



20th Annual SEDA Conference 2015
Scholarship and Educational Development: The
importance of using an evidence base for Learning
and Teaching

19th November 2015 -20th November 2015
St David's Hotel and Spa, Cardiff

Contents

	Page
Conference Programme	3
Conference and Events Committee	11
Exhibitors	12
SEDA Fellowship Annual CPD Event	13
Venue Information	14

Conference Programme
Scholarship and Educational Development: The importance of
using an evidence base for Learning and Teaching

Day One

Thursday 19th November 2015

09.15 – 09.45 **Registration and tea & coffee (Dylan Thomas Pre-Function Room)**

09.45 – 10.00 **Welcome and Introductions (Thomas Suite)**

10.00 – 11.00 **Keynote Address (Thomas Suite)**
Practice, Praxis, Place: Locating educational development
in the scholarship of learning and teaching
Keith Smyth, University of the Highlands and Islands

11.00 – 11.30 **Break (Dylan Thomas Pre-Function Room)**

11.30 – 12.15 **Parallel Session 1**

- 1. Peer-Instruction Unveiled: Measuring Self-Assessment Skills and Learning Gains in a Large Flipped Learning Environment**
Fabio Arico, Duncan Watson

This presentation illustrates and develops an evidence-based evaluation of a teaching methodology that blends self-assessment and Peer-instruction moments to engage students in active learning.

Room: Roald Suite

- 2. Converge: Understanding, through scholarship, the impact of a Service-learning Opportunity for students**
Mandy Asghar, Nick Rowe

Converge is a partnership between York St John University (YSJ) and Leeds and York Partnership NHS Foundation Trust (LYPFT) delivering educational opportunities to people who use mental health services.

Room: Dahl Suite

- 3. The sigma Network: developing an evidence base for scholarship in mathematics and statistics support**
David Bowers

This session will consider work carried out by sigma over recent years to systematically identify the need for maths support across curriculum areas in higher education, and critically evaluate the impact of cross-curricular maths support provision.

Room: The Penarth Suite

4. Identifying opportunities to engage in scholarly activities through peer tutoring

Sharon Boyd, Jessie Paterson

A review of using an online, distance-learning postgraduate peer-tutor training scheme as an opportunity to integrate scholarship and development for both tutors and staff.

Room: Syndicate Room 1

5. The value of professional development schemes for improving learning and teaching in UK higher education

Penny Burden, Isabel Huet, Hendrik van der Sluis

A case study investigating the impact of achieving an HEA Fellowship through an institutional HEA accredited programme. The case study will consider how this is perceived by academics as a model for continuous professional development.

Room: Thomas Suite

6. Pedagogies of Partnership: What works?

Karin Crawford

The session will explore evidence from an HEA funded research project, the 'Pedagogies of Partnership: What Works?'. The research set out to understand the pedagogical approaches that foster meaningful partnership across a selected range of disciplines; the findings, discussed in this session, support the enhancement of knowledge-informed practice.

Room: Dylan Suite

13.00 – 14.00 Lunch (Tides Grill)

14.00 – 14.45 Parallel Session 2

7. Improving student engagement and belonging through student staff partnerships: outcomes from the HEA What Works? Programme at Ulster University

Roisin Curran, Aine McKillop, Grainne Dooher, Avril Honan, Jason Grogan, Ian Montgomery

This paper reports on the evaluation of interventions implemented in the first-year curriculum to improve student engagement, retention and success.

Room: Roald Suite

8. Professional recognition and scholarship: what's the evidence?

Vicky Davies, Saraj Floyd

An examination of one approach, where professional recognition requirements have fostered and developed authentic engagement with scholarship to enhance an evidence-based approach to learning and teaching practice.

Room: Thomas Suite

10. Using Marx to discuss what we are doing when we do educational development

Julie Hall, Chris Rowell

Corporate-driven university education has been contemporary society's great swindle of fulfilment - can a Marxist approach to educational development help us understand our work?

Room: The Penarth Suite

11. Being a Professional Lecturer in Higher Education: Professional Learning within and beyond accredited programmes and the role of the educational developer to support this as fellow professionals

Orla Hanratty

This session will prompt discussion on what supports continuing professional learning of lecturers in the context of their own professional autonomy and motivations, influences of others, and the role of the educational developers within this.

Room: Dylan Suite

12. Sector wide engagement with HEA fellowship: Exploration and discussion

Kathryn James, Julia Fotheringham

This session will present and discuss with participants a project that investigated working models of academic professionalism towards HEA Fellowship from across the HE sector, along with the perceived impact and value this developmental drive has had for academic development colleagues.

Room: Dahl Suite

14.50 – 15.35 Parallel Session 3

13. The impact of ULTRA: Academic staff as advocates for learning and teaching in a research-intensive university

Janis McIntyre, Ian Willis

This session will focus on the outcomes of a SEDA-funded research project that investigated the impact of a CPD framework in a research-intensive university.

Room: Roald Suite

14. What Evidence in the Scholarship of Interdisciplinary Learning and Teaching: do we know anything

Dave Morrison

This session will discuss my recent analysis of the past 40 years of SOTL and theory on the nature of interdisciplinarity, why we still have no clear or consistent understanding of what it means for learning and teaching in practice or what the outcomes should be, and what some solutions may be.

Room: Thomas Suite

15. Exploring the impact of learning and teaching cultures on experiences and perceptions of SoTL

Amanda Platt

This paper explores the impact of micro L&T cultures in a large UK institution on levels of staff engagement, experiences and perceptions of SoTL.

Room: Dylan Suite

16. A reflective critique of Chinese Pedagogy in Design

Brigitte Stockton, Peng Shan

A reflective case study to critique how Chinese values may be encompassed in the pedagogy of UK higher education to support a positive student transition.

Room: Dahl Suite

17. Reciprocal Journeys

Penney Sweasey

Understanding transitions in learning experiences between 6th form college and university – staff and student perspectives.

Room: The Penarth Suite

15.35 – 16.00 Break (Dylan Thomas Pre-Function Room)

16.00 – 16.45 Parallel Session 4

18. ‘Feasible Utopias’: one scholarly approach to developing Academic Strategy

Claire Taylor, Jane Chambers

This session explores how Ron Barnett’s ‘Imagining the University’ (2013) contributed to the scholarly development of academic strategy within one university.

Room: Dahl Suite

19. A Culture of Evidence: Encouraging teachers at a two-year community college to engage in academic research

Kelly Tribble, Theresa Mouchayleh

An overview and discussion of a new faculty learning community programme providing guidance and support for teaching staff at a two-year community college to engage in academic research to improve their teaching.

Room: The Penarth Suite

20. Never the twain shall meet? Student involvement in staff CPD

Rebecca Turner, Jennie Winter, Reema Muneer, Pauline Kneale, Lucy Spowart

In this session we will present data that examine student perceptions and attitudes towards lecturer CPD, and use this as a basis to explore with participants strategies for promoting student engagement with future CPD.

Room: Dylan Suite

21. Engagement and empowerment through inclusive scholarship – using action research for teacher development

Sarah Wilson-Medhurst

A practice based exploration of the use of inclusive scholarship to support colleagues in their development as teaching practitioners

Room: Thomas Suite

22. Using a university arts gallery to enhance the student learning experience

Jennie Winter

This session provides an overview of research which developed and evaluated curriculum-based teaching and learning in a university contemporary art gallery

Room: Syndicate Room 1

23. Instructional Skills Workshops: what are they and how do we know they work?

Celia Popovic, John Paul Foxe, Mandy Frake Mistak

In this interactive workshop we will describe the Instructional Skills Workshop and demonstrate the central component of this model

Room: Roald Suite

17.00 – 17.45 Network

Getting Published with SEDA

James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Dylan Suite

Introducing SEDA Fellowships

Marita Grimwood (SEDA Fellowships Co-ordinator)

Room: Thomas Suite

New to SEDA? Come and find out more

Yaz el Hakim and Pam Parker

Room: Dahl Suite

PDF Mentor and Accreditor training

Room: Syndicate Room 1

Writing for SEDA's academic journal; Education and Teaching International

Gina Wisker and Celia Popovic

Room: The Penarth Suite

Poster sessions and networking time in Dylan Thomas Pre-Function Room

SoTL based Curriculum Design: two examples from the Netherlands -
Irma Meijerman, Ferdi Engels

**Scholarship beyond the main campus – Supporting the pursuit of
scholarship in a distributed institution-** *Raquel Perry, Linda Robson*

19.15 Drinks reception in Dylan Thomas Pre-Function Room

20.00 Dinner in The Dylan Thomas Suite

Day Two

Friday 20th November 2015

09.15 – 09.30 Welcome to Day 2 (The Thomas Suite)

09.30 – 10.25 Keynote Address (The Thomas Suite)
**'Strength-based Scholarship: Pushing the Boundaries of
Scholarship and Self'**
*Dilly Fung, UCL Centre for Advancing Learning and
Teaching (CALT), University College London*

10.25 – 10.45 Break (Dylan Thomas Pre-Function Room)

24. Learning through fellowship: evidencing the integration of scholarship within academic practice

Fiona Campbell, Jo Peat

Through viewing digital story film clips and contributing to a pop-up Scholarship Swap Shop, participants will have the opportunity to learn, share and exchange examples of academic practice informed and underpinned by the outcomes from research and scholarship.

Room: Thomas Suite

26. Poetic Transcription with a Twist: fresh insights into the experiences of early career academics?

Fiona Smart

The session aim is to introduce participants to an innovative approach which enables exploration of critical incidents and is designed to maximise the opportunity for learning and development.

Room: Dahl Suite

27. Scholarly interpretation: an interactive workshop on using evidence-based approaches to researching learning and teaching

Sally Brown

In this workshop, participants will be offered a range of interpretative trigger activities using a variety of media to review how best to undertake research into their own teaching, learning and assessment practices.

Room: Dylan Suite

12.20 – 13.15 Lunch ()

13.15 – 14.00 Parallel Session 6

28. Being a scholarly academic developer

David Baume, Celia Popovic

Using selected ideas from sources including Baume & Popovic, 2016, and Ashwin and Trigwell, 2004, participants will be prompted, supported and challenged to analyse how they already are, and to plan how they will further be, scholarly in their work as academic developers, and how they may encourage a more scholarly approach in their institutions and with their academic colleagues.

Room: Thomas Suite

29. Achieving inclusivity: a change model for interrogating the curriculum
Cath Camps

This interactive session invites participants to interrogate their curriculum using the change model adopted by an Educational Development Team to provide more inclusive and culturally relevant curricula.

Room: The Penarth Suite

30. Investigating Educational Developers' Perceptions of Assessment Literacy
John Dermo

This workshop will give delegates an opportunity to explore issues around assessment literacy from the perspective of the educational developer, learning about existing research evidence on the topic as well as contributing their own perceptions and suggestions to the growing body of evidence on the topic.

Room: Dylan Suite

31. Exploring non-verbal communication in learning interactions: from research method to students' and teachers' everyday practice
Clare Kell, John Sweet

This highly interactive session will introduce, and then enable participants to practise, a simple paper and pencil notation system that focusses on nonverbal communication in learning interactions (for example participants' use of space, movement and eye contact) and thus makes these important interaction elements visible for critique and development.

Room: Dahl Suite

32. Raising the Profile of the Scholarship of Teaching and Learning(SoTL) in schools and across the institution
Pamela Parker, Rachael-Anne Knight

This workshop session will engage participants in dialogue about one institution's activities to promote SoTL both across the institution and within one school and, provide an opportunity for participants to share similar activities from their institutions.

Room: Roald Suite

14.00 – 14.15 **Break (Dylan Thomas Pre-Function Room)**

14.15 – 15.15 **Closing keynote (Thomas Suite)**
Risk and Agency: Nurturing and valuing scholarship and research in learning, teaching and educational development
Gina Wisker, University of Brighton

15.15 – 15.30 **Summing up and close (Thomas Suite)**

SEDA Conference and Events Committee

Sandy Cope	<i>University of Hull (Co-Chair)</i>
David Walker	<i>University of Sussex (Co-Chair)</i>
Clara Davies	<i>Leeds Beckett University</i>
Fran Beaton	<i>University of Kent</i>
David Baume	<i>Independent Consultant</i>
Fiona Campbell	<i>Edinburgh Napier University</i>
Nigel Dandy	<i>University of York</i>
Mary Fitzpatrick	<i>University of Limerick</i>
Peter Hartley	<i>Independent Consultant</i>
Peter Lumsden	<i>University of Central Lancashire</i>
Annamarie McKie	<i>University for the Creative Arts</i>
Pam Parker SFSEDA	<i>City University London</i>
Clare Power	<i>Bath Spa University</i>

Conference Administration Team

Roz Grimmitt
Joseph Callanan
Liz Kellam

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

Exhibitors



Palgrave Macmillan is a global academic publisher for scholarship, research and professional learning. We publish monographs, journals, reference works and professional titles, online and in print. With a focus on humanities and social sciences, Palgrave Macmillan offers authors and readers the very best in academic content whilst also supporting the community with innovative new formats and tools.



Through open, usable, cloud-based technologies, Canvas enables easy integration of the content, tools, and services that teachers need and students want. As the most usable, customisable, adaptable, and reliable virtual learning environment (think 99.9% uptime), Canvas is adopted faster and deeper (or, is used in more ways by more users) than any other VLE. So, in the end, investing in 21st century education technology actually makes teaching and learning easier (like it's supposed to). Learn more about Canvas at www.CanvasVLE.co.uk.

SEDA Fellowships Annual CPD Event
Wednesday 18th November 2015
Dylan Suite

This event for holders of SFSEDA, FSEDA and AFSEDA will be taking place on the evening before the conference starts.

A workshop led by Neil Ringan.

The event will commence at 18.30 with a buffet supper at approximately 20.00.

Workshop outline

In this session Neil will explore some of the quantitative and qualitative sources of evidence that can be used to help inform practice both at the institutional strategic view, as well as that of the individual academic, and invite participants to reflect on their own experiences of using different data sources to inform practice.

Neil will describe some of the ways in which these data sources have been applied to a Kolb-type cycle to explore how evidence from different stakeholders groups can best be presented, interpreted and actioned.

Neil Ringan

Neil has led the institutional strategy and implementation of technology enhanced learning (TEL) for over 16 years, working within 3 separate universities. Prior to moving into the TEL area, Neil worked as an academic and curriculum developer for 5 years using his experiences and expertise gained as a lecturer and researcher in chemistry to inform his engagement with academic colleagues. The primary focus of Neil's role has been to provide pedagogically informed advice to help academic colleagues utilise a broad range of approaches (conventional and technology-focused) to help them develop and inform their practice to help enhance the student experience.

For the past 8 years Neil has been Head of Learning Innovation at Manchester Metropolitan University (MMU) where he managed the work of a team of academic staff and TEL advisors to adopt an action-research approach to evaluating and implementing technology within the curriculum. Neil also led one of the strands of a major curriculum transformation programme which resulted in the entire rewrite of the undergraduate curriculum. From 2009-2015, Neil was Chair of the UK Heads of eLearning Forum, which comprises membership from over 120 UK HEIs.

In summer 2015 Neil moved from MMU and is now an independent consultant working across a broad range of learning technology approaches.

Venue Information

Conference Venue

The St David's Hotel and Spa
Havannah Street
Cardiff, CF10 5SD
Telephone: 029 2045 4045

<http://www.thestdavidshotel.com/>

Wi-Fi is free for delegates; the username is SEDA and the password is 181115.

Location Map and Directions

Road

Enter 51.460459, -3.167272 or CF10 5SD when using satellite navigation.

Car parking is £15.00 per 24hr in the hotel or close by car park

Rail

Cardiff Central Railway Station has connections of less than two hours from Manchester, London and Birmingham. It is in the city centre and has a taxi rank adjacent. The journey from the railway station takes about 15 minutes.

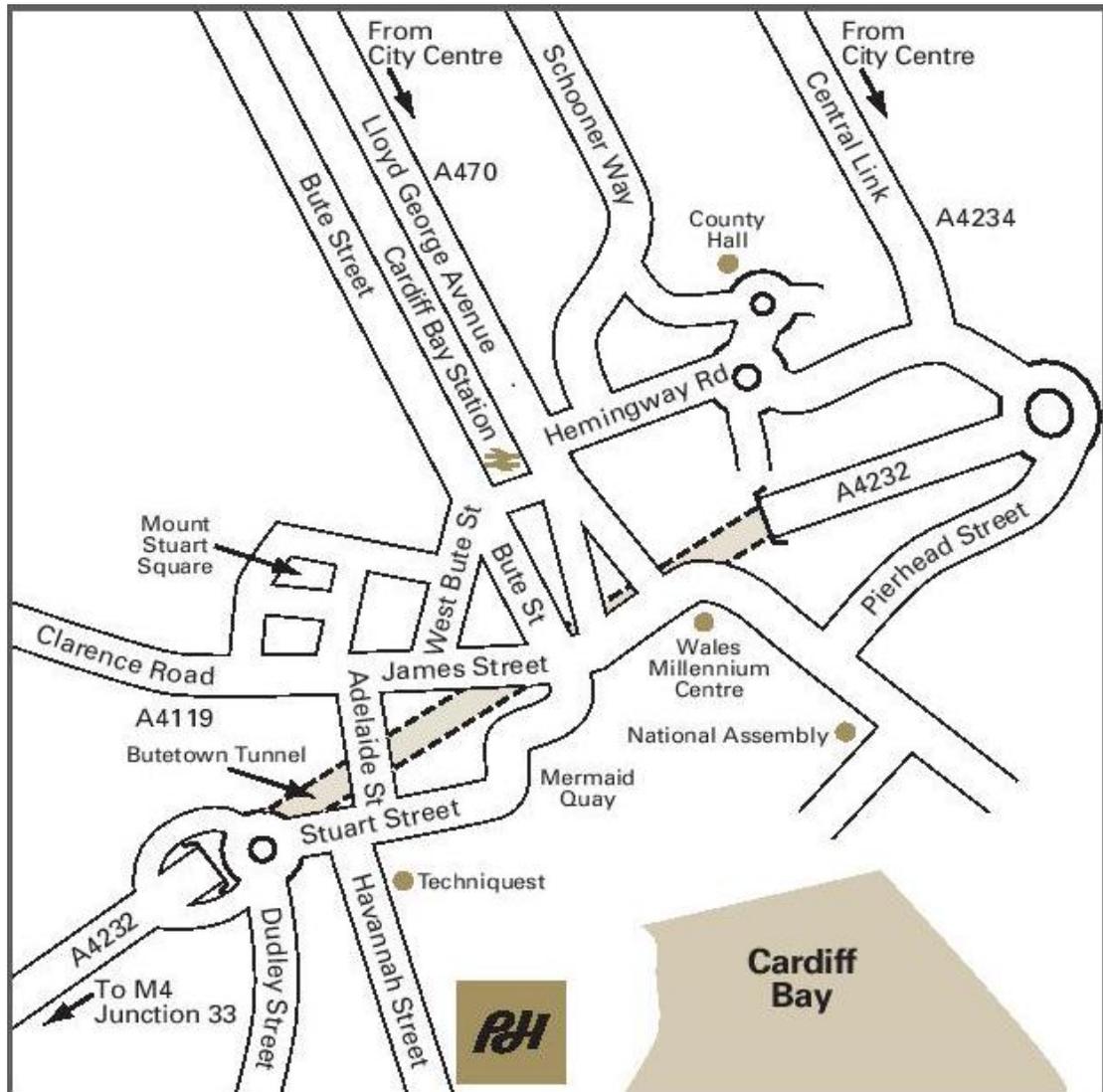
By coach

Cardiff Coach Station (Sofia Gardens) has coach services to and from London and many other UK cities. The journey by taxi from the bus station takes about 20 minutes.

Air

Cardiff International Airport has daily flights to the main capitals of Europe. The journey by taxi from the airport takes about 25 minutes.

Location Map



Conference Rooms

The main conference room is called The Thomas Suite. The SEDA registration desk and exhibitors will be in Dylan Thomas Pre-Function Room. Lunch on both days will be served in the Tides Grill. The Drinks Reception will be in the Dylan Thomas Pre-Function Room and the Conference Dinner will be held in the Dylan Thomas Suite.