

# Harper Adams University Learning & Teaching Forum: Internal Conference, 20<sup>th</sup> September 2017



09.00 – 09.10 Arrival, registration and coffee

09.10 – 09.20 Welcome and Introduction

09.20 – 10.10 **Keynote: Squeezing assessment and stretching learning: the paradox of 'less' is 'more'** (Professor Tansy Jessop)

This session will explore the benefits of challenging students with fewer, more substantial summative tasks, while at the same time deepening their learning through formative tasks. Using evidence and tactics from 'Transforming the Experience of Students through Assessment' (TESTA), participants will distil principles of formative assessment from authentic case studies. In an instrumental culture where the grade matters most, TESTA provides some elixirs to the challenge of students not seeing the point of work which does not 'count'. The keynote will highlight the virtuous circle of formative feedback, clarity about goals and standards, and student engagement in learning. It will provide strategies to create more principled and holistic assessment and curriculum design, with pedagogic tactics to make the design come alive.

### Biography

Tansy Jessop is Professor of Research Informed Teaching at Southampton Solent University. She is an advocate of using assessment as the key driver in transforming student learning. She leads the 'Transforming the Experience of Students through Assessment', TESTA project, which has demonstrated the benefits of taking a programme view of assessment. Tansy's interest in student learning is driven by democratic and participatory approaches to pedagogy. She began her career as a secondary school teacher in South Africa, completing a PhD on teacher development in rural KwaZulu-Natal. She has published on social justice in education, narrative inquiry, learning spaces and assessment and feedback. Tansy is a National Teaching Fellow. In her free time she reads detective novels, keeps up with political developments in South Africa, and walks her sausage dog.

10.15 – 10.55 **Parallel Session 1\***

[HAS Business Assignment: real life in company bachelor dissertation projects](#)  
(Dick Pouwels, HAS University of Applied Sciences)

[Engaging Students in the Classroom: Two evidence based approaches](#)  
(Lucy Crockford and Jen Sadler)

[Pebblepad and viva assessment in the new PSP modules](#)  
(Kath Leigh and Terry Pickthall)

10.55 – 11.15 **Coffee**

11.15 – 12.20 **Parallel Session 2\***

[The Role of Learning Gain in Improving the Student Experience](#)  
(Dr Camille Kandiko Howson, King's College London)

[Powerpoint and interactivity, 'why' and some 'hows'](#)  
(Dr Peter Gossman, Manchester Metropolitan University)

[Using exemplars to foster success](#)  
(Professor Kay Sambell, Edinburgh Napier University)

## 12.20 – 13.20 Lunch, posters and the presentation of the *Aspire* Excellence Awards

### Posters:

- ◇ Pass the problem: The value of 'live exemplars' (Rebekah Gerrard)
- ◇ Are students only interested in their grades / marks? (Graham Higginson)
- ◇ A study into novel approaches for video based tuition (Helen Morrell)
- ◇ Flipping the Classroom to enhance student engagement, learning and their future careers within Physiotherapy 2 (A5077) (Beth Roberts)

Higher and Degree Apprenticeship helpdesk (Clare Keegan)

### 13.20 – 14.25 Parallel Session 3\*

[Universal Design for Learning: Making an impact through leading a whole University approach](#) (Dr Abigail Moriarty and Phil Scarffe, De Montfort University)

[Using exemplars to foster success](#)  
(Professor Kay Sambell, Edinburgh Napier University)

[Students' conceptions of teaching excellence – practical advice for teaching staff based on impactful assessment and feedback](#)  
(Dr Jacqueline Potter, Keele University)

### 14.30 – 15.10 Parallel Session 4\*

[The use of technologies in teaching economics – revisited: challenges and solutions](#)  
(Dr Dimitrios Paparas and Dr Hairong Mu)

[The engagement of remote learners in online teaching and learning tools](#)  
(Emily Chapman-Waterhouse, Eleanor Tomsett and Henry Keil)

[How to get students to read](#) (Matt Bryan)

### 15.10 – 15.25 Coffee

### 15.25 – 16.10 Parallel Session 5\*

[What influences the entrepreneurial attitudes of students at Harper Adams University?](#) (Louise Manning and Trish Parrott)

[Setting an example?](#)  
(Martin Anderson, Stephen Giles, Jane Headley and Becky Payne)

[Turnitin or Turnitoff?](#) (Amanda Clarkson, Askham Bryan College)

[Learning from the Parade Square](#) (Richard Byrne)

### 16.15 – 16.40 Keynote Close: Predicting the Future for Teaching and Learning in HE (Andy Jones, Director of Learning & Teaching)

\*Choose **one** session only from each group of parallel sessions.

## Register online at:

<https://harper-adams.onlinesurveys.ac.uk/ltc200917>

Register early to guarantee a place in your first choice session and to help the smooth running of the day. Registration will close at **5pm 8<sup>th</sup> September 2017**.

If you have any queries, please contact Lydia Arnold ([larnold@harper-adams.ac.uk](mailto:larnold@harper-adams.ac.uk)).

# Parallel Session 1

## **HAS Business Assignment: real life in company bachelor dissertation projects (Dick Pouwels, HAS University of Applied Sciences)**

Dick Pouwels is Chairman of the Executive Board at HAS University of Applied Sciences – <https://www.linkedin.com/in/dick-pouwels-76404913/>

## **Engaging Students in the Classroom: Two evidence based approaches (Lucy Crockford and Jen Sadler)**

### **How important is the first class of the year?**

This session will explore how the design of the first lecture within a module can be used to influence student motivation, engagement and success for the rest of the year. Whilst distributing key module documents (module descriptor, scheme of work etc.) is often unavoidable and time consuming on day one, time should also be put aside to help reduce student anxiety and set expectations. This session will provide colleagues with the opportunity to discuss and share good practice tips that aim to encompass this.

### **Flipped Classroom – boom or bust?**

Engaging students throughout the lecture series could make up for that missed 1st lecture. The flipped classroom is a relatively new strategy in pedagogy where content, usually delivered in class, is available online and the contact time is used to discuss and apply the content. I introduced this to two different cohorts over two years with mixed results which will be discussed in a Whistlestop tour of dos and don'ts in flipped classroom implementation.

## **Pebblepad and viva assessment in the new PSP modules (Kath Leigh and Terry Pickthall)**

A Pebblepad portfolio and viva assessment is the strategy for assessment of the Skills for Agricultural Professional & Skills for the Environmental Scientist modules in C2017. Interview assessment has been trialled on the FdSc Rural Skills Modules for these course areas in 2016/7 and proved successful. The session will outline:

1. The process and learning points from the Rural Skills trial.
2. Invite participants to suggest key areas of evidence that demonstrate development of academic, digital, learning & professional skills for inclusion in portfolios.
3. How Pebblepad & interview assessment could be used at levels 5-7 and on placement.

## Parallel Session 2

### **The Role of Learning Gain in Improving the Student Experience (Dr Camille Kandiko Howdon, King's College London)**

Learning Gain – the attempt to measure the different ways in which students benefit from their learning experience – is now a core part of the Government's plans for higher education. A focus on student outcomes, employability and learning gain are key strands of inquiry in the Teaching Excellence Framework and approaches to measuring learning gain and new metrics are being developed across England. Practice implications will be discussed, including the use of metrics to enhance students' learning experiences, drive curriculum and pedagogical change and support teaching and learning.

### **PowerPoint and interactivity, 'why' and some 'hows' (Peter Gossman, Manchester Metropolitan University)**

This session will consider a range of features within PowerPoint and how they might be more fully utilised to promote interaction and more student engagement within lectures. A range of features will be addressed as well as how the use of PowerPoint is illustrative of a conception of teaching and how this might be developed/challenged.

### **Using exemplars to foster success (Professor Kay Sambell, Edinburgh Napier University)**

There is a growing literature on the pedagogic use of exemplars as a practical means of supporting students' understanding of assessment and feedback processes in higher education. This is widely recognised as being key to helping students to achieve their potential. The workshop will offer delegates opportunities to explore:

- challenges and issues associated with using exemplars
- aspects of design and implementation
- research into students' perspectives of the benefits of engaging with exemplars

#### **Biography**

Professor Kay Sambell has a long-standing interest in assessment for learning in Higher Education. She is a National Teaching Fellow, Principal Fellow of the HEA and Professor of HE Pedagogy at Edinburgh Napier University.

## Parallel Session 3

### Universal Design for Learning: Making an impact through leading a whole University approach (Dr Abi Moriarty and Phil Scarffe, De Montfort University)

#### Overview:

This presentation will include a commentary on Universal Design for Learning (UDL) in UK higher education today, with an emphasis on its typical links with disability for the social model approach to student support services. However this will lead onto the innovative way in which De Montfort University has implemented UDL for a wider student profile at DMU, not just those with disabilities, hence truly universal as an institutional approach.

#### Structure of Presentation:

Why now: The catalyst for change and development

Who: The academic and professional service staff having the responsibility to deliver UDL in all elements of the student experience

How: The strategic approach to success

- Top down and bottom up, mobilising champions for change
- Dedicated resource
- Small steps to big changes
- Evaluation and impact

Key challenges in this project and future ambitions

What's next for UDL at DMU ...

#### Biographies

**Phil Scarffe, De Montfort University, Leicester Head of Student Welfare, Student & Academic Services** – <https://www.linkedin.com/in/phil-scarffe-802832b6/?ppe=1>  
(LinkedIn Profile)

#### **Dr Abigail Moriarty, University Director of Teaching and Learning**

Abigail joined De Montfort University (DMU) over ten years ago from a NHS academic and professional background. As a Senior Lecturer in the School of Nursing and Midwifery at DMU, she completed her PhD on Personal Tutoring and then progressed through the faculty from programme leader, Teacher Fellow and to Chair of Teaching and Learning of Health and Life Sciences. In January 2016 she was then appointed to the University Director role and has been subsequently involved with the institution's Gold TEF submission and institutional Universal Design for Learning. The latter being the runner up for the Guardian Awards 2017 'Student diversity and widening participation' category.

### **Using exemplars to foster success (Professor Kay Sambell, Edinburgh Napier University)**

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### **Students' conceptions of teaching excellence – practical advice for teaching staff based on impactful assessment and feedback (Dr Jacqueline Potter, Keele University)**

This presentation explores what we can know about effective assessment and feedback practice by studying students' nomination statements for staff in a teaching awards scheme. Published work on student conceptions of teaching excellence (Bradley et al 2015; Moore and Kuol 2007) has looked at award nomination statements however it has not focused on assessment practices. We know that assessment and feedback practices can drive approaches to learning and my work, exploring valued and impactful assessment and feedback practice, has been used to provide practical guidance to lecturers. The session explores the themes emerging from the data and compares these to core principles of good assessment and feedback practice (for example, Nicol and MacFarlane-Dick, 2006). Participants will be asked to devise ways they can elicit powerful feedback from their own students to inform their assessment and feedback practices and will explore these in the context of supporting retention and academic success.

## Parallel Session 4

### **The use of technologies in teaching economics – revisited: challenges and solutions (Dr Dimitrios Paparas and Hairong Mu)**

#### **Part 1: An action research project on the impact of technologies in economics classes**

The aim of this project is to investigate the impact of the introduction of new technologies on the students' attendance, engagement, attention learning outcomes and perception of learning in economic classes. Many researchers investigated how the students feel about new technologies; however, there is limited research on the impacts on the student learning. Action research is characterized as research that is done by teachers for themselves. Educators examine their own classrooms, instructional strategies, assessment procedures, and interactions with student learners in order to improve their quality and effectiveness.

Several modifications have been made as part of the repetitive process of action research design, applying knowledge, experience and evidence that gained in the previous cycles of the project. These modifications and changes have been made in order to increase student's engagement, understanding and academic performance, as well as, to improve my teaching environment, style and improve the quality of our classes. Students and staff are always liable to modify behaviour when they are aware that they are part of an experiment, and this is extremely difficult to quantify. As researchers, we tried to factor the effect into the research design by applying triangulation method (using both qualitative and quantitative research methods).

It should be pointed out that the effectiveness of blended learning depends on how the instructor makes use of this instruction. More research is needed to find out whether these new technologies can enhance student learning as compared to the traditional lecture approach.

#### **Part 2**

This session will reflect on the use of Kahoot in teaching. The advantages of using Kahoot have been widely reported, however, very little has been discussed with regard to its weaknesses and how to improve its effectiveness in deep learning. This session will share the practice of how Kahoot was used differently to overcome some of its shortcomings. The result of a student survey after adopting the improved practice will be presented in the session.

### **The engagement of remote learners in online teaching and learning tools (Emily Chapman-Waterhouse, Eleanor Tomsett and Henry Keil)**

A workshop sharing the approach in the use of online teaching and learning tools in A7043 Advanced Practitioner (particularly livestream chat and discussion fora hosted in the University VLE), an illustration of the behaviour of those students (does engagement in synchronous activities differ from asynchronous?) and lastly how this will influence our future use of such tools.

### **How to get students to read (Matt Bryan)**

The session is supported by

- giving evidence of how better read students perform better.
- encouraging lecturers to use their reading lists as pedagogical tool rather than simply a list of books/articles; this will incorporate ideas on weekly reading , embedding reading lists into the learning hub and the advantages of annotated reading lists.
- incorporating digitisation within their learning hub modules so as to direct student reading better but also to get the best out of library resources.
- spoon feeding vs independent reading.

## Parallel Session 5

### **What influences the entrepreneurial attitudes of students at Harper Adams University (Louise Manning and Trish Parrott)**

The aim of the research was to determine the impact of a workplace placement on the student participants' entrepreneurial attitude (EA). A review of relevant literature informed questions incorporated in the university's annual feedback questionnaire completed by students (n = 461) on return from a work placement of between 44 and 52 weeks. The study has shown in terms of mean weighted average that gender influences baseline EA with males more likely to report EA than females. Entrepreneurial legacy was also shown to be a factor of influence for EA. The interaction between EA, perceived behavioural control (PBC), subjective norms and perceived relational support (PRS) was also considered for this group and a difference was shown by course cohort. This research provides context for further qualitative work in this area, especially the influence of gender on reported baseline EA and EA after work placement and could inform pedagogical development in terms of embedding entrepreneurial teaching in future curriculum development at the university

### **Setting an example? (Martin Anderson, Stephen Giles, Jane Headley and Becky Payne)**

How much more helpful would feedback be to students if they received it before they complete their work? Would using an exemplar improve student retention, especially with first years, through increased support and assessment success? With final years do exemplars promote higher level learning and critical judgement skills? If you are looking to introduce more formative feedback into your module why not try an exemplar? This presentation will summarise findings from five projects across Food, Animals and Business reviewing student feedback on their use of exemplars in a range of settings. Previous assignment submissions and pre-seen exam questions formed the basis of these studies involving marking exercises, discussion sessions, follow up with an action plan and clarification of an assignment brief. The team will also share ideas on their next steps including reviewing the timing of exemplar launch to promote engagement.

During 2016-7 staff within a new Harper community of practice conducted a series of research projects across a range of departments using a shared questionnaire to gather feedback. Funded by an *Aspire* Development bid this is the first evaluation of their joint work.

Presenters include Martin Anderson, Becky Payne, Stephen Giles and Jane Headley: participants include Vicky Goatman and Anne Taylor.

### **Turnitin or Turnitoff? (Amanda Clarkson, Askham Bryan College)**

Following our presentation to the Harper Adams Learning & Teaching Conference in 2016 we are back by popular demand to talk about how Turnitin has worked for Askham Bryan College.

With new features and a new interface we will also be able to update colleagues on what's new in the world of Turnitin.

### **Learning from the Parade Square (Richard Byrne)**

It is often said that the British Army has forgotten more than it's learnt, but recent history and complex operations has engendered a cultural education shift within the organisation. The challenges of educating some 80,000 personnel with a huge range of capabilities and requirements has led to a shift in delivery from the traditional course model to one where learners are empowered through the demands of CPD to engage more widely with IT based and training team models. This session explores how this has occurred, some ways it has tackled key issues of developing a learning culture and what the HE sector can learn from their experiences and how we can embed a lifelong learning culture within students.