## Teaching Excellence

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<td>8.45-9.15</td>
<td>Coffee and registration</td>
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| 9.15-9.20  | **Welcome** – Dr Marie-Annick Gournet  
  Leader of Learning for All Hub | 2B025      |
| 9.20-9.30  | **Introduction** – Professor Jane Harrington  
  Deputy Vice Chancellor Academic | 2B025      |
| 9.30-10.20 | **Keynote Address** – Professor Ray Land  
  Director of Centre for Academic Practice University of Durham  
  *What counts and what matters: transformative learning in an uncertain world* | 2B025      |
| 10.20-10.40 | **Inspiring moment** - Professor Myra Conway  
  Professor in Biomedical Science (HAS)  
  *Research informed teaching* | 2B025      |
| 10.40-11.00 | Marcela Usmani Moraes (student HAS) & Harry West (student FET)  
  *Inspiring not Insipid!* | 2B025      |
| 11.00-11.25 | **Coffee & Biscuits**  
  Poster Presentations | B Block Foyer |
| 11.30-13.00 | **WORKSHOP - SESSION 1**  
  A  **Time for T? Technology Enhanced Assessment**  
  Chair: Jeanette Sakel (NTF, LTF – ACE)  
  - On-line Examination and timely indicators of student performance, *Alison Hooper*  
  - Tablet-based summative assessment – giving assessors and learners room to grow, *Chris Moore* | B Block Rooms |
|            | B  **Literacy and Language in Teaching**  
  Chair: Kim Scarborough (NTF, LTF – HAS)  
  - Strategies for academic success – ALF members’ approaches to embedding academic skills development into the curriculum, *Jackie Chelin*  
  - The pivotal role of language and talking in excellent teaching, *Sue Hughes* | 3B064      |
|            | C  **Using the screen: Before, During and After**  
  Chair Marc Griffiths (PFHEA, A. Dean – HAS)  
  - Assessment Feedback – Evaluating the use of screen-casting, *Mandy Lee, Sue Norman, Sarah Whitehouse, Marcus Witt*  
  - Implementing the Flipped Classroom: bringing enjoyment to teaching and learning, *Ben Drew, Catherine Hobbs* | 3B067      |

Research and Teaching Symposium 1
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<td><strong>1 Saving the planet: one tutorial at a time</strong></td>
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<td>• Passion, compassion and waltzing around the theory/practice nexus: the relationships that make MSc Sustainable in Practice, Sarah Hills, Svetlana Cicmil, Mat Jones, Emma Agusita</td>
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<td>• Meeting the requirement for consideration of ESD (Education for Sustainable Development) in UWE's quality management and enhancement framework processes (QMEF), Georgina Gough</td>
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<td><strong>2 Practice makes perfect</strong></td>
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<td>Chair: Viv Rolfe (NTF, PFHEA – HAS)</td>
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<td>• Editor for an hour, Myra Evans &amp; Sally Reardon</td>
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<td>• Enhancing the student learning experience with a slice of Piazza, Adam Sheppard &amp; Oliver Haslam</td>
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<td><strong>3 Real/Not real: Navigating a changing landscape</strong></td>
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<td>• Using technology to enable collaboration and team work in learning and teaching sessions, Glenn Duckworth</td>
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<td>• Learning from the Avebury landscape in virtual and augmented realities, Liz Falconer, John Sumpter, Mark Shand, Maricarmen Gil, Aaron Griffiths (MG in Bristol, AG in New Zealand).</td>
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<td>• What we talk about when we talk about research into teaching, Richard Bond</td>
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<td>• A route from NHS research to NHS development in genomics, Aniko Varadi</td>
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<td>• Welcome to the pedagogic borderlands, Jennifer Hill, Harry West (student FET)</td>
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<td>Associate Dean Quality, Learning &amp; Teaching</td>
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**KEYNOTE SPEAKERS**

**Professor Ray Land**  *Director of Centre for Academic Practice, University of Durham*

Ray Land is Professor of Higher Education at Durham University and Director of Durham’s Centre for Academic Practice. He previously held similar positions at the Universities of Strathclyde, Coventry and Edinburgh. He has been a higher education consultant for the OECD and the European Commission (EC) and has recently been involved in two EC projects in Europe and Latin America. He is currently advisor to the Norwegian TRANSark project on architectural education. He has published widely in the field of educational research, including works on educational development, learning technology and quality enhancement. He is best known for his theory (with Jan Meyer) of Threshold Concepts and Troublesome Knowledge. A recent edited book, Threshold Concepts in Practice (Sense 2016) is the fourth in a tetralogy on this theme. His latest publications with George Gordon have been Enhancing Quality in Higher Education: International Perspectives (Routledge 2013) and Teaching Excellence Initiatives: modalities and operational factors (HEA 2015). He is a Fellow of the Royal Society of Arts and a Principal Fellow of the Higher Education Academy. He lives in Edinburgh, Scotland.

**What counts, and what matters: transformative learning in an uncertain world**

The UK Government’s forthcoming White Paper on higher education, with its expected proposals to measure and reward teaching excellence in HE, and at the same time to further deregulate provision to increase market competition, gives rise to interesting issues as to what might count as excellence and what we should be measuring as ‘learning gain’. Lee Shulman (2005) observed that ‘without a certain amount of anxiety and risk, there’s a limit to how much learning occurs. One must have something at stake. No emotional investment, no intellectual or formational yield’. In contradistinction to this sentiment, a powerful discursive shift has occurred within higher education globally in recent decades in which HE teaching is rendered increasingly as the facilitation of a rather ill-defined ‘student learning experience’, and as a primarily economic rather than educational transaction. The learner is constructed as a consumer, and satisfaction surveys and module evaluation scores place students and teachers in an oppositional stance, intensifying internal market competition between colleagues and courses. This is potentially antithetical to critical or transformative notions of pedagogy. Teaching may become risk-averse, innovation uncomfortable and the language of transformation may retreat. In its worst incarnation learning can be depicted as non-problematic, requiring minimal commitment. A hotel, perhaps, rather than a gym. Students’ ‘pedagogic rights’ (Bernstein 2000), entailing transformation, and challenge, where liminality and uncertainty trigger different ways of thinking, different modes of knowledge and deep ontological shift, might be curtailed. This talk discusses ‘pedagogies of uncertainty’ with their emphasis on transformation through ‘troublesome knowledge’, liminal experience, and ontological shifts, as one possible dimension of a counterdiscourse to the increasing commodification of learning, and as a necessary component of any definition of excellence, or learning gain. As our institutions compete in a global market, however, such approaches may be compounded by both intercultural tensions and the differing expectations of some of our students.

**Professor Myra Conway**  *Lecturer/researcher in Biochemistry and Clinical Biochemistry, UWE*

Myra Conway is a lecturer/researcher in Biochemistry and Clinical Biochemistry in the Department of Biological, Biomedical and Analytical Science at UWE. In teaching she is passionate about delivering exciting interactive lectures and tutorials and is very committed to enhancing student learning. Prof Conway has worked at UWE for 11 years and was formerly a lecturer at the University of Brighton and a Research Fellow at Wake Forest University, USA. She was awarded a first-class honours degree in Biochemistry and a Ph.D. in Clinical Biochemistry at the University of Galway, Ireland. She was Research Fellow for 4.5 years, and started her first lecturing post in 2004, obtaining her PG cert in 2005.

Prof Conway directs a research team, which currently has 6 PhD students, 2 Professional Doctorate and a Research Placement student. The research focus is on understanding fundamental pathways that are dysregulated in Alzheimer’s disease (AD) and also on the development of early diagnostics to differentiate between subjects with mild-cognitive impairment and AD. Her research and collaborative projects have attracted over 1.8 million in research funding which includes 14 Vacation Bursary Awards. From 2010-2015 she was the Vacation Bursary Manager and championed this initiative throughout the department. She has served as external examiner for degrees in Biomedical Science at several Universities’ and also on PhD degree panels. Associate editor and reviewer for high impact journals. Actively involved in the Dementia health integrated team, Bristol, and the ARUK network.

Prof Conway was nominated for student-led teaching awards (2012/2013) and short-listed for the inspirational award in 2014. She is committed to her students and is determined to continue to offer opportunities to
students that will enhance their learning. This will offer students the advantage needed and place them confidently in the research/working arena.

Research informed teaching-summer vacation bursaries
Research Informed Teaching (RIT) endeavours to shift the emphasis from passive learning to learning by doing. In the Department of Biological, Biomedical and Analytical Science, we have an initiative that promotes engagement with Vacation Bursary Awards. Our aim is to provide students with an understanding of the research process from grant application through to completion, encouraging students to develop enquiry-based and practical skills that will increase their knowledge base and employability. Students are embedded in a rich research culture of enthusiastic researchers and scholars that offer mentorship and guidance but also encourage independence and ownership. These projects are aligned with ongoing cutting-edge research and so students get to appreciate the highs and also the challenges that can face researchers. Collating, evaluating and processing of reports form a key element of this experience, which is wrapped up with a Vacation Bursary Conference in our department. All students present and defend their findings, which is actively supported by staff and senior management. This gives students that added value and confidence that their contribution to the research culture is really important. In some instances, students present their work at national conferences such as the British Conference of Undergraduate Research. For a significant number of bursary students, their data can contribute to a publication, which for any researcher is the ultimate prize. Thus, benefits for the student include: ownership of an innovative project, gaining confidence, gaining subject-specific experience, support for their future studies, and increase in employability. For the Research Community, it fosters new talent in key research areas, adds new knowledge, contributes to publications and enriches the research culture, providing opportunities to develop mentoring. Overall, the Vacation Bursary Award scheme highlights the pedagogic advantages of how research and teaching are complementary and fundamental to our student’s degree programmes and future careers.

Marcela Usmari Moraes  BSc Biomedical Science student (HAS)
Marcela Usmari Moraes is a BSc Biomedical Science student at UWE. Her academic background started in 2011 when she first pursued a degree in Biological Science for a brief period, before changing to Biomedical Science. During that time she worked in a pathology research laboratory within the University of Medicine in São Paulo, Brazil, as an undergraduate research assistant in Molecular Biology and Anatomy. In 2013 she received an offer to continue her studies in the UK, and during the summer of 2014 she worked with Professor Myra Conway mapping proteins to the human brain. Marcela has actively participated in several conferences including the British Conference of Undergraduate Research in Winchester (2015) and Manchester (2016), and the Annual CRIBS Meeting (2016). In 2015 she received a summer bursary from Alzheimer’s Research UK to continue her work with the Conway group, which was followed by a year placement. She currently works at the Centre for Research in Biosciences (CRIBS) at UWE under Professor Conway’s direct supervision, and her research focuses in understanding biochemical changes that may influence the development of Alzheimer’s disease.

Harry West  BSc Geography student (FET)
Harry is a final year undergraduate on the BSc Geography here at UWE. Alongside his degree Harry has been heavily involved with PAL (Peer-Assisted Learning) and is one of the University Learning, Teaching and Student Experience Representatives. Harry has also presented and published numerous projects around the wider field of teaching and learning, particularly in enhancing student experience through research opportunities, and has had his work recognised by groups such as HERG (Higher Educational Research Group) of the Royal Geographical Society.

WORKSHOPS

On-line Examination and timely indicators of student performance
Alison Hooper  AHoD Student Experience, Engineering, Design & Mathematics FET, UWE LT Fellow
We will disseminate results from the UWE Learning and Teaching Project on On-line Examining. The project attends to the roll-out of good practice and dissemination of the lessons learnt from experience of on-line examinations held in January 2015 and January 2016. Early evaluation indicates that the on-line examination is a better indicator of student performance than summative coursework testing linked with formative feedback. Evaluation includes a quantitative analysis of results and a qualitative analysis student focus discussion groups. On-line exams were scheduled in the January 2016 Assessment period by two departments, EDM and BBAS. The EDM UFMFJ9-30-1 Engineering Maths exam had two sittings, a morning sitting and an afternoon sitting, in order to accommodate 319 students with PC access. The BBAS USSKA3-30-1 Anatomy and Physiology MCQ exam had one sitting in the afternoon for 217 students. Tablets and Wi-Fi access were implemented for this exam.
Implications of a roll-out to other areas of the university, including practical impacts such as IT and lab facilities, are set out.

**Tablet based summative assessment – giving assessors and learners room to grow**

**Chris Moore** Senior Lecturer, Biological, Biomedical and Analytical Sciences HAS, UWE LT Fellow

Multiple Choice Questions (MCQs) are a tried and tested, popular method of large scale and easy to mark assessment, particularly at level one. Short Answer Questions (SAQs) and Essays offer a scaling robustness of assessing understanding as well as knowledge, but are time consuming to mark and learners may not have had the proper guidance at level one to properly construct longer form answers. But is there a happy medium? A simple to create, automatically marked, robust yet varied form of assessment that can be implemented at level one and partially used at level two? One that if used in conjunction with other forms of assessment at higher levels of university can build on student’s application of learning, and free up time for the academic to create more interesting assessments at levels two and three that they can then dedicate more time to the marking of, thereby providing higher quality feedback.

In the level one module, Anatomy and Physiology, a paper based MCQ exam was modified to be undertaken on a large scale using tablets under exam conditions. The aim being to assess the robustness of the technology before progressing to replacing MCQs with a more inclusive format of question types, coined “Varied Online Questions” (VOQs).

**Strategies for academic success – ALF members’ approaches to embedding academic skills development into the curriculum**

**Jackie Chelin** Deputy Director of Library Services, UWE LT Fellow

Members of the Academic Literacy Forum have been engaging in discussions about how best to embed academic skills development into the curriculum and for what purposes. There are now a variety of examples that we’d like to share with colleagues within the wider university, and to get feedback. This builds on work undertaken in a UWE-funded learning and teaching project called LIVES which researched the value and impact of learning and teaching interventions on student skills development.* In this research it was discovered that students’ perceptions of the impact of the embedded learning and teaching interventions were overwhelmingly positive. The relationship between librarians and academics, and a joint desire to improve student engagement with skills teaching, were key factors in driving the embedding and assessment of skills development interventions.

This workshop aims to assess the relative merits of different approaches, to discuss definitions of “embedding” and to consider the motivations (and barriers) around including academic literacy skills within assessment.

* See: [http://www.tandfonline.com/doi/abs/10.1080/13614533.2014.906351](http://www.tandfonline.com/doi/abs/10.1080/13614533.2014.906351)

**The pivotal role of language and talk in excellent teaching**

**Sue Hughes** Associate Head of Department of Education (Education Engagement)

In the recruitment process for University lecturers, communication and interpersonal skills are regularly included as essential requirements but much less regularly seen as essential is evidence of excellence in teaching. Whilst new lecturers may be excellent communicators these skills do not automatically translate into the communication skills needed for learning and teaching in HE. Talk and language are critical to excellent teaching but too often their significance is inferred rather than made explicit as demonstrated for example in the HEA teaching standards framework. This talk will focus on two complementary but distinct aspects of talk and language and explore the pivotal roles they play in excellent teaching and learning: the language demands to be found within all subject disciplines; the ways that planned talk can scaffold and enhance learning in subjects. This exposition of the role of talk and language will be followed by some critical reflection on the possible barriers to more dialogic approaches to teaching and learning and consideration of the ways in which these barriers might be overcome.

**Assessment Feedback – Evaluating the use of screencasting**

**Mandy Lee** Head of Department, UWE LT Fellow, **Sue Norman** Senior Lecturer, Early Childhood, **Sarah Whitehouse**, Programme Leader, PGCE, UWE LT Associate Fellow, **Dr. Marcus Witt** Programme Leader, PGCE, UWE LT Fellow, Department of Education and Childhood, ACE

In Education we have been using screencasting to provide assessment feedback across several modules as a way of addressing some of the challenges of providing effective feedback. The literature on using screencasting for this purpose is very positive, citing the additional length and depth of feedback possible increased student engagement with the feedback, and the perception by students that it is a more personal and positive format. Anecdotally, we have found this has been positively received by our students and we wanted to evaluate this...
more formally. We have engaged in content analyses to identify features of effective feedback and the frequency of these, and we have explored student perceptions of screencasting feedback.

Implementing the Flipped Classroom: bringing enjoyment to teaching and learning

Ben Drew Senior Lecturer, Engineering, Design & Mathematics FET, UWE LT Fellow & Catherine Hobbs Head of Department, Engineering, Design & Mathematics FET, UWE LT Fellow

We look at approaches to implementing a flipped-classroom approach in subjects that traditionally use a didactic style, highlighting methods, techniques and resources employed to deliver an excellent learning experience to students – and to staff.

The teaching of mathematics and engineering at UWE has traditionally followed a conventional approach of large lectures supported by small group tutorials. Inspired by the concept of promoting active learning through using a flipped approach, we are undertaking a project to share good practice between disciplines and evaluate the success of flipping the classroom in areas where this is not common practice. We are using delivery of modules in Mathematics and Mechanical Engineering to test techniques and technology, and to evaluate the student and staff experience. We are able to contrast the application of the approach in a modestly-sized module of about 40 with that in a group of over 100, and also between students with and without prior experience of the style. Preliminary results of this evaluation are presented elsewhere; the aim of this session is to share practice which appears to be effective in these quite different contexts, and to demonstrate how the approach can be used to the benefit of students and staff.

Passion, compassion and waltzing around the theory/practice nexus: the relationships that make MSc Sustainable Development in Practice

Sarah Hills Programme Leader, Geography & Environmental Management FET; Svetiana Cicmil Director of Doctoral Research, Strategy & Operations Management FBL; Mat Jones Associate Professor, Health & Social Sciences HAS; Emma Agusita Senior Lecturer, Arts & Cultural Industries ACE, and students

Designed and delivered through an all-faculty collaboration and with practice-based learning at its core, the MSc Sustainable Development in Practice (SDiP) consistently receives excellent student feedback and gives profound job satisfaction to its core teaching team.

In this workshop SDiP students and staff will discuss the centrality of programme relationships to the creation of “teaching excellence”. In particular we will share our experience of the rewards (and risks) of cross-faculty cooperation, the student/staff co-learning possibilities of a practice-relevant curriculum and the fun, good-heartedness and mutual forgiveness, which (mostly) characterises our programme.

Meeting the requirement for consideration of ESD (Education for Sustainable Development) in UWE’s quality management and enhancement framework processes (QMEF)

Georgina Gough Senior Lecturer in Education for Sustainable Development FET & members of the Knowledge Exchange for Sustainability Education (KESE) group

There is a requirement for Education for Sustainable Development (ESD) to be considered in annual module, programme and departmental reports and in processes linked to curriculum change, approval and review. This workshop will enable staff to develop their response to ESD prompts within these processes. The Sustainable Development Goals will be used to help raise staff awareness of the scope of sustainable development and to aid with the identification of associated issues which are relevant to specific disciplines and professions in which graduates are likely to be employed. The QAA-HEA ESD Guidance will be used to help staff to better understand the aims, objectives and outcomes of education for sustainable development. This document will also be used to help staff to identify alignment between their teaching and learning engagement and ESD. Consideration will be given both to content and delivery of teaching and learning activities.

Editor for an Hour

Myra Evans Programme Leader BA Journalism and Sally Reardon Senior Lecturer in Journalism, ACE

Among the University of the West of England’s 2020 Strategy there is an ambition to be known nationally and internationally as the best university for: “Professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.”

This, along with industry accreditation requirements from the BJTC, is one of the key pedagogical drivers for the BA Journalism and MA Journalism courses at UWE.

These courses offer a unique blend of theory and practice through ‘newsdays’, a hybrid of simulation and experiential learning where students become practising journalists working on real stories to a tight deadline in
the multi-media newsroom. This practice-based learning is underpinned by a range of theoretical modules teaching critical thinking and encouraging the students to apply theory to practice and reflect upon their work. This workshop aims to give the delegates a taste of the experiential and simulation-based learning methods employed by the journalism team at UWE and enable them to gain an insight into the decision making of a real newsroom that journalism students experience weekly at UWE and to experience practice-based learning at its best.

Enhancing the student learning experience with a slice of Piazza

Adam Sheppard Senior Lecturer, Geography & Environmental Management FET & Oliver Haslam Learning Technologist, FET, UWE LT Associate Fellow

Studying remotely can be challenging from the perspective of student isolation and the passive learning experience. Using the MSc Urban and Rural Planning distance learning programme as a case study, this workshop will demonstrate how the use of Piazza can support an enhanced student (learning) experience. The core module content for the JDLC is provided within Blackboard, but a new space has been created for staff and students using Piazza. Presented to the students as a ‘coffee shop to classroom’ environment, Piazza serves a number of different purposes; firstly, it allows staff to set study tasks for students to engage with individually or in groups like a classroom. Secondly, it allows for a shared area for questions to be asked, ideas to be presented, and information/sources to be shared in a more informal manner; this may be formal or more akin to a coffee shop chat.

Piazza is a dynamic place with shared ownership that creates interest and encourages students to be reflective and critical. It also plays a vital role in reducing learning isolation, creating a place where students can come together to interact and feel part of something.

Piazza website: (https://piazza.com/)

Using technology to enable collaboration and team work in learning and teaching sessions.

Glenn Duckworth Development Officer (E-learning)

Team working, collaboration and being digitally-agile play key roles in UWE’s Learning 2020 strategy in relation to outstanding learning. Various technologies and approaches may provide ways of enabling collaboration to take place effectively, increasing student engagement.

At UWE we have been piloting certain technologies, hardware based, and cloud based. Feedback has been extremely positive from both students and staff. ‘Screen sharing’, for example, has proven to be very useful in FBL and FET, facilitating interactions between teams of students and peer evaluation.

But technology is just part of the equation - collaborative learning requires a shift in approach - from the traditional didactic methods to more team-based, task-oriented, practice-oriented approaches. Staff support and training is pivotal to incorporating these methods.

In this workshop we will explore and discuss a number of approaches and technologies. Following a short introductory presentation, the majority of the session will be very interactive with opportunities to try out some of the technologies and discuss the potential benefits and challenges that such approaches provide.

Learning from the Avebury landscape in virtual and augmented realities

Liz Falconer Director, Education Innovation Centre, John Sumpter Education Innovation Coordinator EIC, Mark Shand E Learning Development Officer EIC, Maricarmen Gil Senior lecturer EIC, Aaron Griffiths EIC

This workshop will describe and demonstrate the reconstruction of an ancient landscape in a virtual environment as a means to facilitate collaborative learning. The virtual landscape, a reconstruction of Avebury Henge in Wiltshire circa 2,300 BCE, will be part of a project that involves students in Heritage, History and Curation at UWE in the autumn term of 2016. Virtual technologies have begun to ignite interest as techniques that might provide enhanced opportunities to produce heritage and history ‘thirdspaces’; i.e. spaces where the social, physical and conceptual aspects of built and natural environments can be experienced.

In this workshop we will explain the underlying rationale for the Avebury project, demonstrate how the virtual landscape has been designed and constructed, and discuss how it will be used for the participation element of the project. The major part of the workshop will be to give the audience the opportunity to interact with and explore the environment for themselves. The focus of the workshop will be upon how reconstructed virtual spaces can enhance learning, understanding and recall; an approach that could be developed at UWE for a broad range of topic areas such as environmental studies, geography, planning, sociology and education.

SYMPOSIUM

Centre for Research in Biosciences: Enhancing Links between Research and Teaching

Olena Doran Professor, Research Centre Director Biological, Biomedical and Analytical Sciences HAS
The Centre for Research in Biosciences (CRIB) has been working closely with the Department of Biological, Biomedical and Analytical Sciences on strengthening links between research and teaching and enhancing students’ experience. The Centre has opened its research seminars, international exchange schemes and other initiatives to students – as well as publishing papers with students as co-authors, and co-funding students’ projects from external research grants. The CRIB seminars count toward “UWE Bristol Future Award”, and participation in CRIB events helps students to develop their own scientific networks. The highly successful externally funded bursaries provide students with opportunity to gain practical experience in research laboratories. The future plans include (i) the development of mechanisms for more effective use of research links for placements, (ii) expanding the opportunities for gaining experience in research laboratories abroad via European COST Programmes, UK/China Partnership, EU Marie Curie International Staff Exchange and other schemes; (iii) developing further the summer vacation bursaries scheme; (iv) involvement in the development of research-based Master programmes and other initiatives. CRIB aims to help to equip our students with practical experience and extra knowledge that they would not have access to elsewhere to enhance students’ CV and employability opportunities.

Connectivity, Reflection and Personalisation – A thematic approach to innovating pedagogy

Manuel Frutos-Perez Director of Learning Enhancement HAS, UWE LT Fellow

This presentation will give an overview of current innovative pedagogies, such as Seamless Learning, Crossover Learning, Assessment for Learning, Learning through Augmentation and Adaptive Teaching. All pedagogies will be contextualised within real examples of practice at UWE and at other HEIs, and they will be analysed thematically in order to showcase how pedagogic research can effectively inform and advance teaching practice.

Win! Win! Win! Win! A case study of student / tutor / researcher / technician collaboration in teaching and research integration

Michael Horswell Senior Lecturer, Geography & Environmental Management FET; Nevil Quinn Associate Professor, Centre for Floods and Community Resilience FET; Paul Satchell GIS & Cartographic Support FET; Harry West Student, BSc Geography

Researchers at the Centre for Floods, Communities and Resilience and academics in the Department of Geography and Environmental Management have involved undergraduate students in the activities of the research centre. Researchers needed ways of encouraging conversations with stakeholders about drought impacts, and were struggling to find a compelling in-road to a problem that seems less imminent and is poorly comprehended in comparison to flooding. The idea of using Geographic Information Systems (GIS) to develop a range of ‘conversation pieces’ was recognised as way developing an effective prompt for stakeholder engagement. Potential implementation of the approach was constrained by GIS capacity and/or expertise in the academic and research staff. 3rd year GIS students were given the opportunity to pursue projects, within their existing assessments, that addressed the needs of the researchers.

The approach is a win-win-win-win; teaching staff increasing their research activities, researchers developing new skills and getting valuable output to support their activities, students being stretched and undertaking real-world projects with impact, and technical staff becoming more involved in university activities beyond their usual realm.

What we talk about when we talk about research into teaching

Richard Bond Head of Research Administration

This presentation and discussion will raise, and seek input on, issues to be considered as part of the ‘research into teaching’ strand of Learning 2020. It will provide a brief overview of the various means by which learning may benefit from the interaction of teaching and research, whether research-led, research-oriented, research-based or research-informed teaching. What role does/can research(ers) play at UWE in relation to the design and implementation of taught programmes? To what extent does research feed into curriculum content, or research methods feature as employability skills, or pedagogic research promote innovations in teaching and learning? To what extent is learning taking place in an ethos of inquiry? How does ‘research into practice’ contribute to the curriculum and to professional development? Most importantly, how should UWE facilitate the interaction of research and teaching to promote teaching excellence? It will also consider, briefly, the role that research plays, or could play, in differentiating UWE’s taught programmes from those of its competitors. To what extent could research expertise be used to promote UWE’s distinctiveness to potential students? And in the era of MOOCS, will it be specialist expertise gained through research and fed into teaching that will be the future core of university-based education?

A route from basic research to NHS workforce development in genomics

Aniko Varadi Professor in Biomedical Research, Biological, Biomedical and Analytical Sciences HAS
During my academic career teaching and research always coexisted with varying degree of dominance of one or the other. Exciting new research discoveries fed into my undergraduate and postgraduate lectures but equally my collaborations via teaching led to new research directions and publications. Teaching helped me to step back from the miniscule problems I focused on in my research and to see the bigger picture and ask more relevant questions. Likewise, research highlighted gaps in education. A research project, investigating the role of our genes in how well very premature babies survive, made us realise that the mainstream healthcare workforce lacks training and education in fundamental genetics/genomics. This led us to organise a study day on genetics for nurses and midwives; development of an MSc programme in Genomics Medicine; the establishment of the West of England Genomics Medicine Centre to deliver the 100,000 genomes project; and a workforce training programme as part of the Health Education England Genomics Education Programme. This started as a small research study but now we are part of the UK’s one of the largest projects in health, research and education.

Welcome to the pedagogic borderlands
Jenny Hill Associate Professor Geography & Environmental Management FET, National Teaching Fellow, UWE LT Fellow; Harry West undergraduate student & PAL Mentor, Geography & Environmental Management FET

Through a short interactive presentation followed by open discussion, Jenny and Harry will invite you to let go of the familiar and to consider how learning spaces in higher education might be used creatively for pedagogic practice as ‘borderlands’. The borderland concept allows a re-conceptualisation of pedagogic spaces, identities and practices for staff and students. These spaces are novel, challenging and messy, but they can also be permissive and transformative. Based on personal research of the presenters and using the example of Peer Assisted Learning, Jenny and Harry will show that in borderland spaces students gain confidence in accepting agency in learning, moving towards critical thinking and reflective judgement. They acquire new knowledge, skills and facets to their identity, becoming mindful of their values and those of others. As such, there is a responsibility for staff to support inclusivity in borderland spaces and for institutions to evolve forward-looking policies and strategies that encourage and sustain engagement in these spaces of becoming.

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