LEARNING AND TEACHING SYMPOSIUM

Advancing Futures in Higher Education

University of East London
Online
17th September 2020
9:20am

University of
East London

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Welcome from Professor Charles Egbu, Pro Vice-Chancellor (Education and Experience)

Dear Delegates,

I am delighted to welcome you to the UEL Annual Learning and Teaching Symposium 2020!

This year's extensive programme showcases the impact of both internal and external presenters' scholarship in both local and global contexts, responding to this year's theme of Advancing Futures in Higher Education.

Our symposium is a means of exploring alternative pathways that adopt culturally responsive, forward-thinking and creative approaches to teaching, learning and research in higher education. For higher education, Covid-19 has presented both challenges and innovations. University educators, administrators and policy makers have faced the task of advancing the futures of their students in a way that is worthy of this historical moment. Although in 2020 Covid-19 has been a dominant theme in our lives, the presenters today broaden our attention beyond the global pandemic, to some of the most pertinent concerns for the future of teaching and learning in higher education. From topics of digital inclusion and dexterity to graduate employability to creating the conditions ripe for collaborative learning, the presentations tackle the most prominent issues and the presenters are learning about them from their own students. It is these insights that they share with you today.

During the day you will also have an opportunity to chat to some of our invited external speakers and of course with other members of the academic and professional services community at the university through our online platform.

Best of luck to all the presenters and best wishes for the forthcoming academic year,

Professor Charles Egbu
Pro-Vice Chancellor (Education and Experience)

9:20-9:30	Welcome & Introduction of Keynote Speakers Professor Charles Egbu, Pro-vice Chancellor (Education and Experience)					
9:30-10:30	KEYNOTE SPEAKER: Moving feedback forwards in higher education by Dr Naomi Winstone					
	ROOM 1: Conference Papers	**THEME:** Innovative Pedagogies	**ROOM 2:** Conference Papers	**THEME:** Employability	**ROOM 3:** Conference Papers	**THEME:** Equity, Equality and Inclusion
10:45-12:30 15-minutes for speakers to present 30-minutes+ time for questions	**Seminar capital: An exploration of the enduring social and pedagogical benefits of seminar engagement** by Micky Levoguer, Ben Taylor and Rebecca Crutchley **Meaning and Motivation in Times of Change: Toward a Competence based model of Programme Leadership** by Dr Jenny Lawrence **Learning developers and dissertations: Pedagogies of supervision** by Andrew Struan and Jennifer Boyle **Games and play in higher education** by Dr Chris Headland		**You did what over the weekend?! A project to develop the digital awareness of primary education studies under-graduates** by John Parkin **Co-design as a research method in the context of graduate employability** by Lauren Moriarty **Embracing digital dexterity in higher education to address the digital skills gap** by Dr Dennis Olsen and Kristin Brewe **The use of pedagogical frameworks to integrate technology into the classroom to enhance graduate employability** by Emma James		**Digital inclusion: Making web accessibility effective and manageable** by Richard de Blacquiere-Clarkson **Anti-racist practice in higher education: Applying an ecological approach** by Dr Julie Botticello and Anna Caffrey **The Citizen Literacy Programme: Digital pedagogies for inclusion** by John Casey, Diane Gardner and Wolfgang Greller **Addressing bias: what can work and why? An introduction to resources, strategies and relevant research** by Dr Donna Hurford	
12:30-12:45	Break					
	ROOM 1: Poster Presentations	**THEME:** Teaching Principles in Practice	**ROOM 2:** Conference Papers	**THEME:** Student Wellbeing	**ROOM 3:** Poster Presentations	**ROOM 3:** Poster Presentations
12:45-13:30 15-minutes for speakers to present / 5-minutes for poster presentations 30-minutes+ time for questions	**The perceived impact of class size on collaborativelearning in secondary music** by Philip Anderson **Inclusive feedback for learning through storying** by Mustapha Aabi and Virna Rossi **The transnational online pivot: A case study exploring online delivery in China** by Marieke Guy and Pip McDonald **Increasing student engagement: Exploring learning artefacts via user-design research** by Dr Dennis Olsen		**Positive student wellbeing** by Fizza Shah **Experiences of Covid-19, social distancing and online learning among university students** by Josephine NwaAmaka Bardi, Anneasa Grandison, Alshamyaa Muhammed, Agatha Oparaji, Stephanie Williams, Folashade Alloh and Noureen Shivji		**Students really are leading the way: A Flipped interactive digital poster on interactive workshops** by Silhouette Bushay **Microsoft SharePoint/Teams as VLE and multimodal portfolio development tools** by Michael Bunce **Active report writing: Putting the creativity back into assignment preparation** by Dr Wendy Garnham **Masters in Global Learning Futures** by MichaelBunce	

13:30-14:30	Lunch					
	ROOM 1: Conference Papers	**THEME: Lessons Learnt**	**ROOM 2: Conference Papers**	**THEME: Teaching, Connection and Digital Pedagogies**	**ROOM 3: Conference Papers**	**THEME: Student Retention, Engagement and Progression**
14:30-16:15 15-minute for speakers to present 30-minutes+ time for questions	**Remote virtual lab sessions via Microsoft Teams** byProfessor Fawad Inam **Designing and delivering an online induction: Lessons learnt and forward planning** by Adam Levi, Jack Viant and Dr Mark J. P. Kerrigan **The logistics of online learning** by David Murray, Dr Caroline McGlynn and Khadija Ahmed **A qualitative analysis of the barriers to communication between a Centre of Learning and Development and academics at the University of East London** by Fouzia Sakouti		**Developing praxis through active blended learning** by Rebecca Page-Tickell and Sima Heer **Encouraging collaborative participation in asynchronous discussion forums** by Fiona Byrne **Alternative assessment methods for interdisciplinary learning: Synoptic Impact Mapping as reflexive learning practice** by Michael Bunce **Making the implicit explicit: Supporting international Graduate Teaching Assistants (GTAs) by** Dr Jo Collins and Dr Nicole Brown		**The impact of the third space professional in the wonderland of academic success** by Julie Hughes, Dr Jenni Jones and Dr Debra Cureton **Peer-mentoring: The impact on retention** by Dr Chris Headleand **Tools to succeed: Student perspectives on transitioning from foundation year programmes onto their chosen degree pathway** by Joanne Scott and Tina Harvey **Creating Post-graduate Research (PGR) communities of practice during Covid-19** by Dr Debra Cureton	
16:15-16:30	Break					
16:30-17:20	KEYNOTE SPEAKER: Physital and Digical: Exploring places and spaces for hybrid teaching in a post-lockdown world by Mr Simon Thomson					

Keynote Speakers

Dr Naomi Winstone, BSc(Hons) MSc PhD GradCert, PFHEA, NTF

Director of the Surrey Assessment and Learning Lab;
Head of the Department of Higher Education, University of Surrey –
 @DocWinstone

Dr Naomi Winstone's morning Keynote will be on
Moving feedback forwards in higher education

Keynote
Higher Education Institutions face what has been described as a
'feedback paradox': students are vociferous in telling us what they want
from feedback, and educators have responded to the student voice by
investing considerable time and effort in developing assessment and
feedback practices. However, assessment and feedback continue to
dominate the headlines following the release of metrics such as the
NSS (National Student Survey) as the area of students' experience
with which they are least satisfied.

In this session, I will draw upon dominant voices within the literature
on assessment and feedback to consider the possibility that "current
feedback practices are not fit for purpose" (Carless et al., 2011, p. 395).
Is the sector as a whole perhaps too focused on efforts to improve
the delivery of feedback, without giving equal attention to how to
improve its reception? I will draw upon the findings from my recent
programme of research to explore how the responsibility for ensuring
that feedback has high impact can, and should, be shared between
educators and students.

Biography
Naomi completed a BSc (Hons) in Psychology at the University
of Surrey in 2005, which included a professional training year in
educational psychology with Dorset County Educational Psychology
Service. She then completed an MSc in Psychology of Early
Development at the University of Reading in 2006, before returning to
Surrey to undertake a PhD. Naomi has been working at the University
of Surrey since September 2009. Naomi is a Principal Fellow of the
Higher Education Academy and was awarded National Teaching
Fellowship in 2016.

Simon Thomson, BA, MSc, FAETC, NTF, SFHEA, ADE

Director of the Centre for Innovation in Education,
University of Liverpool – @digisim

Simon Thomson's afternoon Keynote will be on
Physital and Digical: Exploring places and spaces for hybrid teaching in a post-lockdown world

Keynote

The re-emergence of physical presence for learning and teaching will shortly be upon us, but do we really know what we want from teaching and learning experiences in physical spaces anymore? Physical spaces gave way to digital spaces during lockdown, but apart from access to some specialist resources what is it that we actually need/want physical spaces for? Together in this session we will collectively "crowd-source" our experiences of using digital and physical spaces for learning and teaching, the extent to which we really need our physical learning & teaching infrastructure and the emergence of new digital spaces we may never have thought to venture into before. Is there now an opportunity to finally see "digital" as an equal to "physical" in terms of space selection and use? Influenced by Paul LeBlanc's Educause article in 2015 perhaps we should be asking ourselves these questions in terms of critical (digital) pedagogy as a post-lockdown sector.

    a. What physical teaching and learning interactions are most critical for student success?
    b. What digital teaching and learning interactions can better replace some physical interactions that previously took place?
    c. Is the potential for a truly "hybrid" experience one that maximises student success and staff well-being?

We will conclude by exploring what this means for the (digital) development of academic staff – what does digitally integrated academic development (DIAD) look like and how important is it within the context of an emerging hybrid teaching model?

Biography

Simon is a "flipped academic". He has held a number of academic posts including a senior academic post as Head of Digital Pedagogy at Leeds Beckett University, in their Centre for Learning & Teaching. His work includes the development of a conversational framework for technology use, with a focus on its ability to enable, enhance, enrich and empower learning & teaching and the integration of digital capabilities as a model for curriculum development. Simon was awarded an HEA National Teaching Fellow (2014) and is a Senior Fellow of the Higher Education Academy, SEDA accredited in Embedding Learning Technologies and an Apple Distinguished Educator. Simon is currently completing his PhD with Lancaster University which is a phenomenographic study of the lived experiences of academic staff using TPACK as a curriculum development framework.

Conference Papers

Theme: Innovative Pedagogies

Seminar capital: An exploration of the enduring social and pedagogical benefits of seminar engagement

Micky Levoguer, Ben Taylor and Rebecca Crutchley
School of Education and Communities, University of East London

This session presents findings from a small-scale qualitative case study exploring how engagement with seminars might prompt a sense of community amongst students. Further, it considers if such engagement might afford students 'seminar capital', a form of academic social capital (Bourdieu 1977 in Preece 2010). The study also aimed to uncover how seminar pedagogy can support students to develop their academic voice and connect with others in learning communities. Reflecting on emergent learning (Bourner 2003) supports students to move between a range of language codes (Preece 2010). Students in the study reported that seminar discussions supported their conceptual understanding, consolidated their academic language skills and offered opportunities to apply their knowledge to their assessments. This took place within an emerging positioning of relationships between peers and lecturers.

Meaning and Motivation in Times of Change: Towards a Competence based model of Programme Leadership

Dr Jenny Lawrence
NTF, PFHEA, Head of Teaching Excellence Academy, University of Hull

Student academic attainment, retention and graduate success are commonly the responsibility of the Programme Director/Leader (Lawrence and Ellis, 2018). Working within institutional structures, leading, managing and bringing together academic and professional service colleagues while addressing various other stakeholder requirements can be difficult and isolating, in the current context the role may seem almost impossible. However, Programme Directing is becoming a role prized for its opportunity to exercise academic agency and understood as integral to career progression (Lawrence, Moron-Garcia and Senior, Forthcoming; Scott and Lawrence, Forthcoming). This paper outlines what Programme Directors understand to be the professional benefits and personal rewards inherent to the role and introduce a model of competence-based Programme Directorship that builds on these positives. With the aim of co-constructing a model for the support of Programme Directors (PD) two PD networks were evaluated at the University of Hull (a pre-92, research focused institution) using Appreciative Inquiry (AI). The first is a cross University central-formal network led by the Teaching Excellence Academy, the second a local-informal network led by PDs in an academic department. This paper presents an overview of the strengths of both networks. This includes how a community of practice influences a proud professional identity as 'Programme Director', the inherent professional benefits of the role and the personal reward such responsibility brings. The institution granted ethical approval and all participants gave informed consent for anonymised findings use in academic outputs. AdvanceHE funded this research.

Learning developers and dissertations: Pedagogies of supervision

Andrew Struan and Jennifer Boyle
Learning Enhancement and Academic Development Service, University of Glasgow

The work of Learning Developers (LDs, also known as 'academic tutors' or 'effective learning advisers') is now an integral part of the UK student experience. LDs must embrace the role of knowledgeable

authority on the process of research/writing itself when working with dissertation students at undergraduate, postgraduate or PhD level. This approach means that LDs must in part adopt a 'technical rationality' model in their delivery of work with dissertation students (Acker, Hill and Black, 1994). That is, an approach that gives 'priority to considerations of procedure or technique': the process of research (Combleth, 1990). This paper looks at the ways in which this pedagogical theory can be enacted into practice. It, however, also augments the 'technical rationality' model by focusing on the unique role of LDs in dissertation supervision across all disciplines and from undergraduate to PhD. In so doing, we argue that LDs have created a 'technical rationality plus' model of delivery. Acting as impartial 'secondary supervisors', LDs provide students with scope to make research mistakes, ask questions, seek feedback before submission, and discuss with a professional able to navigate the complexities of supervision with understanding and insight (Winchester-Seeto, et al., 2014). Through practical discussion of the work of LDs at a large Scottish university with a diverse student body, audience members will leave with a blueprint for a new mode of engagement with student researchers and supervisory staff.

Games and play in higher education

Dr Chris Headleand
School of Computer Science, University of Lincoln

When we talk about games in education the conversation often moves quickly towards gamification. However, gamification is not the only route to embedding games and play in your teaching and learning activities. Furthermore, gamification is a very specific tool which may not always suit your environment, and in some applications it has well documented negative side effects. In this talk, I will discuss a number of other opportunities to embed games and play into higher education activities. These approaches will be split into three domains, Student Engagement, Simulation, and Pastoral Interaction. Each domain will be discussed with the use of case studies from current projects at the University of Lincoln. Insights and impact will be highlighted for the benefit of anyone wishing to embed similar activities in their own practice. The talk will be concluded by highlighting some opportunities for future research, and some quick tips for anyone interested in using games and play in higher education.

You did what over the weekend?! A project to develop the digital awareness of primary education studies under-graduates

John Parkin
School of Education and Social Care, Anglia Ruskin University

Digital footprints, that is the records left online through the use of social media such as Instagram and Twitter, are a growing concern for the future employability of undergraduates. This presentation explores research into the views of undergraduates on a Primary Education Studies degree at Anglia Ruskin University to understand their views of digital footprints and then devise a workshop on how to protect professional identities. The majority of participants have lived with access to the internet throughout their lives but need support to meet the challenges and opportunities provided by the online world. The views of undergraduates were captured through surveys and focus group discussions. The results of the study were that students had an understanding of digital footprints but were unsure of how to protect their digital footprints and how to create a professional digital footprint to support graduate employability. It is argued here that undergraduates need more opportunities to learn about digital footprints. This session will include practical activities that can be used across all disciplines.

Co-design as a research method in the context of graduate employability

Lauren Moriarty
Leeds School of Arts, Leeds Beckett University

I am the Course Director for BA (Hons) Product Design at Leeds School of Arts, Leeds Beckett University. My current research study, entitled 'Designing Graduates', is an investigation into developing the employability of our graduates, throughout their undergraduate student journey, in order to best align with the needs and demands of the workplace. In my teaching practice, I often feel that my role is to 'design designers'. This is a collaborative act of working with students to shape their practice as product designers whilst at the same time shaping the curriculum to support this process. My recent

research has focused on conducting co-design sessions with product design students to design and develop what has now become an employability app for students. My 15-minute presentation will convey my experiences of co-designing with students as a research method, highlighting the benefits and challenges. Delegates can participate in the session by writing their responses, in the webinar software, to some key questions I will be asking. The take-home message will focus on the usefulness of co-design as a method in fundamentally understanding the needs of a user group, challenging assumptions and fostering the testing and iteration of ideas in a collaborative environment.

The use of pedagogical frameworks to integrate technology into the classroom to enhance graduate employability

Emma James
Senior Lecturer, Department of Accounting and Finance, Swansea University

Owing to an intensely competitive labour market, employability has become a crucial priority for higher education (HE). Despite the introduction of internships for students to gain work experience, the rise in student numbers are forcing this initiative to be reassessed. This study explores an alternative approach to widening the opportunities for students to gain additional employability skills through extra-curricular activities that involves the integration of technology. This included the application of the Technological Pedagogical Content Knowledge (TPACK) and Wheel of Learning pedagogical frameworks. By applying these frameworks, it considers how technology should be integrated to teach a particular concept, which incorporates an effective pedagogical approach. The outcome from this study reveals the importance of extra-curricular activities, how they can enhance the student learning experience and the future careers of graduates. More importantly, it provides an inclusive approach for those who have been unable to complete an internship during their university studies.

Embracing digital dexterity in higher education to address the digital skills gap

Dr Dennis Olsen and Kristin Brewe
London School of Film Media and Design, University of West London

The traditional view of literacy as the ability to read and write has expanded for the whole workforce to encompass understanding digital tools and information. However, a high proportion of adults in the UK still lack adequate digital skills, with 1 in 5 job vacancies in the UK relating to the digital skills gap. The most recent generation of HE students has grown up with an omnipresence of media, yet research shows that this generation is made up of consumers of digital technology rather than creators, with a distinct lack of transferable digital skills. With Higher Education playing a key role in the digital transformation of society, our paper looks at the digital skills offerings within undergraduate curricula in the creative industries and reflects these against industry expectations and needs. We argue that whilst digital skills have become a core component of many HE courses in creative industry subjects, their implementation as part of the curriculum does not always match industry or students' needs. Our insight suggests a shift in focus from that of primarily teaching specialist software to that of digital dexterity in order to build transferable digital skills.

Theme: Equity, Equality and Inclusion

Digital inclusion: Making web accessibility effective and manageable

Richard de Blacquiere-Clarkson
Lifelong Learning Centre, University of Leeds

In an era of online and/or hybrid delivery the accessibility of our digital teaching and learning materials has acquired even greater importance, as engaging with them becomes the primary mode of learning. We have an ethical responsibility to be as inclusive as we can, both to provide the best possible experience for all students and to avoid further disadvantaging the many students who already face additional challenges. At the same time The Public Sector Bodies (Websites and Mobile Applications) (No. 2). Accessibility Regulations

2018 has introduced very specific demands and deadlines which are neither well understood or widely met across many universities. This is at least in part because it was evidently not written with higher education in mind, although the sector is in its scope. Against a backdrop of competing priorities and challenges, with uncertainty in almost all areas of work and civic life, meeting these ethical and legal obligations can be problematic to say the least. Using ongoing work at University of Leeds as a case study, we will explore how to develop guidelines on digital/online accessibility which promote genuinely inclusive practice in a realistic timescale, drawing on evidence-based practice and government guidance. Live polling will be used to explore interpretations of key terms within the legislation including "disproportionate burden", "active administrative purposes", and "substantial revision", suggesting plausible interpretations for each. We will conclude with a coherent approach which could be taken away to inform institutional or school/faculty level approaches.

Anti-racist practice in higher education: Applying an ecological approach
Dr Julie Botticello and Anna Caffrey
School of Health Sport and Bioscience, University of East London

In this interactive session, we argue that to make meaningful change to entrenched racism and awarding gaps in HE, universities must work towards embedding anti-racism into every level of the university structure. As we critically reflect on our teaching practice, we imagine this structure as a multiple level model with lecturers at its heart. In our session, we first reflect on our anti-racist teaching practice using an ecological model to help understand our position and possibilities within the university structure. We then support participants in using the same model to help them unpack their teaching practice and see that changes they make in different levels will have impacts across other levels of the model. Lecturers can begin by examining themselves and bring their vulnerabilities and openness to change to their different fields of connectivity – with students, with the curriculum, with academic structures, and with colleagues, across the institution. Such work helps challenge sedimented beliefs and practices and moves the institution toward becoming a more inclusive or pro-belonging university for students and staff alike.

Participants will finish the session with a template to continue personal progress in developing their own ecological model to strengthen and support professional competency as anti-racist educators.

The Citizen Literacy Programme: Digital pedagogies for inclusion
John Casey, Diane Gardner and Wolfgang Greller
Learning and Teaching Academy and Applied Research in Adult Literacy, City of Glasgow College; Innovative Learning and Language Education, Vienna University of Education

This presentation is a progress report from an applied EdTech research project that is developing a smartphone app to support adult English speakers learning to read and write. It will focus on the affordances of digital pedagogy to play a role in reversing some of the systemic inequities in our education systems. In the UK 15% of the working age population have very low levels of literacy. This has a profound effect on self-confidence, life chances, and economic productivity, as well as social cohesion. Citizen Literacy is an adult literacy development programme (see www.citizenliteracy.com), originating in a community education initiative in Glasgow. The programme aims to create and freely share digital learning resources to support adult literacy development (reading and writing). Work is progressing rapidly, currently funded by the Nesta Innovation Foundation and the Ufi Charitable Trust, in association with the DfE in England. Most of our target learners own a modern smartphone and to support them we are developing an app that uses voice and handwriting recognition, and artificial intelligence. The app will feature interactive multimedia gameplay, with handwriting and voice recognition to facilitate user data entry to complete exercises, with AI enhancements.

Addressing bias: what can work and why? An introduction to resources, strategies and relevant research

Dr Donna Hurford
Senior Educational Developer, University of Southern Denmark

We know biases, both conscious and unconscious, influence judgements, perceptions, decision making and actions, this is nothing new. In light of 'closing the gap', achieving inclusion, equity and equality in Higher Education Institutions (HEIs) means effectively addressing individual and structural biases. With one-off unconscious bias training rarely recommended, it can be challenging to know which approaches are currently known to be effective at addressing bias and its impact, especially in contexts where people are time-pressed and managing diverse roles and responsibilities. Whilst there is a plethora of resources about addressing bias and achieving inclusion and equity, it can be difficult to know where to start and how to sustain effective impact. In this presentation, I shall share a selection of bias awareness raising resources and practical strategies for addressing bias in teaching, learning and assessment and provide insights into relevant research. One gateway resource which will be introduced is 'Unlimited Thinking and Teaching', which is designed for international university teachers at a Danish university, providing research-based evidence for acknowledging and addressing bias and practical tools for mitigating bias in course design, teaching, learning and assessment. In addition, the cognitive bias codex, which provides a helpful categorisation of cognitive biases and their impact on attitudes and behaviour. Participants will be encouraged to reflect on how bias affects perceptions and practices in intercultural and international settings known to them and to share effective bias mitigation practices via an online platform.
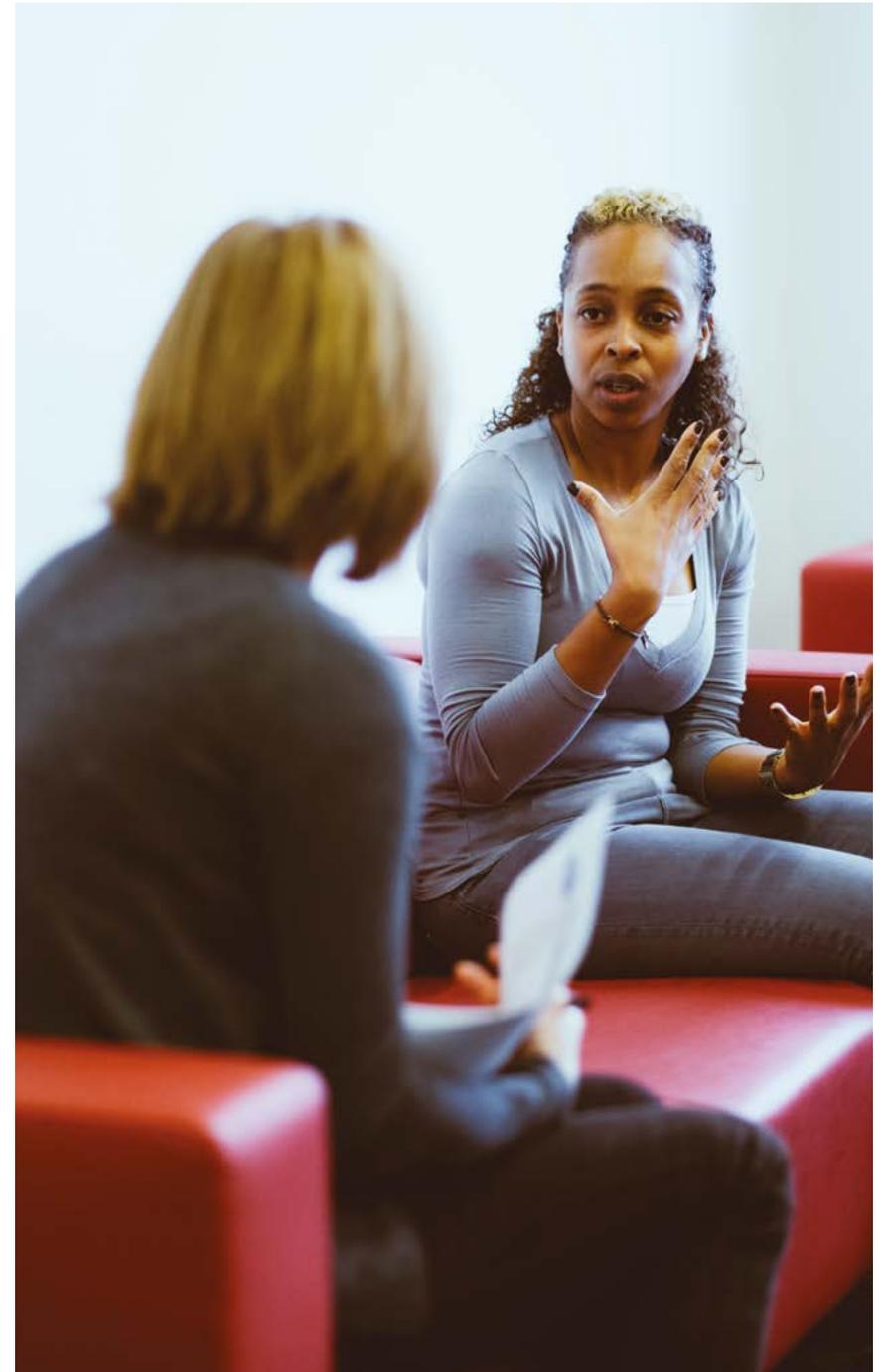
Positive student wellbeing

Fizza Shah
Positive Wellbeing Association, Buckinghamshire New University

Positive Psychology has pursued many Positive Psychology Interventions to explore Positive Wellbeing. Evidence-based research has focused upon two very distinguishable areas of wellbeing such as Eudaimonic wellbeing (cultivating meaning, self-actualisation, existing in accordance to one's authentic self). However past evidence-based research identifies the acknowledgement of student positive wellbeing but little research has been conducted in collaboration of Eudaimonic Interventions and Hedonic Interventions with positive interventions to cultivate optimal levels of student wellbeing. The purpose of this Systematic Literature Review is to add value to current research by understanding the process of positive change within student wellbeing in the context of analysing past ten years of evidence-based research within Positive Psychology Interventions. The research method adapted a Systematic Literature Review with a PRISMA- Preferred Reporting Items for Systematic Reviews and Meta-Analyses, to determine optimal Positive wellbeing amongst students. The findings from the Systematic Literature add to the value of Eudaimonic wellbeing and hedonic wellbeing discussion within Positive Psychology is a meaningful attribution to optimal student wellbeing.

Experiences of Covid-19, social distancing and online learning among university students

Josephine NwaAmaka Bardi, Anneasa Grandison, Alshamyaa Muhammed, Agatha Oparaji, Stephanie Williams, Folashade Alloh and Noureen Shivji
School of Health Sports and Bioscience, University of East London; School of Primary, Community and Social Care, Keele University

Coronavirus pandemic has altered human life as we used to know it. During this unprecedented time, vast research has focused on the impact of COVID-19 on individuals within the general population. However, there has been a dearth of studies on the impact of the COVID-19, social-distancing and the transition to remote learning for university students. Considering that over 75% of students identified mental health as the main barrier to academic performance (National Student Survey [NSS], 2020), there is an urgent need to address the impact of COVID 19 on the mental health of university students. The aim of this study was to explore undergraduate and postgraduate university students' experiences of Covid-19, social distancing and mental health. The method adopted was a qualitative approach using focus group discussions facilitated via Microsoft Teams. Participants included 4 male and 24 female undergraduate and postgraduate students in the three focus group discussions. Data was audio-recorded, transcribed verbatim and thematically analysed. To conclude, the findings and themes identified from the research activity will be presented alongside further recommendations.

Theme: Lessons Learnt

Remote virtual lab sessions via Microsoft Teams

Professor Fawad Inam
School of Architecture Computing and Engineering, University of East London

The higher education sector is currently witnessing a major shift in remote learning and teaching technologies. In a very short span of time, since this global crisis first arrived here in the UK (i.e. march), we all have experienced how impactful the virus has been in forcing widespread innovation across the higher education institutes in number of areas. Apart from significant economic and time savings, the technology has certainly proved that quality learning and teaching can be conducted and assessed in a very effective manner irrespective how remote we are from our students and other stakeholders. The interactive session via Microsoft Teams will elaborate how engineering and physical sciences can best utilise plug and play technologies (e.g. USB microscope), virtual cam (e.g. OBS, Open Broadcaster Software, a free and open source software for video recording and live streaming) and virtual labs (e.g. www.mse.4mg.com) for delivering learning outcomes remotely in the most efficient ways.

Designing and delivering an online induction: Lessons learnt and forward planning

Adam Levi, Jack Viant and Dr Mark J. P. Kerrigan
Learning, Teaching and Enhancement, Plymouth College of Art; School of Art and Design, Plymouth College of Art; Learning ang Teaching Directorate, Anglia Ruskin University

With the COVID-19 global pandemic, Plymouth College of Art moved its teaching and support services online. Our curriculum portfolio has a large focus on studio + technical learning and cognisance of how to support students with this transition was central to our thinking and subsequent practice. To prepare students for the rest of the academic year, we made the strategic decision to run an online induction week prior to teaching. As part of our design, we wanted students to experience the possibilities of learning online whilst building their confidence in using technologies to support their practice. Our online induction programme started with a whole institution live welcome by our principal - something we could physically. This session was followed by a timetable of support sessions, round-table discussions, module briefing, study advice - all hosted by our academics and professional service teams. Importantly, our online induction modelled the technologies and approaches students would use in their studies, giving them a safe space to practice, ask questions and build their confidence. During the week we ran drop-in technology support for students wanting guidance with the practical elements of the technologies used. In this presentation, we will explore our approaches, decisions and share our lessons learnt.

The logistics of online learning

David Murray, Dr Caroline McGlynn and Khadija Ahmed
New Beginning Programme, External Relations Directorate, University of East London

The Pre-Entry Programmes Team have engaged in online delivery since late March; by the time of this symposium they will have delivered three online courses from start to finish and will have embarked on a 4th. The learning curve that the teaching team went through has been steep and has led to many changes in practice. The reflection on practice before, during and after the first course ensured that delivery remained student focused. This is reflected in student feedback from the first completed course (the only available at the time of writing this abstract) which is outstanding. This interactive presentation from the PEP team shares understanding of online delivery gained through recent experiences. The focus is on practical aspects of what did and didn't work in delivering courses via Microsoft Teams. Included in the discussion will be the use of 'add-ons' such as Kahoot and Padlet, interacting with Moodle, student engagement and managing student presentations. This honest account of our learning will mirror our refined delivery style so that colleagues see the strategies in action. As we go into the new academic year and the Dual Delivery format there will be pragmatic takeaways for colleagues to consider in relation to their own students, subjects and practice.

A qualitative analysis of the barriers to communication between a Centre of Learning and Development and academics at the University of East London
Fouzia Sakouti
Centre for Excellence in Learning and Teaching, University of East London

Based on qualitative research from a Master's in Human Resource Management that assessed the effectiveness of the internal communication of a support centre for academic staff within an institution, this session will analyse the various barriers to communication between a Centre of Learning and Development and academics at the University of East London. It also investigates the different internal communication channels used by the centre and explores in-depth the experiences and satisfaction with the internal communication channels of the academic staff. Firstly, this session will summarise the background of the research, the findings and then give an overview of the recommendations. Secondly, it will discuss how CELT addressed the findings of the research to tackle some of the negative feedback that emerged from the data. Finally, this session will give the attendees the opportunity to provide their feedback on what we did well to address the feedback and where there is space for further improvement.

Theme: Teaching, Connection and Digital Pedagogies

Developing praxis through active blended learning
Rebecca Page-Tickell and Sima Heer
Royal Docks School of Business and Law and Centre for Excellence in Learning and Teaching, University of East London

This session aims to explore the gap between current HRM practice and how HR graduates are taught and assessed (Benuyenah and Boukareva, 2018). This is partly due to the pace of change in organisations and changing people management priorities. Coupled with the reality that no two organisations operate in exactly the same way; producing the 'readymade' HR graduate remains a significant challenge (Maxwell et al, 2009). We contend that a focus on developing praxis in students through the use of active blended learning and authentic assessment can go some way to addressing these challenges. Defined here as the underlying capability to combine theory and practice for values based action and impact on the organisation (Friere, 1970), developing praxis is a key means by which students of HRM can be prepared for the complex decision making that is required in an operating world that is increasingly volatile, uncertain, complex and ambiguous (Seow et al., 2018).

Encouraging collaborative participation in asynchronous discussion forums
Fiona Byrne
School of Education and Communities, University of East London

This session will explore pedagogical strategies that can be used to support collaborative participation in asynchronous discussion forums- it is based within my own action research with BA students at UEL. It will involve presenting participants with my findings on interventions and using this to prompt a discussion about how we might enhance students' future online experiences. When compared with baseline data from last years' Moodle site, my interventions have proved successful at improving students' collaboration, participation and meaningful engagement. In addition to this, reflective diaries, semi- structured interviews with students' and the Module Evaluation Questionnaire have all revealed high satisfaction rates with the forums. In terms of the interactivity of the session, I will begin with a Microsoft Form poll to see participants previous experiences with asynchronous forums. I will include "thinking points" in purple at the bottom of my PowerPoint which participants will be asked to reflect on at the end during a discussion. If possible, it would be beneficial to have "breakout rooms" in the form of additional channels so that students can discuss the thinking points in smaller groups. As a takeaway, I will provide participants with the interventions I have put in place.

Alternative assessment methods for interdisciplinary learning: Synoptic Impact Mapping as reflexive learning practice

Michael Bunce
School of Arts and Creative Industries, University of East London

Within the context of Industry 4.0 (Shwab, 2016) and the concurrent formulation and emergence of Education 4.0, alternative approaches to assessment are needed to capture the dynamic complexity of interdisciplinary learning and its artefacts. This presentation will examine Synoptic Impact Mapping as one such assessment methodology for reflexive interdisciplinary learning, or meta-praxis. Meta-praxis, a reflexive interdisciplinary pedagogy designed by the author, provides a framework within which to develop holistic intelligence, integrating disciplinary and transdisciplinary competences to develop and leverage meta-skills through meta-learning, as defined by Bialik and Fadel (2018). The Synoptic Impact Mapping Project is developing an alternative assessment model and interactive tool to map learning impact and growth in meta-praxial or reflexive interdisciplinary learning contexts, foregrounding continuous peer and self-assessment. This integrative model compares levels of agency (Leadbeater, 2016) with levels of transfer to establish a profile of both planned and emergent impact and growth at multiple levels: for a school, curriculum, project, lesson, teacher or learner, for example. It also maps the balance of emphasis on the content (e.g. data, information, knowledge, models of understanding), context (e.g. topic, principle, concept, behaviour, discipline, learning area, space, environment) and mode (learning process, way of knowing, tool of interpretation, mode of inquiry). The underlying principle of the project is that mapping meta-praxial learning impact and growth is an open, dynamic, and non-hierarchical process, based on a balance of emphasis relative to context and the individual, over time. Multiple instances of impact maps at all levels, represent change processes and growth across multiple domains, for individuals, groups and organisations. This model is being used to mentor students in mapping their growth and to facilitate self-mapping of complex capabilities, to form part of a reflexive narrative of the learning journey, within the MetaPraxis Project in South Australia, and in the Sound and Music courses at UEL (see www.metapraxisproject.org).

Making the implicit explicit: Supporting international Graduate Teaching Assistants (GTAs)

Dr Jo Collins and Dr Nicole Brown
Graduate School, University of Kent; Department of Culture, Communication and Media, UCL Institute of Education

This interactive presentation reports on a SEDA-funded project, for which we collected data from international (Tier 4 and EU) postgraduate GTAs via interviews and workshops. Our findings show the importance of recognising these students' prior teaching experiences (Collins, 2019), of making tacit knowledge explicit (Blasco, 2015) and of enabling validation of these students' learning journeys. We outline a reflective tool and a lesson plan from our forthcoming toolkit. These illustrate where GTA developers can make explicit tacit knowledge and make spaces for students to develop their teaching identities. We argue that to enhance international GTAs' sense of belonging it is vital to create spaces where GTA developers can make the tacit explicit and where international GTAs can explore academic cultures and pedagogic norms from their own perspectives. We contend that these GTAs need to know more than the structures for teaching but the possibility to explore and evaluate those structures on their own terms.

Theme: Student Retention, Engagement and Progression

The impact of the third space professional in the wonderland of academic success

Julie Hughes, Dr Jenni Jones and Dr Debra Cureton
Institute of Education, Wolverhampton Business School, Research Policy Unit, University of Wolverhampton

In 2019, The University of Wolverhampton implemented a new role for third space professionals called the Academic-Coach (AC). The AC focuses on the pastoral care and personal tutoring of Level 3 and 4 students, with the aim of supporting the transition from L3 to L4, encourage retention, success and the development of a sense of belonging. This presentation considers the development of the role and will draw on some early finding from the evaluation of the role to discuss the positive impact of the role.

The role has been evaluated by considering:

- The journey of the AC in defining and shaping of Academic-Coaching;
- The impact of ACs on L3 and L4 students' experience of learning with the University of Wolverhampton; The impact of Acs in the teaching arena and Lecturers' attitudes toward the role (in progress);
- Quantitative analysis of students' data;
- Student case studies.

The take home messages from the presentation are about how the Academic Coach has an overwhelmingly positive impact on student success and retention. They support the development of belongingness and support the L3 to L4 transition. L3 & L4 students thrive when provided with enhanced personal tutoring & pastoral care delivered by skilled professionals.

Peer-mentoring: The impact on retention

Dr Chris Headleand
School of Computer Science, University of Lincoln

Retention is a known problem in Computer Science. Internationally, the subject often suffers from among the worst retention rates regardless of institution or local contexts. In this session we will discuss two peer-mentor schemes organised in the School of Computer Science at the University of Lincoln, and the impact these schemes have had on retention rates. The first is our transitional scheme, where new undergraduates are paired with experienced students to introduce them to the university way of life. Our second scheme is PLUS where students organise peer-led teaching and learning activities such as workshops and drop-in support sessions. Plus students are also able to work towards their HEA D1 by attending a range of a la carte pedagogic CPD sessions. In a year the impact of these schemes on our retention rates (and transnational engagement) has been substantial. This talk will provide an overview of our schemes and deliver a number of key insights for colleagues who wish to explore similar initiatives.

Tools to succeed: Student perspectives on transitioning from foundation year programmes onto their chosen degree pathway

Joanne Scott and Tina Harvey
Institute of Health, University of Cumbria

Research demonstrates that student insight is needed in order to be able to develop and adapt future assessment in response to feedback practice. This is a particular concern when considering widening participation and helping students' transition into higher education. For many students, understanding how to 'play the academic game' and adapting to the academic language and expectations can be challenging and can leave students feeling excluded. Students on the Integrated Foundation Year (IFY) programme are typically from non-traditional backgrounds, which is why the aim of this project is to support their academic development. Previous research has noted the importance of assessment feedback with aiding in the retention and achievement for foundation students, which is a key focus of the IFY programme. This presentation will discuss the discoveries of

findings and reflect on the diverse perspectives of students' feedback preferences, along with analysing the practicalities of embedding these findings into pedagogical practice within the teaching team. Finally, the presentation will highlight the next steps to this ongoing project and how improvements can be made.

Creating Post-graduate Research (PGR) communities of practice during Covid-19

Dr Debra Cureton
Research Policy Unit, University of Wolverhampton

Postgraduate Research is well known to be a lonely path, which could potentially have been exaggerated during the Pandemic. This paper considers the lessons learned by the Doctoral College at the University of Wolverhampton during the Pandemic, with a particular focus on how 'community' and 'communities of practice' developed and/or enhanced the support for Postgraduate Researchers. We operated by four rules:

- Consistency: The PGR lifecycle continued un-interrupted through a swift move to 100% online activity;
- Communications: Continuous, inclusive and open communication with PGR throughout;
- Connection: Providing opportunities for PGR to connect with us and with each other;
- Compassionate Care: Taking a person-centred approach to support for PGR.

The results were that PGR reported that they were:

- Educated about the situation and our response to it;
- Engage more with online opportunities;
- Empowered to create their own communities and activities.

My take-home message is, in short PGR found a sense of belonging within the PGR community during the Pandemic, which in turn helped support/strengthen their resilience. I intend to use some of this session to encourage others to think about how they might encourage a sense of belonging within their student groups.

Poster Presentations

Theme: Teaching Principles in Practice

The perceived impact of class size on collaborative learning in secondary music

Philip Anderson
School of Health and Education, Middlesex University Dubai

Inclusive feedback for learning through storying

Mustapha Aabi and Virna Rossi
Department of English Studies, Ibn Zohr University; Educational Development,
Ravensbourne University London

The transnational online pivot: A case study exploring online delivery in China

Marieke Guy and Pip McDonald
Digital Learning Management and Academic Development,
Royal Agricultural University

Increasing student engagement: Exploring learning artefacts via user-design research

Dr Dennis Olsen
London School of Film, Media and Design, University of West London

Theme: Teaching-on-the-Edge

Students really are leading the way: A Flipped interactive digital poster on interactive workshops

Silhouette Bushay
School of Education and Communities, University of East London

Microsoft SharePoint/Teams as VLE and multimodal portfolio development tools

Michael Bunce
School of Arts and Creative Industries, University of East London

Active report writing: Putting the creativity back into assignment preparation

Dr Wendy Garnham
School of Psychology, University of Sussex

Masters in Global Learning Futures

MichaelBunce
School of Arts and Creative Industries, University of East London

NTFS and CATE at UEL

About the Teaching Excellence Award Schemes

Advance HE (formerly the HEA) runs two teaching excellence awards annually. The NTFS (National Teaching Fellowship Scheme) has been running since 2000 with up to 55 individuals receiving the award each year while the CATE (Collaborative Award for Teaching Excellence) has been running since 2016 with 30 finalists having been recognised to date.

The Centre for Excellence in Learning and Teaching (CELT) would like to remind colleagues that the National Teaching Fellowship Scheme (NTFS) has three places per institution and one place for the Collaborative Award for Teaching Excellence (CATE). There is an expression of interest, internal review and selection process by our National Teaching Fellows holders at UEL and requirements and milestones for those of you wishing to be considered as one of UEL nominees in 2021 for either scheme.

Congratulations to our 2020 NTF Winners!

This year, UEL is proud to announce that both Earle Abrahamson and Michael Cole from the School of Health Sport and Bioscience (HSB) were awarded their NTFs. They join fewer than 900 fellows since the prestigious scheme began in 2000. In 2020, Advance HE awarded 56 new fellowships. Judges particularly highlighted the impact made by our winners in their championing equality, diversity and inclusivity within approaches to curriculum design, teaching delivery and collaborative working.

Mr Abrahamson, pictured right, was recognised for his innovative and student-centred SMILES mentoring project, which enables the co-creation of communities of practice for learning. In 2019, he was one of nine academics from around the world to receive a fellowship of the International Society for the Scholarship of Teaching and Learning.

Mr Cole, pictured right, believes he was recognised for his sustained innovation and impact, spanning technology-enhanced learning, inclusive teaching and anti-racist praxis in higher education sport and healthcare. He also designed and led BSc Sports Therapy course (2013-18) bringing the course to international renown.

Find Out More

Please register to join our Expression of Interest 2021 Event on **Tuesday 6th October** from **1-2:30pm** via Microsoft Teams.

CREST at UEL

About the Scheme

The CREST scheme (Crafting Reflective Educators for Student-centred Teaching) is the University of East London's CPD route to gaining fellowship of the Higher Education Academy (HEA, now AdvanceHE). It enables staff to obtain national recognition of their commitment to professionalism in reflective, student-centred teaching and supporting learning in higher education. The CREST scheme has been reaccredited by the HEA and is entirely based on the UK Professional Standards Framework (UKPSF) operated by the HEA on behalf of the higher education sector.

At UEL, CREST aims to support and enable our commitment to:

- offer high quality teaching and learning for all students, with a focus on professional growth through reflective practice;
- support the flourishing of creativity, innovation and continued professional development in student-centred teaching, learning and authentic assessment;
- offer regular writing retreats and reading circles for collaborative and exploratory learning;
- encourage ongoing peer-to-peer support, mentoring and collaboration;
- sustain professionalism and excellence in academic practice;
- assure quality enhancement in teaching and supporting learning.

Find Out More

Please visit the CELT Staff Development section on Moodle or contact **CELT@uel.ac.uk** to find out more about the application process and requirements at UEL.