outline

The session will be delivered via a Pecha Kucha style presentation, providing an overview of the software and how it links with the current student feedback opportunities at Swansea. The presentation will also provide a brief overview of the pilot project and institutional roll out. The session will be short and engaging through the use of visuals, diagrams and short snappy descriptions. The aim of the session is to peak the audience's interest and provide information about upcoming enhancement activities. This session will be of interest to those who are looking to enhance their provision and the student experience, as well as utilise the various sources of student feedback data available across the institution.

Key Words

Data analysis, student experience, module feedback

Key Messages

Following the session, staff will be able to:

- Understand how to read module feedback data effectively
- Understand how to better engage students in the module feedback process
- Understand how to correlate module feedback data with other student feedback data sources to enhance learning and teaching practice
- Understand how to close the feedback loop with students
- Understand the student feedback opportunities at Swansea University

[9] Pecha Kucha

Too many gimmicks or coming up Trumps? - evaluating efficacy of an innovative approach in healthcare education

Author (s)

Angharad Davies

Swansea University Medical School

Abstract

Innovative teaching approaches may be successful in engaging students but, given the stringent time-constraints of healthcare profession teaching programmes, especially medicine, evidence of efficacy should be sought to inform future practice. A good example is in the highly complex area of antibiotic prescribing. Antibiotics are numerous, diverse and often confusing for the novice. With limited direct experience of their use, students lack the context for learning that health professionals have. A Top-Trumps style game was developed based on antibiotics and evaluated as a student teaching tool. The findings will enable the resource to be used to best effect in future sessions. Evidence-based practice is relevant in education as well as medicine.

Session Outline

This Pecha Kucha presentation will encapsulate the development, implementation and evaluation of a simple but innovative teaching method, and present the results, indicating how these can be used to inform its future use. Examples of the 'Top Trumps' resource will be circulated during the presentation for delegates to view. This method could be applied to many subject areas and will be of interest to delegates looking for ways to engage students in complex subjects where they may lack context.

Key Words

Games, evaluation, efficacy

Key Messages

1. Delegates will be presented with a simple and practical idea for a game to engage students that they can apply to their own subject area.
2. Innovative teaching methods can be valuable for engaging students, but may not necessarily be effective in terms of knowledge retention. Both are important, and evaluation of methods allows us to strike the right balance when planning teaching. Future educational practice will be enhanced by practitioners seeking evidence of efficacy.

[10] Workshop

Y Clinig Iaith: Arfer Cyfredol a Chyfeiriadau'r Dyfodol / The Language Clinic: Current Practice and Future Directions

Author (s)

Alex Lovell

College of Arts and Humanities

Abstract

Cynllun unigryw a sefydlwyd gan Adran y Gymraeg yw'r Clinig Iaith. Mae'r Clinig Iaith, a gynigir drwy gydol y flwyddyn academaidd, yn cyflwyno darpariaeth anffurfiol unigol i bob myfyriwr ar draws pob lefel astudio yn yr Adran sydd am loywi eu sgiliau iaith Gymraeg. Er mai cynllun sydd wedi hen ennill ei blwyf yw'r Clinig Iaith, yn ddiweddar y mae Adran y Gymraeg wedi dechrau canolbwyntio o'r newydd ar ddatblygu a hyrwyddo'r ddarpariaeth ychwanegol hon er mwyn sicrhau ei bod yn fwy effeithiol a bod rhagor o fyfyrwyr yn manteisio arni. Pwrpas y sesiwn hon yw trafod sut y mae'r ddarpariaeth wedi datblygu ers ei sefydlu, arfer

cyfredol ac adborth diweddar ar y Clinig Iaith a chyfeiriadau ar gyfer y ddarpariaeth yn y dyfodol. Yn ogystal â hyn, mae'r sesiwn yn anelu at ysbrydoli cydweithwyr mewn adrannau a cholegau eraill i ddatblygu darpariaeth iaith ychwanegol debyg, wrth iddynt ystyried sut olwg fydd ar ddyfodol dysgu ac addysgu yn eu cyd-destunau eu hunain.

The Clinig Iaith (Language Clinic) is a unique scheme set up by the Welsh Department. The Clinig Iaith, offered throughout the academic year, provides informal one-to-one provision to students at all levels of study within the Welsh Department who wish to improve their Welsh language skills. Although the scheme has been running for a number of years, a recently renewed focus has enabled the Welsh Department to develop and drive the Clinig Iaith, ensuring this additional provision is more effective and better utilised by the students. The purpose of this session is to discuss the development of the Clinig Iaith provision since its inception, current practice and recent feedback for the Clinig Iaith and future directions for the provision. In addition to this, the session aims to inspire colleagues in other departments and colleges to consider developing similar additional language-focused provision, as they think about what future learning and teaching will look like in their own learning and teaching contexts.

Session Outline

The first part of the session will be delivered in the style of presentation, focusing on the development of the Clinig Iaith since its inception. The second part will be delivered in the style of a workshop, offering delegates the opportunity to engage with practical examples of Clinig Iaith sessions conducted in the Welsh Department and discuss how such provision could be replicated within their own contexts. With the growing demand for Welsh-medium provision across disciplines in the university and for students with professional Welsh language skills in the workplace, the role of HE teachers as 'language teachers' is becoming ever more important. It is

hoped that this practical session will help inspire colleagues in other departments and colleges to consider replicating similar additional language-focused provision to support their Welsh-medium students. This session may also be of interest to colleagues working in other language learning and teaching contexts in the university. This session will be delivered through the medium of Welsh, with simultaneous translation available.

Key Words

language; provision; Welsh

Key Messages

By the end of the session, delegates will have:

- Learned about the Clinig Iaith provision offered by the Welsh Department and how this has been developed in recent years.
- Understood the importance of the Clinig Iaith provision and how it helps support students with their language learning needs.
- Explored practical examples of the Clinig Iaith provision and the potential of replicating similar provision within their own learning and teaching contexts.

[11] Workshop

Reading the future: Revitalizing Your Reading Lists

Author (s)

Lori Havard

Erika Gavillet and Naomi Prady

Abstract

How do you view your reading lists? Do they work well for you and your students? Are they pedagogically sound? Would you like to do something different with them? What are their

benefits and limitations? Swansea University Library is running a Revitalising Reading Lists project to change the way we use and view Reading Lists.

We have recognised reading lists can become outdated, very traditional in content and structure, and sometimes not particularly helpful to students. We conducted focus groups in early May with academics and students in order to determine their feelings of what a reading list is for, on whether it has value, and how much academics engage with it as a pedagogical tool.

There has been recent research and projects looking at this in UK universities, and the presenters will compare this with the results of Swansea's focus groups. In general, academics and students have different expectations and engagements of their reading lists. Our discussions with academics and students will help us in our guidance in creating and developing reading lists as a shared activity between the academic and librarian. There is a lot of potential for not only increasing student satisfaction with accessing resources, but also ensuring that we are providing a helpful resource for their learning.

Session Outline

This workshop will actively look at how academics can make their reading lists more dynamic and engaging for students, bringing in a variety of resources, and aligning it pedagogically to their programmes' learning outcomes. The workshop will include a short introduction to the project and present results of the reading lists focus groups with academics and students. The participants will be divided into small groups to look at prepared reading/resource lists and work together to revitalise these lists in lieu of research and feedback presented.

Key Words

'Reading list'; innovation; pedagogy

Key Messages

The outcome of this workshop is to gather evidence for Reading List best practice and guidance. Librarians will be asking for attendees to consider being a pilot for the coming academic year, working with librarians to work with them to transform their resource lists

[12] Presentation

From Reading to Writing: Exploring New Techniques for Inspiration in Creative Writing.

Author (s)

Alexia Bowler

College of Arts and Humanities

Adele Jones

Abstract

Our paper will consider the way in which traditional forms of learning (lectures, seminars, workshops, the use of media technologies) can be supported by innovative, external, and physical activities that encourage a deeper understanding of, and investment in, the topics under discussion in relation to the world around us. In our view, the future classroom asks students to apply knowledge in an authentic way, not only by using new and old technologies but by creating a convergence of the two, leading to a more holistic, relevant and direct learning experience.

Ideally suited to these considerations was the module 'Bright Lights, Big City: From the Flâneur to the Modern Metropolis', with a group of Level 4 and 5 DACE students on an English degree, studying the literature of three cities. One of the assessments on the module is a creative non-fiction piece of work accompanied by an academic reflection intended to allow students to demonstrate their understanding of concepts of space and place, and we felt that a city excursion would be an ideal way for students

strengthen that understanding. Our wider rationale for this excursion was that it would impact positively on learning and subsequently students' formally assessed work. We felt that the students' investment in the activities of the day would be manifold: it would be personal in terms of our willingness to invest personal time in an excursion with them; it would consolidate the group in a community of learning and as part of the wider COAH learning community (through COAH investment); it would allow them to translate their reading experiences into a real-life situation by asking them to directly apply their knowledge and understanding in 'real time', thus making their formal creative work more authentic. Their enactment of the activities studied and discussed would allow them to reflect on the activity and the practicalities, limitations, and modes of inspiration for psychogeographic writing.

After a walking tour based around texts studied in the classroom combined with concepts discussed throughout the module (spatial meaning making, the city as palimpsest, for example), the students – using the materials they prepared in advance – undertook a *dérive* through London. The feedback from students demonstrated that they embraced the rationale behind the excursion and that our aims were largely met. Taking responsibility for their own learning, with the primary aim of informing their forthcoming assignment, allowed the students to marry the course content and the learning objectives. This specific aim was underpinned by a clear group coalescence, forging new relationships between the students as well as consolidating those built in the classroom.

The pedagogical value of the excursion lies in the students' new understanding of the dialectical relationship between classroom learning and 'real world' experience. Our paper will focus on how we can add value to this kind of technique, exploring some of the limitations of the exercise. We will reflect on how we can continue to widen our

practice in order to shift the emphasis from the classroom to a praxis of learning. **Session Outline**

Introduction and rationale

Ideas and Inspiration

Planning and Executing the Field Trip

Student Work & Feedback

Limitations

Going forward

Key Words

Creativity writing, psychogeography, urban exploration

Key Messages

How to think creatively about learning activities

How to assess learning in innovative ways

Planning activities outside the university

Interdisciplinarity

[13] Pecha Kucha

L&T: Assisting individual success.

Author (s)

Stephen Pratt

Abstract

Learning and teaching is about securing effective pedagogic processes ensuring students gain the most from their experience whilst in academia. In assessing success are we focusing on what is best for the student, or what is politically correct, or somewhere in-between. As academics how do we ensure that students gain the most from this most

important developmental phase of their personal journey. How do we ensure that the relevant techniques are efficacious in developing fundamental key skills and are not simply being adopted as they are 'on trend'!

Digital literacy, as an example, is a valuable skill set assisting the access, processing and communication of knowledge that is, by its very nature, of a global dimension. However ensuring that technology is not portrayed as an essential crutch that can be used by those seeking quick solutions in a society that wants everything yesterday is crucial. No tools should be promoted ahead of the necessary cognitive and emotive skills needed for personal development. Industry espouse the merits of potential recruits that are technology savvy, but there is also increasing focus on the underlying cognitive skills necessary for innovation and creativity.

In many ways we need to develop bespoke solutions for a individual students in a mass production educational environment. Closing that circle is very difficult, if not impossible. But it shouldn't stop us from trying. Fundamental to this is the self-assessment, by academics, as to whether we are doing a good job or not. Or, more importantly, how do we self-assess academic quality.

Tools are just tools, whether they are technology driven or not. Like any crafts-person the effective use of any tool is dependent on the skill of that person which in turn is founded on a basic desire and passion to learn. In academia the desire and the thirst for quality knowledge and quality solutions is key in the developmental process. Stimulating that, and the requisite enthusiasm, is priority in any academic assessment.

Session Outline

Pecha Kucha session challenging the raison d'etre for academia.

Key Words

Quality, Learning, Teaching

Key Messages

The importance of self-assessing academic quality

[14] Presentation

With Generation -z poised to be the most entrepreneurial generation yet, enterprise education, activity and collaboration will be critical to learning and student experience.

Author (s)

Kelly Jordan

Abstract

Generation z, are our current and future students, born from 1995 onwards. With over 41% of Generation-z's planning to be entrepreneurs, they like the idea of not having confined boundaries and non traditional roles. So what has caused this shift in mind-set? A weak economy? competitive job market? The rise of Technology? Globally access at any time through Smart phones? Development of apps and peer networks? The ubiquity of social media? All these have inspired individuals to start up their own lucrative businesses and share their successes to inspire others, whether it be monetary or for social good.

In addition, the Department for Education's (DfE) Teaching Excellence and Student Outcomes Framework (TEF) incorporated goals around enterprise education and entrepreneurship, such as including the extent of student involvement in enterprise and entrepreneurship and the number, impact, and success of graduate start-ups.

In this new world of uncertainty and industry shake ups, we have to empower our students with the skills not just to get a job, but to start up their own businesses and create jobs for others, improving the economy and making Swansea, Wales and the UK more prosperous.

This presentation will look at Entrepreneurial education, activities and collaboration that have been run both within and extra-curricular at the University, activities that include self-learning through idea generation, researching and presenting of a passion or personal interest. You will hear from students who have gained employment and started their own businesses from taking part through enterprise activities, academic colleagues who have externally collaborated to bring real business challenges into the curriculum and the entrepreneurship support officer on help and resources available for staff and students.

Session Outline

This 15 minute presentation will look at Entrepreneurial Education, activities and collaboration that have been run both within and extra-curricular at the University; you will hear from students who have gained employment and started their own businesses from taking part in enterprise education activities, academic colleagues who have externally collaborated to bring real and relevant business challenges into the curriculum and; the entrepreneurship support officer on help and resources available to staff and students.

There will be a 5 minute section for questions and opportunities to set up meetings with the Entrepreneurship Support Officer to explore and implement an activity for your subject area.

Key Words

Enterprise

Entrepreneurship

Collaboration

Key Messages

Delegates will have knowledge of the support available in the University, the value that entrepreneurial activity have on students and their career (whether employed or self employed).

They will also have an idea of activities they can introduce into their teaching.

[15] Presentation

Looking back to inform the future: Instigating change in practice

Author (s)

Sara Jolly

College of Human and Health Sciences

Katrina Legg

Abstract

In a Library induction by Elen Davies (Subject Librarian for the College of Human and Health Sciences) Sara Jolly (CHHS, Programme Director MSc Enhanced Professional Practice) was introduced to Dr Katrina Legg (Assistant Archivist) at the Richard Burton Archives. This brief meeting led to collaboration on the creation of an online-learning resource (Microsoft Sway) using digitised archival material as a stimulus for 'Looking Back to Inform the Future: Instigating a Change in Practice'.

The Sway was developed with the aim of helping students on a work based learning programme develop critical thinking skills in evidence based practice, examining why individuals do what they do in practice, and why they might instigate change in practice. The following two archive documents selected for the Sway were chosen because of their relevance and potential to stimulate critical thought for modern healthcare professionals:

- A remedy for a violent cold, 1768
- Medical Officer of Health annual report, Aberavon 1893

This was the first time that the Archives had supported the use of innovative, online-learning teaching method, as well as working with a new colleague, enabling original material to be shared with inter-professional students via a Sway. There is great potential for replicability by colleagues within the CHHS via the College Repository, and for others involved with teaching and learning across the University, by using this easy to use University supported software. Impact and evidence can be evaluated via online analytics and the development of critical thinking by students is observed beyond the Sway.

The connection made between academic and professional colleagues has enabled the sharing of ideas and resources, leading to innovative ways of creating interesting and engaging online tools that enhance the learning and teaching not only of students but also of the staff involved.

Session Outline

A short introduction to the Enhanced Professional Practice Programme which is a work based learning programme for registered healthcare professionals. This sets the scene as to why there is a need for online learning resources such as the one highlighted in this presentation, to be developed.

An insight into the collaborative working between CHHS and the Richard Burton Archives to digitise the archive images and incorporate them into the Microsoft Sway online learning resource.

An interactive element explaining “What we did and why we did it”. A brief explanation of how and why the use of this particular Sway as a learning tool would aid student learning and development of critical thinking skills. During the interactive element the presenters take the delegates through a section of the Sway (Remedy for a Violent Cold,

1768) which helps develop critical thinking skills by linking the past to current and future practice.

A brief outline of the second interactive element of the Sway, which refers to another digitised item from the Archives (Medical Officer of Health annual report, Aberavon 1893). This report describes the management of an outbreak of small pox and other communicable diseases, which is used as the stimulus to encourage students to consider what elements of practice noted in the report are still used today, why do these work, and what has changed?

An outline of what happens next including,

1. Continued collaborative working between the Archives and CHHS on the development of another Sway for CHHS students.
2. Archives considering development of a generic Sway for use across the University to promote the Archives to students and colleagues.
3. Recording impact on student learning and experience through feedback, analytics and critical skills development.

Key Words

Archives, online-learning, critical thinking.

Key Messages

- Understand how archive material can be incorporated into online learning resources.
- Understand how archive material can be used to stimulate critical thinking.

[16] Presentation

Learning: Getting the students to do the work

Author (s)

Faye Morton

College of Human and Health Sciences

Abstract

Whilst undertaking the PgCert HEA the effectiveness of using blended and flipped techniques on student learning have been shown to improve student experience. Multiple teaching techniques have been investigated and implemented throughout my teaching practice, in order to pilot their effectiveness as a part of action research. Student feedback was obtained based on a lecture that has been trialled using a combination of teaching methods.

A lecture on radiation record keeping has been modified from a heavily didactic, boring lecture, in to a more diverse and interactive distance based session for healthcare science students. Throughout their radiation protection module, these students have been given small pieces of information regarding record keeping within radiation environments. The purpose of the session is to consolidate this information along with their clinical experiences. Therefore, the students were set a task using a wiki via blackboard. They were asked to produce a mind map of 3 different areas, stating the types of records that would be required in those areas. They were also asked to indicate the records purpose when appropriate. Once completed, the mind maps were uploaded ready for their peers to comment. After the completion deadline, I as the lecturer gave formative feedback on the wiki for each mind map. The task contained multiple learning methods such as: distance based learning, technology enhanced learning, peer to peer feedback and formative feedback.

Feedback on the effectiveness of that session was obtained via questionnaire. This revealed both qualitative and quantitative information. There were some indications for slight changes, however overall, the students enjoyed the session and believed it was more beneficial in consolidating their knowledge and encouraging active learning than a didactic lecture.

Session Outline

The session will be run predominantly via prez presentation including different displays of information e.g. Images, graphs/tables and some writing.

This session includes different teaching methods which can reduce teaching burden and increase student engagement.

Key Words

Consolidation, Effectiveness, Experience

Key Messages

Knowledge of different teaching methods.

Idea's surrounding the application and combination of different teaching methods.

[17] Poster

Back to the Future: From the Archives to an Experiential Education

Author (s)

Alexia Bowler

College of Arts and Humanities

Abstract

This poster will present recent work with first year

undergraduate students on the module 'A History of the English Language'.

One of the key topics discussed with students on this module is how writing technologies contribute to, or constrain, the development of the English language. We discuss parchment and ink making, the work of the great scribes in the monasteries of Anglo-Saxon England and the loss of important, irreplaceable manuscripts due to the Viking invasions of the 9th century. The topic is also linked to the students' first piece of assessed work, which involves writing a wiki on Old English. As well as covering orthography, morphology, lexis and grammar/syntax, the wiki can include elements about writing systems such as runes, manuscript making and other writing technologies and important literature.

One of the difficulties encountered in the teaching of such a subject is the lack of original and physical artefacts through which to enliven discussion and facilitate a deeper connection with the topic, as well as provide inspiration for the more creative aspects of the wiki. However, after attending SALT's '7 characteristics of a good university teacher' in which we were shown around the Richard Burton Archives and discovered the possibility of working with their team, I decided to give my students a more hands on approach to learning about the history of the English.

Once the possibility of forming closer ties with the archives arose, I became more creative and organised several activities: 1. Carmarthen Museum visit to see the Standing Stones (with a mix of the Celtic Ogham script and Roman lettering); 2. A visit to the Burton archives – students were able to see, touch and explore handwritten documents on parchment from the Medieval period (none were available earlier than the 15th century), and 3. Handling and using materials such as real vellum and sheep parchment, quills and inks. Through these activities, the students were able to view, first-hand, the traces of Britain's past; they were able to

explore original documents to find orthographic variations and inconsistencies, decipher the various handwriting styles, touch different papers, parchment and read types of text; the students were able to benefit from working in a more experimental, experiential and creative fashion through writing with homemade quills and real vellum/parchment that I had sourced from specialist providers.

I suggest that, as well as absorbing information from books, the future of learning is about going beyond the classroom, linking students' academic and intellectual activities with real-world experiences to provide greater understanding of the transitions and connections between new and old practices. Physical engagement with the past provides a vital addition to student learning beyond simply listening to lectures about it. Thus the future classroom should involve a greater mix of traditional academic work and more creative endeavours for authentic and experiential learning felt that students would have a greater understanding of the topic through using this technology themselves in a way that would translate into a direct learning experience.**Session Outline**

Background and rationale

Images of activities/work

Outcomes and feedback from students

Key Words

Experiential, Practical, Creative

Key Messages

Think about using variety of methods (archives, visits, practical work) for subjects that might not seem to facilitate these approaches.

[18] Presentation

Inclusive Education for All: The Curriculum Inclusivity and Audit Toolkit

Author (s)

Alys Einion

College of Human and Health Sciences

Abstract

Curriculum Inclusivity Audit Toolkit (CIAT)

The aim of the CIAT is to directly and actively embed equality, diversity and inclusivity (EDI) across all curricula and teaching and learning activities and resources. EDI includes but is not restricted to: age; gender; sexuality; gender identity/reassignment; disability/illness; faith, belief and religion; ethnicity/race; social status/economic status; being pregnant; marital status; body presentation/size.

Aims:

The session will demonstrate and discuss an evidence-based toolkit developed for curriculum audit and design, which addresses fully inclusive education at multiple levels.

Objectives:

The toolkit will be used:

- To set best practice standards for inclusive curricula, teaching activities, learning resources and assessment across multiple indices of inclusivity.
- To serve as a locus of information and support for developing and implementing inclusive teaching and learning.

Rationale:

A global university needs resilience embedded into its future teaching and learning, from broad-strokes

curriculum design down to the fine detail of day-to-day teaching and learning activities. In order to attract, retain and support a widening pool of students and staff, and directly address quality standards, we must future-proof our curricula and our teaching and administration activities by proactively addressing multiple dimensions of EDI. This goes beyond basic equality legislation and directly addresses the student experience, thus enhancing our potential scores in the SES, SSS, the TEF and other measures of quality and performance. Extant work in some areas of inclusive education suggests that direct action can bring about incremental change (Hockings, 2010, Ward and Gale, 2016). This can be small acts of change, such as reviewing the gender, age, ethnicity, sexuality or disability status of authors and sources used (in order to ensure diversity) or educating staff on the use of inclusive language, to name but two examples. Students who find themselves and their identities reflected in their learning experience are more likely to express satisfaction with their experience and this could directly reduce student attrition.

A Relational Approach To Anti-Oppressive And Inclusive Pedagogy

CIAT is based in the concept of relational approaches to inclusive pedagogy. These approaches build on fundamental concepts of teaching and learning to underpin activities and address the ways in which educators promote high quality educational experiences founded in anti-oppressive practice. Existing models are used to inform our current model. It is possible to design and implement teaching and learning at every level which addresses and incorporates intersectionality, plurality, and a degree of social consciousness.

The toolkit, based on up to date research, evidence and current practice, has been developed in consultation with departments, stakeholders and services across the university and beyond, and will be piloted in one College in 2019, before being rolled out across the University subsequently. This

session will share this information with the wider University audience and enable constructive dialogue about its accessibility and applicability. The future of higher education is inclusive: this session shows one path forward for innovative approaches to embedding equality and diversity into the very heart of our teaching and learning practice.

Session Outline

CIAT – Session Outline

- Overview and rationale, including evidence base and key concepts
- A brief history of how the toolkit was developed
- Introduction to the tool (with handouts)
- Exploration of levels and domains of the toolkit
- Plans and challenges with implementing the toolkit

Key Words

Inclusivity education development

Key Messages

Outcomes

By the end of the session, delegates will:

- Have a better understanding of inclusive education across multiple domains of equality and diversity
- Be able to discuss and explore areas within their own teaching and learning practice where immediate, small changes can be made to improve inclusivity
- Have a draft version of the toolkit and the invitation to provide feedback on its design and implementation

[19] Poster

Peer reviewing; more or less useful than a 1:1?

Author (s)

Charlie Earle

College of Human and Health Sciences

Sam Hopkinson

Abstract

Cardiac and Respiratory Healthcare Science students at Swansea University are required to complete a competency-based portfolio in accordance with the National School of Healthcare Science Practitioner Training Programme (PTP). The clinical portfolio is an example of independent learning, whereby students are required to prove clinical competency by a result of their efforts, and given the freedom to choose how to obtain the competencies. Many students struggle with independent learning, as it is not explicitly 'taught', this contributes to substantial numbers of repeat submissions for this module, especially in year 1. Strategically placed portfolio review sessions are a student's main point-of-contact with the University, to go through their academic progress in relation to the clinical competencies. Traditionally, these have been one-to-one sessions, with students having approximately 30-45 minutes of supervision. Past experiences of these review sessions have involved large amounts of work for the academic (approximately 22 hours for each member of the year group to have one review), with little input from the student during these sessions. This year (2019) two 3.5 hour peer portfolio review sessions were held as an alternative to one of the 1:1 opportunities.

Students (n=29) were allocated one session to attend. During the session students were divided into small groups, and portfolios were exchanged

between groups by the lecturers. Each student was then given a standardised portfolio marking form to complete whilst performing the review. This process was repeated until each student had reviewed three different portfolios. Marking forms were returned to the students in the portfolio anonymously so they did not know who had given the feedback.

A short questionnaire was administered online immediately after the teaching session. This poster will correlate published literature with the student feedback, to decide if peer review portfolio sessions are useful to students for this module.

Session Outline

A poster will be made with engaging graphics, clear titles/subtitles, and graphs.

Key Words

peer review, clinical portfolio, feedback

Key Messages

The importance of peer review.

How students perceive peer review sessions, and the feedback they receive.

Time-saving measures for lecturers whilst maintaining/improving student experience and learning.

Increasing student understanding and ownership over tasks

[20] Poster

Echocardiography Simulation: As part of first year anatomy and physiology teaching for cardiac and respiratory physiology students.

Author (s)

Samantha Hopkinson

College of Human and Health Sciences

Abstract

Background: Simulation based training has been widely used in other professions for many years but with recent technological developments, the use of simulation in healthcare education is increasing. With facilitation by the educator, simulation allows students to engage with the learning process and apply their theoretical knowledge.

In the past we have used the simulator as part of echocardiography teaching for third year cardiac physiology students but this is the first time we have used it as part of anatomy and physiology teaching.

Aim: To use echocardiography simulation during a teaching session to increase students knowledge and understanding of cardiac anatomy.

Teaching session: A HEARTWORKS® transthoracic echocardiography simulator was used as part of a teaching session on cardiac and vascular anatomy.

29 first year cardiac and respiratory & sleep physiology students took part in the session. They had been given prior theoretical sessions on the cardiac and vascular anatomy. Students used the simulator in small groups and each member of the group was given hands-on experience with the echocardiography simulator.

Results: 52% of students responded to an online feedback survey. 100% of students felt the

simulator added to their knowledge of cardiac anatomy.

93% of students felt the simulator added to their understanding of cardiac anatomy. 100% of students valued the hands-on element of the session. 100% of students felt the simulator should be incorporated into additional teaching sessions.

Session Outline

This session will be delivered as a poster presentation. I plan to also have a screen demonstrating how the technology can be used to improve anatomy and physiology knowledge. Although this session was for healthcare science students the same methods can be applied for other disciplines. I have also been granted permission by the manufacturers of the simulator to use a link to a video demonstrating the technology by having a QR code on the poster.

Key Words

Simulation

Echocardiography

Anatomy and physiology

Key Messages

New technology can be incorporated into many different sessions. Adding a hands-on element to a teaching session can enhance student engagement.

The simulator proved popular with students and they felt it added to their existing knowledge and understanding of cardiac anatomy

[21] Presentation

Using systematic reviews to enhance higher order critical analysis skills in post-graduates

Author (s)

Laura Roberts

College of Science

Megan Jones (student)

Abstract

At post-graduate level Higher Order Thinking Skills (HOTS) such as critical writing and analysis are fundamental learning outcomes. Graduates are expected to enhance and refine these HOTS, yet variable entry requirements supporting access for non-traditional, non-home and disparate first-degree pathways creates a continuum of learner abilities where many students may still be transitioning from Lower Order Thinking Skills (LOTS). Within Biosciences, our Taught Masters and Masters by Research programmes include a literature-based module whereby students independently undertake two literature reviews on subjects related to their discipline with the aims of developing and enhancing HOTS critical writing and analysis skills. However, historically students have shown limited improvement between the first and second review as they fail to grasp the concepts of critical analysis. Module evaluations have also highlighted students are continuously dispirited with the learning experience. In order to address this, we introduced a new component to the module whereby the second narrative review was replaced with a group-based, systematic review. Systematically reviewing literature was first devised in the medical sciences as a means of comprehensively collating and evaluating scientific research and has since been adopted across disciplines including health sciences, software

engineering, information systems and ecology. By using a systematic approach, reviewers are able to identify and quality assess the validity of the evidence, drawing conclusions based on the best available evidence which can be used to inform policy and practice. Within the process a specific, transparent and replicable methodology is employed, akin to primary research. While systematic reviews are becoming more prevalent within published scientific literature, this style of critical analysis in taught programmes is yet to be adopted in Higher Education post-graduate programmes despite the potential benefits of enhancing HOTS, transferable, interpersonal and employability skills.

Within the module, students were split into groups for two to five depending on their research topic preference. Five new workshops were provided to introduce the concepts of systematic reviews, review scoping, choosing data extraction, inclusion and exclusion factors and confirming the review protocol. Elements of self-reflection and progression evaluation were also included, along with a group oral presentation. In order to evaluate how students understanding of critical analysis skills had changed a questionnaire was deployed at the end of the module.

Learning gains were significant with the average mark improving from 58% to 75%. Thirty-two of 50 questionnaires were completed and showed that 95% of students agreed undertaking the systematic review helped to develop their critical analysis skills. Students went from not competent (25%), fairly competent (47%) and competent (28%), to competent (36%), very competent (55%) and highly competent (1%). Students could comprehensively describe what critical analysis entailed and had changed their approach to reading scientific literature. Students were also able to identify where they would need these skills in the future and how elements such as working in a research group will enhance their employability. Using systematic reviews in future to teach critical analysis at post-

graduate level across all disciplines is discussed with reflections from a student's experience.

Session Outline

This presentation explains the process, benefits, issues, outcomes and learning gains of using systematic reviews to develop higher order thinking skills in post-graduates. A student has also been invited to attend to reflect on and discuss her experience and how the approach will assist her in the future. This pedagogic approach enabled significant learning gains and would be a beneficial addition to enhance critical analysis skills in all post-graduate curriculums. This style is prominently adopted within published literature across many disciplines, yet there has been inertia in teaching the approach in higher education programmes despite the clear benefits which include developing HOTS, along with many transferable and inter-personal and complements life-long learning. Systematic reviews, along with meta-analysis are likely to be the future of literature-based modules. Anyone involved in delivering post-graduate teaching may have an interest in this pedagogic research, from subject-specialist to the Centre for Academic Success.

Key Words

Postgraduate critical research-skills

Key Messages

Delegates will learn about the benefits and issues of utilising systematic reviews to enhance essential post-graduate HOTS in critical analysis and be able to use this within their own postgraduate taught and research programmes.

[22] Pecha Kucha

Dysgu ar-lein: y cyfleoedd a'r heriau / Going online: opportunities and pitfalls

Author (s)

Rhian Jones

College of Arts and Humanities

Abstract

Wrth inni edrych i'r dyfodol, mae defnyddio technoleg er mwyn cyfoethogi'r profiad dysgu yn bwnc o gryn ddiddordeb ar draws yr holl sectorau addysg, yng Nghymru ac yn fyd-eang. Gall hyn olygu ystod o bethau, o ddefnyddio technoleg yn y dosbarth ar un llaw, i greu amgylcheddau dysgu ar-lein lle y mae'r dysgwr yn astudio'n gwbl annibynnol. Bydd y cyflwynydd yn adlewyrchu ar brofiad diweddar o ysgrifennu cwrs gloywi iaith ar-lein ac yn trafod y cyfleoedd a'r rhwystrau a wynebwr wrth lunio darpariaeth lle y mae'r dysgu i gyd yn digwydd yn annibynnol ar y we. Yn ystod y cyflwyniad, ystyrir agweddau fel dulliau dysgu, gweithgareddau rhyngweithiol, asesiadau ac adborth. Bydd yr ystyriaethau hyn yn seiliedig ar ymchwil ansoddol a damcaniaethol.

As we look to the future, technology-enhanced learning is becoming an ever-increasing topic of interest across all tiers of education, both nationally and globally. The term is used to refer to a range of learning approaches, from using technology in the classroom to web-based autonomous learning environments. What are the opportunities and pitfalls of the latter? The presenter will reflect on a recent experience of writing an e-learning language course, examining key considerations such as learning styles, interactivity, assessments and feedback. These reflections will be based on qualitative and theoretical research.**Session Outline**

Bydd y sesiwn yn edrych ar gwrs iaith ar-lein a luniwyd yn ddiweddar gan y cyflwynydd ar ran y Ganolfan Dysgu Cymraeg Genedlaethol. O fis Medi eleni, bydd y cwrs ar gael am ddim ledled Cymru (ac ar gael felly i fyfyrwyr a staff y brifysgol sy'n medru'r Gymraeg ac yn dymuno gloywi eu hiaith). Trafodir yr egwyddorion allweddol yr oedd angen eu hystyried wrth baratoi'r cwrs hwn. Sut roedd hyn yn wahanol i'r profiad o lunio cwrs traddodiadol a addysgir yn y dosbarth? Beth oedd y cyfleoedd a'r heriau? A oes modd i raglen ddysgu ar-lein ddarparu'r un ansawdd a'r sgiliau â'r ystafell ddosbarth draddodiadol? Bydd y cyflwynydd yn dangos enghreifftiau o'r gweithgareddau a'r asesiadau ar-lein a baratowyd ar gyfer y cwrs, gan ystyried y rhain yng ngoleuni adborth dysgwyr ac ymchwil ddamcaniaethol.

Cynhelir y sesiwn hon trwy gyfrwng y Gymraeg gyda chyfieithu ar y pryd.

The presenter will discuss an online language course she has recently created on behalf of the National Centre for Learning Welsh. From September, the course will be freely available to workplaces across Wales (including Welsh speaking staff and students at Swansea University who wish to practise and perfect their written skills). This session will discuss some of the key principles of writing an online course. How does creating online provision differ from preparing a classroom-based module? What are the opportunities and challenges? Can an e-learning programme really provide the same quality and skills as the traditional classroom? The presenter will show examples of online activities and assessments created as a part of the course and discuss these in the light of learner feedback and theoretical research.

This session will be held through the medium of Welsh with simultaneous translation.

Key Words

Technology-enhanced learning

Key Messages

Delegates will:

- consider some of the key principles of designing and writing online courses;
- be aware of some of the main opportunities and challenges of preparing on-line learning materials

[23] Presentation

What Does the Future of Research-Led Teaching Look Like?

Author (s)

Sian Rees

College of Arts and Humanities

Abstract

How do you inspire second year undergraduates to develop an interest in research methods, concepts and ideologies? This presentation shares my journey to take on the challenge of rising to the University's ambitions to be an innovator in research-led teaching. My aim in this presentation is to share my learning from a Research / Teaching Nexus Symposium in June 2018 here at Swansea University, which led to the development of a research-led teaching approach and framework for the teaching of public relations research and practice to second year undergraduate students. The main objectives of the session are to impart the lessons I learned from over the past year about how to engage undergraduates in research and I also hope to inspire other Swansea University lecturers to take up the research-led teaching challenge.

To ensure that I embedded my approach in existing pedagogical scholarship, I used Healy, Jenkins & Lea's (2014) framework for research-led pedagogy, which we used as a structure for idea development at the Research/Teaching Symposium. Taking its four segments: Research-tutored, Research-based,

Research-led and Research-orientated, I attempted to completely reconstruct my second year PR Theory module in terms of the assessment content and also the teaching approach. Whilst achieving good student feedback, mainly buoyed on by my own enthusiasm for PR, the module was flagging in terms of both lecture and seminar attendance. I wanted to really inspire the students to engage with research theory and methods, and I also wanted to stretch them intellectually beyond the traditional essay-writing with which they were comfortable.

The presentation will share how I have dealt with the challenges of taking students out of their comfort zone to become active producers of knowledge, as well as learners. An Interactive section in the presentation will kinetically demonstrate to attendees how I used break-out group working and individual exercises to teach specific research methods and research thinking to support the introduction of completely new research-based assessments.

The impact on students has so far been pleasing, resulting in a far better attendance at seminars and lectures for the 2018/19 academic year compared to the previous year. I will demonstrate how I used a presentation from industry to show how research links to everyday public relations practice and how I also linked with the College of Arts & Humanities dissertation symposium to show students how this module would connect to their future academic research career in their third year. Students have anecdotally discussed how they feel better prepared for third year dissertations and specific comparisons will be made between 2017/18 module feedback and module results with 2018/19 data. The outcomes of the presentation session will be the ability of attendees to replicate the approach used for this research-led teaching across a range of traditional and non-traditional academic subjects across the University.

Session Outline

The session will introduce the context behind my focus on research-led teaching and will then explain pedagogical research-led teaching frameworks and how I applied them for the teaching of second year public relations students. An Interactive section in the middle of the presentation will kinetically demonstrate how I used break-out group working and individual exercises to teach specific research methods and research thinking to support the introduction of completely new research-based assessments. At the end of the session I will share examples of student work and assessments, as well as explaining how I linked to industry and university events to enable students to see the real-world context of PR theory and research.

Key Words

research-led, pedagogy, assessments

Key Messages

The outcomes of the presentation session will be the ability of attendees to replicate the approach used for this research-led teaching across a range of traditional and non-traditional academic subjects across the University.

Attendees will also be provided with specific examples of research-based assessments and exercises

[24] Presentation

Swansea Mathematical Sciences - Unplugged

Author (s)

Carlo Mercuri

College of Science

Abstract

Mathematics plays a key role in modelling real world processes, it is a universal language for both pure

and applied sciences. Methods which are often used in the applications, come from the field of “Mathematical Analysis”, which despite being conceived in the UK (by, among others, Sir Isaac Newton), “is still underrepresented compared to the rest of the world, with a notable shortage of home-grown talent”. This is a fragment from the 2010 EPSRC (Engineering and Physical Sciences Research Council) report written in conclusion of the International Review of Mathematical Sciences. This report pointed out how this topic “may suffer if future undergraduate course offerings are directly based on a philosophy of students as course consumers”.

Problem solving requires a deep knowledge of theoretical results and experience of being challenged with unseen problems; this involves creativity and resilience. Can Higher Education aim at creating independent thinkers who can provide new solutions to the challenges (academic or not) of our time?

Supporting the development of problem solving skills is a challenge, given the standard structure of pure mathematics books and talks, which present only the last stage of a long process of understanding, often made up of dead ends and uncertainty. This presentation ignores struggles and mistakes, which are a necessary part of an active learning process.

Since Spring 2019 I have been the organiser of an informal series of seminars held at the Computational Foundry, meant to differ from the conventional format, with the intention of exposing the thinking in the development of mathematical ideas behind any project area in Maths Engineering and Science, rather than a polished piece of work. One of the aims is to appeal to all the researchers and postgraduate students who have Mathematics as a significant component in their work (possibly in Engineering, Chemistry, Physics, Biology, Computer Science). The word “unplugged” means “informal”.

Electronic devices are welcome if one wants to use them.

Speakers, who can be either academics or postgraduate students, are invited to present within ~35 minutes any research aspect they do not understand, to allow an informal ~25 minutes discussion with the audience trying to contribute to ideas/suggestions.

Speakers may also decide to talk about things they have understood, telling about the path which has led to overcome their struggles: Mathematics is an experimental science, we learn from mistakes; our experiments are the various heuristic approaches we try; the “journey” is often more important than the final solution, a journey driven by our curiosity, to explore new territories and learn.

Exposing the “dark side of research” to an interdisciplinary audience of non-experts could be seen also as a warming up exercise for trying, at a later stage, to bring aspects of our research in the actual lecture theatre.

My session will be a 15 min “reflection on action” on the seminar events we had so far, with the purpose of informing and being advised from the audience, during the 5 min. question time.

Session Outline

Background on the modern challenges when learning and teaching mathematical disciplines. The seminar series: format, what worked, what can be improved. Implementing ideas into future undergraduate programmes, reflection on key skills.

Key Words

Resilience, problem solving

Key Messages

Learning about the dynamical and experimental aspects of Mathematics, awareness on the role of mistakes, reflection on bringing mathematical

research into the lecture theatre, reflection on key skills.

[25] Pecha Kucha

Undergraduate leadership in outreach events

Author (s)

Joel Loveridge

College of Science

Abstract

Universities are under pressure to increase their outreach activities while improving undergraduate outcomes. This session will offer an insight into ways of achieving both simultaneously, by using outreach to embed leadership and other “employability” skills into the undergraduate programme while also maximising academic learning opportunities.

In the Chemistry department we give undergraduates the opportunity to take part in a range of outreach activities, either as part of their credit-bearing studies or as extra-curricular programmes. One such programme is Spectroscopy in a Suitcase, a Royal Society of Chemistry initiative in which we deliver practical spectroscopy workshops either in schools or in our own labs. First year students deliver the bulk of these workshops, essentially teaching pupils material that they themselves were only taught a year previously, under the supervision of either a member of staff or a second-year undergraduate student.

The session will consider challenges and opportunities that arise from using undergraduate students for outreach activities, with a particular focus on skills development and how students view this.

Session Outline

Pecha Kucha illustrating how we are developing student leadership through outreach activities

Delegates will be interested in alternative methods of embedding student skills development into undergraduate programmes, and of tying skills development to academic development.

Key Words

Employability skills

Leadership

Outreach

Key Messages

The key outcomes are a consideration of the use of outreach activities:

- to develop undergraduate leadership and other employability skills
- as a revision tool for undergraduate studies
- as an extension tool for undergraduate studies

[26] Poster

What is effective feedback? A comparison of views from academics and students – A Grounded Theory Approach

Author (s)

Darren Coombes

College of Human and Health Sciences

Abstract

Purpose. In recent years the literature regarding feedback has flourished with many researchers

exploring the various factors related to student feedback. However, the question ‘why are the majority of students unhappy with feedback?’ still remains. Therefore, the purpose of this research is to explore the perception of academic staff and students regarding what is effective feedback.

Method. A total of 9 students and 10 academics participated for this study.

Results. Three leading themes were highlighted during the data analysis process. Additional themes were found within the academic sessions alone. The data revealed many inconsistencies in the provision of feedback and highlighted that there is no single factor resulting in student dissatisfaction.

Discussion. With student numbers on a constant increase and the potential for an academic-student relationship decline, it is clear that some form of intervention is essential to improve the feedback process. Three specific actions plans were developed to help address the many contributing factors to students’ dissatisfaction with feedback. These action plans will then aim to have a beneficial influence on the student experience, learning process and hopefully achieve better departmental/college UK NSS scores.

Session Outline

Participants will be informed on my findings from my MA research dissertation and any questions regarding the concept of providing effective feedback to students shall be answered.

Key Words

Feedback

Engagement

Effectiveness

Key Messages

To gain a deeper understanding the impact of feedback can have for students and how they may process the information.

[27] Workshop

Evaluation of employer engagement in curriculum design: A wise man seeks wise counsel

Author (s)

Penny Neyland

College of Science

Laura Roberts

Abstract

In recent decades increasing pressure has been put on Higher Education Institutes not just to provide excellence in education and drive research and innovation, but also to ensure excellent outcomes for students in terms of graduate-level employment. For example, student outcomes and learning gain are weighted heavily in the Teaching Excellence Framework at institutional and subject level. Early career graduates able to develop and apply modern methods at strategic and operational levels are essential for future economic security. However, policy makers, industrial and educational leaders have highlighted concerns in the quality of graduates as they fail to demonstrate key competencies, suggesting (in some sectors at least) there is a breakdown in what employers want and what HE provisions. Concerning shortfalls have been highlighted in Biological and Environmental Sciences.

In order to achieve graduate-employer alignment it is essential curriculums are both employer-informed and practice-driven. Effective, well-balanced curriculums can be created by establishing the skills employers really require and refining current provisions to ensure they satisfy the acquisition of

theoretical knowledge and focus on career relevant professional skills. But while employer engagement is common in vocational professions such as health care and accountancy, there is limited evidence to suggest that this has been fully introduced into other disciplines at least within a UK and European context.

The aims of the workshop will be to present and reflect on the findings of our research into engaging employers in the curriculum design of our ecological pathway in Biosciences and to discuss the benefits, difficulties and limitations of the approach. We aim to stimulate discussion on how to improve, learn from best-practice and foster employer-relationships. The case study presented focuses on our experience of creating a steering group of 12 industrial partners from our local environmental sector that were invited to evaluate our ecological programme in December 2018. Prior to meeting, the partners were provided with full access to course content (handbooks, lectures, proformas, assessments) and an outline and rationale of the programme specifications. The meeting was recorded and delegates completed a short questionnaire evaluating the pedagogic approaches. The key outcomes revealed some employers did not consider the pedagogic approaches employed to be realistic in terms of replicating work-simulations. However useful gaps were identified in core knowledge. A juxtaposition was identified with employers suggesting focussing on knowledge whereas pedagogic research has suggested graduates are lacking in technical skills. A range of perplexing outcomes were discussed leading the faculty to conclude that gaps not only persist between graduates and employer-related skills, but employers also lack an understanding of the constriction inherent in higher education, such as large, diverse class sizes and balancing a quality and enjoyable learning experience with real-life processes. The findings confirm establishing a relationship with industrial partners is essential for ensuring graduates develop the relevant skills and knowledge. However, in order to reduce the

apparent skills gap the relationship needs to be reciprocal, with employers understanding the pressures of HEI as mass providers of education.

Session Outline

This workshop presents a case study from Biosciences of engaging with employers to design an ecological pathway that will enhance graduate employment outcomes. Following presentation of the case study delegates will be asked to consider and discuss how the approach could be fostered within their own disciplines. The benefits and challenges will also be discussed and approaches to overcome them. It is hoped a range of delegates will be present to evaluate their own experiences with engaging with employers so best-practice can be identified. We predict engaging with employers will be a critical aspect of future curriculum development as national rating systems such as the TEF increasingly consider graduate outcomes as central to a high-quality education. Therefore, this workshop should be of key interest to all teaching focused staff.

Key Words

Employer-engaged curriculums

Key Messages

Delegates will learn about the wide-reaching benefits and issues associated with engaging with employers to enhance curriculum designs and graduate outcomes.

[28] Poster

Immersive culture as a learning tool.

Author (s)

Rebecca Dowle

College of Human and Health Sciences

Lisa Matthews

Abstract

Our poster will reflect our journey to becoming a dementia friendly campus in St. David's Park; this will be the first dementia friendly campus in Wales. Through this we will show how immersing our students in a culture that understands, and actively promotes, living well with dementia positively influences their learning. As we move towards changing our society's view of dementia by becoming a dementia friendly community (Alzheimer's Society, 2019), it is important to identify ways that this can be reinforced and developed through all of our teaching, this poster demonstrates how we are starting to do this. The inclusion of positive reference to dementia in class and the events held within the campus ensure reinforcement of the initial awareness session the students have. Opening our doors to the public for awareness sessions and to attend events also reminds the students that this is a societal change and not aimed purely at nurses.

The importance of role modelling is well supported in the literature and is an effective learning tool (Baldwin, Mills, & Birks, 2014; Cruess, Cruess, & Steinert, 2008), the commitment of all staff in the campus towards this project will be evident in the poster, as will how this was and continues to be achieved. The need for regular maintenance and promotion of the culture is also identified as being of great importance (Bowers, Nolet, & Jacobson, 2016) so sustainability will also be represented in the poster presentation.

The poster will also note the future research which will be undertaken regarding the impact on students, impact on the university and the impact on the wider community.

References

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Bowers, B., Nolet, K., & Jacobson, N. (2016). Sustaining Culture Change: Experiences in the Green House Model. *Health Services Research*, 51(1) 398-417.

Cruess, S. R., Cruess, R. L., & Steinert, Y. (2008). Role modelling—making the most of a powerful teaching strategy. *British Medical Journal*, 718 - 721.

Session Outline

The poster will be displayed with myself and Lisa Matthews alongside it to discuss and clarify any points raised.

Key Words

Immersive, Inclusive, Innovative.

Key Messages

Delegates will have the opportunity to explore how cultural learning can become embedded within a campus. They will see how this is already being achieved in order to inform and inspire their own practice.

[29] Workshop

Assessing students in Immersive Virtual Reality - Examinations of the future?

Author (s)

Laura Mason

College of Engineering

Marc Holmes

Abstract

There is a growing interest in the use of virtual reality (VR) in higher education and the College of Engineering at Swansea University has been investigating and developing VR projects over the last couple of years. During the 2018-19 academic year we have developed the use of VR to include a summative student assessment for an anatomy module. This presentation will discuss and evaluate this process from both a staff and student perspective.

The 'VR for anatomy' project has been further developed to include human muscles in addition to the skeletal system which was the initial area of focus. During TB1 of 2018-19 an individual summative assessment in VR was completed by students taking SR141 (Human Anatomy) (N = 164; 81% completion rate) making up 5% of the overall module mark. The assessment consisted of students positioning and labelling the muscles of a lower limb following practice with both the skeletal system and muscles of the upper body during a paired laboratory session in VR. On completion of the module, students were asked to complete a questionnaire to enable us to gain an understanding of their experience of being assessed in this way and also how they felt it had impacted their wider learning on the module. The outcomes of this questionnaire, along with staff reflections on the advantages and disadvantages of assessing students in this way, will be presented.

Session Outline

The presentation will be an update and advancement of sessions given during both SALT 2017 and 2018 where the 'VR for anatomy' app was presented. This presentation now considers the use of VR as a tool for summative assessment as well as a learning tool in it's own right. We will outline how we used immersive VR to individually assess 164 students and the reflections and perceptions of doing so. The session will be a presentation but will include images from within the VR app and images of the students participating in the assessment itself. Very much looking at a 'future lens' and what is possible using VR.

Key Words

Virtual Reality, Anatomy, Assessment

Key Messages

Inspiration and ideas about the wider possibilities for assessment methods

An understanding of how we can use VR for teaching, learning and assessment

[30] Presentation

Top Tips for Engaging, Teaching and Assessing Students, giving them Feedback and providing Support, against a backdrop of increasing student numbers and increasing student support needs.

Author (s)

Paula Row

Swansea University Medical School

Ed Dudley

Abstract

Student numbers have increased in recent years and are set to rise still further in the next decade.

Approximately ten percent of current students have documented health conditions or disabilities such as specific learning difficulties, anxiety and / or depression, and the expectation is that this proportion will also rise. We have, between us, almost twenty-five years of experience in educating, and supporting, students at Swansea University, and we have put together ten or so Top Tips on engaging, teaching, assessing and providing feedback to students, and supporting them, to improve their chances of gaining a successful degree outcome and

good job prospects. We have aligned each tip to the appropriate section(s) of the UKPSF to help staff to see where each activity would fit into an HEA Fellowship application, and we refer to further resources and reading.

Tips are intended to be “light touch” and include (amongst others): 1) how to engage students by making lecture material relevant and meaningful; 2) how to make lecture slides visually engaging and accessible to all students including those with specific learning difficulties; 3) the use of showing quick Youtube videos etc. in class and putting links to them on the module site on Blackboard to engage students, keep them on task for longer and help learners of different abilities; 4) how to design coursework that reduces marking burden whilst increasing employability by being authentic and useful for increasing translational skills; how to decrease student anxiety, and the workload of student email queries, by 5) making coursework instructions clear and 6) going through examples in class and uploading worked examples to Blackboard; how to 7) reduce student anxiety and enhance student learning by providing positive feedback about work before mentioning the areas for improvement; 8) how to enhance learning by tailoring feedback closely to the work; 9) making subject lines of emails positive, encouraging and supportive and 10) the importance of supporting yourself and your colleagues in the face of increasing workloads (and suggestions for how to do this).**Session Outline**

Ed Dudley and I will deliver the session together, as a Powerpoint presentation. We will cover each Top Tip in turn. We will explain the challenges that the tip is meant to address, and describe interventions that we have used in our own teaching practice with Biochemistry and Genetics students during the last twelve or thirteen years. These will be covered on the slides, and each one will be labelled with the UKPSF Area of Activity / Core Knowledge and Professional Values category / categories that it relates to (to help the audience identify how each

intervention could fit into their own HEA Fellowship application), and we will also signpost to further resources.

Delegates will be interested in this because we are providing a range of quick and useful tips that cover a range of teaching and student support activities. We will also provide advice on how staff can maintain their own resilience and support their colleagues in the face of further increasing student numbers.

Key Words

Top tips

Teaching, assessment and feedback

Student Support

Key Messages

Delegates will receive a number of Top Tips on how to improve their teaching practice across a wide range of teaching and student support activities, and how to ensure that it is accessible to students with specific learning difficulties, and other difficulties, and supportive. These tips will also help staff to maintain their own resilience, and to support their colleagues, in the face of increasing student numbers.

How it meets the Selection Criteria:

A. Yes, the title and abstract clearly describe the session

B. Yes, we are providing top tips, crystallised from almost 25 years of teaching experience between us, for how staff can improve their teaching, maintain their own resilience and support their colleagues against a future backdrop of increased student numbers and an increasing proportion of students with documented difficulties such as specific learning difficulties, anxiety and depression.

C. Yes, the session will definitely be of interest to the conference audience. Who would not want to

pick up handy, useful and easily implemented tips for how to make their teaching better, maintain their own resilience and support their colleagues?

D. Yes, the content is innovative and engaging. Although the tips are simple, they are innovative because they describe interventions that people may not be doing already, and they will probably adopt at least some of them after we describe them. One example is that academics may not think to provide at least three pieces of feedback praising a student's work before pinpointing the areas where there is room for improvement - we have a tendency to overlook the obvious, positive attributes of students' work - which can be demoralising for students. The tips will be engaging because they are succinct and helpful. We are sharing best practice.

E. Yes, we believe the session outcomes are clearly stated. The outcomes are that the audience will take away our tips for improving teaching, assessment, feedback and student support and improve their own teaching practice whilst also maintaining their own resilience and supporting colleagues in the face of increasing student numbers, and increasing student support needs.

F. Yes, the session will positively contribute to learning and teaching at the University.

G. Yes, the format and session type are appropriate to the topic. We do not need a long time. 15 minutes (+ 5 for questions) will be fine.

H. Yes, we share learning, teaching, assessment, feedback and student support practice.

I. Yes, the proposal includes all 5 of the following elements (perhaps tacitly in some cases):

Innovation - We are suggesting useful practices that people may not be doing yet, which they will want to adopt, so we are demonstrating innovation.

Replicability - Yes, we have been utilising these interventions successfully with many cohorts of

students. Most of these tips are applicable to the full range of subjects.

Impact - Yes, these interventions have the potential to enhance students' learning, their wellbeing, their degree outcomes and their employability, as well as staff wellbeing.

Evidence - We could describe individual student cases... the student who obtained nearly 100 % in an exam question by drawing a Lineweaver Burk Plot about enzyme kinetics, after revising from Ed's worked example on Blackboard; the student who was encouraged by positively written emails to re-engage with his studies and who, after various Special Circumstances coursework extensions and exam deferrals obtained his degree with a 2:1, anecdotes describing how students have told me about things that they learned in Ed's lectures, that they found really interesting (which were probably noted in module feedback too), and emails from students saying that they enjoyed the quick Youtube videos in class and on Blackboard (also noted on module feedback). More widespread evidence about the effectiveness of these tips (as well as the excellent teaching methods of our other colleagues) is provided by GenBio's consistently good NSS scores, DELHI scores and good degree outcomes.

[31] Presentation

Research as Art in an Undergraduate Context

Author (s)

Sarah Gamble

College of Arts and Humanities

Abstract

The central argument of this paper is that, if we as educators are to 'future-proof' students, preparing them for a workplace in which automation is

becoming increasingly widespread, we have to foster their abilities as creative thinkers. As Florida and Goodnight (2005) put it: 'A company's most important asset isn't raw materials, transportation systems, or political influence. It's creative capital— simply put, an arsenal of creative thinkers whose ideas can be turned into valuable products and services'.

Accordingly, I will discuss assessment strategies trialled in my new module EN-3050 Written in Blood: Reading the Vampire, which is offered as a module to Level 3 students in the department of English and Creative Writing. For their first piece of assessed work (worth 30% of their final module mark), students were given the choice of following either a 'critical' or a 'creative' path. While the critical path involved the writing of a short analytical essay – a task already thoroughly familiar to final-year literature students – the creative path gave students the opportunity to respond to the main themes of the module by producing a creative piece plus a critical commentary. The definition of what constituted 'creative' was left deliberately broad, encompassing both creative writing and 2-D or 3-D artwork.

Incorporating student feedback and examples of their outputs, I will reflect upon the success of this assessment strategy, outlining the challenges involved in drawing up assessment criteria and guidance notes, and the viability (and desirability) of extending this form of opportunity to other modules.

Session Outline

The presentation will begin with an outline of the 'creative path', and the methods used to explain it to the students. Examples of their creative work will be shown, alongside a discussion of assessment strategies, learning outcomes and student feedback. It will be of interest to any delegate who is interested in broadening undergraduate methods of assessment.

Key Words

Research as art, creativity, undergraduate assessment

Key Messages

Students need to be helped to become creative thinkers in order to maintain their employability in a workplace increasingly dominated by technology. Therefore, traditional methods of assessment need to be supplemented by tasks that require students to 'think outside the box', devising unorthodox and individualistic approaches to problem-solving.

[32] Workshop

The use and implementation of online assessment (formative and summative).

Author (s)

Charlie Earle

College of Human and Health Sciences

Angharad Thomas

Abstract

When and how online assessment can be used within a module is a question which is increasingly likely to be asked by a lecturer. Online assessment not only allows a lecturer to assess the students' knowledge but also to ascertain the engagement of the class with the taught material. As a lecturer, it is useful to see what parts of the course are proving problematic to students and this can be done relatively easily by using formative assessment online. Online assessment can also reduce the marking load of a lecturer significantly and can also reduce opportunities for academic misconduct by either providing different variables within a question for each student or having question banks

where different students get a different selection of questions.

The Physics Department has been using online assessment in many of its modules for several years. Following a presentation on e-assessment at the SALT Conference 2018 (by Dr Angharad M Thomas), NUMBAS (a free online software) was used in a Healthcare Science module during this academic year.

'Research Methods and Statistics' is a 10 credit module with poor attendance and poor feedback for Healthcare Science. Mean attendance rates for eight of the main teaching sessions last year (2018) was 58% (n=42), with 7% (n=5) not attending any lectures. Module feedback on average, scored 3.6/5 last year.

Healthcare science students must achieve a pre-defined University attendance, in order to be eligible for their bursary, so it was clear the module content was insufficient to motivate attendance. Students must all pass every module in order to progress each academic year.

In 2019, the module drastically altered, with changes to content, delivery method, lecturers and assessment.

The introduction of a summative 'Data Manipulation' exam (35% weighting) halfway through the module was perhaps the most controversial alteration. Students consented to these changes, despite anticipated reluctance of introducing a statistics assessment. NUMBAS was used to assess the students. The test involved multiple choice questions, and simple statistics calculations (for example; t-test, ANOVA, mean, standard deviation).

Students were given practice examinations, allowing them three attempts at a random selection of questions written for the module.

On 1st April 2019 students sat the 1-hour examination. All students (n=47) passed the

examination, with an average score of 100 % (to nearest whole number). Student feedback on the module is currently being collected (until 15th May 2019) and it will be analysed and compared to last year's, but verbal feedback so far has been very positive.

All marking and moderation was completed within 30 hours of the examination finishing, so as soon as the 5-day window for extenuating circumstances had passed the results could be released.

The aim of this workshop is to show staff members the NUMBAS software, and how it can be implemented into both summative and formative assessments (including examinations), for a wide range of degree programmes.

Session Outline

The session will start with a brief introduction to online assessment methods (including Blackboard, Numbas etc). Physics has been using online assessment methods for over 6 years and has developed many different methods to support students and assess them. NUMBAS is used across many modules in Physics and has also recently been introduced in a module in Healthcare Sciences. There are benefits and potential risks of using online assessment methods, and these will be discussed as well as the students' response to online assignments (by way of the Student Module Evaluation).

The main part of the workshop will be an opportunity for the participants to try out some of the NUMBAS tests and assignments themselves. The participants will be invited to register on the test module within Blackboard ("e-assessment") so that they can experience the NUMBAS tests and assignments as a student. The participants will also see how the system looks to the instructor and how to access interesting data regarding student performance, engagement etc.

To close the workshop will be a Question and Answer session where participants can ask

questions about NUMBAS and its deployment at Swansea University, or to ask about features that they would like for their own assessment methods.

Key Words

Online assessment, blended learning, NUMBAS

Key Messages

1. To understand the impact of online assessment methods; to save time (lecturing and marking), increase student learning and engagement, improve the student experience.
2. To become familiar with NUMBAS and understand how to create basic questions.
3. To think about how online assessment such as NUMBAS could be embedded into other modules/programmes.

[33] Presentation

Co-creative design with industry: The future of higher education?

Author (s)

Samantha Burvill

School of Management

Jenny Cave, Louisa-Huxtable Thomas and Barrie Davies

Abstract

There is a growing recognition of the need to better prepare students for the workplace (CEDEFOP, 2014). Research by various sources suggest that of the businesses researched many complain that graduates are not equipped for the workplace (ABS, 2013; CEDEFOP, 2014; Manpower Group, 2013), suggesting that there is a void between knowledge learnt and its appropriate application. Add to this the increased expectations of the modern student population and the result is a complex and fast

moving higher education system, which is not keeping pace with the needs of multiple business sectors. Research by the association of business schools (ABS, 2013) highlights the need to integrate practice into teaching and to bring experienced practitioners into the tertiary learning process. In order to keep pace with workplace changes, and echoing the need, universities need to look to the future, to prepare students for the changes to come and to be more daring and innovative in their pedagogic approaches.

This research aims to address some of these issues by creating an experimental, co-creative module aligned with the needs of an industry partner and tertiary pedagogy. The module was innovative in its design, delivery and approach compared with traditional undergraduate modules. The pedagogic innovation was used in a second year undergraduate Business Management course in a module entitled Change Management. This research builds upon that which was presented at SALT 2018 which reported on a pedagogic model where an industry partner (Fujitsu) was involved in providing lecture-specific case studies for the module in order to demonstrate contemporary realities in this industry. However, the research presented here goes well beyond this, in that the industry partner co-creatively re-designed the module entirely in conjunction with teaching staff. In depth discussions took place to re-design the module in a way that was theoretical, with academic rigor, but which was also highly practical and reflected change management in the real world. Along with this the industry partner or a guest speaker was involved in the delivery of each lecture in conjunction with teaching staff. The organisation also paid for a social event for the students, were involved in assessment design and oversaw marking and organised a competition for the students for the end of the module. The competition winners travelled to Fujitsu's Development HQ in Bracknell and to the UK HQ in London where they met and discussed change management with individual members of the Executive Leadership team over a two-day period.

The purpose of this paper is to present the conceptual rationale and process that was used during this re-design and module delivery. It also outlines the research design and methodology used to measure the impact of the module. It also reports on the impact that this pedagogic intervention had on student satisfaction and engagement. Results are preliminary at the moment but further, more in-depth research is planned for the first semester of the 2019-20 academic year. Feedback was gained through the use of end of module feedback and through personal reflection by teaching staff.

Session Outline

The session speakers wish to deliver a power point presentation as an opportunity to begin multi-disciplinary debate regarding industry involvement in module design and delivery. The session will be structured in a way that presents the existing literature on co-design and delivery of modules with industry, which will then lead into the knowledge gap that this research and intervention is addressing. The methodology and process followed throughout the pedagogic innovation will be highlighted along with quantitative and qualitative feedback from students and staff regarding the initiative. Plans for further research will then be discussed. However presentation slides will be kept to a minimal and instead we will aim to highlight the process to attendees through an "over to you" section. This will involve the presenters presenting a number of subject areas that the audience will be split into groups to discuss. The aim will be for the groups to co-create potential teaching themes around these topics. The aim will be to highlight to attendees that collaboration with people outside of their immediate department can be beneficial and insightful.

The aim will be to gain constructive feedback from the audience and to inspire others to follow suit. This is an intervention that could be used on any module in any discipline and as such should be of interest to many SALT attendees. It is hoped that the

presentation of this process will encourage and inspire other SALT members to take a critical look at their own modules and consider if they are fit for the future of teaching and learning. To our knowledge this is the only module in the University, certainly the school of management, that has been completely re-designed and delivered in conjunction with industry. Therefore this session should be of interest to any SALT member wishing to increase the employability skills of students, increase the innovativeness and topicality of their teaching and who are interested in business engagement.

Key Words

Co-creative design, Industry engagement, Employability

Key Messages

There is a need for teaching staff to reflect on their modules in terms of content, assessment and delivery in order to ensure that teaching is fit for the future.

- Involving business in the co-design of modules can lead to increased engagement and motivation amongst students
- This approach to teaching brings all three missions of a university into the student experience; Teaching and learning, research and engagement
- Multiple benefits can be gained from engaging business in teaching with long term relationships established

[34] Presentation

Using ePortfolios to Facilitate Academic Supervision of Work-Based Learning Students

Author (s)

Rebecca Pratchett

College of Human and Health Sciences

Sara Jolly

Abstract

Work-based learning students in Human and Health Sciences are assessed via portfolio. In the past, students submitted paper copies which were vulnerable to loss, mandated travelling significant distances for submission, and hindered the ongoing supervision of work through the module.

Using the PebblePad eportfolio system, the Enhanced Professional Practice (EPP) programme introduced electronic submission of work-based learning portfolios. It was hypothesised that doing so would facilitate closer academic supervision through a continuous submission and feedback process in addition to improving the security of our submission process.

In order to evaluate this intervention, students and staff members were issued with questionnaires in which they were asked to detail their experience of using the system. The questionnaires sought to establish whether using PebblePad aided efficient tracking and supervision of student progress. The impact on marking/moderation and security were also reviewed.

This talk will present the outcomes of our case study focussing on the perceptions and experiences of staff and students using PebblePad for assessment in work-based learning. We will also discuss our own experiences in implementing eportfolios and

present the barriers we faced, providing recommendations that other educators can use to overcome similar barriers to success.

Session Outline

This 20 minute presentation will provide an overview of the process involved in embedding eportfolios in our summative assessment method. We will explore the advantages and pitfalls of the system providing guidance for other academics who may wish to consider using eportfolios as a means of assessment.

Key Words

ePortfolio, eLearning, Online

Key Messages

Delegates can expect to take away information and guidance on the advantages and pitfalls of implementing eportfolio for summative assessment.

[35] Pecha Kucha

Large cohort online summative testing in institutional Virtual Learning Environment

Author (s)

Marcela Bezdickova

Swansea University Medical School

Abstract

Enhanced Learning Technologies and online testing become essential part of education and assessment long time ago. However, many aspects need to be considered when using such a tool for summative assessment for a large cohort of hundred students. Virtual Learning Environment (VLE) Blackboard offers tools for many types of activities for teachers and students too. Using formative assessment of the same structure prior the summative assessment is a good way to prepare both students and teachers for

later summative tests. The aim of this contribution is to highlight key steps I found through my implementation of Blackboard summative test for large cohort of undergraduate students. Timing, space organisation, professional support, hard copies, detailed guidance for students and invigilators and test options were the most important parts I experienced. After considering all these aspects and some testing during formative assessment the result was comprehensive 30 minutes long summative online test using various types of questions available in VLE. The test gives me immediate results from 92 students with possibility to track back all answers. I found this innovation to my teaching very useful with very positive feedback from students. Sharing my experience could encourage my colleagues to apply similar innovation in their practice.

The session will:

Highlight some aspects to consider in using VLE Blackboard online test.

Compare pros and cons of using this tool for summative assessment.

Give an insight into feedback from both, the students and lecturers perspectives.

Discuss possible scenario with giving options to solve it effectively.

Support colleagues to give a try in using available online tools for summative assessment and improve confidence in using VLE.

Sharing a practice.

Key Words

Virtual Learning Environment, summative online test, large cohort

Key Messages

Preparation of the online summative test needs deep attention in many aspects.

Detail guidance of the students and invigilators is essential.

Give a try is worthy

[36] Presentation

AquaTED: the power of digital stories in STEM

Author (s)

Sara Barrento

College of Science

Abstract

AquaTED <https://medium.com/aquated> is an online education project where I used the online Medium platform to tell real stories about coastal populations, their aquacultures and fisheries livelihoods. This content was used for the first time in the current academic year (2018/2019) with forty students enrolled in the 3rd year Marine Biology degree doing the Aquaculture and Fisheries module. This module is part of a pilot taking place in the Biosciences Department, College of Science, where assessment is based on coursework only.

Each story is a starting point for exploring concepts and discussing ideas in a blended learning context. The project uses techniques of literary journalism, also known as narrative journalism, photojournalism and video reporting without comments and with reduced image and sound editing. The stories give a human and factual dimension to concepts that in a class room often become abstract and distant. Every story includes clear learning objectives, suggested activities for educators and students, and a section on further reading. AquaTED can be used by students, educators, aquaculture and fisheries practitioners, and professional trainers in the industry.

The novelty of this project relies on the new content but also on how Medium - the online platform, was used to introduce this content. Medium is a text publishing platform created in 2012 by Evan Williams co-founder of twitter. The platform has become a space for the exchange of ideas that goes far beyond the 280 characters of a tweet. Designed to publish emotive stories and manifestos that ambition to change the world we live in, Medium already has 60 million readers every month.

This project aimed to demonstrate that blended learning can and should aspire to provide novel online content that goes beyond the explanatory videos with educators as talking heads. In this presentation I will showcase innovative teaching content, using an innovative online tool which is freely available - Medium. I will also explore the advantages of using journalism techniques in biological science teaching, the technological and management limitations of Medium, and the impact on learning. I believe the future is about simplicity and authenticity. Digital storytelling provides both. Medium provides the simplicity and convenience of a very easy to use platform, with a simple but effective design.

Session Outline

The session will start with a story to illustrate the power of stories and where they can take us. I will then introduce the platform - Medium. I will go through the AquaTED publication, and the different sections. A key point will be the facilitation in class, and how to generate and manage discussion that leads to learning. A general overview of impact will also be provided.

Key Words

Blended Learning; Medium; Storytelling

Key Messages

By the end of the session delegates will be familiar with Medium; realize the importance of storytelling

and basic journalism techniques to facilitate guided discussions in class.

[37] Poster

Spiral curriculum and interactive learning

Author (s)

Faye Morton

College of Human and Health Sciences

Abstract

As part of a module in the first year of Healthcare Science Medical Physics Technology, students learn about innovation and service development in healthcare. A didactic lecture was provided with discussion surrounding considerations and goals of the NHS. Following this, students were asked to produce a business case presentation that discussed an area of quality improvement in clinical practice. Their verbal feedback from this session was extremely positive. It was stated that the session was very useful and suggested it may also be useful in the second year of their degree programme. Therefore, a spiral curriculum format was used to implement a similar session in the second year, which took place with the title 'radiation research'. Students were asked to produce a presentation and include several factors surrounding research and innovations within their area of clinical practice. This method of learning included a flipped classroom, peer teaching/review and formative feedback. The student feedback concluded it was a useful and interactive way of learning, which encouraged critical thinking surrounding innovations, which could be used to develop dissertation ideas in their third year.

Session Outline

Poster presentation displaying interactive teaching methods

Key Words

Innovative, applied, interactive

Key Messages

Information on how to move away from didactic lectures and include more discussion and interaction

Ideas regarding how to use a spiral curriculum structure to encourage active and applied thinking

[38] Poster

Didactic teaching: getting to the heart of it!

Author (s)

Faye Morton

College of Human and Health Sciences

Yusuf Museji

Abstract

Good teaching practice tells us to limit the amount of words on slides when presenting. However, student feedback in previous years has stated that they dislike the sparsely worded presentation method, due of the lack of detailed notes for exam revision, as some struggle to keep up with note taking in the lecture itself. In response to this, a lecture was delivered on basic principles of ECG. Within this session, the lecturer used a sparsely worded presentation format and focused on pattern recognition to instil the basic concepts of ECG interpretation. Following the lecture, a more comprehensive presentation was disseminated electronically, which provided them with the information covered in the session. Overall, the small student cohort found this an effective way of learning, however they would have preferred the use of paper handouts displaying the slides so they could annotate. This would allow them to quickly link notes to the relevant slides. This teaching trial

and feedback system may help hone the balance between effective teaching sessions and providing comprehensive notes for revision.**Session Outline**

Poster presentation

Key Words

More lecture interaction

Key Messages

Ideas around how to make lectures more interactive whilst still ensuring comprehensive notes are available for students

[39] Pecha Kucha

How well 'connected' are you?: The future of learning and teaching

Author (s)

Yan Wu

College of Arts and Humanities

Abstract

'Connectedness' is a buzzword that has been used to describe changes brought to the higher education sector by the digital revolution. Nevertheless, the word is increasingly risking being used as a cliché for mapping out the general development trajectory of the education sector. Is it time to scrutinise the meaning and implication of 'being connected' in the future for learners and teachers?

In this Pencha Kucha presentation, I aim to examine the connected nature of future education from the following perspectives. Connectedness firstly means the enhanced connection between academic knowledge and real-life issues. Students are not expected to be 'told' everything by teachers, but instead they are becoming partners with teachers, searching for solutions to real-life problems. Consequently, current learning spaces need to be a reflection of this new form of collaboration.

Traditional classrooms, seminar rooms, labs, etc. are still important, but they are only a few of the many locations where learning takes place.

Connectedness also means that learning is 24/7 and can take place anywhere and anytime thanks to the omnipresence of digital media and communication technologies. Many current teaching innovations, such as blended-learning programs and flipped classroom models, which combine both online and face-to-face interaction will emerge as the mainstream learning and teaching method. Thirdly, due to the global reach of the Internet, knowledge co-creation originating from a campus often supersedes its geographical boundaries quickly and reaches the network of learning at national or international level.

To a degree, the connected 'future' is happening now. Crowd-sourced community learning and peer-to-peer knowledge sharing have rewritten many rules of education and pose both challenges and opportunities for universities. Does the world still need universities or teachers for the future? The answer is 'yes!' But the role current educators and universities play must adapt and grow. Educators of the future will need to know how to use technology in customising learning experiences, maximising the potential for individuals and providing augmented experience that is closely linked to real-life issues. Universities of the future will be a site of creation and innovation via linking to, and collaborating with, various sectors of society.

Session Outline

In this 6 minute and 40 second talk, I will be showing 20 slides facilitating the delivery of my talk.

Key Words

Connectedness, collaboration, technology

Key Messages

Enhanced understanding of the role of digital media and communication technologies play in reshaping the education sector

[40] Pecha Kucha

Lifelong learning: to rubric or not to rubric

Author (s)

Joy Jia

School of Management

Abstract

With the proliferation in digital technology, the threat of replacing human labour with artificial intelligence is imminent. Lifelong learning skills have become more imperative to the future employment. Criteria-referenced self-assessment is one of the tools can be used to boost learning and achievement and promote academic self-regulation (i.e. monitor and manage students' own learning) (e.g. Pintrich, 2000; Zimmerman&Schunk, 2004. Bigg, 2007). The objective of this study is to investigate the role of using rubric as a criteria-referenced self-assessment tool on students' group performance and independent learning skills. The paper studied 3 cohorts (2016/17,2017/18,2018/19) year 3 undergraduate students (in total 100) studying a problem-based learning module. Controlled by gender, country origin and programmes, the study found that in general, students' group performance gradually improved, higher learning strategies were used and the perception from students and the expectations from lecturer became more in lined over the semester. However, it is also found that problems coping with stress and avoidance of self-regulation are likely to increase which was detrimental to learning.**Session Outline**

A short presentation will be given on the thought of how a problem-based module promotes lifelong learning skills and the role of rubric played in this.

Key Words

critical thinking, self-assessment, student performance

Key Messages

My study indicates that a careful designed rubric is useful in communicating expectations and promoting critical judgement. But it should not be used as a summative assessment.

[41] Presentation

Technology in the Classroom: Game Based Learning Platforms and Student Engagement

Author (s)

Ellen Spender

School of Management

Lesley Davies

Abstract

Does technology help to increase student engagement in our lectures? Lecturers are constantly trying to break down the barriers students face today and frequently use innovative methods to increase student attendance, and as a result, student engagement.

The last 20 years has seen technology advance at an exponential rate. The view of students being mainly reliant on textbooks and attendance at lectures to gain knowledge now appears outdated. As too is the image of a student studying hunched over a desk overflowing with textbooks is becoming a thing of the past. We are now more likely to see students hunched over an iPad or other form of electronic communications. As lecturers, should we be adapting to our students preferred methods of study

and introducing more interactive electronic methods of learning into our classes?

More rigorously than ever before, as lecturers, we are using various pedagogies in constructing our lectures and seminars as we attempt to engage our students. To address the issue of raising engagement with our students in our classes, during semester 2 we introduced Kahoot, an online game-based learning platform, into our lectures. A 10-minute “game” of questions, based on the content of the lecture, was used electronically and shown on screen at the end of each lecture. Students were required to access the “game” via their mobile phones and answer each question. Various studies have shown that students prefer technology believing it makes learning more interesting and fun. Students took ownership of their answers by entering a unique name and all scores were recorded. Thus introducing an element of competition.

By encouraging interaction in the lecture room, the aim was for students to gain experience in an alternative method of learning compared with more traditional approaches to learning. Establishing just how much knowledge our students are acquiring from lectures is a difficult task. The majority of students are reluctant to answer a verbal question from a lecturer in a lecture hall. When a lecturer is fortunate enough to engage with a willing student, we often find that the student will attempt to answer all questions asked in that lecture, and the rest of the students are content to allow this to happen. The result of this type of lecturer led Q&A session is that many students will often disassociate themselves from that part of the lecture. Any valuable feedback of student gained knowledge the lecturer is attempting to gather does not occur.

The aim of this session is to explore the role of technology in our classes in between how as lecturers we engage our students whilst also ensuring students best achieve their objective.

In our evaluation study we found evidence that online game-based learning platforms, in this study Kahoot, did indeed increase student engagement. However, there are still questions to be answered regarding the design of short questions requiring short answers and how students can acquire detailed knowledge of the topics being delivered.

Presentation: Ellen Spender & Lesley Davies

Session Outline

Gaming is increasingly part of everyday life and has become hugely popular. One of the reasons being that mobile platforms, in terms of games, are available on smartphones, and as such, are portable and can be carried around. Including that technology and portability in the classroom seems a natural inclusion in the teacher-learner relationship and Game-Based learning has become increasingly used in teaching in recent years. Research has found that one of the positive effects is increasing motivation. The session will address the following topics:

1. A description of Game-Based Learning Platforms and why we chose Kahoot! Including a summary of its advantages and disadvantages.
2. A summary of our research and findings including percentage of students participating and their views on whether it was viewed as a game or as a learning tool.
3. How our findings will contribute to learning and teaching at Swansea University.
4. To engage our audience the presentation will conclude with a short Kahoot! quiz.

Why will the session be of interest to the conference audience? – The Pedagogic Rationale

Lectures historically have been used to convey information to our students but how can we assess the learning taking place with our students? Active participation in lecture halls can be daunting for

some students who simply wish to remain passive. By using an anonymous online game-based learning platform lecturers can assess the learning that takes places. It can be used to assess understanding and to learn which areas need revisiting. It is a valuable tool in today's learning environment.

The aim of our presentation is to present to peers an insight into our use of Kahoot! in assessing learning and engagement with our students. The data was collected via data from Kahoot! and also views from a questionnaire provided to students.

We can share our experiences and good practice with colleagues so that delegates may be able to implement the findings / initiative in their own practice. The session demonstrates an innovative approach because it is a real-life study. Dynamic and fluid. The findings, to date, have been shared with colleagues in the School of Management and we wish to share these findings university wide starting at the SALT conference.

Key Words

Technology Learning Engagement, Kahoot

Key Messages

The results of a study into the incorporation of technology in the classroom using Kahoot!

[42] Workshop

You Can't Teach That! Creativity as a Learning Outcome.

Author (s)

Ben Martin

Abstract

A report by The World Economic Forum, The Future of Jobs, estimates that by 2020 creativity will have risen to become third most sought after skill by employers, beaten only by complex problem solving and critical thinking. This makes sense; as more traditional roles are filled by automation and AI, our ability to think creatively may well be our distinguishing feature in the new world of work.

Despite this, creative thinking receives insufficient attention within higher education. This does students a disservice: the ability to understand and develop their own creative process is not only important for their learning, but will be crucial to their ability to thrive in the modern workplace. In part, the underrepresentation of creativity as a skill in its own right is caused by a lack of confidence in lecturers and other staff to discuss their own 'creative selves'. The multifarious definitions of the skill and a number of unhelpful myths around the idea of creativity contribute are perhaps two of the reasons for this. But as we consider how we might adapt our teaching and learning for the future, a more thorough understanding of creativity and how to nurture the skill in others is required.

This workshop will explore ways in which all of us involved with the student journey at Swansea can help students to become confident in their abilities as creative thinkers. Drawing upon learning from the last 2 years of running successful creative thinking workshops for students within the Centre for Academic Success, this session will break the skill of creativity into a distinct concepts and demonstrate these via practical activities. Using case studies from collaborations with lecturers within Swansea University, the workshop will briefly demonstrate how these concepts relate directly to much of the higher education journey. Participants will then be encouraged to consider how concepts from the workshop may apply to their own teaching practice.

Session Outline

The workshop will be split into three sections:

Presentation

Short presentation outlining a working definition of creativity and barriers to teaching it. This will be followed by a brief discussion of the presenter's experience designing and running a creative thinking course within Swansea University.

Practical

Participants will engage in five activities in small groups. Each activity introduces a different stage of the creative process, all chosen for their relevance to the HE journey. These are: Tolerating Ambiguity; Idea Abundance; Cross Pollination; Growth Mindset; Challenging Assumptions. At this stage activities are designed to present the concepts in isolation. For example, a problem solving activity based on De Bono's random word generator serves to demonstrate Cross Pollination.

Discussion

In the same groups participants will be given a short set of questions which ask them to reflect on their own experience of teaching in relation to the creative stages presented and suggest approaches that could fit each of them. They may like to suggest other stages of the creative process here also.

The presenter will share their own approaches to helping students draw the link between academic skills and the creative skills presented and elicit feedback from groups. All suggestions will be collected and distributed among participants following the session, hopefully stimulating further discussion and sharing

Key Words

Creativity

Key Messages

A more thorough understanding of the creative process and how to make this explicit to students within teaching.

[43] Poster

VR Gamification - When reading medical images becomes competitive

Author (s)

Joseph Purden

College of Human and Health Sciences

Barry Bardsley and Faye Morton

Abstract

The use of Virtual Reality in teaching is on the rise, with college digitalisation strategies meaning that it is becoming embedded in curricula across the University. The aim of this project was to transform a session for 2nd year students on the nuclear medicine and radiotherapy physics programmes, which usually reviews medical images and teaches students what to look out for when on clinical practice, into a competition using VR. Students were put into pairs and assigned an Oculus Rift system, preloaded with Organon VR software. They were presented with medical images and drawings and had to use the VR system to gain information about different areas of the human body. The prize? A priceless 'Get Out of Journal Club Free' card.**Session Outline**

Poster presentation with QR codes linking to further information

Key Words

VR, Gamification, Medical

Key Messages

Using VR and gamification to actively involve students in the learning process, making them more critical and independent thinkers. By working in pairs it also developed team work skills and brought

an analytical edges as each member of the group critiqued the work of the other in an attempt to win

[44] Pecha Kucha

Teaching paradigms and real world costs: adapt or die.

Author (s)

Matt Garrad

Abstract

The Higher Education market is becoming more commercialised, and students' expectations of learning are changing, in line with new technological advancements. In the current climate, with financial and political uncertainties looming large, teaching institutions cannot rely solely on traditional methods of content delivery to cope with increasing student numbers and new programmes of study.

The conventional approach of "building your way out" of teaching space shortages is now no longer a cost effective means of being able to provide additional content to increased student numbers, and so delivery methods will have to change if institutions are to survive and remain financially viable.

This presentation will briefly outline the challenges, and will seek to quantify, via the use of examples, the financial costs and associated risks to an institution of relying solely on conventional methods of teaching.

Session Outline

I am intending to present this as a Pecha Kucha, using the prescribed format of powerpoint slides. I am hoping to engage participants by giving some insight into the space modelling work which has

been taking place, referencing projected growth from College Business plans, current estimated space costs for building and maintaining new teaching space, and timetabling outcomes.

Key Words

pedagogical paradigms costs

Key Messages

I would hope that the delegates will come away with a greater understanding of the risks associated with continuing to teach using only conventional didactic approaches and, for Swansea attendees, to reinforce the messages coming from other areas regarding teaching methodology changes.

[45] Presentation

Using a simple in-house app (MS Forms) to enhance standardisation and moderation practices

Author (s)

Lucy Davies

Stephen Beale

Abstract

Aim: To demonstrate how we have used MS Forms to enhance the standardisation and moderation process for subjective marking.

Objectives:

- To explain why we started using this in ELTS (validation, accountability, auditability, staff orientation, cross-campus working).
- Detail the process of how we have used these forms to analyse rater reliability.

- Give attendees the chance to run through a simple practice activity. **Session Outline**

1. Why we use it in practice.
2. How we use it and how it can be adapted for other departments.
3. Engage participants with a demonstration MS Form “moderation” activity on smartphones.
4. EXTRA: Link to video on how to set these up for delegates to view in their own time.

Key Words

Standardisation, moderation, innovation

Key Messages

At the end of the session, delegates will:

1. Understand how they can use MS Forms for standardisation and moderation purposes.
2. Have awareness of a possible alternative to existing standardisation and moderation practices

[46] Poster

Collaborative Technology: The future of accountancy teaching in the digital age.

Author (s)

Tracey Williams

School of Management

Sue Evans

Abstract

How do we improve student learning and engagement? We all know that students are expert

at using digital technology, how do we use these skills to our advantage as lecturers?

One solution is to use collaborative technology, in Accountancy and Finance we are trialling the use of Padlet technology on accountancy students. Padlet technology allows students to input data in real time. Students will use the technology in group sessions to encourage learning and participation, to allow students to suggest ideas to other groups in the room. This should enhance student engagement, participation, their technology skills and language skills in preparation for their working lives as accountants. If students do not attend the session the technology would be made available to them to allow them to see the discussions that took place.

Specifically the study will look at the impact of the technology on students’ learning and engagement. To measure success, students will be asked to complete a questionnaire and provide feedback on the technology. The questionnaire will be analysed to see the effectiveness of collaborative software, the marks on the course will be compared to the previous year and similar modules for the same cohort of students. The effect on absenteeism will be evaluated by comparing the attendance records to last year and other modules. A literature review will be performed to evaluate the use of collaborative technology in lectures.

Session Outline

The poster session will outline and discuss the proposed study into the student and lecturer experience of using collaborative technology such as Padlet. The poster will also show the features of Padlet and how this can be used in teaching. Student engagement will be measured throughout the project by gaining feedback by means of a questionnaire and interviews with the students. To measure student success, student performance will be compared to other modules were the technology is not being used. The lecturers involved will also be interviewed to gain their feedback on the use of the

technology and to highlight any areas for improvement.

Key Words

Innovative, Engagement, Experience

Key Messages

By the end of the session conference participants will understand the features and expected benefits from using collaborative technology such as Padlet in teaching. Initial findings of the research will be presented and participants should be able to measure the expected outcomes of using collaborative technology compared to conventional methods of teaching

[48] Presentation

Developing skills through digital assessment

Author (s)

Frances Thornton

Jim Milton

Abstract

The International Phonetic Alphabet (IPA) comprises of symbols representing the sounds of the spoken language. Phonemic transcription using IPA is a skill that takes practice. Traditionally assessing students' ability to transcribe is very much a manual process, where students would hand-transcribe a piece of prose into phonemic script. Manual marking takes time, especially with growing class numbers. Finding a way to convert the practical exercises into online tests would enable timesaving for staff through automated marking and would provide students with immediate feedback, to enable them

to learn from the exercises as well as be measured by them (Brenton, 2015).

In this session, I am going to talk about the challenges I faced in automating the process, how we have learnt from the students' experience of using the tool and how we can take it forward to benefit future learning and teaching.

Session Outline

This session will demonstrate of the resource I developed. It will also provide an opportunity to hear about the way we approached its development, made improvements based upon its use in practice and students feedback, and how its use can be expanded to benefit future cohorts.

Key Words

assessment, feedback, skills

Key Messages

This session will demonstrate an approach to automating transcription skills when conventional typing using a Qwerty keyboard is not an option. It will provide insight into the way we have developed a resource to maximise learning opportunities for students whilst assessing an individual's skills development and the transferable learning opportunities available.

[49] Poster

Could part-time programmes be the future of nurse education?

Author (s)

Mark Edwards

College of Human and Health Sciences

Nicola Henwood

Abstract

Despite successive increases in the number of commissioned places for pre-registration nursing programmes across Wales, the number of nurses' remains stationary. In most areas there are severe nursing shortages and health boards struggle to recruit qualified nurses. Nursing shortages lead to reduced standards of patient care, safety concerns, significant agency costs and difficulties delivering key services.

An innovative education programme has been developed at Swansea University to try and address this problem. Currently, our four local university health boards (Swansea bay, Hywel Dda, Cwm Taf and Powys) employ several thousand healthcare support workers (HCSWs). Many of these have the requisite entry qualifications to access a nursing degree but are unable to consider applying for a BSc (Nursing) through the traditional route because they have financial commitments that cannot be met while studying on a limited bursary. As many of these HSCWs will have families and other responsibilities, studying full time is not realistic. These HCSWs have strong ties to the local community and are a stable workforce. By offering flexibility in an education programme, which involves creative delivery methods, funding and working conditions, it is expected that we can enable HCSWs to access a degree programme leading to registration with the Nursing and Midwifery Council (NMC) whilst maintaining their normal income as a HCSW. Once qualified, these newly registered nurses will be guaranteed employment in the health boards that have supported their studies.

In 2017 Swansea University, in collaboration with the Health Education and Improvement Wales (HEIW – commissioning body) and our local health boards pioneered the first part-time Pre Registration Nursing Program (BSc). The program is structured so that course components are delivered over three days per week. This equates to one day of placement, one day at university and another of work based learning. The same standard of

academic achievement and clinical hours are required by the Nursing Midwifery Council to enable students their nursing registration. To complete the degree and entry onto the professional register, specific skills need to be compiled and demonstrated alongside the successful completion of modular assessments. To address these issues the programme necessitated a change of many components from the traditional full time nursing programme. A robust combination of blended learning, clinical placements, work based and distance learning has been developed to ensure the students are able to improve their knowledge and skills at times that suit their learning needs. The programme also allows for the limited face to face teaching time to be used to its best advantage.

These new methods of delivery allow the students to learn at their own pace in a way that suits their preferred learning style and lifestyle. Allowing students to set aims and objectives and the ability to learn in this way respects the diverse needs of our student populations. It also provides equality for students who have disabilities, those who live rurally or far from campus, and those who have caring, family or financial responsibilities. Early evaluations suggest that the programme will be a success and could be considered for alternative nurse training in the future?

Session Outline

This poster presentation will outline alternative teaching methods within a part time programme to enable nursing students to develop some of their knowledge and skills at the convenience of their own time. The impact of these new innovative teaching methods and the completion of the programme qualifies the student to register as a nurse.

Key Words

Independent learning, enquiry based learning, blended learning

Key Messages

The delegates will gain an insight of different methods of teaching delivery and how students can develop skills for independent lifelong learning.

[50] Poster

What the Future Student Wants and Needs: Immersive Learning, Game-Culture Classrooms, Job-Ready Expanded Skill Set, Flexibility, and Cultural Competency

Author (s)

Wendy J. Turner

College of Arts and Humanities

Abstract

In June 2013 a report from the Commission on the Humanities and Social Sciences, part of the American Academy of Arts and Sciences, came out with a whitepaper called “The Heart of the Matter” that discussed education from pre-school through higher education (https://www.humanitiescommission.org/_pdf/HSS_Report.pdf). In part they write, “... jobs of today [...] [are based] on the development of professional flexibility and long-term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the capacity to share and build ideas with others.” In 2018, the University System of Georgia, after a two-year discussion between academics and industry professionals, came out with a report on “College 2025: Adaptability, Essential Skills, Lifelong Learning, and Partnerships” (<https://www.usg.edu/college2025>). I was part of this team. We found that while we cannot predict the future or know what skills future jobs might

need, we can teach our students to become more flexible, to learn on their own, and to know how to respond with sensitivity to the world and people around them. To get them job ready, we can also find our students hands-on training. Universities, colleges, departments, and even individual faculty members should build good partnerships with community businesses, libraries, schools, and others institutions, in terms of research, internships, and hands-on training and practice those skills in the classroom.

This poster will explore some immersive and game-based learning options that can be implemented, including “Reacting to the Past”, which has games ranging from sociological problems to science questions to history (<http://books.wwnorton.com/books/reactingpast.aspx>; and <https://reacting.barnard.edu/>). While Reacting presents students with a problem to solve as a group, often teams or sides that debate their way to a solution, immersive learning presents problems that need solved sometimes within a real-world digital environment, whether that is a maker space, laboratory, or public health issues (and I have a seen a few with outside pressures added, such as interference from the media or mechanical malfunction). All of these types of learning environments teach students how to do research, to think critically about issues, to problem solve, to debate, to work in groups, to lead, and to write all while investing themselves into a particular subject, learning the details of a sub-field.

The presentation materials will also explore the “new” skill-set employers expect the university graduate to have stepping into the job-market. This skill-set includes most of the skills we may be used to—such as communication and critical thinking skills—but it also includes computer skills, flexibility, multi-tasking, cultural competency and sensitivity, narrative presence, and hyper-thinking skills (innovation & outside-the-box thinking). If we can equip and encourage our students to think beyond the task at hand, we can give them the skills not only

to succeed at their first job, but at any job they want to tackle, including management positions and leadership. This presentation hopes to demonstrate that we are teaching the right things, now let's teach it in the right way.

Session Outline

- Explore the future of higher education through the lens of students' wants and needs for learning
- Define Immersive Learning and Game-Culture Classrooms (which are part of the "flipped/inverted/upside-down" classroom movement)
- Examine the twenty-first century skill set for job-readiness
- Explain the employer desire for skills and cultural competency

Key Words

Cultural Competency, Immersive, Game

Key Messages

- Give examples of Immersive Learning and Game-Culture products that are useful, often free or semi-free and how to get training
- Provide a list of skills that employers want in job-ready students with a set of possible classroom activities to introduce, reinforce or expand those skills in students
- Offer suggestions for how to build in cultural (and gendered) competency into classroom

[51] Pecha Kucha

How do you get students to USE their feedback?

Author (s)

Wendy Harris

College of Science

Abstract

We all spend many hours carefully constructing informative feedback to help our students, but do they actually use it to improve? I discuss one way I have used to help students engage with their feedback and use it to make improvements in their future work. I consider the advantages and disadvantages of this method and how it may be applied to larger (and smaller) group sizes.

Session Outline

This brief talk will engage participants mainly with brief show of hands, or shout outs. Delivery is fairly limited by nature of pecha kucha, but will aim to provide a brief outline of one way I have tried to make sure students used their feedback, reporting on my success and reflecting on aspects for improvement

Key Words

feedback, student engagement, marking

Key Messages

Method for engaging students in feedback, consideration of costs and benefits, as well as potential adaptations

[52] Presentation

Successfully Embedding Academic Skills in Your Programme

Author (s)

Sandy George

Lori Havard

Abstract

Swansea University is currently putting forward guidance and advice regarding the topic of embedding academic study skills within programmes of study. The Embedding Academic Skills Project is being driven by colleagues in the Centre for Academic Success, Library, SALT and SAILS.

This session will provide evidence and guidance demonstrating that academic study skills, taught in context with subject-specific language, is the best way to ensure that students understand both the need for the skills and the skills themselves.

In this session, we will share research, along with practical advice on embedding these skills. Case studies of current embedded programmes at Swansea University will be presented for participants to garner best practice.

The session will conclude by offering opportunities for academics to engage further with the Project by participating in programme level pilots in the coming academic year.

Session Outline

Introduction to Embedding Academic Skills Project

Research and Best Practice

Practical Online Guidance and Case Studies

Invitation to Establish Pilot Programmes

Key Words

Embedding Academic Skills, Quality, Student Experience

Key Messages

Awareness raising of Project and Intranet site for guidance, and to establish additional programmes to be included in our pilot for 2019/20

[53] Pecha Kucha

E-assessment – what’s it all about?

Author (s)

Angharad Thomas

College of Science

Abstract

If your idea of e-assessment is interminable multiple-choice questions and annoyingly single number answers (with no method marks!!!!) then be ready to be astounded. You can now have fill-in-the-gaps, adaptive marking, text matching, click on graphs, show steps and so on and so on.

There are a variety of tools (free and not!) for lecturers to use to support and assess their students’ knowledge in higher education. This Pecha Kucha will highlight some of the benefits and risks of assessing knowledge via e-assignments, what’s being used at Swansea University, and what I’d like to see in the future from e-assessment platforms to enhance student learning and understanding.

Assessment drives behaviour – let’s use it to our own and our students’ benefit.

Session Outline

This session will be a fast-paced introduction to e-assessment. [If presenting in the main room, I will try and get volunteers in advance to complete mock

#SUSALT19 What does learning and teaching look like through a future lens?

assignments and some to complete an online assignment and show how quickly you can re-mark an entire class electronically!)] I will present a synopsis of what's out there (or at least the 6 platforms that I'm aware of), any issues in using e-assessment and how to get more information.

Key Words

e-assessment, large class size

Key Messages

- What e-assessment tools are available.
- How to monitor engagement using e-assessment.
- Benefits (and risks) of using online assessment methods.

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