

Learning and Teaching Enhancement Conference 2021

Promoting Student Engagement for
Retention and Success



Thursday 25th March 2021 (10.00am – 2.30pm)
Friday 26th March 2021 (10.00am – 1.00pm)

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Learning and Teaching Enhancement Conference:

Promoting Student Engagement for Retention and Success

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At a time when staff and students alike are having to demonstrate their capacity to flex and adapt to hybrid modes of learning and teaching for extended periods of time – it has never been more important to preserve the quality of the learning experience and academic standards to ensure that students from all backgrounds are still able to access engaging and relevant learning opportunities in the context of their studies. Whatever form it takes, student engagement has a critical role to play in encouraging the kinds of responsive, active, learning and teaching strategies that foster a sense of authenticity, connection, and belonging amongst student cohorts that will improve student retention and achievement. For the purposes of this conference, we position the concept of “student engagement” to reflect the whole student experience inside and beyond the classroom.

Even before the onset of the COVID pandemic, Teesside University has been moving to enhance the student experience through integration of emerging technologies and the development of innovative opportunities for active learning and engagement in all facets of learning and teaching provision and support. The “Promoting Student Engagement for Retention and Success” Conference offers a timely opportunity to share the excellent practice and initiatives that are having a positive impact on student engagement across the institution. Perhaps more crucially it will provide a connected space for us to consider and discuss the key learning and next steps in navigating the challenges of hybrid learning and beyond.

A recent example of our transformative approach to the student experience is becoming the first European Higher Education Institution to become an Adobe Creative Campus in recognition of its commitment to promoting digital literacy across all courses and areas of study. Day one of the conference will close with our Adobe Creative Campus Live event on using Creative Campus applications in reflective learning and digital storytelling.

To book any of the sessions, except Adobe Creative Campus, please click the link below

[Learning and Teaching Enhancement Conference Booking](#)

To book onto Adobe Creative Campus please click the link below

[Reflective Learning and Digital Storytelling](#)

01 Conference Programme

Day 1 - Thursday 25th March 2021

10.00am - 11.00am	<p align="center">Conference Launch & Keynote Speaker Tom Lowe 'Partners in our Student Success - Breaking out of the University bubble to ensure our students achieve in Higher Education'</p>			
11.15am - 11.45am	Session 1	Session 2	Session 3	<p align="center">Student Session Comedian – Cal Halbert (11.15am – 12.15pm)</p>
12.00noon - 12.30pm	Session 4	Session 5	Session 6	
1.00pm - 1.30pm	Session 7	Session 8	Session 9	Session 10
1.30pm - 2.30pm	<p align="center">Adobe Creative Campus: Reflective Practice and Digital Storytelling</p>			

Day 2 - Friday 26th March 2021

10.15am - 10.45am	Session 11	Session 12	Session 13	Session 14
11.00am - 11.30am	Session 15	Session 16	Session 17	Session 18
12.00noon - 1.00pm	<p align="center">Closing Speaker – Rachel Burnham 'The Power of Paper & Pen in a Digital Age'</p>			

02 Schedule of Presenters - Day 1

Thursday 25th March 2021

Session Number	Title	Presenter
1	Digital Capability, Employability, Inclusivity: Using the Future Facing Learning Toolkit to Promote Student-centred Peer Learning	Jenna Clake
2	Co and extracurricular opportunities for student engagement	Melvin Go Kim Ho
3	Mentally Healthy Universities	Fran Porritt
4	Transitioning for Success: How a team of Business School academics developed an Academic Mentor Programme to inspire new students	Bev Boden/Jonny Munby/Xihui Chen
5	Academic Literacies in Higher Education - Break stereotypes, give students a chance	Angelos Bakogiannis
6	Giving Sport and Exercise Students a Digital Voice: Using the Socrative 'Exit Ticket' to promote collaborative learning	Jonathan Taylor
7	Authentic Learning in Healthcare: Challenges and Opportunities	Paul Chesterton/ Mark Richardson/Jenny Alexanders
8	Using MS Teams to facilitate virtual patient simulations with Operating Dept Practice students	Helen Lloyd
9	Trauma Informed Learning and Teaching	Lynn Miles
10	The best of buddies? A student researcher-led evaluation of a new scheme for University accommodation residents	Sue Myer/Aleeyah Mahmood/Yvonne Cotton
Adobe Creative Campus: Reflective Practice and Digital Storytelling		

SECTION **02** Schedule of Presenters - Day 2

Friday 26th March 2021

Session Number	Title	Presenter
11	Developing an Extra-Curricular Activities Scheme to Enhance the Student Experience	Helen Tidy/Jo Irving Walton/Bev Boden/Caroline Laverick
12	An Exploration of Digital Automation in the Enhancement of the Student Learning Experience	Andrew Bingham/Sam Gooneratne
13	Using Minecraft Education Edition to Create Meaningful Student Interactions	Helen Carney/Helen Tidy/Callum Anderson/Alex Wood
14	Supporting Students to Succeed: it's the Flipping Library	Iain Baird/Sue Myer/Fran Porritt
15	Supporting international PhD students to improve their use of academic English for the effective communication of research findings	Elizabeth Hyde
16	Allied Health Professional placement expansion: from crisis to opportunity	Jill Kent/ Ruth Boocock/ Geoff Downes/ David Grover
17	Promoting Participation in the Internationalized Classroom	Katy Simpson Davies
18	Locked down but not out: bringing the sports science laboratory experience to the home	Matthew Wright

SECTION 03 External Speakers



Keynote Speaker – Tom Lowe

Tom will be delivering a session on – ‘Partners in our Students’ Success – Breaking out of the University bubble to ensure our students achieve in Higher Education’.

Tom is the Head of Student Engagement and Employability where he leads the University’s careers, student development and extra-curricular opportunities, staffing and strategies relating to fostering student success at Winchester. Tom is also the Vice Chair (Acting) for the international network RAISE (Researching, Advancing and Inspiring Student Engagement) and the programme leader for the MA in Student Engagement in Higher Education, working at the cutting edge of Student Engagement in international Higher Education.

Tom has recently published a co-edited book “A Handbook for Student Engagement in Higher Education: Theory into Practice” which offers an array of case studies of best practice, sector commentaries and critical reflections on engaging students in educational developments. Tom is an expert in the practicalities surrounding Student Engagement in quality assurance, learning and teaching, University governance and Students’ Unions, as well as student involvement in extra-curricular activities and overcoming barriers to student success through inclusive practice. He has experience working with over 30 HEIs from across the UK and is a frequent contributor and author in journals and conferences.

Prior to August 2017, Tom was the Project Manager for REACT (Realising Engagement through Active Culture Transformation), where he facilitated collaborative development between 16 universities on the subject of Student Engagement in educational developments. Before REACT, Tom was Vice President, Education at Winchester Student Union, representing the students of the University of Winchester.

During his time as Vice President, Tom gained a particular passion for Student Engagement, revamping the Student Academic Representative system and starting up the Winchester Student Fellows Scheme. Tom served as a national student representative on several national committees such as the Steering Group of The Student Engagement Partnership (2014-15), the Quality Assurance Agency’s Student Advisory Board (2014-18) and the Advisory Committee for Degree Awarding Powers (2016-18).



Closing Speaker – Rachel Burnham

Rachel will be delivering a session on ‘The Power of Paper & Pen in a Digital Age’

Rachel began Sketchnoting just over 5 years ago, as a way of making personal notes at conferences, but soon progressed to producing Sketchnotes as part of the social media coverage for her professional body’s national conferences.

Sketchnotes combine words and simple pictures to create memorable notes. Sketchnoting can also aid many other aspects of studying. Rachel has a particular interest in understanding how Sketchnoting works by using Dual Coding and other learning strategies identified through cognitive psychology.



Student Session – Cal Halbert

This session will cover Cal Halbert’s background in media and presentation delivery, specifically looking at the delivery of presentations, radio, podcast, event, and video presentation.

The session will look at mic techniques, times to use outsider voicing, tones, details. There will also be a Q and A session where he will answer any questions he can! Cal is an Impressionist, Comedian, Actor, Host and Voice Over Artist.

Cal Halbert is also one half of ‘The Mimic Men’. The UK’s only impressionist double act! Performing on

She has worked with people from many different professional backgrounds to introduce them to Sketchnoting – engineers, HR professionals, software developers, digital marketers, forensic scientists, publishers and coaches. Rachel has been working with staff and students from Teesside University since 2019. Most of these people thought they couldn’t draw beforehand and were surprised to discover that they can!

More recently her practice has developed to encourage visual thinking and the use of drawing for relaxation and wellbeing.

Rachel is a Learning & Development Consultant and has had her own consultancy, Burnham L&D, for the past 20 years based in Manchester. She has been involved in the professional development of Learning & Development professionals since 2001. She is a member of CIPD and LPI and currently chair of CIPD Manchester.

Britain’s Got Talent in 2016 and gaining four yeses accompanied by a standing ovation by the judges, audience and Ant and Dec.

Cal has worked with Audi, Santander, BBC, ITV and YouTube. Corporate holiday parties, and local private parties, Cal Halbert’s high-energy interactive entertainment is sure to bring — not just fun — but professionalism and experience.

SECTION

04 Conference Abstracts

Day 1 - Thursday 25th March 2021



SECTION 04 Conference Abstracts

Day 1 - Thursday 25th March 2021

Session 1: 11.15am – 11.45am

Digital Capability, Employability, Inclusivity: Using the Future Facing Learning Toolkit to Promote Student-centred Peer Learning

Jenna Clarke (Lecturer in Creative Writing, SSSHL)

Background

Upon beginning my role at Teesside University as a Lecturer in Creative Writing, I designed new modules as part of a validation of a new Creative Writing BA: Creative Writing Labs. These are a unique strand of modules that help students gain professional skills in writing, editing, publishing, and writing group facilitation. As I began my lectureship, the institution rolled out its Future Facing Learning Toolkit. Several module summative assignments for the Creative Writing (BA) include reference to digital tools; as Robert Darnton notes, in Creative Writing, 'the digital is not the enemy of the analog. They live together in an environment where new possibilities constantly open up without closing off old ones' (in Hewings and Prescott 2018).

Approach

In this paper, I present a case study from my own teaching practice – the module 'Creative Writing Lab: Writing and Audience' – to advocate that the FFL Toolkit can and should be used throughout learning and teaching activities. I demonstrate that implementing an embedded approach to the Toolkit fosters deep and active learning (Biggs and Tang 2011), and speaks to wider concerns regarding diversity in learning environments (Beetham 2013) and employability (Temple et al 2014; Munden 2018; Brabon 2018).

In providing examples of tasks with adaptable, broad criteria, and student work and feedback, I explain that use of the FFL Toolkit promotes paralogy (Banfield and Wilkerson 2014; Boud et al. in Lelis 2017; Topping 2009), learner-centred pedagogy (Ayres 2015), self-efficacy (Brown Wright 2011), and digital capability (Beetham 2013; JISC 2019).

In the final section of this paper, I demonstrate how I have been able to adapt this approach to online and hybrid approaches, using Google Docs as synchronous and asynchronous seminar spaces (Nicholls 2020).

Outcomes

I establish that implementing the FFL Toolkit allows students to further develop their digital capabilities and promotes an inclusive and diverse learning environment. I demonstrate that this approach is also suitable for wider disciplines.

Session 2: 11.15am – 11.45am

Co- and Extra-curricular Opportunities for Student Engagement

Melvin Go Kim Ho (Associate Dean, Amity Global Institute Singapore)

Background

Amity Global Institute Singapore has embarked on a Photography Club for students' engagement in digital photography and video filming activities since September 2018. As the convenor for the club several observations on key activities during 2018 until 2019 were studied. However, in 2020, due to Covid-19 lockdown in Singapore, no activities were conducted as most students were encouraged onto home-based learning (HBL) as part of social distancing and safeguarding. In 2021, we want to take our Digital Photography club to the next level by engaging students across different environment to come together using their photographic experiences to capture their learnings and collaborate with other students through digital platforms.

In developing our co-and extracurricular activities on the digital platform we will use Jonassen et al. (2008) framework to expand on engaging our students in enhancing their social and interpersonal relationships with each other. The five engagement characteristics are mainly International (goal directed/regulatory), Active (manipulative/observant), Constructive (articulative/reflective), Authentic (complex/contextual) and Cooperative (collaborative/conversational).

Regarding International characteristics, our diversity of students with various ethnicities and cultural differences would be able to come into an environment where they can direct their lenses and regulate their awareness on adopting and active and open culture to understand the diverse functional, creativity and aesthetic care of capturing types of personalities in different environmental settings.

The other characteristics are Active which means students could easily use photographic materials and video feed to record observations and manipulate their content. For constructive characteristics, students can post their materials on the official photography site to reflect on their learnings and articulate their aesthetic creation. On authenticity, student can immerse themselves in a real dynamic world as whatever they see can be captured through the photography using their lenses and contextual imaginations. Finally, on cooperative, students can collaborate on various themes that relates to their interest in for example, portraiture, landscape, nature, fashion, or lifestyle. This will bring valuable conversations on their techniques in acquiring these photos.

Approach

The methodology was a focus group study by members of the Photography Club, where questions were designed to investigate on students' preferences for the style of photography and their choices. The outcome indicated that many preferred the portraiture, nature and landscape styles of photography. The activities for each session were captured by peer leaders who supervised small groups of 5 for the various style of photography.

Outcomes

The findings informed the committee that most of the groups have chosen the portraiture and nature style. The message clearly indicated that students want to see themselves in an environment where they can capture meaningful scenes as part of remembering where they have been. This activity has great application in academic learning, where student can record live conversations or capture materials that they need to retrieve later to reflect and engage in deep learning. There is a new opportunity to equip students with the necessary skills to undertake self-interest in their learning through photography and video creation. This will equip them with a life skill where they can in turn use their academic endeavour.

Session 3: 11.15am – 11.45am

Mentally Healthy Universities Project: engaging students online

Fran Porritt (Academic Librarian, SLS)

Background

Even before the pandemic, universities had seen a steep rise in the need for mental health support for students. The National Project is working with nine local Mind/University partnerships until August 2021 to improve both staff and student wellbeing. The programme aligns with the whole-university approach set out in UUK's Stepchange report and the University Mental Health Charter developed by Student Minds.

Now into the second year of the pilot, workshop delivery is online.

Approach

Students have the opportunity to engage in sessions on wellbeing essentials, managing their mental health at university, and transitioning into the workplace, while staff will be supported to set up a network of Staff Mental Health Champions and Mental Health Peer Supporters. Another strand covers the university as an employer to help meet the Mental Health at Work Commitment. The sessions are aimed at undergraduates primarily.

The partnership approach is informed by the Wellbeing section of the AEF. We will discuss case studies where workshops have been delivered to some courses embedded within the curriculum, giving an insight into wellbeing initiatives that work well.

Outcomes

Positive feedback has been received from students engaging with the workshops; although the longer terms goals of developing students' awareness and resilience need space to evaluate further. We can learn from other universities in the pilot and what has worked best elsewhere e.g. the workshops being mandatory at Cambridge and part of induction.

Key learning is that this work could be further developed and embedded within all courses, in all Schools. The next steps are for the pilot to become part of mainstream work and looking at funding streams. The main learning point: this is vital work and the effects of the pandemic will be very long lasting and we must do whatever it takes as an institution to mitigate these effects.

Session 4: 12 noon – 12.30pm

Transitioning for Success: How a team of Business School academics developed an Academic Mentor Programme to inspire new students

Bev Boden (Principal Lecturer (Learning and Teaching), TUBS)

Jonny Munby (Principal Lecturer (International), TUBS)

Xihui Chen (Lecturer in Accounting and Finance, TUBS)

Background

Student retention is a critical performance measure across the sector and student engagement remains a priority for all engaged in learning and teaching. However, we have seen a noticeable decline in engagement with our first-year undergraduates. Successful transition into HE is an important success factor and the School was keen to better understand the experience of our incoming learners from College. Providing a range of support services for students and an effective induction to the University and programme are now accepted practices. They make a real difference to students' chances of success, but there is also a more explicit role for academic staff and course teams in supporting student retention and success through effective collaboration and targeted interventions.

Approach

Following the shape of the Personal Tutoring Code of Practice, a dedicated team was created to support level four learners, prior to their arrival and throughout the duration of their first year at TUBS. The team are known as The Academic Mentor Team. The overarching aim of this team is to ensure smooth transition into HE, but most importantly, to raise the students' aspirations through the creation of weekly events and opportunities to meet with a mentor.

Outcomes

1. Explain the rationale behind the project.
2. Share learning to date (and specifically from the pivot to a virtual model).
3. To capture good practice from other colleagues.
4. To learn from the project pilot the key success factors in supporting the transition to HE in order to shape the future of the project.

Session 5: 12 noon – 12.30pm

Academic Literacies in Higher Education - Break stereotypes, give students a chance

Angelos Bakogiannis (English Language Tutor, English Language Centre, SSSH)

Background

Academic readiness for HE has been extensively researched and literacy demands have often been cited a major cause for poor academic performance¹. Supporting students to develop tertiary level academic literacy skills is therefore essential, with an increasing demand for embedding academic literacies within the curricula of different disciplines.

Evidence on embedded academic literacies suggests that over a quarter of students have no idea about academic literacy requirements prior to commencing their program of study, whereas those with poor prior performance experience high levels of anxiety and express lack of confidence in their writing abilities.

While various practices have been adopted to support international students including in-session programs, writing assistance workshops and one-to-one support, domestic students who need academic literacy support due to their diverse cultural, linguistic or education backgrounds are not always identified and may, thus, not receive the support required.

Approach

Diagnostic assessment, feedback forms and face-to-face tutorials (using a semi-structured interview guide) with home students attending a foundation-year academic study skills module were conducted and analysed using thematic content analysis.

Outcomes

Diagnostic assessment reaffirmed that domestic students had little knowledge of tertiary level academic literacy skills. Low awareness and occasional confusion, as to what academic literacies entail, persevered, whereas biases against modules on academic literacies were also observed, with some students associating them to language support, which they perceived as unnecessary or avoidable. A shift in attitudes and perceptions towards academic literacies, however, was revealed, with all students reporting on how important the skills introduced were, rating the module as either 'very useful' or 'extremely useful'.

Introducing academic literacies as a core/compulsory module in the undergraduate curriculum and developing a framework of recommendations for planning, designing, delivering and evaluating academic literacy modules, aimed at home students, is therefore necessary as a guide for good practice in HE.

Session 6: 12 noon – 12.30pm

Giving Sport and Exercise Students a Digital Voice: Using the Socrative 'Exit Ticket' to promote collaborative learning

Jonathan Taylor (Lecturer in Sport and Exercise, SHLS)

Background

A report published by BASES (2021) investigating the impact of remote learning on Sport and Exercise student learning during the COVID-19 pandemic, identified a lack of interaction as a barrier to student engagement. This follows suggestions that students can be uncomfortable with verbal interaction in on-line sessions (Blackburn and Stroud, 2015), which may result in the loss of a collaborative learning experience. The Socrative app is part of the University's FFL tool-kit, and has potential to promote student voice, and enhance engagement. The 'exit ticket' function in particular may be useful (Zou and Lambert, 2017) to gauge student understanding of a topic, and for students to provide feedback that can feed-forward into subsequent teaching sessions. This study explored the feasibility of the Socrative 'Exit-ticket' function to promote collaborative learning and student engagement.

Approach

The use of the Socrative 'Exit-Ticket' function was trialled with 63 BSc Sport and Exercise Science students, who completed the 'Exit Ticket' weekly after synchronous on-line sessions for 6-weeks. The students' input was considered weekly to feed-forward into the following taught session, with a view to providing a collaborative experience for the students. To assess the effectiveness of the process, students were required to complete a short-survey after the 6-week period.

Outcomes

The process integrated during Semester 2 is ongoing, but early indications suggest that students appreciate the opportunity to provide feedback, with >70% of students that attend the sessions providing feedback. The purpose of this study was to ensure that the process can be implemented effectively within the content of a module, and there may be potential to follow-up with a larger scale parallel groups study whereby we can assess the efficacy of using the 'exit-ticket' feature on indicators of student engagement. We will share our experiences and key learning from this study within this presentation.

Session 7: 1.00pm – 1.30pm

Authentic Learning in Healthcare: Challenges and Opportunities

Paul Chesterton (Associate Professor Learning and Teaching, SHLS)

Jenny Alexanders (Senior Lecturer, SHLS)

Mark Richardson (Senior Lecturer, SHLS)

Background

COVID-19 has transformed the delivery of healthcare courses. Physiotherapy pre-registration curricula has traditionally been delivered in a face-to-face environment. COVID-19 has presented key challenges to maintain standards of practical skill development and competence during the transition to integrated online delivery.

Through the lens of bridging the gap between theoretical knowledge and practical application our body of research aimed to understand physiotherapy student's competence upon graduation and their readiness for employment. We have aimed to understand the challenges and opportunities afforded by a hybrid delivery both from students and academic staff viewpoints.

Approach

Our research has investigated, through a qualitative approach, seminal questions relating to physiotherapy pre-registration education.

- Do physiotherapy students feel competent upon graduation against governing body standards?
- What are student and lecturer perceptions of online learning in an allied health discipline pre-registration course?
- How do current clinicians maintain continuous professional development and what does this mean for graduates?

Studies have involved a range of stakeholders including students, academic staff, newly qualified and experienced clinicians.

Outcomes

The studies identified key outcomes and learning opportunities which have widespread considerations across the healthcare education sector.

- Students overall perceived they were 'well' prepared for clinical practice (12 of out 15 standards)
- Curricula specific areas and teaching strategies for development were highlighted.
- Important learning outcomes for online student engagement were identified, including the need to engage the student body and offer partnership opportunities.

This work has broader student online engagement considerations across the disciplines and wider sector. We will consider these strategies for online learning delivery, from both a student and academic perspective, whilst identifying continuous graduate learning approaches and the mechanisms supporting transition to practice.

Session 8: 1.00pm – 1.30pm

Using Microsoft Teams to facilitate virtual patient simulations with Operating Department Practice students

Helen Lloyd (Senior Lecturer: Operating Department Practice, SHLS)

Background

Immersive simulations form a significant proportion of the Operating Department Practice (ODP) programme and are an element that students continually feedback positively on. With the move to remote learning in March 2020, the challenge was to adapt and ensure that the core topics taught through simulation were delivered by interactive sessions and not enquiry-based-learning exercises or online lectures.

Approach

Using Teams, the session was facilitated by two of the programme team. Following description of a patient scenario, one facilitator typed changes in patient parameters into the chat while the second created a dialogue with the students – talking about changes in observations, speaking directly to specific student comments. Engaging with the group from the perspectives of two facilitators scaffolded the learning experience, facilitating comprehension, encouraging students to talk through options and explore alternative interventions. Additionally, the facilitators were able to take this beyond scaffolding and more towards cooperative-based learning techniques (CoLTs), that capitalised on the different placement experiences the students had to date (Clapper, 2015).

Outcomes

The experience gave the students opportunities to ask questions verbally or in the commentary which worked well for students who did not feel comfortable speaking and having two facilitators provided support to ensure that all students were actively engaging. The student feedback from the session was positive, enjoying the mixture of written and verbal discussions with the facilitators and interestingly they still found the virtual simulations tense when observations changed as they would with an immersive simulation. In the future, this method could be used as a revision strategy, with students encouraged to use their initiative to facilitate group-directed learning experiences, but also across year groups.

Session 9: 1.00pm -1.30pm

Trauma Informed Learning and Teaching

Lynn Miles (Senior Lecturer in Education, SSSHLL)

Background

We know from research that up to half of adults in the UK have experienced at least one, potentially traumatic, adverse childhood experience before the age of 18 and 10% will have experienced four or more (Bellis, 2014). Further, the chances of exposure to these experiences in the north-east of England is likely to be much higher (Thorley et al., 2019). We also know that the current pandemic has been called both a 'collective trauma' (Taggart et al., 2020) and a 'cultural trauma' (Demertzis and Eyerman, 2020).

Overview of Work

Whilst many school teachers (Craig, 2017; Desautels and McKnight, 2019) and trauma experts (Perry, 2006; van der Kolk, 2003) have known for some time the importance of understanding the impact of trauma on our students' ability to learn, their levels of engagement and dropout rates, those in higher education are only just becoming aware of this now (Davidson, 2017). It is thought that in HE up to 70% of our students may already carry trauma histories (Perry, 2006) and added to that, we have all, in one way or another, been impacted by the trauma of Covid (WHO, 2020).

Implications for Practice

It is increasingly apparent, that it is not just those of us teaching about trauma that need to understand trauma informed learning and teaching - all educators do (Carello and Butler, 2015) - especially as the repercussions of this collective and cultural trauma will be with us for many years to come (Edge Foundation, 2020).

This talk will explain the impact of trauma on students' ability to learn, highlight the symptoms, share statistics about dropout rates and suggest strategies and tools for helping to engage our students and work with them in a way that will increase the likelihood of their success

Session 10: 1.00pm – 1.30pm

The best of buddies? A student researcher-led evaluation of a new scheme for University accommodation residents

Sue Myer (Learning Hub Manager, SLS)

Yvonne Cotton (Learning Advisor (Literacy), SLS)

Aleeyah Mahmood (Student Researcher)

Background

This presentation will report on the evaluation of a new scheme to support students in university accommodation. As a response to Covid-19 restrictions, this academic year students have been asked if they would like to have a named contact to help them settle into Teesside University, to refer them to services when needed and to keep in regular touch with them. The buddies are volunteers who were trained by SLS staff. It was hoped that this initiative would enable students to feel connected to Teesside University, and to feel supported through this year's difficult circumstances.

Approach

Evaluation is currently being undertaken by a student researcher, to encourage participants to be open and to enhance the credibility of the research. The plan was for her to survey both buddies and buddied students to learn more about their experiences, then to follow up those surveys with more in-depth interviews conducted over Microsoft Teams. We wanted to ascertain students' degree of satisfaction with the scheme as well as the impact on their learning and level of confidence. We also wanted to investigate whether the buddies felt that they had gained any transferable skills and whether they felt sufficiently well supported in their volunteer role.

Outcomes

The research is currently on-going so may still be incomplete at the date of the conference. The presentation will report the interim findings including what students found most beneficial from their buddies, as well as their perceptions of Teesside University's community. It will explore the wider implications of the results, looking in particular at possible extensions of the scheme.

The paper will be co-presented by the student researcher and aims to draw heavily on quotations from students. There will be an opportunity for participants to discuss the implications for the Teesside student experience.

Adobe Creative Campus Live!

We are delighted to bring you a series of six Creative Campus Live sessions with Adobe.

Our next session takes place on Thursday 25th March 2021, 13:30-14:30 where we'll look at "Reflective Learning and Digital Storytelling".

In each session we will look into a particular pedagogical issue or opportunity. We will hear how colleagues at Teesside are approaching it and also from colleagues at Adobe who, with the help of practical and tangible examples, demonstrate how you can start to integrate Creative Cloud into your teaching.

We will also share with you some novel and interesting uses for the tools that will wow your friends and family.

Bookings can be made by clicking [here](#)

*TUCP staff require own institutional Adobe access arrangements





 Teesside University

SECTION

04

Conference Abstracts

Day 2 - Friday 26th March 2021

Session 11: 10.15am – 10.45am

Developing an Extra-Curricular Activities Scheme to Enhance the Student Experience

Helen Tidy (Principal Lecturer Learning and Teaching, SHLS)

Jo Irving-Walton (Principal Lecturer Learning and Teaching, SSSHL)

Bev Boden (Principal Lecturer Learning and Teaching, TUBS)

Caroline Laverick (School Registrar, SCEDT)

Background

The Extra-Curricular Scheme was launched in SSED in September 2017 as a means to encourage students to engage with the campus and build meaningful relationships with their peers. In addition, it encouraged students to try new experiences while providing support mechanisms for them within their academic and professional journey. The underlying ethos of the Scheme was to enhance retention and the student experience via an Extra-Curricular route.

Approach

The Scheme coordinates activities on campus into one document and Blackboard site as well as adding “Exclusive” activities connected to the Scheme. The activities are divided into three key areas and mirrors closely those of the Personal Tutoring Code of Practice:

- Wellbeing (pastoral)
- Academic
- Professional

Wellbeing: These activities revolve around ensuring students are healthy and happy in their environment and include local trips, local walks and mental health sessions.

Academic: These activities revolve around enhancing the students’ abilities to succeed in their studies and include presentation, exam and digital skills sessions.

Professional: These activities revolve around preparing students for the wider working World and include CV writing workshops and digital skills sessions.

Outcomes

In 2020, the Extra-Curricular Scheme was rolled out to 4 of the 5 Schools reaching over 20,000 students. The Scheme has had real impact on a number of students with comments regarding sessions having “changed my life!”

This presentation will discuss the benefits the Scheme has to Teesside University students as well as how staff can incorporate the Scheme into their Personal Tutoring Practice.

Session 12: 10.15am-10.45am

An Exploration of Digital Automation in the Enhancement of the Student Learning Experience

Andrew Bingham (Associate Dean Learning and Teaching, SCEDT)

Sam Gooneratne (Principal Lecturer (Staffing and Resources), SCEDT)

Background

As recognised within the TU 2025 Corporate Strategy, Digitalisation is rapidly transforming the HE landscape. Accordingly, the Digitalisation Project in the School of Computing, Engineering and Digital Technologies seeks to reinforce the utilisation of innovative technologies across all School activities. It aims to enhance the student experience through rethinking how learning is designed, delivered, and evaluated.

This presentation showcases pathfinder projects that utilise the Microsoft suite of apps to enhance the student learning experience, with potential for wider implementation across the institution.

Approach

The selected projects addressed three key areas: 1) communications, 2) feedback and 3) engagement monitoring. This was achieved through connecting Microsoft Forms, Forms, Teams, OneNote and Excel using Power Automate.

The communications project explored how the School could respond more rapidly to student queries. The result is an Online Student Enquiry Service, through which queries can be raised, addressed, and tracked through to resolution.

The feedback project focussed on helping tutors keep track of student work requiring formative feedback. The resulting Flow Bot provides details of OneNote Notebooks with recent changes, enabling formative submissions to be reviewed in a timely fashion.

The engagement project aimed to streamline the data being generated via different surveys and quizzes, to support monitoring of student engagement. The result is an automatically updated dashboard that provides an overview of engagement in each module.

Outcomes

These projects will serve as a basis for a more feature-rich automated student support tool, harnessing intelligent agents, enabling the production of a ‘Digital Assistant’. The use of the technology stack also provides opportunities for transferability through the automation of administrative tasks, releasing time for tutors to focus on supporting student learning. Within the presentation, we will outline the key outcomes from the projects including transferability. We also plan to conduct a live demo of Power Automate to demonstrate its potential.

Session 13: 10.15am-10.45am

Using Minecraft Education Edition to Create Meaningful Student Interactions

Helen Carney (Senior Lecturer in Molecular Biology, SHLS)

Helen Tidy (Principal Lecturer, SHLS)

Alex Wood (Researcher, RIS)

Callum Anderson (Sports Development Officer (Outdoor Activities), SHLS)

Background

Induction of new students in 2020 posed a unique problem for Teesside University with the process being purely online. Induction represents an important opportunity for students to engage with their peers and the academic staff in order to create a bond with their studies and the University. The ability to allow students to create this bond is hindered within a fully online environment where students have yet to meet fellow students or academic staff.

Approach

With this in mind, a Minecraft Education Edition working group was established to look at designing and creating an online interactive induction activity that would allow students to get to know peers as well as staff. The group took inspiration from the work of Dr Helen Carney who has previously used Minecraft Education Edition successfully as a means of teaching biodiversity. The activity designed was an interactive challenge, to cross a magma pit that had appeared on Teesside University campus.

Students worked with up to 5 other students from their course and a staff member to problem solve crossing the magma pit – the activity was non- course related and required no prior Minecraft knowledge enabling it to be inclusive to multiple students forming part of the induction in both TUBS and SHLS. The campus was chosen as the setting to allow students, who were unable to access campus, to become familiar with the University environment.

Outcomes

There was plenty of laughter and conversation in all the sessions as students were drawn into the task. Student feedback reflected this sense of fun and engagement with a student describing the experience as “really creative and fun. I was laughing quite a lot!” Other feedback focused on how helpful it was to get to know the people on their team and put names to faces.

Session 14: 10.15am – 10.45am

Supporting Students to Succeed: it's the Flipping Library

Iain Baird (Academic Librarian, SLS)

Fran Porritt (Academic Librarian, SLS)

Sue Myer (Learning Hub Manager, SLS)

Background

The Liaison and Skills Development team within Student and Library Services has a proven track record in developing and supporting student academic skills through a range of approaches including workshops, one-to-one tutorials and the administration of peer support study sessions (PASS). By the start of 2020, we had developed interactive online support via LibGuides, but the majority of our provision remained face-to-face. Therefore, when the Covid-19 pandemic closed the campus, we needed to pivot what we offered. Our first focus was on the continuance of our service and offering support to students, who had abruptly found themselves in a very challenging and unprecedented situation.

Approach

Using a selection of case studies, this presentation will showcase the agile way we have flipped and adapted our practice online using a variety of tools from the FFL suite and other apps. Selected case studies will include examples of information literacy support provided through the curriculum, a revised interactive induction, online Succeed@Tees workshops and training for online delivery of PASS sessions. We will report on our use of software such as Zeetings and Padlet.

Our approach has been guided by professional networks, drawing on sector-based best practice. We have been conscious of the need to offer both asynchronous and synchronous help in keeping with the hybrid teaching model and of the importance of ensuring that materials are compatible with technology available to TU students.

Outcomes

The advantages and limitations of our approach will be discussed, particularly how learners have been digitally empowered by the expanded provision. The implications for how we offer support for learning and teaching in the future will be considered. The way we have utilised the various tools will be of interest across the wider university. We will also highlight opportunities for collaborative working with both students and staff to enhance student success

Session 15: 11.00am -11.30am

Supporting international PhD students to improve their use of academic English for the effective communication of research findings

Elizabeth Hyde (English Language Tutor, SSSHL)

Background

The role of the English Language Centre is to develop the language use of students for academic purposes. English for Academic Purposes is considered to be a specialised branch of English Language Teaching with its own body of research guiding practice. The specific challenge in January 2021 was to redesign the language support programme online for international PhD students, in order to engage and to improve academic English usage. The course usually involves a weekly 90-minute class and individual tutorials; it is optional, and students are invited to attend for 9 weeks between January and March each year.

Approach

Experience of working online over the last nine months has afforded the opportunity to implement some of the best practice learnt; the course was designed using MS Teams and based on a flipped learning methodology. Weekly online discussion sessions offer the opportunity to discuss issues, share solutions and to apply concepts learnt from preparation materials posted earlier. Further support is offered through tutorials where feedback and relevant instruction is given. Tutorial notes include: a clear summary of strengths and weaknesses; advice on how to improve; links to relevant e books; and additional guidance notes written specifically for these students. Skills development is an incremental process (Wette, 2010) which works best when a good rapport has been established with students.

Outcomes

Early indications are that students are benefiting from the attention being paid to the language required in academic writing; “noticing” in second language learning (Geist, 2017). The aim of this “coaching” is to fill the gap between the one-off support interventions and the courses traditionally offered. This support model has the potential to be developed for a wider range of students and in collaboration with academic staff who could identify the students most likely to benefit from this support.

Session 16: 11.00am – 11.30am

Allied Health Professional placement expansion: from crisis to opportunity

Jill Kent (Principal Lecturer (Staffing and Resources), SHLS)

Ruth Boocock (Senior Lecturer Dietetics, SHLS)

David Grover (Senior Lecturer in Physiotherapy, SHLS)

Geoff Downes (Lecturer Occupational Therapy, SHLS)

Background

Practice based learning (PBL) is an essential element of all pre-registration Allied Health Professional (AHP) degree courses. It is mandated by the Health and Care Professions Council (HCPC), defined within the standards of education and training (2017), and, without successful completion students are unable to qualify. In March 2020 COVID19 presented significant clinical and strategic challenges to all aspects of healthcare including an immediate reduction in traditional established PBL opportunities. This necessitated all stakeholders to work at pace to consider alternate approaches that would ensure student progression through degree courses continued; adverse effects on student experience were minimised; maintenance of the workforce pipeline.

Approach

A range of university staff including placement and course leads and teams, career researchers (Professor and Readers) worked in collaboration with practice partners, Health Education England (HEE) and professional body representatives to explore opportunities to maximise existing, and develop new PBL opportunities. HCPC standards and individual professional body frameworks informed all developments. A number of staff undertook Peer Enhanced E Placement (PEEP) acquisition training from an external agency. All PBL expansion opportunities were considered including: location and setting; models of supervision; integration of technology enhanced care and technology enhanced learning; specialism of placement.

Outcomes

- New placement opportunities have been developed across the department.
- Dietetics: In house Peer Enhanced E-Placement (PEEP), role emerging placements in new settings.
- Occupational Therapy – PEEP.
- Physiotherapy: PEEP, ‘In house’ research placements, MSK Virtual placements, Service Improvement / Leadership placements (Acute MH trust, Professional body, HEE).
- Diagnostic Radiography – Short PEEP embedded within existing traditional placement.
- Evaluation to date suggests alternate PBL presents measurable positive learning experiences for students to develop a range of knowledge and skills and offers extensive new relevant learning and development opportunities.
- To date, over 20,000 hours of PBL has been enabled across the AHP department.
- Work is continuing to explore new opportunities and develop student evaluation.

Session 17: 11.00am – 11.30am

Promoting Participation in the Internationalized Classroom

Katy Simpson Davies (English Language Tutor, SSSHL)

Background

This session aims to explore the challenges faced by international students and to raise awareness of strategies to address these challenges in order to foster an inclusive learning environment, with a specific focus on how to promote participation among Chinese learners.

Practical suggestions are rooted in research into the experiences of Chinese students in higher education in the UK, to build a picture of life at Teesside University for international students who often face multiple barriers to engagement. There will be reference made to both blended and online learning. The content is relevant to a wide variety of disciplines, and to both undergraduate and postgraduate studies.

Approach

Firstly, there will be an exploration of what is meant by ‘participation’, and the implications for international students. Then, the session will focus on the ‘ideal’ Chinese learner compared to the ‘ideal’ British learner, thereby highlighting some of the challenges preventing engagement for Chinese students at Teesside University. The session will end with suggestions about how to promote self-directed learning, and how academic staff can make their spoken communication as transparent as possible in video lectures / lectures to help international students follow the content.

Outcomes

Attendees will leave with a better understanding of the challenges preventing Chinese students from engaging in their studies, as well as practical ideas to make lectures as accessible as possible for all international students. As a result of this session, attendees with an interest in this area may go on to try to find out more about the specific barriers impacting on the international students on their own courses

Session 18: 11.00am – 11.30am

Locked down but not out: bringing the Sports Science laboratory experience to the home

Matthew Wright (Lecturer in Biomechanics and Strength and Conditioning, SHLS)

Background

Practical experience in sports science is critical to student employability beyond graduation (Ingham, 2014). Sports science is an applied discipline requiring students to collect, analyse and interpret data in order to formulate solutions to applied problems. Our laboratories enable students to cultivate applied skills which employers suggest are lacking in graduates (Baker et al., 2017). Furthermore, mobile-technology applications are now popular in sport and health setting with many validated applications available on the “Apple Store”. Our challenge this semester is to bring a practical laboratory experience to students through on-line delivery. This includes teaching and assessing applied “laboratory” skills.

Approach

We followed a staged process to provide students with access to tablet applications alongside “home testing kits” both funded from the School of Health & Life Sciences. Kits included portable equipment that could enable physiological and biomechanical data to be collected at home. We aimed to embed these in teaching through interactive live (synchronous) sessions, which included on-campus streaming from our labs, combined with practical sessions where students are collecting data through digital interfaces.

Outcomes

This is an ongoing developmental case study. We plan to evaluate this through surveys (Evasys survey and short specific feedback questionnaire). We are also looking forward to seeing the work produced by students for their assessments, particularly their ability to meet the practical learning outcomes of these modules. Initial feedback suggest students are both excited and nervous by the prospect of home-based practical learning and assessment.

As sports science moves out of the laboratory and becomes accessible to many, our novel approach could better prepare future ready graduates to be at the forefront of delivering sports science testing to the general population. Further research would be required to objectively measure such an approach against traditional teaching.