

Learning and Teaching Conference 2018

Student Success - from conversation to transformation

Tuesday 10th and Wednesday 11th July 2018
08:30 - 16:30

Charles Street, City Campus



Welcome

Welcome to our annual Learning and Teaching Conference for 2018.

'Student Success - from conversation to transformation'— our 2 day conference aims to provide opportunities for staff to engage in strategic *conversations* around the student journey to, through and out of Higher Education with discussions focussed around three main tracks:

- **Student retention or persistence** – and the range of factors that can enhance students' timely degree completion.
- **Student attainment** which pertains to the ways in which all students – regardless of background, are empowered to do well academically.
- **Student outcomes** which refer to the educational, societal and life effects that are the end result of the student journey through higher education.

Day 1 - opens with a keynote by **Professor Gurnam Singh**, (NTF), Principal Lecturer in Social Work at Coventry University and visiting professor at Chester University.

Day 2 - opens with a keynote by **Dr Sam Grogan**, Pro Vice Chancellor for Student Experience at the University of Salford, and Director of the Teaching Excellence Alliance.

Our 2 day programme comprises of more than 60 presentations in various formats from external colleagues and staff and associated student collaborators from across the university, all aligned to the conference themes. It includes a range of campfire, ignite, walkshops, posters and other activities which showcase some of the excellent work being carried out at Sheffield Hallam including our **ACHIEVE** projects.

A lot of people have contributed to the organisation and delivery of the conference and we are grateful to everyone who has been involved. Our sincere thanks, then, to our peer reviewers, faculty teams, session chairs, IT, catering and facilities teams who have worked so hard over the last six months. A special thank you goes out to everyone who is contributing to the programme; the hard work and dedication which has gone into the development of abstracts, presentations, posters and workshop activities is both acknowledged and appreciated.

We really hope that you enjoy the conference. If you have any questions during the event, please do not hesitate to speak to a member of the Events Team.

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Useful Information

Registration Desk

Please ensure you collect your name badge, with personalised session schedule and delegate programme. You can also find full session information next to the registration desk.

Help and Support - If you have any queries please go to the Registration Desk, where our Events Team will be happy to help.

Cloakroom - If you need to leave any bags/belongings, please do so with the staff on the Registration Desk. This will be staffed all day.

Mobile Phones - As a courtesy to the speakers and other delegates, please switch your mobile phone to "silent" whilst the conference is in progress.

Refreshments and Lunch

	Day 1	Day 2
Registration <i>refreshments available</i>	8.00am - 9.00am	
Refreshments <i>exhibition stalls and browse</i>	10.00am	10.45am
Lunch <i>exhibition stalls, browse and networking</i>	12.40pm	12.15pm
Refreshments	2.30pm	

IT Access

Sheffield Hallam University is part of the eduroam service. To connect to this you should select "eduroam" from the available networks and use your username followed by @***.ac.uk, (e.g. for Nottingham Trent University - @ntu.ac.uk) then enter your password and press 'Join'. Eduroam uses WPA2 Enterprise security. A temporary WiFi code will be available at the Registration desk.

QR codes - have been used in the programme. Please download a QR reader, such as i-nigma (can be used on both android and iPhones)

Photography, Video and Audio

Photographs and video/audio feedback will be taken throughout the day and may be used in future promotions. Additionally, the keynote session, expert panel discussion and session 2A will be recorded. These will be available to delegates following the conference through our Conference site. If you would prefer not be included in an photos or audio/video recordings, please advise staff at the Registration Desk.

Twitter - follow us at @SHU_AcDev

Your tweets and photos will be displayed throughout the day on the TV monitors in the Open Space on Level 0. If you are discussing or following our event on Twitter, please include the hashtag **#SHULT18** in your tweets.

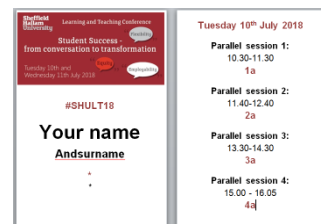
In your Delegate pack

A branded pen

Self-adhesive sticker to cast your vote for 'best poster'



Your delegate badge, with personalised conference schedule on the reverse along with a cotton shopper bag to carry it all in!



Please remember to

- Place your name badge in the sign posted box on the Registration Desk at the end of the day so that the Events Team can enter you into the **prize draw**.
- Place your lanyard and wallet in the sign posted box on the Registration Desk at the end of the day so that the Events Team can prepare name badges ready for Day 2

In addition to information about the conference, this delegate programme also includes:

- Notes pages to help you to **reflect** on and **record** what you have learned, the changes you might make, and the potential impact on your practice.
- **Return on Time Invested (ROTI)** forms to provide feedback on the sessions, and to complement our post conference evaluation.

Please return your completed ROTI form to the Registration Desk at the end of each day.

Post Conference Evaluation

We are keen to evaluate the impact of the conference; this not only helps us to understand the benefits experienced by delegates and presenters, but also to ensure that future events are aligned to staff interests and priorities.



During the conference we may ask delegates for their audio/video feedback to enhance our evaluation.

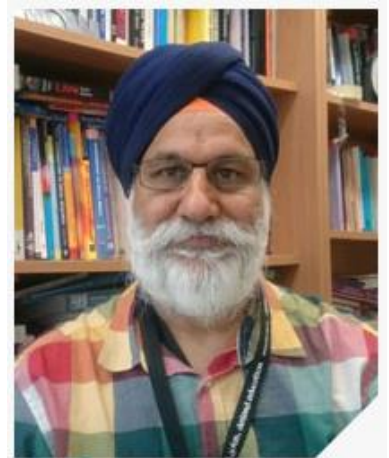
All delegates will receive an electronic survey after the conference. Your feedback will not only be used to gauge the effectiveness of this event, but also used to inform further CPD events. We would really appreciate your help in completing this short survey, and in achieving a valid sample size. Please spare 5 minutes to give us your thoughts.

Keynote Speaker

Tuesday 10th July 2018

Dr. Gurnam Singh

(NTF), Principal Lecturer in Social Work at Coventry University and visiting professor at Chester University



"I describe myself as an academic activist in that what inspires me both in my teaching and research is the desire to transform individuals and society. I always seek to deploy a critical sociological imagination in my work as well as espousing democratic, humanitarian and universal principles. My belief is that committed scholarship has the potential to enable human societies to respond to the challenge of all kinds of inequalities, at the local, national or global level."

Keynote: Butterflies, Bees and BME's: Reimagining the problem of Degree Attainment.'

I have been doing a lot of deep thinking about 'BME Attainment Gap' and I am concerned that we may be approaching the problem in the wrong way, namely as a linear problem or puzzle with a cause/effect solution waiting to be uncovered. No doubt there are some general factors that have a bearing on attainment. However, having studied/researched the issues for over 10 years, I have come to the conclusion that we need a radical overhaul about the way we frame the problem, and indeed, the issue of attainment and widening participation in HE more generally.

Keynote Speaker

Wednesday 11th July 2018

Dr. Sam Grogan

Pro Vice Chancellor for Student Experience at the University of Salford and Director of the Teaching Excellence Alliance



"In brief moments, I sometimes crave for an unattainable simplicity in life. But, through working with colleagues and students across the sector, I am continually reminded that it would be a sad, narrow world in which there was just one way to do things well; a singular path to success; only one road to excellence"

Keynote: Embracing uncertainty: future-proofing skills, knowledge and capabilities in a paradigm shift

We're entering; if not already well into, a period of massive and destabilising change, both within the HE sector, such as it is, and across our wider society. Our educational work and practices need to flex, change and adapt to this significant and multi-faceted disruption in order to position ourselves to remain responsive, rather than reactive. Drawing on innovations across the University Alliance this keynote will focus on a project which is examining a new fit-for-future understanding of 'technical and professional' centred around learner acquisition and development of the following key attitudinal capabilities essential for sustained success.

**Expert Panel
Hosted by:**



Professor Christina Hughes PhD

Pro Vost, Sheffield Hallam University
Principal Fellow, Higher Education Academy

The Panel session with a keynote by Sam Grogan is followed by a short introduction by the Provost – Christina Hughes. The floor will be opened to a general discussion, not only about the keynote, but also about current University initiatives in general; particularly in terms of BME attainment.

Panel members:



Professor Jacqueline Stevenson

Head of Research Sheffield Institute of Education
Sheffield Hallam University
Principal Fellow, Higher Education Academy



Professor Kevin Hylton PhD

Professor of Equality and Diversity in Sport, Leisure and
Education Head of the Research Centre for Diversity,
Equity and Inclusion
Leeds Beckett University



Richard Shiner

Head of Evidence and Effective Practice
The Office for Students



Amatey Doku

Vice President (Higher Education)
National Union of Students

Tuesday 10th July 2018

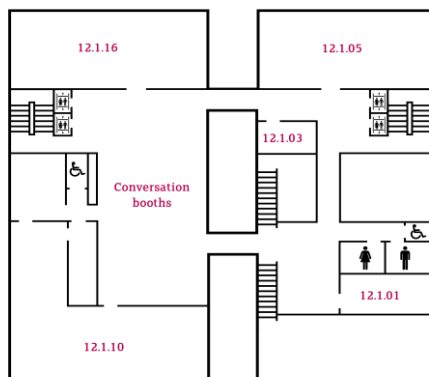
Conference Schedule

08:30 Charles St: Level 0	<u>Registration</u> - refreshments will be available Posters - on display
09:00 Charles St: LT 12.0.06	<u>Welcome and Introductions</u> Hosted by: Dr. Graham Holden Including Housekeeping
09:15 Charles St: LT 12.0.06	<u>Keynote</u> Dr. Gurnam Singh (NTF), Principal Lecturer in Social Work at Coventry University and visiting professor at Chester University
10:00 Charles St: Level 0	<u>Refreshments</u> Posters - on display Exhibition stalls
10:30 Various	<u>Parallel session 1</u>
11:40 Various	<u>Parallel session 2</u>
12:40 Charles St: Level 0	<u>Lunch</u> Posters - on display Exhibition stalls
13:30 Various	<u>Parallel session 3</u>
14:30 Charles St: Level 0	<u>Refreshments</u> Posters - on display Exhibition stalls
15:00 Various	<u>Parallel session 4</u>
16:05 Charles St: LT 12.0.06	<u>Reception</u> Hosted by: Dr. Graham Holden

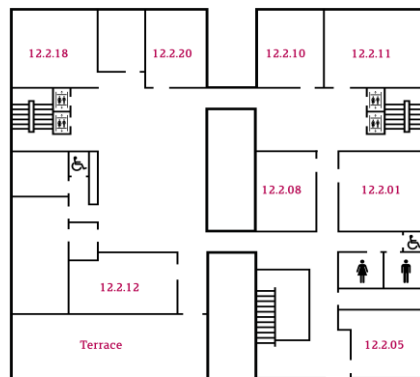
Maps and locations

All floors can be accessed either via the staircase or lifts. If you have any accessibility requirements, please come and speak with a member of the Events Team at the Registration Desk.

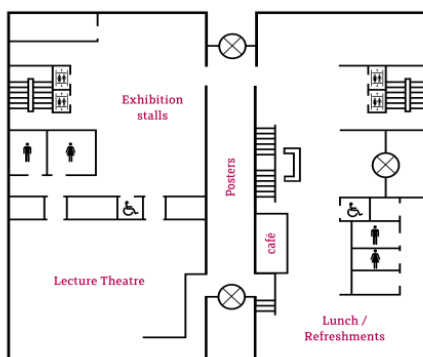
Charles Street Floor 1



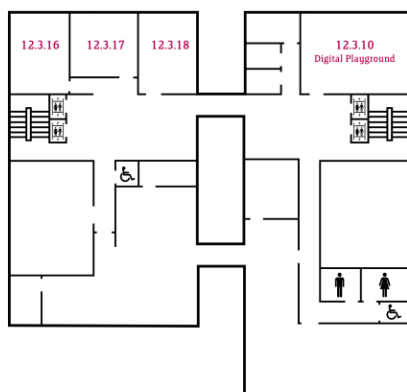
Charles Street Floor 2



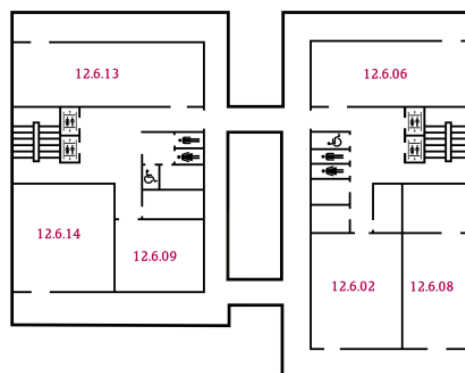
Charles Street Floor 0



Charles Street Floor 3



Charles Street Floor 6



Posters

click on the QR code for all abstracts



Posters will be available in Charles Street central corridor for delegates to view throughout the 2 day programme.


You will also have the opportunity to come along and chat with Poster presenters as per the schedule below:





Tuesday 10th July 2018 - Parallel session 2F: 12:10 - 12:40



Presenter(s)	Title
Alison Purvis - HWB	Course Level Assessment
Laura Kerley and Ben Offiler - DEEP	"I would like to start thinking about my career but don't know where to start": Exploring hesitation to help make career planning manageable for students
Melanie Clarkson, Katie Cutts, Alex Morley, Toni Schwarz and Amy Taylor - HWB	Exploration of resilience in year 1 pre-registration students in the Faculty of Health and Wellbeing
Andy Callard and Doug Muzawazi - DEEP	The Hallam Award - What's extra about extra-curricular?
Leisa Anderton - HWB	Using simulations to explore student behaviour in medication administration
Rebecca Leyland, Nicola Aberdein, Rebecca Wright and Mary Button	Providing productive feedback to HE students
Louise Harrison - DEEP	Career Mentoring: the 'life-changing' benefits of mentoring for student outcomes


Tuesday 10th July 2018 - Parallel session 3G: 14:00 - 14:30



Presenter(s)	Title
Jo Painter and Lisa Ashmore - HWB	Common Ground - for the resilient and reflective practitioner
Jude Mitchell - HWB	Co-creation of a classroom charter - a foundation for cooperative learning?
Kiu Sum, Frands Pedersen and Claire Robertson - University of Westminster	Feedback to Feed Forward
Joanne McNamara, Amy Taylor, Leah Untisz and Tom Jacques - HWB	Impact of prospective departmental visit on career choice in radiotherapy
Teri-Lisa Griffiths, Alexandra Black, Katt Munn and Paul Greaves	Building an effective induction: making the transition into Higher Education
Hamid Moradlou, Elias Tsoutsanis, Jen Waterhouse and Lisa Woolley - ACES/D&S	Developing an applied curriculum

10:30 - 11:30	<div> <div> Parallel session 1 click on the QR code for abstracts </div>  </div>
1A 12.6.02	What works to enhance students' transition into HE? An improvement plan for retention and success Beth Fielding-Lloyd, Jayne Willis, Mark Collins and Karen Hibbert A Taste of SHU – An Online Transition-in Model Charmaine Myers, Karl Baker-Green, Ian Glover and Andrew Middleton
1B 12.6.06	Placements: How effective are they and why do students choose not to do them? Nikki Abbott Inspiring students through experiential learning and co-curricular activities James Ellerby
1C 12.6.09	How does academic feedback impact the performance of our students? The power is in our hands to shape their future Amy Musgrove, Dave Darwent, Ivan Cano and Simon Graham How independent should independent learners be in HE? How to use scaffolding and gamification to support and enhance open learning? Dora Chan
1D 12.6.13	The student digital capability project - learning through listening Helen Rodger and Juliun Ryan Questioning assumptions Paddy Turner
1E Arundel Gate Court	Student and Staff engagement: using a constructed linear 'sound- piece' to reflect on the What, How and Where of curriculum Alison McCamley and Jane Fearon room: 14107 Expert? teaching Graham Holden room: 14102
1F 12.2.10	Academic Language and Literacies: Integrating academic literacy development into the mainstream to promote student success Judith Axleby ACHIEVE Researching the long-tail learning effect on alumni collaborating in the Wind Tunnel project focus on research methodology Manuela Ramirez, Jonathan Potts and Anne Nortcliffe

11:40 - 12:40	<p style="text-align: center;">Parallel session 2 click on the QR code for abstracts</p> 		
2A 12.6.06	<p>Should we be concerned about student attendance or their engagement? (A pilot for Accounting students: Student engagement via regular summative assessment) Glen Cookson and Gary Stead</p> <p>Are 'graduate skills' a thing of the past? Rachel Maxwell</p>		
2B LT 12.0.06	<p>Student Panel - "Student Success - my story" Hosted by: Abubakar Muhammed and featuring: Sheriff Muhammed, Kathy Davies, Dominic NG and Nabeela Mowlana</p>		
2C 12.2.10	<p>Walkshop: (45mins) From Elusive to Inclusive: Normalising Inclusion Marissa Hill, Jo Fleming and Laura Mella</p>		
2D 12.2.20	<p>Walkshop: (45mins) Thinking Creatively about Teaching in HE - An Educational Treasure Hunt Rachel Stone and Sylvia Ashton</p>		
2E Arundel Gate Court: 14102	<p>The emotional dimension of training to teach in the primary classroom: implications for support and pedagogy in ITE Sally Hinchcliff</p>		
	<p>Transforming teaching through Transformative Learning Chris Cutforth, Andrew Middleton and TL SIG</p>		
2F Level 0 Level 1 Open Spaces	<p style="text-align: center;">Conversation Booths Reflecting on the conference - theme and experience</p> 	<p style="text-align: center;">Exhibition stalls</p> 	<p style="text-align: center;">Posters</p> 

13:30 - 14:30	<div>Parallel session 3</div> <div>click on the QR code for abstracts</div> <div></div>		
3A 12.6.13	Finding a place for academic skills development at SHU Kirsty Hemsworth and Jennifer Fearon		
	Show me what you think? using user experience (UX) feedback with students to improve library services Alexander Buchanan, Nicola Barraclough, Poppy Secker and Hannah Smith		
3B 12.6.06	Challenging our beliefs in technology (an exercise in critical thinking) Helen Rodger and Juliun Ryan		
3C 12.2.20	How can learning walks foster creativity and belonging in Higher Education? Media Arts Walking Media Arts Walking Research Group and Annie Watson		
3D 12.6.02	World CAFE; The ACHIEVE Projects: Strategic outlook and Project Summary Hosted by: Graham Holden		
3E 12.6.09	ACHIEVE Projects in action - case studies of specific projects		
	Keys to Success Katie Wall, Ann Norton and Luke Desforges	Retention Mel Lindley and Ian Glover	
	Employability Esther Kent and Paul Hays	Retention Mary Dawson and Judith Axelby	
3F Arundel Gate Court: 14107	Role play: (45mins) The impact of teaching Motivational Interviewing on the communication skills of Specialist Community Public Health Nursing students Pat Day and Gayle Hazelby		
3G 12.3.16	How do we communicate with Students? Ailsa Hogg, Georgina Newton and Megan Jones	3G Level 0 Open Spaces	Posters <div></div>


<p>15:00 - 16:05</p>	<p>Parallel session 4 click on the QR code for abstracts</p> 
<p>4A 12.6.02 IGNITE sessions</p>	<p>Recent progress in automated monitoring of students' attendance using an RFID reader Alexander Kalashnikov, Hongwei Zhang and Mishko Abramriuk</p> <p>Placement Year Entrepreneurship Scheme: 'employability is the last thing my module is about' Hilary Cunliffe-Charlesworth and student</p> <p>"I would like to start thinking about my future career but don't know where to start": Exploring hesitation to help make career planning manageable for students Laura Kerley and Ben Offiler</p> <p>The student voice in the Department of Humanities: Collaboration with Students to enhance assessment and feedback Sue McPherson and Adam Woodward</p> <p>The CAFE' project - What works in assessment and feedback? Helen Kay and Jess Whitby</p> <p>The CAFE' project - Participants' reflections and perceptions of student-led focus groups Helen Kay and Ruth Squires</p>
<p>4B 12.6.06 IGNITE sessions</p>	<p>The student voice in the Department of Humanities: Collaboration with Students to enhance assessment and feedback Sue McPherson and Adam Woodward</p> <p>The CAFE' project - What works in assessment and feedback? Helen Kay and Jess Whitby</p> <p>The CAFE' project - Participants' reflections and perceptions of student-led focus groups Helen Kay and Ruth Squires</p> <p>Conveying the tears behind the stories in child and adolescent mental health through distance learning Pat Day and Greg Thomas</p> <p>Early Intervention as an Approach to Retention Lucy Cheesman, Nick Smith, Claire Tate, Emily Evans and Anita Whitworth</p> <p>How peer / friendship groups form and their effect on engagement and attainment Mel Lacey, Miss A Hussian, Dr. S Campbell and Dr. D Smith</p>


<p>4C 12.6.09 IGNITE sessions</p>	<p>Conveying the tears behind the stories in child and adolescent mental health through distance learning Pat Day and Greg Thomas</p> <p>Early Intervention as an Approach to Retention Lucy Cheesman, Nick Smith, Claire Tate, Emily Evans and Anita Whitworth</p> <p>How peer / friendship groups form and their effect on engagement and attainment Mel Lacey, Miss A Hussian, Dr. S Campbell and Dr. D Smith</p> <p>Recent progress in automated monitoring of students' attendance using an RFID reader Alexander Kalashnikov, Hongwei Zhang and Mishko Abramriuk</p> <p>Placement Year Entrepreneurship Scheme: 'employability is the last thing my module is about' Hilary Cunliffe-Charlesworth and student</p> <p>"I would like to start thinking about my future career but don't know where to start": Exploring hesitation to help make career planning manageable for students Laura Kerley and Ben Offiler</p>			
<p>4D 12.3.10 Computer Room</p>	<p>Digital Playground: Experiencing Padlet and Pebblepad in a pedagogically designed online experience in student learning Richard McCarter and James Blackburn</p>			
<p>4E 12.6.13</p>	<p>Activity-based workshop: What SHAPE is your teaching practice? James Titterton and Fiona Griffiths</p>			
<p>4F 12.2.20</p>	<p>South Yorkshire Futures: Social mobility for all Debbie Squires</p>	<p>Hallam Guild Current plans and future projects for the Guild David Kyffin</p>		
<p>4G Level 1 Open Spaces</p>	<p>Conversation Booths Reflecting on the conference - theme and experience</p> 	<p>4G Level 0 Open Spaces</p>	<p>Posters</p> 	

Wednesday 11th July 2018

Conference Schedule


08:30 <i>Charles St: Level 0</i>	<u>Registration</u> - refreshments will be available Posters - on display
09:00 <i>Charles St: LT 12.0.06</i>	<u>Welcome and Introductions</u> Hosted by: Dr. Graham Holden Including Housekeeping
09:15 <i>Charles St: LT 12.0.06</i>	<u>Keynote</u> Dr. Sam Grogan Pro Vice Chancellor for Student Experience at the University of Salford and Director of the Teaching Excellence Alliance
10:00 <i>Charles St: LT 12.0.06</i>	<u>Expert Panel discussion</u> Hosted by: Professor Christina Hughes , Provost, Sheffield Hallam University Mr. Amatey Doku Dr Sam Grogan Professor Kevin Hylton Mr Richard Shiner Professor Jacqueline Stevenson
10:45 <i>Charles St: Level 0</i>	<u>Refreshments</u> Posters - on display Exhibition stalls
11:15 <i>Various</i>	<u>Parallel session 5</u>
12:15 <i>Charles St: Level 0</i>	<u>Lunch</u> Posters - on display Exhibition stalls
13:00 <i>Various</i>	<u>Parallel session 6</u>
14:15 <i>Charles St: LT 12.0.06</i>	<u>BME attainment projects</u> Hosted by: Jacqueline Stevenson
15:15 <i>Charles St: LT 12.0.06</i>	<u>Reflections and closing remarks</u> Hosted by: Professor Christina Hughes and Dr. Graham Holden

11:15 - 12:15	<p style="text-align: center;">Parallel session 5 click on the QR code for abstracts</p> 
5A 12.6.02	Building a Family - Developing a Course Identity Week Sarah Wenham, Jude Langdon, Kim Longbon and Chris Platts
	Building reflexive practitioners: Engaging students with teaching of research methods Lada Price and Mark Subryan
5B 12.6.06	Researching the long-tail learning effect on alumni collaborating in the Wind Tunnel project focus on research methodology Manuela Ramirez, Jonathan Potts and Anne Nortcliffe
	The CAFE' project - a course's experience of the project ACHIEVE Helen Kay, Will Jones and Holly Castleton
5C 12.6.13	Delivering a 'BYOD' digital exam in a level 4 Finance Accounting and Business Systems module ACHIEVE Stuart Hepplestone and Jayne Revill
	"The Experiment- Writing Forum ": in tempore feedback on writing to support student learning with both undergraduate and postgraduate students Michele Lockwood-Edwards and Pauline Daubney <i>max 8 delegates</i>
5D 12.6.09	"The Experiment- Writing Forum ": in tempore feedback on writing to support student learning with both undergraduate and postgraduate students Michele Lockwood-Edwards and Pauline Daubney <i>max 8 delegates</i>
	Enhancing Student engagement and retention Natalie Jeffcock and Carolyn Taylor

11:15 - 12:15	Parallel session 5 continued click on the QR code for abstracts	
5E 12.2.20	Walkshop: Tutors Talking C Malone, C Holland, TL Griffiths, J Dickinson and A Fowler	
5F 12.2.10	Walkshop: Current Topics in Skills Development Susannah Diamond and Cathy Pink	
Level 1 Open spaces	Conversation Booths Reflecting on the conference - theme and experience	

12.15 - 13.00 - Lunch

Come and grab a bite to eat and browse our Exhibition Stalls and Posters. If you have declared any special dietary requirements, please speak with a member of the Events Team

13:00 - 14:00	<p style="text-align: center;">Parallel session 6 click on the QR code for abstracts</p> 
6A 12.6.02	<p>Writing circles and retreats as tools for enhancing student's writing: 'Will there be a writing circle soon? They've really helped with my grades' Charlotte Coleman, Sue Jamieson-Powell and Cathy Malone</p>
	<p>Engaging, including and activating: multimedia learning scholarship for the visual revolution David Roberts</p>
6B 12.6.06	<p>'Weighed down by words'..... a SHU 'Learning Enhancement and Academic Development' project on academic writing Stewart Hilland</p>
	<p>Using Wargaming techniques for Teaching in the Social Sciences Alan Marshall</p>
6C Arundel Gate Court 14107	<p>Forum Theatre - Engaging students: are we making progress? Ashley Barnes <i>max 16 delegates</i></p>
6D 12.6.13	<p>Questioning assumptions Paddy Turner</p>
	<p>Exploring Holistic Assessment James Corazzo</p>

13:00 - 14:00	Parallel session 6 continued click on the QR code for abstracts	
6E 12.2.20	Learning through literacies Helen Rodger and Andrew Middleton	
6F Level 0 Open spaces	Exhibition stalls 	Posters 

14:15 - 15:15 <i>Charles St: LT 12.0.06</i>	BME attainment projects Hosted by: Jacqueline Stevenson
15:15 - 15:45 <i>Charles St: LT 12.0.06</i>	Reflections and closing remarks Hosted by: Professor Christina Hughes and Dr. Graham Holden Prize Draws
15:45	Conference closes

Conference Exhibition Stalls

Come along to the open space areas in Charles Street, level 0 to find out more about the following projects and activities that are happening across the University:

Sustainable SHU - 'Today > Tomorrow'

Amy Dalrymple, Maxine Nation and Fiona Griffiths - Facilities Directorate - Business, Sustainability and Compliance Team

To promote the profile of the Sheffield Hallam's continued contribution towards sustainability and the current practices that take place across the University on a daily basis to reduce our environmental impact. We want to share our ambitions and vision for the future of the organisation including the inclusion, development and support of sustainable pedagogy in all University courses. More information can be found on our [Sustainability internet pages](#).

Library Learning and Teaching Support Team

Alison Lahlafi - Library and Student Support Services (L3S)

Come along and talk to the Library Learning and Teaching Support Team about the latest resources and services to support you and your students:



- BrowZine – how to keep up to date with journal literature in your subject area.
- “Helping you develop your research skills for your studies” – a new online resource for HWB students.
- Pre-enrolment reading lists – an easy to use RLO template introducing students to reading and study skills at university before they arrive.
- SAGE Research Methods – supports research at all levels by providing material to guide users through every step of the research process.



The Skills Centre

Jo Fleming and Jayne Evans - Library and Student Support Services (L3S)

The Skills Centre offers inclusive academic skills development to all students at SHU through a programme of workshops, small group sessions and 1-1 tutorials, and supports staff to develop and integrate peer learning initiatives into their teaching practice.

For further information about the Skills Centre please visit blogs.shu.ac.uk/thebridge or email us at academicskills@shu.ac.uk

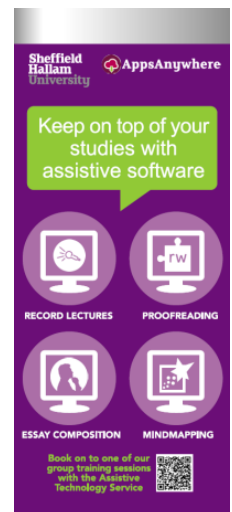
Keep on top of your studies with assistive technology

Karl Townsend and Neal Marsh - Library and Student Support Services (L3S) – DSS Assistive Technology Service

The at-service@shu.ac.uk offer training sessions on the assistive technology software that is available on the university network.

Assistive software provides students with autonomous tools to assist in essay structuring, time management, organisational skills, proofreading and research skills.

Please see the video on our blog page, from a student currently studying for masters, who has accessed our service
<https://blogs.shu.ac.uk/thebridge/assistive-technology>



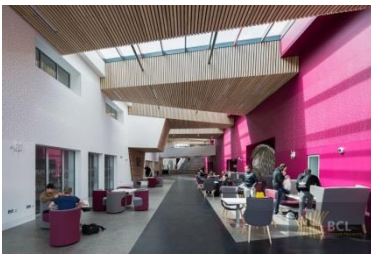
Hallam Guild

David Kyffin and Jacqueline Stevenson - *Vice Chancellors Office*

Showcasing the Hallam Guild and providing updates of on-going projects. Come along for more information and opportunities for further discussion.

The interaction of SHU physical environments and the wellbeing of students

Deborah Harrop (HWB), Sinead O'Toole (FD) and David Curtis (HWB)



Promotion of Hallam Guild research project – to raise awareness among staff, capture thoughts and ideas on the subject, and seek expressions of interest in a future forum event.

This HG project will commence exploration of student wellbeing and the relationship with the Hallam physical environment; with the aim of influencing design and innovation in SHU spaces (existing and new). To support this investigation an interdisciplinary network/community of practice will be set-up, and present outcomes from an initial scoping exercise in the form of a protocol to guide future design and research

PebblePad

James Blackburn – PebblePad



We are PebblePad, creators of an award-winning portfolio and personal learning platform. A platform where learners can squeeze every ounce of learning from each and every experience. Our mission is simple – to help learners wherever they are learning (at study, work or play) develop, shape and share their unique skills and attributes for success in today's world.

Twitter @PebblePad – www.pebblepad.co.uk

Student Funding and Access Support

Coleen Mitchell and Sarah McLennan – *Library and Student Support Services (L3S)*

SF&AS is a team within Library and Student Support Services. Our aim is to remove financial barriers to access, progression and success for all students. We do this by providing financial, pastoral and practical support to disadvantaged groups, as well as educating all students to develop real world skills in managing finances and valuing diversity. The support put in place recognises the needs of the individual student and encourages autonomy for the future. We work closely with a range of internal and external partners to provide joined up and effective support throughout the student lifecycle.

<https://blogs.shu.ac.uk/studentadviceandinformation/>

The Global Engagement Curriculum Innovation Programme

Krassimira Teneva – *Head of International Experience* – Directorate of Student and Academic Services

Supports activities which lead to internationalisation of the curriculum, such as:

- providing a global student experience on campus through virtual internationalisation in the curriculum
- curriculum innovations which support the global experience of all students
- developing proposals for new academic modules/programmes which increase global engagement within a programme area or an academic department
- enhancing the global engagement offer through co-curricular and extra-curricular virtual or campus-based projects
- developing innovative and sustainable opportunities for international exchange as part of a course curriculum;



Deadline for applications: 24 September 2018 - For more information, please visit <https://portal.shu.ac.uk/departments/lsss/international/Pages/Global-Engagement-Curriculum-Innovation-Programme.aspx>

GoGlobal Fund / Staff-led Projects

Krassimira Teneva – *Head of International Experience* – Directorate of Student and Academic Services

The Go Global Fund is a strategic initiative which encourages students to broaden their horizons and enhance their employability by undertaking an international activity while studying at Sheffield Hallam University. The Fund aims to increase the number of students, especially those from under-represented groups and from less-advantaged backgrounds, who participate in mobility abroad. Students can receive one GoGlobal award once in an academic year to take part in:



- study visits, field trips and other course-related opportunities abroad which are at least five days long and are not already funded by an academic programme;
- short-term opportunities abroad such as internships, volunteering or summer work abroad, which are at least two weeks long;
- Semester- or year-long study exchanges or work placements abroad which are not fully supported by other means

In order to increase the number of students from widening participation group taking part in mobility, we encourage academic staff to develop opportunities for their students.

Deadline for applications: 14 September 2018 - For more information, please visit <https://portal.shu.ac.uk/departments/lsss/international/Pages/GoGlobal-staff-led-projects.aspx>

Sheffield Hallam Students' Union – 'Giving Students The Edge'

Doug Muzawazi, Dan Williams and Holly Shreeves – *Sheffield Hallam Students' Union*



At Sheffield Hallam Students' Union we put students at the very heart of all that we do.

We have over 70 student societies; offer a free advice service; free academic representation and a range of food, drink and live entertainment. By making a positive difference through representing, supporting and providing opportunities, activities and services we will:

- Help build student communities and a sense of belonging
- Offer life changing experiences
- Be the student ally by providing a strong, voice for students
- Help students to look after their wellbeing

Student Engagement, Evaluation and Research (STEER)

steer@shu.ac.uk

blogs.shu.ac.uk/steer

[@SHU_Steer](https://twitter.com/SHU_Steer)

Student Engagement, Evaluation and Research (STEER) supports the delivery of our university strategy, Transforming Lives, and the needs of our learning community. We do this through the generation and use of evidence-based research to identify and inform the development and evaluation of effective practices that enhance our students' engagement and their experience. This includes the collection and analysis of student and sector information, evaluations and surveys, as well as direct student engagement activity at all levels of our formal and informal structures.

We support the overarching drive for a transformative student experience through evidence-based research to inform decision making. We use evidence-informed approaches to student engagement to create and share knowledge and good practice, and we evaluate the real impact of activities intended to deliver excellence by applying new and established research methodologies working across the university community and in the wider sector.

LEAD

Learning Enhancement and Academic Development

What next?

So you've attended the LTA Conference, what else can we do to support your on-going academic development?

In addition to organising the LTA Conference, staff in Learning Enhancement and Academic Development (LEAD) also offer a broad range of activities to support course teams and staff to develop their practice and enhance the quality of the student learning experience. We provide a wide range of development opportunities to support staff in enhancing their practice and engaging in scholarship of learning and teaching. Find out more at: blogs.shu.ac.uk/lead

You'll probably be aware of our wide range of resources and developmental activities for individual members of staff. But did you know that we offer dedicated support to module and course teams on issues including curriculum design, assessment and feedback practice, and the innovative use of learning technologies. Our staff bring with them a wealth of knowledge and experience from across the sector and can support your team to design, develop, implement and evaluate enhancements to the student experience that can have a real impact on student learning. Contact us at: shucpd@shu.ac.uk to see how we can help you.

Over the last twelve months we have worked with staff from across the University on a number of collaborative projects, such as:

Change projects which involve a significant ongoing engagement at course level or higher which has senior level sponsorship, for example working with ACES to reform assessment and feedback practices

Curriculum development teaching, learning or assessment enhancement activity at module or course level with a clear objective and intended outcomes

Bespoke cpd/ generic cpd request to run a workshop or development event on a specific topic for a targeted group (eg course team, course leaders, SFHEA applicants etc.; open or advertised workshop or development event)

Coaching and mentoring for personal and professional development, for teaching and learning enhancement projects

Teaching and learning conferences and events thematically aligned event with multiple workshops and development activities over a half-day or longer

Internal consultancy working in an advisory capacity to support:-

- the practice of an individual or team
- the development of policy or strategy related to teaching and learning practice
- other institutional teaching related development

Resource development design and development of materials, toolkits, artefacts and tools to support academic practice

Teaching contribution to courses or modules (number of sessions)

Supporting the Digital Retention projects – As part of Shaping Futures, we provided support and consultancy for the four faculty proof of concept projects focused on the use of digital tools to improve retention.

Teaching and Assessment Essentials

Teaching and Assessment Essentials promotes and supports the ongoing development of academic practice, but how can it help you?

Our sites are designed to inspire and guide academic staff, through high quality resources and toolkits on key learning, teaching and assessment themes. Do you have examples of good practice in teaching or curriculum design? **Tell us about them!** We are always looking for new case studies, top tips and principles for curriculum design and review.

Each site is a hub for academic networking. Communities, across all sites, welcome peers with good practice to share. Join a site editorial group, contribute an innovative case study, become a member of our Google Communities, or simply share the good practice, articles and materials you find using the dedicated Twitter hashtags for each site. Influence teaching at SHU by joining the conversations developing across the university!

Our sites are produced by academics for academics - you can find out more at blogs.shu.ac.uk/teaching/ or get in touch using the 'Contact Us' form on each site.

CPD programme 2018-19

Our successful CPD events programme will continue in the next academic year, giving staff who teach and support students the opportunity to learn about different approaches to teaching, learning and assessment and to develop their professional practice.

We are currently designing the CPD programme for the next academic year and are keen to get your input to build on the success of last year's activities. We are looking at ways of extending the 'What Works?' workshop programme and using different formats for engagement - for example offering longer sessions (half/full day courses), podcasts, webinars, tweetchats, BarCamps or breakfast/evening sessions.

Please look out for the whiteboard in the main atrium area and tell us your thoughts:

1. Do you have a **topic request** – is there a specific issue in your teaching or skill that you need support to develop?
2. Would you like to **facilitate a session** – do you have a skill, practice example or resource that you think others would find useful?
3. Do you have **ideas and preferences** for the format(s) we use for CPD provision (including methods and approaches which you have helped you in the past)?

Venture Matrix

Venture Matrix is a unique work-related learning scheme at Sheffield Hallam University, which develops students' employability skills through real life work-related projects that are accredited as part of their degree.



The scheme brings students together with external organisations, giving them the opportunity to tackle real life challenges and gain practical work experience, whilst allowing organisations to tap into the specialist skills, knowledge and insight offered by Sheffield Hallam students.



Students undertake projects as a learning opportunity as part of an assessed module within their degree course. The key purpose of the Venture Matrix is to help students develop skills for their future employment, giving them an edge when they enter the graduate market.

For some of our students, undertaking projects may be a key route to getting work experience. Your projects can make an enormous difference to a person's future.

For more information about Venture Matrix, please visit:

blogs.shu.ac.uk/venturematrix/



Professional Recognition

TALENT
*Teaching and learning
enhancement*



Our TALENT scheme includes a range of activities to recognise outstanding practice and to help you develop your professional practice and support your career progression.

These include student-nominated **Inspirational Teaching Awards**, support for staff in applying for **Fellowship of the Higher Education Academy** (from Associate to Principal Fellow) and the **LEAD Associate scheme** which gives academic staff the opportunity to develop and disseminate a learning initiative. We also manage and provide support for staff applications for **National Teaching Fellowship (NTF)** awards and **Collaborative Awards for Teaching Excellence (CATE)** run by the HEA. We offer a range of support options for staff, from 1:1 meetings to group workshops and writing retreats, alongside extensive online resources.

There is a wide range of excellent and imaginative practice going on at Sheffield Hallam University. These schemes help us to identify and promote this work and recognise the individuals and teams who contribute to it.

Scan the QR code or email Talent@shu.ac.uk to get in touch with us if you would like to discuss what is available. Further information at: blogs.shu.ac.uk/talent/



Notes

Please use the following pages to record your learning during your parallel sessions.

We hope you are happy to share this information with us afterwards as it will help inform and shape future CPD events.

Please contact Lindy-Ann Blaize Alfred, Learning Enhancement and Academic Development (LEAD, Level 1, 1-11 Building), alternatively, take a photo of the feedback and send the image to SHUCPD@shu.ac.uk

Reminder!

During the conference we may ask delegates for their audio/video feedback to enhance this evaluation.

Please complete your ROTI form at the end of each day!



Learning and Teaching Conference
Tuesday 10th and Wednesday 11th July 2018

Please rate the sessions you've attended based on the Return on Time Invested. This anonymous feedback will be used to inform development of Sheffield Hallam University's CPD programme.

★ ★ ★ ★ ★ Useless. I gained nothing. I really wasted my time! No value at all.

★ ★ ★ ★ ★ Useful but it wasn't worth 100% of the time spent in it. So I wasted my time.

★ ★ ★ ★ ★ Average. I gained enough to justify the time spent. I have not wasted my time, at least.

★ ★ ★ ★ ★ Above average. Time well spent: I gained a lot. Good value.

★ ★ ★ ★ ★ Excellent. A really useful meeting that worth more than the time I spent on it. High value.

Session	Strand <small>(please circle as appropriate)</small>							R.O.T.I. SCORE <small>(star rating)</small>				
	A	B	C	D	E	F	G	1	2	3	4	5
1												
2												
3												
4												

Comments: _____

All delegates will receive an electronic survey after the conference. We would really appreciate your help in completing this short survey, and in achieving a valid sample size. Please spare 5 minutes to give us your thoughts.

Parallel session 1

10:30 - 11:30

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Parallel session 2

11:40 - 12:40

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Parallel session 3

13:30 - 14:30

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Parallel session 4

15:00 - 16:05

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Parallel session 5

11:15 - 12:15

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Parallel session 6

13:00 - 14:00

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

BME Attainment Projects

Jacqueline Stevenson

14:15 - 15:15

Highlights from this session?

What would you like to take forward?

What actions will you take following your attendance at this session?

Any key points for discussion at the **Reflections and closing remarks** session on
Wednesday 11th July 2018 - 15:15pm?

Reflections and closing remarks

Thank you for attending this year's Learning and Teaching Conference.

We would like to take this opportunity to thank;

Our Conference Planning Team

Our Conference Peer Reviewers

LEAD staff

Keynote Speakers and Panel Members

Student Panel members

And in particular all our presenters and delegates who've helped shape our conference!

If you would like to follow the work of **Learning Enhancement and Academic Development** please subscribe to our website

<https://blogs.shu.ac.uk/lead/>

