NOTTINGHAM TRENT UNIVERSITY

TILT Festival of Learning 2018

26th June 2018, Nottingham Trent University

Programme and Abstracts
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TILT
Trent Institute for Learning and Teaching

Professor Sally Brown

Sally Brown, Phd (by Publication) enjoys life as an Independent Consultant in Learning, Teaching and Assessment and Emerita Professor at Leeds Beckett University where she was, until July 2010, Pro Vice Chancellor (Academic). She is also Visiting Professor at the Universities of Plymouth, South Wales, Edge Hill and Liverpool John Moores.

Sally was formerly a Visiting professor at James Cook University, the University of Central Queensland and the University of the Sunshine Coast in Australia. She also holds Honorary Doctorates from Plymouth University, Kingston University and Edinburgh Napier University.

Sally is chair of the Association of National Teaching Fellows, a Principal Fellow of the Higher Education Academy, is a Staff and Educational Development Association (SEDA) Senior Fellow and a UK National Teaching Fellow.

Keynote: 9.00am, Lecture Theatre Four

Why engage in the scholarship of teaching and Learning

Ernest Boyer* talks about the four scholarships that underpin academic practice: the scholarship of discovery, the scholarship of application, the scholarship of integration and the scholarship of teaching and the focus of this keynote is to examine collectively why this is relevant to university staff at Nottingham Trent University and how it can be integrated into the daily work of the university community. In this keynote I will explore how SoTL can be relevant to all categories of staff, and how it can impact on staff and student engagement, achievement and retention.

*Boyer, E. L. (1990, reprinted 1997), *Scholarship reconsidered: priorities of the professoriate*, S

Workshop: 14.30-16.30, Lecture Theatre One

Getting started with publishing about learning and teaching practice

Researching (and writing about it) provides the heartbeat of any university, but there are all sorts of practical problems about how to make this happen when academics and others have multiple competing demands on our attention. This highly pragmatic and light-hearted session will engage participants in thinking about rationales for writing about learning, teaching and assessment, how to take the first steps, what kinds of outlets are best suited for individual purposes and how to make it motivating and enjoyable. The facilitator (who had not published a word until her early forties and who now has a list of publications longer than her 5' frame) will illustrate the session with anecdotes about doing things wrong in the first instance, but then achieving success in publication in diverse various formats. You should leave with some concrete plans about how to do it yourself.

Plaese note that this session starts promptly at 14.30 and refreshments will be provided in the lecture theatre to enable a busy workshop programme.

Session 1

Jonathan Doak

Light bulb moments: from powpows and presentations to publications

Academics from all discplines report experiencing "light bulb" moments, whereby an idea for research is triggered by discussions with students or their peers. Many academic publications begin life in the form of a thought-sharing exercise - be it through a poster session, discussion at a conference, or even over a cup of coffee or a drink. This paper explores the journey in progressing an initial idea or inspiration through to presenting a poster or conference paper and provides further tips to turn conference papers and presentations into high quality research publications.

Helen Holleman and Amanda Kerr

How Degree Aprrenticeships provide new opportunities for scholarly activity

This presentation will discuss some of the reasons for the traditional shortfall of interest in research in vocational education and will go on to discuss how the political and economical landscape is changing, resulting in an increase in HE providers offering degree apprenticeships and more employers taking on apprentices. Shifts in attitude along with the new links being forged between academia and industry provide new opportunities for scholarly activity.

Session 2

Chris Rolph

The pavlovian tendencies of the student body

Students in large groups tend to behave as a body rather tham a collection of individuals, and this generates a resistive inertia to the lecturer who wants to try different ways to help them engage. Behaviour is conditioned by prior experience, so cunning strategies are needed to break the pattern. This interactive seminar uses theories of learning to identify potential ways of overcoming passive resistance.

Pete Crowson

The challenges of using data...

This interactive workshop will explore the relationship between success, student background, entry qualifications and engagement measured in the NTU Student Dashboard. Moreover, we will explore the challenges of interpreting and using data to shape interventions with individual students.

Session 3

David Hindley

Assessing a triad of digital technologies

Has the comment 'lectures could be more interactive' ever appeared on your end of module evaluation? Have you toyed with the idea of trying something different but returned to the *status quo* because of time constraints, or fear of failure? This paper connects my experiences as a sport sociology lecturer with a term of experimenting with backchannels, blogs and student response systems.

David Roberts

Beyond 'death by powerpoint': Multimedia learning, student engagement and active learning in lectures

This session explors how Multimedia Learning (MML) substantially increases levels of student engagement and actie learning in the challenging environment of the lecture hall. It looks at a three-year trial with neurostandard and dyslexic learners, and then introduces attendees to accessible software that will help them engage with MML methods.

Session 4

Professor Ubu Yurodivy

Formation through misinformation

This presentation examines a seminar series through which architectural undergraduates' faith in logic, science and even materiality is deliberately undermined in order to stimulate creativity and to enhance enjoyment of architectural productivity. Feedback mechanisms deployed include jokes, lies, pataphysical fantasies and insidious acts of deconstruction.

Preethi Premkumar and Eva Zysk

Public-speaking anxiety in students- the efficacy of an audience training intervention in a tutorial setting

Public speaking is a popular form of academic assessment. A randomised controlled trial found that a brief tutorial-based intervention that educates students about public-speaking anxiety and offers training to be an attentive audience reduces public-speaking anxiety more than a control intervention. Students could benefit from education about public-speaking anxiety.

Session 5

Lisa Clughen and David Hindley

'Academic Staff will never go for that!': Academic blogging as an inclusive writing genre in Higher Education

It has been claimed that the future health of universities revolves around students 'doing well'. This paper discusses whether academic blogging is form of assessment that allows students to 'do well' in ways that the academic essay does not. It considers a multi-method research project conducted in the Schools of AAH and SST that analysed a blogging assessment on a final year module in Sports Education.

Duncan Grewcock

Inclusive Assessment, Co-Production and Losing Control. What are we willing to give up?

What would we be willing to risk to achieve inclusive assessment? This session draws on work on the creative co-production of content being pioneered within the UK museums sector to question whether and how far similar approaches might be taken within a final year undergraduate module.

Session 6

Danica Maier and Andy Pepper

Close Looking: The Art of Seeing Art- a methodology

According to a Metropolitan Museum of Art study carried out in 2001, the average amount of time visitors look at a piece of art is 17 seconds; at the Louvre it is 15 seconds to look at the Mona Lisa. This presentation will discuss the process and effects of *Close Looking* through two case studies: an artist research event *No Telos* (for professional artist's) and MFA teaching at NTU (for students). Through this case study we reveal how research-led practice and research-led teaching is a central part of Fine Art teaching.

James Leinster

Taking students on a learning journey: Visualising the lesson plan for students to follow

Architects provide plans for builders to follow, the purpose of drawings or plans is to show what must be built, to what specifications and within a specific time frame; plans are visual representations of work to be undertaken and therefore go beyond the written text. As tutors, we set out at the beginning of the class our aims and intended learning outcomes, whilst this is an essential element of the class structure, it is, however, an empty activity from the student's perspective, and over quickly with the click of a button. Helping students navigate through the seminar/ lecture by 'visualising the content' may increase engagement and learning. You will be shown some examples of 'visual lesson plans' and by the end….

Session 7

Annalise Grice and Jenni Ramone

Literary Cultures Modules: Employability and English at NTU

This interactive presentation by Module Leaders and students will outline the principles behind the development of two level two undergraduate modules embedded within the single honours English BA at NTU. These modules, taught using Scale-Up pedagogy, are designed to enhance student employability prospects and practical engagement with literature and the arts.

Lee Reynolds, Sian Trafford and Megan Smith

Investigating Experiences of Social Science Students with a Specific Learning Difficulty in Accessing Central and School Based Support

This session will report the findings from a focus group regarding the experiences of current NTU Social Science students, with a specific learning difficulty, in accessing support centrally and within the school. Colleagues will be asked to reflect on their awareness of existing support and their students' experiences of accessing it.

Session 8

Kate Ellis-Davies

Policy Briefing Papers: A tool for teaching and learning Applied Sciences

Briefing papers are a broadly used medium for conveying evidence-based information to legislators, policy makers, charities, funding agencies and service users. Briefing papers are a convincing form of communication, presenting evidence in a digestible manner for broad audiences. This session will discuss the utility of these briefing papers in teaching.

Michael Loughlin and Jody Winter

Curriculum refresh driven changes to delivery and assessment, and their opportunities for scholarly outputs that derives from them

Colleagues are continually trialling initiatives and making changes to improve student experience. The capture of these activities as part of scholarship is more important than ever with the advent of different career pathways. This session seeks to look at how such changes can be supported, captured as outputs and shared internally and externally to the benefit of the academy

Session 9 - SoTL Snapshots

Martin Seviour

Addressing plagiarism in academic writing: punishment or pedagogy?

This presentation puts forward a pedagogic rather than a punitive approach to tackling plagiarism. This approach recognises that appropriate source use is a difficult skill which needs to be taught and that textual borrowing should be seen as a necessary stage in the development of both L1 and L2 novice writers.

Juliet Wakefield

How can I reduce statistics anxiety in Yr 1 Psychology Students?

I will outline the action research I conducted for my PGCAP. I explored whether I could reduce statistics anxiety in Year 1 Psychology students through the introduction of statistical template documents. I will present my findings and encourage attendees to consider how they might adapt the documents for their teaching.

Matthew Watkins

Collaborating with impact: Increasing student attainment through higher order engagement

The presentation will outline the experience of engaging 2nd year BSc Product Design students in live briefs with a large construction company. Specifically the paper will consider the outcomes of the projects and why the projects have been more successful in terms of student's engagement and attainment than atypical projects including other live industry projects.

Session 10 - SoTL Snapshots

Graham Ferris and Ricky Gee

Placing employability within broader discourse of career development

We need to respond to modern instability, student diversity and structural challenges to Universities in the only way that makes sense- by facilitating flexible, reflexive and situated self-awareness. "Career" (perGoffman) illuminates why Super's Rainbow can help inform and structure our practice and achieve these aims.

Danica Maier

Summer Lodge: Flatting the hierarchy

This presentation will discuss the effects on students learning of The Summer Lodge (SL), an annual research led event held at NTU. As a professional artistic and research activity happening outside of term time, the role of tutor / student change and hierarchy's are flattened. I will discuss how student's involvement within and as part of this research activity outside the usual curriculum has great benefit to their learning and professional development.

Sarah Della Rocca

How well are we supporting our international students?

This session considers the experiences of International Students on the BA Accounting and Finance course. The session looks at the results from a student survey, semi structured interviews and the author's own practitioner diary to consider whether student support structures in place currently adequately support International Students.

Session 11 - SoTL Snapshots

Sharon Hutchings and Andrea Lyons-Lewis

Reflection on service learning

Sharon and Andrea work with local, not-for-profit partners and students on social justice projects determined by the community. We work in partnership with over 25 partners and 200 students each academic year and this session hopes to present critical reflections and opportunities to provoke thinking and applicability to your work.

Joanna Hartley and Carla Smedberg

Reflection on service learning

This session will describe the positive collaborative approach between NTU and its international feeder college NTIC that has driven effective curriculum development and improved student support for international students entering NTU. Ther merits of incorporating these developments in partnership at both institutions are very clear to see.

Konstantinos Karagounis

Enriching society by creating opportunity

Innovative experiential learning occurs across NTU. While the benefits for student learning and employability is recognised, little evaluation has been undertaken on the benefits for employers. This paper explores the various approaches and proposes a taxonomy of the experiential learning programmes within NTU to stimulate the sharing of good practice.

Session 12 - SoTL Snapshots

Stuart Jolly

Experiences with Café Classroom

The Café classroom concept was proposed to the TILT learning spaces group, who supported the idea, which was to design a classroom using design and aesthetic influences from a Café-type environment, to create a more informal and relaxed learning space, to be used for scheduled teaching and learning sessions. This session explains the concept further, outlines the support received, and provides an overview of student and staff feedback so far, as well as identifying further avenues for exploration!

Shiva Sivasubramaniam

Boring bioethics plus standard segregation divided by delightful debates equals steady success

This interactive session will share the author's experience in setting up a debate-based active learning environment involving international an UK/EU students. It will also show how debate-based learning can be set up and successfully delivered by establishing an interactive environment by involving the participants with bioethics case studies.

Samuel Tanner

When information is free, how do universities add value?

The internet has given students access to vast amounts of information through their mobile phone. As the University begins to explore the possibilities of online and flexible learning, it is important that we continue to deliver an excellent student experience, but what does that look like and how might we deliver it?

Session 13

Sally Brown

Getting started with publishing about learning and teaching practice

Researching (and writing about it) provides the heartbeat of any university, but there are all sorts of practical problems about how to make this happen when academics and others have multiple competing demands on our attention. This highly pragmatic and light-hearted session will engage participants in thinking about rationales for writing about learning, teaching and assessment, how to take the first steps, what kinds of outlets are best suited for individual purposes and how to make it motivating and enjoyable. The facilitator (who had not published a word until her early forties and who now has a list of publications longer than her 5' frame) will illustrate the session with anecdotes about doing things wrong in the first instance, but then achieving success in publication in diverse various formats. You should leave with some concrete plans about how to do it yourself.

Session 14

Lydia Arnold and Emily Chapman-Waterhouse

Defining our kind of excellence

In a sector that aspires to excellence in teaching it is important to stand back and ask *what do we mean by teaching excellence?* While existing research defines effective methods for teaching and supporting learners, each institution and student collective has its own identity, culture, preferences and norms. This session shares two strands of research showing engagement with staff and students around the notion of teaching excellence in a specific context which can be illuminating. It can provide a mandate for the advocacy of one practice over another, it can help individual staff develop confidence in their methods through affirmation, and it can shed light on institution specific conceptions of excellence. The very exercise of locating excellence is also a powerful practice based conversation starter. In a presentation, two approaches to locating excellence are shared. One which captures the staff perspective, and one which captures the student view. These methods are highly replicable. Similarities and differences in the staff perspective that we located are set out. We will also share our experiences of 'what next?' – as we attempt to use our learning about excellence to further foster excellence.

Graham Thomas

Annotations as feedback on student coursework- are they worth the time and effort?

Of any educational intervention, feedback has the potential for delivering the largest impact on student learning. Annotations are one approach to providing feedback to students but only recently has research focused on determining how impacting (or not) is this approach. As part of the presentation, recent research on annotations will be presented as well as the results of some investigations in NBS.

Julia Davies, Louise Gentle and Nicholas Midgley

Residential fieldwork: Promoting experiential Learning

The range of fieldwork types that students undertake at ARES includes on-campus and off-campus day visits, UK residential and overseas residential fieldwork. This session will explore the benefits and pitfalls of organising and undertaking residential fieldtrips. A workshop will allow participants to assess the potential broadening the student experience through the incorporation of residential fieldwork into courses.

Session 15

Tony Cegielka, Joanna Hartley and Michael Loughlin and Andre Koziello

Exploring approaches for BTEC students

This session will consider the results of statistical analysis on the proportion of BTEC-entry students over recent years in certain STEM and Animal, Equine and Environmental areas. The audience will learn about the different prior learning experiences of BTEC-entry and A-level-entry students and how these impact on progression and achievement at degree level. New initiatives within the Schools of Science and Technology and Animal, Rural and Environmental Sciences will be briefly presented and discussed further

Barry Gregory, Andy King and Elaine Swift

Exploring uses of Pebblepad

The TILT ePortfolio Group will present the findings from the large scale PebblePad pilot that has been underway this academic year. The group will highlight the prospects that the use of this ePortfolio affords for supporting the new opportunities that are emerging in High Education.

Session 16

Lina Erlandsson and Angharad Mclaren

Practical examples on how to embed the United Nations Sustainable Development Goals in Learning and Teaching

This United Nation's Sustainable Development Goals are 17 global goals aiming to transform the world by 2030. NTU is a signatory of the SDG Accord, a world-wide collective response from the Further and Higher Education sector, and the university's commitment to the goals could also be seen in the Curriculum Refresh framework.

The SDGs can be adapted to teach sustainability in all discipline, and this session will give ideas on how to embed the themes, both within disciplines and through collaborative partnerships.

Preethi Premkumar and Glenn Williams

Collaborative Online International Learning (COIL)- The future for effective international learning opportunities?

Attendees will engage in learning about: the state of the research and practice literature into the use of COIL: efforts to pilot COIL in NTU's Psychology Department; and how to incorporate COIL into a course so that students can truly benefit from deep and embedded global learning opportunities.

Mark Sergeant

Examining student perceptions of academic irregularities and essay writing services

This session outlines two recent studies examining predictors of student perceptions of academic irregularities and essay writing websites. Findings are discussed in light of NTU policies for academic irregularities, with practical guidance on effectively addressing issues raised by these studies. A strong focus on student development is central to this work.

Marketplace Area

The Makers' Club

To offer colleagues an insight into how the NTU Maker Club community driven approach has had a positive impact on student re-engagement across subject areas within the University, Kerry Truman and colleagues will be hosting a whole day of 'making'. To demonstrate the benefits of craft within communities of learning we will be exploring the use of Green Timber woodworking in a very hands-on and practical way. Through access to traditional methods of manufacture the aim is to develop a deeper understanding of how the NTU Maker Club creates uses craft as a way to create engaged, encouraged and collaborative communities of learners- and why craft promotes creativity.

TILT's Practice and Scholarship Groups

Sign up to TILT's Practice and Scholarship Groups

Self-directing and self-managing, our practice and scholarship groups provide colleagues from across NTU with the opportunity to meet, discuss and collaborate around shared interests in learning and teaching. Come and talk to members from groups including: Flexible and Online Learning, Inclusive Assessment, Design Thinking in Education and Academic Integrity.

Professional Services

Engage with Professional Services

Come along and visit our professional services which include:

- Organisational Development drop in's for anyone interested in applying for Senior or Principal Fellowship
- Academic Practice Development
- Student Colleges and Community Outreach (SCCO)
- Library Learning and Teaching Team
- Green Academy

The Difference Engine

Resources to support creation of knowledge checks (e.g. Multiple choice questions)

Resources intended to guide staff through the introduction of automated knowledge checks into your modules in order to reduce the volume of marking required by academic staff, as well as to perform regular checks on student understanding.