Learning & Teaching Conference 2015

This is a list of all the parallel sessions, with a short extract describing each one. If you want to find out more about the session you can use the links to read a more detailed outline. Please make a note of which sessions you would like to attend before proceeding to **book your place**

10.30 – 11.20   Parallel session 1
Please choose one of the following options…

Thunderstorm 1.1

Culture Connect: Engaging students through mentoring and supporting their transitions
Culture Connect cross-cultural peer mentoring scheme helps new students settle in and encourages social integration between home/international students. Volunteers develop their multi-cultural awareness, preparing them to work in diverse organisations. The session will share best practice. How can we make cross-cultural mentoring an integral part of the student experience?
Samantha Jane Logan
Detailed Outline

'Have your say' – the full story
'Have your say' is a library initiative that engages students and helps us develop a continual dialogue with them. It provides an authentic picture of students' expectations. It's used to spot trends and can act as an early warning system. Data is used to inform and maintain excellent student support.
Claire Ridall
Detailed Outline

Not just fun: The importance for social transition
Research (Katanis, 2000) shows that students who do not make a successful social transition into university in the first year of study are less likely to persist. They are more likely to experience difficulties with their academic work and underachievement. This places more demands on academics to facilitate the students' social transition as an integral part of the course delivery. This session will focus on ways you can make this happen, and on the help and support available from Student Support Services.
Krassimira Teneva
Detailed Outline

Short Paper 1.2

Becoming the LinkedIn University: Students and staff – developing our professional profiles together
Professional recognition and identity are important to all staff and students. How each of us fosters and maintains our professional identity is problematic. In this Social Digital Age maintenance of

good reputation requires a fluent life-wide engagement with professional profiling as exemplified in the idea of a life-wide "LinkedIn University".

Andrew Middleton

[Detailed Outline](#)

Embedding skills and employability: a programme based approach

Criminology students are supported to prepare for the jobs market both inter and extra-curricularly by integrating study skills over each academic year; scaffolding to reflect on their strengths and weaknesses, and utilising complex strategies to develop their knowledge, understanding and skills as they progress.

Work related learning was similarly embedded; on an extra-curricular basis from year 1, and within the curriculum through years 2 and 3.

Tanya Miles-Berry

[Detailed Outline](#)

Short Paper 1.3

Reflections from an alternative chalkface: Evaluating the Enhancing Prostate Cancer Care MOOC

Following completion of the evaluation of the EPCCMOOC, this presentation will share and disseminate key findings in terms of lessons learned, impact on existing provision, implications for future delivery and considerations for the institution.

David Eddy

[Detailed Outline](#)

Engaging online distance students by building learning communities

Distance students often experience isolation and lack of motivation and instructors designing and delivering online courses also face challenges such as adapting to new learning models, using technologies and supporting and engaging students. This presentation describes how learning communities built for both students and instructors helped address these issues.

Helen Donaghue & Helen Thompson

[Detailed Outline](#)

Short Paper 1.4

What makes an informal learning space?

This session will summarise research which aimed to investigate: What makes successful higher education informal learning spaces? The objectives were: to determine learners' behaviours, attitudes and preferences in relation to where, what, when, how and why they use informal learning spaces at SHU; and enable evidence-based redevelopment of learning spaces.

Deborah Harrop and Bea Turpin

[Detailed Outline](#)

Managing informal learning spaces outside the classroom to create an effective partnership learning community

By helping create a shared, supportive, learning community, the use of virtual and physical learning spaces outside the classroom has a major impact on student engagement. In this

presentation I will describe how this has been achieved and currently delivered in Mathematics and provide evidence for its success.

Jeff Waldock
[Detailed Outline](#)

Short Paper 1.5

Student-Generated Induction – Pedagogy for Belonging
Belonging is often discussed in terms of an individual's relationship to an institution. In terms of student retention, could this be a secondary issue? The development of social-group membership is discussed as a primary focus and a mediator of institutional belonging. 'Student-Generated Induction' is introduced as 'Pedagogy for Belonging.'

Dr Nicholas Bowskill.
[Detailed Outline](#)

Development of a task-oriented induction week programme to increase student engagement and confidence
The aim of this project was to evaluate the impact of a task-based induction week programme on levels of academic and social confidence among new level 4 students on a large-cohort course.

Dr Ciara O'Hagan
[Detailed Outline](#)

Short Paper 1.6

Passion or Profession? Are the employability skills developed by first year Business and Human Resources Management students valued by placement providers?
The paper explores how a new module, with a distinct technical HR employability focus (that involves website design skills), impacts upon student's placement seeking success. It explores this theme through interviews with students and placement employers before evaluating the benefits and challenges of devising 'authentic learning experiences' to support employability skills development.

Michelle Blackburn
[Detailed Outline](#)

Beyond the Classroom Experience: the use of events for graduate employability
Organisations are increasingly using events to deliver their strategic objectives. This research investigates the extent to which events are used for achieving employability purposes in UK universities using Sheffield Hallam University as a case study. Using qualitative and quantitative approaches, it analyses specific employability-focused events to assess their value in delivering the employability agenda.

Chiara Orefice
[Detailed Outline](#)

Short Paper 1.7

Pausing at the threshold: using arts based enquiry to promote appreciative reflection on entering a collaborative 'identity workspace'

Creating opportunities for individuals to develop purposeful identities requires purposeful approaches and the use of pedagogical time and space founded on value-based academic practice. Arts-based pedagogy, used as a rite of passage, marks entry to postgraduate study which aims to be an 'identity workspace'

Dr Hazel Messenger
[Detailed Outline](#)

South Yorkshire Through Time: students as partners in community engagement
Alison has developed the South Yorkshire Through Time community history website in collaboration with public historians in the region as a way of showcasing student work and enabling their involvement as partners in both curriculum development and community engagement. This paper explores student responses to public history modules, gathered via an extensive end-of-module questionnaire and focus group sessions.

Alison Twells
[Detailed Outline](#)

Short Paper 1.8

Exploring the Use of Digital Technologies and Devices in Student Learning
This paper will provide an overview of the main findings of Sheffield Hallam's Digital Technologies Survey. It will explore students' use of digital technologies; their views, confidence and expectations of using them for their academic studies; and their access to, and use of, mobile devices and computers.

Alan Donnelly
[Detailed Outline](#)

An investigation into the use of Twitter in teaching.
This presentation will review an exploratory study examining the opportunities and challenges of using Twitter as an integral part of the teaching on two Events Management modules. Particularly, it explores whether students would actively engage with course content on Twitter to enhance their learning experience and underpin the teaching from the classroom.

David Strafford
[Detailed Outline](#)

Short Paper 1.9

Using immersive virtual reality to enhance anatomical understanding
Anatomy is usually taught via a multimedia experience. This study developed a virtual, interactive, model of the brain and investigated whether engagement with it in an immersive virtual environment offered advantages over plastic anatomical models in enhancing students' spatial anatomical knowledge. We also investigated how students' develop this knowledge.

Dr Robert Appleyard
[Detailed Outline](#)

Using Socrative to enhance in-class student engagement and collaboration
The presentation describes the impact of using SRS (Student Response System) software, Socrative, on student engagement and collaboration in various Aerospace Engineering modules at

level 5. Socrative is a cloud-based SRS system available free of charge that can be accessed via a wi-fi or mobile connection through smartphones, tablets and laptops. Socrative provides the lecturer and the student an instant feedback therefore capturing areas of misunderstanding. The research focused on the performance of students and interactions at two different modules, enabling student feedback to be gathered and comparisons made between same student performance, with and without the utilization of Socrative. Did Socrative made a difference?
Dr. Sam Dakka
Detailed Outline

Short Paper 1.10

Broadening worldview and facilitating cultural exchange in a student project with the 'Global Friends' programme.
This talk will report on a new collaboration between the module 'English as a World Language' (Humanities dept, English group), and the 'Global Friends' programme (run by Student & Learning Services). The presentation will review student feedback on this initiative, and consider its possible application in other teaching settings.
Dave Sayers
Detailed Outline

Long distance relationships can work! Supporting international top up degree students: Lessons learned by the SHU/SHAPE (Hong Kong) collaborative partnership
Using the 'flying faculty' model, the case study will explore the delivery of three top up degrees at SHAPE (Hong Kong). The paper will focus on the importance of developing an effective partnership based on true collaboration and the lessons learned in how to support SHAPE top up degree students.
Rachael Woodcock
Detailed Outline

11.40 – 12.30   Parallel session 2
Please choose one of the following options…

Thunderstorm 2.1

Using MyProfile to engage students on the English Programme with PDP
Aim: To share the rationale and operational practice of the My Profile Google site.
Objectives: To showcase the site and explain the holistic approach, to examine the impact on students/ staff interactions- including Academic Advisers and Careers and Employment Advisers. The session will also look at operational implications for delivery and roll out across years/ courses.
Alison McHale
[Detailed Outline]

Does screencasting improve the student experience in the teaching of radiotherapy planning?
Radiotherapy planning sessions have traditionally been facilitated using paper guides. The nature of a paper guide limits the content and opportunity for explanation. In 2014 the guides were replaced with screencasts and the sessions evaluated using Survey Monkey.
Mark Collins
[Detailed Outline]

Using Pebblepad to create a clinical skills workbook for Midwifery students
The aim of the project was to replace paper-based clinical skills workbooks currently used by student midwives for supplementary learning, reflection and professional development. Pebblepad was used to create an interactive workbook, currently being piloted by year 1 students, with potential for further development across midwifery and other HWB curricula.
Rosalind Haddrill
[Detailed Outline]

POSTER – Developing student engagement through online narratives: the Cambridge Literature Timeline
The timeline is a visual online resource populated with 'stories'. The purpose of the timeline is to provide students with a resource that encourages knowledge and understanding of literary context. It is populated by library staff and students crowdsourcing the timelines, both in and out of the classroom.
Elizabeth Tilley
[Detailed Outline]

Thunderstorm 2.2

Putting students in the hot seat: Using a Viva to assess and engage students in career development planning.
This paper looks at a module which has been designed holistically to use informal experiential learning and a module assessment package, a Viva, which requires students to actively engage in their own employability journey. The positive outcomes of this have been improved student

engagement in their career development plans, high levels of student satisfaction, and improved student self-confidence.
Karen Soulby
[Detailed Outline](#)

Distributed teaching on a dissertation module: Taking the load off supervisors
A description of changes made to the structure of the psychology dissertation module. One-to-one supervision is now supported by lectures, specialist workshops, and drop-in support sessions.
Diarmuid Verrier
[Detailed Outline](#)

Using artefact building to engage students in reflective practice
Engaging students in reflective practice can be a challenge. Encouraging active involvement and reflection through artefact building can provide a rich and meaningful experience. This short session will introduce the idea of artefact building as a means of engaging students through a short presentation and round table discussion.
Dr Mary Fitzpatrick
[Detailed Outline](#)

Short Paper 2.3

UK Engagement Survey (UKES): Findings of Sheffield Hallam's 2014 Pilot Survey
This paper will share the key findings of Sheffield Hallam's pilot of the UK Engagement Survey (UKES) in 2014, which was co-ordinated by the Higher Education Academy. It will explore how students engage with their learning and compare the University's results against the aggregate UK results.
Alan Donnelly
[Detailed Outline](#)

A holistic approach to engagement: academic skills development within the discipline
The aim of the presentation is to give an overview of a project within Criminology which sought to embed 'skills' learning in a meaningful way, using the classroom to underpin independent learning – notably around reading and writing skills – and providing the students with an online workbook environment to encourage engagement.
Tanya Miles Berry
[Detailed Outline](#)

Short Paper 2.4

Socrates does Twitter – Using Socratic questioning with social media: ancient and modern connections
This presentation explores synergies between ancient and modern teaching and learning methods on the MSc Healthcare Education course. Socratic questioning and social media (namely Twitter & Storify) were employed to facilitate critical thinking and foster engagement with technology enhanced learning by students who have a role as educators themselves.
Christine Hibbert

Student engagement with reflection – Re-imagining PPDP for the Social Age
Student engagement with reflection can be challenging. The combination of life-wide ecologies and personal technologies facilitates a place for creativity and reflection, enabling students to broaden their thinking and look at how their wider experiences contribute to who they are and where they are going as they 'become professional'.
Graham Holden

Short Paper 2.5

The role of assessment in learner engagement in and out of the classroom
The session will explore the role of assessment in fostering learner engagement in and out of the classroom, based on undergraduate students' learning logs as well as individual and group feedback. It will consider the assessment design principles associated with this approach.
Christine O'Leary

Enhancing engagement with subject specific revision sessions
Much resource is presently expended on end of module revision sessions. Through questioning academics and students a picture of present perceived practice was obtained and evaluated. Students were asked to highlight effective revision methods happening within the sessions. From this, proposals for future revision sessions were derived.
Jane Gurman

POSTER – Encouraging Effective use of Feedback/feedforward from Coursework by students and academic staff
To encourage student and staff use of feedback we linked sequential and related assessments together (formative followed by summative) and required the feedback form from the first exercise to be submitted alongside the second assessment. Staff used the first form to comment on improvements seen and the students engagement with the feedback give. This should improve both student and staff appreciation of feedback in the assessment cycle.
Susan Campbell & Jane Gurman

Short Paper 2.6

Adding value to your course offer: sponsored language study
What can we offer to add value to our courses? What are our competitors offering? In the context of research in progress, discover how sponsored language study can add value & differentiation to your course offer, a personalised learning experience, and wider graduate prospects for your students.
Rachel Bower

Lawyer in London: inspiring students through extra-curricular work-related learning activities
This paper focuses upon work-related, extra-curricular learning activities which have been designed and delivered in conjunction with a global employer, and analyses students' engagement both with the activities themselves and their wider learning. In doing so, it evaluates collaborative methods between teaching staff, the Careers Service, and employers and their impact on students.
Teri-Lisa Griffiths
Detailed Outline

Short Paper 2.7

Working with Student Interns to Enhance our SHU Maths Support Provision
Since 1992 Maths Help has provided drop-in Maths support for all students. Recently a process of re-invigoration has begun, supported by a student intern project to gather usage and non-usage data, and generate ideas on how to enhance provision. This talk will generate discussion which will contribute to that process.
Neil Challis
Detailed Outline

Curiouser and curiouser: How curriculum change can inspire a creative approach to information skills development
This paper describes the activities of HWB librarians to adapt their teaching approaches in the light of changes to teaching and learning. It will describe how university TEL initiatives were used to develop a holistic programme with a wider range of methods and resources, inside and outside the classroom.
Angela Davies
Detailed Outline

POSTER – 'Designing in' student engagement: examples for course revalidations
The Criminology Subject Group has recently revalidated its programme of courses. What began as a need to conform to a new AAF has evolved into a detailed overhaul of the content, mode of delivery and a realignment with the vision and identity of the staff group and wider Department. We have learnt from this experience of course design, and this short presentation aims to share some of those lessons with others who may be considering or embarking on a similar process.
Liz Austen
Detailed Outline

Short Paper 2.8

Using Facebook to enhance collaborative learning for media law students in journalism
In 2014 a Facebook page was launched to support teaching and learning for Level 6 and 7 journalism students studying media law. This paper explores how the site provides a secure, private learning environment in which students and staff can discuss and share examples of journalistic practice.
Dr David Clarke
Detailed Outline

Engaging practice-based learners
This session will consider the design and delivery of an academic module studied by volunteers working for Yorkshire and Humberside Circles of Support and Accountability. Our aim is to explore the use of blended learning in engaging practice-based students utilising our own experience and student feedback.
Aileen Watson, Andrew Fowler, Jacky Burrows
Detailed Outline

Short Paper 2.9

Learning beyond borders: Pioneering interdisciplinary learning and teaching approaches to promote socially responsible design practices
Social design is the use of the design process to bring about social change. In this session, staff and students share their experiences of participating in a pioneering interdisciplinary approach to social design at Sheffield Hallam University. Key learning will be highlighted including: how can learning and teaching practices be socially situated, what makes a holistic learning and teaching experience and what happens when learning and teaching moves beyond the classroom to bring transformation to real world issues.
Roger Bateman
Detailed Outline

Democracy in the Classroom: the Importance of Environment and Attitude in Student-Led Seminars
This presentation builds upon previous empirical research into the effectiveness of student-led seminars for teaching critical theory. This paper presents reflections upon the success of this format, drawing upon the educational philosophies of John Dewey and Carl Rogers to explain how and why this format is successful.
David Koehler
Detailed Outline

Short Paper 2.10

Evaluating Motivational Interviewing Workshop training for academics and support staff to enhance student engagement
The aim of this work is to evaluate the effectiveness of a basic level of training in the approach of Motivational Interviewing with some follow-up coaching- as a potentially useful tool for academics and student support staff to enhance student engagement in and out of the classroom.
Trevor Simper & Ray Nolan
Detailed Outline

14.10 – 15.00   Parallel session 3
Please choose one of the following options…

CoLab 3.1

Academic Advising : re-emergence of tutoring at SHU
In recent years there has been an increased interest in tutoring nationally, reflected in the recent initiatives by Centre for Recording Achievement and the establishment of a UK wing of NACADA (National Academic Advising Association). This move toward tutoring has emerged from research into the student experience and can be seen as an attempt to address some of the pitfalls of modularisation. This workshop will present three case studies followed by a panel discussion; It will provide an opportunity to explore together the some of the curriculum design challenges of designing a coherent academic advice program.
Cathy Malone
Detailed Outline

CoLab 3.2

Using augmented reality to bring inanimate objects in your teaching to life
Key themes: Embedding augmented reality with intermediate-fidelity simulation; Increasing realism; Transference to clinical and teaching practice; Tablet-based teaching.
Aims: To demonstrate the use of Augmented Reality within programmes giving delegates the opportunity to create an example themselves within the workshop.
To explore the underpinning pedagogy behind the use of this technology for enhancing not only engagement but realism and transference to practice.
Mandy Brailsford
Detailed Outline

CoLab 3.3

Identifying confident and engaging approaches to course-based teaching
Focussing on the context of course teams and ideas about confident and consistent teaching, this workshop aims to test and develop the findings of recent research into staff and student views of what constitutes 'good' teaching. Workshop outputs will contribute to a CPD resource for academic staff.
Caroline Heaton
Detailed Outline

CoLab 3.4

Whose flexibility? Being, belonging and becoming
The flexibility of our academic infrastructure, our pedagogies and our curricula are key enabling factors in learner engagement. This session will share the outcomes of a HEA-sponsored project aimed at gaining a better understanding of the University's conditions of flexibility and the barriers to learner engagement.

Stella Jones-Devitt
[Detailed Outline](#)

POSTER - The sum is more than its parts; Creating a course.
Key focus: informing and discussing ways to move from modular provision to more course orientated provision.
Aim: provide the audience with an idea of how to achieve a structure that moves away from modular provision and encourages a cohesive course structure for both students and staff.
Petra Klompenhouwer
[Detailed Outline](#)

CoLab 3.5

Online Distance Learning – Challenges, Conversations, Solutions
This workshop will explore the challenges and barriers associated with online distance learning (ODL). Examples of how Allied Health Professions teams have overcome these to offer innovative and engaging flexible learning opportunities will be shared. The collective wisdom of the group will be harnessed to draw out key emergent themes and considerations.
David Eddy & Dr Colette Fegan
[Detailed Outline](#)

CoLab 3.6

Subverting Multiple-choice Questions for Deep Learning
The aim of this workshop is to show through examples and evidence how online formative multiple-choice questions (MCQs) can be used to promote conceptual understanding and peer learning for students studying in and away from the classroom.
Lee-Ann Sequeira
[Detailed Outline](#)

15.10 – 16.00   Parallel session 4
Please choose one of the following options…

CoLab 4.1

Ready, Steady, Learn!
Come teach with us, share your practice and add a little bit of flavour to your teaching. Participants will be asked to design or redesign a teaching session. We'll award points to all the sessions and feedback to develop further ideas and implementation. At the end of the workshop the session with the most points wins a tasty teaching prize.
Dr David Smith
[Detailed Outline](#)

CoLab 4.2

Team-Based Learning: A Strategy for Student Engagement
This workshop aims to introduce participants to team-based learning by experiencing it just as a student would. TBL is a learner-centred 'flipped' instructional strategy designed to engage students.
By the end of this session, participants will be able to explain the essential elements that make up a TBL unit
Simon Tweddell
[Detailed Outline](#)

CoLab 4.3

Ditching the dissertation? The patchwork text process as a more productive tool for assessing learning and engaging students
This workshop draws upon key principles of A Marked Improvement (HEA, 2012) calling for significant reappraisal of assessment processes through evidence-informed change.
Objectives:
• Introducing patchwork text assessment processes and exploring significance for student engagement
• Sharing lessons learned and how these can be addressed
Key focus: Gauging interest in further University-wide application
Stella Jones-Devitt
[Detailed Outline](#)

CoLab 4.4

Use of video: thinking outside the lecture
Various staff in the Engineering and Mathematics department have been using videos to enhance their practice. This session will include discussion, demonstration and hands-on experience of different technologies that can be used to create videos along with several case studies of how they are being used in teaching.

Claire Cornock
[Detailed Outline](#)

CoLab 4.5

Career Management Skills in the Curriculum: a refreshed approach
The integration of key activities relating to students career progression was approved as University policy in 2012 through the Career Management Skills framework but its adoption within courses remains patchy. This CoLab workshop aims to revisit the framework, ascertain its continued fitness for purpose and ask the questions' What should a refreshed framework look like?' and ' How can courses best integrate core sessions in an already crowded curriculum?' 'What is the role of centralised workshops' What is the relationship to PPDP?'
Patricia Quinn
[Detailed Outline](#)