



WARWICK
THE UNIVERSITY OF WARWICK

Warwick Education Conference 2019

Welcome

Welcome to the 2019 Warwick Education Conference. This year we invite you to think about who we are, who we want to be and how we embody, envision and create the university of the future.

Throughout the conference we will be asking how we build transformational education. What innovative and creative learning, teaching and assessment practices are we developing in response to a changing world? Where are our experiences leading us, how are our identities changing, and how do we secure a strong a sustainable future?

We will explore how our life and work makes the Warwick that we know and the Warwick that we strive for. We will consider how identities and experiences intersect and their impact upon higher education. And perhaps most importantly we look to the future, drawing upon the strengths of our diverse communities, seeking to explore all that makes us unique and all that we share in order to find spaces for conversation, collaboration, and partnership.

We hope that you enjoy a stimulating and thought-provoking day, and that you find opportunities not only for critical thinking and reflection but also identify opportunities to take action.

Thank you

With many thanks to the Academic Development Centre, the Faculty of Arts, the Faculty of Social Sciences, the Faculty of Science, Engineering and Medicine, the Institute for Advanced Teaching and Learning, the Library and to Warwick International Higher Education Academy who have sponsored this conference.

Conference Convenor

Jennie Mills Senior Academic Developer, Academic Development Centre

Conference Committee

Catherine Bennett	Associate Professor, Warwick Medical School
Christopher Bisping	Associate Professor, School of Law
Nigel Denton	Senior Teaching Fellow, WMG
Will Haywood	Senior Teaching Fellow, Centre for Teacher Education
Karen Jackson	Academic Support Manager (Teaching & Learning), Library
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Lydia Plath	Director of Study Abroad Programmes, Department of History
Elke Thonnes	Reader, Department of Statistics
John Thornby	Associate Professor, Centre for Teacher Education
Alyson Quinn	Associate Professor, Warwick Medical School
Kathryn Woods	Director of Student Experience for the Faculty of Arts (Lifecycle and Progression)

Programme

09:00	Registration and coffee
09:30	Welcome, Professor Chris Hughes, Pro Vice-Chancellor (Education) Ramphal lecture theatre: R0.21
09:45	Keynote: Believing in the university, Søren S.E. Bengtsen, Aarhus University, Denmark Ramphal lecture theatre: R0.21
10:45	Break
11:15	Parallel session A
12:45	Lunch Ramphal foyer
13:45	Parallel session B
15:15	Break
15:45	Plenary: Internationalisation The future of internationalisation and how we enable students to become global citizens for the 21st century, Professor Jo Angouri, Strategic Lead: Internationalisation, University of Warwick Changing landscapes in international higher education: How the academy is lagging behind the shift in centres of power in the world, Dr Janette Ryan, International Education Consultant Globalising the curriculum: Future student identities in a multicultural globalising world, Dr David Killick, Emeritus Fellow, Leeds Business School Unpacking the global classroom: strategies for engaging staff and students with curriculum internationalisation, Dr Anthony Manning, Dean for Internationalisation, University of Kent Lecture theatre: R0.21
17:15	Final remarks and close

Keynote

Believing in the university

Søren S.E. Bengtsen, Aarhus University, Denmark

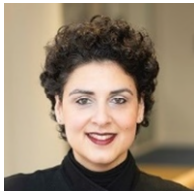


A heightened gap between the university and society is now evident. On the policy level, discourses of excellence, world-classness and value-for-money press upon universities while, on the societal level, there are calls for impact, skills, employability and marketable knowledge. All this is symptomatic of a wide societal, and even worldly, sudden loss of faith in the university. From being an institution associated by society as having valued sets of insights into the world through its highly specialised knowledge systems, the university today is a target of suspicion from the wider world, being separately associated with privilege, elitism, arcaneness, and a lack of trustworthiness. In order to (re-)gain faith in the university, I contend that a principal tack lies in a new focus on knowledge, with implications for a wider idea of the university. Instead of seeing knowledge as a means of separating universities and the wider society, knowledge should be understood as a relational bond and ‘social contract’ (or even ‘pact’) between the institution and society. In this mode, the university does not speak of and about society, but from and for society. Knowledge is part of the lived life of society and becomes a living of that life. Through knowledge and its promulgation, the university is well-placed to widen and to enliven the public sphere in totally new ways. The current strained relation between universities and society is ultimately a matter of faith, and its loss. Having faith in the university and its members and partners means to trust that the university’s pursuit of and interest in knowledge is meaningful, worthwhile, and can and will change the world for the better.

Søren S.E. Bengtsen is Associate Professor at Centre for Teaching Development and Digital Media, Aarhus University in Denmark. He is Deputy Director of the research centre ‘Centre for Higher Education Futures’ (CHEF) at the Danish School of Education, Aarhus University. He is the Chair of the international academic association ‘Philosophy and Theory of Higher Education Society’ (PaTHES) and was the main organizer of the first Philosophy and Theory of Higher Education Conference titled ‘The Purpose of the Future University’, held at Aarhus University in 2017.

The keynote speech is an expansion of the argument presented at the SRHE Conference 2018 with the title ‘Having Faith in the University’ (co-authored with Ronald Barnett).

Plenary



The future of internationalisation and how we enable students to become global citizens for the 21st century, Professor Jo Angouri, Strategic Lead: Internationalisation, University of Warwick

Jo Angouri is the Strategic Lead for the Internationalisation component of Warwick's Education Strategy. She works with the PVC (Education) and in close partnership with Warwick's International Students' Office, academic departments and the University of Warwick Students' Union. Professor Angouri leads on the development of existing and new mobility schemes with strategic partners and on the intercultural experience on- and off-campus, to ensure Warwick delivers an excellent student learning journey which is international, interdisciplinary and inclusive.



Changing landscapes in international higher education: how the academy is lagging behind the shift in centres of power in the world, Dr Janette Ryan, International Education Consultant

Janette Ryan has over two decades teaching experience in higher education in the UK, China and Australia. She was Director of the Higher Education Academy's Teaching International Students Project from 2009 to 2012 and helped to develop its national Internationalising Higher Education Framework. She has published widely in international education including *Cross cultural teaching and learning for home and international students* (Routledge, 2012) and *Teaching international students: Improving learning for all* (Routledge, 2005) (co-edited). Her new book, *Education in China: Philosophy, politics and culture* was published by Polity in March 2019.



Globalising the curriculum: future student identities in a multicultural globalising world, Dr David Killick, Emeritus Fellow, Leeds Business School

David spent his early career teaching English as a foreign language in various countries. He is a National Teaching Fellow and Senior Fellow of the HEA, with extensive experience in internationalisation of the curriculum and the development of international programmes. David's publications focus on cross cultural capability, critical and culturally relevant pedagogies, and global citizenship. He is currently co-authoring a book on developing intercultural relationships. David is also a qualified mountain guide, and a strong believer in the transformative power of outdoor education for young people.



Unpacking the global classroom: strategies for engaging staff and students with curriculum internationalisation, Dr Anthony Manning, Dean of Internationalisation, University of Kent

Anthony is responsible for the development, review and implementation of international activity across the University involving key aspects of education, research and student experience. His particular area of academic specialism is in the teaching and assessment of English for Academic Purposes (EAP), Modern Foreign Languages and Academic Skills, with recent publications on training for educators in the assessment of EAP, he is also a principal author of the Transferable Academic Skills Kit (TASK).

Parallel session A

TEACHMEET

A1

12:00 – 13:00

R0.03

Quantitative Support in the Life Sciences, Daniel Franklin, Teaching Fellow, Associate Director of UG Studies, Life Sciences

The Medical Education Research Community (MERC): a Departmental Community of Practice for Education Research, Nicholas Hopcroft, Associate Professor, Warwick Medical School; Lindsay Muscroft, Academic Clinical Fellow, Warwick Medical School

Enriched scientific vocabulary, an indicator of learning and teaching attainment, Daniela-Emilia Dogaru, PhD student, Year 2 Lab Demonstrator, Department of Physics

Beyond paper sign ups and endless emails: quickly organise student meetings and teaching employability skills, Alastair Smith, Senior Teaching Fellow, Global Sustainable Development

ChemContext: Bringing student communities together for enhanced learning, Nat das Neves Rodrigues Lopes, Early Career Fellow, Institute of Advanced Study, Institute for Advanced Teaching and Learning, Chemistry

WHOA! A new reflective model for thinking through professionalism dilemmas in medicine, Anne-Marie Chilton, Principal Clinical Teaching Fellow, WMS, Mental Health & Wellbeing, Health Science.

PAPERS

A2

11:15 – 12:45

R0.04

A2.1 Comparison of learning approaches between traditional BEng in Civil Engineering and Degree Apprenticeship in Civil and Infrastructure Engineering

Elia Gironacci, School of Engineering; Dr Georgia Kremmyda, Principal Teaching Fellow, Discipline Degree Leader for Civil and Environmental Engineering, Director of Admissions, School of Engineering, Prof Toby Mottram, Deputy Head of School, Discipline Stream Leader for Civil and Environmental Engineering, School of Engineering.

This research aims to gain an understanding of the strengths and weaknesses of two different pedagogies for Level 6 education: the traditional BEng in Civil Engineering and the Degree Apprenticeship BEng in Civil and Infrastructure Engineering. Research methodology is based on evaluating and comparing students' performance in understanding threshold concepts, use of online resources and their educational background. Preliminary results show that, for Year 1 of

the five year degree apprenticeship, work-based learning combined with more traditional learning methodologies support the students to gain a quicker understanding of fundamental threshold concepts.

A2.2 **Widening Participation in higher education through undergraduate research and the implications for Warwick**

Katie Hall, Student Researcher (wrap); Michelle Underwood, Careers and Skills, Anoshamisa Gonye, Law, Student Researcher (wrap); Wangi Sari, Engineering, Student Researcher (wrap); Shane Rawlinson, Social Studies, Student Researcher (wrap).

This paper seeks to bridge the gap between two areas of increasing importance, Widening Participation and Undergraduate Research. It will discuss how Undergraduate Research can benefit underrepresented students by creating academic engagement opportunities, improving their academic performance, and integrating them into communities of academic practice. This paper will also present the results of primary data collection (a survey, focus groups and interviews) of University of Warwick undergraduate students about their current experiences and perceptions of research, and their opportunities to participate in research, at Warwick. This paper will conclude with the recommendation that UR becomes an integral element of every first-year students' curriculum.

A2.3 **Widening participation: the experiences of undergraduate students with BTEC qualifications**

Rebecca Morris, Assistant Professor, Centre for Education Studies; Mark Pulsford, Director for Undergraduate Studies, Centre for Education Studies.

Currently one in four students applying to a university in England has at least one BTEC qualification. Over the last 10 years vocational qualifications have played an important role in widening access to higher education, particularly as a pathway for those from lower participation areas and traditionally underrepresented groups. This paper will report findings from an ongoing study funded by the Office for Students, the Transforming Transitions project. This collaborative study between four selective universities has examined the experiences, attitudes and outcomes of students entering university with BTEC qualifications. In addition to presenting these findings, we will also include discussion of the BA Education Studies course at Warwick, and the course leader's experiences of working successfully with BTEC students.

TEACHMEET

A3

11:15 – 12:00

R0.12

What is 'student as researcher'? Catriona Matthews, Student as Researcher Officer, The Library

Creating spaces of cross-department collaboration, Monty Hall, History

A flipped classroom experience - turning lecture-based safeguarding training into an interactive e-learning module plus small group activities, Cornelia Juengst, Clinical Education Fellow, WMS, Soc Science & Systems in Health, Health Science

Using a sports education model in facilitating group work, Katie Harmer, Teaching Fellow, Centre for Teacher Education

The case for Socratic pedagogy, Simon Jenkins, Senior Teaching Fellow, WMS, Social Science & Systems in Health, Health Science

WORKSHOP

A4

11:15 – 12:45

R0.14

Designing a module for employability

Karen Simecek, Director of Student Experience, Philosophy; Debbi Marais, Associate Professor, WMS; Bo Kelestyn, Associate Tutor, IATL; Claire Lucas, Associate Professor, Engineering; Jane Bryan, Associate Professor, Law.

What should an employability module look like? In this session, the employability module WIHEA learning circle will outline good practice for designing your own employability module including, when to fit this in to the academic year, using authentic assessment, working with community/industry partners, modelling real-world scenarios, and designing group tasks that move students to see beyond the leader role to experiencing other ways of working in a team. We will introduce you to the five-day sprint for undergraduates and skills assessments for postgraduates. We will also use this space to discuss the challenges to embedding employability across the course.

Monash Warwick Alliance: collaborating to transform the student learning experience

Chair: Professor Simon Swain, Pro Vice-Chancellor (External Engagement)

A Warwick education is research-led and international in outlook, offering our students high quality and meaningful learning opportunities that broaden their global perspectives. Our Alliance with Monash University harnesses the collective strengths of both institutions to transform the student learning experience, achieving a breadth, scale and impact beyond standard practice in the sector. The Education Exchange Scheme managed by WIHEA and MEA helps to build and strengthen connections by funding visits for leading educators. The Education Fund enables educators and professional services colleagues from both institutions to collaborate on innovative and ambitious projects which internationalise our teaching and learning. Recent collaborations have included pedagogical innovation in curriculum design and delivery, collaborative student research, and international internship opportunities.

The Symposium will feature presentations from several innovative and ambitious joint education projects, enabled by Monash Warwick Alliance. The presenters will discuss the opportunities presented by collaborating with colleagues across the globe, thus addressing the conference theme of coming together.

Springboard to your future: student virtual international projects, Esther de Perlaky, International Employer Liaison Manager, Careers and Skills

Springboard is a pilot program bringing together three virtual student teams, from Warwick, Monash Melbourne and Monash Malaysia campuses, for three weeks, to work together on an industry or innovation project, provided by an organisation. Staff are collaborating to develop and deliver the program, produce new resources, and share and enhance existing resources to support students and industry mentors before, during and after the program to ensure both students and organisations gain maximum benefit.

Enhancing transferable skills in undergraduate practical laboratories, Russell Kitson, Senior Teaching Fellow, Department of Chemistry

Equipping undergraduate students with well-developed transferable skills is high on the agenda in order to support graduate employability. School of Chemistry at Monash University and Department of Chemistry at the University of Warwick are working together to achieve this through testing and evaluating different curriculum methods through the design of 'digital' badges for transferable skills. These badges will be added to curriculum material and MLE sites to raise awareness of undergraduates of the learning opportunities presented to them.

Development of a strategic educational approach to the use of Augmented and Virtual Reality, Graeme Knowles, Principal Teaching Fellow, WMG

Graeme Knowles is collaborating with colleagues at Monash to develop a strategic educational approach for the use of Augmented and Virtual Reality in Engineering education at both

universities, investigating new and innovative learning and teaching approaches that will have impact on education across the globe.

Sharing resources across institutions to innovate and enhance the student experience, Debbi Marais, WMSand Tracy Robinson, Monash Centre for Health Research and Implementation

Dr Debbi Marais is collaborating with colleagues at Monash on development of 'Pathways to the Public Health Workplace' Module. This innovative module offers students a competitive virtual placement in an organisation with a health and wellbeing role working on an organisation-directed project. Another collaboration involves co-designing (across countries and disciplines) a For Fee Open Online Course (FFOOC) for an international cohort of health professionals to address the need to build capacity in terms of inter-professional collaboration and mobilisation and dissemination of new knowledge.

PAPERS

A6

11:15 – 12:45

R1.03

A6.1 Exploring interdisciplinarity and student research – a case study

Vivian Joseph, Associate Fellow, Institute of Advanced Teaching and Learning.

On the conference theme 'Creating Change: Transforming Learning', and complementing the Interdisciplinarity and Student Research strategic direction themes of Warwick's Education Strategy, this paper describes and reflects on the IATL-funded project 'Peer-Led Research and Teaching'. The key aim of the project was to steer students away from being passive recipients of information towards becoming actively engaged in research and the dissemination of that research to their peers, while taking an interdisciplinary module outside their department. Obstacles included students' anxieties about the module and process; potential rewards included research and employability skills.

A6.2 Student-led approaches to fake news: reflections on an interdisciplinary approach to teaching and learning propaganda

David Lees, Senior Teaching Fellow, School of Modern Languages and Cultures; Caterina Sinibaldi, Teaching Fellow, SMLC; Leticia Villamediana Gonzalez, Senior Teaching Fellow, SMLC; Katie Stone, Assistant Professor, SMLC; Ella Hillyard, Student, SMLC; Izzy Gatward, Student, SMLC.

This paper reflects on our experiences of designing and delivering two undergraduate modules examining propaganda in an international context. The paper considers our process in involving students in the development of these modules and reflects on our pedagogic approach to the teaching and learning of fake news, dis/misinformation and propaganda. We reflect on the beginnings of our transnational approaches to propaganda across Europe, before examining how we have developed creative approaches to future assessment methods, including critical analysis of student-designed propaganda, in partnership with students. We conclude by examining how these interdisciplinary transnational approaches can be applied across Warwick.

A6.3 Interdisciplinary teaching and learning- a case study in food security

Martine J. Barons, Director of the Applied Statistics & Risk Unit.

Warwick and Monash students explore household food security in a range of programmes including Public Health Nutrition and Food Security. Academics from both institutions, from different disciplines, created a series of video lectures supported by activities allowing students to explore and respond to the complexity of the subject. This series has now been trialled in both institutions, giving each cohort access to expertise not available in their home institutions. We will discuss the student and academic feedback and reflect on how interdisciplinary, cross-institutional teaching and learning collaborations can be part of innovative and transformational learning experiences that grow global citizens.

PAPERS

A7

11:15 – 12:45

R1.04

A7.1 A multi-perspective analysis of teaching the individual: the importance of identity in learning and teaching Politics

Samantha Cooke, Teaching Fellow in International Security, Politics and International Studies.

When teaching politics, the recognition of individuals becomes of paramount importance; referring to both student and teacher positionalities. With increasing discussions of ‘liberated curriculums’ and the need to recognise diverse learning styles, this paper recommends greater engagement with the individual and their positionality in the learning and teaching process. Prescriptive in nature, this paper argues that more nuanced understandings of ‘event participants’ needs to occur more often and in a more rigorous manner. This paper therefore asks whether greater recognition of these factors can assist in curriculum development and enhance the learning and teaching experience through intense self-reflection.

A7.2 The implications of Jungian psychological type theory for shaping learning preferences among undergraduate students

Leslie Francis, Professor, Centre for Education Studies; Ursula McKenna, Research Fellow, Centre for Education Studies.

Within the broader field of the psychology of personality and individual differences Jungian psychological type theory occupies a contested yet potentially fruitful framework within which to explore learning preferences and distinctive ways in which undergraduate students may prefer (or may not prefer) to learn. At its core psychological type theory distinguishes between two contrasting ways of perceiving (sensing and intuition), two contrasting ways of evaluating (thinking and feeling), two contrasting orientations (introversion and extraversion) and two contrasting attitudes (judging and perceiving). These differences are explained in light of a new survey conducted among 581 undergraduate students at Padua University.

A7.3 Encouraging and easing discomfort in learning? Possibilities and challenges for transformative learning.

Emma Craddock, Teaching Fellow, Centre for Lifelong Learning.

This paper draws on pedagogic and wider literature combined with practice in a specific teaching and learning setting to explore the notion of discomfort in learning. It is argued that discomfort is an inevitable and important element of learning in Higher Education. This is explored by drawing on the example of teaching social research methods to non-traditional students with limited background knowledge and experience of HE environments. The paper discusses the challenges and opportunities related to discomfort in learning and raises questions about how we can both encourage and ease such discomfort, creating safer learning spaces for transformative learning.

WORKSHOP

A8

11:15 – 12:45

R1.13

The Warwick Black, Asian and Minority Ethnic student experience and attainment gap

Anil Awesti, Senior Teaching Fellow, Centre for Lifelong Learning, Meleisa Ono-George, Senior Teaching Fellow, Department of History.

Various reports on student attainment and experience in Higher Education have shown a clear and substantial difference in the attainment, progression and overall experience of students who identify as Black, Asian and Minority Ethnic (BAME) compared to those who identify as White. It is now widely accepted that the disparity in outcome and experience is the direct result of practices and processes within the University itself that disadvantage specific communities of BAME students. One specific area of concern has been the way teaching practice, content and environment contributes negatively to BAME student experience and attainment. This interactive workshop will present the work of the WIHEA Anti-Racist Pedagogy and Process in Higher Education Learning Circle. In addition, we will facilitate conversation about areas of teaching and learning across the University that negatively contributes to BAME experiences, and recommendations for change, including examples of best practice.

WORKSHOP

A9

11:15 – 12:00

R1.15

Interrogating the curriculum with students: techniques to develop meta-learning and dialogue about what we do.

Sara Hattersley, Senior Academic Developer, Academic Development Centre.

What do students understand about their own curricula? This workshop proposes that sharing 'more' and being open with students about all aspects of their curriculum is a good thing: understanding how and why it was built, what its limitations are and what hidden forces are at work. It will be argued that in exposing and unpicking the curriculum, and immersing students in

this process, their expectations will be better realised, their assessment literacy strengthened and their learning experience enhanced. Participants will be invited to engage in this highly interactive and discursive workshop where ideas about how and why we might enable students to interrogate their own curriculum will be explored.

PAPERS

A10

11:15 – 12:45

R2.41

A10.1 What is resilience and does it matter? Perceptions of students and staff in Warwick Medical School

Nicholas Hopcroft, Associate Professor, Warwick Medical School; Isabel Rimmer, MBChB student, WMS(co-author, not presenting); Wajid Hussain, MBChB student, WMS(co-author, not presenting).

There has been considerable debate within higher education regarding resilience and its relationship to student wellbeing. The increasing demand for student support services has led some to suggest universities should promote resilience among their students. Others see this as placing too much emphasis on student self-reliance, potentially stigmatising those who access entirely appropriate support. Here we report on semi-structured interviews with students and staff in WMS, investigating their perceptions of resilience and its relationship to student wellbeing and academic success. The results indicate both positive and negative elements to conceptualisations of resilience, which may help inform provision of student support.

A10.2 A positive conception of resilience: student wellbeing, mental health and employability

Justin Greaves, Associate Professor and Director of Student Experience and Progression (DSEP), Politics and International Studies; Ellen Humphreys, Finalist Research Assistant, PAIS; Sophie Meakin, Finalist Research Assistant, PAIS.

Many employers view 'resilience' as a key skill, which many graduates lack. 'Resilience' is a contested and controversial concept. If its implication is that we should simply be able to 'bounce back', it is clearly not helpful. The concept has been subject to criticism in the academic sphere. Some view it as a neo-liberal concept. A positive conception of resilience, however, supports student wellbeing. The mental health charity Mind state that 'Resilience is not simply a person's ability to 'bounce back' but their capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing'. We explore how resilience can be utilised in higher education to the benefit of students.

A10.3 Transformational education through explicit building of academic resilience

Madeleine Findon, Course Leader MA Educational Leadership (Teach First), Centre for Education Studies; Sue Johnston-Wilder, Associate Professor Mathematics Education, Centre for Education Studies

This paper unpicks recent headlines about the low skill levels of graduates and the results of a recent small study of Warwick students (N=80) that found over 30% had high mathematics anxiety. We consider how The University of Warwick might address these related phenomena by

building academic resilience into its diverse approaches to pedagogy. We begin by considering the role of the affective domain in the process of learning, then think about how pedagogical modes may be considered to include or exclude diverse learners, especially those with domain-specific anxieties, and finally consider practical approaches that might be taken to foster greater levels of academic resilience across the University, building a stronger and more sustainable learning community

PAPERS

A11 11:15 – 12:45

R3.41

A11.1 Forming inclusive and transformative educational cultures through university-community partnership: a case study

Abdullah Sahin, Reader in Islamic Education, Centre for Education Studies

Universities in the UK have a significant role to play in facilitating an inclusive, empowering dialogue nurturing values of respecting difference and recognising interdependence within culturally diverse British society. However, intersecting factors i.e., class, gender and ethnicity hinder access to Universities. Graduates of UK Islamic seminaries, due to lack of formal recognition, experience a particularly concerning high levels of educational exclusion. A special access course was developed at Warwick to address the problem by facilitating a transformative dialogue between the educational cultures of Islam and modern Universities. This paper presents the initial findings of an ongoing qualitative case study, "Pedagogies in Dialogue", exploring the experiences of the participants on this distinctive professional development programme.

A11.2 Beyond the binary of "town and gown": creating spaces for creative collaboration in higher education

Rachel Turner-King, Assistant Professor in Creativity, Performance and Education, Centre for Education Studies

What is the university's relationship to its local communities? What pedagogic potentialities manifest out of partnerships between universities and their neighbouring communities? How might we move beyond the binary of "town and gown" to create welcoming sites for meaningful engagement between academic and non-academic communities (Turner-King, 2018)? This presentation will reflect upon these wider questions by sharing the findings of a one-year practice-led ethnographic case study that used oral histories and theatre-based pedagogies to foster creative collaboration between The Belgrade Theatre's Canley Youth Theatre and University students.

A11.3 Should creativity and the creative arts inform all aspects of education?

Nia-Cerise Conteh, Student, School of Theatre & Performance Studies and Cultural & Media Policy Studies

This presentation is an embodied performance comprising of spoken word poetry and theatre exploring how creativity and the arts tap into diverse ways of learning and can expand opportunities for all students and allow them to take advantage of the different learning styles to which they are most receptive. Drawing on the works of bell hooks and Henry Giroux and Howard

Gardner this presentation explains how the arts have the potential to play a distinct and unique role in bringing the ideals of quality education into practice, stimulate cognitive development, encourage innovative thinking and engender understanding of the importance of cultural diversity.

POSTERS

A12

11:15 – 12:45

Ramphal lecture theatre
first floor lobby

Student experiences of viva examinations as a tool to assess learning at the end of a placement rotation and as a potential format for final year exam

Jenardan Sellathurai, Medical Student, WMS, MBChB; Dr Mohamed F Mohamud, Teaching Fellow and Registrar at UHCW, Mr H. Kashi, Consultant Surgeon, and Mr L.S. Wong, Consultant Surgeon

The care of the surgical patient rotation at University Hospital Coventry and Warwickshire for third year students from Warwick Medical School concludes with a mock viva examination assessing the knowledge of students from the cases they would have seen and the tutorials delivered. Feedback was collected from the students regarding their experience of the assessment and thoughts regarding using viva examinations potentially for final year examinations. The overall response was positive and all students recommended it as a form of assessment for finals. However, more trials have to be attempted across different specialities and more feedback needs to be collected.

Use of Virtual Reality for demonstrating Engineering labs

Freeha Azmat, Senior Teaching Fellow, WMG; Tim Hatchard (School of Engineering, Student)

Virtual reality (VR) is a method of immersing a person into a generated, virtual environment by using a headset with a screen and lenses to simulate a 3D experience. This project aims to test the effect of using VR in engineering laboratories to improve the quality of teaching in Science, technology, engineering, maths (STEM) subjects. In this study, we used VR technology to design and develop an engineering laboratory that illustrates the fundamental concepts to the Mechanical engineers. The VR lab was created using Unity software. The VR lab was tested with students from School of Engineering and WMG at the University of Warwick. Students participated in the study were given two identical assessments, one before and one after being in the VR lab experience. The difference in student learning depicted by assessment scores was compared to the result attained from the students exposed to the traditional learning style. A final questionnaire was given to each participant, allowing them to share their opinion and show their emotions towards their learning method. It was observed that student attained better assessment scores who were exposed to the VR lab experience. In addition, positive comments were received from students because they found VR as an engaging platform for learning the fundamental concepts.

Do graduate entry medical students with non-science backgrounds have a greater tolerance of ambiguity during the transition to clinical placements compared to those with a science degree?

Jack Mowatt, Year 3 Medical Student, WMS, MBChB

Evidence shows the arts may improve tolerance of ambiguity (ToA); no studies explore difference between arts and science students in graduate entry medicine. Medical students at Warwick University were emailed a questionnaire combining the TAMSAD (ToA in Medical Students and Doctors) scale and background questions. A focus group was conducted and thematically analysed. Quantitative data showed non-science students had more time for experiences but no statistical difference in TAMSAD scores. Qualitative data suggested non-science students had a greater skill set to deal with ambiguity. Data suggests that non-science students had more experiences to increase their ToA.

Experiences of an inter-professional collaboration in producing educational material on professionalism dilemmas

Jenardan Sellathurai, Medical Student, WMS, MBChB; James Bloomfield, Medical Student, WMS, MBChB, Dr Anne-Marie Chilton, Principal Teaching Fellow, WMS

The Warwick International Health Education Academy (WIHEA) initiative is an example of interprofessional collaboration between students and staff to produce interactive educational materials on professionalism conflicts. Participants completed an anonymous post project online evaluation survey to highlight their experiences. The findings of the study showed that despite the time constraints, the project was well received by participants and provided opportunities for members to develop their professionalism learning whilst developing new relationships working in novel teams. The WIHEA educational resources were produced by students for students. This hopefully increases engagement amongst users resulting in a more impactful, positive learning experience.

Bringing Physics, Maths and Arts together in The Science of Music

Oksana Trushkevych, Gavin Bell, Nick Roberts, Rachel Edwards, Sue Burrows, Rudo Roemer, Paul Harrison and Tim Cunningham, Department of Physics; Coull Quartet, Quartet-in-Residence at the University of Warwick

Why do we enjoy music? Why do we tune instruments differently compared to Pythagoreans? How can an opera singer be heard above an orchestra without a microphone? Questions about music require interdisciplinary answers, drawing on Physics, Mathematics, Psychology, History and Musicology. Here we explore the ways in which this interdisciplinary subject (Warwick IATL module) is taught to undergraduate students from a range of departments. We explore a number of points: cultural differences between disciplines (teaching styles, terminology, module enrolment practices, CAT options); making subject accessible while keeping it rigorous, devising most appropriate assessments; cooperation between scientists and musicians teaching it.

Redeveloping the Compass programme: identifying students as peer mentors in support of undergraduate research

Lauren Schrock, Teaching Fellow, WMG; Emma Barker, IATL, Journal & Conferences Manager; Victoria Jelacic, IATL, Journal & Conferences Coordinator; Katerina Mrhacova, WBS, Student; Olugbemi Moronfolu, Psychology, Student; Samuel Colman, School of Modern Languages & Culture, Student

In 2019, IATL undertook a student-led redevelopment of the Compass: Undergraduate Research Mentorship Programme to increase the impact of the existing offering for the Warwick student population. In order to redesign the programme, undergraduate students with experience in research were tasked with creating and defining the identity of students as peer mentors and mentees with the goal of delivering a 10-12 week programme of mentorship to support mentees on a research journey. The overall aim is to champion the identity of students as peer mentors and to widen the access to research for mentees, whilst also supporting undergraduate students in the development of their research ideas and projects.

Is there a difference in the perception of outpatient clinic teaching, between medical students and teachers'? A mixed method study

Bander Dallol, Consultant Stroke Physician, Stroke Medicine; Birgit Fruhstorfer, Project Tutor and co-author

Increasing pressure and service commitments has meant that limitations to the learning process have continued to surface. Ninety two participants included in this study; teachers and students were asked about teaching styles and limitations during clinics and how to improve this. Both groups agreed that seeing patients under observation is the ideal style. Time and space, were the obvious limitations however, planning and teachers' attitude toward teaching have also been rated highly by students. It was also perceived that communication around clinics between students and teachers who are interested in teaching could influence learning in this setting.

Parallel session B

PAPERS

B1 13:45 – 15:15

R0.03

B1.1 Using Moodle forums to develop undergraduate student collaboration and critical thinking skills

Sarah Dahl, Senior Teaching Fellow, Centre for Education

This session outlines a technology enhanced learning project conducted within a first year module. The asynchronous discussion forum facility within Moodle was used to provide students with additional and alternative opportunities to work collaboratively and practice their critical thinking skills; skills useful for both their studies and future employment aspirations. Students noted benefits to this additional and alternative opportunity that developed their learning and supported group working. Evaluation and consultation with students highlighted considerations needed regarding tutor role, how to scaffold student learning and how to encourage engagement. Finally, implications for assessment practices are discussed.

B1.2 Student-centred language learning: an English-Italian online platform

Caterina Sinibaldi, Teaching Fellow, School of Modern Languages and Cultures

This paper is a critical reflection on an IATL-funded project involving the creation of an online platform to promote an English-Italian exchange. The project is student-led, with academics acting as facilitators, and its main objective is to foster interlinguistic and intercultural communication between Warwick and an Italian partner university. I will examine the pedagogical reasons behind the creation of the platform, with a focus on student agency in language learning, and I will evaluate the impact of this project on the student community. Finally, I will discuss the future directions and broader implications of student exchanges for other disciplines beyond languages.

B1.3 The use of an online extended classroom tool to enhance student engagement and learning in the laboratory environment

Natalie Wride, Postgraduate Researcher and Sessional Teacher, School of Engineering

Laboratory sessions are an important part of the engineering curriculum, allowing students to condense taught lecture material and explore mathematical concepts visually and kinaesthetically. Often, sessions involve using unfamiliar or complex equipment whilst building upon previously taught lecture theory, which can result in students focussing on equipment procedures rather than understanding the concepts demonstrated by the experiment. This can lead to intended learning outcomes not being fully achieved. This paper summarises the outcomes of a WIHEA funded student engagement project to develop an extended classroom tool to enhance student laboratory briefing sessions and improve their attainment of proposed learning outcomes.

TEACHMEET

B2

13:45 - 15:00

R0.04

The advantage of Echo 360 Personal to aid students' revision, Alaa Al Sebae, Senior Teaching Fellow, WMG; Zeina Rehawi, Edwina Jones.

Digital Skills Mentors, Jim Judges, Senior Academic Technologist, Centre for Lifelong Learning

Present WISE project: Supporting students in creating beautiful presentations, Rhiannon Taylor, Academic Support Officer, The Library and Ana Kedveš, Community Engagement Officer, The Library

Exploring different approaches to teaching: experiences from developing an innovative teaching showcase for educators in healthcare contexts, Alyson Quinn, Academic Lead: PGT Faculty Development, WMS, Mental Health & Wellbeing, Health Science; Catherine Bennett, Faculty Development Lead, WMS

Redeveloping the Compass programme: experiences of undergraduate researchers as peer mentors, Lauren Schrock, Teaching Fellow, WMG; Emma Barker, IATL, Journal & Conferences Manager; Victoria Jelicic, IATL, Journal & Conferences Coordinator; Katerina Mrhacova, WBS, Student; Olugbemi Moronfolu, Psychology, Student; Samuel Colman, School of Modern Languages & Culture, Student

Crowdsourcing content for a new teaching textbook, Ali Ahmad, Senior Teaching Fellow, WMG

Teaching entrepreneurship to students from developing countries, Dita Amry, PhD in Engineering, WMG

WORKSHOP

B3

13:45 – 15:15

R0.12

Building an inclusive undergraduate research module in 90 minutes

Michele Underwood, Research Development Manager, Careers & Skills; Wangi Pandan Sari, postgraduate researcher, School of Engineering; Katie Hall, postgraduate student, English; Shane Rawlinson, postgraduate student, Sociology; Anoshamisa Gonye, undergraduate student, Law; Dan Nadasan, undergraduate student, Politics

In this workshop, academics will be encouraged to adopt a holistic, collaborative approach when building an undergraduate research module for their respective discipline. By linking this with the context of widening participation, participants will explore ways of better integrating underrepresented students into empowered learning communities.

WORKSHOP

B4 13:45 – 15:15

R0.14

Students as true partners: co-creation to aid student research

Kate Courage, Academic Support Librarian, The Library; Luis Conte, undergraduate student, English and Comparative Literary Studies; Chloe Lambdon, undergraduate student, English and Comparative Literary Studies; Adam Agowun, undergraduate student, School of Modern Languages; Cathy Hampton, Principal Teaching Fellow, School of Modern Languages.

This workshop, led by a team of undergraduate students and staff, will report on a WIHEA-funded project, focused on student research, involving the co-creation of video outputs with student participants. We will discuss the project, the processes involved in the creation of the videos, and the videos themselves, which were designed to support students with research. The workshop will explore co-creation further and invite participants to discuss and consider the importance of co-creation with our students. It will also involve a panel Q&A, where participants can ask the students and staff on the team about their experiences of co-creation.

PAPERS

B5 13:45 – 15:15

R0.21

B5.1 Audio feedback: the solution for effective feedback?

Will Haywood, Senior Teaching Fellow, Centre for Teacher Education; Abi Ball, Senior Academic Technologist

Despite the huge amount of time staff spend providing feedback for students, it is not always an effective means of promoting learning (Merry and Orsmond 2007). In order to encourage student engagement with feedback, the Secondary phase in CTE piloted the use of audio feedback with a formative assignment on their PGCE programme. Student and staff perspectives on using audio feedback were then gathered using questionnaires and focus groups. This paper will share our process of pedagogic innovation and preliminary findings from the evaluation. We will discuss the future direction of this work and invite the audience to reflect upon the use of audio feedback within their discipline.

B5.2 Burdens, badgering and burnout: feedback as emotional labour

Peter Fossey, Academic Developer, Academic Development Centre

Emotional self-regulation to conform to workplace norms is called 'emotion-work' (Hochschild 1983); in a culture of growing focus on evaluation academic work is very much focused on 'emotion-work' (Rietti 2009). Seeing feedback provision as emotion-work offers a new perspective on our identities as academics and learners jointly engaged in a collaborative process. Conceptualising feedback exchanges as emotional labour raises questions about how it ought to

be distributed, and how it might be minimised. Answering these questions in the context of a particular departmental culture or an individual's teaching practice should point the way to more effective, less laborious feedback processes.

B5.3 Who's in charge? And in charge of what? Dealing with authority, identity and emotions in feedback conversations.

Cleo Tilley, Teaching Fellow, Warwick Foundation Studies

In one-to-one tutorials it is possible to discuss and clarify feedback to a degree which is difficult in written comments. It would seem therefore that this is the ideal mode of feedback. However, my own action research study revealed that factors such as authority, identity and emotions can make this interaction problematic, especially for international students communicating in another language. We need to understand what is actually happening in this type of educational talk and use these insights to inform innovative practice in assessment feedback. A dialogic approach is recommended but it requires training and practice for both teachers and students.

PAPERS

B6

13:45 – 15:15

R1.03

B6.1 Supporting international students with the transition to undergraduate study: an intervention to adapt the lecture format using Technology Enhanced Learning

Miriam Schwiening, Teaching Fellow, International Foundation Programme; Anna Tranter, Teaching Fellow, International Foundation Programme.

An action research project involving international foundation students, with a range of English language proficiencies, with the aim of increasing learning gain within lectures through the use of technology enhanced learning. The intervention utilises flipped learning with more complex lexis identified and circulated to the students. The lecture is punctuated with technology accessed quizzes, either pre taught lexical based or post taught academic content. Students self-select the most appropriate quiz and receive instant feedback. Student evaluation is positive, with students feeling that they learnt more, were more engaged and commenting they enjoyed the lecture more

B6.2 Pecha Kucha to interact and learn

Albertina Menezes Velho, Senior Teaching Fellow in Cell and Tissue biomedicine, WMS, Cell & Developmental Biology, Biomedical Science

Challenges facing higher educational institutions are redefining pedagogy, focus is on inclusive learner experience promoting employable global citizens. Objectives of this study were based on the need for inclusive practice and avoid clique groups among friends. Pedagogical reasoning for using Pecha Kucha as a 'new for all' student centred activity combined with the study authors 4-I interactive tool, outcomes, implications and limitations will be highlighted. In addition, this paper demonstrates the versatility of Pecha Kucha to improve pedagogy and achieve integration in any subject area, any level of study with a small working group or an auditorium full of people.

B6.3 Enhancing the employability of international students: Chinese students on taught Master`s programmes in social sciences

Xuemeng Cao, PhD researcher, Centre for Education Studies

As the largest source country of international students, China has witnessed a huge wave of returnees in the latest five years. Chinese international students, who expect positive benefits of overseas education on their career prospects, nowadays confront employment difficulties in the Chinese labour market. However insufficient research exists on Chinese students' understandings of the relationship between their overseas learning experience and their employability enhancement. The research that this presentation is based on takes Chinese international students (who completed their undergraduate studies in China) studying social science taught Master's programmes in the UK as the sample, adopting Capabilities Approach as the theoretical framework, employing semi-structured interviews and solicited diaries to explore: 1) what are the initial motivations of Chinese students choosing to study abroad, and what their expectations of studying abroad in terms of their employability enhancement; 2) how they manage their employability during receiving overseas education; and 3) what factors influence their understanding of and approaches towards employability management.

PAPERS

B7

13:45 – 15:15

R1.04

B7.1 Leading with an enhancement approach: Warwick in Africa workshops for teachers of English in Ghana

Tilly Harrison, Associate Professor, Centre for Applied Linguistics; Richard Smith, Reader, Centre for Applied Linguistics

Growing out of involvement by Warwick researchers in teacher development experiences in Chile, Cameroon, India and Nepal, an 'enhancement approach' (Smith, Padwad & Bullock 2017) has recently also been informing Warwick in Africa outreach work in Ghana. This approach, building on what works in teachers' own experience, is opposed to a prevalent deficit model based on 'norms' in small, well-resourced classrooms which can result in additional, inappropriate pressures on teachers. A thematic analysis of feedback gathered from participating teachers will be presented as evidence of their positive response to this case of the enhancement approach in action.

B7.2 Herding cats? A unique methodology for capturing colleagues' views of learning and teaching: transformation, innovation and change at WMG

Graeme Knowles, Associate Professor, Head of Education Innovation Group, WMG; Jane Andrews, Senior Teaching Fellow (Pedagogical Research), Education Innovation Group, WMG; Robin Clark, Professor of Practice, Associate Director of PG Programmes, WMG.

Starting with the research question 'how can learning and teaching be improved through the application of scientific educational research?' this paper provides a critical reflection of one strand of a purposefully constructed pedagogical research strategy that is part of a larger process

of strategic organisational change. The ultimate aim of such change is to affect a paradigm shift with regards to how learning and teaching is approached within WMG. Following an 'action research' philosophy three distinctive pedagogical research strands are being pursued; a critique of colleagues' insights of current teaching practice and student support; students' experiences; and organisational culture.

B7.3 Culture change and workload in professional programmes: enculturation of trainees, teachers and schools

Deborah Roberts, Senior Teaching Fellow, Centre for Teacher Education

Workload has been identified as a major reason for teachers leave teaching and trainees leaving Initial Teacher Education. This paper considers initiatives to manage workload and change cultures around workload both within the University and at the interface between trainee teachers and schools. It will report on work-in-progress from an IATL funded project based upon focus group data with trainee teachers and school-based Mentors. It will be relevant to those working on professional programmes e.g. law, medicine or any programmes with a high workload; those interested in student wellbeing; those interested in culture change, especially around workload.

WORKSHOP

B8

13:45 – 15:15

R1.13

A lifecycle approach to widening participation: student success and progression

Anil Awesti, Senior Teaching Fellow, Centre for Lifelong Learning; Cheryl Jones, Widening Access and Lifecycle Manager, SROAS;

The University has articulated in its access and participation plan a commitment to create a strategic approach to widening participation which reflects all stages of the student lifecycle. In doing so, focus will be placed on ensuring that all students are equipped to succeed and thrive during their Warwick experience regardless of background. As part of this approach, a Widening Participation Student Success and Participation Working Group has been established to examine opportunities to enhance the student experience of those from non-traditional backgrounds. This interactive workshop will present the work of the Working Group and facilitate conversation about the challenges encountered by students from non-traditional backgrounds at Warwick and consider interventions, or changes to current practice, which could be enacted in order to ensure equity of experience.

B9.1 Understanding wellbeing: an interdisciplinary journey

Elena Riva, Director of Studies, Institute for Advanced Teaching and Learning; Sarah Ashworth, Head of Mental Health

As an experimental pedagogic response to the students' wellbeing crisis in HE, we have created an IATL interdisciplinary module, open to Warwick cross-faculty students, with the main aim of engaging the participants to look at the global, timely and relevant topic that is wellbeing in its complexity, discovering the potentials of an interdisciplinary approach to the matter. In this session, we will be presenting the module and the initial pedagogic results of our research aimed at studying the impact of this educational intervention. We will also share the work that the students have produced as part of their assessment for responding to these growing issues in the HE environment.

B9.2 An institutional review of students' wellbeing on study and work abroad programmes: developing wellbeing support for students away from the University

David Lees, Senior Teaching Fellow, School of Modern Languages and Cultures; Halina-Joy Gadbury, Student, SMLC; Izzy Gatward, Student, SMLC; Hanna Ward, student, SMLC; Faustino McCalla St-Luce, student, PAIS.

This paper will explore initial findings of the WIHEA-funded project 'An institutional review of students' wellbeing on study abroad programmes.' The project is collating experiences of the ways students have managed their wellbeing during study and work abroad and investigates how the University can develop its support for students on study and work abroad programmes. The project team will discuss the results of an extensive online survey of current Warwick undergraduate students who have completed a period of study or work abroad. The paper will explore how we can develop our wellbeing provision for all students away from the University.

B9.3 Putting the 'Tutoring' back in to 'Personal Tutoring': transforming the identity of Personal Tutoring in the Faculty of Arts

Kathryn Woods, Director of Student Experience (Lifecycle and Progression), Arts Faculty

This paper introduces a Faculty of Arts project which aims to refocus personal tutoring around academic support, progress and development. It will discuss the findings of the Arts Faculty Personal Tutoring Report, the development of new personal tutoring support resources and the Arts Faculty Personal Tutor Moodle resource. It will also discuss the project's current focus on strategies of encouraging student reflection on their feedback and progress through personal tutoring. It argues that by using personal tutor meetings to facilitate reflective discussions with students about their academic progress, skills development, and future life plans, we can improve student learning experiences.

B10 13:45 – 15:15

R2.41

B10.1 Tackling the Black and Minority Ethnic (BME) attainment gap in undergraduate medicine: the Warwick Medical School (WMS) journey so far.

Olanrewaju Sorinola, Associate Professor / Deputy Head MBChB and Chair of WMS Attainment Group; Imogen Davies, Senior Teaching Fellow, Faculty Development; Emily Reid, Senior Careers Consultant & Lead for Widening Participation; Nariell Morrison, President of BME Student Network, 3rd Year Medical Student and Student Chair of Attainment Group; Michelle Machado, Head of Assessment

Students from Black and Minority Ethnic (BME) groups across all higher education institutions in the UK on average attain lower class degrees than their white counterparts. The exact cause is unknown but is institutional in origin. Medicine is no different - an attainment gap exists at Warwick Medical School. This paper shares lessons from our journey so far in investigating our data to define and measure our attainment gap. This can be difficult especially where BME students constitute a small proportion of students on a course.

B10.2 Religion on campus: mapping and exploring implications for teaching and learning

Elisabeth Arweck, Principal Research Fellow, Centre for Education Studies; Mairi Ann Cullen, CEDAR, Senior Research Fellow

This presentation draws on a campus-wide survey (in autumn 2018) which sought to map religion by inviting colleagues with teaching and research activities related to religion to respond. We raise questions about the status of religion at a university with no department dedicated to the study of religion, but with religion being studied/taught in various subjects. The existence of chaplaincy and religious student societies indicates that religion plays a visible part on campus. With religion a 'protected characteristic' and thus an important equality and diversity concern, how does a secular university deal with religion within the range of its curricula?

B10.3 Perceptions of inclusivity in higher education: a study of student and staff views

Mick Hammond, Associate Professor and Director of Research Students, Centre for Education Studies; Letizia Gramaglia, Head of Academic Development

This paper reports on a WIHEA funded small-scale research project undertaken at the University of Warwick to develop an understanding of inclusivity and inclusive practices. The project involved a team of academics and academic related staff (n=4) and student researchers (n=3) in a joint project to access views on inclusivity. Student researchers carried out semi-structured interviews with undergraduates and teaching staff in three different faculties. These were analysed thematically and organised around four themes: what is inclusivity; strategies to promote inclusivity; where inclusivity is underdeveloped; tensions in promoting inclusivity. Interviews with

staff were supplemented by focus group discussion with directors of student experience. We will present key findings from the project and consider how we might promote inclusivity.

PAPERS

B11 13:45 – 15:15

R3.41

B11.1 Using online learning to promote professionalism in medical students

Jan Cooper, Associate Professor, WMS, Social Science & Systems in Health, Health Science

This presentation reports on a project that aimed to change the learning of WMS undergraduate medical students in relation to completion of their student agreement. The agreement outlines the expectations and reasonable standards of conduct for medical students both in the University and NHS settings. As a way to transform learning and change the culture of this important area, the existing paper-based document was replaced by an online learning activity using the Moodle plug H5P. Evaluative data collected from 148 students indicated that, in this form, the student agreement was more engaging, interactive and improved retention and understanding of information.

B11.2 Building scientific identities: broadening understanding of what it means to be an undergraduate scientist

Rebecca Freeman, Head of Student Engagement and Recruitment, Life Sciences;
Professor Kevin Moffat, Professorial Teaching Fellow, School of Life Sciences;

Our students are expert communicators, publishers and knowledge analysts. As undergraduate scientists they are amongst a small proportion of the world population with the specialised scientific knowledge to promote research, challenge fake news and engage new learners in the excitement of science. However, we provide little space for valuing these roles within formal teaching or assessment. In this session we discuss how we went about setting up a module which promotes the development of scientific communication, values individual differences, promotes creativity and refines and legitimises the skills that they bring to the module.

B11.3 Reflective practice and assessing experiences: A WMG - WMS collaboration

Nicole Bausch, Research Fellow, Warwick Medical School; Carla Toro, Associate Professor of Behavioural Sciences, WMG.

Critically reviewing one's own experiences is integral to reflective writing and expected in a growing number of undergraduate programmes across multiple disciplines. It is also mandatory in some professions for registration and revalidation. A new Digital Health and Wellbeing Practitioner BSc programme at WMG includes assessing learner's experiences from practice. In this collaborative project, we aim to (i) explore disciplines where evaluation of experiences forms part of undergraduate and professional assessment; (ii) evaluate the various ways it is assessed, including reflective writing, and (iii) trigger ideas for alternative approaches to assessing reflection of experiences in undergraduates and beyond.

Developing understanding of social justice in Initial Teacher Education

Jen Rowan-Lancaster, Teaching Fellow, Centre for Teacher Education; Jo Dobb, Senior Teaching Fellow, Centre for Teacher Education

This poster displays a pre-NQT (Newly Qualified Teacher) intervention designed for delivery to trainee teachers. It comprises of a brief literature review of social justice in the context of Initial Teacher Education (ITE) and an outline of the intervention method designed to deliver information on social justice to trainee teachers. The research intends to consider current trainee teachers' understandings of social justice and their perceptions of socially-just practice within the education sector. Data gathered from this intervention will be evaluated for its potential to implicate future practice and curriculum development within Warwick's Centre for Teacher Education (CTE).

Are you paying attention? The use of interactive lecture breaks to enhance student concentration

Helen Jones, Clinical Education Fellow, MBChB, WMS; Eloise Powell

50 minute lectures are common practice in University Education. However, evidence shows that student concentration declines rapidly after 15 minutes and improves with the introduction of short lecture breaks. HEA advises using one or more short breaks which may or may not involve a structured activity.

We trialled the use of 5 minute lecture breaks consisting of an interactive quiz on content unrelated to the lecture material using Kahoot! game based learning platform. We then collected student feedback to assess the effectiveness of this intervention. We believe that by improving the lecture experience we can enhance student concentration and learning.

The power of undergraduate research and its potential to transform the undergraduate experience for all students

Katie Hall, Student Researcher (wrap), English and Comparative Literary Studies; Michele Underwood, Careers and Skills, Researcher Development Manager, Anoshamisa Gonye, Law, Student Researcher (wrap), Wangi Sari, Engineering, Student Researcher (wrap), Shane Rawlinson, Social Studies, Student Researcher (wrap)

This poster demonstrates the importance of bridge the gap between two areas of increasingly significant areas of research, Widening Participation and Undergraduate Research. It will demonstrate evidence of how UR can benefit underrepresented students by creating academic engagement opportunities, improving their academic performance, creating a Student as Partner research identity and integrating them into communities of academic practice.

Rapid presentation appraisal and instant feedback: using Google forms for real time marking and feedback generation

Alastair Smith, Senior Teaching Fellow, Global Sustainable Development

Marking and providing quality feedback on oral presentations can be time consuming, particularly where feedback needs to be via Tabula. In the extreme, marking can involve re-watching videos of presentations, taking longer than the original assessment. Teachers use a variety of strategies to create real time marks and feedback, but this can also create significant processing time. An experimental digital innovation creates predefined mark descriptors embedded with points for development, presented in a Google Form. The marker selects appropriate categories, adds free form comments, before mail merging data to provide detailed and personalised feedback to an unlimited number of students.

Numerical skills mentors smash the maths wall

Ninna Makrinov, Undergraduate Skills Programme Co-ordinator, Careers and Skills; Luke Mephram, Student Careers and Skills, Numerical Skills Mentor (and maths student); Adday Heller, Student Careers and Skills, Numerical Skills Mentor (and maths student); Daniel Lozano Rojas, Student Careers and Skills, Numerical Skills Mentor

We have set up a new numerical skills mentor scheme at Warwick, to address students' lack of confidence in their mathematical abilities. The programme is tailored so we can teach beyond the maths and provide a personalised approach that responds to students' needs. We present the rationale for the programme, the initial student response and common questions.

Authentic learning principles in action

Natalie Pocock, Organisational Development Infrastructure Officer, Organisational Development

Using Herrington, Reeves and Oliver's (2010) authentic learning principles as a pedagogical design approach, the *PDR for Reviewees* Moodle course was produced to support professional and career development for staff. The use of e-learning enabled authentic learning principles to be embedded and combined, resulting in an effective and impactful learning experience.

"Reading the World": establishing critical literacy in a challenging context

Alison Morgan, Centre for Teacher Education

According to the National Literacy Trust (2018), only 2% of children have the critical literacy skills they need to tell if a news story is real or fake, posing a threat to their ability to navigate a world in which "truth" is now a widely contested term. This poster outlines the plans for a three-year research project between the Centre for Teacher Education and Moseley School in Birmingham aimed at developing the critical literacy skills of secondary school students both within the English curriculum and beyond to empower them to tackle the societal challenges they face in a turbulent world.

Redeveloping the Compass programme: identifying students as peer mentors in support of undergraduate research

Lauren Schrock, Teaching Fellow, WMG; Emma Barker, IATL, Journal & Conferences Manager; Victoria Jelacic, IATL, Journal & Conferences Coordinator; Katerina Mrhacova, WBS, Student; Olugbemi Moronfolu, Psychology, Student; Samuel Colman, School of Modern Languages & Culture, Student

In 2019, IATL undertook a student-led redevelopment of the Compass: Undergraduate Research Mentorship Programme to increase the impact of the existing offering for the Warwick student population. In order to redesign the programme, undergraduate students with experience in research were tasked with creating and defining the identity of students as peer mentors and mentees with the goal of delivering a 10-12 week programme of mentorship to support mentees on a research journey. The overall aim is to champion the identity of students as peer mentors and to widen the access to research for mentees, whilst also supporting undergraduate students in the development of their research ideas and projects.

Professional recognition for teaching and supporting learning through Warwick's accredited pathway to HEA Fellowship



"Academic life can be very busy and the opportunity to think through how I had developed, what I had done and how that fitted in with what I plan to do next was invaluable." Professor Colin Macdougall, Head of Medical Education (PFHEA gained June 2018)

More information and workshop registration: warwick.ac.uk/appexp

Academic Development Centre

WARWICK

- **Academic Development Programme:** a series of workshops focused on issues in teaching and learning, for staff at every stage of their career.
- **Academic and Professional Pathways (APPs):** offer routes to accreditation by the Higher Education Academy, supported by taught sessions, workshops or mentoring.
- **Warwick Education Conference:** takes place annually, comprising a variety of workshops, talks and poster presentations. In 2019 for the first time, there is also a programme of pre-conference fringe workshops.
- **Warwick Awards for Teaching Excellence:** recognise University staff who have made an outstanding contribution to teaching and learning or to student support.



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- Curriculum and assessment innovation;
- Student mobility opportunities;
- Work-integrated learning and international internships;
- Mobility of academic staff for co-teaching;
- Co-production of content and resources.

CONTACT

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