SEDA Spring Teaching Learning and Assessment Conference 2018

Understanding and improving the student experience: making a real difference in the new age of metrics

10th – 11th May 2018

Doubletree Hotel by Hilton, Leeds

Contents

Conference Programme

Day One: Thursday 10th May 2018

09.15 – 09.45   **Registration and tea & coffee (First Floor Breakout Area)**

09.45 – 09.50   **Welcome and Introductions (Rum and Tiree Room)**

09.50 – 10.10   **View from SEDA (Rum and Tiree Room)**

10.10 – 11.00   **Keynote Address (Rum and Tiree Room)**
                       After the goldrush: Educational development on the run 1998-2018
                       David Kernohan, Associate Editor, Wonkhe

11.00 – 11.30   **Break (First Floor Breakout Area)**

11.00 – 11.30   **New to SEDA? Come and find out more (Iona Room)**
                       Jo Peat and Yaz El Hakim (SEDA Co-Chairs)

11.30 – 12.15   <u>**Parallel Session 1**</u>

1.   **Learning Analytics That Matter: the experience of staff, developers, and students**
        Fabio Aricò, Florence Dujardin, Jacob Shilling

In this session, one member of academic staff, one staff developer and one student will share their experience of designing learning analytics, interpreting their meaning, evaluating their worth, and supporting their use within the academic community.

        Room: Rum and Tiree Room

2.   **REF, TEF, and KEF... introducing the SEF: the University of Derby's Student Experience Framework 2017-20**
        Fiona Shelton; Russell Lewis and Amy Kyte

An interactive workshop in which delegates will be introduced to the University of Derby's Student Experience Framework and have the opportunity to reflect on their own practice and share best practice with other delegates.

        Room: Mull Room

3.   **Defining High Quality Teaching: perceptions of students and academics**
        Penny Burden, Sabrina Poma, Nigel Page, Sophie Allen, Jillian Birad

The session will share the findings of a project in which we explored and compared perceptions of what high quality teaching is considered to be by both students and academics.

        Room: Arran and Bute Room

4. **Can Assessment be Democratised? A Reflection on Implementation**
   Josh Berlyne, Fabienne Collignon

Our project consisted in rethinking the assessment regime on a Level 2 undergraduate core module, *Critical and Literary Theory (LIT204); we will take you through the student-led process of designing the new assessment and, by extension, curriculum for LIT204 and then we will discuss the outcome of the implementation of these changes.*

   Room: Iona Room

5. **TBL, PBL, EBL, SCALE-UP, Buzz, Virtual or what? What are the 'best' teamwork recipes to support our students' professional development and enhance their learning**
   Chris Dearnley, Peter Hartley

This session will review the range of group procedures and processes which students are likely to confront across many disciplines in HE/FE and propose ways of providing better support for students' professional development in teamwork.

   Room: Kerrera Room

6. **More than the metrics - our deep dive into assessment workload**
   Laura Costelloe, Mark Glynn, Clare Gormley

The session will present the analysis of assessment workload for staff and students and our journey beyond the surface of obvious metrics to reveal the real impact of assessment on the student experience.

   Room:Room

12.20 – 13.05   Parallel Session 2

7. **Whose student experience is it anyway? Exploring the Teaching-Learning Nexus in Academic Development**
   Anna Hunter

This session presents the initial findings of a qualitative research project looking at academic staff experiences of being students on a PGCert Learning and Teaching in HE, exploring how their own student experience subsequently impacts on the experience of their students.

   Room: Taransay Room

8. **Gonzo Assessments: Balancing the inequality in assessment design**
   Nicholas Botfield

The session will explore themes related to assessment and feedback, and applications of learning technologies, by modelling practice in the co-creation of assessments using a number of learning technologies.

   Room: Iona Room

9. **Enhancing the student experience by enriching performance measures**
   Anna Mockler, Anne Llewellyn

This session will present an evaluative method for measuring the impact of extra-curricular activities on learner enhancement

   Room: Mull Room

10. **A 'One-Stop Shop' to enhance the Student Experience through active communication of extra-curricular and co-curricular opportunities**
Tom Lowe, Maisha Islam, Tim Mellor

A contribution reporting on the first year of an active Centre for Student Engagement as a signposting service for student opportunities to enhance the student experience.

Room: Arran and Bute Room

11. **Enhancing the student experience of assessed group work: Developing a research-informed framework**
Moira Maguire, Ronan Bree, Paula Mullen, Colin Cooney, Peter Morris

This discussion paper explores the student experience of assessed group work.

Room: Rum and Tiree Room

12. **A research based induction to aid transition**
Phillip Miller

An alternative student induction model aimed at creating a holistic and engaging student experience in order to ease the transition into higher education.

Room: Kerrera Room

13.10 – 14.00   **Lunch (The Lock Kitchen and Bar)**

14.05 – 15.35   **Parallel Session 3**

13. **ABC learning design and learning analytics: intent meets indicators**
Samantha Ahern, Natasa Perovic, Clive Young

An interactive workshop to investigate the identification of course elements of pedagogic interest using the ABC learning design methodology and corresponding data points and analysis.

Room: Arran and Bute Room

14. **Supporting transition through Peer Assisted Learning (PAL)**
Ruth Lefever, Leanne Hunt

This session will explore how PAL can support transition for students at different levels. It outlines our pedagogic approach to peer learning, drawing on notions of community learning and will highlight the potential impact of PAL for students and for institutions. Drawing from this context it will then offer attendees the chance to focus on how they might go on to establish or develop peer learning at their own institutions.

Room: Taransay Room

15. **Becoming a university student: Understanding successful induction and transition beyond metrics and employability**
Leoarna Mathias, Gill Gilbert

A paper exploring the development of, and a recent evaluation of, a suite of induction and transition programmes in a widening participation institution over the last ten years, focusing on lessons learned, and the balance struck, between meeting metric and fiscal expectations and the realisation of potential in the student body.

Room: Iona Room

16a. **'Don't let markers put a cross unless they're going to explain why' - Undergraduate attitudes to assessment and feedback**
Stephanie McBurney, Sue R Whittle

The session will present outcomes of a project which explores students' understanding and expectations of the role played by assessment and feedback in learning.

AND

16b. **Student Views on Assessment Workload and Activities**
Pam Parker, Rachael-Anne Knight, Julie Attenborough, Laurence Solkin

The workshop will discuss a project to review assessment practice and ensure the assessments set for students are authentic and relate to student learning hours

Room: Mull Room

15.35 – 15.45   **Break (First Floor Breakout Area)**

15.45 – 16.45   **Keynote Address (Rum and Tiree Room)**
Learning without Limits: thriving (not just surviving) in Wonderland
Professor Claire Taylor FSEDA, Deputy Vice-Chancellor and Professor of Education,Wrexham Glyndŵr University

17.00 – 17.45   <u>**Networking**</u>

Getting Published with SEDA
James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Iona Room

18.00   **AGM (Mull Room)**

18.50   **Drinks reception (First Floor Breakout Area OR Terrace overlooking the canal)**

19.30   **Dinner (The Gallery)**

Day Two: Friday 11th May 2018

09.00 – 09.25   **Registration and tea & coffee (First Floor Breakout Area)**

09.25 – 09.30   **Welcome to Day 2 (Rum and Tiree Room)**

09.30 – 10.30   **Student presentations (Rum and Tiree Room)**
Angelina Cliff - **Excellent Teaching: The Student View**
Madeleine Pownall - **The spectrum of student engagement: Looking beyond metric measures**

10.30 – 10.45   **Break (First Floor Breakout Area)**

10.45 – 11.30   <u>**Parallel Session 4**</u>

17. **Understanding why students find some concepts difficult to learn as the foundation of curriculum change: A case study from tertiary chemistry education**
Nimesh Mistry

This interactive session will discuss an approach to curriculum development based upon data collection and analysis of current students to identify threshold concepts and understand their origins.

   Room: Taransay Room

18. **The Collegiate Learning Assessment: An institutional case study of using standardised testing to measure students' generic skills**
Stuart Brand, Jamie Morris

The session will contain a review and analysis of Birmingham City University's experience in their first two years running one of the 13 HEFCE funded Learning Gain pilot projects.

   Room: Iona Room

19. **Capturing the Student Voice: enhancing the student experience**
Jack Lay, Chris Mattinson, Louise Naylor

Working in partnership to develop mechanisms for capturing the student voice to more successfully inform educational policy or practice

   Room: Arran and Bute Room

20. **Improving student experience, retention, belonging, and success through induction: Lessons learned from research**
Jessica Gagnon, Julia Smith

This session will outline the main findings of our recent research on students' experiences of induction, as well as the key lessons learned and recommendations for how the student experience of induction can be improved.

   Room: Mull Room

21. Year in Industry: Barriers, Challenges and Motivations
Mark Sumner, Alice Shepherd

Presentation of results of a mixed methods student and staff collaborative research project about undergraduate barriers to doing Year in Industry modules with an exploration of potential solutions to improve engagement of students with poor social capital.

Room: Kerrera Room

22. Evaluating the collaborative development of pedagogic interventions based on learning analytics
Kerry Myler, John Peters, students

A paper reporting on a HEFCE catalyst project which implemented and evaluated student-designed interventions to support those identified as 'in need' by learning analytics.

Room: Rum and Tiree Room

11.35 – 12.20   Parallel Session 5

23. "It's all about horses for courses". Designing and developing an academic skills module to enhance the student experience of a mature, return to learn student cohort on a blended learning programme
Eve Rapley, Sophie Pullen, Veronica Brewster

As part of assuring a positive student experience this paper discusses how tutors at the RVC have developed a study skills module to meet the needs of mature students with limited academic capital, academic confidence and skills, on a hybrid online and face to face Level 6 graduate diploma programme.

Room: Taransay Room

24. Student Partnership: the ultimate expression of engagement?
Leoarna Mathias, John Peters

This paper explores the value of student-staff partnership project working in contributing to the realisation of individual student potential and the demand for metric success at an institutional level.

Room: Mull Room

25. Flipping Heck! How can we engage students in the lecture experience?
Joanne Smailes, Anna Heyman

This presentation will discuss and reflect upon the peaks and troughs (intended pun) of introducing a flipped model to a large (circa 400 per semester) numerical skills module.

Room: Rum and Tiree Room

27. Engaging staff with the TEF metrics at subject level
Paul Yates

This workshop will simulate the approach used at Newman University to engage staff with subject level TEF.

Room: Arran and Bute Room

28.   Incidental learning
Amanda Turner

An investigation into the impact that incidental learning has on trainee teachers' professional development, whilst working in the FE context.

Room: Iona Room

12.25 – 13.20   Lunch (The Lock Kitchen and Bar)

13.20 – 14.10   Keynote Address (Rum and Tiree Room)
The York Pedagogy and the TEF
Dr John Robinson, Pro-Vice-Chancellor for Learning, Teaching and Students, University of York

14.15 – 15.00   <u>Parallel Session 6</u>

29.   Get Set for Success: a Widening Participation focused pre-entry programme for transition into Higher Education
Vera van Leeuwen

A discussion and evaluation of St Mary's Get Set for Success (GSfS) programme: a two day residential pre-entry programme for non-traditional entrants to the university that fall in one or more of the WP categories (as described in St Mary's University WP Strategy 2015-2020).

Room: Arran and Bute Room

30.   Outduction of pharmacy students - a case study
Nina Walker

This 45 minute interactive workshop will evaluate an intervention introduced to support the transition of graduate pharmacy students from the University of Hertfordshire into their pre-registration training year and demonstrate an approach which can be applied in other subject areas and contexts.

Room: Iona Room

31.   Using teacher perspective metrics to reflect and improve learning designs
Helen Walmsley-Smith

Participants will explore two approaches to identifying and quantifying teaching and learning perspectives. Participants can reflect on how these metrics can improve evaluation of learning designs in order to improve student experience and learning

Room: Rum and Tiree Room

32.   Making the Connections: Induction, Transition and Beyond, putting a transition project into practice
Pamela Thomas, Jill Molloy, Rohzeena Janjuar

Putting a transition project into practice and learning from others.

Room: Taransay Room

33. **What are we assessing? The Impact of NSS and TEF metrics on the assessment strategy in a Post-1992 School of Business and Law**
Elaine Yerby, Andrew Boocock

The aim of the session is to explore the relationship between student satisfaction and employability metrics and the design and delivery of assessments - do such metrics improve assessment in line with the intended outcomes of developing critical and independent thinkers and the ideal 'future employee'?

Room: Mull Room

34. **SEDA-PDF: Supporting CPD in HE and beyond What, Why, and How?**
Jenny Eland, SEDA-PDF Committee

You will get the chance to explore ideas and hear how other institutions have drawn upon a number of awards and integrated them within continuing professional development strategies.

Room: Kerrera Room

15.05 – 15.20 **Plenary Interactive Session (Rum and Tiree Room)**

15.20 – 15.30 **Summing up and close (Rum and Tiree Room)**

SEDA Conference and Events Committee

David Walker   University of Sussex (Co-Chair)

Peter Hartley   Independent Consultant (Co-Chair)

David Baume   Independent Consultant

Fran Beaton   University of Kent

Judith Broadbent   University of Roehampton

Sandy Cope AFSEDA   Nottingham Trent University

Nigel Dandy   University of York

Mary Fitzpatrick SFSEDA   University of Limerick

Samuel Geary   Birmingham City 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
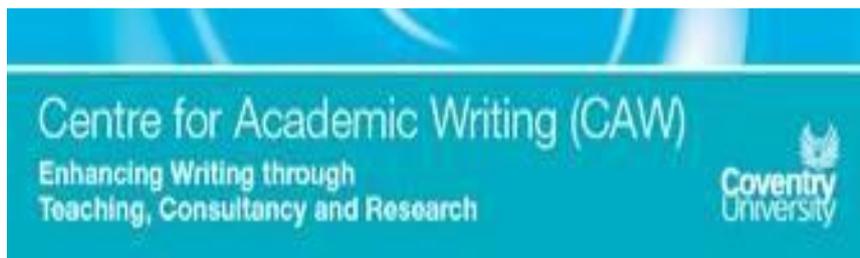
Coventry University is a forward-looking, modern university with a proud tradition as a provider of high quality education, and was awarded Gold rating in the Teaching Excellence Framework (2017). The Centre for Academic Writing (CAW) is an innovative teaching and research centre established by the University in 2004. CAW's mission is to enable students at Coventry University to become independent writers, and to equip academic staff in all disciplines to achieve their full potential as both authors and teachers of scholarly writing. CAW provides 'whole-university' writing support underpinned by research and expertise in Academic Writing pedagogy. Writing development is available to undergraduates, taught postgraduates, PGRs, ECRs, MCRs, SCRs, academics, and professional services staff. CAW offers general writing support but also targets writing provision at specific points in the undergraduate student, postgraduate student, and staff development journey, providing face-to-face and online writing tutorials, Academic Writing modules, self-study writing guidance, writing workshops, staff consultations, and 'writing for publication' modules.

In September 2018, CAW is launching three exciting new qualifications aimed at graduates and professionals who are interested in studying, researching, and teaching writing and in working as Writing Developers: MA/PGDip 'Academic Writing Development and Research' and PGCert 'Academic Writing Development' (www.coventry.ac.uk/cawma, www.coventry.ac.uk/cawpgdip, www.coventry.ac.uk/cawpgcert). The courses are designed to be studied by blended learning or distance learning, enabling participants to fit their studies around their other commitments. The focus of these courses is on writing, rhetoric, and literacies research and on how this research informs the teaching of writing and writing development work. Visit CAW's stall at the SEDA conference for further information!

Venue Information

Conference Venue

DoubleTree by Hilton Hotel Leeds City Centre
Granary Wharf, 2 Wharf Approach, Leeds, LS1 4BR, United Kingdom
TEL: +44-113-2411000

http://doubletree3.hilton.com/en/hotels/united-kingdom/doubletree-by-hilton-hotel-leeds-city-centre-LBACCDI/dining/index.html

Free Wi-Fi; log on to HHonors

Location Map and Directions

Road

The hotel has a small car park which operates on a first come first served basis. There is a NCP close by on the same road as the hotel. The approximate cost is £15.00 for 24hr, £7.50 per day, for either car park

Rail

To access the hotel from the train station go to forward platform 16, and pass through the exit and access barriers brings you into the main area of the front of the hotel.

By coach

Leeds Coach Station has express coach services to and from London, Edinburgh and many other UK cities. The bus station is only a few minutes' walk from the city centre and the railway station.

Air

Leeds Bradford Airport services Leeds. The estimated taxi fare is £25.

Location Map
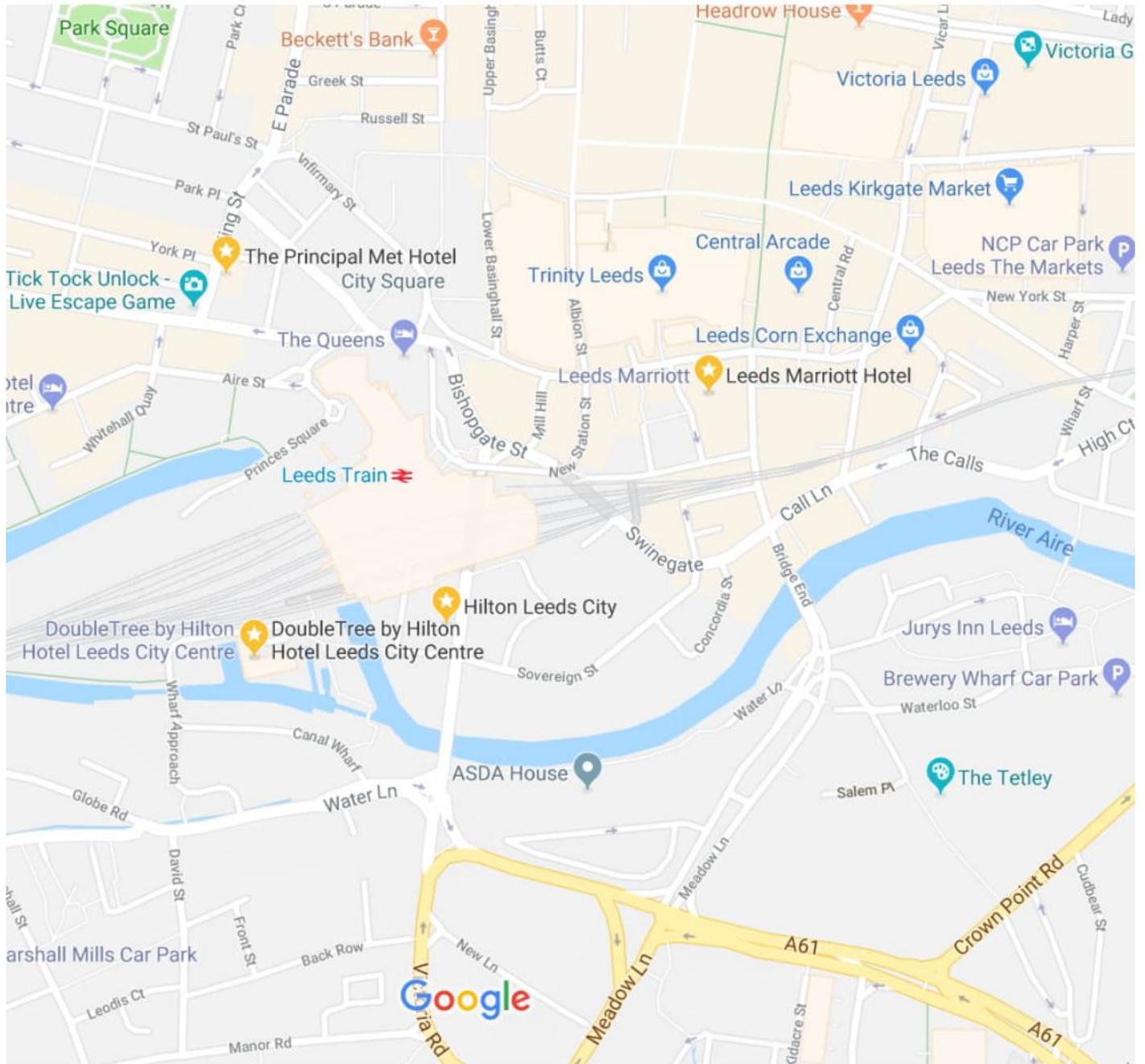
Floor Plan

DOUBLETREE BY HILTON LEEDS - 1st FLOOR

1. TARANSAY
2. ERISKA
3. VATERSAY
4. GALLERY
   4a. CANNA
   4b. RUM
   4c. EIGG
   4d. COLL
   4e. TIREE
   4f. IONA
   4g. KERRERA
   4h. MULL
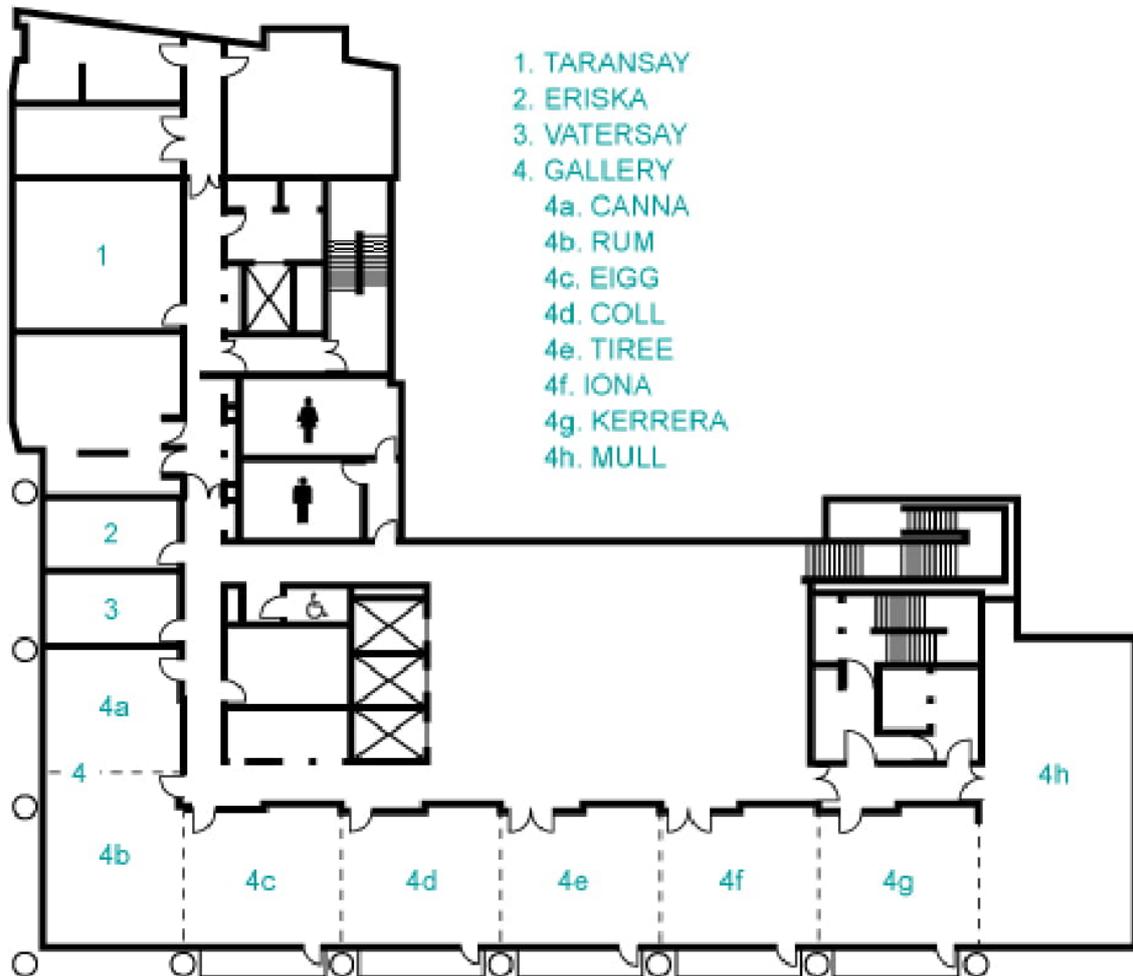
DOUBLETREE BY HILTON LEEDS - 13th FLOOR

1. SEIL
2. SCARBA
3. EASDALE
4. COLONSAY
5. GIGHA
6. ISLAY
7. ARRAN
8. BUTE
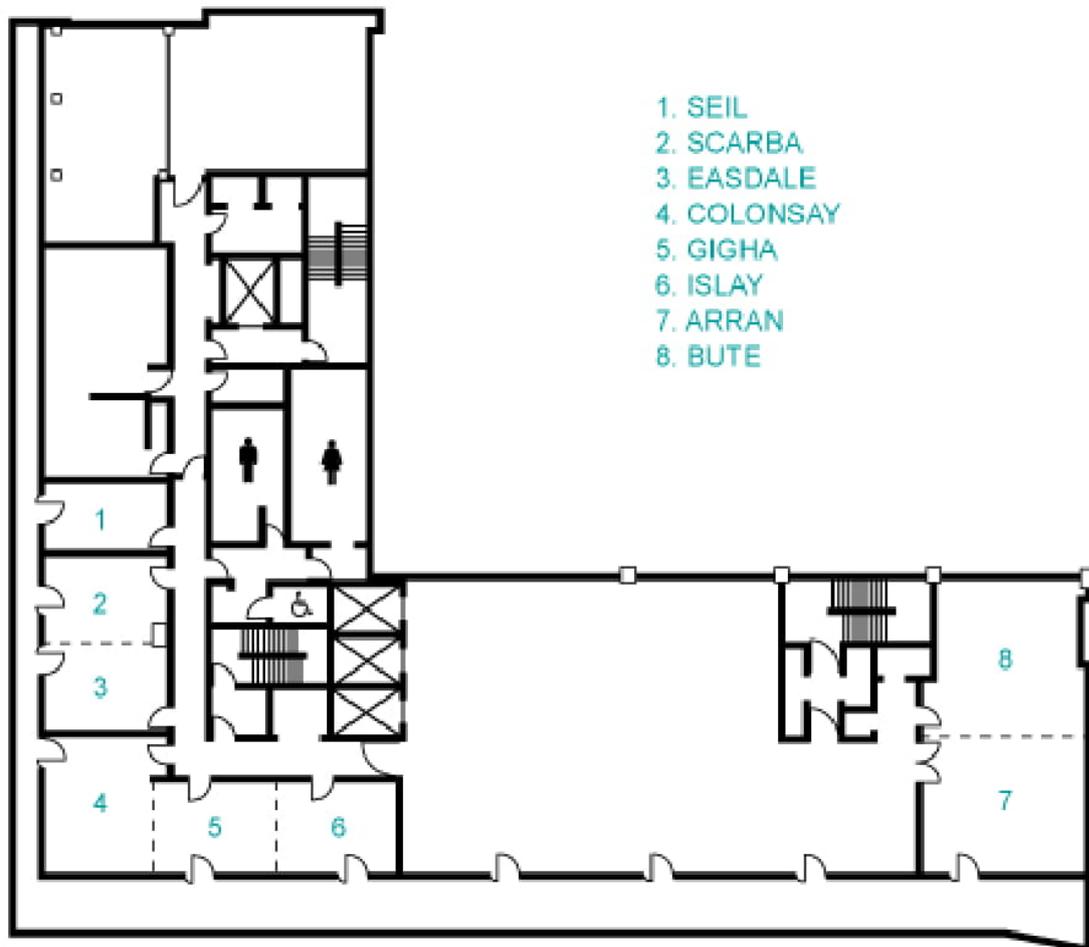
Conference Rooms

The main conference room is called the Rum and Tiree room. We will also be using the Iona, Kerrera, Taransay and Mull on the First Floor and Arran and Bute on the 13th Floor. The SEDA registration desk will be in the First Floor Breakout Area. Lunch on both days will be served in the the Lock Kitchen and Bar. The Drinks Reception will be in the First Floor Breakout Area (or the Terrace if weather permitting) and the Conference Dinner will be held in the Lock Kitchen and Bar.