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CSED

What is...

engaging outstanding
great inspirational
motivational creative
inclusive challenging
research-led
teaching?

LEARNING & TEACHING DAY 2016
Thursday 5 May

Contents

Keynote abstracts

One child,
one teacher,
one book and
one pen can
change the world

Malala Yousafzai

ROBERT JONES, NBS

Double blend: two kinds of Blended Teaching

In this talk, I'll share my experiences with two kinds of blended teaching.

First, blending the roles of practitioner and lecturer. Since 2009, I've worked four days a week as a brand consultant in London, and one day teaching a masters course in brand leadership at UEA. This pattern is normal for doctors, dentists, artists, architects, but less common for business people. It's very demanding on my time, but hugely rewarding, and there are big benefits for both my UEA students and my London clients. Students benefit because the content I teach is very current, and clients benefit from the clarity of thought – the theory – that teaching demands. Question: how could we get businesses more embedded in business schools, in the way that doctors are with medical schools?

Second, blending online and offline. Two years ago, I devised the first course on the MOOC platform, FutureLearn. I was amazed by its impact, and I'm increasingly using online to add to my face-to-face teaching. I've adopted the flipped classroom approach, so students now absorb all my lecture content online, and we use classroom time for project work. I've had great feedback from students. I think that this is the future, and that universities will increasingly become social and project spaces, with no need for lecture theatres. The FutureLearn MOOC proved to me the value of online social learning. Question: how we can get more online social learning into the UEA student experience?

My next project is to combine the two kinds of blending, into a blended, practitioner-led version of the brand leadership course. Question: how can we make this the best it can be?

GILL SEYFANG, UEA TEACHING FELLOW

Comedy in the Classroom? Engaging students at the frontiers of innovative teaching

Is there room for comedy in the classroom? What is the pedagogical role of the performing arts? In an interdisciplinary School of Environmental Sciences, students who are more used to dealing with 'facts' than 'theories' often struggle to get to grips with competing perspectives on society and the environment. This session showcases our award-winning innovative teaching methods for enhancing student engagement and effective learning. 'Theoretical Theatre' is a semi-improvised performance pedagogy with wide applicability across the curriculum, and our ideas are catching on. I will present an example of this in practice and discuss our experiences of developing, delivering and adapting this versatile teaching method to several different topics. I reflect on the pedagogical rationale for this approach, the benefits and limitations of what we've achieved, make some suggestions about how the method might be adapted and used in other fields, and discuss the potential for theatre and improvisation to play a larger role on the frontiers of teaching. We've got comedy glasses and we're gonna wear 'em.

Presentation abstracts

Teaching is not rocket science. It is much, much harder than that

Diana Laurillard

Strand 1: Students as co-creators in learning

The ways in which research can drive learning either through enabling students to become researchers and/or introducing students to the current research topics.

HENRY SUTTON, LDC & ALICIA MCCONNELL, ITCS

The new interface of crime fiction

UEA's new Creative Writing Crime Fiction MA takes into account the university's leading position and long heritage of teaching creative writing at HE level, while bringing the practice firmly into the second decade of the 21st Century, with a specifically designed, highly innovative digital learning platform.

The instigation of the course effectively broached two key issues: could Creative Writing, premised on the intimate workshop concept, be taught effectively on a remote and digital interface, and did the creative practice and critical study of crime fiction, arguably the most critically snubbed, yet commercially viable of literary genres, have a place within the academy.

Nearly two years of research, exploration and design, led by the co-director of UEA's key creative writing MA, in Prose Fiction, and UEA's head of Learning Technology, has resulted in a fully ratified Crime Fiction MA (officially the first specifically designed and designated in the world), which has already met with considerable student satisfaction, for its critical rigour, and technical and social friendliness and inclusivity, and the fact that there have been virtually no glitches. Part of the success, we believe, came from the academic lead's digital naivety and his assumptions that technology could and should support exactly the kinds of teaching and learning activities he envisaged. Without particular preconceptions of eLearning he drew primarily on his experience as a writer, a teacher and a face to face communicator and the result, we believe, has been a learning experience for the students where the medium of delivery has disappeared and genuine social learning, support and communication has occurred.

The course utilises standard Blackboard tools and technology, video and discussion boards, and we look forward to demonstrating how these tools were used to create an online environment every bit as vivid, challenging, supportive and thought-provoking as a Master's level Creative Writing workshop. We look forward also to encouraging colleagues to look afresh at their online learning and see new possibilities for their students and their contexts.

DOUGLAS YU, BIO

A proposal to test a Google-Docs method for improving student writing

I have been experimenting with a way to teach my students how to write better. I stumbled on this method when one of my MSc students was in Peru and trying to write his thesis. Rather than using Track Changes, we put his first chapter on Google Docs, and I live-edited his scripts while verbally explaining over Skype why I made the edits that I did.

Since then, I've done this for other students, undergrad and postgrad, and I find that two one-hour sessions, typically enough to cover most of the first page, can bring about noticeable improvements in a student's writing.

My hypothesis is that watching a live-edit session of one's own writing triggers the student to see their own writing more clearly, and frees them to break down their own text and to rebuild it. This is what we as academics do every day, but students don't see this.

As my first student put it, "I thought you just wrote it all down the first time. So that's what I did. I didn't know that you rewrote things."

I would like to persuade some faculty at UEA to experiment with this method, and if the preliminary results are as promising as I believe they will be, we could then run a proper test. If I have understood correctly, there will be future REF-like assessments of teaching at UEA, and improvement of student writing quality will certainly be one of the metrics.

GILL WHADCOAT, SELINA WATTS, LAW, PENNY BLACK, SWK & 2 STUDENTS

Court role play: working creatively across schools to develop professional skills

Staff in LAW and SWK have worked together over the last 2 years to develop learning activities and an environment in which students in both Schools can learn key court work skills. The collaboration between LAW and SWK is a creative endeavour that promotes a dynamic approach to learning key skills for professional practice. By supporting student professional development in this way the activity incorporates the employability agenda in a very natural way and is valued by the Local Authorities in the region who employ many of the SWK graduates.

The activity involves students from both Schools taking part in a simulated cross-examination exercise set within Care Proceedings in the Family Court. The exercise provides a practical experience in a safe setting; and the learning available to the students is enhanced by the provision of feedback, reflection and discussion. Although the specific setting for the exercise is that of a court cross-examination, the potential learning for the students is much wider than this and can be incorporated into other professional arenas where there is a requirement to ask or respond to questions and account for any professional judgements made.

The workshop and presentation will provide a brief enactment of the exercise by current students and an examination of the benefits of, and barriers to, such creative endeavour for students, Schools and staff.

SUSANNE LINDQVIST, BECKY BAKER, CIPP & STUDENT FACILITATOR

Students as facilitators of Interprofessional Learning

From the beginning of academic year 2014/15, the Centre for Interprofessional Practice (CIPP) has offered students who have completed one or two years of compulsory Interprofessional Learning (IPL) the opportunity to facilitate IPL interventions in which their peers from the year below participate as students.

Student facilitators, as well as lecturer facilitators, are drawn from the Faculty of Medicine and Health Sciences and the School of Pharmacy to deliver this innovative approach to teaching.

So far, approximately 20 second year students have facilitated level 1 IPL; another 6 final year students are expected to facilitate level 2 IPL during January/February/March 2016.

CIPP is currently undertaking an evaluation of the initiative by surveying those students who have already facilitated IPL1. The evaluation aims to identify the challenges and benefits to the student facilitators themselves, to the students taking part in the IPL sessions and to their co-facilitators.

Students who have facilitated IPL1 have indicated, in informal conversations, that they have benefited from their involvement as facilitators in terms of increased confidence and deeper understanding of the issues surrounding IPL.

Our presentation, which we hope to co-present with a former student facilitator, aims to share experiences from participating students. It will also explore whether there are any further benefits of using students as facilitators, i.e. whether student facilitators are particularly effective in bringing about 'cultural' change among their student peers in terms of promoting values-based collaborative practice in healthcare settings.

Data collating from the evaluation will be used to inform and develop the initiative further, focussing on good practice, what to aim for and what to avoid when engaging students in a facilitator role.

THOMAS COLEMAN, MTH, ATHINA THOMA, EDU AND ROBERT JENKINS, LET

Staff/students partnerships in mathematics workshop delivery

The Learning Enhancement Team (LET), based in the Dean of Students' Office, supports students in their studies both with their academic writing and their mathematical and statistical skills. A major aspect of the support for mathematics is via in-school, bespoke workshops. Many such sessions run alongside lecture courses offering students timely and structured support for topics they are studying but also can take the form of a helpdesk where students are encouraged to come along and ask anything they like (on mathematical topics).

Over a decade the workshop sessions have increased in popularity and permanent LET tutors have been supplemented by students to share the workload. This has been particularly effective this year with the employment of PhD students in these roles. Our session will be run by these students who will be offering their perspectives on why these workshops are so effective in helping students understand and engage with mathematics. They will also discuss their role as co-creators in this environment and offer perspectives of their experiences of similar sessions run exclusively by schools of study. It is hoped that colleagues involved in teaching mathematics (both as a degree and a service subject) will gain some insight in LET sessions. We also offer the opportunity for those attending to scrutinise our methodologies.

DEBBIE SANDS, KATE SNAPE, DOS & OTHER MEMBERS OF THE CHRONIC PEER SUPPORT GROUP

Strategies for inclusivity for students with disabilities

An interactive workshop that will enable you to consider inclusivity for students with disabilities. Students with a range of disabilities and mental health issues will offer feedback on best practice and common issues faced. The workshop will help staff to review their practice and identify areas of unconscious bias. You will gain the opportunity to increase your awareness of barriers to learning and techniques for overcoming these. Discussions will include real life stories, an exploration of Spoon Theory and an opportunity to get your questions answered by students themselves. Best Practice and a guide to inclusive teaching will be provided by Debbie Sands (Disability Adviser in DOS).

MARIANNE BUIST, MEGAN HAYES, ISOBEL MOORE, BECKA PITTS (SLT STUDENTS) & ANNE GUYON (LECTURER IN SLT AND SUPERVISOR), HSC

Peer Assisted Learning on a Speech & Language Therapy programme

All final year undergraduate students on the Speech & Language Therapy (SLT) programme undertake a piece of original research to form the basis of a written dissertation. Students work in teams under supervision of a member of faculty, in order to develop the research skills and knowledge which will help them engage in the culture of enquiry within their profession. The SLT programme has been implementing Peer Assisted Learning (PAL) since September 2013 with the aim of supporting academic learning and professional development. The presenters have been conducting an investigation into 1st, 2nd and 3rd year SLT students' experience of PAL from the perspectives of those who regularly attend PAL sessions, or have done so in the past; those who have not attended or attended very few sessions; and the mentors who facilitate the sessions. Data are drawn from generic evaluations and focus groups, conducted by the presenters. Each of the presenters is developing an individual focus for their dissertation which will enable them to meet the research requirements of the programme and add to the evaluation of PAL. Undergraduate research provides a novel perspective on

PAL, in that students are more likely to be open about their experiences, both positive and negative, with their peers than with an academic. Delegates will gain insight into the dissertation model used; research conducted by undergraduate students on their peers; implementation of PAL on a particular programme of study; the experience of students participating in PAL and whether PAL has ongoing benefits for students beyond the first year of study.

JAMES DESBOROUGH, PHA, ANGELINE MEDA & JESSICA COOPER (STUDENTS)

Maximising student potential through summer studentships. The development of the virtual pharmacy

The School of Pharmacy has been keen to develop complementary resources for students that they can access through Blackboard which supports their development across a range of modules. In 2013 a teaching fellowship enabled the development of the first Prezi based complementary resource for the professional practice modules "The virtual dispensary". In 2014 this resource was quantitatively and qualitatively evaluated by four students as their final year research project. Using the findings from this research further summer studentships have supported the adaption and development of a more embracing set of complementary resources held within a bespoke Blackboard module which is now deployed to all pharmacy students and is known as the virtual pharmacy. The presentation will talk through the structured and strategic development of complementary resources for students in which students have been not only the co-developers and creators but also the main drivers and leaders of its evolution.

Co-creation of the curriculum

The past decade has seen an increase in consultation with students in regards to course and module content. Student engagement has risen up the agenda both at an institutional and national level, encouraging more academic staff to actively use student feedback to shape their teaching style and content. Flipped and recorded lectures and student-run seminars are becoming commonplace in the UK's Higher Institutions, inspiring a narrative of joint student-lecturer creativity. In the age of students being referred to as 'consumers', how much say do they have on their university experience and can co-creation of the curriculum work?

This workshop will aim to debate some of these questions by discussing;

- current issues that students face and how co-creation could help to overcome them

- whether co-creation is an aid or hindrance to lecturers, particularly in light of the proposed government TEF agreement

- examples of effective co-creation

- how co-creation could look at UEA.

For this hour long session, we will incorporate some presentation elements in order to provide context to the workshop. However, the majority of the session will discuss and debate the issues presented to the group.

We envisage this session being student-led, as we have several students interested in helping to lead on a Learning and Teaching session.

The workshop would be open to any staff or student attending the learning and teaching day, in order to get a broad a perspective on the issue.

RUTH STRUDWICK & JANE HARVEY-LLOYD, UCS

Interprofessional Learning (IPL) working with others module assessment

INTRODUCTION: This presentation describes and evaluates the teaching and assessment used for a module entitled 'IPL - Working with Others'. There were 320 students sitting the module from; adult nursing, child health nursing, mental health nursing, midwifery, social work, operating department practice, diagnostic radiography and therapeutic radiography.

Students were divided into interprofessional groups of eight students. The groups were given a case study of a service user coming into contact with different health and social care professionals. They had to work together to produce a poster, based on the case study. The interprofessional groups provided a 'real' experience of working together and understanding one another's roles (CAIPE, 2008). The students then had to defend their poster as a group and respond to questions from two assessors.

METHODOLOGY: In order to review the assessment both students and staff were asked to provide feedback about the assessment process, listing the positive and challenging aspects. All of the staff provided feedback and approximately 60% of students also provided feedback.

CONCLUSION: The teaching and assessment worked well, both staff and students have found it to be both a good learning experience as well as being a good way to assess IPL. Students had a 'real' experience of interprofessional working, facing the barriers and challenges to overcome which are similar to practice.

- students were able to work together, learn from and about one another and understand one another's roles

- the assessment mirrored interprofessional practice and highlighted issues that occur with interprofessional team working

References: CAIPE (2008)
www.caipe.org.uk/about-us/defining-ipe

HELEN ADCOCK, SANDRA WINTERBURN, MED & VAL TAYLOR, LDC

Working with *Cast to deliver consultation skills training with medical students

The Consultation skills team in MED and *Cast (LDC's role-playing service) have worked together over a number of years to develop and deliver experiential training for medical students. This is an innovative approach to ultimately improving doctors' communication with patients. UEA medical graduates cite this training as being one of the key ways in which they are prepared for practice. The presentation will outline how the sessions run and their use in teaching key aspects of the curriculum. This includes breaking bad news, risk communication and end of life care.

Strand 2: Enterprise/Research-led Teaching

The construction and implementation of innovative teaching and learning that will develop the 'enterprising student' and any implications for employability this may have.

The way in which students can participate in constructing the curriculum, in framing research questions and in devising appropriate forms of assessment.

KAY YEOMAN, BIO

Exploring the term 'research' in research-led teaching

The Teaching Excellent framework mentions "stimulating greater linkages between teaching and research" and students developing "the ability to study and research independently", thus this is an area which we need to re-visit as an institution. This session will be a discussion on the concept of research-led teaching. Firstly examining what we consider research to be, and then looking at what our students consider research to be, and how this perception has been affected by their previous school experiences. I will be presenting data gathered from Norfolk schools, as well as data from undergraduates, postgraduates and postdoctoral researchers at UEA.

FABIO ARICÒ, ECO, SARA CONNOLLY, NBS, YANN LEBEAU, SPYROS THEMELIS, EDU, PLUS 3 PRESENTATIONS FROM HERG GROUP MEMBERS

From Research-Led Teaching to Teaching-Led Research

This presentation will introduce a newly formed UEA Higher Education Research Group (HERG) with the hope to welcome new members and engage the wider academic community to take part to its activities.

HERG was formed with the purpose to create a networking platform for all colleagues interested in Higher Education research within UEA. The mission of HERG recognises that there are numerous examples of good practice being developed all across the University encompassing learning and teaching effectiveness, widening participation, retention and success, employability, and internationalisation. HERG aims to support colleagues to: (i) map HE research activities within the University, (ii) connect academics with similar interests and develop joint projects, (iii) support colleagues who wish to showcase their excellent practice and a transform it into a publishable piece of research, and (iv) support colleagues willing to respond to tenders and educational consultancy opportunities pooling expertise within the University.

HERG membership does not involve any specific time commitment. New members are added to the database of HE research expertise available within the University, and receive communications about networking events. Each member can search the database to identify working partners and attend networking events, or invited talks, to find out about new ideas and research opportunities. HERG is organised as an informal and friendly networking space for academics at UEA.

Following a brief introduction from the Group convenors, examples of teaching-led research currently undertaken at UEA will be showcased through three short presentations by HERG members. The final part of the session will open to the floor for an exchange of opinions and ideas on how to develop the activities of HERG, explore research ideas and projects, and spark a debate that will continue over the following networking events.

ALFONSO AVILA-MERINO, NBS

Become an entrepreneur in 54 hours.
The Sync the City experience.

Following the success of the first edition of Sync the City 2014, SyncNorwich & UEA (NBS academic staff and Careers Office) joined efforts to bring again the second again successful edition of Sync the City 2015. This event is a 54-Hour event during which groups of developers, business managers, students, startup enthusiasts, marketing gurus, and graphic artists pitch ideas for new startup companies.

The methodology to create and organise the event will be presented. It is important to briefly present the role of each stakeholder and the resources involved in the event and to what extent this has an impact in the involved participants.

The innovative and creative strategies used by participants to cope with this challenging but also fun experience are presented. By understanding the task and skills and knowledge management, participants are taken outside their comfort zone. Therefore, full engagement in the task is required and this is one of the reasons why students enjoy and highly value this experience. I will also present a more in depth analysis on the practices that have made Sync the City so successful for students in the module in Innovation and Creativity Management.

I will also present the extent by which this experience can be replicated in other business or computing related modules and what are the implications for the employability skills on the participating students. Also, what are the key factors that might inspire other lecturers to make business related modules more engaging. Finally, the impact on student (average and overall) marks. Participating in Sync the City is part of summative assessment in the module I teach and it is linked to a student price competition in Semester 2 regarding how the participation in the event has had an impact in their employability skills. This prize is sponsored by the company Lintotts.

For an overview of what experience means please go to: **http://syncthecity.com**

Teaching enterprise: what have we learnt so far?

In the first nine months of our new MSc, what have we learnt? And what changes for the future do we suggest? Our new MSc Enterprise and Business Creation is unique in being supported and delivered by all four faculties. It is also special by being a Masters programme from one of the world's top universities but having a focus on doing.

This lecture will focus on:

- in only 9 months we recruited a cohort: what was the attraction?

- how well are we doing in supporting our students in their business creation?

- how does his course contribute to student employability?

- our course as a community: reflections

- building research capability within this community

This lecture will conclude with plans for the future of the course but also sharing some thoughts on embedding enterprise into the curriculum and enhancing students in their enterprise learning.

EMMA COONAN, ISD & JANE HELGESEN, LIB

Shelfies, screencasts and social identities: what could Library online induction support for your School look like?

Building on the success of 2015's Digital Voyager online course, the Library is now looking at how it can support students' induction to, and transition through, HE.

Induction is starting to be understood differently at UEA, with a recognition that:

- transitions take place throughout the course, not just at the beginning and end of studenthood

- there is a need for students to be involved actively and to have input into the induction agenda and process

- induction must support the development of several intersecting identities including the personal and social, but also course- and institutional-level identity.

Informed by Bowskill's (2013) work on student-generated induction, and drawing on perspectives from the Supporting Academic Transition Group and the Academic Induction and Transitions Liaison Group, we want to consider how we can move away from a one-way information transmission process towards an approach that foregrounds students' 'belongingness'

and social identity, and emphasises peer support as much as staff-provided orientation.

This interactive session will explore how the Library could work with Schools and Faculties to enhance the prearrival and induction week experience with tailored, discipline-informed online support. Ingredients could range from bite-sized, just-in-time guides, through MOOC-style social learning, to resources created with and by students. This project is an opportunity for us to find out more about what you want for your students in terms of understanding and engaging with both scholarly information and the Library as place - and at what points in their course.

Join us for a lively presentation and workshop where your thoughts and suggestions will help to guide the development of this new Library provision!

JEREMY SOKHI, PHA (WITH CHIARA CREED & AMELIA EAST)

The barriers and enablers to implementing novel teaching methods in undergraduate education

Increasingly, teaching methods that employ active learning techniques are being included in undergraduate courses to challenge students' higher order thinking and develop the transferable skills desired by employers.

Despite the advantages there is some evidence in the literature to suggest that implementation of these methods is not optimised. Successful delivery requires re-organisation of teaching and the need for staff to develop facilitation skills can also be a barrier.

The reasons for barriers to engagement in active teaching approaches and how they may be overcome have not been fully researched. Therefore a project was conceived to explore the barriers and facilitators to the implementation of flipped teaching methods in undergraduate education. This project was undertaken by two MPharm students as their final year project. Ethical approval was obtained from the Faculty of Medicine and Health Sciences Research Ethics Committee at UEA.

Two focus groups were conducted with staff in module organiser roles on UEA undergraduate courses to identify the key issues surrounding this type of teaching. Data from the focus groups was transcribed verbatim before a framework analysis was undertaken using the Theoretical Domains Framework (TDF). The TDF simplifies and integrates a wide range of behaviour change theories into a set of domains to increase their accessibility and use in other non-psychology disciplines.

The two students are currently analysing the transcripts and writing up the project with a submission deadline of January 2016. The intention is to present the findings of their analysis at the Learning and Teaching Day 2016.

Strand 3: Inclusivity

Developing learning strategies that take account of the diversity of our students including the variety of cultural backgrounds and experiences that they bring into the university.

What makes feedback learner-centred?

Improving student satisfaction and engagement with feedback has become a priority at UEA and many of our competitors in recent years. Research has established the centrality of feedback in student learning and stressed the importance of feedback as an inclusive, learner-centred process that is dialogic (Gibbs, 2004; Hattie, 2007; Nicol, 2010). Picking up this theme, the central question of this session will be: What factors help and hinder establishing a dialogue with and between students that empowers them with the confidence to engage critically in the study of their subject?

This question will be considered from the perspective of Learning Enhancement Tutors with expertise in the areas of academic writing and mathematics, and in working with students from a range of educational and cultural backgrounds, including students with Specific Learning Difficulties. Units such as UEA's Learning Enhancement Team are recognised as an important part of the increasingly diverse HE landscape, providing a field of practice and research dedicated to supporting and enhancing learning for all students. Working with students at all levels of study, our role provides exposure to all disciplinary perspectives and contexts at UEA.

This interactive session will draw on our experience of working with students in tutorials to explore what makes feedback meaningful and constructive for them and the role of students and teachers in this process.

CLARE GARTLAND AND CHRISTINE SMITH, UCS

Towards a connected approach for inclusive and positive transitions into higher education

This workshop centres on a small-scale qualitative research study, funded by the QAA, conducted in the East of England in 2015, into students' learning experiences, attitudes and conceptions of HE study, primarily with students studying on BTEC courses at level 3, in FE college and sixth form college contexts, but also with some Level 4 undergraduates at Higher Education institution (HEI).

The workshop will firstly present the key findings of the research study. The main part of the session, will be centred on participants' exploring learning issues associated with transition to HE, especially among widening participation (WP) students and in seeking to identify ways of working to enhance and improve students' transition into, and integration with, the HE environment. The session will focus on identifying designs for resources, approaches and processes aimed at enhancing students' experiences of HE transition. We feel this is vital to ensure students have a positive and successful experience of HE, and should also help to prevent attrition from HE courses.

It is widely acknowledged that the WP cohort is not a homogeneous group of students (Burke, 2012; Stuart, 2012) and WP students have frequently been perceived as an undifferentiated group, which risks non-differentiated responses by academic staff in individual discipline and subject areas. In this study, we aimed to understand students in more nuanced ways, noting in particular differences in their perceptions around learning in HE, the diversity of their pedagogical experiences and their learning trajectories.

Our study concluded for example, that strategies to support transition might include identifying particular learning and teaching approaches to enable students to engage in a progressive and coordinated approach to independence: i.e. moving through 'dependency-deconstruction' to independence (Keane, 2011).

ROGER BAINES, JO DRUGAN, (DISCUSSANTS), MARIE-NOELLE GUILLOT, PPL (INTERVIEWER) & STUDENTS

Building on strong foundations: how can excellent modules be maintained, and even improved, over the years, when staff, students and the learning environment change?

Media. One of the most successful and popular modules in Language and Communication Studies, it is taught to second and final year students. Over the past ten years, the module has had to adapt to:

- a larger and more diverse student body (e.g. the introduction of Japanese, and significant numbers of students who are not mother tongue English speakers);

- changing staff: the original module leader was replaced by a revolving team of colleagues, including doctoral students new to teaching, and senior staff with different research specialisms;

- institutional changes, such as different assessment requirements;

- fast-changing module content, as the translation and localisation industries themselves adapted to different digital formats and user expectations over this period.

We report on a series of adaptations to the module format in response to these developments. Changes were tested and reviewed over two academic sessions (2013-15), including substantial student, staff and external feedback, and the revised module has now run in 2015-16, with enthusiastic engagement from students.

We wanted to preserve the original emphasis on a learner-centred perspective, particularly in relation to assessment. We explain how students now receive more peer and tutor feedback to improve their work, yet without additional staff time.

The format of our contribution to this conference borrows some methods from the module itself. We will describe our journey through an interview with key staff, then some of this year's learners will describe their experience of increased participation and autonomy. And now that we are convinced of the importance of ongoing review to improve the module, we will also invite those attending our session to make suggestions for the future.

SUE TAPLIN, UCS

'The Mourning After….' When students become clients : Teaching Social Work students about Loss and Change

All social work involves loss, whether it is the loss of a child, a move from fostering to adoption, a difficult adolescence or the transition into older age and loss of good health and independence. Social work students must therefore be educated to understand and practise with people experiencing loss; indeed, social work training must address theories of loss and ways of working with people in this context.

Social work professionals engage with people in a way that may seem contrived or intrusive in asking that they share their personal thoughts, feelings, worries and concerns with a relative stranger, but it is paramount that a client is enabled to articulate their experience: the task of the social work professional is to create a safe environment in which a client will feel comfortable in sharing their story.

It is understandable that listening to such stories can often trigger a past experience or memory for the student which, if not anticipated and worked through, can be very painful and damaging to future social worker/client relationships. My experience of teaching about loss and change on the social work programme has shown me that, if this aspect of the work is addressed while students are in training, much powerful learning can be achieved, resulting in safer and more healthy working relationships in practice.

This workshop will promote inclusivity in teaching about loss and change by helping participants to develop students' knowledge, while also promoting skills and values which will enable them as future practitioners to deal safely with strong emotions and to look after themselves.

JAMES GAZZARD, HSC, ALICIA MCCONNELL, ISD, MARK HITCHCOCK, HSC, BARBARA JENNINGS, JAMIE MURDOCH, LAURA BOWATER & VEENA RODRIGUES, MED

Creating an e-learning offer for off-campus students

The Faculty of Medicine and Health Sciences (FMH) has been a leading local provider of post-registration education and training for medical and healthcare professionals. However, the environment in which it operates is subject to significant and rapid change with increasing resistance to campus-based delivery, more pressure to reduce the cost of continuing professional development (CPD), more competition from other HEIs and private providers, and emerging opportunities to deliver CPD globally. Yet one constant remains - registered professionals continue to require access to high quality CPD that positively impacts on practice for the benefit of patients. One solution put forward was to significantly increase the scale of FMH's e-learning CPD offer.

Through the UEA Health Online (UHO) project, academics and professional support staff from across FMH and the wider university have developed an e-learning platform, governance and back office systems, and engaging taught content that reflects UEA's core values of delivering an exceptional student experience based on innovative research-led teaching.

This workshop will endeavour to deconstruct the UHO project into its component parts and will be presented by those academics, e-learning technologists and administrators who drove the project in a forthright 'After Action Review' style (1. What was supposed to have happened? 2. What actually happened? 3. Why was there a difference?)

The aim of the workshop is to widely share the learning from the UHO project so that others seeking to deliver e-learning to off-campus students can build on the success of UHO, and avoid its pitfalls.

Poster abstracts

Good teaching is
more a giving of right
questions than a giving
of right answers

Josef Albers
The Interaction of Colour

ROBERT JENKINS & ZOE JONES, DOS

Use of technology by the Learning Enhancement Team

The Learning Enhancement Team, based in the Dean of Students' Office, helps students fulfil their academic potential in a variety of ways by offering a non-judgemental, confidential environment for the exploration of issues involving study skills and mathematics. In this poster we highlight how we use technology in our teaching. We highlight four main strands using case studies.

- Directed learning: including use of clickers as a diagnostic tool for students and encouraging students to make the most of their own technology.

- Independent learning: including the incorporation of our online resources into Prezi-based learning environments (mind-maps), promoting access to support materials (including films and QR codes) to extend independent learning.

- Social media: including our use and experience of Twitter, YouTube and Facebook for academic support.

- Low tech: we endeavour to show that often non-digital technologies such as post-it notes and portable whiteboards can still be effective as collaborative teaching resources.

RUTH STRUDWICK, SUZANNA PICKERING, HAZEL HUGHES &
KAREN LEWIS, UCS

Effective inter-professional education; an innovative approach to delivering collaborative working

BACKGROUND: This poster analyses the effectiveness of an innovative interprofessional learning (IPL) day for 3rd year health and social care undergraduates.

PURPOSE: The aims were to equip students with the necessary skills to engage with other disciplines in practice, to create an authentic IPL experience mimicking current practice and to generate independent learners.

DISCUSSION: A family case study was developed that was both inclusive and authentic. This was written so that there was something relevant to each of the professional groups. A problem based learning approach enabled students to work as small interprofessional teams.

In the afternoon an interprofessional panel of practice experts answered student questions.

CONCLUSION: 228 students took part and every student was asked for feedback. This was given by 143 students, a response rate of 63%. Generally the day was positively evaluated.

The staff members involved (the authors), also found this to be a positive experience.

IRENE BIZA, EDU & ROBERT JENKINS, DOS

Approaches to teaching statistics to Education Masters Students

The Masters programme in the School of Education and Lifelong Learning offers a chance for students to learn quantitative research methods, especially in educational research. This involves learning Statistics. Statistics is often taught either as a rigorous mathematical subject or as a tool (via the use of a statistical packages such as SPSS) sometimes without attention to the rationale behind this tool. We present our endeavour to find a medium path. Alongside a traditional lecture element, workshops were created where the students were encouraged to explore small data sets by calculation or diagram creation by hand and then a later session used the same data as inputs into SPSS. The lecturer (Biza) led the lecture and SPSS elements of the course and a tutor (Jenkins) led the by-hand sessions. This approach seemed to benefit the cohort who were exclusively international students, learning in a second language.

NONIA WILLIAMS KORTELING, LDC

Ripping up the plan: towards student-led learning

My poster will assess and reflect upon the results of my attempts, over the academic year 2015-2016 and in response to the experience of undertaking the MA-HEP, to push and develop my seminar teaching towards something akin to the practice bell hooks and Paolo Friere have called 'engaged pedagogy' and 'the practice of freedom'.

I have interpreted this as a commitment to create a more cohesive, positive, flexible, risk-taking and learner-focussed seminar environment. The targets I set myself included: creating a sense of ownership by involving students in decisions about how the seminars are run, creating opportunities for collaborative and discursive work outside of the classroom context; enabling all students to participate in discussion, as well as in ways that are not verbally discursive, such as collaborative writing; fostering independence by a shift in my role towards facilitator and practitioner and away from leader/director.

The poster will give some examples of specific actions I have taken and activities I have used in order to try to implement these targets. It will also identify and reflect upon the challenges presented in terms of time management, the demands of risk-taking on both my part and the part of the students. I also want to consider the question of how to find a balance between constructing and making resources for a range of different kinds of clearly articulated activities – from group annotations, to creative rewritings, to paired presentations, to moments of exquisite pressure – and the question of how to manage such activities in terms of the necessity of relinquishing 'control'.

In terms of structure, the poster will largely follow, draw upon and critically reflect upon the sections of my PDP interims of discussing targets, action points and success criteria.

JEREMY SCHILDT, DOS

Creating a repository of examples of student work

This UEA project aims to digitise examples of completed undergraduate assignments covering a variety of assessment types and grades along with supporting materials. This repository will be used to help students understand the meaning of assessment criteria, with the aim of improving their self-efficacy, engagement and success.

Many students lack familiarity with university-level assessments and research shows that students arriving from diverse educational and cultural backgrounds can be particularly disadvantaged (Bloxham, 2014). Research also reveals that written descriptions of criteria can be difficult to understand (O'Donovan et al, 2004). The use of student work as exemplars is considered good practice in helping to enhance the dialogue around assessment criteria and standards (Sadler, 2002).

This poster will summarise relevant research and the work of the first phase of the project, including illustrations of resources produced to date and feedback on their use. The poster aims to stimulate debate about the opportunities and challenges associated with this approach to enhancing learning and teaching at UEA.

JANE HARVEY-LLOYD & DR RUTH STRUDWICK, UCS

Enhancing the student experience with the use of iPads during simulation sessions

At UCS the student radiographers spend eight weeks at university before practice placement. During these eight weeks they are introduced to the role of the radiographer and the clinical environment. The students also have two evening sessions at the local NHS Trust where they can move and use the X-ray equipment and practise positioning one another for X-ray examinations.

There is currently very little written about preparing student radiographers for placement. However, it is known that students feel under pressure from qualified staff when entering practice. The purpose of these sessions is to increase the students' confidence by providing a safe, low pressure environment in which they could make and learn from mistakes. It is hoped that the use of iPads would appeal to the wider student group and increase inclusivity in terms of different learning styles and previous experience. These sessions have to date received positive evaluation. However in order to enhance the learning experience and to fully integrate theory and practice the introduction of image viewing as part of these sessions is proposed. This will allow the lecturers to immediately demonstrate and explain variations of positioning the patient by using a range of pre-selected images.

PROJECT AIM: To evaluate student experience evening simulation sessions following the introduction of image viewing via the use of iPads

OBJECTIVES

1. To deliver two evening simulation sessions to current first year students

2. To introduce image viewing alongside the current delivery of the evening sessions for one session

3. To collate feedback from the students as to whether or not the introduction of image viewing has enhanced their learning in these sessions

Following the session, the students were asked to complete a questionnaire to establish whether or not their learning has been enhanced by the introduction of image viewing as part of the simulation sessions. The findings will be discussed as part of this presentation.

This year's theme depicts the ways in which teaching can be characterised.

How has teaching changed in the past 10 years? How do we respond to the greater diversity of our students? How do we combine academic excellence with a more learner-centred perspective? How do we meet the challenges and opportunities of learning technologies and social media? To what extent do more traditional forms of teaching and learning still have value?   And finally, taking into account context and subject discipline, what constitutes excellence in teaching?

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