

McCann, Joseph J. and Bates, Elizabeth (2017) How to eat an elephant: university psychology students' perceptions of critical thinking. In: HEA (Higher Education Academy) Annual Conference 2017: Generation TEF: Teaching in the Spotlight, 4-6 July 2017, Renold Building, Manchester, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4999/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# HEA Annual Conference 2017 #HEAconf17

## Generation TEF: Teaching in the spotlight

Full programme – 4-6 July 2017



Arts & Humanities

Day 1  
4 July 2017

[Arts and Humanities strand](#)



Health & Social Care

Day 1  
4 July 2017

[Health and Social Care strand](#)



Day 2  
5 July 2017

[Strategy and Sector Priorities strand](#)



Social Sciences

Day 3  
6 July 2017

[Social Sciences strand](#)



STEM

Day 3  
6 July 2017  
[STEM strand](#)

# HEA Annual Conference 2017 #HEAconf17

## Generation TEF: Teaching in the spotlight

Day 1: 4 July 2017 – Arts and Humanities strand programme



Arts & Humanities

Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C9
10.00-11.00			
	Keynote	Dr Alison James, Head of Learning and Teaching and Acting Director of Academic Quality/Development (University of Winchester)  <i>Finding magic despite the metrics</i>	C9
11.00-11.30			
	Refreshments		
11.30-12.00			
AH1.3	Oral presentation	<i>'The Kingdom of Yes': Students involvement in 1st Year curriculum design</i> , Lisa Gaughan (University of Lincoln)	D5
AH1.4	Oral presentation	<i>Out of study experiences: The power of different learning environments to inspire student engagement</i> , Polly Palmer (University of Hertfordshire)	D6
AH1.5	Oral presentation	<i>Teaching excellence: Conceptions and practice in the Humanities and Social Sciences</i> , John Sanders (Open University) & Anna Mountford-Zimbars (Kings College London)	D7
AH1.8	Oral presentation	<i>Digital solutions to student feedback in the Performing Arts</i> , Robert Dean (University of Lincoln)	E5
AH1.9	Oral presentation	<i>Bristol Parkhive: An interdisciplinary approach to employability for Arts, Humanities and Education students in a supercomplex world</i> , Sam Thomson & Alex Franklin (University of the West of England)	E6
11.30-12.30			
AH1.1	Workshop	<i>What factors influence student attendance at formal teaching sessions?</i> Diane Sloan & Helen Manns (Northumbria University)	D1
AH1.2	Interactive breakout	<i>If we are not part of the solution, we are part of the problem: Closing the achievement gap for BAME students on Media degrees and in Media careers</i> , Christa van Raalte (Bournemouth University)	D2

AH1.6	Interactive breakout	<i>Developing employability skills through interdisciplinary industry challenges</i> , Jess Power (University of Huddersfield)	E1
AH1.7	Workshop	<i>The Returned: Strategic development of alumni relations to embed and enhance employability and provide a model for positive student outcomes and learning gain</i> , Ken Fox (Canterbury Christ Church University)	E2
12.00-12.30			
AH1.3a	Oral presentation	<i>VERVE – An arts festival: Authentic learning through integrated projects</i> , Theophila Chua (Ngee Ann Polytechnic)	D5
AH1.4a	Oral presentation	<i>HE students as critical friends: Students’ and tutors’ reflections when engaging in peer-assessment</i> , Kyara Rojas-Bustos (Goldsmiths College)	D6
AH1.5a	Oral presentation	<i>‘Teaching Excellence Framework’ – But whose understanding of ‘excellence’? Research into and reflection upon views among students and academics of what makes for ‘excellent teaching’</i> , Doug Ingram and Peter Watts (University of Nottingham)	D7
AH1.8a	Oral presentation	<i>Using narrative and metaphor in feedback: Exploring students’ responses</i> , Dawn Watkins (University of Leicester)	E5
AH1.9a	Oral presentation	<i>Obligations: Embedding employability through social, ethical and sustainable design</i> , Alice Stevens (Arts University Bournemouth)	E6
12.30-12.40			
	Break		
12.40-13.10			
AH2.3	Oral presentation	<i>The Invisible Coach: Criteria vs evidence in assessing Performing Arts (and other vocational/skill based programmes)</i> , Onur Orkut (Liverpool Institute for Performing Arts)	D5
AH2.4	Oral presentation	<i>Vocational training in Generation TEF</i> , Patsy Gilbert (St Mary's University, Twickenham)	D6
AH2.8	Interactive breakout	<i>‘Doing more with less’: Using primary sources to enhance learning</i> , Heather Coleman & Greta Friggens (University of Portsmouth)	E5
AH2.9	Oral presentation	<i>Feed-forward/feed-back a view of face-to-face marking</i> , Ron O'Donnell (Edinburgh Napier University)	E6
12.40-13.40			
AH2.1	Interactive breakout	<i>Taste and talk: More than beetroot brownies and carrot marmalade: What community historians can teach academics about student engagement</i> , Maggie Andrews & Lesley Spiers (University of Worcester)	D1

AH2.5	Ignite sessions	<ul style="list-style-type: none"> <li>• <i>How Media Futures could inspire your students to a better future</i>, Kate Watkins (University of Leeds)</li> <li>• <i>Student mental health: Some concerns, some observations and some suggestions</i>, David Dennison (University of Central Lancashire)</li> <li>• <i>Journeys beyond Fine Art: Professional practice at UWE Bristol</i>, Sophia Hayes (University of the West of England)</li> <li>• <i>Embedded employability in a field</i>, Gillian Sargent (dBsmusic.co.uk)</li> <li>• <i>From linear thinking to nuanced argument: Transition from sixth form to university</i>, Carolyn Jackson-Brown (Leeds Trinity University)</li> <li>• <i>The Script BU Website: Bridging the gap between academia and professional practice</i>, Philip Mathews (Bournemouth University)</li> </ul>	D7
AH2.6	Workshop	<i>Simulation games, constructive alignment and multimodal approach to teaching and learning in Media</i> , Indrani Lahiri (De Montfort University)	E1
AH2.7	Workshop	<i>Are we assessing what we're teaching and teaching what we're assessing? A case study in Performing Arts Education</i> , Helen Lockey (University of Hong Kong)	E2
13.10-13.40			
AH2.3a	Oral presentation	<i>Visual spaces for enhancing student learning</i> , Narelle Patton (Charles Sturt University)	D5
AH2.4a	Oral presentation	<i>Embedding employability - Encouraging resilience and adaptability in Fashion Design students</i> , Kate Green (University of Central Lancashire)	D6
AH2.8a	Oral presentation	<i>Teaching the teacher: Exploring the challenge of education for sustainable development on practice-based Media courses in HE</i> , Annie East (Bournemouth University)	E5
AH2.9a	Oral presentation	<i>Research informed teaching: A mixed methods approach to assessing perception and practice within a higher education setting</i> , Asad Kamran Ghalib & and Curtis Ziniel (Liverpool Hope University)	E6
13.40-14.30			
	Lunch		
14.30-15.00			
AH3.3	Oral presentation	<i>Add a bit of honey to enhance enterprise and employability</i> , Jess Power (University of Huddersfield)	D5
AH3.4	Oral presentation	<i>Using online tools to retain students</i> , Victoria Neumark Jones (London Metropolitan University)	D6
AH3.8	Oral presentation	<i>Architecture of multiple authorship</i> , Sandra Denicke-Polcher (London Metropolitan University)	E5

AH3.9	Oral presentation	<i>'Be my...'</i> Valentine's exhibition: <i>Be my.... partner': The examination of students and staff working in partnership with external museum staff in the co-creation and co-curatorship of a Valentine's day exhibition,</i> Kirsten Hardie & Gabbi Hass (University of the Arts, Bournemouth)	E6
14.30-15.30			
AH3.2	Interactive breakout	<i>How does experiential learning embed and develop employability skills in an HE setting?</i> Rebecca Dutson, Katie Brown, Nigel Coates & Julie Crumbley (Northumbria University)	D2
AH3.5	Panel session	<i>Embedding employability in HE curriculum design: What can be learned from the student experience towards developing teaching excellence in the context of Arts and Humanities: Music?</i> Liz Mellor (York St John University), Christine Bates (Leeds College of Music) & Karen Burland (Leeds University School of Music)	D7
AH3.6	Interactive breakout	<i>Escape the classroom!</i> Elizabeth Cable (Leeds Trinity University)	E1
AH3.7	Interactive breakout	<i>Overcoming obstacles: Delivering inspirational teaching and learning in prisons,</i> Alexander McLean (African Prisons Project)	E2
15.00-15.30			
AH3.3a	Oral presentation	<i>Assessing the un-assessed: A case study exploring issues around employability and professional practice through active learning activities,</i> Samantha Elliot (Kingston University)	D5
AH3.4a	Oral presentation	<i>Widening participation: Rethinking the role of the HE institution,</i> Sam Thomson & Alex Franklin (University of the West of England)	D6
AH3.8a	Oral presentation	<i>Temperature testing leading to ongoing curriculum evolution in Creative Arts modules,</i> Barbara Brownie, Jayne Smith & Rebecca Thomas (University of Hertfordshire)	E5
AH3.9a	Oral presentation	<i>'The Agency' – The University of Bolton's innovative Creative Hub – Where talent connects with talent,</i> Neil Dougan & Nicola Shaw (University of Bolton)	E6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> <li>• <i>The design and delivery of a 21st century writing curriculum,</i> Glen Thomas (Queensland University of Technology)</li> <li>• <i>Drawing on international learning: How can we effectively teach research ethics in an era of impact?</i> Jennifer O'Brien (University of Manchester)</li> <li>• <i>Designing for excellence via inclusion: Challenging preconceptions of heterogeneity in the student population,</i> Joanna Matthan (Newcastle University)</li> <li>• <i>Assessment buddies,</i> Helen Hanson (Doncaster College)</li> <li>• <i>An epistemological renaissance for Learning Gain: Applying the Transcendence of Disciplinarity to practice-based Art and Applied Science,</i> Catherine Hayes, John Fulton, Andrew Livingstone (University of Sunderland)</li> <li>•</li> </ul>	

16.00-16.30			
AH4.3	Oral presentation	<i>Internationalising higher education</i> , Satish Kumar (Queen's University Belfast)	D5
AH4.4	Oral presentation	<i>Student-led tutorials and their implications on learning and teaching: Empirical findings from a mixed methods study</i> , Asad Kamran Ghalib & Curtis Ziniel (Liverpool Hope University)	D6
AH4.6	Interactive breakout	<i>Raspberry Go and Pokemon Pi : Chasing student engagement with social media</i> , Hilary Cunliffe-Charlesworth (Sheffield Hallam University)	E1
AH4.8	Oral presentation	<i>Exploring the causes of undergraduate non-submission at reassessment in a post-1992 school of Business and Law</i> , Elaine Yerby, University East London	E5
AH4.9	Oral presentation	<i>Film Education: Why, what, how and for whom? University tutors' perceptions of film pedagogy in a short course programme for part-time adult learners at a British university</i> , Martine Pierquin (University of Edinburgh)	E6
16.00-17.00			
AH4.1	Workshop	<i>A sense of belonging: How do we as educators diversify our curriculum</i> , Melodie Holliday (Shades of Noir, University of the Arts, London)	D1
AH4.2	Workshop	<i>The TEF is a difficult 'subject' to 'teach': Disarming and developing the scholarly community in becoming TEF ready</i> , Kath Abiker (Canterbury Christ Church University)	D2
AH4.5	Workshop	<i>Diffraction in Art and Art Education: A paradigm shift away from reflection</i> , Alberto Condotta (Birmingham School of Art)	D7
16.30-17.00			
AH4.3a	Oral presentation	<i>Proof reading: Some points!</i> Sue McBean (Ulster University)	D5
AH4.4a	Oral presentation	<i>Bringing alumni and employers to the classroom: The case study of MFL employability week at Northumbria University</i> , Florence Potot (Northumbria University)	D6
AH4.6a	Interactive breakout	<i>Transforming assessment: Creating opportunities for peer assessment through poster presentations</i> , Rocio Perez-Tattam (Swansea University)	E1
AH4.7a	Oral presentation	<i>In field teaching: Assessment lessons from the Himalayas</i> , Jennifer O'Brien (University of Manchester)	E2
AH4.8a	Oral presentation	<i>Legal employability: Clinic, CILEx and training reform: Threats and opportunities for Law Schools</i> , Andrew Unger, Catherine Evans & Alan Russell (London South Bank University)	E5
AH4.9a	Oral presentation	<i>The accented curriculum: How to move beyond the anglophone-biased and received pronunciation (RP) curriculum design</i> , Katerina Loukopoulou (Middlesex University)	E6
17.00-17.15			
	Plenary		C2

HEA Annual Conference 2017  
 Generation TEF: Teaching in the spotlight  
 Day 1: 4 July 2017 – Health and Social Care strand



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C2
10.00-11.00			
	Keynote	<p><a href="#">Dr Helen Bevan</a>, OBE, Chief Transformation Officer, Horizon's team (NHS England)</p> <p><i>Leading Change into the Future</i></p>	C2
11.00-11.30			
	Refreshments		
11.30-12.00			
HSC1.3	Oral presentation	<p><i>Reflection in a new light: Updating Gibbs' Reflective Cycle on a Foundation Degree in Healthcare Sciences</i> Claire Emery &amp; Jacqueline Chang (St George's University of London, Kingston University)</p>	F5
HSC1.4	Oral presentation	<p><i>Courting Drama: Implementing a coroner's court simulated learning environment into undergraduate Nursing curriculum</i> Rhonda Beggs (Griffith University, Australia) &amp; Ian McKay (University of East Anglia)</p>	F6
HSC1.5	Oral presentation	<p><i>Using flipped class with in-class real-time interactive software to teach undergraduate pharmacy student's (L6) consultation skills for women's health issues</i>, Ravina Barrett (University of Portsmouth)</p>	F14
HSC1.8	Oral presentation	<p><i>Is pedagogy important to undergraduate Nurse Education in the UK? Findings from a review of pedagogic principles</i> Carolyn Mackintosh-Franklin (University of Manchester)</p>	H5
HSC1.9	Oral presentation	<p><i>Employability: A university-wide responsibility, but to what extent do our programmes develop graduate attributes valued by students and employers?</i> Alison Day (Cardiff University)</p>	H6
HSC1.10	Oral presentation	<p><i>'Let the platform see the learning': ELP and participatory learning</i> Jill Gilthorpe &amp; John Stephens (Northumbria University)</p>	H11
11.30-12.30			
HSC1.6	Interactive breakout	<p><i>Employability: Creating a collaborative framework for success</i>, Mark Jones, Rebecca Vaughan, Denise Thyer &amp; Jodie Croxall (Swansea University)</p>	H1



HSC1.7	Workshop	<i>Staff and student digital capabilities: Creating and assessing real world online learning resources for community audiences</i> Jane Guiller & Larissa Kempenaar (Glasgow Caledonian University)	H2
12.00-12.30			
HSC1.3a	Oral presentation	<i>The development of an online toolkit to assist staff and students' to publish collaboratively,</i> Carolyn Lees & Nicola Morell-Scott (Liverpool John Moores University)	F5
HSC1.4a	Oral presentation	<i>The use of problem based scenarios to facilitate student application of theory to practice in a module setting,</i> Joan Lawrence (Canterbury Christ Church University)	F6
HSC1.5a	Oral presentation	<i>"See what I see" The use of innovative technology to enhance students' communication skills by developing self-awareness during simulated patient care interactions,</i> Matthew Thornton (University of South Wales)	F14
HSC1.8a	Oral presentation	<i>Assessment as learning; a new pedagogical tool in clinical training,</i> Sarah Bateup (Hertfordshire University & Ieso Digital Health)	H5
HSC1.9a	Oral presentation	Increasing employability for health care students: An evaluation of an assignment to develop collaborative research skills Kate Shobbrook (University College London)	H6
HSC1.10a	Oral presentation	<i>Medication safety: learning through group work,</i> Parastou Donyai (University of Reading)	H11
12.30-12.40			
	Break		
12.40-13.10			
HSC2.3	Oral presentation	<i>Flipping wounds: Exploring flipped learning with enquiry based learning,</i> Adele Atkinson (Kingston University)	F5
HSC2.4	Oral presentation	<i>A new national framework and programmes for social work continuing education: Critical reflections on the first phases of implementation in Wales: A case study,</i> Jo Rees & Tracey Maegusuku-Hewett (Swansea University), Wulf Livingstone (Glyndwr University) & Gwenan Prysor (Bangor University)	F6
HSC2.5	Oral presentation	<i>An inter-professional simulated learning opportunity: Becoming better together through doing, reflecting and evaluating,</i> Sarah Bodell, Jacqui McKenna, Kyle Charnley & Rachel Russell (University of Salford)	F14
HSC2.8	Oral presentation	<i>Building the emotional repertoire of student nurses: Experiential engagement strategies within pre-registration Nursing curriculum,</i> Eula Miller (Manchester Metropolitan University)	H5
HSC2.9	Oral presentation	<i>Engaging students through cross faculty internships 'Feel The Fear, But Do It Anyway - Cross Faculty Internships',</i> Nicola Morell-Scott & Carolyn Lees (Liverpool John Moores University)	H6

HSC2.10	Ignite sessions	<ul style="list-style-type: none"> <li>• <i>Students as academics: How can we encourage students to publish their work?</i> Joanne Keeling (University of Central Lancashire)</li> <li>• <i>The strategies to assure students are placed in safe, effective, caring and well led practice learning environments, to support and retain the future nursing workforce,</i> Abbie Fordham Barnes (Birmingham City University), Robert Dudley (University of Worcester) &amp; Paul Jackson (University of Wolverhampton)</li> <li>• <i>Generation TEF and employability – not just about graduate destination,</i> Lisa Taylor (University of East Anglia)</li> </ul>	H11
12.40-13.40			
HSC2.1	Interactive breakout	<i>Courting Drama: Implementing a coroner's court simulated learning environment into undergraduate Nursing curriculum,</i> Rhonda Beggs (Griffith University, Australia) & Ian McKay (University of East Anglia)	F1
HSC2.2	Interactive breakout	<i>'Is there anybody out there?' The importance of presence and 'teacher immediacy' in online learning,</i> Claire Beecroft & Luke Miller (University of Sheffield)	F2
HSC2.6	Workshop	<i>Sand art: Using craft activities to improve pastoral support for postgraduate health and social care students,</i> Harriet Shannon (University College London)	H1
HSC2.7	Workshop	<i>Patient-centred care: Learning to empathise,</i> Parastou Donyai (University of Reading)	H2
13.10-13.40			
HSC2.3a	Oral presentation	<i>Community learning and development practice-based research: Internships, partnerships, critical pedagogy and employment opportunities,</i> Jean McEwan-Short (University of Dundee)	F5
HSC2.4a	Oral presentation	<i>Inclusive research with students and members of the public: How can we best evaluate innovative teaching about ageing?</i> Luisa Wakeling & Ellen Tullo (Newcastle University)	F6
HSC2.5a	Oral presentation	<i>Knocking on a real door: Exploring how home simulated learning environments can promote authentic student learning,</i> Claire Harnett & Erin King (University of Manchester)	F14
HSC2.8a	Oral presentation	<i>Storytelling for teaching: Findings from a meta-ethnography,</i> Amy Wareing (Robert Gordon University)	H5
HSC2.9a	Oral presentation	<i>Making progress? Student engagement through partnerships to improve teaching and learning in a discipline,</i> Jasper Shotts (University of Lincoln)	H6
HSC2.10a	Oral presentation	<i>A day on the farm: The value of fieldtrips in improving student engagement, group cohesion and course satisfaction,</i> Claire Hooks & Frances Galloway (Anglia Ruskin University)	H11
13.40-14.30			
	Lunch		

14.30-15.00			
HSC3.3	Oral presentation	<i>Rubrics and feed forward to improve student attainment,</i> Kaz Stuart & Julie Taylor (Cumbria University)	F5
HSC3.4	Oral presentation	<i>Stand up and be heard (fear of presentations/public speaking workshop),</i> Rob Grieve (University of the West of England)	F6
HSC3.5	Oral presentation	<i>Understanding the experience of independent learning by student nurses: Giving up our love affair with Knowles and adopting a more social constructionist approach to enable a more student centred pedagogy,</i> Nikki Glendening (University of Bournemouth)	F14
HSC3.8	Oral presentation	<i>Undergraduates as co-researchers and peer mentors to build resilience and problem solving skills,</i> Ravina Barrett (University of Portsmouth)	H5
HSC3.9	Oral presentation	<i>Great Expectations: A study to compare and contrast the expectations of students attending a radiotherapy and nursing programme at the University of Liverpool whilst exploring the link to student retention,</i> Catherine Fletcher & Catherine Gorden (University of Liverpool)	H6
HSC3.10	Oral presentation	<i>Does our Teaching the Teachers to Teach module actually teach the teachers to teach?</i> Veronica Hollis, Kathryn Woods-Townsend & Judith Holloway (University of Southampton)	H11
14.30-15.30			
HSC3.1	Workshop	<i>Cracking the TEF Crystal Maze – Embedding a flexible learning strategy to enhance the student experience,</i> Neil Withnell & Emma Gillaspay (University of Salford)	F1
HSC3.2	Workshop	<i>Taking STEP's to enhance practice learning,</i> Natalie Holberry, Pam Hodge & Sinead Mehigan (Middlesex University), Dawn Morley (University of Surrey) & Lynn Quinlivan (University of Hertfordshire)	F2
HSC3.6	Workshop	<i>Leadership: The Teaching Excellence Framework and 'Learning Gain',</i> Ann Wakefield, Carolyn Macintosh-Franklin, Sally Hickson & Jaqueline Cleator (University of Manchester)	H1
HSC3.7	Workshop	<i>Agile Learning in Practice: A recipe for igniting student engagement with learning,</i> Karl Royle & Nicky Dowling (University of Wolverhampton)	H2
15.00-15.30			
HSC3.3a	Oral presentation	<i>Student carers: Supporting their educational success,</i> Fiona Morgan (University of Wolverhampton)	F5
HSC3.4a	Oral presentation	<i>Assessment by discussion,</i> Gavin Jinks (University of Derby)	F6
HSC3.5a	Oral presentation	<i>Academic supervision of Pre-Registration BSc Nursing students: What do they want?</i> David Gallimore (Swansea University)	F14
HSC3.8a	Oral presentation	<i>Preparation for practice: Developing final year Pharmacy students to become a practice-ready workforce using a problem-based learning approach,</i> Gautam Paul & Sue Chan (University of Nottingham)	H5

HSC3.9a	Oral presentation	<i>Co-creating experiences through the use of Arts in Social Work Education</i> , Jo Rees, Suzanne Spooner, Tracey Maegusuku-Hewett & Rosita Wilkins (Swansea University) & Kieron Hatton (University of Portsmouth)	H6
HSC3.10a	Oral presentation	<i>Demonstrating quality in teaching and learning: Sharing learning from a successful application for Fellow of the Higher Education Academy through the University of Liverpool Teaching Recognition and Accreditation Framework</i> , Julie Hanna (University of Liverpool)	H11
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> <li>• <i>Interprofessional education in Speech and Language therapy: How the evidence meets the views and experiences of students and practice educators in SLT education</i>, Stefanie Anita Bucher (University College London)</li> <li>• <i>A spotlight on teaching when teachers are limited: How online learning can improve teaching quality by redistributing resources</i>, Katie Stripe (Imperial College London)</li> <li>• <i>Creative teaching to develop innovative thinking</i>, Cathy Taylor (Swansea University)</li> <li>• <i>The wider values of co-learning pedagogical approaches in healthcare education</i>, Claire Hooks (Anglia Ruskin University)</li> <li>• <i>Preparing students to train others: A new assessment for speech and language therapy students</i>, Suzanne Jago (University College London)</li> <li>• <i>'Different Worlds, Same Classroom'. The epistemological beliefs and learning approaches of first year dental hygiene students on an undergraduate dental programme</i>, Suzanne Riordan (University of Leeds)</li> <li>• <i>Experiential placements: How to develop and embed throughout the Pharmacy curriculum</i>, Wing Man Lau &amp; Susan Slade (University of Reading)</li> <li>• STEP Poster, Justin McDermott, Julie Moody &amp; Pam Hodge (Middlesex University)</li> <li>• <i>Games with aims</i>, Allison Harris &amp; Gill Harrison (City University, London)</li> </ul>	
16.00-16.30			
HSC4.3	Interactive breakout	<i>Postgraduate writing: What supervisors say</i> , Maureen Finn (University of Manchester)	F5
HSC4.4	Oral presentation	<i>Working with students to create authentic and timely course evaluation: A case study using a structured qualitative approach</i> , Dawn Morley, Naomi Winstone & Ian Kinchin (University of Surrey)	F6
HSC4.5	Oral presentation	<i>Dental students' evaluations of the social and behavioural sciences in dental education: A student-as-co-researcher research project</i> , Patricia Neville, Katarzyna Pilch & Dona Dasna Nalangi (University of Bristol)	F14

HSC4.6	Oral presentation	<i>Developing a fast track flexible programme for students working in the early years education and care sector</i> , Glenda Tinney (University of Wales Trinity Saint David)	H1
HSC4.7	Oral presentation	<i>A comparative historical analysis of Florence Nightingale's letters to William Rathbone during the Bangor typhoid outbreak 1882-1883 – A student engagement through partnership study</i> , John Alcock (Bangor University)	H2
HSC4.8	Oral presentation	<i>Increasing social presence and cognitive presence through module redesign</i> , Kay John (London Metropolitan University)	H5
HSC4.9	Oral presentation	<i>Pharmacy Leadership and Management: A new high fidelity simulation to prepare students for their future practise</i> , Vibhu Solanki & Matthew Boyd (University of Nottingham)	H6
HSC4.10	Oral presentation	<i>Widening access to higher education: Turning revised Recognition of Prior Learning guidance into reality: A case study</i> , Allison Wiseman & Svetlana Reston (University of Surrey)	H11
16.00-17.00			
HSC4.1	Interactive breakout	<i>Progression towards open access environments in the teaching of statistics to non-specialists in medicine and allied health sciences</i> , Margaret MacDougall (University of Edinburgh)	F1
HSC4.2	Workshop	<i>Motivating and engaging students in the flipped classroom through the use of team-based learning</i> , Simon Tweddell (University of Bradford)	F2
16.30-17.00			
HSC4.3a	Oral presentation	<i>How does the use of mobile technologies impact on the educational experiences of postgraduate students?</i> Andrew Hall & Gary Norton (University of Manchester)	F5
HSC4.4a	Oral presentation	<i>Partnership and collaboration: Involving students in service evaluation</i> , Carol Sacchett & Janet Wood (University College London)	F6
HSC4.5a	Oral presentation	<i>Building the team: Educator-strategies for creating student networks and cohesion in a modular blended learning journey</i> , Louise Margaret Blakemore (Imperial College, London)	F14
HSC4.6a	Oral presentation	<i>An action research project on the impact of technologies on the students' attendance, engagement, attention, learning outcomes and perception of learning in economics classes</i> , Dimitrios Paparas (Harper Adams University)	H1
HSC4.7a	Oral presentation	<i>Reflections through the looking glass: The role of observation in enhancing student learning</i> , Patricia Cartney (University of Manchester)	H2
HSC4.8a	Oral presentation	<i>Pedagogy and curriculum development to train an interprofessional health and social care workforce</i> , Molly Hashmi-Greenwood, Aimee France, Julie Walters & Robin Lewis (Sheffield Hallam University)	H5
HSC4.9a	Oral presentation	<i>Building a bright future: 'Remote' learning for telesolutions in practice</i> , John Stephens & Veronica Southern (Northumbria University)	H6

HSC4.10a	Oral presentation	<i>Graduate Perceptions of completing a part time degree in Health and Social Care</i> , Joan Simons & Stephen Leverett (The Open University)	H11
17.00-17.15			
	Plenary		C2

# HEA Annual Conference 2017 #HEAconf17

## Generation TEF: Teaching in the spotlight

Day 2: 5 July 2017 – Strategy and Sector Priorities strand



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome	Professor Stephanie Marshall (Chief Executive, HEA)	C16
10.00-11.00			
	Keynote	<a href="#">Eric Stoller</a> (Higher Education Consultant & Blogger at InsideHigherEd.com)	C16
11.00-11.30			
	Refreshments		
11.30-12.00			
T1.8	Oral presentation	<i>Integrating 'Flipped Learning' to engage students with their own career development,</i> Salome Bolton & Gigi Herbert (Newcastle University)	E5
T1.9	Oral presentation	<i>"Re-engaging students: Could a conversation make a difference?" The power of personal conversations to encourage progression,</i> Joanne Beard & Alison Mortiboy (The Open University)	E6
T1.10	Oral presentation	<i>Squaring the circle? Can demands to satisfy student instrumentality be reconciled to fulfilling learners' academic and intellectual curiosity?</i> Josie Kelly (Aston University Business School)	E7
T1.13	Oral presentation	<i>A tale of two narratives: Student Voice – What lies before us?</i> Valerie Hall (University of Wolverhampton)	F5
T1.14	Oral presentation	<i>"It's just not worth a damn!": Examining the perceived value of a Bachelor degree,</i> Duncan Watson (University of East Anglia) and Robert Webb (Nottingham University Business School)	F6
T1.15	Oral presentation	<i>What does teaching excellence look like? Exploring the concept of the ideal teacher through visual metaphor,</i> Anna Hunter (University of Central Lancashire)	F14
T1.18	Oral presentation	<i>Disaster to delight!</i> Mark Mabey, The London College UCK	H5
T1.19	Oral presentation	<i>The pedagogical benefits of preparing our students for the professional world,</i> Lucinda Maria Becker (University of Reading)	H6
T1.20	Oral presentation	<i>The Liverpool Hope University Communities of Practice Network: Three years of collective sense making and collaborative problem solving,</i> Nick Almond & Penny Haugham (Liverpool Hope University)	H11

11.30-12.30			
T1.1	Workshop	<i>Enterprise challenges in Psychology and beyond: Developing graduate skills and employability through entrepreneurial learning</i> , Patrick Rosenkranz, Alecia Dunn, Amy Fielden & Charlotte Warin (Newcastle University)	D1
T1.2	Workshop	<i>Moving on from Minimum Standards (MoMs): Ensuring impact in the promotion of learning technology</i> , David Barber (Southampton Solent University)	D2
T1.3	Interactive breakout	<i>Transforming assessment: The use of a marking app: From student engagement to feedback</i> , Victoria Jack (University of York)	D5
T1.4	Workshop	<i>Delivering an inclusive higher education: An inclusive curriculum framework from concept to review</i> , Nona McDuff & Annie Hughes (Kingston University)	D6
T1.5	Panel session	<i>Careers Services working in partnership with academics to maximise student engagement, its impact on graduate careers and employability and links to the TEF</i> , Stephen Boyd & Mark Stow (University of Huddersfield) & Bob Gilworth (The Careers Group, University of London)	D7
T1.6	Workshop	<i>'How do the goalposts move next year?' A tool to empower staff to scaffold the emerging employability skills of higher education students?</i> Shirley Bennett & Rachel Maxwell (University of Northampton) & Gareth Neighbour (Birmingham City University)	E1
T1.7	Workshop	<i>From cube to tube: Mapping transition</i> , Mark Sutcliffe & Ruth Matheson (Cardiff Metropolitan University)	E2
T1.11	Workshop	<i>Graduate+ students design their own future</i> , Luke Millard, Jack Hogan & Lesley Taylor (Birmingham City University)	F1
T1.12	Workshop	<i>Breaking down the barriers to Digital Examinations</i> , Simon Kent & Mariann Rand-Weaver (Brunel University London)	F2
T1.16	Workshop	<i>Applying the HEA Employability Framework to the undergraduate Management degree at the University of Leeds: Square pegs and round holes or a perfect fit?</i> Julia Braham (University of Leeds)	H1
T1.17	Workshop	<i>The Teaching Excellence Framework: What are the implications for postgraduate curriculum design?</i> Bridget Middlemas (University of Roehampton)	H2
12.00-12.30			
T1.8a	Oral presentation	<i>Embedding employability in higher education: Royal University for Women perspective</i> , Mona Suri & Parsa Zoqaqi (Royal University for Women, Bahrain)	E5
T1.9a	Oral presentation	<i>Developing pedagogical content knowledge in higher education</i> , John Bostock (Edge Hill University)	E6
T1.10a	Oral presentation	<i>Integrating and evaluating peer review in introductory modules</i> , Annette Duensing & Maria Fernandez-Toro (The Open University)	E7
T1.13a	Oral presentation	<i>Student knowledge in learning and leadership: How an active and collaborative approach can help students articulate the skills they gain throughout higher education</i> , Jamie Morris, Sam Geary & Zahra Moledina (Birmingham City University)	F5



T1.14a	Oral presentation	<i>Does careers education work? Measuring the impact of credit bearing careers education and considering the motivations of students for choosing such learning,</i> Ruth O'Riordan (University of Dundee)	F6
T1.15a	Oral presentation	<i>Is an institutional CPD scheme aligned to the UK PSF and HEA Fellowship an effective tool to influence teaching practice?</i> Kath Botham (Manchester Metropolitan University)	F14
T1.18a	Oral presentation	<i>Thrive: Establishing a university-wide career mentoring community,</i> Tania Lyden & Orla Kennedy (University of Reading)	H5
T1.19a	Oral presentation	<i>Developing digital competence: A cross university project,</i> Liz Aylott & Jude Wilson (BPP University)	H6
T1.20a	Oral presentation	<i>Recognition of teaching and gender: Motivation and impact of recognition schemes on female academics,</i> Hannah Grist, Ros O'Leary & Sabina Fiebig-Lord (University of Gloucestershire)	H11
12.30-12.40			
	Break		
12.40-13.10			
T2.5	Oral presentation	<i>Transforming the role of the student in assessment: Training students to be proactive recipients of feedback,</i> Naomi Winstone (University of Surrey)	D7
T2.9	Oral presentation	<i>Raising the bar: Introducing a revised approach to making judgements on teaching performance of newly appointed lecturers,</i> Marjorie Spiller & Russell Spink (Staffordshire University)	E6
T2.15	Oral presentation	<i>Supporting students from Northern Ireland: Exploring the barriers and enablers for a successful transition to higher education in the UK,</i> Danielle Chavrimootoo & Ruth Doughty (Liverpool John Moores University)	F14
T2.18	Oral presentation	<i>Reacting to collaborative student engagement initiatives: A report from the REACT project,</i> Tom Lowe & Stuart Simms (University of Winchester)	H5
T2.19	Oral presentation	<i>The Social Learning App,</i> Pat Tissington & Jessica Rimoch (Birkbeck, University of London)	H6
T2.20	Oral presentation	<i>The language of assessment: Challenging conventional approaches within the Open University,</i> Isobel Shelton, Laura Hills & Anactoria Clarke (The Open University)	H11
T2.21	Oral presentation	<i>Measuring students' learning and employability gain: Findings from the LEGACY Project,</i> Christina Hughes (Sheffield Hallam University) & Heike Behle (University of Warwick)	C16
12.40-13.40			
T2.1	Workshop	<i>What is digital learning?</i> Alison Purvis, Graham Holden and Helen Rodger (Sheffield Hallam University)	D1
T2.2	Workshop	<i>Leading meaningful curriculum change,</i> Elizabeth McCrum & Nina Brooke (University of Reading)	D2

T2.3	Interactive breakout	<i>Putting technology in the frame: Multiple lenses on evidenced based practice in a university-wide roll out,</i> Linda Price, Stuart Downward, David Lawrence, Barry Avery, Anne Preston, Tania Dias Fonseca, Nora Vyas, Nick Lock, Graham Alsop, Susan Orwell, James Beardsmore & Diogo Casanova (Kingston University)	D5
T2.4	Interactive breakout	<i>Learning analytics: What is it good for?</i> Samantha Ahern and Steve Rowett (University College London)	D6
T2.6	Workshop	<i>How can digital capability promote teaching excellence?: Exploring guidelines for digitally-capable teaching excellence,</i> Liz Austen, Helen Parkin & Stella Jones-Devitt (Sheffield Hallam University)	E1
T2.7	Workshop	<i>Using technology to engage part-time remote learners in Continuing Veterinary Education,</i> Emily Chapman-Waterhouse, Henry Keil & Eleanor Tomsett (Harper Adams University)	E2
T2.8	Workshop	<i>Student engagement in the context of commuter students</i> Hannah Goddard (The Student Engagement Partnership/NUS)	E5
T2.10	Interactive breakout	<i>Student perceptions of teaching excellence: An analysis of teaching awards nomination data,</i> Tanya Lubicz-Nawrocka (University of Edinburgh)	E7
T2.11	Workshop	<i>Online teaching: understanding pedagogy and enhancing teaching and learning,</i> Chris Douce, Anne Walshe & Matthew Walkley (The Open University)	F1
T2.12	Workshop	<i>Mindful mindsets: The missing piece of the partnership puzzle?</i> Lindsay Davies & Udaramati Pope (Nottingham Trent University)	F2
T2.13	Interactive breakout	<i>Immersive technologies from conception to implementation,</i> Stephanie Barker & Steven Williams (Manchester Metropolitan University) & Bryony Olney (University of Sheffield)	F5
T2.14	Interactive breakout	<i>Re-considering learning and teaching strategy via transcultural communication,</i> Paul Roberts & Victoria Jack (University of York)	F6
T2.16	Workshop	<i>The Employability Jigsaw: Refreshing staff engagement in employability,</i> Sharon Gedye & Jane Collings (Plymouth University)	H1
T2.17	Workshop	<i>Preparing tutors for the employability agenda,</i> Guy Townsin & Liz Holford (University of Portsmouth)	H2
<b>13.10-13.40</b>			
T2.5a	Oral presentation	<i>Assessment co-design as a vehicle for pedagogic change and student engagement,</i> Ming Nie (University of Northampton)	D7
T2.9a	Oral presentation	<i>Bangor Summer School: Supportive methods of supplementary work assessment to increase retention, engagement and attainment,</i> Frances Garrad-Cole, Louise Allen-Walker & L-J Stokes (Bangor University)	E6
T2.15a	Oral presentation	<i>Transitioning cohorts: A comparative study of best practice in supporting direct entrant students to make a successful transition from FE college to advanced years in university,</i> Shuna Marr and Debbie Meharg (Edinburgh Napier University)	F14

T2.18a	Oral presentation	<i>Researching, advancing and inspiring student engagement in higher education: The RAISE Network and the Evolution Student Engagement</i> , Tom Lowe (University of Winchester) & Sam Elkington (Higher Education Academy)	H5
T2.19a	Oral presentation	<i>The use of Technology Enhanced Learning (TEL) in delivering an inclusive, accountable and transparent student experience in the age of the consumer student whatever the student's chosen mode of learning</i> , Annie McCartney, Dawn Story & David Lewis (University of South Wales)	H6
T2.20a	Oral presentation	<i>The Marker's Apprentice</i> , Susan Beesley (Nottingham Trent University) & Stephen Nutbrown (University of Nottingham)	H11
T2.21a	Oral presentation	<i>Towards an institutional understanding of employability for the part-time, distance learner</i> , Grace Clifton (The Open University)	C16
13.40-14.30			
	Lunch		
14.30-15.00			
T3.3	Interactive breakout	<i>Peer review of online and blended learning designs: Creating a culture of teacher-researchers</i> , Eileen Kennedy & Diana Laurillard (University College London, Institute of Education)	D5
T3.4	Oral presentation	<i>The Birmingham Digital Student: Student/staff partnership in a Digital Age</i> , Graham Lowe & Jack Hogan (Birmingham City University)	D6
T3.19	Oral presentation	<i>Achieving 96% employability: A generation TEF study @wlv_uni</i> , Roy Broad (University of Wolverhampton)	H6
14.30-15.30			
T3.1	Meeting	<i>Wales - Pedagogies of social mobility meeting</i> , Joan O' Mahony (Higher Education Academy) & Simon Horrocks (Open University) <b>Invitation only</b>	D1
T3.2	Workshop	<i>The bigger picture: Holistic approaches to student retention, transition and attainment at Bangor University</i> , Dave Perkins, Sue Clayton & Fran Garrad-Cole (Bangor University)	D2
T3.5	Summit	<i>Flexible Learning Summit</i> Sam Elkington (Higher Education Academy), Carol Evans (University of Southampton) & Stella Jones-Devitt (Sheffield Hallam University)	D7
T3.7	Workshop	<i>The Liverpool Hope University Communities of Practice Network: An experiential guide to setting up and maintaining a network of communities of practice</i> , Penny Haughan & Nick Almond (Liverpool Hope University)	E2
T3.8	Workshop	<i>Strategies for enhancing learning and teaching focussed continuing professional development</i> , Rachael-Anne Knight & Santanu Vasant (City, University of London)	E5
T3.10	Workshop	<i>Embedding employability - Why?</i> Stuart Norton (Higher Education Academy)	E7
T3.11	Workshop	<i>Team projects for employability and lifelong learning</i> , Janice Whatley & Chrissi Nerantzi (Manchester Metropolitan University)	F1

T3.13	Interactive breakout	<i>Student anxiety about the future: Reasons, behaviours and issues for professional practice</i> , Allison Webb & Eve Stuart (Bishop Grosseteste University)	F5
T3.14	Interactive breakout	<i>Developing the future tutor: Supporting staff to support their students through collaborative pastoral and academic eco-system design</i> , Kerry Gough (Nottingham Trent University)	F6
T3.16	Workshop	<i>Catching up with the Science of Compassion in HE Group Work</i> , Theo Gilbert (University of Hertfordshire)	H1
T3.17	Workshop	<i>The Fairness Project: A collaborative project across three universities equipping students to maximise their employability through tackling inequality and unfair diversity barriers in the legal profession and inspiring them to create a fairer legal profession for the future</i> , Tina McKee & Rachel Nir (University of Central Lancashire), Elisabeth Griffiths & Jill Alexander (Northumbria University) & Tamara Hervey (University of Sheffield)	H2
T3.18	Interactive breakout	<i>Starting the Universal Design for Learning journey</i> , Tony Churchill (De Montfort University)	H5
T3.20	Panel session	<i>An exploration of mindfulness in higher education</i> , Caroline Barratt (University of Essex), Steven Stanley (University of Cardiff) & Siobhan Lynch (University of Southampton)	H11
T3.21	Ignite sessions	<ul style="list-style-type: none"> <li>• <i>Coaching for improvement: Moving towards a supportive teaching observation scheme within higher education</i>, Thomas Legge (Hartpury University Centre) &amp; Luciana De Martin Silva (Hartpury University Centre &amp; Cardiff Metropolitan University)</li> <li>• <i>Personal tutoring: Building a strategy from action research and evidence based practice</i>, Maria Kutar &amp; Nick Dearden (University of Salford)</li> <li>• <i>Making best use of the HEA to transform learning and teaching pedagogies</i> (Ruth Sayers, Bishop Grosseteste University)</li> <li>• <i>Lecturers in the spotlight: Student supported video-mediated reflective practice</i>, Anne Preston (Kingston University)</li> <li>• <i>The effectiveness of TEL interventions on BME attainment gap</i>, Suzan Orwell &amp; James Denholm-Price (Kingston University)</li> </ul>	C16
		<ul style="list-style-type: none"> <li>• <i>From theory to action: A collaborative student staff professional development partnership</i>, Madeline Worsley (University of Portsmouth)</li> <li>• <i>From acorns to oak trees: Recognising, rewarding and sharing innovative, inspiring and excellent practice to enhance student learning</i>, Kerry Whitehouse and Lerverne Barber (University of Worcester)</li> </ul>	C16
15.00-15.30			

T3.3a	Interactive breakout	<i>Supporting student success and employability development through a personalised co-curricular framework: A Kingston University case study</i> , Clarissa Wilks, Lucy Jones, Ula Ojiaku & Aditya Tandon (Kingston University)	D5
T3.4a	Oral presentation	<i>Student engagement through partnership: A case study: A collaborative approach between the careers service and academic staff within the University of Birmingham's College of Life &amp; Environmental Sciences to improve graduate employability through enhanced engagement</i> , Jim Reali (University of Birmingham)	D6
T3.9a	Oral presentation	<i>The Student Journey Project: A student centred approach to institutional change</i> , Huw Swayne (University of South Wales)	E6
T3.19a	Oral presentation	<i>Using the HEA Employability Framework to embed employability attributes in academic curricula</i> , Simon Robson (Northumbria University)	H6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> <li>• <i>Do undergraduate students plan to seek employment as a result of attending University? Who are their main advisors?</i> Yvonne Rennison, Fiona McEwan-Short, James Rattenbury &amp; Hannah Holmes (Manchester Metropolitan University)</li> <li>• <i>Benefits and impact of peer assisted learning</i>, Helen Hull (University of Portsmouth)</li> <li>• <i>Embedding employability at an institutional level: University of Suffolk</i>, Suzanne Nolan (University of Suffolk)</li> <li>• <i>An unexpected journey: The students that present at an extra-curricular undergraduate research conference and what they present</i>, Christopher Little (Keele University)</li> <li>• <i>Career mentoring success: Does the social diversity of mentoring pairs matter?</i> Tania Lyden (University of Reading)</li> <li>• <i>Students creating change</i>, Claire Thomson (Bishop Grosseteste University)</li> <li>• <i>What about me?: Supporting staff, supporting students</i>, Katy Savage (Strathclyde University)</li> <li>• <i>Building cross curricular Communities of Practice to support students</i>, Charlotte Stevens (Open University)</li> </ul>	

16.00-16.30			
T4.3	Oral presentation	<i>A multiple choice question methodology that makes confidence assessment an implicit part of the answering process,</i> Paul McDermott (University of East Anglia)	D5
T4.6	Oral presentation	<i>An investigation into the formation of Academic Teaching Identity: Some preliminary findings,</i> Gillian Lazar (Middlesex University)	E1
T4.7	Oral presentation	<i>Supporting students for better retention, resilience and results: A new approach,</i> Jamie Rawsthorne (University of West of England)	E2
T4.8	Oral presentation	<i>Institutional change in assessment practices: How professional do academics need to be?</i> Jessica Evans & Simon Bromley (The Open University)	E5
T4.9	Oral presentation	<i>The effect of a discipline-specific key skills introductory module on the transition into university study,</i> Laurence Protheroe, Thomas Legge & Gareth Knox (Hartpury University Centre)	E6
T4.13	Oral presentation	<i>Teaching and learning as a multi-crew environment: A pilot study,</i> Simon Stevenson (University of Hull) & James Stevenson	F5
T4.14	Oral presentation	<i>Secret agents of change: The increasing importance of the personal tutor in student retention and success,</i> Emily McIntosh (University of Bolton) & David Grey (York St John University)	F6
T4.18	Oral presentation	<i>Strategy into practice: A student partnership approach to transforming one faculty's assessment and feedback practice,</i> Claire Allam & Emily Preston-Jones (University of Sheffield)	H5
T4.19	Oral presentation	<i>Learning gains as a function of learning design in higher education,</i> Jekaterina Rogaten (The Open University)	H6
T4.21	Oral presentation	<i>Removing the elephant from the room: How to use observation to transform teaching,</i> Matt O'Leary & Mark O'Hara (Birmingham City University)	C16
16.00-17.00			
T4.1	Workshop	<i>Preparing the 'TEF Graduate' for 'super-diversity': Autobiographical story-telling and transformative learning - an alternative to 'failed multiculturalism'?</i> Vivian Caruana (Leeds Beckett University)	D1
T4.2	Workshop	<i>NUSTEM: A blueprint for engaging and improving the uptake of STEM by young people, particularly females and other under-represented groups,</i> Rebecca Strachan, Joe Shimwell, Carol Davenport, Annie Padwick, Jonathan Sanderson & Opeyemi Dele-Ajayi (Northumbria University)	D2
T4.5	Summit	<i>Flexible Learning Summit</i> (continued) Sam Elkington (Higher Education Academy), Carol Evans (University of Southampton) & Stella Jones-Devitt (Sheffield Hallam University)	D7
T4.10	Workshop	<i>Embedding employability - Why?</i> (continued) Stuart Norton (Higher Education Academy)	E7
T4.11	Interactive breakout	<i>Diversity Dash! Game-based exploration of student diversity and inclusive curricula,</i> Dawn Theresa Nicholson & Kathryn Botham (Manchester Metropolitan University)	F1

T4.12	Interactive breakout	<i>Student partnership at a distance: The Open University Student Curriculum Design Panel</i> , Elizabeth Ellis, Kate Lister & Katharine Reedy (The Open University)	F2
T4.16	Interactive breakout	<i>Using shared reading to promote a sense of community – between 30,000 students, 10,000 staff and over 400+ miles</i> , Alison Baverstock (Kingston University) & Brian Webster-Henderson (Edinburgh Napier University)	H1
T4.17	Interactive breakout	<i>Disruptive learning through playful realities</i> , Matthew Thorpe, Steve Williams, Osman Javaid & Christopher Meadows (Manchester Metropolitan University)	H2
16.30-17.00			
T4.3a	Oral presentation	<i>Flowering in the desert: Growing employability at Bahrain Polytechnic</i> , Ema Janahi & Oonagh McGirr (Bahrain Polytechnic)	D5
T4.7a	Oral presentation	<i>Embedding academic process and skills at London South Bank University</i> , Lesley Roberts (London South Bank University)	E2
T4.8a	Oral presentation	<i>An innovative and highly effective transferable strategy to analyse and eradicate high fail rate modules</i> , Barry Beggs & Elaine Clafferty (Glasgow Caledonian University)	E5
T4.9a	Oral presentation	<i>“...If the college don’t push it forward, how are people going to get to know each other, you just don’t...”</i> , Helen Pokomy (University of Westminster) & Debbie Holley (Bournemouth University)	E6
T4.14a	Oral presentation	<i>Can innovative teaching techniques effectively improve engagement, retention, progression and performance?</i> Rebecca Bushell (University of South Wales)	F6
T4.18a	Oral presentation	<i>When do we ask students how best they learn?</i> Jane Bartholomew (Nottingham Trent University)	H5
T4.19a	Oral presentation	<i>Capturing (self-determined) learning gain using personality measures and core trait self-evaluation: A new “learner profile matrix” approach</i> , Colm Fearon, Stefanos Nachmias & Nicky Leatherbarrow (Canterbury Christ Church University) & Heather McLaughlin (Coventry University)	H6
T4.21a	Oral presentation	<i>The Programme Director and the TEF: How do we train the former to survive the latter?</i> Ruth Massie (Cranfield University)	C16
17.00-17.15			
	Plenary		C16

# HEA Annual Conference 2017 #HEAconf17

## Generation TEF: Teaching in the spotlight

Day 3: 6 July 2017 – Social Sciences strand programme



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C2
10.00-11.00			
	Keynote	Professor Alasdair Blair, Head of Department of Politics and Public Policy (De Montfort University)	C2
11.00-11.30			
	Refreshments		
11.30-12.00			
SOC1.3	Interactive breakout	<i>"Play to Learn Accounting": An interactive approach to deliver introductory Accounting modules,</i> Muhammad Al Mahameed (Aston University)	F5
SOC1.4	Oral presentation	<i>What is the impact of a Pedagogic Research (PedRes) Directory in one UK HE institution,</i> Simon Pratt-Adams & Mark Warnes (Anglia Ruskin University)	F6
SOC1.5	Oral presentation	<i>Do students work harder when university costs more?</i> Parama Chaudhury (University College London)	F14
SOC1.8	Oral presentation	<i>Business simulation effectiveness on postgraduate group learning: Identifying cross-cultural student perspectives,</i> Andrew Robson & Ian Charity (Northumbria University)	H5
SOC1.9	Oral presentation	<i>Make lectures match how we learn: The nonlinear teaching approach,</i> Peng Zhou (Cardiff University)	H6
SOC1.10	Oral presentation	<i>Sports Coaching Students' Learning and Identity Development: A longitudinal study,</i> Luciana De Martin Silva (Hartpury University Centre & Cardiff Metropolitan University), Joana Fonseca (St Mary's University) & Robyn Jones (Cardiff Metropolitan University)	H11
11.30-12.30			
SOC1.1	Interactive breakout	<i>Recreating experiences: Participatory qualitative research to develop student learning and experience,</i> Nicole Brown (University College London)	F1
SOC1.2	Workshop	<i>Photo-elicitation: A transformative teaching and learning strategy,</i> Narelle Patton (Charles Sturt University)	F2
SOC1.6	Interactive breakout	<i>Getting students to respond to feedback on coursework: Barriers and potential solutions, including coaching,</i> Peter Ramage (University of Hertfordshire)	H1
SOC1.7	Workshop	<i>Is coaching the new teaching approach?</i> Karine Mangion (Regent's University London)	H2



12.00-12.30			
SOC1.3a	Oral presentation	<i>Re-designing professional learning: Introducing personalised, flexible pathways to achieve teaching quality,</i> Jude Williams (Griffith University, Australia)	F5
SOC1.4a	Oral presentation	<i>Group student-led research projects: Promoting motivation for research methods and self-efficacy for the empirical dissertation,</i> Zoe Handley & Lynda Dunlop (University of York)	F6
SOC1.5a	Oral presentation	<i>Learning Gain and Confidence Gain as metrics for pedagogical effectiveness: An empirical assessment within an active-learning large-class environment,</i> Fabio Riccardo Arico (University of East Anglia)	F14
SOC1.8a	Oral presentation	<i>What determines undergraduate satisfaction in Business Schools?</i> Philip Warwick & Dylan Sutherland (Durham University)	H5
SOC1.9a	Oral presentation	<i>Evaluating the effects of a community of practice on teaching: Findings from a UK university,</i> Gabi Whitthaus (Loughborough University)	H6
SOC1.10a	Oral presentation	<i>Addressing retention and withdrawal through examining the social integration of Sport students through the transition to university,</i> Rick Hayman & Linda Allin (Northumbria University)	H11
12.30-12.40			
	Break		
12.40-13.10			
SOC2.3	Oral presentation	<i>Learning and teaching Introduction to Accounting,</i> Amir Michael (Durham University)	F5
SOC2.4	Oral presentation	<i>Criminology as an augmented reality: A multi-purpose e-learning platform to support student understanding of Applied Criminology,</i> Claire Rhodes & Jenny Weaver (University of Portsmouth)	F6
SOC2.8	Oral presentation	<i>Intervention at London South Bank University, as a tool for addressing student engagement, retention and progression,</i> Chris Shepherd & Risham Chohan (London School of Business and Management)	H5
SOC2.9	Oral presentation	<i>Augmenting the student experience through digital innovation,</i> Ryan Thomas & Phil Brown (University of St Mark and St John) & Mathew Dowling (Anglia Ruskin University)	H6
SOC2.10	Oral presentation	<i>It's who you know! The influence of developmental networks on the perceived career success of undergraduates,</i> Myrtle Emmanuel (University of Greenwich)	H11
12.40-13.40			
SOC2.1	Workshop	<i>Putting assessment and feedback at the centre of the learning experience,</i> Emmajane Milton (Cardiff University)	F1
SOC2.2	Interactive breakout	<i>Engaging students in the city: Inter-institution approaches to skills and engaged learning,</i> Christine Willmore & William Clayton (University of Bristol)	F2

SOC2.5	Ignite sessions	<ul style="list-style-type: none"> <li>• <i>Comedy in the Classroom: Transformative teaching for engaging students and improving learning</i>, Gill Seyfang (University of East Anglia)</li> <li>• <i>All for want of data, the learner was lost</i>, Barry Pierce (University of Sheffield)</li> <li>• <i>What does a linguistic analysis of TEF tell us about the future nature of teaching in the social sciences?</i> Yvonne Johnson (University of East Anglia)</li> <li>• <i>Transforming students, changing the world: the role of contemplative pedagogy in creating and supporting the change makers of the future</i>, Caroline Barratt (University of Essex)</li> <li>• <i>Can changes to the structure of module teaching lead to an increase in retention and attainment within undergraduate programmes?</i> Gwyneth Davies &amp; Ann-Marie Gealy (University of Wales Trinity St David)</li> <li>• <i>Ear, what's this feedback?</i> Kate Campbell-Pilling, Gareth Bramley &amp; Rachel Cooper (University of Sheffield)</li> <li>• <i>Optimising the module evaluation process: An experiment</i>, Parama Chaudhury &amp; Cloda Jenkins (University College London)</li> </ul>	F14
SOC2.6	Workshop	<p><i>Creating a reflective journey through performance to new worlds</i>,</p> <p>Angela Vesey &amp; Anne Owen (Nottingham Trent University)</p>	H1
SOC2.7	Interactive breakout	<p><i>Diverse backgrounds, positive outcomes: Meeting the needs of learners on an open access, distance learning Law degree</i>,</p> <p>Anne Wesemann, Emma Jones &amp; Neil Graffin (The Open University)</p>	H2
13.10-13.40			
SOC2.3a	Oral presentation	<p><i>Feeling able to say it like it is: A case for using focus groups in programme evaluation with international cohorts</i>,</p> <p>Clare McCullagh (University of Reading)</p>	F5
SOC2.4a	Oral presentation	<p><i>Developing socio-emotional intelligence in higher education Academics</i>, Camila Devis-Rozental (Bournemouth University)</p>	F6
SOC2.8a	Oral presentation	<p><i>How to help engage students in flipped learning: A flipping eventful journey</i>, Gareth Bramley &amp; Zoe Ollerenshaw (University of Sheffield)</p>	H5
SOC2.9a	Oral presentation	<p><i>Understanding academic's readiness to utilise technology-enhanced learning</i>,</p> <p>Lambros Lazarus &amp; David Reynolds (Sheffield Hallam University)</p>	H6
SOC2.10a	Oral presentation	<p><i>Utilising problem and scenario based learning to develop transformational leadership qualities and employability attributes in students through undergraduate teaching</i>,</p> <p>Simon Padley &amp; Paul Garner (University of Gloucestershire)</p>	H11
13.40-14.30			
	Lunch		
14.30-15.00			

SOC3.3	Interactive breakout	<i>The contestability of employability: How do we know what it is? Can we help students develop it?</i> Chris Owen (Aston University)	F5
SOC3.4	Oral presentation	<i>The need to belong: A review of research into the experiences of international students,</i> Paul Dickerson & Gina Pauli (University of Roehampton)	F6
SOC3.7	Oral presentation	<i>Literary pedagogy: A cross-phase study of reading novels together,</i> John Gordon (University of East Anglia)	H2
SOC3.8	Oral presentation	<i>Developing critical thinking among tutors: It's harder than you think!</i> Alex Wright, Raquel Perry & Rob Parker (The Open University)	H5
SOC3.9	Oral presentation	<i>Enhancing employability through live business project: Applied teaching approaches for the TEF Generation,</i> Sofie Mallick (University of Hertfordshire)	H6
SOC3.10	Interactive breakout	<i>Create a Concept-Character: A quick and easy student version of Comedy in the Classroom,</i> Gill Seyfang (University of East Anglia)	H11
14.30-15.30			
SOC3.1	Workshop	<i>Responding to stereotypes of the Chinese learner,</i> Barry Pierce (University of Sheffield)	F1
SOC3.2	Interactive breakout	<i>Students as producers. An active learning session on the use of video as form of assessment,</i> Francesca Zanatta (University of East Anglia)	F2
SOC3.6	Interactive breakout	<i>Research-based education: Preparing Students to be informed citizens of tomorrow,</i> Parama Chaudhury, Cloda Jenkins, Christian Spielmann & Dunli Li (University College London)	H1
15.00-15.30			
SOC3.3a	Interactive breakout	<i>Pedagogic Research: Who, how and why?</i> Louise Comerford Boyes (University of Bradford)	F5
SOC3.4a	Oral presentation	<i>What else do students and staff bring with them to the Education seminar room when they "bring their own devices"? A study of Education staff and student attitudes towards and experiences of learning with technology in a changing technological landscape,</i> Jane Andrews and Mark Jones (University of the West of England)	F6
SOC3.7a	Oral presentation	<i>Innovative assessment for employability and professional development,</i> Gwyneth Davies & Ann-Marie Gealy (University of Wales Trinity St David)	H2
SOC3.8a	Oral presentation	<i>The extent to which grounded theory research was reflected in specific educational research,</i> Elize du Plessis (University of South Africa)	H5
SOC3.9a	Oral presentation	<i>Showcasing how The Business Clinic at Newcastle Business School has improved undergraduate employability skills through experiential learning,</i> Katie Brown, Nigel Coates and Julie Crumbley (Northumbria University)	H6
SOC3.10a	Oral presentation	<i>Applying psychological insights to educational technology design: Gamification and retrieval practice in a novel, lecture-based mobile phone quiz app,</i> Stian Reimers (City University, London)	H11
15.30-16.00			

	Refreshments and poster presentations	<ul style="list-style-type: none"> <li>• <i>Students as producers. An action research exploring the implementation of TEL to sustain ongoing, engage learning</i>, Francesca Zanatta (University of East London)</li> <li>• <i>Early years education and care: Embedding employability</i>, Alison Rees Edwards &amp; Ann-Marie Gealy (University of Wales Trinity Saint David)</li> </ul>	
16.00-16.30			
SOC4.2	Oral presentation	<i>StudyCircle: Peer education model to promote a restorative student community</i> , Anna Bussu (Edge Hill University), Carmen Veloria & Carolyn Boyes-Watson (Suffolk University, Boston)	F2
SOC4.3	Oral presentation	<i>The "oven-ready" postgraduate: How "real-world" experiences meet the employability agenda</i> , Gillian Forster & Andrew Robson (Northumbria University)	F5
SOC4.4	Oral presentation	<i>Pedagogic orientation workshops for Chinese learners</i> , Barry Pierce (University of Sheffield)	F6
SOC4.5	Oral presentation	<i>Is this for first years too? Research training across the curriculum</i> , Jo Angouri, Tilly Harrison, Helena Wall, Christina Efthymiadou, Ayten Alibaba & Thomas Underwood (University of Warwick)	F14
SOC4.6	Oral presentation	<i>Study of students' experience of using video assignment guidance and its influence in their learning and academic achievement</i> , Harish Jyawali (Greenwich School of Management)	H1
SOC4.8	Oral presentation	<i>Are you sitting comfortably? Then I'll begin..... Use of audio feedback</i> , Kate Campbell-Pilling, Gareth Bramley & Rachel Cooper (University of Sheffield)	H5
16.00-17.00			
SOC4.1	Interactive breakout	<i>Engaging students with computer-based testing</i> , Zoe Handley (University of York)	F1
16.30-17.00			
SOC4.2a	Oral presentation	<i>Developing students' professional identity: Challenges and opportunities</i> , Joana Fonseca (St Mary's University), Luciana De Martin Silva (Hartpury University Centre & Cardiff Metropolitan University) & Robyn Jones (Cardiff Metropolitan University)	F2
SOC4.3a	Oral presentation	<i>Aligning the curriculum with the needs of employers: Lessons from internships for the teaching of data skills</i> , Mark Brown & Jackie Carter (University of Manchester)	F5
SOC4.4a	Oral presentation	<i>Developing inclusive teaching/learning approaches: Engaging international students</i> , Gurmak Singh (University of Wolverhampton)	F6
SOC4.5a	Oral presentation	<i>Bridging the spaces of education and practice through employability</i> , Joy Higgs (Charles Sturt University)	F14
SOC4.6a	Oral presentation	<i>Growing ergonagogy: The art and science of facilitating learning in Management apprentices</i> , Jude Preston & Karen Caine (Aston University)	H1

SOC4.8a	Oral presentation	<i>Realising excellence in leadership: Transforming teaching and learning in Initial Teacher Education: A values based approach</i> , Derval Carey-Jenkins & Rachel Barrell (University of Worcester)	H5
17.00-17.15			
	Plenary		C2

# HEA Annual Conference 2017 #HEAconf17

## Generation TEF: Teaching in the spotlight

Day 3: 6 July 2017 – STEM strand programme



Session	Type	Details	Room
9.00-9.45			
	Registration	Refreshments available	
9.45-10.00			
	Welcome		C9
10.00-11.00			
	Keynote	Giskin Day, Principal Teaching Fellow (Imperial College London)	C9
11.00-11.30			
	Refreshments		
11.30-12.00			
ST1.3	Oral presentation	<i>Curriculum design: Opportunities and challenges</i> , Nagamani Bora (University of Nottingham)	D5
ST1.4	Oral presentation	<i>Embedding Cybersecurity in the Computer Science curriculum – Phase 2</i> , Alastair Irons (University of Sunderland), Nick Savage (University of Portsmouth), Carsten Maple (University of Warwick), Adrian Davis & Lyndsay Turley (ISC)2	D6
ST1.5	Oral presentation	<i>Engaging students in partnership to develop inclusive curricula</i> , Dawn Theresa Nicholson (Manchester Metropolitan University)	D7
ST1.8	Oral presentation	<i>The Round Table model for teaching and learning Mathematics</i> , Eleni Katirtzoglou (London School of Economics)	E5
ST1.9	Oral presentation	<i>Introducing authentic practice in first year Bioscience practicals</i> , Momma Hejmadi & Christopher Todd (University of Bath)	E6
11.30-12.30			
ST1.1	Workshop	<i>Fighting the ghosts</i> , Ian Stewart (University of Manchester)	D1
ST1.2	Interactive breakout	<i>Designing the learning experience: A case study and an opportunity to develop your own practice</i> , Charlotte Collins & Alexander Harrison (Coventry University)	D2
ST1.6	Workshop	<i>Exploring innovations in assessment with statistical and data analytical software packages</i> , Peter Samuels & Kathleen Maitland (Birmingham City University)	E1
ST1.7	Workshop	<i>Once upon a time... retelling the research project story to a new audience. Using peer feedback to develop the language and clarity of the research narrative</i> , Carys Watts & Lindsay Marshall (Newcastle University)	E2
12.00-12.30			
ST1.3a	Oral presentation	<i>A problem based learning approach to embedding employability in the Physical Sciences</i> , Dylan Williams (University of Leicester)	D5
ST1.4a	Oral presentation	<i>Engaging learners with authentic assessment scenarios in Computing</i> , Siobhan Devlin (University of Sunderland)	D6

ST1.5a	Oral presentation	<i>Using pedagogy to enhance student engagement and learning experience</i> , Asha Akram (University of Sheffield)	D7
ST1.8a	Oral presentation	<i>Implementing PBL within a first year Engineering Mathematics module</i> , Michael Peters & Robin Clark (Aston University)	E5
ST1.9a	Oral presentation	<i>Preparing students new to higher education to become independent and successful learners in Science</i> , Nicolette Habgood & Maria Vleasco Garcia (The Open University)	E6
12.30-12.40			
	Break		
12.40-13.10			
ST2.3	Oral presentation	<i>Embedding employability within the curriculum</i> , Christine Gausden (University of Greenwich)	D5
ST2.4	Oral presentation	<i>Creating student-friendly and inclusive assessment briefs to enhance student achievement</i> , Edward Bolton & Martin Skivington (Southampton Solent University)	D6
ST2.8	Oral presentation	<i>acceleratAR: The augmented reality particle accelerator</i> , Chris Edmonds (University of Liverpool)	E5
ST2.9	Oral presentation	<i>The STEM skills portfolio: A vehicle for excellence but could do with fine tuning</i> , Michael Loughlin (Nottingham Trent University)	E6
12.40-13.40			
ST2.1	Interactive breakout	<i>Integrated programme assessment (IPA) promotes programme level learning and reduces assessment burden</i> , Amanda Harvey, Mariann Rand-Weaver & David Tree (Brunel University, London)	D1
ST2.2	Workshop	<i>Discovering networks for culture change: Lessons from one university's approach to tackling the STEM 'Diversity Deficit'</i> , Jessica Spurrell & Adriana Wilde (University of Southampton)	D2
ST2.5	Panel session	<i>Academia-industry collaboration in postgraduate's training</i> , Carsten Welsch (University of Liverpool), Alexandra Alexandrova (D-Beam) & Gil Travish (Adaptix)	D7
ST2.6	Workshop	<i>The patient within me: Promoting professionalism and values based practice through person-centred education</i> , Robina Shah (Manchester University)	E1
ST2.7	Workshop	<i>Improving intercultural communication in student teams: A digital resource supporting interdependent learning with experiential and reflective tasks</i> , Sophie Reissner-Roubicek, Elke Thonnes, Thomas Greenway & Xiaozhe Cai (University of Warwick)	E2
13.10-13.40			
ST2.3a	Oral presentation	<i>Promoting excellence in employability and transversal skills: A multidisciplinary and intercultural approach to learning</i> , Bob Gilmour (Glasgow Caledonian University)	D5
ST2.4a	Oral presentation	<i>Embedding reasonable adjustments in the curriculum (ERAC): A Faculty-wide approach to inclusive teaching</i> , Dawn Theresa Nicholson & Kathryn Botham (Manchester Metropolitan University)	D6

ST2.8a	Oral presentation	<i>Evidence for the effectiveness of innovative teaching and learning strategies in the Biological Sciences: Towards a refined blend of mindset- and neuroplasticity-based interventions,</i> Simon Payne (Aberystwyth University)	E5
13.40-14.30			
	Lunch		
14.30-15.00			
ST3.3	Interactive breakout	<i>Training of higher education eTeachers in the 21st century,</i> Gerold Baier (University College London)	D5
ST3.4	Oral presentation	<i>Application of problem based learning – Cybersecurity,</i> Alastair Irons (University of Sunderland), Harjinder Lallie (University of Warwick), Paula Thomas (University of Gloucestershire) & Paul Stephens (Canterbury Christ Church University)	D6
ST3.5	Oral presentation	<i>An exploratory study into university lecturers' perceptions regarding the introduction of the flip-curriculum: Fool's gold or golden egg?</i> Karim Visram & Sandi Kirkham (Birmingham City University)	D7
ST3.7	Oral presentation	<i>Success against the odds,</i> Carol Calvert (The Open University)	E2
ST3.8	Oral presentation	<i>Personalised education in Chemistry using Cogbooks Adaptive Learning technology,</i> Paul Smith (Manchester Metropolitan University)	E5
ST3.9	Oral presentation	<i>Methodology to include energy efficiency in curriculum design,</i> Alejandra Cortés, Paz Araya & Manuel Diaz (Universidad de Chile)	E6
14.30-15.30			
ST3.1	Workshop	<i>Using social media to embed employer engagement,</i> Veronica Spowart, Richard Hodgson & Phillip Miller (New College Durham)	D1
ST3.2	Interactive breakout	<i>Collaborative learning for interprofessional communication ('CLIC-Construct'),</i> Alex Maclaren & Lynne Jack (Herriot-Watt University)	D2
ST3.6	Workshop	<i>Exploration of a toolkit of editable electronic resources supporting key student transition skills,</i> Elaine Clafferty & Barry Beggs (Glasgow Caledonian University)	E1
ST3.10	Ignite sessions	<ul style="list-style-type: none"> <li>• <i>Provocation: Putting the 'A' in STEM to make STEAM,</i> Jennifer Walden (University of Portsmouth)</li> <li>• <i>Transitions in BSc Biomedical Science students' identify and career aspirations,</i> Jean Assender &amp; Wendy Leadbeater (University of Birmingham)</li> <li>• <i>Using advanced statistical tools to better understand students' expectation of teaching,</i> Joana Fonseca and Alfredo Camara (City University, London)</li> <li>• <i>Practical tools for putting portfolio-building at the core of business information systems FE/HE study,</i> Gabrielle A A Monaen (BusinessManager.Pro Ltd)</li> </ul>	E7



15.00-15.30			
ST3.3a	Oral presentation	<i>Truly virtual teams: Twelve years on</i> , David Morse (The Open University)	D5
ST3.4a	Oral presentation	<i>Enhancing assessment and achievement through continuous and self-assessment in Computing Science</i> , Rosanne English (University of Glasgow)	D6
ST3.5a	Oral presentation	<i>Increasing engagement and results with flipped learning</i> , Shelley Usher (University of Portsmouth)	D7
ST3.7a	Oral presentation	<i>Improving performance through technology enhanced student-centred learning</i> , Nadege Presneau & Tony Madgwick (University of Westminster)	E2
ST3.8a	Oral presentation	<i>Challenges on animal research education for promoting a "culture of care"</i> , Jordi L. Tremoleda (Queen Mary University London)	E5
ST3.9a	Oral presentation	<i>Use of perceived learning gain: Tailoring curriculum design to student needs and outcomes</i> , Amanda Callaghan (University of Reading)	E6
15.30-16.00			
	Refreshments and poster presentations	<ul style="list-style-type: none"> <li>• <i>Students perceptions on electronic marking</i>, Kat Holloway (Liverpool Hope University)</li> <li>• <i>From fresher to researcher in Biology: Which type of practice makes perfect?</i> Mirela Cuculescu-Santana &amp; Rinke Vinkenoog (Northumbria University)</li> <li>• <i>Fair assessment to enhance students' learning: A beginner's guide</i>, Mohammad Gulrez Zariwala, Nadege Presneau, Brenda McHardy &amp; Emanuela Volpi (University of Westminster)</li> <li>• <i>Improving Engineering students' awareness of employability skills: A case study at Ulster University</i>, Margaret Morgan &amp; Pearse O'Gorman (Ulster University)</li> <li>• <i>Reasons for poor attendance and engagement in HE</i>, Shelley Usher (University of Portsmouth)</li> <li>• <i>E-lab script: An approach to enhance the experience of Chemical Sciences laboratory classes</i>, Charlotte Sarmouk, Christopher Baker &amp; Bhavik Anil Patel (University of Brighton)</li> <li>• <i>The impact of on-line enhanced peer mentoring on the student experience within The School of Biosciences at The University of Nottingham</i>, Fiona McCullough, Judith Wayte, Liza Aspell &amp; Rachel Jessop (University of Nottingham)</li> <li>• <i>A success story of funding and delivering Erasmus Mundus postgraduate study programmes in the College of Engineering at Swansea University - 2007-present</i>, Clare Wood (Swansea University)</li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>The importance of using postgraduate students' undergraduate experiences to improve teaching and guidance about plagiarism and academic writing, Teresa Thomas (University of Birmingham)</i></li> <li>• <i>Uncovering expectations and supporting the final year dissertation journey of final year applied science undergraduate students, Stephany Veuger (Northumbria University)</i></li> <li>• <i>An undergraduate forensic biochemistry laboratory experiment to detect doping in animal hair, Iltaf Shah (United Arab Emirates University)</i></li> <li>• <i>STEM Student Posters: Cyber Security</i></li> </ul>	
16.00-16.30			
ST4.3	Oral presentation	<i>Accelerating researcher careers, Carsten Welsch (University of Liverpool)</i>	D5
ST4.4	Oral presentation	<i>A novel approach to running final year undergraduate STEM projects: Empowering students to manage their own projects through embedded employability and work-based learning, Chris Shepherd (University of Kent)</i>	D6
ST4.5	Oral presentation	<i>An exploration of student satisfaction using photographic elicitation: Differences between undergraduate and postgraduate students, Elizabeth Bates (University of Cumbria)</i>	D7
ST4.6	Oral presentation	<i>Engaging students in the capacity of student mentor: Does it enhance their employability skills? John Deane, Vivek Indramohan &amp; Karolina Klimczak (Birmingham City University)</i>	E1
ST4.7	Oral presentation	<i>Preserving privacy and reconceptualising sharing in active learning spaces, Joseph Maguire (University of Glasgow)</i>	E2
ST4.8	Oral presentation	<i>Audio versus written feedback: Exploring the impact of feedback type on students use of APA style referencing, Gareth Norris, Alexandra Brookes &amp; Heather Norris (Aberystwyth University)</i>	E5
ST4.9	Oral presentation	<i>Sharing good practice and creating community spirit online: A staff development initiative for Associate Lecturers in the STEM Faculty at the Open University, Janet Haresnape (The Open University)</i>	E6
16.30-17.00			
ST4.3a	Oral presentation	<i>Meet the researcher: What can students and staff learn from engaging in dialogue about research? Nicholas Grindle (University College London)</i>	D5
ST4.4a	Oral presentation	<i>Enhancing digital literacy and employability through online portfolio-building, Dawn Theresa Nicholson (Manchester Metropolitan University)</i>	D6
ST4.5a	Oral presentation	<i>How a blended learning approach supported the learning and management of a large and diverse group of learners, David Hughes &amp; Anne Llewellyn (Teesside University)</i>	D7
ST4.6a	Oral presentation	<i>Can we derive useful "analytics" from clicker response data? James Denholm-Price, Suzan Orwell &amp; Peter Sloan (Kingston University)</i>	E1

ST4.7a	Oral presentation	<i>How to eat an elephant: University Psychology students perceptions of critical thinking,</i> Joseph McCann (University of Cumbria)	E2
ST4.8a	Oral presentation	<i>Student retention: Why would students leave?</i> Kam Gill and Charlotte Collins (Coventry University)	E5
17.00-17.15			
	Plenary		C9