



SEDA Spring Conference 2019

**Collaboration to support the student experience and
progression**

9th – 10th May 2019
Clayton Hotel, Belfast

Contents

	Page
Conference Programme	3
Conference and Events Committee	13
Exhibitors	14
Venue Information	15

Conference Programme

Day One: Thursday 9th May 2019

- 09.15 – 09.45** **Registration and tea and coffee (Olympic Bar)**
- 09.45 – 09.50** **Welcome and Introductions (Olympic 2&3)**
- 09.50 – 10.10** **View from SEDA (Olympic 2&3)**
including SEDA-PDF in action: experiences from an Erasmus+ project
Roisín Curran and Vicky Davies
- 10.10 – 11.00** **Keynote Address (Olympic 2&3)**
Enhancing students' experience of their programme assessment and feedback journey: Lessons from a National and Institutional Project
Geraldine O'Neill, Associate Professor, University College Dublin
- 11.00 – 11.25** **Break (Olympic Bar)**
- 11.00 – 11.25** **New to SEDA? Come and find out more (Venetian Room)**
Clara Davies and Carole Davis (SEDA Co-Chairs)

11.25 – 12.10 **Parallel Session 1**

1. Digital storytelling: Hearing the student voice

Richard Beggs, Caitlin O'Dowd, Tony McGovern, Christopher Mitchell

This session will explore the value of digital storytelling as part of placement students' induction to the workplace and how the outputs could be shared with new students to ease their transition to HE.

Room: Olympic 2&3

2. Supporting the socio-academic transition of postgraduate taught students - Students' and tutors' perspective

Namrata Rao, Zoi Nikiforidou

The session focuses on sharing tutors' and students' perspectives on the socio-academic transition needs of postgraduate taught (PGT) students in higher education institutions (HEIs) in the UK.

Room: Titanic Room 1

3. Empowering curriculum leaders to innovate: an overview and evaluation of an Integrated Curriculum Design Framework

Roisín Curran, Colette Murphy

This paper reports on the evaluation of an Integrated Curriculum Design Framework that guides programme teams to pro-actively design, develop and deliver a holistic and innovative curriculum for our learners, industry and economy.

Room: Titanic Room 2

4. Assessment in the Third Space: Librarians, Educational Developers and Lecturers collaborating to promote engagement with feedback.

Brid Delahunt, Ann Cleary, Moira Maguire, Ann Everitt- Reynolds, Claire Fox

This discussion paper will explore the challenges and opportunities offered by collaborating in the third space and will use the Activity Theory to frame collective processes that allowed objectives to be achieved.

Room: Oceanic Room

5. A co-constructed curriculum: a model for implementing total institutional change in partnership with students

Harriet Dunbar-Morris, Amy Barlow, Angel Layer

A discussion of the successful process undertaken to co-create the curriculum at Portsmouth

Room: Olympic Room 1

6. Employable scholars: their transition as professional educators

Vicky Davies, Sarah Floyd

An investigation into the benefit of professional development for PhD researchers who teach.

Room: Syrian Room

7. Transition support for direct entrants to University; welcomed or dismissed?

Julia Fotheringham

Based on an in-depth longitudinal study of students' perspectives, this session uses students' narratives of boundary-crossing to illuminate issues, tensions and challenges in the collaborative provision and uptake of transition support for students coming from college as direct entrants to University.

Room: Venetian Room

12.15 – 13.00 Parallel Session 2

8. Assessment strategies developed by a student partnership project.

Jade Currie

An evaluation of an institute wide project involving staff and student collaboration to enhance assessment strategies.

Room: Olympic 2&3

9. How cross-institutional collaboration can support first year transition: evaluating a key first year initiative.

Sarah Gibbons, Deirdre Murphy, Jesse Waters

The use of a 'virtual' cross-institutional working unit to develop and positively influence student transition into third level.

Room: Titanic Room 1

10. Compassion, identity and training for PhD students who teach

Jessica Hancock

The session addresses a new educational development course for PhD students, taught in collaboration with a university counsellor and PhD students, which explores teaching through the lenses of compassion and identity.

Room: Titanic Room 2

11. When staff are the students: engaging staff as student partners in the design of academic professional development programmes

Claire McAvinia, Pauline Rooney, Roisin Donnelly, Jen Harvey

We will present and discuss our experiences redesigning academic professional development programmes for academics and other professionals teaching in further and higher education from the perspective of students as partners.

Room: Olympic Room 1

12. “Andy – tell us a story”. Going public with literacy: Publication as an agent for change across the learning landscape

Clive Palmer, Andrew Sprake

Discussion paper to showcase a range of joint authored, learner centred publications between students and staff, across the primary, secondary and Higher Education degree learning landscape (UG and PG).

Room: Venetian Room

13. Transforming Academic Tutoring: A Collaborative Work in Progress

Amanda Millmore, Joanna Cordy

The session will introduce our new approach to academic tutoring and pastoral support at the University of Reading, exploring how we have worked collaboratively with staff and students to enhance the student experience and progression.

Room: Syrian Room

14. A critical examination of Widening Participation (WP) strategies in Further Education and Higher Education sectors in the UK

Thanda Mhlanga

This session argues that in spite of the rhetoric about social inclusion, the UK education system is still elitist and needs decolonisation. Also, it contextualises the high drop-out rates of students from disadvantaged backgrounds and why those who complete their programmes underachieve.

Room: Oceanic Room

13.00 – 13.50 Lunch (Avenue 22 Restaurant)

13.50 – 15.20 Parallel Session 3

15. Title of proposal: Chasing metrics: crisis, compromise or opportunity?

Karen Arm

This session reflects on a student-centred, developmental and participatory approach to addressing ‘problem’ scores on the NSS.

Room: Olympic Room1

16. Using storytelling in learning and teaching

Julie Attenborough, Rachael-Anne Knight

This proposal draws on materials co-created with students to support storytelling in lecturers’ teaching practice and draws on ‘Students as partners’ and related ‘change agent’ initiatives and ‘Induction and transitions’ themes.

Room: Olympic 2&3

17. “I’m one of your students”: never judge a book by its cover.

Judith Broadbent, Jo Peat

This session centres on a collaborative project between undergraduate students and a member of the academic staff to explore our misrecognition of students and its potential outcomes.

Room: Titanic Room 1

18. “The Living CV has made me feel confident and aware of how my course is benefitting me” – helping students connect university learning with future work

Dawn Morley, Lisa Dibben

The workshop will explore, through discussion and collaborative learning, how work literacy strategies, such as the Living CV, can be used to aid students’ transition from higher education to the world of work whilst also encouraging engagement at university.

Room: Syrian Room

19. Breaking the code: An academic literacies approach to building students’ reading and writing capability

Claire Saunders, Ben Powis

This interactive workshop, based on research with Football Studies’ students, invites participants to engage in code-breaking and text analysis, in pursuit of supporting academic literacies.

Room: Oceanic Room

20. Using a soft systems approach in academic development: a case study of personal tutoring

Alicia Prowse, Stephen Powell

A 90-minute workshop where participants will be introduced to Soft Systems Methodology (SSM) and explore the use of this in groups in relation to a defined ‘problematical situation’: in this case, personal tutoring.

Room: Venetian Room

21a. Supporting student transitions through student peer mentoring: Policy and Practice

John Bostock

Critical exploration of the creation, implementation and operationalisation of a Student Peer Mentoring Policy to support student transitions.

AND

21b. Presenting a CIA Toolkit (...much more inclusive than it sounds!)

Nick Botfield

This session will detail the development of a culturally-inclusive assessment toolkit (CIAT), which aims to assist academics’ assessment practices, and students’ assessment engagement.

Room: Titanic Room 2

15.20 – 15.40 Break (Olympic Bar)

15.40 – 16.40 **Keynote – Student Papers (Olympic 2&3)**
*Edinburgh Napier University, Gary Donaldson - Establishing ‘ESTABLISH’:
reflecting critically on the challenges and issues in building and
sustaining a student-led initiative to support student transitions into
university*
*University of Reading, Megan Bennett, Thomas Fuller - A collaborative
project to diversify assessment & embed employability skills in a law
module*
*University of Sussex, Yuki Kikuchi - Beyond the Description: Demystifying
Student Module choice*

16.45 – 17.30 **Networking**

Getting Published with SEDA

James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Venetian Room

18.00 – 18.45 **SEDA AGM (Syrian Room)**

19.00 **Drinks Reception (Olympic Bar)**

19.30 **Dinner (Olympic 2&3)**

Day Two: Friday 10th May 2019

- 09.00 – 09.20 Registration and tea & coffee (Olympic Bar)
- 09.20 – 09.25 Welcome to Day 2 (Olympic 2&3)
- 09.25 – 10.20 **Effective cooperation between Learning Development and Academic Development: What have we learnt, where are we heading**
Dr Carina Buckley SFHEA, Co-Chair of ALDinHE, Solent University and Dr David Baume, Consultant
- 10.20 – 10.45 Break (Olympic Bar)
- 10.20 – 10.45 **SEDA PDF (Venetian Room)**
Roisin Curran and Ruth Pilkington (SEDA PDF Committee members)
- 10.45 – 12.15 **Parallel Session 4**

22. Operationalising Inclusive Teaching: How do we turn goodwill into meaningful and lasting good practice?

Ivan Newman, Ben Watson

Combining some of the latest, sector-wide research which assesses progress towards inclusive teaching with live case-studies, the session illustrates how barriers can be removed and gives delegates the opportunity to identify and tackle issues they may face in operationalising inclusive teaching at their own institutions.

Room: Olympic 2&3

23. ‘Translating’ the NSS: Using thematic analysis of student free text to enhance assessment and feedback strategies

Deborah Rafalin

This workshop will introduce delegates to a method of analysing student feedback in the form of NSS free text so that emergent themes can be used to meaningfully inform the development of assessment and feedback strategies.

Room: Olympic Room 1

24. Exploring the role of trust in learning, teaching and educational development. Findings from a collaborative Erasmus+ project

Eszter Simon, Gabriela Pleschová

This session will invite participants to explore the role of trust in facilitating change in teaching and learning.

Room: Venetian Room

25. Authenticating postgraduate taught student identity through cross-level transition Initiatives

Mark F Smith, Chloe Rollings

This active session aims to explore why, when and how we authenticate postgraduate student identity within our transition initiatives.

Room: Oceanic Room

26. Making Groupwork Work

Lucy Yeatman

An interactive workshop exploring ways to facilitate collaborative and co-operative learning amongst undergraduate students.

Room: Syrian Room

27a. Digital Learning in Nursing Education

Carol Maxwell, Robin Ion

This session describes how Abertay University Nursing staff, supported by the Abertay TELS team investigated the use of e-portfolios to facilitate a quality workplace assessment system for NHS placements by involving students and stakeholders.

AND

27b. A collaborative approach to staff development: integrating learning technologies

Valerie Lawrenson

This workshop provides examples of how collaborative working between learning technologists and academic developers has been instrumental to the development of CPD activities designed to enhance digital competency.

Room: Titanic Room 1

28a. Academic reading and writing retreats for students: Using extracurricular provision to explore curricular content to enhance student learning

Chris Little, Angela Rhead

This session will explore the development and impact of student-facing academic reading and writing retreats, which use the individuals' discipline and programme specific material in inter-disciplinary events as a vehicle for student development

AND

28b. There is light at the end of the tunnel: using metaphorical language to facilitate effective collaboration

Chris Mitchell, Ros O'Leary

This workshop will explore how metaphorical language can be used to facilitate effective collaboration in higher education.

Room: Titanic Room 2

12.15 – 13.05 Lunch (Avenue 22 Restaurant)

13.05 – 13.50 Parallel Session 5

29. Exploring change management in collaborative approaches to widening participation in HE

Orlagh McCabe

The session explores research data and contextual literature and theory to identify the advantages and disadvantages of localised collaborative approaches in supporting transitions for young people to promote widening participation. Participants will have the opportunity to explore examples of collaborative approaches to change management in HE.

Room: Titanic Room 1

30. Developing Online Interprofessional Student Collaboration

Lucy Myers, Julie Attenborough

This session will focus on a pilot project aimed at promoting collaboration between students from different healthcare disciplines, the challenges and successes of the project will be discussed, and participants will reflect on implications for similar projects.

Room: Titanic Room 2

31. Widening Access and Participation Dashboards for Data Informed Decision-Making

Catherine O'Donnell, Brian Murphy, Barbara Hunter

This discussion paper session will share how Ulster University collects and analyses a wide range of student data in compliance with GDPR in order to develop reports, visualisations and dashboards that inform Widening Access and Participation (WAP) decision-making for a range of stakeholders.

Room: Venetian Room

32. What helps and what hinders reflective teaching? Discussing results from a collaborative Erasmus+ project

Agnes Simon, Gabriela Pleschová

This session will invite participants to explore the role of trust in facilitating change in teaching and learning.

Room: Oceanic Room

33. Learning to learn for work in practice. Illustrating the role of reviews and assessment in the development of professional skills

Laurence Pattacini, Hannah Beard

Presenting and discussing the outcome of a student staff, learning and teaching research project, which gathered evidence to illustrate how assessment processes contribute to the development of employability skills.

Room: Syrian Room

34. Inclusive assessment. Where shall we start?

Ruth Payne

An overview and discussion of factors affecting truly inclusive approaches to assessment in Higher Education.

Room: Olympic Room 1

13.55 – 14.40 Parallel Session 6

35. In search of a sense of belonging for online learners

Susie Schofield, Heather Gibson

Our session invites participants to consider their sense of belonging, introduces on-going research, stimulates debate about the importance of sense of belonging for online learners and demonstrates an online tutor toolkit.

Room: Titanic Room 1

36. Students as partners for the enhancement of assessment strategies

Claire McGeough

A review of the Queen's Student Partnership Project content and outcomes; for both assessment and student engagement.

Room: Olympic Room 1

37. Understanding the development needs of graduate teaching assistants in the UK context

William Rupp

Using the experiences of one UK university, this session seeks to start a wider discussion on how the teaching skills development of graduate teaching assistants can be supported in meaningful ways.

Room: Titanic Room 2

38. Pastoral Care: The Unsung Hero(es) of Student Experience – Are They Finally Their Due?

Usha Sundaram

Examining intersecting challenges of pastoral care, student experience, and transitional challenges

Room: Venetian Room

39. Transitions and Aspirations

Kate Swinton

How students' previous learning experiences, motivations for choice of study and career aspirations should inform teaching and learning and personal development for first year undergraduate students throughout their degree programme

Room: Oceanic Room

40. Collaborative Retention Project: building blocks for student success

Louise Naylor

Kent was one of 9 institutions to take part in the HEA Collaborative Retention Project (2018) aimed at identifying strengths in student support, through comparing provision and ways of embedding student success strategies across institutions.

Room: Syrian Room

14.40 – 14.50 Break (Olympic Bar)

14.50 – 15.35 Parallel Session 7

41. The SEAs of Curriculum Transformation: Student Partners Building Student Partnerships

Dawn Albertson, Karen Angus-Cole, Rob Eaton, Briony Frost, Jo Hatt, Abby Osborne, Tamara Reid, Matthew Dawes, Luke Parr, Alice Palmer-Ross

Our session explores two related case studies on effective ways to embed students as partners within a change initiative (Curriculum Transformation).

Room: Titanic Room 1

42. Developing all learners through analytics: a collaborative consultative approach to professional development and support

Pauline Rooney, Geraldine Gray, Lee O'Farrell, Kevin C. O'Rourke

This session will explore how to unleash the potential value of learning analytics for supporting higher education (HE) students.

Room: Titanic Room 2

43. The development of personnel and professional teaching in Higher Education - a frontline view of growth, institutional change and opportunity for CPD in outcome-based learning

John Temperton

This workshop will reflect on models of CPD and the circumstances in which such models might be adopted in order to cope with structural changes, institutional and personal growth, colleague's professional identity, contemporary attitudes, skills and transformative practice.

Room: Venetian Room

44. Playing your Cards Right: Introducing a new resource to support the development of disciplinary and professional thinking

Rebecca Thomas, Karen Clark, Joy Jarvis

The session will introduce a research-based resource (pack of cards) and explore its potential for use by staff by both academic developers working with new staff on their professional thinking as a teacher in higher education and by staff supporting students' disciplinary and professional learning.

Room: Oceanic Room

45. Developing e-communities of practice - Using YouTube as a tool for peer observation and reflective practice

Francine Warren

Exploiting familiar digital technology to create e-communities of practice and using Laurillard's Conversational Framework to define the dialogic process.

Room: Syrian Room

46. Everybody hurts: collaborative reflection on the experience of receiving feedback as a tool to develop staff and student feedback literacy

Naomi Winstone

This session will give delegates the opportunity to explore activities that open up dialogue between students and staff about the experience of receiving feedback.

Room: Olympic Room 1

15.40 – 16.00 Plenary Interactive Session (Olympic 2&3)

16.00 Depart

SEDA Conference and Events Committee

David Walker	University of Sussex (Co-Chair)
Peter Hartley	Independent Consultant (Co-Chair)
David Baume SFSEDA	Independent Consultant
Fran Beaton	University of Kent
Judith Broadbent FSEDA	University of Roehampton
Sandy Cope	Nottingham Trent University
Nigel Dandy	University of York
Mary Fitzpatrick SFSEDA	University of Limerick
Samuel Geary	Birmingham City University
Dawne Irving-Bell	Edge Hill University
Pam Parker SFSEDA	City, University of London
Ruth Whitfield SFSEDA	University of Bradford
Sarah Wilson-Medhurst	Independent Consultant

Conference Administration Team:

Roz Grimmitt
Joseph Callanan
Liz Kellam

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

Exhibitors

Studiosity



"Studiosity provides on demand, online study support to students by partnering with universities and using integrated technology. Students receive timely, personalised and one-to-one help, just when they need it as it is accessible to students 24/7. Studiosity exists in over 70% of Australian universities and has so far developed partnerships with 12 universities in the UK and Ireland. By making it possible for students to have ready access to personalised academic study support online, we enable universities and other tertiary providers to ensure every student has the support they need to succeed. Being able to find support right when it's needed can be all it takes for a student to overcome an obstacle, feel more confident, and continue learning. By establishing and developing these partnerships, Studiosity increases life chances for students through personalised learning.

Venue Information

Conference Venue

Clayton Hotel Belfast
22-26 Ormeau Avenue
Belfast
BT2 8HS
TEL: +44 28 90328511

<https://www.claytonhotelbelfast.com/>

Free Wi-Fi

Location Map and Directions

Road

The hotel does not offer onsite parking however they have a discounted rate for guests of £10.50 for 24 hours at the nearby NCP car park on Dublin Road. This special 24-hour charge applies for one entry/exit only. Excess time beyond 24 hours will automatically be charged an additional £10.50. Please ensure to get the token at reception to avail of this special rate.

NCP Dublin Road Opening Times: Monday to Saturday – 7.00am to 12.00am and Sunday – 9.00am to 12.00am.

Limited on-street parking is available around the hotel. Tickets must be purchased from the Pay & Display machines. A charge of £1.20 per hour applies from 8.00am to 6.00pm, Monday to Saturday.

Rail

Great Victoria Street Station: From Glengall Street turn right onto Great Victoria Street. At the next traffic lights turn left onto Bruce Street. Turn left at the next lights onto Bedford Street. Turn right at the next lights onto Ormeau Avenue. The hotel will be on your right-hand side. If you are travelling with luggage, taxis are readily available, fares are typically £5.00.

Belfast Lanyon Place Station (formerly Belfast Central): Exit the station, turn left and walk 500m along East Bridge St. At the junction follow East Bridge Street round to the left. After 200m, at the major junction, turn right onto Ormeau Ave, you will see hotel ahead on the left-hand side. 5 minute via taxi from station.

By coach

The Europa Bus Centre: From Glengall Street turn right onto Great Victoria Street. At the next traffic lights turn left onto Bruce Street. Turn left at the next lights onto Bedford Street. Turn right at the next lights onto Ormeau Avenue. The hotel will be on your right-hand side. If you are travelling with luggage, taxis are readily available, fares are typically £5.00.

Air

George Best Belfast City Airport (BHD)

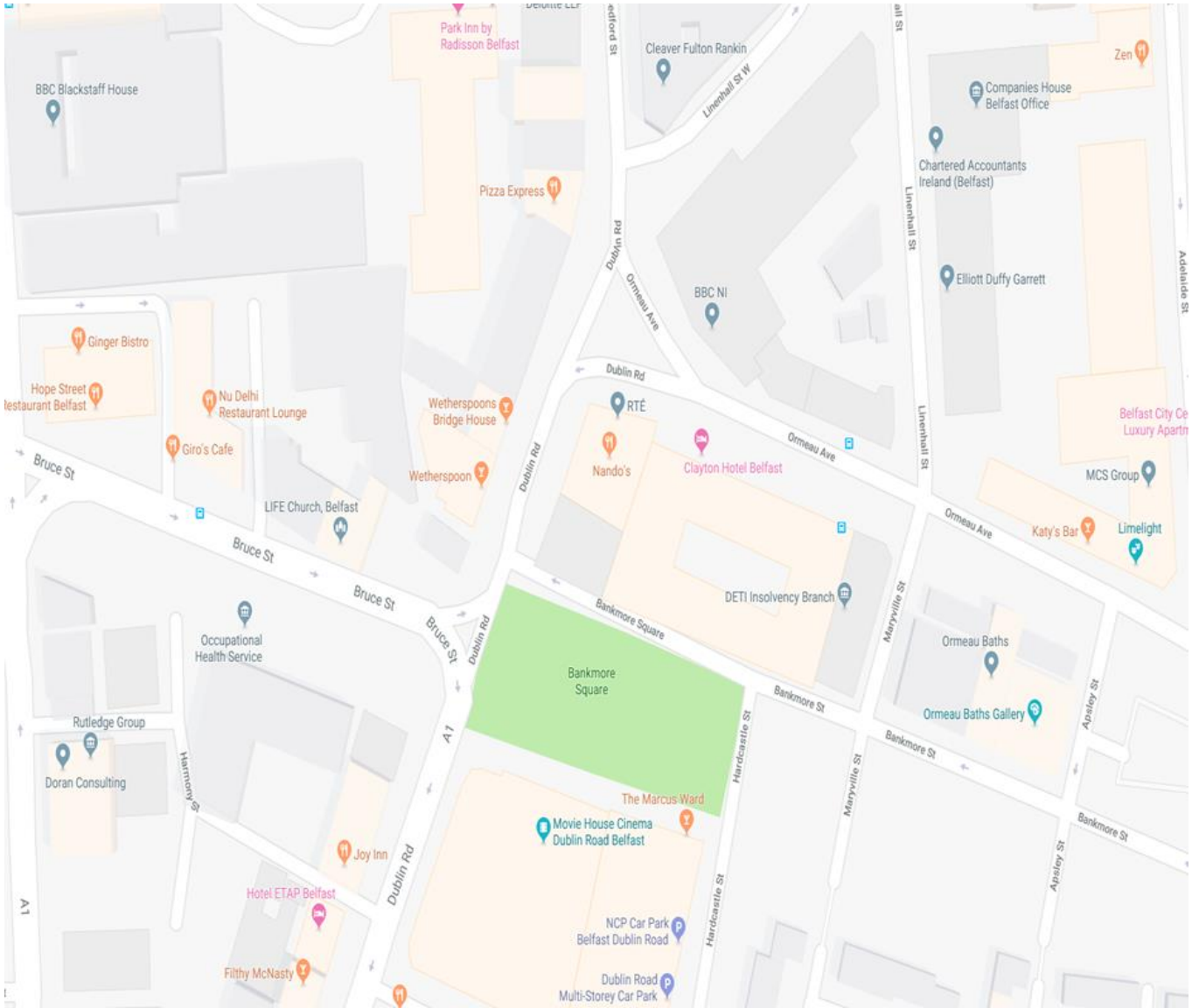
Located 4 miles/6.4 km southeast to Clayton Hotel Belfast, George Best Belfast City Airport is the closest to our hotel. A taxi typically costs £13.00 (one way), taking 20 minutes, depending on

traffic. Alternatively, catch one of the frequent Airport Express 600 buses which terminate in the city centre at the nearby Europa Bus Centre. Airport Express adult fares are £2.50, journey time is 30 minutes. Driving Directions: Continue on Sydenham By-Pass/A2 to Oxford Street. Follow Oxford Street to East Bridge Street. Take the A24 onto Ormeau Avenue. The Hhtel is at the bottom of the street on the left-hand side.

Belfast International Airport (BFS)

20 miles / 32km north of our hotel, a taxi to Belfast International Airport costs £31.00 and takes 35 minutes, depending on traffic. The Airport Express 300 service operates up to every 15 minutes and terminates at the nearby Europa Bus Centre in the city centre. Journey times are 40 minutes and adult fares are £8.00. Driving Directions: Continue to Airport Road and follow signs to the M2. Follow the M2 to Sydenham Road in Belfast. Take the exit towards Queen's Island from the M3. Continue on Sydenham Road, take Station Street, Oxford Street and the A24 to Ormeau Avenue.

Location Map

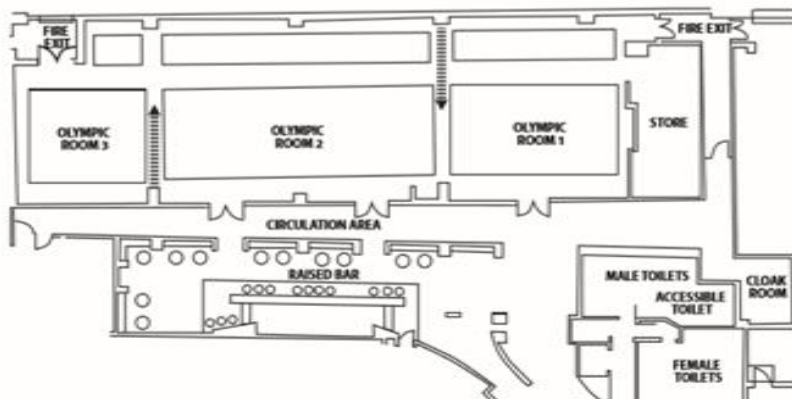


Conference Rooms

THE CONFERENCE CENTRE CLAYTON HOTEL BELFAST



THE OLYMPIC SUITE, CLAYTON HOTEL BELFAST



The main conference room is the Olympic Rooms 2 & 3. We will also be using Olympic Room 1, Titanic Rooms 1 & 2, Oceanic Room, Venetian Room and Syrian Room. The SEDA registration desk will be in the Olympic Bar area. Lunch on both days will be served in Avenue 22 Restaurant. The Drinks Reception will be in the Olympic Bar and the Conference Dinner will be held in Olympic 2&3.