

# EuroSoTL 2022

## 15-17 June, 2022

### Draft programme

#### At a glance:

##### Wednesday 15 June

11:00	19:00	Registration
13:30	16:30	Pre-conference workshops
15:15	15:30	Refreshments
18:00	20:00	Drinks reception

##### Thursday 16 June

08:30	14:30	Registration
09:30	09:45	Welcome, introduction and housekeeping
09:45	10:45	Keynote: Professor Jessica Riddell, Bishops University, Canada
10:45	11:00	Refreshments
11:05	12:05	Parallel sessions 1
12:10	13:10	Parallel sessions 2
13:10	14:00	Lunch and posters
14:00	15:00	Parallel sessions 3
15:00	15:30	Refreshments
		Keynote: Shuab Gamote, Manchester Metropolitan University,
15:30	16:15	UK
16:30	17:30	Poster session and refreshments
19:00	21:00	Conference dinner

##### Friday 17 June 2022

08:30	12:30	Registration
09:00	10:00	Parallel sessions 4
10:00	10:25	Refreshments
10:25	11:25	Parallel sessions 5
11:30	12:30	Keynote: Dr Katarina Martensson, Lund University, Sweden
12:30	13:10	Lunch and posters
13:15	14:15	Parallel sessions 6
14:20	15:20	Parallel sessions 7
15:20	16:20	Refreshments and EuroSoTL networking session (round tables)
16:20		Conference close

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## Detailed information

Refreshment information

Map with room and toilet locations

Information about drinks reception

Information about conference dinner

Information about poster session

Housekeeping

## Pre-conference workshops

15 June 2022

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### Pre-conference workshop A

13:30 16:30 Brooks 2.12

#### Using the hands-on Utrecht Roadmap for Scholarship of Teaching and Learning (UR-SoTL) to shape a SoTL project

Lindy Wijsman, Utrecht University, Irma Meijerman, Utrecht University

Starting a scholarly teaching inquiry (SoTL) project can be a challenge. The Utrecht Roadmap for Scholarship of Teaching and Learning (UR-SoTL) was designed to support academic teachers shaping a SoTL project by integrating the principles of SoTL (Felten, 2013) with an instructional-design model called 'CIMO' logic (Denyer et al., 2008). The UR-SoTL includes step-by-step information, useful tips, tricks, and pitfalls to avoid. In this workshop we will use the UR-SoTL to guide attendees from a general idea for a SoTL project to a specific researchable teaching question. Furthermore, attendees will discuss their SoTL projects with each other.

Three reasons to attend this workshop:

1. This workshop supports participants to go from a general idea for a SoTL project to improve their teaching and student learning, to a specific and detailed researchable teaching question, using the UR-SoTL.
2. The participants experience how the 'CIMO-logic' contributes to shaping their SoTL project by zooming in and out on the alignment between the context, intervention, mechanism and outcomes of their projects.
3. This workshop provides participants plenty of opportunities to think about, and work on, their own SoTL project and to share their ideas and experiences with others in the SoTL community.

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### Pre-conference workshop B

13:30 16:30 Brooks 2.15

#### Getting published: Going Public with your SoTL Work

Mick Healey, Healey HE Consultants and University of Gloucestershire, Kelly Matthews, Alison Cook-Sather, Ruth Healey

'Going public' is one of the key features of SoTL. This workshop will unpack some of the mysteries of publishing in internationally refereed teaching and learning journals and help colleagues find their voices through a variety of writing genres aimed at enhancing teaching and learning.

This interactive workshop will give you opportunities to:

- Choose a suitable journal
- Draft the title and abstract
- Plan and structure your paper
- Discuss seeing your article through to submission and responding to referee comments

The workshop focuses on making participants more confident and productive in their writing.

**Participants should bring four copies of a draft title and brief abstract (150-200 words) on a SoTL piece you plan to write in one of the following genres** – Empirical research article, conceptual article, literature review, case study, reflective essay, or opinion piece for an outlet of your choice.

Three reasons to attend this workshop

1. You want to enhance your abilities to get your SoTL work published in refereed journals. By the end of the workshop, you should have completed a draft plan for your article.
2. You want to build your SoTL identity and community through joining and creating academic conversations through writing.
3. It will be a fun, informative, and highly interactive event.

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Pre-conference workshop C

13:30 16:30 Brooks 2.16

Building Reflective Communities: A Practical Introduction using Enactive Decoding Dialogue

Niall Palfreyman, Weihenstephan-Triesdorf University of Applied Science, Michelle Yeo, Dr. Christine Niebler

Reflective dialogue is fundamental to building learning communities. Decoding the Disciplines proposes an analytic, playful dialogue style that develops new narratives for teaching and learning competence, based on teachers' in-class awareness of 'bottlenecks' in their teaching. Decoding identifies both the origin and the solution of such bottlenecks in the essentially narrative nature of competence: it is intentional, apt and based on sensorimotor coupling with respect to some problem-solving context. In this highly participative, practice-based workshop, we learn and practise the key skills of decoding dialogue in pursuit of building reflective teaching and learning communities.

Three reasons to attend this workshop

The techniques you will learn in this workshop will empower you to ...

1. Analyse the enactive structure of a given learning outcome or activity;
2. Generate effective dialogue to uncover and honour the narratives underlying your own and others' teaching praxis;
3. Create conversational openings for generative dialogue with others that enriches their reflective praxis."

## Pre-conference workshop D

13:30 16:30 Brooks 2.17

### New Leadership Models for Hopeful Higher Education Communities

Paul Taylor, University of Leeds, Claire Hamshire, Heather Smith, Jessica Riddell, Rachel Forsyth

Educational leadership is critical in managing the huge challenges facing our higher education communities. Yet it is under-researched, under-developed and perhaps under-valued. We critique conventional approaches to leadership by adopting a guerrilla-style perspective on leadership informed by Che Guevara. The guerrilla metaphor has its limits though. In this workshop we aim to reframe the discussion of strategic action and its underlying trajectory of hope to equip participants with critical pedagogical insights, a theoretical lens for culture change embedded in the values of social justice, and a practical toolbox for uniting new leadership communities. Together we can dare to hope.

#### Three reasons to attend this workshop

- 1 Find support and hope in maintaining and creating cohesion in the Higher Education communities you care about.
- 2 Unite with like-minded colleagues who are frustrated with conventional leadership narratives and share your hopes and fears for the future.
- 3 Produce your own hopeful manifesto for community building as a take-home output.

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## Pre-conference workshop E

13:30 16:30 Brooks 2.18

### Online learning communities: The psychology of authenticity and connection in the digital learning environment

Gillian Proctor, University of Leeds

This workshop explores how the online environment shapes our self-awareness and relating to others: our authenticity, identity, connection, engagement, belonging and ability to learn. Factors such as telepresence (Turkle 2004), self-consciousness (of own image), unnatural frontality, bonding and body visibility, implications of no videos on trust and engagement, the online disinhibition effect, abrupt transitions, the blurring of public and private space and digital inequalities are crucial to navigate in ways which promote inclusion and belonging for all students and staff. This workshop will evaluate the impact of exploration of these factors on supporting participants to develop pedagogically informed digital communities.

#### Three reasons to attend this workshop

- 1 To be part of an engaging learning community bringing the psychological and relational aspects of digital learning to life to help make sense of your experiences of virtual teaching.
- 2 To have a space to explore the impact on authenticity, relating, engagement and belonging of teaching online.
- 3 To think about how to maximise the chance of your own and students' sense of belonging and inclusion in digital learning.

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## Pre-conference workshop F

13:30 16:30 Brooks 2.19

### Bringing Communities Together

Sandy Cope, Nottingham Trent University, Bianca Fox, Kate Cuthbert, Laura Stinson, Adam Tate

The vision of the Trent Institute for Learning and Teaching (TILT) is to build communities and facilitate networking opportunities around SoTL activities in a large university. Deliberate steps are being taken to grow these communities, particularly with staff members new to NTU. These steps not only provide support the new staff other than the Academic Practice delivery team, but it also helps to keep the communities interesting, lively, and relevant to all.

### Three reasons to attend this workshop

- 1 Looks at how to bring different initiatives together.
- 2 How to get the sum to be greater than the individual parts.
- 3 Will be a fun session.

## Keynotes

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Thursday 16 June      9:45    10:45    Brooks G29

### **How do we build communities at Hope University?**

Professor Jessica Riddell, Mount Bishops University, Canada

The President of St. Michael's College (University of Toronto), David Sylvester, argues that universities are anchors of hope in our communities. And yet, the gap between what we say we do and how we operate is wide -- and widening. How do we align values and practice so that universities fulfill their moral contract to the broader society? And, equally important, how do we design hopeful and resilient systems for ourselves and others? As we imagine the future of work – and the future of democracy more generally – we are compelled to think carefully and creatively about our current university system and imagine a model that provides a better, more inclusive, and more transformative community for all students.

Thursday 16 June      15:30    16:15    Brooks G29

### **A Series of Small Changes Leading to a SEA Change towards inclusive communities**

Shuab Gamote, Manchester Metropolitan University

This Presentation offers reflections on The BAME Ambassador Project at Manchester Metropolitan University that aims to enhance Black, Asian and Minority Ethnic (BAME) students' experiences whilst studying at the university. Working in partnership with BAME student representatives the project aims to build inclusive learning communities with a focus on safe spaces, belonging, empowerment and representation. In collaboration with our partners at the union and the university is trying to resolve a deeply complex problem, that of eliminating, or at least significantly decreasing, the BAME attainment gap. In our presentation we will discuss some of the solutions and projects we have worked on to achieve our goal including 'The Big Change Project,' a select committee style interview between senior members of staff and BAME Students.

Friday 17 June      11:30    12:30    Brooks G29

### **We are in this together. The role of collegiality in SoTL**

Dr Katarina Mårtensson, Lund University, Sweden

Teaching in higher education is often considered a private matter (Handal, 1999), or even an 'established right to teach behind closed doors' (Schultz and Latif, 2006). However, recent research shows that productive development of educational practices is strongly related to collaboration and the sharing of experiences in local academic communities (Mårtensson & Roxå, 2016). And as the scholarship of teaching and learning, SoTL, has an aspect of 'going public' to it (Chick & Friberg, 2022; Kreber, 2002) it has the potential to ignite increased collegiality and community-building within and beyond academia. Looking at it from another perspective, engaging in collegial peer support can contribute to collaborative problem-solving, (re)shaping of academic cultures, and creating joint inquiry into relevant teaching



and learning issues (Fileborn et al, 2020; Wittek & de Lange, 2021). This keynote will present some empirical examples and theoretical frameworks of possible relations between collegiality and SoTL. The ultimate goal is to offer some thoughts on the role of community-building in SoTL.

## References

Chick, Nancy L. & Jennifer Friberg (2022). *Going Public Reconsidered. Engaging with the World Beyond Academe Through the Scholarship of Teaching and Learning*. Stylus Publishing.

Fileborn, Bianca, Mark Wood & Claire Loughnan (2020). Peer reviews of teaching as appreciative inquiry: learning from “the best” of our colleagues. *Higher Education*, 2022, 83: 103–117. Published Online 3 Nov 2020.

Handal, Gunnar (1999). Consultation using critical friends. *New directions for teaching and learning*, No 79, 59–70.

Kreber, Caroline (2002). Teaching excellence, teaching expertise and the scholarship of teaching. *Innovative Higher Education*, 27(1), 5–23.

Mårtensson, Katarina & Torgny Roxå (2016). Peer engagement for teaching and learning: competence, autonomy and social solidarity in academic microcultures. *Uniped* 39(2), 131–143.

Schultz, Karen K. & David Latif (2006). The Planning and Implementation of a Faculty Peer Review Teaching Project. *Am J Pharm Educ*, Apr 15; 70(2): 32.

Wittek, Anne Line & Thomas de Lange (Eds., 2021) *Kollegaveiledning i høyere utdanning*. Universitetsforlaget. (in process of translation to English with preliminary title: *Faculty Peer Mentoring in Higher Education: Developing Pedagogical Collegiality through Organised Supportive Collaboration*, Springer).

## Posters

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Poster session: Thursday 16 June, 16:30 – 17:30

Poster number: 1

**Title of poster: Mentoring development research at Tallinn University**

### Authors

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### Short abstract

We will present the outcome of the development research, including the support model for novice academics teachers at Tallinn University (TLU). One of the most common ways to support novice academics in universities is the Mentoring program. However, previous research indicates that mentoring in Tallinn University often happens in non-formal ways, formal mentoring programs are not yet implemented. The aim of the research is to develop the mentoring model and launch a mentoring system. We saw the need to look at mentoring as a whole with other current and planned supportive activities. In cooperation with institutes we developed the best practice. As a result of our work, we realized that a sustainable, people-centered work culture that supports professional development is a time- and resource-intensive process that requires meaningful collaboration between responsible people, working towards the same goal.

### Details

In order to cope with complex and high expectations, novice academics need systematic and yet specific support. One of the best approaches to support the novice academics to enter an organization is to offer mentoring by formal mentoring programme. However, the formal mentoring system has not yet been systematically designed and launched at Tallinn University. The aim of our development research is to create a model of mentoring, keeping in mind the needs and opportunities of a novice academics, institute and university.

We conducted interviews with nine lecturers from the two institutes of Tallinn University. Using content analysis, we explained how and with whom they reflect about teaching, what kind of support they need, and how they want to experience mentor support. Based on both surveys and the scientific literature, novice academics find mentors in informal ways, often the mentor is the colleague who either invited the person to become an academic teacher or the academic, who had previously been responsible for teaching the same subject. As there is need for support for the novice academic teachers, universities should develop the formal mentoring program, offering coordinated support for every novice academic in a way that imitates the informal mentoring. As researchers, we realized that from an institutional perspective, it is difficult to find the best ways to support beginning academic teachers without doing it in collaboration with other university units. We map which activities could be centralized and implemented at the university level and which activities implemented and executed in the institute, and how these activities will ultimately also be expressed in both attestation and accreditation situations. As a result, we have developed a model that focuses on the novice academics and describes the existing activities and contacts and offers also the missing developments. The model that is created will be aligned with the stakeholders, and after the feedback from the stakeholders implemented as new practices in the institutes.

Poster number: 2

**Title of poster: Development of a learning- and research community of teachers in higher education: an action research**

### Authors

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### Short abstract

Scientific insights do not find their way into educational practice easily. At the author's institute of higher education teachers investigate their own educational practice while participating in a learning community. These teachers learn to search for, and use evidence according to the SoTL framework and they share their findings and insights within the institution. The teachers are facilitated by being awarded time and support from colleagues as well as professional support from within or outside the institution. Authors research whether this community meets the characteristics of a successful community and to assess its value for the institution.

### Details

How can the use of evidence in educational development be increased and at the same time the sharing and use of teacher knowledge be stimulated? The search for an answer to this question led to the creation of a learning community for teachers in the author's institute in the Netherlands. Authors research whether this community meets the characteristics of a successful community and to assess its value for the institution.

The learning community was established in 2018 and since then forty teachers in the institution have participated. Teachers are facilitated to participate for one day per week for at least one year. During this year, teachers conduct research on a subject from their own educational practice. In the learning community they receive training on how to conduct research in education, regarding their topic of research and ways to share their findings. The Utrecht Roadmap for SoTL is an important element of the program (Kirschner, Wijsman, , Meijerman, 2021).

### Theoretical framework

Four dimensions indicate the learning efficiency in a learning community: domain, community, practice and evaluation (Meijs, Prinsen, , Laat, 2016). To meet these dimensions, three stages need attention (Nijland, Amersfoort van, Schreurs, , Laat de, 2018):

1. creating network awareness and accessibility;
2. providing teachers with tools for developing networking skills;
3. create a greater organizational recognition for learning in networks.

When members are aware of the value of their community, they are more willing to use the output. Authors use the conceptual framework by Wenger to assess the value creation in this community (Wenger, Trayner, , De Laat, 2011).

### Research method

To measure the extent on how the learning community meets the four dimensions, a digital questionnaire was regularly filled in by the members: the network barometer (Meijs et al., 2016). This was repeated five times since the start and had an average of N=15. To assess the value for members, Authors did semi structured interviews with eleven members after finishing their membership, based on the value creation framework (Wenger et al., 2011)

## Results

Most of the results are expected in May 2022. At this point some first global findings can be presented: the barometer results show a steady and predominantly positive score in all domains. In addition, an increase is seen over the two years in the domains practice and evaluation.

## References

Kirschner, F., Wijsman, L., , Meijerman, I. (2021). Utrecht roadmap for scholarship of teaching and learning Utrecht University.

Meijs, C., Prinsen, F. R., , Laat, M. F. D. (2016). Evaluation of the functional status of learning networks based on the dimensions defining communities of practice. *International Journal of Web Based Communities*, 12(3), 279-295. doi:10.1504/IJWBC.2016.077755

Nijland, F., Amersfoort van, D., Schreurs, B., , Laat de, M. (2018). Stimulating teachers' learning in networks. awareness, ability, and appreciation. . In S. A. Yoon, , K. J. Baker-Doyle (Eds.), *Networked by design* (). New York: Routledge.

Wenger, E., Trayner, B., , De Laat, M. (2011). Promoting and assessing value creation in communities and networks: A conceptual framework rapport 18. Heerlen: Ruud de Moor Centrum, Open Universiteit.

Poster number: 3

**Title of poster: SCOPE - Student-led conference on Polar Environment**

## Authors

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## Short abstract

SCOPE (Student-led conference on Polar Environment) is student-initialised conference at the University Centre in Svalbard (UNIS). SCOPE aims to give undergraduates and early career researchers a platform to network, exchange thoughts, and experiences and present their very own research, no matter at which level in a low-key environment at UNIS. The conference is open for students across all departments and engages also local pupils/students with an interest in the Arctic environment to participate and present their projects supported by a teacher or mentor.

## Details

Initialised by student representatives from bioCEED at UNIS, SCOPE is a modern conference with high accessibility to students from Longyearbyen. As such, it consists of both physical, and online events. We are planning for productive working sessions, in which the participants have room to talk about the given presentations, tackle problems, and spark ideas for new projects that might reach back into society and the community of Longyearbyen. Those will be hand fest results and products

for the conference. Essential for SCOPE are several keynote speeches and talks that open the possibility for students from various backgrounds to get excited and inspired by fellow students' work. This brings teaching and learning to a different level and creates a learning platform for students of all levels with no hierarchy that is based on the community of a conference that shares the same interests. That corresponds well to the EuroSoTL conference theme of "Building Communities through the Scholarship of Teaching and Learning".

SCOPE is not limited to the academic borders of a single subject, but is rather open to collaboration with all departments at UNIS. The cooperation across the departments promotes exchange and quality development in teaching interdisciplinary. We understand excellence in education as the opportunity to overcome barriers and challenges that might be an impediment to getting involved in science and research as well as the transition from high school education towards a pursued profession for young people. The main object of SCOPE is therefore to foster an exchange between students of all levels, especially in Longyearbyen, about their projects, studies and interests that are tackling polar topics. With a wide range of educational services situated at 78° North (Upper secondary school, University) we hope to become a bridge between different stages of professional orientation and a platform for low-key information exchange as well as skill development.

SCOPE is best presented in a short, but precise, poster session. EuroSoTL attendees can get an overview of the conference outline and ask questions about the structure.

Poster number: 4

**Title of poster: From learning to professional communities: a multidisciplinary/multi-institutional network for PG students transitioning into academia.**

### Authors

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### Short abstract

New to Teaching (NewT) is a course and community open to PRGs and other new teachers at Manchester Metropolitan University (Manchester Met). There is an accredited course of study delivered before teaching and then when a teaching role is started. A central pillar of NewT is communities, both within, across and beyond cohorts to promote ongoing scholarship, peer learning and support. This poster will focus on the community activities which exist across and beyond cohorts via the NewTwork LinkedIn space and the NewT Talk programme, to build networks and foster communities across institutions.

### Details

The interactive poster presentation will provide some background context for the NewT course, including how networking activities contribute to focus on the priorities of belonging and learning communities. One of the most important considerations is the move from course-based learning into a cross-institutional network of professionals. This "new to teaching" network, bespoke for professional training to enter academia, is called the "NewTwork" and is delivered via the professional social media platform "LinkedIn" as a group, in addition to termly webinars "NewT Talks" that share diverse career paths, as well as pedagogies and new educational technologies to support continuous professional development.

The cornerstone of this network is the natural progression from a learning community, started when most members joined during their HE training, into a professional community, once members move into academic positions, whether it is in the same institution or not. This cross-institutional community will not only support members during the transition period, but also provide a sense of belonging into an academic network that is not hindered by barriers such as institutions' reputation, research profile, or academic field (Cox, 2013; Niehaus, 2015). This network also aims to provide a mechanism to form and strengthen their new academic identity and promote reflection into theirs and others' experiences to build their scholarship of learning and teaching (SoTL) (Steinert, 2019).

In addition to presenting the network and members feedback, this poster will contain three optional QR codes that will allow delegates to interact with the Authors and the community by 1) signing into the LinkedIn NewTwork while visiting the poster, 2) opening the calendar of NewT Talks and registration website, and 3) providing feedback using Padlet, to share their institutional strategy on learning communities for new academics, comment on potential challenges for this community, and suggestion on which topics to include in future NewT Talks. By engaging EuroSoTL delegates, our network will grow not only across UK institution but across European and overseas institutions, which will enrich the community with diverse practices, experiences and insights into different academic systems and their challenges.

#### References

Cox, M.D. (2013), "The impact of communities of practice in support of early-career academics," *International Journal for Academic Development*, 18:1, 18-30,

Niehaus, E., O'Meara, K. (2015) "Invisible but Essential: The Role of Professional Networks in Promoting Faculty Agency in Career Advancement," *Innovation in Higher Education* 40, 159–171.

Steinert, Y., O'Sullivan, P. S., , Irby, D. M. (2019). Strengthening teachers' professional identities through faculty development. *Academic Medicine*, 94(7), 963-968.

Poster number: 5

**Title of poster: Smooth sailing or all at sea? Understanding the experiences and motivations of Academics and Learning Technologists working on a major module design programme**

#### Authors

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#### Short abstract

The pandemic has accelerated existing trends in higher education delivery, requiring an increased focus on design processes (Watermeyer et al, 2021 a.b). Much existing literature focuses on learning designers with few studies exploring the perspectives of academics (Chen , Carliner 2021; Hanson, 2009). This poster will present findings from a qualitative study into the practices and experiences of a group of academic and learning technologists collaborating on a major module design programme in 2020-21 and 2021-22. Our findings aim to develop an understanding the nature of the collaborative relationship and to support future collaborative practice and related scholarship.

## Details

Leeds University Business School and the School of Law at Leeds have embarked on a 'Flagship Modules' Transformation programme. The objective is that all students in the schools experience innovative teaching supported by high quality design and online assets. Content delivery models were altered to enable active learning approaches and move away from large lecture delivery.

Our project explores the motivations and experiences of a group of academics working in partnership with a team of learning technologists to (re)design, create and deliver 10 modules. The existing literature suggests tensions between these groups during the collaborative design process (Chen, Carliner, 2021; Hanson, 2009). The programme was unexpectedly conducted during the pandemic, amid the shifts in roles and expectations demanded of academics and learning technologists (Watermeyer et al, 2021a, b) and adaptation to covid restrictions.

In our context the learning technologists operate as 'third-space professionals' (Whitchurch, 2008) acting as change agents. Their role covers a mixture of technology, pedagogy and instructional design expertise. The role of a learning technologist has evolved in recent years with a myriad of different job titles and responsibilities amongst institutions (Melia, 2019).

The programme aimed to build a collaborative community and encourage scholarly approaches to design and evaluation. As part of the design process, academics and learning technologists completed an ABC learning design (Young and Perović, 2015) workshop. The workshop was followed with a constructive alignment activity, 'EdVee Schematic Design Tool, (Trowsdale, 2021) to encourage module designs aligned with learning outcomes and assessment. Bennett (2017) found that the use of design models during module design was rare among academics, so these activities were deliberate attempts to encourage more structured design processes.

The poster will showcase our initial findings from the project. We explore the motivations for both academics and learning technologists to engage with the design process, alongside the challenges they faced and the successes they enjoyed. Differences in motivations and expectations between the two groups are explored in order to develop an understanding the nature of the collaborative relationship and to support the future development of collaborative practice and related scholarship.

Poster number: 6

**Title of poster: Feedback to the quiz-tests in histology practical sessions**

## Authors

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## Short abstract

Feedback on new methods is becoming more important in the new teaching strategies introduced by universities in recent years, which activate learners before class. Although quizzes have become popular among pre-and auditory learning activities, there are currently few examples of quiz feedback questionnaires. The aim of the current study was to compile and use a questionnaire for quiz tests used in teaching of histology, a subject in the basic medical curriculum. The prepared feedback questionnaire was used at the end of the autumn semester of 2021/2022.

## Details

In recent years, due to the the decreased hours of contact learning in classrooms and the need and possibility of using new technologies, new teaching strategies and methods has been introduced at

universities (Fraga , Harmon,2014; Kurtz et al.2014; Al-Samarraie et al.2020; Martín-Blas , Serrano-Fernández, 2009; Yusuf , Al-Banawi, 2013). Among learning activities quizzes have become popular (Felszeghy et al., 2019; Tropman, 2013; Weimer, 2013; Weimer, 2015). Quizzes are often solved using the the interactive presentation software Mentimeter (Stockholm, Sweden) which allows students to answer digital questions using a mobile device (Rudolph, 2017; Mohin et al., 2020). During quizzes the questions, answers, and feedback of the session can be saved as data for further analysis.

Although there are many examples of feedback questionnaires designed for the whole curricula in different subjects, there are few examples of quiz feedback questionnaires. Still, the study on feedback to the learning activity- quizzes- is meaningful for promoting an effective learning environment. As the feedback from the audience to the activities makes it possible to improve the learning activities the aim of the current study was to compile and use a questionnaire for Mentimeter quiz-tests used in teaching of histology, a subject in the basic medical curriculum.

The feedback questionnaire consisted of the following questions: participation in quizzes, feedback on student's experience in pre-and auditory learning, diversification of practical sessions, experiences of one's own motivation (most motivating at the beginning/end of the session), the way the student wants to take quizzes (individually or in groups) and frequency of the tests (in every session, 3 or 5 times per one schoolterm). When responding to the feedback, students could choose one or more the most appropriate answers.

The composed feedback questionnaire for quizzes was used at the end of the autumn term of 2021/2022 after the last quiz test in the practical session of histology. A total of 70 first year medical students were asked for voluntary feedback, 83% of whom participated in all quizzes. 79% students said that the quizzes help to diversify their studies, 38 % of students considered quizzes important to receive feedback to their pre-classroom learning, 87% to their classroom learning. 88% of the students were motivated to solve quizzes at the end of practical sessions and 11% at the beginning. 80% of students preferred to take tests independently, 19 % answered that in a group. Regarding the recommended frequency of quiz tests in one semester, 64% of students said that they would like to take quizzes in each practical session.

As the results of the student's feedback revealed the importance of the quizzes both in their pre-classroom as well as classroom learning, it can be assumed that besides diversifying the classroom studies, the quiz tests improves both the level of preparation for contact learning as well as the level of knowledge acquisition during learning.

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Poster number: 7

**Title of poster: “From complacency to curiosity and connection”: Early Childhood Teachers’ Perceptions on the Impact of a Virtual Learning Community in their Health Education Practice”**

### Authors

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### Short abstract

This community-based project, structured on SoTL principles (Felten, 2013), focused on virtual learning environments conducted in partnership with educators to co-construct an understanding of optimal approaches to the teaching of health curricula. A variety of pedagogical online learning tools were developed in combination with a 12-week virtual community of practice (VCoP) where ECEs were invited to critical discussions regarding the comprehensive eHealth curriculum. Teacher perceptions and learnings will be shared as well as recommendations for SoTL practice in a community outreach context.

### Details

The scholarship of teaching and learning (SoTL) is a relevant lens to support student learning in the broader community. Early childhood educator (ECE) health knowledge plays an important role in promoting healthy environments that shape a child’s relationship with food and physical activity for a lifetime. Content regarding best-practice exists online, however, time to access, interpret, and consider change presents barriers. Moreover, health knowledge of ECEs is limited and many rely on personal experience, rather than national health guidelines when teaching. Research suggests that commonly used short-term approaches (e.g. workshops) aimed at increasing health knowledge show poorer incorporation compared to those of longer duration. In addition, ECEs in remote settings have reduced access to learning opportunities due to geographic constraints, and supporting these communities is critical for health equity.

Successful learning approaches interweave new knowledge concepts within existing knowledge to overcome resistance. Mezirow (1990) describes transformational learning resulting from student critical reflection and critical review. Clarke and colleagues (2017) recommend technology to connect members across geographic boundaries, time zones, and institutions. This community-based project, structured on SoTL principles (Felten, 2013), focused on virtual learning environments conducted in partnership with educators to co-construct an understanding of optimal approaches to the teaching of health curricula.

A variety of pedagogical online learning tools were developed in combination with a 12-week virtual community of practice (VCoP) where ECEs were invited to critical discussions regarding the comprehensive eHealth curriculum. The pedagogical facilitator used a semi-structured probing question approach to VCoP sessions (learning communities) with a focus on critically inspecting pedagogical beliefs and how the week's health content aligned or diverged from current practice (reflective practice).

It took several weeks for ECEs to perceive the learning community as a safe space to share knowledge vulnerabilities. ECEs used the sessions to test their understanding of information and co-construct strategies for practice implementation. Pedagogical supports will be presented, including aspects of building relationships and learning culture, mentoring, coaching, and how technology was used to support distance learning. Teacher perceptions and learnings will be shared as well as recommendations for SoTL practice in a community outreach context.

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Poster number: 8

**Title of poster: Baseline Evidence-Informed Practice Attitudes and Knowledge of Undergraduate Athletic Therapy Students**

## Authors

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### Short abstract

Evidence-informed practice (EIP) has been identified as a key competency to teach students in Athletic Therapy at Mount Royal University as well as meeting the professional standards set out by the accrediting body. Baseline knowledge of this competency is unknown at this stage, so it makes designing lessons and teaching more challenging. The purpose of this research project was to measure the baseline of student practice, attitudes and knowledge (where by knowledge is split into: a) retrieving and reviewing evidence; b) sharing and applying EIP. Baseline measures help to identify major gaps so that novel, innovative educational methods can be developed and implemented in future teaching.

### Details

**Background** - The Canadian Athletic Therapists Association introduced a new competency framework (Lafave et al,2018). The competency framework includes seven roles, one of which is the 'Scholar' role that is central to the Scholarship of Teaching and Learning (SOTL). The Scholar Role includes 15 competencies that must be met through the coursework embedded in the approved athletic therapy curriculum. There are a number of mechanisms to ensure that these 15 competencies are being accomplished. This study employed an established tool that measured Evidence-Informed Practice (EIP) knowledge, attitude, and confidence: the Student Evidence Based Practice Questionnaire (S-EBPQ). The S-EBPQ was designed to measure the EIP of student nurses and nurse educators (Upton et al, 2016). This tool has yet to be validated in the Canadian Athletic Therapy education context. The purpose of this research project was to measure the baseline of student practice, attitudes and knowledge (where by knowledge is split into: a) retrieving and reviewing evidence; b) sharing and applying EIP. Baseline measures help to identify major gaps so that novel, innovative educational methods can be developed and implemented in future teaching.

**Methods** – A convenience sample of undergraduate athletic therapy students at Mount Royal University in Calgary, Alberta, Canada enrolled in an introductory statistics and research methods course in 2020 were recruited to participate in this study. Students were sent a link to a web-based version of the S-EBPQ to complete at the start of semester prior to taking any statistics courses in post-secondary. All data were collected using the Qualtrics © online platform. Data collation and analysis took place using SPSS 26 © IBM. The study received ethics approval through the MRU Human Research Ethics Board.

**Major Findings** – Twenty-five undergraduate students consented to participate in the study. The mean scores were converted to percent scores for the four subscales: 1) practice: 43.3%; 2) attitude: 82.3; 3) retrieving and reviewing evidence: 58.0; 4) sharing and applying EIP: 53.6. The practice results make sense with this group because they are students who have only begun to practice in practicum settings at the time of the study. Ideally, this figure should improve over the course of their education and in post-graduation. It is a positive finding to have such a strong attitude score since this can often be a significant barrier to improve practice and facilitate change. However, in order to actualize these improvements, the "retrieving and reviewing evidence" subscale and the "sharing and applying EIP" will need to improve significantly. Moreover, this is likely where the greatest gains in improving EIP knowledge should focus. Innovative educational strategies should target these two 'knowledge-based' constructs to improve EIP in young professionals.

**Conclusions** – The current study established baseline scores in EIP practice, attitudes and knowledge using the S-EBPQ. The initial results are promising because student attitudes to learn and implement

EIP are quite strong. Therefore, if there is a lack of implementation, which appears to be the case, novel and innovative teaching strategies should be designed and piloted tested to capitalize on their attitudes.

Poster number: 9

**Title of poster: Case-Based Learning- Student Learning Outcomes, and Performance**

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### Short abstract

Problem-solving and critical thinking abilities are relatively underdeveloped skills particularly in Africa. This paper evaluated the effectiveness of the case-method in improving learning performance while developing student's critical-thinking skills. The mixed-method approach was used where student's pre/post-test and point exam grades were analyzed within a case-treatment class and a controlled class. Although the case-treatment group achieved a higher score on average and lower variability in test scores than the control group; the overall results suggest that case teaching method does not significantly improve learning performance to a large extent over the traditional didactic learning methods. Problem-solving and critical thinking abilities are relatively underdeveloped skills particularly in Africa. This paper evaluated the effectiveness of the case-method in improving learning performance while developing student's critical-thinking skills. The mixed-method approach was used where student's pre/post-test and point exam grades were analyzed within a case-treatment class and a controlled class. Although the case-treatment group achieved a higher score on average and lower variability in test scores than the control group; the overall results suggest that case teaching method does not significantly improve learning performance to a large extent over the traditional didactic learning methods.

### Details

Across all levels of education, from early childhood to university, didactic learning approaches are heavily favoured over instructional methods such as role-plays, simulations, and case studies. Didactic lectures tend to be more teacher-centred and inhibit student participation while the case method has been heralded as an effective student-centred teaching technique that encourages students to be active participants and create their own knowledge.

Carter et al (2019) in their research on using diverse case studies in an undergraduate research methods and statistics courses, highlights that case studies have a positive impact on creativity, leadership skills, interdisciplinary communication, and the ability to deal with uncertainty. Similarly, Culplin, Scott (2012) and Noblitt et al (2010) indicate that students' critical thinking and communication skills improved greatly when using the case study method rather than the paper presentation method for all rubric factors investigated.

The African Union in a bid to turn around the fortunes of Africa has set forth a guiding framework- The African Agenda 2063—a set of developmental initiatives proposed in 2015 and currently under implementation. To achieve Africa's Agenda 2063, it is paramount that Africa develops a human resource pool that possesses strong critical thinking, problem-solving, communication and teamwork skills.

Therefore, a critical examination of current teaching styles and pedagogy and an evaluation of how effective they are in molding students capable of transforming Africa into a global powerhouse is needed.

The objectives of this study are:

- To evaluate the effectiveness of case teaching in improving and achieving student learning performance.
- To explore the mediating channels through which case teaching affects learning performance and learning outcomes.

This paper analyzed data from post-test and pre-test scores as well as point exams from classes taught with cases (treatment group) and classes taught using the didactic approach (control group). The overall results suggest that case teaching method does not significantly improve learning performance to a large extent over the traditional didactic learning methods. Recommendations from the analysis require lecturers to be more intentional in the case method teaching and use cases that are more African centered such that students can properly relate to and connect with.

### **Audience Engagement**

The audience will be engaged through a brief presentation on the topic. Thereafter, there will be a brief discussion with the audience on their experiences at their various institutions with Case-Based Learning. We will then share the findings of our study guided by our poster presentation. We will end the presentation with a question-and-answer session. Carter, J. D., Burke, M. G., , Hughey, A. (2019). The Influence of Business Case Study Competitions on Students' Perceptions of Learning. *Business and Professional Communication Quarterly*, 82(4), 475–494.

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Poster number: 10

**Title of poster: Get ready to dissect: a mobile learning application to improve students' factual veterinary anatomy knowledge.**

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### Short abstract

A solid knowledge in anatomy is fundamental for veterinarians. Students at the faculty of veterinary medicine in Utrecht have limited opportunity to perform cadaveric dissection on donated animals to foster deep learning. Unfortunately, students struggle to acquire the necessary factual anatomy knowledge prior to the dissection classes to fully utilise the learning opportunities. To support students, a mobile learning application (UMCGAnatomyGym) was introduced. A survey was conducted prior to class to evaluate perceived competence, perceived choice/usefulness/usability of the app and knowledge level. Preliminary results suggest a relationship between app usage and performance on the knowledge test. Further analysis is ongoing.

### Details

For veterinarians it's fundamental to have detailed knowledge of anatomy to safely and successfully provide clinical care and perform surgery. Therefore, students at the Faculty of Veterinary Medicine in Utrecht are given the unique opportunity to perform cadaveric dissection and truly engage with the animal's anatomy in order to foster deeper learning. Before dissection, students need to study and retain large amounts of anatomy nomenclature of different organs and animals. Unfortunately, they struggle to acquire the large amount of factual knowledge and are often not effective in self-regulated learning (Bjork et al., 2013). An important aspect of self-regulated learning is monitoring study progress and using a mobile learning application could support students with this activity (Griffin et al., 2013; Jenó et al., 2017).

Therefore, this study aims to investigate if providing a mobile learning application (UMCGAnatomyGym) helps students to improve their factual anatomy knowledge as preparation for the dissection session. In short, this app contains grouped questions (levels) in a flashcard-like format arranged from simple to complex and aligned with the dissection classes in terms of content.

Designed as an analytical observational study, all students enrolled in the 3rd year bachelor course "Locomotion" (N=223) received instructions on how to access and use the UMCGAnatomyGym. Before the start of the dissection class (December 2021), students were invited to take an online survey. It consisted of: 1) A questionnaire about students' perceived competence regarding the learning goals they needed to achieve ( e.g. reasoning the outcome of n. radialis paralysis ) and perceived choice/usefulness/usability of the application by using an adapted version of the Perceived Competence Scale and the Intrinsic Motivation Inventory. 2) A factual anatomy knowledge test containing 14 open ended questions.

153 students completed the survey (course recidivists excluded), of which 94 used the app. Although there was no significant difference in the notably low mean knowledge test scores between students that used the app or not ( $4.0 \pm 2.5$  vs  $3.4 \pm 2$ ), exploratory data analysis does suggest a relationship between app usage (levels completed and self-report) and performance on the knowledge test. Further analysis is ongoing and is warranted to draw conclusions.

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Poster number: 11

**Title of poster: TBA**

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### Short abstract

Level 6 units have been designed to encourage a “Collective Culture”, bringing together students, staff and experts with different perspectives and viewpoints, using creativity as the bridge to connect and unify. Utilising ‘engaged pedagogy’ to create communities of learning across the Manchester Fashion Institute (MFI) within Man Met celebrating diversity.

### Details

Underpinned by Hook (1994) concept of Engaged Pedagogy, this paper presents redesigned units to encourage a “Collective Culture”, bringing together students from different disciplines, research and teaching colleagues and industry experts; to influence, embrace prior learning and create meaningful and exciting education for Gen Z students. Baker., et al (2022), state due to the disruption of Covid 19, utilising ‘engaged pedagogy’ to create exciting experiences and a shared understanding and learning experience with students is of value, stating education should be “liberatory and transgressive”. To deal with current and future global challenges, we need to create a collaborative culture that unites diverse groups of people with different expertise to maximise impact through ‘collective intelligence’ (Woolley et al., 2015).

Two units designed for L6 students encourage collaboration between students from different subject disciplines and showcasing the value of both Teaching and Scholarship (T,S) and Teaching and research (T,R) staff. The first was the consolidation of the independent research project taught across four programmes. Firstly, to identify duplication and improve efficiency, and second to recreate delivery allowing students to identify topics to support their portfolio and employability as well as soft skills such as perseverance, self-motivation, independent study, and initiative. To launch, a symposium will take place to discuss the value of research, showcasing our expertise from both T,S and T,R staff around the core research themes, Art and Culture, Technology, Business and Economics and Social themes. Creative incubators will support journeys of self-discovery and group discussion, collaboration and sharing ideas and best practice, problem-based learning, debate, research and analysis of topics to challenge the status quo. The second unit Visual Practice 2a for Fashion Promotion students is again designed to inspire work with an “illumination series” featuring academic experts (T,S and T,R) in communication, providing a space for students to debate and rethink the future of fashion communication. Teaching Fashion which is an ever-evolving subject area it is imperative to create student centred approaches rather than teacher-centred educational models to provide ownership of learning and allow personal focus and encourage active participation and shared responsibility for learning between staff and students.

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Poster number: 12

**Title of poster: Facilitating a SoTL community of practice to support teaching in a trauma-sensitive classroom**

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### Short abstract

Our poster presents the case study of building a faculty learning community or a community of practice (cf. Cox , McDonald, 2017; Wenger et al., 2002; Wenger, 2011) among faculty in the university preparatory program for refugees (OLive) in Budapest and Berlin in AY 2020-2021. Refugee learners carry diverse experiences of displacement, having endured a unique trauma as a result of conflict in their homeland. Since trauma affects students' capacity to learn and develop academic skills (cf. Kroó, 2020), it is even more important to provide tailored support to faculty who teach them. Hence, facilitating CoP aimed to support faculty development along the continuum of growth towards the scholarship of teaching - from reflecting and growing in their own teaching, to engaging in a dialogue with colleagues about their teaching practises (cf. Weston , McAlpine, 2001).

### Details

How to support faculty in enhancing student learning and creating a welcoming learning environment in a trauma-sensitive classroom? The research shows that fostering the scholarship of teaching and learning is more effective through faculty learning communities compared to individual teaching grants, seminars and workshops for faculty (cf. Cox, 2003).

Our poster presents the case study of building a community of practice (CoP)(cf. Wenger et al., 2002; Wenger, 2011) among faculty in the university preparatory program for refugees (OLive) in Budapest and Berlin in AY 2020-2021. Refugee learners carry diverse experiences of displacement, having endured a unique trauma as a result of conflict in their homeland. Since trauma affects students' capacity to learn and develop academic skills (cf. Kroó, 2020), it is even more important to provide tailored support to faculty who teach them. Hence, facilitating CoP aimed to support faculty development along the continuum of growth towards the scholarship of teaching - from reflecting and growing in their own teaching to engaging in a dialogue with colleagues about their teaching practices (cf. Weston , McAlpine, 2001).

We present strategies, processes, and activities used to build the CoP - by providing a safe and supportive online space in which faculty could share, discuss challenges, investigate new approaches to teaching, and with the help of facilitators engage with relevant SoTL research. The discussed approach is not only relevant to any trauma-sensitive classroom, but also building CoP and supporting faculty in a challenging pandemic context.

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Poster number: 13

**Title of poster: Student views on prescribing education**

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### Short abstract

Knowledge in Pharmacology and Pharmacotherapy (P,PT) is indispensable for medical doctors. P,PT topics in the bachelors medical curriculum in Utrecht are taught alongside other subjects as integrated courses. This fragmentation of P,PT across several courses, makes it difficult to assess student knowledge and competence specifically in this subject. Therefore, it remains unclear where students achieve the learning goals or need more support in P,PT. A survey was conducted amongst medical students. Questions were asked on perceived level of knowledge on P,PT topics and on methods of teaching and examination. Based on these results, P,PT education will be redesigned.

### Details

Prescribing medicines in a safe and effective manner is the core task of many medical doctors. For this, medical undergraduates are trained in the field of Pharmacology and Pharmacotherapy (P,PT). It is known, however, that medical undergraduates often still feel unprepared when it comes to prescribing medications<sup>1</sup>.

In the bachelors, P,PT topics are embedded within separate courses and are only examined as parts of course exams. Hence, chances exist that students perform poorly in P,PT topics, but still graduate. Evaluating student knowledge specifically for P,PT is therefore essential and ongoing<sup>2</sup>. Besides , it is important to identify P,PT topics students consider difficult. A thorough evaluation of P,PT education is therefore essential. Letting students reflect on their own knowledge in P,PT, but also on the applied methods of teaching and examination<sup>3</sup> will provide valuable information on the strengths and weaknesses of P,PT education. Based on these results P,PT education can be improved to better support student learning.

The aim of the study was to investigate a) the level of student motivation to study P,PT, b) extent of self-perceived competence in P,PT topics and c) whether employed P,PT teaching and examination<sup>3</sup> methods sufficiently support learning.

For this, third year medical students (N=152) were invited to fill in a 40-point questionnaire addressing various domains of P,PT education. Students had to indicate the level of (dis)agreement for statements based on a 7-point Likert scale.

The questionnaire was completed by 49 students. Most students understood the importance of P,PT for their profession, enjoyed the topic and found it interesting. However, a substantial percentage of students indicated not to prepare themselves prior to P,PT class, but only doing so before examinations. Students favored small tutorials to large groups and indicated a need for practice tests and interdisciplinary F,PT lessons. Also, several P,PT topics were identified which students considered difficult.

These results provide a basis to reevaluate the teaching and examination methods applied in P,PT education. A focus group with students will subsequently be asked for input on specific topics. This will ensure continued involvement of students directed at improving P,PT education in Utrecht.

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Poster number: 14

### **Title of poster: Spaces, Power and Driving Inclusion: Teaching Study Skills above a Pub - A Case Study**

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### Short abstract

This poster examines a piece of teaching that utilised an unusual space to improve attendance at and engagement in study skills sessions and the further realisation that this work had wider applications for different communities of students.

### Details

A paper on a practical approach to teaching study skills using Marvellous Mondays and Terrific Tuesdays – once-a-week study skills teaching engagements that were delivered at a pub – as case studies. The initiative was designed to reconsider the power dynamic inherent in classrooms and how the dynamics in teacher-student interactions can be challenged by changing space. This paper will also suggest a rethinking of study skills as a student-led, practice-based learning that utilizes an ‘outreach model’ to identify the students’ academic needs, encourage active learning, and meet students where they are most at ease. A poster showcasing a practical approach to teaching study skills using Marvellous Mondays and Terrific Tuesdays – once-a-week study skills teaching engagements that were delivered upstairs at an on campus pub. This initiative was designed to reconsider the power dynamic inherent in classrooms and how the dynamics in teacher-student

interactions can be challenged by changing space. This poster also suggests a rethinking of study skills as a student-led, practice-based learning that utilizes an 'outreach model' to identify the students' academic needs, encourage active learning, and meet students where they are most at ease. It will further suggest the possibilities for going to the spaces on campus where different communities of students feel most comfortable, thereby linking to the conference theme, community.

Poster number: 15

### **Title of poster: Building Communities through "Visit your Colleague" week**

#### **Authors**

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#### **Short abstract**

One way to value and develop the academics community and encourage discussions about teaching and learning at the University of Tartu is through "Visit your Colleague" week. For one week, academics can visit each other's classes. About 20-40 classes have been open for the visit, and about 100 observations have taken place each year. The academics have commented that experiencing their colleagues' teaching methods enables them to get ideas and encouragement to develop their teaching, create new contacts with colleagues from other units and think about teaching from a new perspective.

#### **Details**

The theoretical background of the week "Visit your colleague" is based on the following conceptions: learning from colleagues is essential to learning teaching skills in interaction with colleagues (Kreber, Cranton, 2000); pedagogical conversations contribute to the professional growth of academics (Roxå , Mårtensson, 2009). Research indicates that peer review of teaching could be perceived as evaluation (Esterhazy et al., 2021), but in our context, these classroom visits intend to support mutual learning and informal discussions on teaching. Learning from experiences and the peer review process needs reflection (McAlpine , Weston, 2002). Therefore, we encourage follow-up reflective discussions after each visit.

Participation in our week is entirely voluntary. During the week, it has been possible to participate in different formats of teaching (lectures, seminars, workshops) both in-class, hybrid, and online. Academics from different fields invited colleagues to visit classes (social sciences, medicine, natural sciences, humanities) to share their teaching practices.

The poster focuses on the experience at the University of Tartu, how we have organized the week, and the experiences of the inviting teachers and visiting colleagues. The poster engages audiences with illustrative charts and reflective questions.

Preliminary findings indicate that academics who invited colleagues valued the discussions after the seminar. Visiting colleagues (guests) valued learning about teaching in other fields getting new ideas

for teaching. They also emphasized finding new colleagues to collaborate with and discuss teaching and learning

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Roxå, T. , Mårtensson, K. (2009). Significant conversations and significant networks – exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547–559.

Poster number: 16

**Title of poster: Does a brief mindfulness practice in a Principles of Teaching , Learning course affect the experience of flow?**

## Authors

Corresponding author: Silvia Wehmeier, University of Graz, Austria, [silvia.wehmeier@uni-graz.at](mailto:silvia.wehmeier@uni-graz.at)

## Short abstract

Higher education has seen a growing interest in the integration of mindfulness into courses. The project introduced a mindfulness practice to the students (and lecturer) at the beginning of a lecture as an intervention into the learning and (teaching) experience in a Principles of Teaching , Learning course. To explore the students' experience of the intervention, quantitative and qualitative data were gathered.

## Details

A growing body of literature has been looking at methods, and the effects, of mindfulness practices in higher education. This has also led to debates concerning the application of mindfulness practices in education, illustrating and arguing for mindfulness practices both, in and as education in higher education.1, 2, 3

Alongside disciplinary knowledge or skill development, learning might include the cultivation of intention and attitudes that connect to learning. Wehmeier , Beck 4 showed how creating a space to connect intentionally to the learning experience in a chemistry lecture at a university in the UK, by introducing a brief mindfulness (1 minute) and 'intention setting' practice, indicated an enhanced flow experience associated with attention and learning motivation for some chemistry students. The affect, of introducing a brief mindfulness and 'intention setting' practice into the teaching by guided interventions at the beginning of lectures, was further explored with a cohort of a postgraduate students in a Principles of Teaching , Learning course at a university in the UK. Evidence of the students' experience of flow was gathered by inviting students to fill in the Flow Short Scale questionnaire two times: after the 1st lecture (no intervention) and 4th lecture (final). Additionally, students gave written feedback after the final lecture, and a semi-structured interview was conducted with one student. Although, the reported flow experience did not significantly increase

from doing the intervention, valuable comments were found in the written feedback students gave. This poster will present the findings.

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Poster number: 17

**Title of poster: Taking students’ actions and feedback into the development of interactive pre-laboratory videos for analytical chemistry**

### Authors

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### Short abstract

Laboratory classes are an integral part of studying analytical chemistry at university, and pre-laboratory videos have been shown to enhance students’ preparedness for the laboratory. To support students learning processes, students’ actions and experiences during a photometry experiment were integrated into the development of interactive pre-laboratory videos for analytical chemistry.

### Details

An integral part of studying analytical chemistry at university are laboratory classes, which aim to allow students to develop competence in practical skills and support students understanding of the theory. The laboratory learning environment is challenging, as multiple sources like the laboratory manual, verbal instructions, unfamiliar equipment and technical skills can lead to cognitive overload. Generally, students prepare for laboratory classes by reading the laboratory manual. Additionally, in a range of chemistry laboratory classes, including analytical chemistry, digital media supported pre-laboratory learning material has been developed to support students. Among a range of digital media materials are instructional pre-laboratory videos. Several studies have discussed the design and effectiveness of pre-laboratory videos.(1, 2) As well as, looking at the principles of creating effective learning videos and filming approaches,(1, 3, 4) attention to students’ authentic behaviour in the laboratory environment has been integrated to achieve a student-centered media learning support.(5)

In this project, students' actions during a photometry experiment in an analytical chemistry laboratory class were explored and integrated into the design process of interactive pre-laboratory videos. The video production was further guided by students' awareness of which stages in the experiment they needed support, and their feedback on what they would expect from a learning video for the laboratory. Evaluation through surveys from teaching staff and students, and revision activities guided the realization of the student-centered interactive pre-laboratory video production.

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Poster number: 18

**Title of poster: Facilitating the transition from a disciplinary scholarly teacher to a SoTLer: Best Practices and Reflections**

## Authors

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## Short abstract

The SoTL community at Auburn University was developed in 2021 consisting of two workshops and one Faculty Learning Community (FLC). From the perspective of a SoTL facilitator with a biology background, I will reflect upon the experiences of implementing the SoTL FLC. Accordingly, I will offer solutions to common challenges faced by disciplinary scholars who are engaged with SoTL, emphasizing, in particular, the vital significance of both building a cross-disciplinary cohort and implementing a collaborative research project. As I have transitioned from a biology instructor to a SoTLer, the virtues of reinforcing communal learning and collaboration have continued to play a crucial role in my development as a contributing member of the learning community.

## Details

A poster will function as the primary focal point of my presentation. I will present the initiation of the SoTL community with three SoTL programs – the SoTL Hackathon workshop, the SoTL Project Development Institute (SPDI), and the SoTL Reading Group Faculty Learning Community (FLC). The objectives are to help faculty integrate SoTL into the teaching practice and, further, to enhance the collaboration. The FLC, in the form of a reading group, was designed for all levels of SoTL scholars to apply their expertise and share teaching practices while engaging SoTL articles. This year, the

primary goals of the FLC have been to facilitate the implementation of collaborative projects. During my transition from a biology instructor to a SoTLer, I have expanded my current SoTL projects and shared SoTL resources. These experiences reinforce the essential role that community-building plays in the processes of learning and collaboration. SoTL scholars come from various disciplines. When facilitating the FLC, as research has described (Happel et al., 2022; Dewar , Perkins 2021), disciplinary instructors who are getting started with SoTL encounter numerous intellectual barriers, those such as settling on a researchable question, preparing for an IRB proposal, choosing a methodology, analyzing data, managing time for the writing of publishable manuscripts, and finding collaborators within a discipline or across disciplines. Other barriers include institutional challenges such as the absence of academic support, recognition, or incentive, as well as the lack of effective measures to assess scholarly teaching practices. In this section, I will share our collective experiences and the challenges encountered, and I will offer reflections that can be widely applied to other institutions. Section attendees will learn how to form a community, how to incorporate and maximize resources, as well as how to help faculty streamline the SoTL framework and build cross-disciplinary collaboration. Attendees are invited to join me for a discussion about how to boost the impact of the community through the implementation of collaborative projects, and how to improve the effectiveness of the SoTL program despite differing, discipline-based perspectives. We will also explore strategies for amplifying the essential contributions of SoTL work so that it can receive more recognition and become further incentivized by stakeholders.

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## Parallel sessions

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Session 1: Thursday 16 June, 11:05 – 12:05

### **Session number and location**

1A, Brooks 2.12

### **Title of session: 'Generation-Z' abroad; the case of measuring intercultural competence (ICC) in Study Abroad**

#### Authors

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#### Short abstract

Engaging in Study Abroad (SA) is a such an immersive and potentially transformative experience which students are able to develop their academic and employability competencies such as intercultural competence (ICC). With workforces becoming increasingly globalised this has become a key graduate attribute for young professionals. However, unlike other immersive experiences such as the 'Year in Industry' where benefits are clear to both students and potential employers, for SA the onus is on students to 'make sense' of this transformative experience in terms of articulating their experience and development to potential employers. This paper reports on how dynamic assessment has enabled SA student to better engage and articulate skills and competencies developed during this immersive experience. Through constructive aligning (Biggs and Tang, 2011) the learning outcomes to the assessments together with providing opportunity for students to engage their creative digital literacy skills in dynamic assessment of the year has yielded some encouraging preliminary findings.

#### Details

Engaging in Study Abroad (SA) is a such an immersive and potentially transformative experience which students are able to develop their academic and employability competencies such as intercultural competence (Deardorff, 2015). With workforces becoming increasingly globalised this has become a key graduate attribute for young professionals. However, unlike other immersive experiences such as the 'Year in Industry' where benefits are clear to both students and potential employers, for SA the onus is on students to 'make sense' of this transformative experience in terms of articulating their experience and development to potential employers.

This paper reports on how dynamic assessment has enabled SA student to better engage and articulate skills and competencies developed during this immersive experience. Through constructive aligning (Biggs and Tang, 2011) the learning outcomes to the assessments together with providing opportunity for students to engage their creative digital literacy skills in dynamic assessment of the year has yielded some encouraging preliminary findings.

After completing just one cycle of the newly aligned dynamic reflective assignments there is a marked increase in overall quality assignments with students being able to articulate their experience in terms of intercultural competence and increased employability through critical reflection drawing on real-life examples from their Study Abroad year through the use of dynamic multimodal assessment. In terms of numbers; 100% of students passed the module, with an increase of 3% to the module average marks and 31% securing a first in multimodal dynamic assignment.

## References

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Deardorff, D. K. 2015. Intercultural competence: Mapping the future research agenda. International Journal of Intercultural Relations, 48, 3-5.

### **Session number and location**

1A, Brooks 2.12

### **Title of session: Developing the community of practice at Tallinn University**

#### **Authors**

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Katrin Aava, [aava@tlu.ee](mailto:aava@tlu.ee), (Tallinn University)

#### **Short abstract**

In action research, we present how to develop and sustain meaningful SoTL communities at Tallinn University. We supported collaborative research to improve teaching, student learning and organizational development in the professional community. From this, cross-university research cooperation started.

#### **Details**

For science-based teaching to be valued next to research at the university, the teaching culture and its research has to be kept in focus and needs funding. For the lecturers to feel like great accomplishees it is important to enable organisational learning in practical communities according to ecological system theory so that experiences can be disseminated and integrated, developing a common learning culture. We conducted action research and the goal was to explain how to support our network of lecturers and introduce sustainable practices for the operation of these networks.

Turned out that a new way of learning and collaborative culture developed in teadusELU, where one's identity was constructed as a co-student and its value, according to participants, is to understand one's activities as well as to see university as a whole. In a fast, results-oriented, competitive work culture, learning networking is a slow and resource-intensive process because it is self-directed and targeted by the faculty itself. To motivate lecturers, it is important to value their time in such a way that voluntary participation in the SoTL network is a measurable indicator in their attestation, their research (as well as publishing) is valued and acknowledged in the institute and the university.

In order for the new practice to fit in and support organisational learning at the university, it is important to integrate it into rules and procedures. The development of a teaching culture requires additional resources, such as the development of a collaborative teaching grant system and support for the publication of teaching research that ensures sustainable action in educational innovation.

## References

### **Session number and location**

1A, Brooks 2.12

**Title of session: Learning journals and student conceptions of learning: a case study in Norwegian higher education.**

**Authors**

Corresponding author: Isabela Pires Darcie, University of Bergen, Norway, [isabela.darcie@uib.no](mailto:isabela.darcie@uib.no)

**Short abstract**

In this presentation we will discuss the implementation of continuous student reflections about their learning in a geoscience course at the University of Bergen. These exercises aimed to promote student metacognition and self-efficacy while providing feedback to the instructors and involving students in the course design. We will present what the reflections revealed about the students' understanding of what learning is and discuss the extent to which these exercises have achieved our initial goals. The session will end with a conversation about the challenges that distinct conceptualizations of learning pose to more inclusive partnerships between students and instructors.

**Details**

Following international trends, higher education in Norway is aiming to employ teaching and assessment methods that promote the development of transversal skills. According to the Norwegian Ministry of Education and Research (2017), in order to form professionals adept at navigating the complexities of the 21st century work environment, instruction should focus on promoting critical thinking, creativity, problem-solving adaptability, and life-long learning. Assessment that requires students to be active and metacognitive have been shown to be better suited to achieve these outcomes (Biggs, 2014; Boud, 2000; Myyry, Joutsenvirta, 2015).

In this session we will present a case study of an undergraduate geoscience course at the University of Bergen that has been recently redesigned to include student-active teaching methods and continuous assessment strategies. In this course, students worked on a series of ill-structured problems in tandem with journaling exercises, where they were prompted to reflect on their learning process throughout the course. This combination of tasks was employed to support both students' self-awareness and self-efficacy. A secondary outcome of this strategy was creating a channel for continuous communication and strengthening student-instructor partnership.

We have analyzed the learning journals of two cohorts of this course, totaling 32 students, paired with interviews with 14 students. We will share the insights these reflections have provided into students' understanding of learning, their metacognitive development, and the feedback process. We will put particular emphasis on discussing what challenges we have faced in this course when navigating different conceptualizations of learning, especially when trying to create a strong and inclusive partnership with the students. Participants in this session will be encouraged to share their experiences with similar challenges and discuss possible strategies to promote student-instructor partnerships at the course level.

After attending the session, participants will be able to (1) discuss issues regarding the development of student-instructor partnerships in higher education, (2) identify and examine evidence of students' implicit conceptualizations of learning, and (3) implement reflection exercises following a journal model.

## Session number and location

1B, Brooks 2.15

**Title of session: Building communities through reflective dialogue: Relational approaches to observations of practice.**

## Authors

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## Short abstract

The pandemic prompted a move to online teaching, temporarily obviating traditional face-to-face sessions. In two institutions, developmental observations of practice, which are a key component of the Post Graduate Certificate of Learning and teaching in HE, were similarly moved online, with the observer 'lurking' in synchronous sessions, or viewing a recording. Post-observation discussions were conducted in 'remote' meetings between academic developer and student (member of staff). While the quality of the observation experience changed, the professional dialogue following observed sessions grew in significance. Strengthening communications with students on a course supports relational dynamics through an acknowledgement of the intersubjective nature of learning and teaching (Murphy and Brown, 2012.) Recognising this truth, we felt it important to address potential isolation, by providing a dialogic space, leading students to develop their individual and collective agency. Participants were surveyed for their responses to the post-observation dialogue, to evaluate its effectiveness and usefulness for their development.

## Details

Outcomes of session:

- Participants will be able to identify key benefits of post-observation discussions for staff development, with reference to work undertaken at MMU and Worcester.
- Participants will be able to reflect on the power of professional dialogue in their own development and with colleagues they observe.
- Participants will take away strategies for developmentally focused post-observation conversations

In this session the presenters aim to raise awareness of the significance of post-observation dialogue with colleagues on taught courses (such as the Post-graduate certificate in learning and teaching in HE), to enable reflection and to prompt positive developments in teaching practice. They will argue that the observation itself is of less significance than the quality of the post-observation dialogue, which will usually take place in an online meeting.

In the presentation, the presenters will share findings of a project conducted during the pandemic, when all teaching observations and post-observation dialogues occurred online. Responses to survey of PGCE students (members of staff from the two HEIs) about the uses and effectiveness of post-observation dialogues will help illustrate some of the key aspects which comprise useful and high quality interactions, that are likely to have a positive outcome on future practice.

In addition to being able to discuss these responses, participants in this session will be invited to recall past feedback on their own teaching practice, either positive or negative, and the impact it had

on their work subsequently. There will be a free-flowing element to the session, but we will explore aspects such as the tone of the post-observation conversation, possible barriers to effectiveness, and the managing of inter-subjective relationships, as well as identifying practical matters such as specificity and timeliness of feedback offered, and the maintenance of appropriate norms of confidentiality.

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## Session number and location

1B, Brooks 2.15

## Title of session: Hybrid teaching: new challenges for university teachers

## Authors

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## Short abstract

University teachers' role has been profoundly challenged due to the forced virtualisation of academic activity during COVID-19 pandemic. Online education has specific characteristics and requires appropriate teacher training. This communication presents the first results of an ongoing research that seeks to identify and characterise the main spheres of action and teaching intervention strategies in virtualised higher education. The results of this study can contribute to the development of criteria, based on an academic perspective, that guides good virtual teaching practices in higher education, strengthens student learning and provides a key for teacher training programmes during forced virtualisation.

## Details

University teachers' role has been profoundly challenged due to the forced virtualisation of academic activity during COVID-19 pandemic. Online education has specific characteristics and requires appropriate teacher training. It is important we explore what strategies and competences are required from teachers in remote or virtual academic programmes.

This communication presents the first results of an ongoing research that seeks to identify and characterise the main spheres of action and teaching intervention strategies in virtualised higher education. It is a descriptive-interpretative qualitative study that analyses data produced in the context of a teacher training programme in a health sciences University. Six editions of a virtual workshop were held with the participation of 183 teachers. It promoted exchange and the strengthening of the academic community through group activities where teachers used conceptualisations from the pedagogical field to analyse problems related to everyday scenes of virtualised university life. As a result, 143 intervention strategies were designed. These were categorised in a data matrix which was then analysed using pedagogical theory on online teaching (García Aretio, 2020; Gros et al. 2011). The subsequent systematisation of the interventions designed resulted in the construction of three spheres of action in virtual teaching: 1- organising the course and tasks (for example, communicating timetables, activities and assessment; providing guidance on virtual work guidelines and digital tools used), 2- monitoring students progress (observing, supervising individual and group participation; carrying out administrative tasks, among others) and 3- guiding learning (preparing teaching materials, designing activities, moderating student exchange, systematising collective productions, answering queries, offering feedback, etc.).

The intervention strategies identified and the spheres of action that group them can contribute to the development of criteria, based on an academic perspective, that guides good virtual teaching practices in higher education, strengthens student learning and provides a key for teacher training programmes during forced virtualisation.

### **Session number and location**

1B, Brooks 2.15

### **Title of session: It's in the genes: harnessing employability DNA as the unit building blocks of sustainable curricula**

### **Authors**

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### **Short abstract**

There is a well-documented UK digital skills gap that has deepened due to Covid-19 with digital marketing employers seeking graduates with specific tangible digital marketing knowledge and skills, in addition to relevant soft skills. The IAB'S 2020 Digital Skills Gap Report explains 88% of employers struggle to find qualified individuals with up-to-date digital marketing skills; 65% of those surveyed explained that most new graduates are not ready to take up careers in the digital marketing sector. Moreover, the CIM's latest Digital Marketing Skills Benchmark report (2022) indicates that digital marketing skills have declined since their previous benchmark in 2020. This paper reflects on the creation of a DNA tool which aims to enable educators in HE to audit their units in light of best practice, knowledge, skills and pedagogical approaches needed to nurture work-ready graduates. Key reflections highlight current gaps at varying levels and action planning to address sustainable curricula for employability.

## Details

In the UK, apprenticeship and degree standards are more often co-created with employers so that they include the required key Knowledge and applied Skills for the relevant area, but also the most appropriate behaviours (known collectively as KSB's). These behaviours are likened to "soft skills" e.g. communication, teamwork etc.

Despite this, preliminary research identified a gap regarding traditional undergraduate programmes; between sector graduate outcomes data and the outcomes of graduates from Digital Marketing programmes overall.

The principal outcome from this review identified that it is crucial to utilise appropriate pedagogical approaches to learning, teaching and assessment to ensure holistic constructive alignment (Biggs and Tang, 2011) within the Digital Marketing curriculum. As a response and as part of a unit on my Postgraduate certificate in Learning and Teaching in HE I created a DNA tool that can be used to audit curriculum ensuring the promotion of key graduate and more specific disciplinary skills.

This short summary paper provides an overview of steps taken in using a digital marketing DNA tool in the design and planning of a level four unit.

The session aims to:

1. Introduce the Digital Marketing graduate DNA tool and provide a rationale for its use
2. Provide an example of how this tool was used in the planning and design of a level four unit.
3. Offer critical reflections and good practice observations for future work in this area.

## References

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IAB UK (2020) Mind the Digital Skills Gap. London: Internet Advertising Bureau

## Session number and location

1C, Brooks 2.16

## Title of session: Interprofessional education

## Authors

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## Short abstract

Inclusion of interprofessional education (IPE) within health and social care education is beneficial as it supports development of learners' communication, collaboration and employability skills.

However, IPE often involves large groups of students who need to learn together at the same time,

which can present logistical challenges. This can lead to short-term and unsustainable solutions, which promote IPE as an 'add on' rather than integral aspect of health and social care education.

This presentation will explore how the use of Birley Place, a bespoke virtual community, enabled the development of a sustainable and collaborative framework for the facilitation of IPE.

### Details

Interprofessional education (IPE) involves learners from a minimum of two different professions learning with, from and about each other, to improve collaboration and health and social care provision (WHO, 2010). Inclusion of IPE within health and social care education is beneficial as it supports development of learners' communication and teamwork skills, understanding of other professions, and provides essential graduate employability skills. Despite these benefits, requirements for large groups to learn together at the same place and time present logistical challenges.

To address the problem, we developed an approach that combined IPE with our University Graduate Outcomes framework. First and second year health and social undergraduate students engaged with the programme using our bespoke virtual community Birley Place (Greene et al., 2020) a web-based 'virtual world' specifically designed for health and social care education.

In collaboration with students, service users, and interprofessional champions we developed bespoke blended resources and activities using 'real life' scenarios and included examples of best practice and effective inter-professional working. This helped integrate the application and rehearsal of universal employability competencies to build students confidence and interpersonal skills for application within the workplace. The virtual modality addressed the logistical problem of enabling large groups of students to engage meaningfully with IPE. However, barriers relating to existing systems e.g., timetabling and student attendance data remained.

Our work is significant in that it contributes to the understanding of how IPE can be facilitated effectively and sustainably using a flexible online environment. The findings will enable us to expand the IPE provision to include more professional students, including for example, education. The framework developed, could be applied to interprofessional education in other vocational groups and has wide applicability. Using such a framework could also be applied to facilitate work-based learning and contribute to simulated interprofessional placement opportunities.

In recognition that Interprofessional education is a challenging aspect of health and social care professional development, the presentation will encourage conversation feedback from the audience.

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World Health Organisation (2010). Framework for action on interprofessional education , collaborative practice. [https://www.who.int/hrh/resources/framework\\_action/en/](https://www.who.int/hrh/resources/framework_action/en/) (Last accessed 14/05/2021).



## Session number and location

1C, Brooks 2.16

**Title of session: Effective assessment with ‘inclusive’ marking schemes for enhanced graduate outcomes.**

## Authors

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Sravanthi Sashikumar, , (Manchester Metropolitan University)

## Short abstract

Although marking scheme rubrics for meaningful assessment evaluation was developed some decades ago and have been actively used since in Higher Education, there is still a gap in understanding its importance and consistent usage. Here we explore some of the barriers and enablers experienced in the Faculty of Science and Engineering at Manchester Metropolitan University, to incorporate how marking scheme rubrics which have been increasingly adopted in some departments, especially where course and assessment design is guided by PSRB accreditation requirements.

## Details

The oral presentation will introduce participants to marking schemes using assessment rubrics and how they can be developed to “constructively align” (Biggs, 1999) for meaningful evaluation of coursework in Higher Education. This would not only enable students to achieve the intended graduate learning outcomes effectively but would also provide an inclusive environment in HE institutions, especially with high proportion of BAME, international, vocational, or commuting students.

The session aims to provide participants with an insight into, and hands-on practice for developing effective marking scheme rubrics for assessments. It will include an introduction to pedagogy underpinning this approach (Biggs, 1999); (McLoughlin, 2001), and the adverse effects of poor assessment guidance to students from diverse backgrounds will be discussed. This will be followed by a 10-minute breakout activity where participants will be given sample assessments rubrics to work on in smaller groups. The groups will focus on critically analysing the rubric design and content and discuss how to improve them. In addition, they will identify challenges they could foresee if this approach is applied to their own teaching practices within their disciplines, thus reflecting on its applicability to multiple disciplines.

Through a nominated speaker each, the participant groups will feedback their findings to the main session after their group task. The presenters will summarise, the session outcomes and progress made. The workshop additionally will identify best practice approaches that have evolved in the participant-led workshop session.

The last 5 min of the session will focus on summarising how rubrics can also be used for competency-based assessment and linked to relevant PSRBs requirements (Gallardo, 2010) for to meet the essential graduate learning outcomes, using relevant examples.

## References

Biggs, J. (1999), *Teaching for Quality Learning at University*, Society for Research into Higher Education and Open University Press, Oxford.

Gallardo, K. (2020). Competency-based assessment and the use of performance-based evaluation rubrics in higher education: Challenges towards the next decade. *Problems of Education in the 21st Century*, 78(1), 61-79.

McLoughlin, C. (2001) Inclusivity and alignment: Principles of pedagogy, task and assessment design for effective cross-cultural online learning, *Distance Education*, 22:1, 7-29, DOI: 10.1080/0158791010220102

### **Session number and location**

1C, Brooks 2.16

### **Title of session: AS I AM - Exploring Belonging**

#### **Authors**

Corresponding author: Yolande Sumbele, Manchester Metropolitan University, United Kingdom, y.sumbele@mmu.ac.uk

Ebony Greaves, e.greaves@mmu.ac.uk, (Manchester Metropolitan University)

#### **Short abstract**

This session offers insight into the 'As I Am' campaign developed by the Inclusive Learning Communities Project (ILC) at Manchester Metropolitan University in collaboration with our Black, Asian and Minority Ethnic (BAME) staff and students. 'As I Am' is a mixed-media campaign that aims to increase the visibility of BAME role models, celebrate our staff and students through the promotion of their experiences and reflections, and raise awareness of ILC's activities in diversifying staff and student resources.

#### **Details**

'As I Am' is a mixed-media campaign developed by the Inclusive Learning Communities Project (ILC) at Manchester Metropolitan University. The ILC project is a 4-year strategic project which aims to address degree-awarding gaps and increase our Black, Asian, and Minority Ethnic (BAME) students' sense of belonging to the University (Hamshire et al., 2017; Hamshire et al., 2018). The project aims to achieve this through collaboration with both staff and students.

Representation plays an important role in fostering a sense of belonging. Exposing students to role models they can relate to can therefore enable students to feel seen, connected and inspired (Arday, Branchu and Boliver, 2021; Eboka, 2020). The 'As I Am' campaign provides a platform to share the experiences of our BAME staff and students across the University in a creative and meaningful way.

To launch the campaign, the team will host an exhibition that will provide a unique opportunity for staff and students to explore diverse narratives, find out more about the ILC project and the BAME Ambassadors' ongoing work. The campaign will run throughout the first semester and members of the Manchester Met. Community will be invited to events and activities designed to stimulate conversations around building inclusive communities.

During this engaging session, the facilitators will share some of the impactful stories that have been collected and attendees will be encouraged to reflect and join in discussions around the experiences shared.

## Session number and location

1D, Brooks 2.17

## Title of session: Creating frameworks to support bottom-up SoTL communities

### Authors

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### Short abstract

The COVID-19 pandemic posed new challenges for teacher training. Like all aspects of university life, this too was virtualized to guarantee continuity. In our institution, the Postgraduate Programme in University Teaching has a peer observation of face-to-face classes activity. It consists of: a preparatory workshop, the class observation, a report written by the observer analysing the event and a feedback meeting chaired by a teacher of the programme. The forced virtualization required changes in the activity in order to: 1- virtualize the observation management process; 2- define what constitutes remote classes, understanding they generally transcends the synchronous video conference session; 3- build new tools to guide and support the observation process. The adaptations sought to maintain the original design of this process (Schwartzman et al, 2019). Professionals in training use this instance of reflection and joint construction with teachers and peers to make their action repertoires conscious, undertake conceptual reconstruction and restructure their representation, understanding and teaching practice (Anijovich, 2009; Roni, Eder, Schwartzman, 2013).

This paper provides insights on how to scaffold teaching to support bottom-up SoTL communities. The data was gathered throughout a one-year teaching faculty development blended learning program with a cohort of 34 experienced Polish university teachers from 19 universities. Our investigation shows that the teachers have taken on a role as change agents as they initiate and facilitate multiple bottom-up SoTL communities. Thus, causing a ripple effect in their local academic environments, cultivating a cultural change (Mårtensson et al., 2011; Roxå et al., 2011) to support their own and peer's professional development.

### Details

This paper provides insights on how to scaffold teaching to support bottom-up SoTL communities. The data was gathered throughout a one-year teaching faculty development blended learning program with a cohort of 34 experienced Polish university teachers from 19 universities.

The Masters' program aimed to strengthen teaching quality through the re-design of teaching, a focus on student-centered learning, experimenting and testing innovative interventions and through the creation of a cross-disciplinary community share results and reflections with each other and with the 'public' (Felten, 2013).

The Polish teachers, accustomed to a hierarchical faculty culture, often felt alone in their teaching. Polish culture and regulations do not promote professional development in teaching and education, but rather evaluates the teachers on the basis of their scientific research and performance (Szplit, 2017; Zbróg, 2014). As the participants met online for over two-thirds of the program due to the COVID-19 pandemic, the course organisers were concerned about creating an online learning community where voices were equal, and where difficulties could be shared without fear of ridicule.

At the end of the program, many of the participants referred to a group they called the 'Angels of Didactics'. It seems that this, and other groups, had evolved in bottom-up processes instigated by the participants. These strongly mirror SoTL communities in and across disciplines, within and across departments and institutions, also outside the program. SoTL communities were therefore not restricted to peers from the Faculty development program, but reached out to other colleagues. Sometimes they might observe each other's teaching or simply communicate through diverse digital media platforms asking questions, or telling about an experience. They are also involved in academic work where they have shared their teaching experiences at conferences and in journals.

Hence, our investigation shows that the teachers have taken on a role as change agents as they initiate and facilitate multiple bottom-up SoTL communities. Thus, causing a ripple effect in their local academic environments, cultivating a cultural change (Mårtensson et al., 2011; Roxå et al., 2011) to support their own and peer's professional development.

### **Session number and location**

1D, Brooks 2.17

### **Title of session: Developing a collaborative industry-academia SoTL community for enhanced employability**

#### **Authors**

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Lisa Simmons, [l.simmons@mmu.ac.uk](mailto:l.simmons@mmu.ac.uk), (Manchester Metropolitan University)

#### **Short abstract**

Assessment centre recruitment activities form an employment barrier to entry for students and can be challenging to prepare for. A large body of research suggests that motivation to begin and complete a degree in engineering; knowledge of the engineering field and its practitioners; along with students being able to identify themselves as "being an engineer" are all key drivers in student progression and graduate success (Atman et al. 2010). Through collaboration with industry partners, we have developed a range of events which not only give students much needed preparation for the recruitment process but simultaneously allow them to explore their core identity and motivation.

#### **Details**

Preparing students for the assessment centre recruitment process can be challenging. These recruitment activities are difficult, adversarial, and often intimidating for students who have limited - if any - opportunity to gain experience before they face a real recruitment panel.

The presentation will explore the development of the "FutureMe" activity, which grew from a pragmatic approach to assessment centre preparation and into a self-sustaining, collaborative SoTL community between academia and industry. The audience outcomes are to be introduced to employability events and their implementation so that they understand the benefits of working with professional partners. We will explore how - far from "teaching to the test" by prepping students for the recruitment process - industry lead activities engage students with the key concepts of motivation, identity and practitioner knowledge that research has strongly linked with academic success and graduate outcomes.

We will discuss how overwhelming engagement from our external partners has led to "opportunity driven innovation" which forces us to continue developing new activities to make use of the wealth

of eager parties and how this back and forth has organically developed into a self-sustaining community between academia and industry.

The overall outcomes of the session are for audience members to question whether their employability initiatives develop students as learners or simply improve employability outcomes. Is it sustainable to constantly game the system for a percentage increase in employability metrics in an arms race against other institutions? Can we solve the employability paradox: how do we give our students USP and competitive advantage whilst also being sincere members of the SoTL community?

We will present a model for how academia-industry partnership can create employability initiatives that improve student learner outcomes as well as tackling pragmatic issues in student recruitment.

### References

Atman, C.J., Sheppard, S.D., Turns, J., Adams, R.S., Fleming, L.N., Stevens, R., Streveler, R.A., Smith, K.A., Miller, R.L., Leifer, L.J. and Yasuhara, K., 2010. Enabling Engineering Student Success: The Final Report for the Center for the Advancement of Engineering Education. CAEE-TR-10-02. Center for the Advancement of Engineering Education (NJ1).

### Session number and location

1D, Brooks 2.17

**Title of session: Peer observation of hybrid classes. A teacher training activity for university faculty**

### Authors

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### Short abstract

The COVID-19 pandemic posed new challenges for teacher training. Like all aspects of university life, this too was virtualized to guarantee continuity. In our institution, the Postgraduate Programme in University Teaching has a peer observation of face-to-face classes activity. It consists of: a preparatory workshop, the class observation, a report written by the observer analysing the event and a feedback meeting chaired by a teacher of the programme. The forced virtualization required changes in the activity in order to: 1- virtualize the observation management process; 2- define what constitutes remote classes, understanding they generally transcends the synchronous video conference session; 3- build new tools to guide and support the observation process. The adaptations sought to maintain the original design of this process (Schwartzman et al, 2019). Professionals in training use this instance of reflection and joint construction with teachers and peers to make their action repertoires conscious, undertake conceptual reconstruction and restructure their representation, understanding and teaching practice (Anijovich, 2009; Roni, Eder, Schwartzman, 2013).

## Details

The COVID-19 pandemic posed new challenges for teacher training. Like all aspects of university life, this too was virtualized to guarantee continuity. In our institution, the Postgraduate Programme in University Teaching has a peer observation of face-to-face classes activity. It consists of: a preparatory workshop, the class observation, a report written by the observer analysing the event and a feedback meeting chaired by a teacher of the programme. The forced virtualization required changes in the activity in order to: 1- virtualize the observation management process; 2- define what constitutes remote classes, understanding they generally transcends the synchronous video conference session; 3- build new tools to guide and support the observation process. The adaptations sought to maintain the original design of this process (Schwartzman et al, 2019). Professionals in training use this instance of reflection and joint construction with teachers and peers to make their action repertoires conscious, undertake conceptual reconstruction and restructure their representation, understanding and teaching practice (Anijovich, 2009; Roni, Eder, Schwartzman, 2013). The external and, at the same time, close look that supposes the observation by a peer in training, enables the construction of new practices from a SoTL perspective.

This communication presents the results of a descriptive-interpretative qualitative study that allowed us to recognize specific configurations of remote classes observed and analyzed by students of the 2019-2020 cohorts.

Among the configurations, we found classes centered on a synchronous meeting exclusively or hybrid sequences including synchronous videoconference sessions and asynchronous pre- or post-synchronous activities. However, the peer pedagogical analysis in the reports mostly focuses on the synchronous sessions without addressing the asynchronous pre- or post-class sections that make up each remote class.

We find the need to work with university teachers in redefining the concept of "remote class" and assess the value of the modifications made to the peer observation activity for the training of post-pandemic professionals. Finally, recognize the strategies that enabled colleagues to work remotely and thus sustain the development of the academic community during pandemic isolation. Discussion of these findings with colleagues could help us build a better understanding of hybrid classes and the difficulties in designing, developing, and transforming them.

## References

- Anijovich, R., Cappelletti, G., Mora, S. y Sabelli, M.J. (2009). *Transitar la formación pedagógica: dispositivos y estrategias*. Buenos Aires: Paidós.
- Roni, C., Eder, Ma. L. y Schwartzman, G. (2013). El portfolio en la formación docente en ciencias de la salud: una herramienta de aprendizaje y evaluación. *VERTEX*, XIV (109), 179-183. ISSN0327-6139. Indexada Medline.
- Schwartzman, G., Roni, C., Sanchez, M., Delorenzi, E. y Eder, M.L (2019) Peer observation among university teachers: What is its educational value? En *The 3rd EuroSoTL conference*, June 13-14 2019, Bilbao, Basque Country-Spain.

## Workshop

## Session number and location

1E. Brooks 2.18

## Title of session: TBA

### Authors

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, Anke Timmann, , Deutschsprachiges SoTL-Netzwerk (German-speaking SoTL Network in Germany, Austria, Switzerland)

, Lisa-Marie Friede, , Deutschsprachiges SoTL-Netzwerk (German-speaking SoTL Network in Germany, Austria, Switzerland)

, Torsten Sprenger, , Deutschsprachiges SoTL-Netzwerk (German-speaking SoTL Network in Germany, Austria, Switzerland)

### Short abstract

SoTL in HE is continuously challenged by the integration of the so-called 21st-century skills. State-of-the-art teaching approaches must also factor in learning outcomes that target subject-specific competencies and skills for future problem-solving. This workshop explores approaches, means and methods developed at German universities for connected HE teaching and learning based on SoTL to bridge knowledge gaps between (1) teaching and learning community management, (2) connected teaching, and (3) professionalization.

### Details

21st century skills and competencies are not only crucial for defining learning outcomes in HE but are also essential components for the development of prospective executives and professionals. Teaching and administrative staff is constantly confronted with uncertainty, volatility, and changes (VUCA) in designing teaching and learning environments. This uncertainty can be countered via informed and trustful decision-making processes between learners, teachers, and other involved partners. The exchange of information between those actors can be based on SoTL designed approaches, giving a fundament for decision-making in HE teaching and learning settings, regarding contents, aims, and other relevant parameters. Hence, learning community management, the principles of connected teaching techniques, and the integration of professional attitudes in the whole process needs to be addressed as part of a holistic cooperative teaching approach.

As university educators have a leading position in various teaching settings such as role models, guides, mentors, etc., it seems crucial that they still bear the responsibility of organising this kind of exchange. This requires a professional attitude for continuous learning and managing knowledge and communication processes, which explicitly belongs to the 21st century skillset. Teaching staff itself becomes an example of problem-solving techniques and individual professionalism. In this context, SoTL is more than a scientific tool or method as it supports students' development of professional attitudes in learning and for their future careers.

Along 3-4 paper presentations, the workshop links the following hypotheses into exemplary HE teaching and learning settings at German universities: (1) Within teaching and learning communities, SoTL provides a firm ground for professionalised relationship management and provides an authentic, warm, trust- and meaningful communication; (2) SoTL becomes the fundament for

connected teaching approaches; (3) The integration of professional feedback and quality management of learning output provides a basis for the development of professional attitudes.

## References

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### Session 2: Thursday 16 June, 12:10-13:10

#### **Session number and location**

2A, Brooks 2.12

#### **Title of session: Fostering a sense of belonging through academic-student collaboration to close the HEI awarding gap**

#### Authors

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#### Short abstract

In May 2020, a department of Social Care and Social Work realised that, in efforts to meet the needs of black, Asian and minority ethnic students following a spike in global awareness of racial injustice, it did not fully grasp what these needs were. In acknowledgment, the department convened a 'Closing the Gap' conference for students to share university experiences. The outcome was the cocreation of the 'Black, Asian and ethnically diverse student network'. Commencing in November 2021, the network is emerging, shaped by coproduction between students and academics.

#### Details

This session will raise awareness of the HEI awarding gap, the students most likely to be affected, and how academics and students are collaborating to address it. We will report on the progress of the black, Asian and ethnically diverse student network, sharing a timeline of events leading to its cocreation from both academic and student perspectives.

The origins of the network relate to the findings of a report which lists several factors, that if addressed may reduce the HEI awarding gap, including fostering a sense of belonging (UUK and NUS, 2019).

In the department of Social Care and Social Work, academics are aware that not all aspects of the programme foster a sense of belonging. The rationale for accessing student opinion is the awareness that a high number of black, male African students often encounter problems on social work placements where covert racism has been suspected, but difficult to prove due to its nature. Research confirms this to be a national occurrence for black students (Soper et al, 2016; Bartoli, Kennedy, , Tadam, 2008: 76), the impact of which can be far-reaching in relation to the whole academic experience. Whilst academics were aware of this issue, and motivated to address it, the opinion and input of students were lacking.

Anecdotally we are aware that the above issue occurs in other applied courses such as teaching and nursing, where field placements are a feature of the curriculum. It is intended that by presenting our work to address the inequalities and discrimination witnessed, reported and experienced by students, we will generate participation, interaction, and inspiration, as well as opportunities for us to learn from our cross-faculty counterparts to progress the network.



In a short time, students have attributed a sense of belonging, safety, empowerment, and motivation to being part of the network. This collaboration between students and academics from the department of Social Care and Social Work has made space for discussion, perspective, and growth, and put into action an ongoing plan to nurture, and address the concerns held by both groups for the progression and inclusivity of our academic community.

## References

Bartoli, Angie , Kennedy, S. , Tadam, Prospera. (2008). Practice learning: Who is failing to adjust? Black African student experience of practice learning in a social work setting. *The Journal of Practice Teaching and Learning*. 8. 10.1921/81134.

Soper, S. Blomfield, G. Mullings, M. and Ndimande, S. (2016). Do you have to be white to pass this course?' Developing support for black and minority ethnic students in a predominantly white area. In: Bellinger, A. and Ford, D. *Practice placement in social work : innovative approaches for effective teaching and learning*. Bristol: Policy Press. 55-70.

UUK and NUS (2019), 'Black and ethnic minority student attainment at UK universities: closing the gap'. Universities UK and National Union of Students

## Session number and location

2A, Brooks 2.12

## Title of session: Building Learning Communities

### Authors

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Rob Purdy, [R.Purdy@leeds.ac.uk](mailto:R.Purdy@leeds.ac.uk), (University of Leeds), Tom Summers, [pytjs@leeds.ac.uk](mailto:pytjs@leeds.ac.uk), (University of Leeds)

### Short abstract

A sense of belonging to their learning community is crucial for students' retention and success. A longitudinal study of students across seven different disciplines was undertaken to understand how students transition to university and engage with their learning community. This has given a voice to students in diverse situations, and an understanding of the impact of induction activities, teaching methods, and the disruption due to the pandemic, on their sense of belonging, engagement, and academic success. This session will build on participants' experiences, provide information to anticipate which students may feel more vulnerable, and suggest methods to mitigate.

### Details

#### Intended outcomes of the session:

Participants will be inspired to look at their student cohorts afresh, to appreciate the myriad of reasons students may feel they do not belong to their learning community. They will be given evidence to help pre-empt this and to put in place simple measures to welcome, engage and foster belonging for all, to improve every student's ability to succeed. This will also be an opportunity to identify potential new collaborators to widen our remit and data collection, to more fully represent students across diverse institutions and programmes.

#### The session will cover:

The importance of students' sense of belonging in their learning community (Thomas 2012) will be introduced using recent literature to showcase the diverse aspects involved: e.g. contextualised admissions (O'Sullivan et al 2019), mature students (Erb and Drysdale 2017), working class (Crozier et al 2019), first generation (Gillen-O'Neel 2021) and online learners (Peacock et al 2020). This session will engage participants in sharing challenges faced by students in integrating with peers, staff and learning activities. A report of the rationale, methodology and results of our longitudinal investigation into students' belonging across 7 disciplines at the University of Leeds will be given, to provide further evidence and understanding of key factors. Actions and activities will be suggested to mitigate challenges and build strong learning communities.

### **Participants' engagement:**

Participants will be invited to engage early in the presentation, to crowdsource factors that affect students' sense of belonging on their courses. This will be led by a student, using Mentimeter. A short discussion will allow people to express their views or delve deeper. Following presentation of our research investigation and findings we will challenge participants to name one thing (anonymously via Mentimeter) that they will take on board to enhance the belonging of their students in their learning community. We will end with Q,A to further develop ideas, and share solutions.

### References:

- Erb, S. , Drysdale, M. T. B., *Studies in the Education of Adults*, 49(1) 62-74 (2017)
- Crozier, G. et al, *British Journal of Sociology of Education*, 40(7) 922-937 (2019)
- Gillen-O'Neel, C., *Res High Educ* 62 45–71 (2021)
- O'Sullivan, K., et al, *British educational research journal*, 45(3) 554-575 2019
- Peacock, S. et.al., *International Review of Research in Open and Distributed Learning*, 21(2) 18-34 (2020)
- Thomas, L., *What Works? Student Retention and Success Programme*, Paul Hamlyn Foundation (2012)

### **Session number and location**

2A, Brooks 2.12

### **Title of session: Safe spaces, empowerment and representation: building an inclusive community**

### Authors

Corresponding author: Claire Hamshire, Manchester Metropolitan University, UK, c.hamshire@mmu.ac.uk

Rachel Forsyth, rachel.forsyth@rektor.lu.se, (Lund University), Shuab Gamote, s.gamote@mmu.ac.uk, (Manchester Metropolitan University), Yolande Sumbele, y.sumbele@mmu.ac.uk, (Manchester Metropolitan University)

### Short abstract

This session offers reflections on the Inclusive Learning Communities Project (ILC) at Manchester Metropolitan University that aims to enhance Black, Asian and Minority Ethnic (BAME) students' experiences whilst studying at the university and develop solutions to awarding gaps. Working in

partnership with BAME student representatives the project aims to build inclusive learning communities with a focus on safe spaces, belonging, empowerment and representation.

### Details

The Inclusive Learning Communities Project at Manchester Metropolitan University was established in 2019 following a longitudinal study that highlighted that some students do not always feel that they belong at university (Hamshire et al., 2017; Hamshire et al., 2018). This four-year strategic project was designed to enhance Black, Asian and Minority Ethnic (BAME) and First Generation students' sense of belonging to the university, increase student satisfaction and improve student achievement in terms of progression and final degree outcomes.

This innovative project allowed our BAME students' voices to be heard, unconstrained by traditional institutional hierarchies, facilitating different and important conversations as well as enhancing empathetic understanding of our students' experiences. The intended audience is academic and professional teams working within the Higher Education sector, policy makers and students. Delegates interested in developing partnership projects with their students and the importance of providing supported spaces for listening to students will find this session of interest.

At the centre of this project is a partnership between staff in a range of roles across the University and the Students' Union, which inaugurated the BAME Ambassador programme. This programme employed eleven students from across the institution to provide an authentic and meaningful voice for BAME students. The ambassadors were empowered to design, develop and deliver campaigns and events for students which related to BAME students' experiences, as well as linking with university staff and the Union to feedback students' views to build inclusive communities on campus.

This session will be co-presented with our student partners and will include an overview of the staff development initiatives as well as the student-led campaigns. We will engage participants using student narrative vignettes and video case studies and demonstrate the interactive staff development resources we have produced. Reflections on future developments of the scheme and potential wider implications for implementation at other institutions will also be discussed.

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### **Session number and location**

2B, Brooks 2.15

### **Title of session: Developing a Toolbox for building and sustaining a Community of SOTL**

## Authors

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## Short abstract

Interaction on communication platforms and conferences might not be enough to build and sustain a community of SOTL. To meet the challenges arising from different disciplinary cultures, which typically work together in SOTL communities, tools are needed. In our talk we will analyse the frameworks of community of practice and community of inquiry and use the method Decoding the Disciplines to develop a tool box for describing, building and sustaining a SoTL community.

## Details

There seems to be a consensus regarding the need for a thriving community of scholars of teaching and learning. Scientific communities seem to be the blueprint, if one aims at applying the same scholarly principles and practices to teaching as to research.

However, scientific communities are built on special premises that are fundamentally different to the situation in the field of scholarship of teaching and learning: They are built on the principles of a shared discipline.

The term community refers commonly to a set of shared understandings or goals. Certainly, communities are created through interaction, but does interaction necessarily lead to community? Assuming that the "community of SOTL" consists of different disciplines, one has to ask, if conferences and publication platforms are sufficient for building and sustaining this community.

A scientific community is characterized through a shared language, an agreed upon set of methods and problem solving strategies (Delfia , Di Guilia, 1998). Among others, Bauer (1990) argues that the differences between disciplines transcend cognitive dimensions and are aptly described as cultural ones. Disciplines differ with regard to their perspective on research objects, as well as epistemologies. Also, the disciplinary culture shapes teaching practices, from underlying values to preferred standard settings. The literature points out that there are several challenges with regard to communication between people of different disciplines. As disciplinary cultures are usually implicit and incorporated, there is plenty of room for conflict and stereotypes (Delfia , Di Guilia, 1998). In our contribution, we argue that there is a need to detail the type of community that is intended to create by drawing on existing frameworks.

To establish and sustain a community the literature provides some models for guidance. In our talk we will analyse the frameworks of community of practice (Lave , Wenger, 1991) as well as community of inquiry (Garrison, 2017) and use the method Decoding the Disciplines (Pace und Middendorf, 2004) to develop a tool box for sustaining a SoTL community.

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### **Session number and location**

2B, Brooks 2.12

### **Title of session: An exceptional opportunity: teacher training programmes to collectively address academic challenges during the covid pandemic**

#### **Authors**

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, Gisela Schwartzman, [gisela.schwartzman@hospitalitaliano.org.ar](mailto:gisela.schwartzman@hospitalitaliano.org.ar), (Instituto Universitario Hospital Italiano de Buenos Aires) ,

#### **Short abstract**

An exceptional opportunity: teacher training programmes to collectively address academic challenges during the covid pandemic

The forced virtualisation imposed by the Covid-19 pandemic challenged academic continuity of universities. In 2020-2021, teacher training became a pillar for sustaining educational processes at this level.

This communication aims to characterise teacher training courses on remote teaching. This is an educational design study on a comprehensive teacher training plan implemented in an Argentinean university of health sciences during 2020-2021.

#### **Details**

The forced virtualisation imposed by the Covid-19 pandemic challenged academic continuity of universities. In 2020-2021, teacher training became a pillar for sustaining educational processes at this level. It's important we ask ourselves: how can training programmes accompany and be useful to faculty's practices, in a context that requires special flexibility? How can we ensure they aren't instrumental but have a comprehensive design that addresses the integral process of teaching online? (Rapanta et al., 2020; Schwartzman, Berk , Reboiras, 2021) How can we take advantage of this historic opportunity to encourage academic communities to reflect systematically, critically and with theoretical foundations on university teaching? (Domingo , Anijovich, 2017; Adell, Castañeda , Esteve, 2018)

Based on these questions, this research aims to characterise teacher training courses on remote teaching. This is an educational design study on a comprehensive teacher training plan implemented in an Argentinean university of health sciences during 2020-2021. It consisted of 15 short and complementary training sessions, focussed on: 1) techno-pedagogical processes, 2) teacher autonomy in managing technological resources, 3) curricular programming, 4) active student participation in synchronous classes. They were implemented in two modalities: a) introductory synchronous workshop b) introductory workshop plus an asynchronous production activity with personalised feedback. The modularity of these actions allowed teachers to choose which training courses to take according to their interests and needs, thus building their own training paths.

The plan encouraged 1,039 participating teachers to exchange experiences and knowledge, fostering the construction of a reflective academic community. It sought to generate learning based on previous knowledge and practices, and to promote situated actions supported by pedagogical theories of good teaching practices. Within this framework, the teaching staff developed 471 productions such as remote lesson plans, learning assessments, teaching materials and the design of virtual environments to enhance learning experiences, among others.

This flexible training strategy which promoted teachers sharing, reflecting and re-designing their current teaching practices using pedagogical theories of online teaching enabled a comprehensive approach that facilitated academic continuity during this time. We believe that long-term programmes based on these principles have the potential to strengthen the development of SoTL communities and we wish to exchange ideas, experiences and lessons learned with other institutions.

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### **Session number and location**

2B, Brooks 2.12

### **Title of session: Creating Communities of Learning for Post-Traditional Student Success**

#### **Authors**

Corresponding author: Bryan Hall, Regis University, United States, [bhall002@regis.edu](mailto:bhall002@regis.edu)  
Erin Trumble, [trumb453@regis.edu](mailto:trumb453@regis.edu), (Regis University)

#### **Short abstract**

This presentation examines an asynchronous, online, first-year experience that targets new post-traditional undergraduate students who are particularly at-risk of not being retained. The program is

designed on a cohort model where all and only the same students take their first four courses at the university consecutively and together. The courses scaffold into one another, introduce/reinforce basic academic skills, and are university mission-aligned in their content. Whereas the second-year retention rate for this population was 26% the year before the program started, the retention rate for students who participated in the first year of the program was 65% (a 39% increase).

#### Details

This presentation will discuss a unique first-year experience that a private, religiously-affiliated institution created in response to an alarmingly low retention rate (26%) among academically underprepared (fewer than 45 transfer credit hours) online post-traditional undergraduate students. Noting the positive effect that robust first-year experiences have in improving the retention rate of traditional students, the Authors modified the curricular/co-curricular elements that the literature associates with effective first-year experiences (skills-based first-year seminar, cohort model, scaffolded courses, dedicated academic advising, etc.) to meet the needs of post-traditional learners. Although these students are new starts at the university, many come with college credit obtained years ago from other institutions. Given where these students are in their lives (often older, full-time jobs, raising families), they require courses to be delivered online, asynchronously, and accelerated. Many of the obstacles faced by traditional students (lack of academic preparation, perceived lack of belonging, etc.), however, are faced by post-traditional students as well. By incorporating the institution's mission/values into the course content, while adapting best practices for traditional first-year experiences for the program structure, the Authors created a program that was effective in helping students to overcome these obstacles. After the first-year of the program, the retention rate for this population jumped to 65% notwithstanding COVID and prevailing enrollment trends. Given the number of students involved in the first-year of the program, the results are statistically significant. This presentation will cover the program's structure, its intended outcomes/results, as well as lessons learned from the first year. At the end of the session, participants will brainstorm ways in which first-year experiences can be tailored to reflect their own institutional identities in order to enhance the success of at-risk student populations. The outcomes for the session include:

- Participants will be able to describe best practices for first-year experiences.
- Participants will be able to tailor these best practices to meet the needs of their students within their unique institutional context.
- Participants will be able to explain how appropriately structured first-year experiences promote student success.
- Participants will be able to describe challenges associated with creating effective first-year experiences and the pitfalls to avoid.

#### **Session number and location**

2B, Brooks 2.12

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### Short abstract

This presentation examines an asynchronous, online, first-year experience that targets new post-traditional undergraduate students who are particularly at-risk of not being retained. The program is designed on a cohort model where all and only the same students take their first four courses at the university consecutively and together. The courses scaffold into one another, introduce/reinforce basic academic skills, and are university mission-aligned in their content. Whereas the second-year retention rate for this population was 26% the year before the program started, the retention rate for students who participated in the first year of the program was 65% (a 39% increase).

### Session number and location

2C, Brooks 2.15

### Title of session: Engagement in scholarly activities at a research-intensive university: who is involved?

## Authors

Corresponding author: Irma Meijerman, Utrecht University, The Netherlands, i.meijerman@uu.nl  
Christel Lutz, C.I.Lutz@uu.nl, (Utrecht University)  
, Vincent Crone, V.C.A.Crone@uu.nl, (Utrecht University)  
, Andries Koster, A.S.Koster@uu.nl, (Utrecht University)

### Short abstract

To support SoTL efficiently, the characteristics of academic staff involved in scholarly activities (SA) at a research-intensive university, Utrecht University (UU), was investigated. Participants that score high at student-focused teaching and the scholarship of teaching inventory (STI) are significantly more involved in SA. Other positive factors are a teaching qualification, teaching-time appointment, age, years at the university, being female and working in a self-perceived soft or applied discipline. There is no connection between disciplinary orientation and SA. These results can help universities that want to develop supportive activities to ensure the development and growth of SoTL.

### Details

Scholarship of Teaching and Learning (SoTL) is a fast-maturing field of study, and many staff supportive initiatives are developed to establish academic SoTL-communities. To promote and support SoTL in an efficient way it is important to know to what extent academic staff already are involved in scholarly activities (SA) and to obtain more information about the characteristics of this group.

At Utrecht University (UU), a research-intensive university, online research was conducted amongst all academic staff. The questionnaire included demographic data, the Approaches to Teaching Inventory (ATI) and Scholarship of Teaching Inventory (STI) (Trigwell, 2013), a Scholarly Activities Questionnaire (based on Brew, Ginns, 2008; King, 2004), a Motivation Questionnaire (Visser-Wijnveen et al, 2012), and the self-reporting position in the Biglan Model (Smart, Charles, 1982). 225 respondents filled out the questionnaire, which is a response of 6,6% of the total population of academic staff at UU.

Based on factor analysis the SA could be distinguished in three related groups of activities (explained variance 30%), 1. Personal activities (PA) (alpha = 0.499), like use of literature, and following courses, 2. Collaborative activities (CA) (alpha = 0.688) like networking, informal and formal meetings, and



writing and receiving grants, and 3. Specific SoTL activities ( $\alpha = 0.757$ ) (SoTL-A) like exchange in conferences and contributing to literature. Participation in all three types of SA is significantly increased in a group of participants that is characterized by high scores on the STI, a high score on student focus in the ATI, and relatively low attention for teacher-focused approaches. A teaching qualification, age, and years at the university contribute positively to explaining the variation in CA and SoTL-A. Working in a self-perceived soft or applied discipline, or being female, contributes positively to participation only in SoTL-SA, while disciplinary orientation has no effect.

The results of this study give a clear picture of the characteristics of the academic staff at a research-intensive university that are engaged in scholarly developmental activities. This information is relevant for universities that want to develop effective supportive activities aimed at the right population to ensure the development and growth of SoTL.

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Visser-Wijnveen, G., Stes, A., , Van Petegem, P. (2012). Development and validation of a questionnaire measuring teachers' motivations for teaching in higher education. *Higher Education*, 64, 421-436.

### Session number and location

2C, Brooks 2.15

**Title of session: Engagement in scholarly activities at a research-intensive university: who is involved?**

### Authors

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## Session number and location

**Title of session: Co-writing motives at Tallinn University**

**Authors**

Corresponding author: Kristi Mets-Alunurm, Tallinn University, Estonia, kristime@tlu.ee  
Katrín Aava, aava@tlu.ee, (Tallinn University) , ,

**Short abstract**

Co-writing has become the dominant academic practice favored by both the science funding policy and the accreditation system. Co-writing allows increased individual and institutional quantitative research indicators. But co-writing also allows support to the self-realization, meaningful research of the members of the organization at the university. When writers' personal academic motives and organizational goals coincide, university members feel more capable and efficient in the organization (Seglen, 1996; Kyvik, 2010; Ponomariov, Boardman, 2016). We reveal the co-writing motives of 14 university members of Tallinn University's SoTL network.

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**Details**

**The aim of the study is to reveal the experiences, motives, and expectations of the university's members (lecturers, faculty, academic support staff, researchers, science administrators, and project developers) in writing together. Also, we studied how they want to be supported in the academic organization.**

**In the hope to find ways to enhance meaningful self-realization through the university's inclusive organizational culture and to support academy members in order to minimize the impact of competition culture, we seek answers to the following research questions: 1) what are the current experiences and motives of the members of the Tallinn University TLU (faculty and support staff, administrators, developers) and 2) how to support the culture of co-writing as part of the organizational culture of the TLU?**

**A sample of the study is made up of participants in the collaborative network project launched at Tallinn University, with 14 of whom in-depth interviews were conducted.**

The results revealed that writing together takes place mainly due to the lack of in-depth research, with the aim of publishing more in more high-score publications. The benefit is that it is possible to learn faster from co-Authors, and belonging to academically dignified collaboration groups increases the status of a writer. According to the respondents, the order of co-Authorship develops naturally and by itself, especially in terms of contribution or alphabetically, the relationship between Authorship is not much discussed. Respondents express ambivalent views: on the one hand, there is an academic culture of competition in co-writing, to which some are better adapted and others less well-adapted. On the other hand, the internal goals - the need to do research and serve society - are expressed. Respondents recognize that they need more time and opportunities for meaningful co-writing and reflection.

#### References

- Seglen, P. (1996). Quantification of scientific article contents. *Scientometrics*, 35(3), 355-366.
- Kyvik, S. (2010). Productivity of University Faculty Staff. In Peterson, P. L., Baker, E., , McGaw, B. (2010). *International encyclopedia of education*. Elsevier Ltd.
- Ponomariov, B., , Boardman, C. (2016). What is co-Authorship?. *Scientometrics*, 109(3), 1939-1963.

#### **Session number and location**

2C, Brooks 2.16

#### **Title of session: Co-writing motives at Tallinn University**

#### **Authors**

Corresponding author: Kristi Mets-Alunurm, Tallinn University, Estonia, [kristime@tlu.ee](mailto:kristime@tlu.ee)  
Katrin Aava, [aava@tlu.ee](mailto:aava@tlu.ee), (Tallinn University) ,

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## Session number and location

2C, Brooks 2.16

**Title of session: Building a Local and International SoTL Community through Collaborative Research, Development, and Networking**

## Authors

Corresponding author: Arild Raaheim, University of Bergen, Norway, [arild.raaheim@uib.no](mailto:arild.raaheim@uib.no)

Robert Morris Gray jr, robert.gray@uib.no, (University of Bergen)

### Short abstract

The Teaching and Learning in Higher Education (TeLEd) research group at the University of Bergen was created to make connections across the University by building a supportive community where people can collaborate on SoTL research, within and across departments and faculties. This session will present how TeLEd, a local research group and international network of scholars aimed at building a SoTL culture at the University of Bergen and beyond, has attracted more than 200 members from around the world into discussions, meetings, and research activities on a broad range of questions related to teaching and learning in higher education.

### Details

#### Building a Local and International SoTL Community through Collaborative Research, Development, and Networking

The Teaching and Learning in Higher Education (TeLEd) research group at the University of Bergen was created so that people from across the University can come together to identify, study, and research a broad range of questions related to teaching, learning, and assessment in higher education. Our main goal is to contribute to the development of a quality culture by stimulating SoTL activities, within and across departments and faculties, by engaging in collaborative research on existing and novel teaching, learning, and assessment practices. In TeLEd, we are exploring ways in which active learning, technology, alternative assessment, and other innovations are used to improve students' learning, as well as our teaching and assessment practices.

TeLEd works on two levels, with a large group (more than 200) working more as a network, and a smaller group (approximately 40) that functions as a traditional research group. This smaller group consists of people from all faculties at the University of Bergen that are currently involved in research on (for example) feedback literacy, curriculum re-design, interprofessional workplace learning, and sustainable assessment. Research projects are planned and carried out in cooperation with international partners, and results are disseminated at local and national meetings and conferences, as well as in books and international journals. For the large group, which consists of academics from all over the world, we offer monthly events that feature well-known figures in the field and members of TeLEd talking about a teaching innovation or their research. TeLEd members serve as consultants to applicants aiming at status as Centre of Excellence in University Education, as well as consultants to governmental bodies in Norway. TeLEd is involved in two international exchange programs and hosts international PhD's and researchers as part of these programs.

In this session, participants will learn about how TeLEd was conceived and developed into a national and international network based on SoTL principles. Participants will also participate in a discussion about what kinds of roles a network like TeLEd may have in affecting the way higher education institutions act and plan their educational programs in building a community of SoTL practice.

#### **Session number and location**

2C, Brooks 2.17

#### **Title of session: Building a Local and International SoTL Community through Collaborative Research, Development, and Networking**

## Authors

Corresponding author: Arild Raaheim, University of Bergen, Norway, arild.raaheim@uib.no  
Robert Morris Gray jr, robert.gray@uib.no, (University of Bergen) ,

## Short abstract

The Teaching and Learning in Higher Education (TeLEd) research group at the University of Bergen was created to make connections across the University by building a supportive community where people can collaborate on SoTL research, within and across departments and faculties. This session will present how TeLEd, a local research group and international network of scholars aimed at building a SoTL culture at the University of Bergen and beyond, has attracted more than 200 members from around the world into discussions, meetings, and research activities on a broad range of questions related to teaching and learning in higher education.

## Details

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## References

### Session number and location

2D, Brooks 2.17

### Title of session: Filmmaking as an Engaged Learning Tool - from Undergraduate Study to Postgraduate Research

#### Authors

Corresponding author: Ryan Bramley, University of Sheffield, United Kingdom, r.bramley@sheffield.ac.uk

#### Short abstract

A whistle-stop tour of almost ten years of using filmmaking in learning and teaching environments, in the hope of inspiring others to adopt this innovative practice in higher education curricula:

- First, as an English Literature undergraduate exploring social haunting and the 1984-85 Miners' Strike;
- Then, as a PhD student in Education trying to find ways of representing members of a community-based media organisation 'in their own image';
- And most recently, as a means of training young people as budding researchers.

#### Details

"Filmmaking is often considered an art-form in itself, but to work properly towards its true purpose, there needs to be something more. You can't just simply point a camera and hope that whatever comes out at the other end will make a great film. I don't have the experience in filmmaking to be able to make a beautiful, flawless, professional-quality film. But what I do have is the knowledge and ability to use film as a vehicle to explore an academic question, and to subsequently disseminate this research to a wider audience. I've been lucky to get this chance, and I hope my work can pave the way for future film practitioners, so they can have this chance too." - excerpt from the 'Filmmaking and The Engaged Curriculum' blog (Bramley, 2014)

Interviewing is considered a "staple method" in the social scientist's armoury (Oltmann, 2016); by some, it is even regarded as the "gold standard" of qualitative research (Barbour, 2003; cited in Barbour, 2014: 111). However, what we do with the interview data we record often marginalises the very people who answered our questions. Diver (2014) argues that academic research's reliance on the written word "often excludes local communities from knowledge production [...] employing specialized academic language, and reinforcing multiple layers of social hierarchy" (para. 1). Even the very act of transcribing a video- or audio-recorded interview removes knowledge and meaning from the stories that are wilfully handed to us; as Dunn and Mellor argue, "some knowings cannot be conveyed through language" (2017: 294).

In this presentation, I will share how filmmaking provides a rich way of understanding the social world that moves "beyond the prohibitive jargon and limiting structures that characterize much of traditional research practice" (Leavy, 2015: ix). I will describe how filmmaking (and arts-based research more generally) have been integrated within our School of Education programmes at The University of Sheffield, including the MA in Digital Literacies, Culture and Education; and more recently, the PhD-by-Practice. And as someone who continues to benefit from the filmmaking-as-

research methods I learned as an undergraduate, I hope to show how filmmaking can enhance learning and teaching opportunities for communities both within and beyond academia.

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### Session number and location

2D, Brooks 2.17

### Title of session: Unfolding Case Study: Performance and Perception

### Authors

Corresponding author: Heather McLellan, Mount Royal University, Canada, [hmclellan@mtroyal.ca](mailto:hmclellan@mtroyal.ca)  
Joanne Bouma, [jbouma@mtroyal.ca](mailto:jbouma@mtroyal.ca), (Mount Royal University), Holly Feist, [hfeist@mtroyal.ca](mailto:hfeist@mtroyal.ca), (Mount Royal University), Joan Harris, [jmharris@mtroyal.ca](mailto:jmharris@mtroyal.ca), (Mount Royal University)

### Short abstract

This pilot study looked at the use of unfolding case studies as an evaluation tool in an undergraduate nursing options course to help prepare the students for integrating critical thinking with physical assessment in clinical settings. The Authors looked at the performance of the students comparing the case study evaluation with more traditional exam scores along with the perceptions of the study group on how well the case study exercise prepared them for clinical practice, thereby helping them to integrate into their professional practice community both as undergraduate learners and transitioning professionals.

### Details

All registered nurses require problem-solving and critical-thinking skills in their professional work. It is required that they be able to interpret the complex clinical situations found in current nursing practice (Sommers, 2018). Interacting with clients without critical thinking increases the risk of a negative outcome (Blazek et al, 2020, Bucknall et al, 2016). Teaching and evaluating acquisition of critical thinking with undergraduate nursing students, therefore, is an important priority (Bowman, 2017).

Traditional testing methods such as multiple choice, true/false and matching style questions primarily test recall of knowledge rather than critical thinking (Young et al, 2013). Research has

shown that traditional style exam questions are biased towards the less competent learner due to the “cueing” effect (Sam et al, 2018). This can lead to an inaccurate assessment of the less competent learner, where they may appear more knowledgeable than they actually are based on their clinical performance.

The purpose of this pilot study was to examine students’ perceptions of their own learning gains using multiple evaluation methods. We compared performance on static vs unfolding case studies looking at correlation between overall grades and performance on the case studies with a view to creating teaching and testing tools that better prepare students for critical thinking in clinical environments. The student’s ability to connect with the simulated patient and identify pertinent case details, highlights their clinical reasoning skills and helps them to integrate with the community of professional nursing practice both as an undergraduate learner and during transition to independent clinical practice.

This SoTL practice describes one way of helping undergraduate nursing students engage more fully with the professional practice community by enhancing their ability to articulate their thoughts around patient status and care needs and contribute meaningfully with their colleagues in practice. This presentation will review the findings of this study and outline the rationale for developing scenarios to enhance critical thinking for students. We will ask the audience to share their own experiences with unfolding case study use in preparing students for professional practice in other disciplines. Blazeck, A., Faett, B., Reid-Kelly, L., Miller, S., Hromadik, L., , Haines, J. (2020). Warriors: An educational initiative improving clinical judgment and safety in medication administration. *The Journal of Nursing Education*, 59(4), 231–234. <https://doi.org/10.3928/01484834-20200323-11>

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### **Session number and location**

2D, Brooks 2.19

**Title of session: Intentional design and experience to build a community of teachers**

## Authors

Corresponding author: Helen Morley, University of Leeds, h.r.morley@leeds.ac.uk

### Short abstract

Operating in community as educators is important to enable us to build capacity amongst teachers to develop, and so that they can be better able and better supported to foster community for and with students. We worked to create a way of doing this through a development programme. I want to share some how it feels to have an intention human experience with colleagues as a way of building community.

### Details

I want to shift the dialogue and experience of educator development away one that is mediated by experts and where development is focused on and in the individual, to a paradigm where development, problem solving, exchange and exploration are part of our collective habits and cultures.

To do this, I and a group of colleagues created an approach from 4 ideas.

1. Developing the practice of others is an act of leadership.
2. Operating in community, teaching, and learning are all human experiences. That is, whilst they are cognitive experiences, they are also emotional ones as well (Palmer, 2017).
3. (1) and (2) can be effectively explored in a community setting (where information, ideas, and support are offered by many people to many people).
4. We can design learning experiences that intentionally foster community.

Putting these together we identified that a community of aspiring leaders would contribute towards our goal. In the UK, Senior Fellowship of the Higher Education Academy (SFHEA) is awarded (via application) to professionals who demonstrate they support the development of others in relation to teaching and learning (Advance HE, 2022). We therefore chose work with those whose practice was “at or around” SFHEA level.

We then designed a development programme which would intentionally include community experiences, including the need to be able to speak from vulnerability (Brown, 2017), and with a planned outcome for an on-going community of practice.

The programme achieved everything we hoped, educators reflected on the experience of exploring the unknown, learning and developing in an online environment, and on creating and experiencing community with people they have never met. It has also opened an ongoing dialogue about how to build community for and with students.

Rather than tell you about what we did, in this workshop, I invite you to have a brief experience of that experience. I offer it as a springboard for reflection and a starting point for collaboration.

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### **Session number and location**

2E, Brooks 2.19

### **Title of session: How do you moderate a learning- and research community of teachers in higher education?**

#### **Authors**

Corresponding author: Frowine den Oudendammer, University of Applied Science Leiden, The Netherlands, [oudendammer.den.f@hsleiden.nl](mailto:oudendammer.den.f@hsleiden.nl)

Annelies van der Graaf, [graaf.vd.an@hsleiden.nl](mailto:graaf.vd.an@hsleiden.nl), (University of Applied Science Leiden)

#### **Short abstract**

Scientific insights do not find their way into educational practice easily. At the author's institute of higher education teachers investigate their own educational practice while participating in a learning community. These teachers learn to search for, and use evidence according to the SoTL framework and they share their findings and insights within the institution. The teachers are facilitated by being awarded time and support from colleagues as well as from professional help from within or outside the institution.

#### **Details**

##### **Introduction**

How can the use of evidence in educational development be increased and at the same time the sharing and use of teacher knowledge be stimulated? The search for an answer to this question led to the creation of a learning community for teachers in the author's institute in the Netherlands. During this workshop participants will learn what makes a learning community successful and which interventions can stimulate a positive course.

##### **Background**

Since 2018 this institute of higher education has designed its curricula according to evidence-based principles. Teachers endorse these principles, but lack sufficient know-how to implement them into their educational practice. This institution aims to add to educational innovation, by researching the effect of the innovation and to share knowledge regarding this effect within the institution. To this end a learning community for teachers was established in 2018.

Since this time forty teachers in the institution have participated. Teachers are accommodated to participate for one day per week for at least one year. During this year, teachers conduct research on a subject from their own educational practice. In the learning community they receive training on how to conduct research in education, regarding their topic of research and ways to share their findings. The Utrecht Roadmap for SoTL is an important element of the program (Kirschner, Wijsman, , Meijerman, 2021).

## Theoretical framework

Research shows that, in order to use scientific knowledge about education in the educational practice, it is necessary to invest in an equal interaction and cooperation between science and practice (Nijland, Van Bruggen, , De Laat, 2017; Voogt, McKenney, Pareja Roblin, Ormel, , Pieters, 2012). Teachers accept knowledge from professionals they know and trust. That is why the teachers in this program conduct research in their own practice while participating in a learning community. They are teachers as well as researchers. An effective learning community emerges in different stages. Two moderators support this community in its development through these stages and intervene, when necessary, based on the three-phased-intervention method (Nijland, Amersfoort van, Schreurs, , Laat de, 2018). They make use of two instruments to determine how the community is developing: the network barometer (Meijs, Prinsen, , Laat, 2016) and the value creation framework (Wenger, Trayner, , De Laat, 2011).

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## Session number and location

2E, Brooks 2.19

## Title of session: How do you moderate a learning- and research community of teachers in higher education?

## Authors

Corresponding author: Frowine den Oudendammer, University of Applied Science Leiden, The Netherlands, [oudendammer.den.f@hsleiden.nl](mailto:oudendammer.den.f@hsleiden.nl)  
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### Session 3: Thursday 16 June, 14:00-15:00

#### **Session number and location**

3A, Brooks 2.12

#### **Title of session: Object handling: Interrogating, revealing and uniting a community of practice**

#### **Authors**

Corresponding author: Kirsteen Aubrey, Manchester Metropolitan University, UK, [k.aubrey@mmu.ac.uk](mailto:k.aubrey@mmu.ac.uk)

#### **Short abstract**

Through an exploration of object handling within a Museum setting, this paper explores how context and activity enhance teaching and learning. It investigates the significance of activity to promote discourse that reveals and challenges the values and beliefs of a community of practice. The paper explores Shulman's three fundamentals that supports students to become professionals, addressing how they think, act and perform within a community of practice (Shulman, 2005).

#### **Details**

The case study explores the use of unfamiliar environment to provoke discourse that challenges the scholarship of teaching and learning. It evaluates the role of activity to interrogate and reveal value systems inherent in a community of practice. Through object handling in a museum context, the paper explores the discourse that reveals how communities of practice reflect upon notions of value. The activities open a dialogue that questions the values of objects, economically, socially and culturally, exploring how this reflects the value system of a community of practice. The paper reveals the significance of individual, domains and fields in defining and challenging a community of practice (McIntosh, 2010, Csikszentmihalyi 1997) and offers scope of object handling to facilitate teaching and learning across broad range of disciplines.

This paper aims to:

- promote the role of museums in enhancing the scholarship of teaching of learning.
- highlight the significance of object handling to reveal value systems associated with communities of practice

- explore object handling as a means of discourse and reflection
- discuss the scope of object handling and archives across wider HE.

This case study explores the role of objects to facilitate learning (Sudjic, 2009), and the importance of conversation to enable discourse and prompt transformation (Chappel and Craft, 2011). In exploring objects, students consider the importance of process and materials within their practice, attributing values and significance to making and creating (Candy, 2020, Ingold, 2013). This has particular resonance in Art and Design where creative practice is often perceived as ambiguous and sticky (Orr and Shreeve, 2018). The paper explores the role of activity, context and discourse to enable transformational learning that unites and strengthens communities of practice within and beyond the creative disciplines.

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## Session number and location

3A, Brooks 2.12

**Title of session: The Manchester Met Q-Step Way: We Do Things Differently Around Here.**

## Authors

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## Short abstract

The paper summarises a decade of pedagogical practice involving the teaching of quantitative methods (QM) to over 7000 sociology and criminology students as part of the Q-Step initiative. Our work began with a commitment to an inclusive teaching environment that prioritised narrative over formulae in order to increase engagement and cultivate a community of 'Q-Steppers.' Our pedagogical approach, we argue, has resulted in an increased sense of confidence and belonging within the Q-Step community; with around a third of students specialising in QM at Level 6 (final year undergraduate) and pursuing a career in the data industry following graduation.

## Details

Quantitative Methods (QM) is often perceived as an elitist subject within the social sciences, limited to those with advanced mathematical skills (MacInnes 2009). The Manchester Met Q-Step Way has widening participation embedded within it; it is student led and informed, it is playful and decentred, thus challenging stereotypes of who does or does not 'do' QM. By adopting an inclusive approach to our practice, our work demystifies QM and statistical literacy ensuring that those from underrepresented communities are included and, through having a structural understanding of the barriers they can encounter, are offered the appropriate support mechanisms to ensure their success.

The goal of developing this approach has always been to foster a sense of community of 'Q-Steppers' (that being students who have chosen to specialise in QM). The strategies we developed include hosting annual Q-Step Celebration Events with achievement prizes, providing Q-Step merchandise such as pencils, pens, mugs, and hoodies, and providing extracurricular activities. These include paid summer internships, research experience through Q-Step in the Community, and a Data Buddy programme that pays third-year students to support first and second-year students. We would like to share our perspectives and build a community of practice with delegates in order to explore new ways to engage with our students in QM that will continue to foster a sense of belonging and community. Student contributors will also discuss their experiences as Q-Steppers.

### **Session number and location**

3A, Brooks 2.12

### **Title of session: Teatime Teams Sessions: An Online Community-based example of why Non-Traditional Teaching is essential for Non-Traditional Students**

### **Authors**

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## Details

The Manchester Met Q-Step centre teach in-demand data skills to students who usually do not want to learn them. Social science students traditionally see themselves as non-mathematical (Williams et al, 2008), going so far as to possess non-STEM identifies (Macdonald, 2014). Through innovative pedagogies with community at the heart, we have successfully trained over 1000 students and creating an alumni of professional data analysts. This has been achieved by using students' sense of community and identity to increase data literacy, self-efficacy, confidence, which then reduces mathematics anxiety. To quote our own student... "It's almost fun!" Our pedagogy was further tested through the pandemic and as a result we have new digital methods of community engaged teaching which we would like to share.

Since the emergence of remote learning, we have witnessed first-hand how quickly non-traditional students may be cut off from learning opportunities if we, as educators, allow it. During the height of the pandemic, students with caring duties, essential worker jobs, or other work commitments were more at risk of this than ever. Whilst practitioners had to consider using digital technology in innovative ways to try and uphold the same standards of teaching, students' additional commitments became more rigorous.

In the interest of inclusivity for non-traditional students, we tried a variety of non-traditional pedagogies. During the pandemic, our 'Teatime Teams Sessions' were the most beneficial. Although some students were drinking cups of tea, the sessions were not about that. They were online learning groups that met in the evenings, when most people were eating evening meals, commonly known as 'Having their Tea' in Manchester and much of Northern England. The sessions were aimed at those who were unable to attend regularly scheduled sessions. These sessions used Scaffolding with Communities of Practice to provide students who could not learn during traditional hours with a supportive community where they could learn from one another. Each week, we would build on learning of quantitative research methods and students would help each other in learning a new test whilst the practitioner acted purely as a facilitator. What began as a modest idea to assist a few students evolved into a model of effective teaching that recognised the value of community and engaged students because of that. Students who had been able to attend regular sessions also started to attend for various reasons, including simply engaging with peers because they were so isolated. To quote one student: "I didn't need to be there, I just came for the party".

We have an alumnus proud to be Q-Step centre students who help current students via LinkedIn and dedicated alumni events. Our practice is now recognised internationally, and our colleagues are published in the field of pedagogic innovation and mathematics anxiety (Scott Jones , Goldring, 2021; Massey (2019; 2021; Cain et al, 2021). We would like to showcase and receive feedback on our new digital pedagogies from colleagues.

#### **Session number and location**

3B, Brooks 2.15

#### **Title of session: Is it possible to identify student bottlenecks using quality management tools?**

#### **Authors**

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#### **Short abstract**

In an interdisciplinary collaboration of people from different parts of Germany working with and researching on the method "Decoding The Disciplines", the topic "Finding Student Bottlenecks" has been investigated. In the process, the use of quality management methods from the engineering field has been evaluated in order to achieve an improved structuring of the bottleneck search not only for engineering bottlenecks but also for bottlenecks from other disciplines.

#### **Details**

An interdisciplinary collaboration of people from various universities and different parts of Germany has developed over the last four years with their "home base" in Ingolstadt at the DiZ – Zentrum für Hochschuldidaktik. This group of people from diverse fields like STEM, language studies, coaching, higher education didactics and other disciplines is working with and researching on the method "Decoding The Disciplines" to improve their teaching and thus the learning environments for their students. Discussion after presentation:

one special topic as a wish from the Authors (if possible) – major causes for bottlenecks (proposals given as “ribs” in the Ishikawa diagram)

One topic of the work is the evaluation of quality management tools like Ishikawa diagrams for helping principally at a more structured identification of student bottlenecks (step 1 of the Decoding process: “Identify a bottleneck”). These tools originating from engineering are used to evaluate causes for specific problems or defects (symptoms) in technical systems in a structured and graphical way.

The subject of our investigation is, whether these tools can be used to structure the identification of bottlenecks considering the following aspects:

- a) Being able to search for bottlenecks in one’s own subject in a targeted, structured way and in advance of courses, i.e. not having to wait for the feeling that something doesn't fit in the learning process of the students. For engineers a more graphic sketching technique, more along the lines of an Ishikawa diagram or mind map, is much more familiar than e.g. a structured writing technique.
- b) Helping formulate a first version of a bottleneck out of the only vague feeling during the lecture that something in the teaching and learning process has not worked now, or the look of “question marks” on the students' faces or questions from the students that trigger "question marks" in the lecturer trying to find a suitable answer.
- c) Decomposing bottlenecks (which are “too big” to be decoded efficiently in an interview) into elementary bottlenecks which are manageable and better decodable.

This paper will present the evaluation results gained up to now and the open research questions.

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## Session number and location

3B, Brooks 2.15

## Title of session: Bringing an academic community together through SOTL conversations during the pandemic

## Authors

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## Short abstract

During the last two years there has been an intensity of activity associated with the need to pivot learning and teaching to accommodate government restrictions aligned to social distancing and periods of lockdown. This presentation is a case study from a large department in a UK university, that as a response developed a community of practice for supporting and exchanging practical advice and support and engendering debates in the fluid environment of transitioning from face to face to online to blended delivery. This was framed as a programme of online workshops and talks entitled Teaching and Learning Exchange (TALE) 2021.

## Details

The environment and fast paced change experienced by the HE academy of the last two years has been intense. Within the case study institution, this led to the adoption of a new mode of delivery (block delivery) and also the need to pivot from face to face to online to a blended teaching approach. Recent research has reported on aspects related to this turbulent time: the impact of block delivery on student satisfaction and performance (Loton et al, 2020); how the pandemic led to re-framing of assessments but as an afterthought (Slade et al, 2021); how teaching had to adapt swiftly and keenly to the demands of online delivery (Bartolic et al, 2021); critical reflections of practitioners on block teaching (Nerantzi et al, 2021). This study though reports upon a response which led to the setting up of a community of practice – branded as TALE2021 (Teaching and Learning Exchange). This involved a series of online workshops and talks where department colleagues came together to showcase their own practise as it adapted to the needs of the moment and participated in curriculum focused workshops in aspects such as equality diversity and inclusivity. It was the first time such opportunities for discussion and debate were afforded and a focusing on teaching and learning and sharing best practice to alleviate anxieties and concerns around the fast paced changes was a direct benefit of the series. Cultivating SoTL in this way was a means of responding to staff isolation, uncertainty and fluctuating demands of teaching delivery. Whilst a response to the need to engage academics in conversations whilst excluded from the place of learning (the physical space), the virtual space of sharing was well received and it has continued as a model of generating learned debates about the scholarship of learning and teaching as well as embedding the necessary practice and processes aligned with the mechanics of teaching and assessment (eg quality assurance processes, academic integrity).

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### **Session number and location**

3B, Brooks 2.15

### **Title of session: A Tale of Two Communities of Practice: Building SoTL across a diverse Science and Engineering Faculty**

#### **Authors**

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#### **Short abstract**

Drawing on both Wenger's (1998) model of Communities of Practice and Trigwell and Shale's (2004) model of scholarship, we compare and contrast two SoTL-related communities situated in the Faculty of Science and Engineering at Manchester Metropolitan University. With the exception of the convenors, the two communities differ in their memberships, modus operandi and measures of success. We will describe the genesis and purpose of each community and draw on vignettes from members of both communities, to develop a case for the need for diverse SoTL communities as enablers to the development of impactful SoTL practitioners.

#### **Details**

Encouraging academics to engage in SoTL when they already have busy and diverse workloads is a persistent challenge across the University landscape. Focusing on experiences in the Faculty of Science and Engineering in our home institution, we share the story of two distinct Communities of Practice, both of which operate differently as they create spaces to enable academics to gather and learn from each other whilst developing shared SoTL practice.

Community of Practice 1 was formed in 2018. Named "Education Escapes", we wanted this to be a place to 'escape from the day job', and to debate contemporary subjects catalysed by thought-provoking educational speakers. Membership is diffuse and transient with all academics in the Faculty invited to monthly meetings.

Community of Practice 2 was formed in 2019 and named "EPC Community" to reflect its more instrumentalist approach to staff development. Membership is by Head of Department invitation, and aligns to members' commitment to the Education, Pedagogy and Citizenship (EPC) Career Pathway (an education-focused promotion track). We have around 50 academic members, meeting six times a year with the explicit aim of building capability in SoTL and mentoring members for promotion.

Our session intersects three of the four conference themes; namely narratives of community, building community and diversity of community. We draw on the personal reflections of the convenors, and written reflections of members' experiences of the two communities, in two ways. Firstly, through the lens of Wenger's (1998) three characteristics of Communities of Practice (domain, community and practice) and secondly, using Trigwell and Shale's (2004) three

components of scholarship; knowledge, practice and outcomes. We will share views of what has worked and not worked in both communities and explore tensions experienced by academics as they step beyond their disciplinary fields and into the domain of Scholarship of Learning and Teaching.

The 20 minute conference session will be structured as follows: a short tale of the two communities, a Q,A session exploring our survey outcomes, followed by an opportunity for delegates to co-create the next phase of the research by sharing their own experiences of similar Communities of Practice. Encouraging academics to engage in SoTL when they already have busy and diverse workloads is a persistent challenge across the University landscape. Focusing on experiences in the Faculty of Science and Engineering in our home institution, we share the story of two distinct Communities of Practice, both of which operate differently as they create spaces to enable academics to gather and learn from each other whilst developing shared SoTL practice. Community of Practice 1 was formed in 2018. Named “Education Escapes”, we wanted this to be a place to ‘escape from the day job’, and to debate contemporary subjects catalysed by thought-provoking educational speakers. Membership is diffuse and transient with all academics in the Faculty invited to monthly meetings. Community of Practice 2 was formed in 2019 and named “EPC Community” to reflect its more instrumentalist approach to staff development. Membership is by Head of Department invitation, and aligns to members’ commitment to the Education, Pedagogy and Citizenship (EPC) Career Pathway (an education-focused promotion track). We have around 50 academic members, meeting six times a year with the explicit aim of building capability in SoTL and mentoring members for promotion.

#### References

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#### **Session number and location**

3C, Brooks 2.16

#### **Title of session: Scaffolding Educational Change through SoTL**

#### Authors

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#### Short abstract

This paper presents a way to support change teams in their efforts to effect large-scale educational changes. Leading Educational Change – through SoTL is a new course that supports growth of skills and competencies relevant for leading large-scale change in higher education on both institutional and national bases. Critically, our focus is on actual change teams rather than those in formal leadership positions. Through a scaffolded, literature-based course design, we support the change



teams and contribute to the development of shared perspectives and relevant terminology. This course approach increases the change teams' understanding of wide change in HE in a scholarly way and widens their repertoire of change approaches and strategies. This paper presents a way to support change teams in their efforts to effect large-scale educational changes. Leading Educational Change – through SoTL is a new course that supports growth of skills and competencies relevant for leading large-scale change in higher education on both institutional and national bases. Critically, our focus is on actual change teams rather than those in formal leadership positions. Through a scaffolded, literature-based course design, we support the change teams and contribute to the development of shared perspectives and relevant terminology. This course approach increases the change teams' understanding of wide change in HE in a scholarly way and widens their repertoire of change approaches and strategies.

#### Details

##### **Background:**

Reinholz et al (2021) show that initiatives to accomplish substantial educational change rarely relate to explicit knowledge on how change is to be achieved. Kezar and Holcombe (2019) show that change initiatives often rely on tacit assumptions and ad hoc solutions as they encounter problems in the change process. In this paper we show how a course for change teams has enhanced the scholarly element in educational leadership.

For this, we have solicited university staff that were already committed to change. Our participating change teams included administrative, technical as well as academic staff – in other words cross-professional change teams. As stated in the literature, change teams often pursue their aspired change in an ad hoc way allowing tacit assumptions to guide decisions and various crises management. An important part of the effort described here is to encourage participants to share examples of difficulties encountered and to collaboratively and critically enquire into these instances. In this is it vital for the change teams to acknowledge all competences of the team and not revert back to traditional hierarchies. Furthermore, it is difficult to reach a state where the change teams appreciate the potential in the literature and thereby gain access to wider bodies of experiences. We argue that a SoTL approach is a favourable way to get change teams to integrate education literature into their tool boxes. In the long run this approach contributes to more systematic knowledge of change and thereby answers the call made by Reinholz et al (2021).

The presentation will be in three parts:

1. A brief overview of the course idea and design (different change theories (Kezar), first and second order change, the scholarly approach, ...).
2. An interactive example with the audience (full participant engagement).
3. Final discussion, challenges encountered, and take-home messages.

Take-home messages (intended learning outcomes):

- Focus on the change teams and not on the formal leaders.
- You need to use a combination of change theories, not only one.
- The SoTL approach is a great scaffolding tool for the change teams.

## Key References

Kezar, A., , Holcombe, E. (2019). Leveraging Multiple Theories of Change to Promote Reform: An Examination of the AAU STEM Initiative. Educational Policy.

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## Session number and location

3C, Brooks 2.16

## Title of session: Building the Division of Education and Scholarship: curricula, colleagues and current conundrums!

## Authors

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## Short abstract

The aim of our paper is to reflect on our experiences of building a community of scholars within a university department in the United Kingdom (UK). We will draw on our own reflections as group coordinators and on qualitative research undertaken with colleagues exploring their experiences of being in the group. The paper will cover 'our scholarship journey', including 'narrative', 'support', 'impact' and 'conundrums'. Through sharing, our objective is to learn from the wider SOTL community. For example, what aspects of our experiences are similar and what is distinct?

## Details

The aim of our paper is to reflect on our experiences of building a community of scholars within a university department in the United Kingdom (UK). We will draw on our own reflections as group coordinators and on qualitative research with colleagues. We will cover 'our scholarship journey', including 'narrative', 'support', 'impact' and 'conundrums'. Through sharing, our objective is to learn from the wider SOTL community. For example, what aspects of our experiences are similar and what is distinct?

Timings allowing, we are hoping that you can meet briefly our group, via zoom (we have an education day at the same time as EUROSOTL). We are 20 lecturers on education-focused contracts based in a medical school. Our school delivers degrees in undergraduate medicine and radiography, as well as foundation and postgraduate courses. The Division of Education and Scholarship (DES) acts as our 'academic home' and is vital to our culture and development. We collaborate with clinical and technical colleagues, full time education researchers and students, however, our agenda is distinguishable from the majority of staff who are employed on balanced contracts. Our work concerns standing up for education, maintaining course quality, 'rescuing misused pedagogies' and innovating.

We have been socialised professionally via our primary disciplinary cultures and in the discourses of traditional university education (favouring monodisciplinarity, research and competition). Influenced by literature on scholarship mainly from the United States and the UK, our individual journeys have involved challenging pre-existing attitudes and ways of working and regrouping around ideas and practices driven by social learning theories. The aims and outcomes of our scholarship are rooted in

educational practice. Through scholarship, we have become more aware of and consciously committed to integrated, clinically applied spiralled curricula and critical of how we apply teaching methods including reflection, small group work, enquiry- and team-based learning.

For us, the aims are clear: to move to a more genuine and holistic educational approach, integrating current good practice and allowing development of individual scholarly careers. However, whilst this seems a laudable goal, our network can sometimes feel precarious and under supported within the current higher education climate.

### **Session number and location**

3C, Brooks 2.16

**Title of session: Building an inclusive community: Reverse Mentoring as a tool to develop student belonging and 'seeing behind the curtain'.**

### **Authors**

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### **Short abstract**

This paper explores Reverse Mentoring as a way of encouraging and developing students belonging within the Higher Education community, whilst empowering staff through valuable insights into student life. Reverse Mentoring is an innovative method of mentoring, placing staff as mentees and students as their mentors. Reversing the traditional mentoring role has several benefits for students and staff including, a chance to gain new perspectives, experiencing each other's learning community, learn more about those traditionally separated and create opportunities to influence change. The paper argues that Reverse Mentoring is a useful tool within the Higher Educational setting to enable change, develop students' sense of belonging and create inclusive learning communities.

### **Details**

The presentation explores the findings of a Reverse Mentoring Pilot project carried out in 2021 in the Department of Sociology at Manchester Metropolitan University. The aim of the pilot was to investigate if Reverse Mentoring creates better learning communities for students and staff. It enabled student participants to engage with the department by providing them with opportunities to navigate some of the barriers they experience within Higher Education. For staff, the project provided a valuable insight into the student experience in a role reversal scenario. The project considered how the creation of a diverse learning community gives students, and staff, opportunities to develop their role and place within the decision making processes as partners in their learning.

The research explores several perspectives stemming from the project which include navigating the institutional habitus, gaining a wider insight into the university and student belonging. The focus of this presentation centres on the belonging of students within the learning community. We argue that through Reverse Mentoring, students and staff have access to a unique opportunity to gain a remarkable insight into the experience of others, or as described by one student participant 'to see

behind the curtain'. Reverse Mentoring has the potential to enable students to feel more involved, included and empowered in their learning communities.

### **Session number and location**

3D, Brooks 2.17

### **Title of session: Theory and practice – student's experience with internship in a non-professional study program**

#### **Authors**

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#### **Short abstract**

How can internship in higher education be relevant, authentic, sustainable, and with clear objectives related to learning outcomes? The objective is to establish knowledge about how collaboration with working life and industry can improve internship as learning activity in non-professional study programs to ensure relevance, increase the quality of education and strength students' learning outcomes.

#### **Details**

An objective for most study programs in higher education is to educate candidates that have gained required knowledge for future jobs in the actual profession or discipline. Another goal, which recently has been more clearly accentuated in education policy, is an ambition to ensure that the students also have learnt relevant skills and competence (Zehr, Korte, 2020). To achieve this, there is an increased focus on the importance of internship and closer cooperation with the business and industrial sector. For profession study programs, there is a long tradition for internship, while in multidisciplinary and non-professional programs this "wave of internship" represents something new (Velle et al., 2017). At the bachelor program in fisheries and aquaculture science at the UiT The Arctic University of Norway, internship has been established as part of the program the last years. However, in spite of some years of experience there is still a lot of challenges. Therefore, in 2021 we started a research and development project, funded by the Norwegian Directorate for Higher Education and Skill, aiming to study and improve internship in this study program. Our overall research question is: How can internship in higher education be relevant, authentic, sustainable and with clear objectives related to learning outcomes? The objective is to establish knowledge about how collaboration with working life and industry can improve internship as learning activity in non-professional study programs to ensure relevance, increase the quality of education and strength students' learning outcomes. The research project is grounded on SoTL principles, and we have established a "learning cycle" where results from evaluation and surveys are used in the development of the internship regarding teaching, learning activities, involvement of the industrial partners, assessment, assignment, and exam (Felten, 2013). In this paper, we want to present and discuss student's experiences with internship in the actual program, based on a survey and focus group interviews from the autumn term 2021. The internship is a compulsory part of the program, and last for three weeks in the in the autumn term. The students have internship in different parts of the Norwegian seafood sector. After our presentation we will open for questions about the SoTL project and the presentation of the data.

We will also ask the audience whether some has experiences with internship in non-professional programs. If somebody has, we will ask them to share these experiences. If time, we also will challenge the audience to reflect and share what they think is important for ensure relevance, increase the quality of education and strength students' learning outcome when in internship in non-professional programs.

## References

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Zehr, Sarah M. , Korte, Russell (2020): Student Internship Experiences: Learning about the Workplace. *Education , Training*, Vol. 62, No. 3, 311-324.

## Session number and location

3D, Brooks 2.17

## Title of session: Two Tutors Talking

## Authors

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## Short abstract

We report on our development, and subsequent enaction, of a dyadic 'micro-community' which is designed to promote the co-creation of reflective narratives of SoTL practice. We argue that among other affordances, this co-constructed, dyadic Two Tutors Talking (TTT) modality offers flexibility and agentivity which may complement other forms of SoTL community-building, dyadic or otherwise.

## Details

Huber and Hutching's (2005) notion of a 'teaching commons' exemplifies Fanghanel et al.'s (2016) contention that a shift in focus has occurred within SoTL over the last quarter of a century from focussing primarily on individual concerns to that of building communities of practice (CoPs). While the notion of a teaching commons as a conceptual space for communities of educators to come together permits a variety of forms, these may prototypically be relatively large and institutionally embedded CoPs: the academic conference; module development meetings; and faculty development away days.

To complement such 'macro-institutional' forms of SoTL community building, and inspired by Simmel's (1964) sociological conception of the dyad, we report on the development of a dyadic framework for enacting a 'micro' SoTL community. The Two Tutors Talking (TTT) modality consists of a series of dyadic conversations on SoTL-related themes each of which is based around a co-selected article. Each conversation is then followed by an individually-written reflective journal which the other interlocutor reads, after which the next conversation takes place. The number of conversations, guiding themes and articles are selected prior to the first conversation in a preliminary 'set-up' meeting, thus providing an objective stability that Simmel's (1964) analysis of

dyads suggests may be lacking. At the same time, TTT offers the flexibility to create reflective and reflexive dynamics which can facilitate narrative co-creation and in turn can impact classroom practice and pedagogical conceptualisation.

In these ways, TTT complements other common dyadic SoTL development modalities such as 'standard' feedback on an observed lesson and the critical friend (CF) tradition (e.g. Costa and Kallick 1993). While both of these modalities are often dyadic in a trivial sense, we argue that TTT offers alternative affordances for SoTL community building. We conclude by encouraging colleagues to consider implementing this modality as part of a suite of SoTL-promoting tools in the learning and teaching industries.

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## Session number and location

3D, Brooks 2.19

## Title of session: Internships in academia – challenges and opportunities for practical orientation in disciplinary and multidisciplinary study programs in higher education

## Authors

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Bjørn Petter Finstad, bjornpetter.finstad@uit.no, uit The Arctic University of Norway

## Short abstract

Internships and work life relevance are some of today's most discussed terms in higher education, making its way into new parts of the academic community. There is a long tradition for internship and vocational training in study programs for professional education in health, teaching and engineering. However, there is an increasing claim for internship and more practical orientated education also in disciplinary and multidisciplinary orientated programs. In this paper, we aim to discuss both challenges and opportunities for internship in higher education in programs without orientation towards one specific profession.

## Details

«Internships in academia – challenges and opportunities for practical orientation in disciplinary and multidisciplinary study programs in higher education»

Internships and work life relevance are some of today's most discussed terms in higher education, making its way into new parts of the academic community. There is a long tradition for internship and vocational training in study programs for professional education in health, teaching and engineering. However, there is an increasing claim for internship and more practical orientated education also in disciplinary and multidisciplinary orientated programs. Different disciplinary

programs are now offering various forms of internships, in order to ensure work life relevance for their candidates, and to ensure that students receive a satisfactory learning outcome. One of the drivers behind this development is the enhanced focus on transversal skills in society. In addition to knowledge and competence, the labor market need employees that are creative, critical, communicative, and innovative to be prepared for the challenges of the 21st century. Simultaneously, a closer connection to the field of practice creates several challenges, not least in programs without traditions for internships.

In this paper, we aim to discuss both challenges and opportunities for internship in higher education in programs without orientation towards one specific profession. How can we assure high educational quality when introducing internship and cooperation with the industry in disciplinary and multidisciplinary programs? What are the challenges for making good outcomes for the students when the learning activities are moved from the classrooms to practical arenas? And how do we aim for the combination of theory and practice? Two actual educational research and development projects from UiT The Arctic University of Norway internship will be presented in the paper. The first one is "GeoIntern" at Department of Geoscience, which aims at developing work life learning arenas for students at the geoscience program. The second one is "Cooperation about practice in higher education", which focuses on how to develop and study internship in the bachelor program in fisheries and aqua culture science. Both are funded by the Norwegian Directorate for Higher Education and Skills.

Internships and work life relevance are some of today's most discussed terms in higher education, making its way into new parts of the academic community. There is a long tradition for internship and vocational training in study programs for professional education in health, teaching and engineering. However, there is an increasing claim for internship and more practical orientated education also in disciplinary and multidisciplinary orientated programs. Different disciplinary programs are now offering various forms of internships, in order to ensure work life relevance for their candidates, and to ensure that students receive a satisfactory learning outcome. One of the drivers behind this development is the enhanced focus on transversal skills in society. In addition to knowledge and competence, the labor market need employees that are creative, critical, communicative, and innovative to be prepared for the challenges of the 21st century. Simultaneously, a closer connection to the field of practice creates several challenges, not least in programs without traditions for internships.

In this paper, we aim to discuss both challenges and opportunities for internship in higher education in programs without orientation towards one specific profession. How can we assure high educational quality when introducing internship and cooperation with the industry in disciplinary and multidisciplinary programs? What are the challenges for making good outcomes for the students when the learning activities are moved from the classrooms to practical arenas? And how do we aim for the combination of theory and practice? Two actual educational research and development projects from UiT The Arctic University of Norway internship will be presented in the paper. The first one is "GeoIntern" at Department of Geoscience, which aims at developing work life learning arenas for students at the geoscience program. The second one is "Cooperation about practice in higher education", which focuses on how to develop and study internship in the bachelor program in fisheries and aqua culture science. Both are funded by the Norwegian Directorate for Higher Education and Skills.

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Velle, G., Hole, T. N., Førlund, O. K., Simonelli, A. L., , Vandvik, V. (2017). Developing work placements in a discipline-oriented education. *Nordic Journal of STEM Education*, 1(1), 294-306.

## Workshop

### Session number and location

3E, Brooks 2.18

**Title of session: Crossing boundaries in legal education: interdisciplinary scholarship in a world of wicked problems and rapid change.'**

### Authors

Corresponding author: Catherine Shephard, Manchester Law School, Manchester Metropolitan University, England, [c.shephard@mmu.ac.uk](mailto:c.shephard@mmu.ac.uk)

### Short abstract

Higher Education is experiencing unprecedented change. Innovative teaching is required that keeps pace with new demands and opportunities. This paper seeks to inform the current debate on this issue. It will: (i) refer to the existing literature to consider areas where interdisciplinary scholarship can be a catalyst to drive required radical change; (ii) draw on the author's recent experience of interdisciplinary scholarship; (iii) conclude by evaluating the potential of interdisciplinary scholarship, and articulate shared challenges that may be faced by any community seeking to engage with it for innovation in teaching; (iv) identify future research to support that community.

### Details

This paper builds on all conference themes but is most closely aligned to narratives of community.

The motivation for the paper was: (i) the publication of new and transparent EPC pathways for progression which encourage interdisciplinary scholarship; and (ii) the novel approaches required in Higher Education right now to keep pace with the radically changing, often chaotic post-Covid world.

The research question is: 'To what extent might sharing a narrative, about interdisciplinary teaching, encourage the development of a supportive, inclusive and innovative interdisciplinary community of scholarship'.

It will conclude by (i) evaluating the potential of interdisciplinary scholarship to meet new demands and opportunities in higher education, and (ii) revealing and articulating shared challenges that may be faced by any community seeking to engage with interdisciplinary scholarship to deliver innovation in teaching and learning.



This conceptual paper will analyse the above issues theoretically, at a macro level. A narrative case-study will provide insight at a micro level. The paper seeks to build an inclusive community of interdisciplinary scholars who can articulate their scholarship in a way supports their practice.

Coverage will fall within three areas:

1. Interdisciplinary scholarship and its ability to deliver rapid, radical change in curriculum and attainment. This will draw on literature, from Shulman (2005) and Boyer (1990) about scholarship in teaching and learning, through Kreber (2005) and Lattuca (2001) on charting a critical course in scholarship and creating interdisciplinary teaching in higher education, into Giroux (2005) on crossing borders and the politics of education, and Elton (1999) on the radical change agenda and implementing change in higher education. (15m)
2. Plenary discussion of the need for radical change in Higher Education, informed in particular by the recent literature on student engagement during the pandemic. (5m)
3. Narrative discussion of the author's experience of developing and delivering interdisciplinary scholarship as a law lecturer. This will draw on knowledge and understanding of, and reference literature from, business and psychology. Participants will engage in experiential active learning, based on a case study, to develop their own understanding and practice of interdisciplinary scholarship. (30m)

### **Session number and location**

3F, Brooks 2.12

### **Title of session: Intentional design and experience to build a community of teachers**

#### **Authors**

Corresponding author: Helen Morley, University of Leeds, United Kingdom, h.r.morley@leeds.ac.uk

#### **Short abstract**

Operating in community as educators is important to enable us to build capacity amongst teachers to develop, and so that they can be better able and better supported to foster community for and with students. We worked to create a way of doing this through a development programme. I want to share some how it feels to have an intention human experience with colleagues as a way of building community.

#### **Details**

I want to shift the dialogue and experience of educator development away one that is mediated by a experts and where development is focused on and in the individual, to a paradigm where development, problem solving, exchange and exploration are part of our collective habits and cultures.

To do this, I and a group of colleagues created an approach from 4 ideas.

1. Developing the practice of others is an act of leadership.
2. Operating in community, teaching, and learning are all human experiences. That is, whilst they are cognitive experiences, they are also an emotional ones as well (Palmer, 2017).

3. (1) and (2) can be effectively explored in a community setting (where information, ideas, and support after offered by many people to many people).
4. We can design learning experiences that intentionally foster community.

Putting these together we identified that a community of aspiring leaders would contribute towards our goal. In the UK, Senior Fellowship of the Higher Education Academy (SFHEA) is awarded (via application) to professionals who demonstrate they support the development of others in relation to teaching and learning (Advance HE, 2022). We therefore chose work with those whose practice was “at or around” SFHEA level.

We then designed a development programme which would intentionally include community experiences, including the need to be able to speak from vulnerability (Brown, 2017) , and with a planned outcome for a on-going community of practice.

The programme achieved everything we hoped, educators reflected on the experience of exploring the unknown, learning and developing in an online environment, and on creating and experiencing community with people they have never met. It has also opened an ongoing dialogue about how to build community for and with students.

Rather than tell you about what we did, in this workshop, I invite you to have a brief experience of that experience. I offer it as a springboard for reflection and a starting point for collaboration.

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#### **Session number and location**

3F, Brooks 2.12

#### **Title of session: Enhancing the professional academic identity of academic as university teachers through building SoTL communities: Two sides of the same coin**

#### Authors

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Mariette Fourie, [mariette.fourie@nwu.ac.za](mailto:mariette.fourie@nwu.ac.za), North-West University

#### Short abstract

Scholarship of Teaching and Learning (SoTL) provides an opportunity for academics as university teachers to conduct scholarly inquiry into teaching and learning processes in higher education (HE). The overall intention of SoTL is to focus on expertise in HE teaching and learning, thus improving student learning and enhancing educational quality through evidence-based and methodologically sound research (Mckinney, 2007, Mckinney, 2012). It is expected of academics as university teachers to engage with research and teaching within their professional academic role. Academics generally

identify themselves as discipline professionals rather than university teachers, indicating the absence of academic identity (AI) as part of their professional identity (PI). This absence creates tension in the academic environment as affirmed by Nixon (1996) as he referred to this tension by using the analogy of the two sides of the same coin. Literature confirms the scientific knowledge gap in exploring PAI of university teachers in HE (Jermolajeva , Bogdanova, 2017). These two sides of the same coin necessities the need for the development of a professional academic identity (PAI) through building SoTL communities with the focus on expertise in teaching and learning. As a result, improving student learning and enhancing educational quality through evidence-based and methodologically sound research, leading to possible development of PAI. The general lack of research regarding PAI necessitates exploring the role of SoTL communities in enhancing PAI of academics

### Details

The intended outcome of the session is to explain the purpose, aims and objectives of the study including the research methodology and findings. The purpose of the study is to explore if and how participation in SoTL (building SoTL communities) could contribute to the development of PAI in terms of research and teaching. An explanatory sequential mixed method design was used, as it involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data. In the first quantitative phase of the study, a survey was used to collect data from academics. This survey attempted to explore university teachers' perceptions of their own PAI, and how it could be developed through participation in SoTL. The second qualitative phase was conducted to explain the findings from the quantitative phase. The study ultimately aimed to provide recommendations for enhancing the PAI of university teachers through participation in SoTL.

The session will furthermore engage participants through an online application where relevant questions will be posed related to the promotion of SoTL collaboration when research and teaching are often seen as separate entities. Participants would also be granted the opportunity to explain how they perceive their own PAI, and how PAI could be developed through building a SoTL community. Hence, a discussion on the development of PAI as an enabler of lasting impact on student learning and the development of effective learning environments will be facilitated. Relevant literature and underpinning theories will be explained. Furthermore, findings of the study and recommendations will be shared during this session.

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### Session number and location

3F, Brooks 2.12

**Title of session: Can I show you my pedagogy? Making the invisible, visible.**

### Authors

Corresponding author: Dan Trowsdale, , United Kingdom, d.b.trowsdale@leeds.ac.uk

### Short abstract

Usually 'learning designs' will include a temporal schedule of delivery sessions, guided steps or references to content or reading lists including key dates such as deadlines for submissions. As designers of courses (modules or units of learning) beyond content, we are likely thinking about the learner's journey, pedagogical approaches, ideas for learning activities and probably the constructive alignment between intended learning outcomes and assessment, see (Biggs , Tang (2011), Ramsden (2003) and Butcher (2019). According to Bennet et al. (2017), designing courses is a dynamic process happening before, during and after the course has been delivered. Many of the pedagogical or SOTL inspired aspects built into learning designs are invisible and only physically realised as an 'experience' by the learners during delivery. How can we make them more visible so we can share the pedagogical design with others?

### Details

This presentation will share ideas on how we can visualise course structures to reveal the designed interconnectedness between learning outcomes, content, learning activities and assessment before the design is delivered and also visually 'capture' the student experience. Conole (2019) argues that there is value in frameworks for designing courses and Masterson (2019) suggests that they can encourage innovation. Visual methods of module construction and student reflection can reveal opportunities to share the application of SOTL during the process of designing courses between staff and students

Visualising how we have applied our SOTL in practice will allow us to share within, and also gain input from, a community of designers for learning. I will argue that making visible a 'backroom layer' of our designs and using visual methods to capture student experience is useful to our SOTL community. Some early prototypes and their application will be shared to demonstrate how this can be achieved.

### References

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Session 4: Friday 17 June, 09:00-10:00

**Session number and location**

4A, Brooks 2.12

**Title of session: PLATO: a practice education tool to build learning communities**

**Authors**

Corresponding author: Kirsten Jack, Manchester Metropolitan University, UK, [k.jack@mmu.ac.uk](mailto:k.jack@mmu.ac.uk)  
Claire Hamshire, [c.hamshire@mmu.ac.uk](mailto:c.hamshire@mmu.ac.uk), (Manchester Metropolitan University)

**Short abstract**

A positive educator/student relationship is crucial if effective learning in clinical practice is to take place, therefore a supportive relationship with practice educators is essential (Jack et al., 2018; Hamshire et al., 2011). Drawing on the findings of a repeat regional study (Hamshire et al. 2016) a tiered model of mentorship was further developed in 2018 into the Practice Learning and Teaching orientations model (PLATO) for use by Clinical Educators to support the development of their students and their own development as practitioners (Jack and Hamshire 2019).

**Details**

Dissatisfaction with clinical placement experiences can negatively impact on students' learning and ultimately accelerate students' decisions to leave; therefore a supportive relationship with practice educators is essential (Jack et al., 2018; Hamshire et al., 2011). Recognising the importance of meaningful learning experiences, the PLATO interactive model demonstrates the importance of the educator, team and wider orientations as well as the dynamic interplay between each of these; which is fundamental to the practice environment. The PLATO model supports educators to consider themselves, the immediate environment and the wider influences on their practice as an educator with a focus on positive potential. It is designed to be used by educators either alone or in groups and the focus is on developing an enhanced understanding of practice education through identification of the barriers and facilitators within the practice setting.

Exploring the multiple orientations presented in the tool, as a process of positive change, enables educators to explore, discuss and review their role and how it can be developed. In doing so, learning becomes a two-way process; both the educator and learner are engaging in mutual growth, which ultimately has a positive impact on the development of supportive relationships and the practice environment.

**References**

Hamshire, C., Langan, A. M., Harris, E., Barrett, N. and Wibberley, C. (2016) Healthcare students' perceptions of their learning experiences: A repeat regional survey. *Nurse Education Today*, 49, 168-173 DOI: <http://dx.doi.org/10.1016/j.nedt.2016.11.019>

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Jack K. and Hamshire, C. (2019). PLATO: A practice education tool to support learning and professional development. *Nurse Education in Practice*. 37, 141-145

Jack K, Hamshire C, Harris WE, Langan M, Barrett N, Wibberley C (2018) “My mentor didn’t speak to me for the first four weeks”: Perceived unfairness experienced by nursing students in clinical practice settings *Journal of Clinical Nursing* 27, 5-6, 929 – 938. DOI: 10.1111/jocn.14015.

### **Session number and location**

4A, Brooks 2.12

### **Title of session: Training students to be interdisciplinary**

#### **Authors**

Corresponding author: scott mclaughlin, University of Leeds, uk, [s.mclaughlin@leeds.ac.uk](mailto:s.mclaughlin@leeds.ac.uk)

#### **Short abstract**

This paper will discuss my online resource 'Interdisciplinary Learning: Working Across Disciplines'; specifically, the responses from students and tutors across undergraduate and postgraduate levels with initial small cohorts of learners. The resource provides students with conceptual tools to discuss disciplines and interdisciplinarity, which they then apply to case studies and live MOOCs.

#### **Details**

This paper will discuss my online resource 'Interdisciplinary Learning: Working Across Disciplines'; specifically, the responses from students and tutors across undergraduate and postgraduate levels with initial small cohorts of learners. The premiss for developing this resource was to provide students with the tools to successfully navigate working in any interdisciplinary context. The core teaching method of the resource facilitates understanding of the variety of perspectives and assumptions we carry in relation to our disciplinarity; in terms of to both normative practices (what is done in different disciplines) and knowledge (how do different disciplines value knowledge). The activity of the resource includes relevant and foundational reading, but leans significantly on the student cohort sharing their own disciplinary perspectives to learn from each other.

This resource exists in two forms: (1) a standalone two-week FutureLearn MOOC; and (2) a single-semester module at level-1 that begins with the FutureLearn MOOC, then proceeds to explore that knowledge by auditing four further two-week MOOCs across a range of disciplines. The module was designed to be introductory-level, but because interdisciplinarity can be encountered for the first time at any level of study/research the module is suitable for any level. As such, the presentation includes data from three different contexts: non-Leeds students taking the MOOC; level-1 Leeds students taking the single-semester module; PhD students on an explicitly interdisciplinary Doctoral Training Programme using it as a training resource.

### **Session number and location**

4A, Brooks 2.12

**Title of session: Supporting learners in practice: building a community of practice to promote a shared vision for the future.**

**Authors**

Corresponding author: Deborah O'Connor, Manchester Metropolitan University, England, d.oconnor@mmu.ac.uk

Claire Hamshire, c.hamshire@mmu.ac.uk, (Manchester Metropolitan University), Kirsten Jack, k.jack@mmu.ac.uk, (Manchester Metropolitan University), Ryan Wilkinson, r.wilkinson@mmu.ac.uk, (Manchester Metropolitan University)

**Short abstract**

This presentation will outline a research project that aimed to explore thoughts, perceptions and experiences of staff supporting Physiotherapy students in practice-based learning across the United Kingdom. Staff reported similar experiences, a shared vision around practice-based learning and the need for cultural change as well as a desire to continue to innovate the student learning experiences. The results of this study have informed recommendations to the professional body that will unite the community in a shared vision for the future of practice-based learning in Physiotherapy.

**Details**

Practice placements are central to Physiotherapy students' education, providing an effective learning environment in which students can apply learning they have been introduced to in academic settings. A student's sense of inclusion in, or exclusion from, the staff teams within practice placements is essential to the professional socialisation process, and a positive educator/student relationship is vital if effective learning in practice is to take place (Hamshire and Jack, 2021; Hamshire and Wibberley 2017; Jack and Hamshire 2016). However, there is a disparity in providers who support students on practice placements throughout the United Kingdom (UK) and there is limited evidence available on what exactly makes a 'good placement' for Physiotherapy students.

It is vital to ensure that the workforce delivering this essential component of education are supported to share their ideas, vision and development needs to build and maintain a strong community of practice. This project was commissioned by the Chartered Society of Physiotherapy to determine what support and resources practice educators needed. Given the challenges of the Covid-19 pandemic, it was timely to explore current experiences, innovation, and developments, in order to ensure that any recommendations proposed exactly met the needs of the workforce.

Following a scoping literature review, a mixed methods approach to data collection was employed. The survey utilised an online validated tool that was amended to reflect a UK audience in terms of language and the addition of 3 extra questions around new models of placement activity developed in the UK (Newstead et al, 2019). This was complemented by three focus groups, enabling participants to further explore their experiences. SPSS enabled analysis of the quantitative data from the survey and a thematic approach was utilised for free text comments and the focus group data.

This paper will share the findings of this project and how this, coupled with the scoping literature review, supported the development of a series of evidence-based recommendations for national implementation by the professional body. These recommendations will provide the audience with shared learning around key goals for successful implementation of work-based learning within professional programmes. Fundamental to these recommendations is the need for a shared vision,

common goals and cultural change in order to unite the profession in their views around practice-based education.

### **Session number and location**

4B, Brooks 2.15

### **Title of session: Extending the welcome: reflections from the University of Leeds institutional level Welcome, Induction and Transition project**

#### **Authors**

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#### **Short abstract**

Reflecting on a university-wide change to student welcome accelerated by the Covid-19 pandemic - we identify three phases of the change process - Understanding, Changing, and Extending. Despite the progress made in the Understanding and Changing stages of our process, the embedding of new practice necessary for Extending is enabled by internal and external drivers to provide more inclusive education, but shaped by pre-existing structures of the institution, such as departmental forms, communications channels, and staff desires to preserve professional niches. To sustain the innovations there is a need to clarify the interface between institutional processes and welcome at school level.

#### **Details**

The session will discuss the transformation of institutional-level practices and approaches to student welcome at a large research-intensive UK university. The session will comprise two parts: the first is a conversation between the three Authors, taking the form of an interview. The second part will encourage attendees to participate by sharing reflections on their welcome processes.

It offers an analytical description of the change process, drawing on transition pedagogy (Kift), theories of organisational change (Kotter), and co-evolutionary theories of change (Foxon). It uses data from an internal evaluation of welcome, plus auto-ethnographic accounts of actors in the processes of design, roll-out, management and evaluation of the initiative.

We identify three phases of the change process, which is ongoing. The first stage, Understanding, meant an institutional-level recognition of the importance of enhancing welcome, building on existing but localised good practice and targeted pedagogic research with undergraduates and postgraduates. The second stage, Changing, already emerging from the first, received the boost of urgency from the need to pivot online due to Covid-19. This stage yielded an institutional-level approach and a tailored online resource, blended with subject-specific welcome activities. The third stage, Extending, entails embedding new principles and practice across the university, so enable a shift to a fourth phase of sustaining.

The paper reflects on the interactions between structures and agents in these stages. We find that despite the progress made in the Understanding and Changing stages of our process, the embedding



of new practice necessary for Extending is somewhat enabled by institutional strategy and scholarship on more inclusive education, but shaped by pre-existing structures (including the habitual and regulatory) of the institution, such as departmental forms, communications channels, and staff desires to preserve professional niches. We also note tensions between generic and specific needs of students, between trust and control, and between IT- and human-based interventions. We reconsider steps to ensure that the Extending process is sustained and better embedded building on lessons learned about internal communications, time-lines and planning and sharing good practice.

### **Session number and location**

4B, Brooks 2.15

### **Title of session: Decolonising higher education curricula: Authentic guiding narratives from academic and learner communities**

#### **Authors**

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#### **Short abstract**

In this presentation we will explore authentic narratives from two higher education communities, fundamentally different in certain respects, but converging on the same journey towards decolonising our curricula. Stories from Scholars will uncover perspectives from academics, while insights into the lived experiences of Black, Asian and Minority Ethnic students are the focus of the Student Diary Project. We will show how authentic narratives such as these have different, but crucial roles in engaging and guiding the wider academic community in decolonising activity. Authentic narratives help validate the need for decolonising, help obtain affective buy-in, and support the processes involved in curriculum change.

#### **Details**

In this presentation we will explore narratives on decolonising from two communities, fundamentally different in certain respects, but converging on the same journey towards transforming our curricula through decolonisation.

Multiple recent global events have shone a light on racial inequality and injustice. In the UK, Race inequality has been further highlighted in the post-Brexit growth of nationalism (Official statistics, 2020), the unequal impact of Covid-19 in socio-economically disadvantaged BAME communities (Office for National Statistics, 2020), and in HE, the pervasive awarding gaps between white and non-white students (Universities UK and NUS, 2019).

Decolonising leads us to identify and acknowledge the impact of colonialism upon perceived knowledge, pedagogical strategies and learning (Arshad 2020, 2021). It requires us to reflect upon, and address the legacy of disadvantage, injustice and racism, and seeks to re-balance and enrich learning in HE by integrating a much wider range of perspectives in what and how we teach, and in the wider learning environment (Liyanage 2020).

Decolonising work requires guidance and support, but central to effective curricula transformation is obtaining buy-in from academics. This means listening to students (Brown 2020) who bring perspectives from their experiences inside and outside the classroom and which when integrated, can strengthen curricula (Shay 2016) and change hearts and minds. It also means academics travelling together on a journey in a communal, supportive and non-judgmental manner.

We will show how we captured insights into the daily lived experiences of Black, Asian and Minority Ethnic students through the 'Student Diary Project'. These real, powerful and impactful stories provide powerful arguments of the need for decolonising and reach emotional receptors to gain affective buy-in.

We will also show how we captured insightful narratives from academics in 'Stories From Scholars' that provide valuable examples of personal journeys in decolonising curricula. These authentic narratives from the scholarly community can provide effective support for decolonising through exemplars and confidence-building in a non-judgemental environment.

To conclude, we will explain how we have integrated these community narratives into decolonising work at Manchester Met, including through our online Toolkit. Participants will have an opportunity to respond to the narratives and to consider the applicability of this approach as a useful model for shaping decolonising work in their own context. Beyond the presentation, participants will be able to explore and use our online 'Decolonising the Curriculum Toolkit' resources created to support this work.

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### **Session number and location**

4B, Brooks 2.15

### **Title of session:**

#### **Authors**

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#### **Short abstract**

The student experience of Winchester has considerably changed during COVID-19 and in 2021, an audit was commissioned to offer an opportunity to assess the individual business cases of our activities; align our engagements better and inform the writing of a Student Experience Strategy. For the purpose of the audit, the student experience at the University will be split into four areas of student engagement activities which impact, support or enhance the student experience. This paper presentation reports on the methods deployed in this project to share practice with delegates to support community building activities in their own context of HE.

#### **Details**

'Student success' in HE has drawn considerable attention in the United Kingdom as the university policy makers focus on student outcome metrics relating to graduate employability, retention and academic achievement (Office for Students, 2018; Department for Education, 2017; BIS, 2009). Beyond the UK, a focus on student success in HE globally is not a new phenomenon, just like when student engagement came to the UK in 2007, similar discussions had been occurring in the USA years earlier (Kuh, 2001). During COVID-19, the student experience of Winchester has considerably changed, therefore, an audit was commissioned to offer an opportunity to assess the individual business cases of our activities; align our engagements better and inform the writing of a Student Experience Strategy 2022-27. For the purpose of the audit, the student experience at the University will be split into four areas of student engagement activities which impact, support or enhance the student experience at Winchester. It is clear that we must create the "conditions that foster student success in college has never been more important" (Kuh et al. 2011, 1), by focusing on student engagement and transition indicators, such as belonging, self-efficacy, wellbeing, positive emotion (Kahu and Nelson, 2018). Student engagement activities include any interaction the University or Student Union has with a student, from mandatory course elements which students need to engage with to pass their degree, to optional enrichment opportunities such student voice and extra-curricular opportunities. This project defines student engagement literally, as any physical engagement (in person or digitally) with the University of Winchester, where instigated by the student or a staff member. Student Success areas of activity cover core activities which all students need to engage with to pass each year of study, graduate and gain graduate level employment. Student Support areas of activity cover all activities which offer support, advice and guidance to

students during their degree. Student Community areas of activity cover all additional activities the University funds which offer enrichment opportunities to improve student retention, satisfaction, belonging and employability. Student Voice areas of activity cover all activities the University commits purposeful resource to listening, speak with and react to, students' feedback on their Winchester experience. This paper presentation reports on the methods deployed in this project to share practice with delegates to support community building activities in their own context of higher education.

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## Session number and location

4C, Brooks 2.16

**Title of session: Collective Expertise, Collaborative Response: harnessing the power of "us"**  
**"us"Collective Expertise, Collaborative Response: harnessing the power of "us"**

## Authors

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## Short abstract

This paper will examine the work of the Teaching, Learning and Students Team in the University of Manchester Library to put in place collective and collaborative teaching and research, both within the team and with students. It will detail the work done to launch and sustain a community of practice and the processes put in place to prioritise co-creation and collective work, allowing us to collectively study and shape the learning experiences of those around us. This paper will examine the work of the Teaching, Learning and Students Team in the University of Manchester Library to put in place collective and collaborative teaching and research, both within the team and with students. It will detail the work done to launch and sustain a community of practice and the processes put in place to prioritise co-creation and collective work, allowing us to collectively understand, support and shape the learning experiences of those around us.

## Details

The University of Manchester Library is a large, diverse and complex institution. Its teaching and learning services act as exemplars not only of library best practice but also of how a strong and unambiguous commitment to inclusive, accessible and collective teaching practices and materials can help shape university and sector policy. This is a result of and drives further engagement with our approach to research on teaching and learning.

The Library has deliberately embraced a collective and inclusive pedagogy and approach to teaching and learning, drawing inspiration from researchers, teachers and thinkers such as Paulo Freire, Jesse Stommel and bell hooks. We have used this understanding to launch and sustain teaching and learning, such as My Learning Essentials, that win awards for their approach to blended learning and drive forward our efforts to understand how our participants engage with us. (Blake, et al., 2019) This has not only meant that the participants see the benefit of our scholarship but also that those from areas not traditionally invited "in" become a part of all sides of the Library's work, as participants, creators and scholars. (Grayson, et al., 2018)

This paper will examine the pedagogy and practices the University of Manchester Library utilises to enable it to deliver sustainable and inclusive teaching and engage with the study of teaching and learning. It looks at our communities of practice and commitment to embedding reflection and research to ensure that everyone, students and staff, can engage with, contribute and shape Library teaching and learning. (Rock, 2005) It encourages us to be activists and leaders in our institution, while still emphasising the need for co-creation and community. (Cann , DeMeulenaere, 2020) Our approach utilises both the intrinsic expertise and experience of Library staff and students and an active and inclusive model that drives collaborative partnerships, creating a collective model that shapes the learning experiences of everyone around them.

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### **Session number and location**

4C, Brooks 2.16

### **Title of session: Constructing Communities Within and Beyond Borders**

### **Authors**

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Natalia Fedorova, natalia.fedorova@yahoo.com,

### Short abstract

Collaborations bring individuals together and help construct and sustain learning and teaching communities. In today's uncertain climate this is an imperative. This presentation will share the experiences of how two different types of teaching and learning communities evolved. One making links by metaphorically crossing borders and the other by both physically and metaphorically crossing borders. This resulted in fostering authentic learning experiences and scholarship opportunities including intercultural as well as mono-cultural exchanges which assisted to create a sense of belonging.

### Details

This presentation will outline how two learning communities evolved on two separate pre-sessional English for Academic Purposes (EAP) programmes.

On the Language for Engineering Pre-sessional Programme building a community of learners and a sense of belonging for approx. 200 postgraduate students spread across the globe was a challenge. This was overcome by establishing online communities of learners of 4-5 students to connect weekly, in a space dedicated for reflective discussion on their week's learning. An additional challenge was to ensure the students completed their preparation to interact constructively in open reflective discussion to develop into reflective learners (Moon, 2006) and even a community of practice (Lave, Wenger, 1991). This was achieved through peer learning and group critical reflection (Tullis, Goldstone, 2020; Davies, Barnett, 2015) within the discourse of 'care and wellbeing', 'being inclusive' and 'building relationships'. So, to what extent was this successful? The 2021 National Student Survey indicated the weekly reflective discussions were one of the highlights and students benefited from their participation in the learning communities. This corroborated tutors' comments on the role of these reflective discussions in student progression. However, further investigation is required to see the impact of student voice and sense of belonging in the discipline communities.

On the much smaller EAP Postgraduate Researcher (PGR) Pre-sessional Programme, where the PGRs were from varied Arabic cultures, a collaboration with an institution across the border – Coimbra, Portugal - was enacted. This resulted in tutor scholarship collaboration and student collaboration on a research project on native-speakerism (Phillipson, 1992).

This project aimed to raise learners' awareness of the issues associated with native-speakerism and their impact on learners, teachers and English teaching in general. This was achieved through student collaboration in the form of conducting a small-scale qualitative study in groups, whereas the tutor collaboration manifested itself both in the organisation and facilitation of the project and parallel quantitative and qualitative data collection to investigate student attitudes towards native-speakerism. This project fostered a community of cultural exchange and cross-border dialogue and brought a tangible outcome in the form of the rich data yet to be analysed.

### Session number and location

4C, Brooks 2.16

### Title of session: Digital storytellers: A Community of Practice

## Authors

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## Short abstract

Communities of Practice (CoP) is defined as a group of people that share a common interest and come together to investigate ideas to expand their practice (Wenger, 1998). Although CoPs are age old and well established in industry, it is yet to be extensively adopted within education (Mercieca and McDonald, 2021). University of Manchester's digital graduate showcase provided stakeholders (lecturers, students and employers) with a digital Community of Practice. This space enabled students to further develop their digital skills which enabled them to communicate unique stories and to reflect on current fashion practices, using these insights to generate innovative, changemaking ideas.

## Details

The university of Manchester reimaged the graduate event in 2021 and provided graduates with a virtual platform to showcase their projects and pitch innovative ideas to industry using a range of digital and multimedia tools. Digital is all encompassing, and as digital technology becomes more ingrained into society, digital literacy is now a new language, a language of which many students entering Higher Education are fluent, therefore the continued development of the digital literacy level of students is fundamental in enhancing the inclusivity, efficiency, and effectiveness of the learning environment (Shopova, 2014; Eaton, 2017). The digital showcase further investigated the importance of community of practices on educational practices looking at its internal, external and lifelong influences (Wenger-Trayner, 2018). Internally, digital media literacy was used in an interdisciplinary way, with an emphasis on teaching students how to communicate digitally to diverse audiences. It encouraged lecturers and students to view the processes of learning new digital technologies as a different way of thinking and of integrating learning (Hobbs, 2017). It offered new opportunities for students to express their own creative capacities. When using digital media, students actively engaged with their learning as it required them to fully dissect, assimilate and think critically, in short, the students became adept digital storytellers (Yang, Wu, 2012, Kim, Li, 2020). Externally, the showcase connected the students to a global reach, beyond the university's walls and directly linked students to industry experts. All students' projects directly linked to actual fashion practices, enabling them to reflect on current fashion practices and foster change by driving innovation. Finally, the digital showcase has supported all stakeholders in the continued development of their digital literacy a fundamental lifelong skill. A recent report called 'Digital literacy in the UK: employers' perspectives and the role of Higher Education' (Times Higher Education, 2021), highlights the pivotal role that universities play in developing highly skilled graduates with adaptable digitally literacies.

How we will engage the audience: The presentation will demonstrate how Communities of Practice can be embedded seamlessly within the students learning journey, and these CoPs has the potential to connect the students with a global audience. The presentation will allow participants to explore ways in which we can all build diverse digital communities of practice, through collaboration, exchange, and reflection, generating ideas of which would have a lasting impact on the scholarship of teaching and learning.

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#### **Session number and location**

4D, Brooks 2.17

#### **Title of session: How to facilitate significant informal conversations about teaching and learning**

#### **Authors**

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#### **Short abstract**

Significant informal conversations are important for growing a SoTL culture. It is possible to facilitate significant informal conversations through formal structures. In our case-study, significant informal conversations were rare a decade ago. Since 2013, formal institutional initiatives to enhance educational quality have developed in concert with advancing feed-back from participants. As a result, the institution has over time changed their strategy from only inviting external lecturers to inform about educational quality, to prioritize sharing of experience among colleagues. Our investigation shows that these “Collegial sharing sessions” seed more significant informal conversations about teaching and learning, both within and across departments.

#### **Details**

In this session we will start by presenting the history of Learning Forum (2013-2021) and Sharing session in light of the theoretical underpinnings and experience guiding this development. These activities are part of the formal quality in education work at the University Centre in Svalbard (UNIS), a small research-intensive academic institution located in Arctic Norway.



Significant informal conversations are important for professional development (Roxå and Mårtensson 2009; Thomson and Trigwell 2018), and teachers interact informally and formally with peers for personal development and to improve teaching and student learning (Katajavuori et al. 2019; van Lankveld et al. 2016). In communities where such conversations and interactions for some reason are rare, it could be beneficial for educational quality as well as building community.

We will go on to present findings from the case study we conducted to identify key actions leading to more significant informal conversations and sharing practice. We gathered and analysed background information (documents, participant feedback, personal experience), conducted a Teaching conversation survey and interviewed staff to investigate how Sharing session participants engagement and conversations.

Finally, we will share and discuss our conclusions and recommendations for institutions, educational leaders and developers to promote collegial conversations about teaching and learning and build community.

We invite and encourage audience engagement throughout the presentation and will facilitate “mini sharing sessions” where participants will be able to experience the method for sharing investigated in this study. This will enable participants to share their own experience with how formal initiatives and activities influence teaching and learning conversations and discuss the transferability of aspects identified in the presentation. We will use participants input, feedback and experiences to contribute to the understanding and development of these concepts in general, and our case study in particular.

#### **Session number and location**

4D, Brooks 2.17

#### **Title of session: The Journal of Learning Development in Higher Education: supporting, shaping and giving a voice to our community**

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#### **Short abstract**

Learning Development (LD) is an emerging and eclectic field; we operate in a unique ‘third space’ and attract practitioners from a wide variety of backgrounds. The Association of Learning Developers in Higher Education (ALDinHE) sets out our student-centred approach as one which is committed to widening opportunities, empowering students and is focused on the whole academic community. Our journal sits at the very heart of the LD community and in this paper we share two examples which demonstrate how we involve the community to promote opportunities to connect, share insights, document best practice and communicate the value our unique position affords.

JLDHE and Compendium issue: <https://journal.aldinhe.ac.uk/index.php/jldhe>

ALDinHE: <https://aldinhe.ac.uk/>

## Details

The Journal of Learning Development in Higher Education (JLDHE) serves as a collaborative means to develop scholarship of teaching and learning (SoTL). It has served as a focal point for the LD community for over a decade and given us a valuable space to showcase our research, connect with one another and broaden our understanding of key topics, issues and debates.

We have always had strong links with ALDinHE and invite those who present at the annual conference to publish their work in a special issue. Over the last 12 months however, we have worked hard to proactively reach out to our community to support and encourage new writers, reviewers and readers to engage in and with LD scholarship. Our first example of community engagement concerns the creation of our Reading Club. The idea took shape after we ran an online, interactive workshop at ALDinHE in April 2020. We used the session to ask our community for their input into future projects and the Reading Club was born.

Participants vote on the papers we chose to read, they give their input into which times and days are best and sometimes we invite the author of the paper to the discussion. It provides a unique space for in-depth interaction and contemplation of the writer's work and a space to reflect together on key topics and issues (See Freire (1996) and also (M.Ledwith (2005) on how the community building process involves recognition of felt needs, self- help and group action).Through the reading group participants identify topics of interest or concern, make time to read the paper and then discuss it with their peers to share insights and interpretations.

In addition to the Reading Club, perhaps the most radical community endeavour we've ever undertaken was the publication of our Compendium of Innovative Practice: Learning Development in a Time of Disruption (November 2021).

This special issue commemorates the response of the LD community to the pandemic. It provided a space for members of our community to tell their stories and reflect on the challenges of teaching, learning and support throughout this challenging time. As a diverse collection of authenticated stories from the landscapes and communities of HE it exemplifies our community building approach to collectively furthering SoTL.

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## Session number and location

4D, Brooks 2.17

## **Title of session: Using an Academic Literacies Lens to Examine Searching and Reviewing the SoTL Literature**

### **Authors**

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### **Short abstract**

There are relatively few sources that critically evaluate the main search sources or examine how to go about synthesizing what we already know about the literature on SoTL. We use an academic literacies perspective as a lens with which to explore the different ways that literature searches and reviews may be undertaken. While searching and reviewing the literature is often presented as a scientific objective process, this is a myth; the reality is much messier, nuanced, and iterative. These are complex, context-dependent processes that are socially constructed. There is no one way of searching and reviewing the SoTL literature.

### **Details**

As the volume of literature on SoTL grows, the need increases for clarity in how to identify the key references, and for critical reviews to synthesize what we have learnt from the literature search. However, it is not an easy task, because a key feature of SoTL is the nature of the interdisciplinary 'big tent' (Huber and Hutchings 2005), and the diversity of purposes and contexts (Booth and Woollacott 2018) that characterize the field.

According to Lea (2017), the academic literacies movement takes a social and cultural approach to writing, in contrast to the cognitive perspectives that encourage a deficit view of the literacy capabilities of students (Lillis and Tuck 2016). The literature on academic literacies argues that academic reading and writing are social practices that are related to academic identity (Lillis and Scott 2007; Lea and Street 1998; Weller 2010). Here we extend that argument to searching and reviewing literature.

It is often argued that SoTL findings are context-dependent (Blair 2013; Chng, Leibowitz, and Mårtensson 2020; Healey and Healey 2018). Here we suggest that this argument also applies to the processes of knowledge construction, and to the methods of searching and reviewing SoTL literature. Our disciplinary and cultural identities influence what we value in the literature, and hence what we search for and emphasise in reviewing it. It is important to search and review literature across contexts, countries, and cultures.

We argue that a search and review of the literature on SoTL is not only an important skill that academics, professionals and students interested in investigating learning and teaching need to develop that will enhance their identities as SoTL scholars, but is also a skill that is nuanced by the local and national context in which the study is located, the purposes of the inquiry, the audiences it addresses, and the underlying values and identities of the investigators.

By the end of the presentation participants should be able to:

- Recognise how they and other participants go about undertaking SoTL literature searches and reviews.
- Critically evaluate an academic literacies approach to SoTL literature search and review.

Participants will be actively involved in the session reflecting and discussing how the ideas discussed apply to their own practices. As the volume of literature on SoTL grows, the need increases for clarity in how to identify 'key' references, and for critical reviews to synthesise what we have learnt from the literature search. However, it is not an easy task, because SoTL is characterized by the nature of the interdisciplinary 'big tent' (Huber and Hutchings 2005), and the diversity of purposes and contexts (Booth and Woollacott 2018).

According to Lea (2017), the academic literacies movement takes a social and cultural approach to writing, in contrast to the cognitive perspectives that encourage a deficit view of the literacy capabilities of students (Lillis and Tuck 2016). The literature on academic literacies argues that academic reading and writing are social practices that are related to academic identity (Lillis and Scott 2007; Lea and Street 1998; Weller 2010). Here we extend that argument to searching and reviewing literature.

The academic literacies lens led us to distinguish between:

- Comprehensive searches - includes library discovery searches, data base searches, and web search engines
- Selective searches - includes social media, networks, reference lists, bibliographies, author searches, grey literature, and browsing journals

Dependent on the purpose of the search, different combinations of comprehensive and/or selective searches may be appropriate, and scholars may choose to use different sources and combine them in different ways.

We challenge the myth that the literature search and review processes can ever be entirely objective and scientific, however systematic we attempt to be. We need to recognise the biases in the journals that databases choose to index, and in who is included and excluded from scholarly conversations.

Searching and reviewing the literature are messy, complex, context-dependent processes. To shed light on these we need to examine the rich and varied lived experience of SoTL researchers and how they go about searching and reviewing the literature.

- By the end of the presentation participants should be able to:
- Recognise how they and other participants go about undertaking SoTL literature searches and reviews.
- Critically evaluate an academic literacies approach to SoTL literature search and review.

Participants will be actively involved in the session reflecting and discussing how the ideas discussed apply to their own practices.

## **Workshop**

### **Session number and location**

4E, Brooks 2.18

**Title of session: Reflections on an EdTech Community of practice – building a community that brings academic and professional services together.**

**Authors**

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**Short abstract**

Over the last two years, within the Higher Education sector, we have seen how responding to a crisis has precipitated enhanced teaching and learning practices in the post digital era. This is an era in which we are beginning to challenge the usefulness of binary distinctions that place learning activity as being either face-to-face or online, and instead highlighting that both the digital and non-digital, material and social, are intrinsically interconnected in educational activities.

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Our institution-wide Community of Practice (CoP) on Educational Technology was set up in 2019 to provide a space for staff to meet, to share and to listen and to work collaboratively together to enhance our students' learning experiences.

Within this supportive community our members have the opportunity to develop their thinking and practice in relation to educational technology by talking about teaching, pedagogical research or other educational projects which are linked to EdTech, and to share examples of practice and 'theory into practice'.

**Details**

This session will reflect on how communities of practice, as groups of people who share a concern or a passion for something they do can learn how to do it better as they interact regularly. Participants will be encouraged to consider the features of a community of practice, whether they are members of a community of practice, even if it is not constituted as such, and to share ideas about how CoPs can facilitate collaborative working and the student experience

We will explore Etienne Wenger's notion of community of practice, and consider various examples of communities of practice, including the ManMet EdTech CoP model. We will discuss how this approach can be used to build useful communities in our work.

**Planned outcomes:**

1. Participants will understand the features of a CoP (domain, community and practice) and have engaged in discussions with other participants to share how the formal and informal CoPs of which they are members work
2. Participants will have shared ideas about the best ways to use communities of practice.
3. Participants will go home with ideas about how CoPs might work in their organisations to build community

**Session number and location**

4F, Brooks 2.19

**Title of session: Altering perceptions on final year dissertations through the implementation of a SoTL research-teaching led community supervision approach**

## Authors

Corresponding author: Lisa Simmons, Manchester Metropolitan University, England,  
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## Short abstract

Final year dissertations are typically delivered through a partnership approach between a student and a single academic supervisor. This approach, however, does not mirror how projects are undertaken in research or in industry. In research, we see groups of academics working together in teams comprising research students/staff and, often industrial partners. Similarly in industry it is unlikely that we would see a project (R,D or otherwise) delivered by a pair of technical specialists. This presentation offers an alternative, group supervision approach, to final year dissertations, in which researchers and teaching academics form a community to support and supervise students.

## Details

This presentation will challenge the traditional approach to the delivery of final year dissertations, by offering an alternative group supervision model.

The audience will explore and challenge their understanding and experience in the delivery of final year dissertations, discussing areas such as student experience, employability, identity, and mechanisms for collaboration. We will raise challenging questions such as ‘How can individual supervision models deliver fair and equitable processes and experiences?’ and ‘Can dissertations be non-individualistic?’

We will show how a model can be established which aligns final year projects to strategic research groups within the department and faculty through the concept of themes. Themes bring together research and teaching academics together as one community, with common interests and expertise. Students are then invited to choose a theme which they would like to work in, providing them with a sense of identity within the department, with their peers and with the academic body of staff. As research indicates, a sense of identity is contributing factor to satisfaction, sense of belonging, engagement, and employability.

Step-changes in academic delivery models can be difficult to implement, but they are a core part of the academic environment and are required to meet the demands of the sector, improve on key metrics or as a response to student’s feedback. The audience will be introduced to the logistics of setting-up themes and group supervision, shown how the model was developed over three years, engaging the academic stakeholders through a continuous cycle of lessons learnt and feedback to reach an optimised and stable delivery model and sense of community.

We will show how step-change can result in rapid positive impacts on metrics such as student satisfaction, which has seen an increase from 69% to 89% on implementation, followed by an increase to 94% in the second year of delivery.

The overall outcome of the presentation is an exploration of dissertation delivery models and how they can support and facilitate the building of SoTL research and teaching communities, which bring students into a more real-world community environment.

## Session number and location

4F, Brooks 2.19

## **Title of session: Instructor Promotion of Student Mental Health**

### **Authors**

Corresponding author: Kira Smith, McGill University, Canada, kira.smith@mcgill.ca

### **Short abstract**

The prevalence of student mental health concerns has led post-secondary institutions to identify student mental health as an urgent crisis, which demands immediate, institution-wide action. This presentation will outline the author's research, an institutional ethnography of a large, Canadian research university. Attendees will learn how institutional practices and policies regulate and shape the experiences of all members of the university community - students, administrators, staff members and instructors – vis-à-vis student mental health promotion. Attendees will also come away with practical strategies for promoting student mental health.

### **Details**

The prevalence of post-secondary student mental health concerns has led post-secondary institutions to identify student mental health as an urgent crisis, which demands immediate, institution-wide action (CHMA , CACUSS, 2013; Kessler, 2005; “Okanagan Charter”, 2015). Post-secondary instructors are uniquely situated to promote student mental health – they are the only human contact that students are guaranteed (de Rango, 2017) - and concrete strategies for engaging instructors merit widespread attention. The emergent interest in engaging instructors in student mental health promotion involves a recognition of the distinctive potential for this work impact all students and their academic success.

I will begin by outlining my SSHRC-funded master’s research, which explores the ways that instructors currently engage in student mental health promotion and how the organization of a post-secondary institution supports or hinders efforts to do this work. Participants will be prompted to reflect on their pedagogy and teaching philosophy, in order to explore their understanding of “student mental health” as it relates to teaching and learning. The remainder of the presentation will focus on application of practical strategies for promoting student mental health, including a discussion of barriers.

This presentation uniquely embodies the conference theme, as it emphasizes the inherent relationality that underpins teaching and learning, and the necessity for research "with" communities and not solely "for" communities.

### **Session number and location**

4F, Brooks 2.19

## **Title of session: ASPIRE in building community: A case study**

### **Authors**

Corresponding author: Iwi Ugiagbe-Green, Manchester Metropolitan University, England, i.ugiagbe-green@mmu.ac.uk

### Short abstract

Attendees will learn about ASPIRE, a transformational 7 month programme of learning and opportunity for Black and Black (mixed) heritage people run in partnership between Sheffield Hallam University and Manchester Metropolitan University.

We build community on ASPIRE through creative connections (Bewick, 2021). Meaningful connections between scholars, mentors, supervisors within ASPIRE community are created through the experience of arts of culture, student led activity e.g. conference, talk about race forums and shared, safe spaces of community. The scholars will use their affirmations to create artefacts will be showcased with the digital story at our cohort celebration event in September 2022

### Details

This session will be of interest to anyone who is interested to learn more about “building community,” particularly across marginalised groups and how this has been achieved in the ASPIRE programme.

ASPIRE is a 4- year research project. At the heart of ASPIRE is a 6-month programme (to be delivered to 3 annual cohorts), run in partnership between Sheffield Hallam University and Manchester Metropolitan University, funded by UKRI/Office for students.

<https://re.ukri.org/research/postgraduate-researchers/widening-participation-in-postgraduate-research/13-new-projects-to-improve-black-asian-and-minority-ethnic-students-access-to-postgraduate-research/>

The programme which seeks to develop life-wide skills through the development of personal and professional skills, work-readiness, employability skills, academic writing, and quantitative and qualitative research skills. As well as opportunities for skills development, the programme provides life coaching, well-being sessions, mentoring and academic supervision to support individual scholars in their learning journey.

However, pivotal to its success, is the ways which we enable meaningful connections between scholars, mentors, supervisors within ASPIRE community, through the experience of sharing lived experience, arts of culture and engaging in spaces through which scholars feel safe to bring their whole selves to the programme.

The programme started on 31st January 2022 and early evaluation indications are that the ASPIRE community is thriving and the sense of community and belonging is very much led by the scholars themselves.

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Session 5: Friday 17 June, 10:25 – 11:25

### Session number and location

5A, Brooks 2.12



## **Title of session: Embracing the uncomfortable truth – How to address racism and ethnicity in Higher Education**

### **Authors**

Corresponding author: Asiya Durrani-McCann, Manchester Metropolitan University - Manchester Fashion Institute, England, UK, A.Durrani@mmu.ac.uk

### **Short abstract**

There is an urgent need for universities to include strategies to respond to eradicate inequalities and increase diversity. We should be committed to ensure our taught curricula enables students to recognise the imperative of sensitive and confident engagement with EDI topics in work and future employment. This paper aims to propose actions that Manchester Fashion Institute is taking to help educators to address topics of race and ethnicity. Discussing sensitive subjects to address the elephant in the room, 'Racism', building on the Justice, Equality, and Diversity (JEDI) framework proposing 'Truth' is required (TEDI), as truth is the underpinning for Justice.

### **Details**

This research takes a sociological perspective as the purpose is to identify personal truth. Through humility, self-realisation and dialog, inclusive and diverse views can be practiced within the fashion programmes at Manchester Fashion Institute (MFI). Population wise Universities are diverse however research concerning HE identifies students from ethnic minorities are twice as likely to strongly disagree that they are taught by a diverse and inclusive teaching body (Weareface.2020). Although there has been extensive scholarship expounding the concept of humility (Michalec et al., 2021), previous work has yet to fully examine the role(s) of personal background and stratification with regards to the perception of others' humility.

The Black Lives Matter movement highlighted the inherent depth of racial inequality and injustice through global realisation. A decolonisation within practice to help create content that is true and relevant to our diverse student body in relation to employability within the Fashion Industry. Racism should be addressed in Education to provide an understanding and "Truth". In recent years the acronym EDI has been expanded to include Justice prior to Equality, Diversity, and Inclusion (Williamson and Kizilcec, 2022; Kohl, 2022). Justice is important as it provides accountability (Truong and Martinez, 2021), however before justice, truth is required and that is sometimes the uncomfortable aspect but essential for learning and understanding. There is an elephant in the room that must be acknowledged, to understand the realisation that we are not just individuals, but rather 'social beings' deeply enmeshed in society.

Workshops have been rolled out within MFI in which educators discussed their personal racial justice journeys as educators, presenting racism including reflections on personal processes of racial identity development. This is an uncomfortable truth for many, in this sense, there is an elephant in the room that must be acknowledged to advance EDI. Only appreciating the value of shared experience of race, can appropriate pathways towards alternative futures be offered (Wainwright and Larkins, 2020). To continue to advance change workshops which will give individuals an opportunity to Articulate, Communicate and Transform (ACT) will empower educators to overcome the nervousness and fear of addressing race and ethnicity openly.

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## Session number and location

5A, Brooks 2.12

## Title of session: Tell me about yourself: Integrating Refugees and Asylum Seekers into a Student Community

### Authors

Corresponding author: Tim Leigh, Manchester Metropolitan University, UK, [t.leigh@mmu.ac.uk](mailto:t.leigh@mmu.ac.uk)  
Caroline Collier, [c.collier@mmu.ac.uk](mailto:c.collier@mmu.ac.uk), (Manchester Metropolitan University)

### Short abstract

This presentation introduces a student-led initiative at Manchester Metropolitan University, connecting trainee English Language Teachers with Refugees and Asylum Seekers (RAS) entering UK Higher Education. In partnership with the charity Refuaid, the programme has supported more than 150 learners progress their English language, build an inclusive community, and improve the prospects at university: a sector in which RAS learners account for less than 1% of the student body (Office for Students, 2022).

### Details

The challenges Refugees and Asylum Seekers (RAS) face when entering UK Higher Education are broad and often overwhelming. In this talk, participants will be asked to consider these issues, which include limited financial support, difficulties with immigration status, tuition fee concerns, and issues validating previous qualifications are often-cited obstacles.

Another key issue is the language barrier. RAS learners, often non-native English speakers, require proficient English to both enter and succeed in UK Higher Education. In the talk, participants will be asked to consider the appropriate level of English for their programmes, and how this could and/or

should be measured. Ordinarily, RAS learners rely on voluntary courses in private language centres to teach them English, and they often need to pass one of the accredited language exams, such as IELTS, to accompany their university application.

In 2018, colleagues at Manchester Metropolitan University's Language Centre created a partnership with Refuaid, a charity focused on supporting access to higher education for RAS learners. The vision was to create a student-led English language programme, in which final year students undertaking an English Language Teacher training course, created, delivered, and co-ordinated free Language classes for RAS learners intending to, and currently in, Higher Education.

The overall aim of this talk is to firstly explain the context and rationale of this initiative. The talk then shares the key outputs of the programme, including the positive implications it had on both the trainee teachers and the RAS learners. There will also be a discussion surrounding how the lessons learnt have impacted subsequent programmes including our current work with the Afghan resettlement project. The talk concludes by highlighting the key benefits and factors to consider for fellow Universities to set up similar programmes at their institutions.

### **Session number and location**

5A, Brooks 2.12

### **Title of session:**

### **Authors**

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Lidewij Van Der Vaart, [lidewijvandervaat@hotmail.com](mailto:lidewijvandervaat@hotmail.com),

### **Short abstract**

Right2Education is a student-led initiative in Amsterdam, offering free Dutch and English Classes to refugees and asylum seekers. We hold regular language classes, plus donated spots from Dutch universities, through which we have integrated hundreds of guest students into mainstream undergraduate courses. Our community and classes are founded on the premise of mutual exchange of learning. We would like to present our model for language learning, and our efforts to make higher education more accessible to all. We will discuss challenges, barriers, and solutions we have experienced, and how we have learned from these to strengthen the community and improve our practice.

### **Details**

In this presentation I will talk about our organisation, Right2Education. Our name stems from Article 26 of the universal declaration of human rights which grants the right to education to all human beings. The UNESCO pledge is to leave no-one behind. Yet this is systematically not fulfilled for refugees and asylum-seekers across Europe. On this premise, Right2Education was set up by a group of students in Amsterdam in 2015. Since then hundreds of guest students - refugee and asylum-seeking students - have passed through our Dutch and English classes, and we have seen many of our guest students continue on to higher education and research careers across Europe.

I will talk about how we attempt to build an inclusive narrative of community education. Through our classes, donated places at university courses, a buddy system and social events, we increase access to university spaces. Many university students have been lucky enough to grow up in environments where university was presented as an opportunity to make friends - a place where we

would belong and feel welcome. The central aim of Right2Education is therefore to instil this feeling in every guest student which passes through our classes. I will describe how we attempt to increase access to education within communities which are systematically excluded from it, and to diversify our own universities and student bodies. As well as our regular classes, with donated spots from Amsterdam University College we have managed to integrate hundreds of guest students into Dutch classes where they study alongside international students. Our R2E classes are unlike traditional language classes, and unlike municipal classes offered for refugees and asylum seekers, because our foundation is of community and mutual exchange of learning. Some of the key challenges and barriers will be discussed, together with what we have learned and changed during this process.

We think our initiative aligns well with the EuroSoTL 2022 theme, because, whilst Right2Education is a simple concept, it represents a break away from traditional models of higher education. Our presentation will finish with some practical implications for integrating refugees and asylum seekers into European higher education systems.

### **Session number and location**

5B, Brooks 2.15

### **Title of session: What are SOTL communities for? A critical realist perspective!**

#### **Authors**

Corresponding author: Bernard Lisewski, MMU, England, b.lisewski@mmu.ac.uk

#### **Short abstract**

This presentation argues for a more active critical stance to be adopted in the SOTL communities that operate within an increasingly centrally managed, regulated and politicised HE system under the dirigisme of the Office for Students (Scott, 2021; 164). Critically reflective inquiry has always been integral to the SOTL but in the current HE environment its community building needs to be emboldened to pursue more emancipatory purposes. To this end, the presentation will focus on how Archer's (2010) notions of 'reflexive deliberation' and 'communicative reflexivity' could be employed in SOTL communities situated within the wider social, ideological and cultural factors at play within the contemporary HE system and their relationships with individual and collective agency.

#### **Details**

The SOTL involves critically reflecting and reporting on one's practice aimed at

improving the effectiveness of student learning and teaching (Healey, 2000; Kreber, 2002; Prosser, 2008). In promoting the use of critical reflection, particularly on PG Certificate teaching programmes (Kandlbinder and Peseta, 2009) often aimed at generating future SOTL communities, educational developers offer different

analytical reflective models composed of varying degrees of criticality (Brookfield 1995, 2009; Gibbs, 1988; Kolb, 1984; Moon, 1999; Schon, 1983). In discussing such programmes, Elton (2001: 422) argued that this training:

'Should develop a critical understanding of the teaching and learning process and, at least in part, aim at changing the system, rather than fitting people into it'.

Drawing on the theoretical lenses of critical theory and postmodernism, Kreber (2005) took up this cudgel on Elton's behalf and argued that the SOTL should undertake critical inquiry which was composed not only of discipline-based inquiry but also community empowerment in conjunction with emancipatory intent. Both

Brookfield (2009) and Mezirow (1981) have sought to equip critically reflective processes with more powerful analytical heft. For example, Brookfield (2009: 298) asserts that reflection:

“To be considered critical... must have as its explicit focus uncovering, and challenging, the power dynamics that frame practice and uncovering and challenging hegemonic assumptions (those assumptions we embrace as being in our best interests when in fact they are working against us)”

whilst Mezirow (1981: 6) has argued for a ‘perspective transformation’ and a ‘theoretical self-consciousness’ which both recognises and challenges the ‘paradigmatic assumptions in our thinking’ (ibid, 11). In 2012, Kahn, Qualter and Young argued for a paradigmatic shift towards a critical realist theory of learning and proposed the use of Margaret Archer’s (2010) notions of ‘reflexive deliberation’ and ‘communicative reflexivity’ to increase the capacity of early career academics to reflect on their teaching and learning practices on PG Certificate programmes. This presentation will extend their analysis to SOTL community building whilst simultaneously emphasising the need to acknowledge the interplay of the structural, cultural and agentic relationships that currently operate within the contemporary HE system.

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### **Session number and location**

5B, Brooks 2.15

### **Title of session: Building a peer-to-peer instructor community in kinesiology through online hangouts**

#### **Authors**

Corresponding author: Jackie Lysaght, International Kinesiology College, Ireland, lysaghtjackie@gmail.com

#### **Short abstract**

This presentation will show findings from a study of a community of practice which uses SoTL principles to support a peer-to-peer instructor community. Touch for Health (TFH) kinesiology is a health and well-being programme which incorporates manual muscle testing with goal setting, massage, acupuncture and nutrition. It is taught worldwide by International Kinesiology College certified instructors using a common curriculum in private colleges. Our instructors share a passion for Touch for Health, but historically we only met formally once every three years at country level for the instructor update. In 2018 I set up a peer-to-peer community of instructors called instructor hangouts, with a format guided by SoTL principles.

Evaluation of the community shows that instructor hangouts are considered beneficial by connecting and supporting instructors, fostering a sense of belonging and building TFH knowledge and community.

#### **Details**

Intended outcomes of the presentation session:

Participants at the presentation session will understand:

1. How we built a peer-to-peer instructor community through online hangouts
2. Why we intentionally choose each aspect of the format
3. Benefits and challenges of TFH instructor hangouts that have emerged

What I plan to cover:

1. Background to setting up our programme
2. Key features in our hangout format
3. Future directions

What participants will be doing to engage with the material in the poster session:

Participants at the presentation session will be invited to:

1. Work in small groups and share their experience of a peer-to-peer teacher community (are they involved in one, how does it support them or if not involved, would they like to be? Would the TFH format presented here work in their context?)
2. Post their key take-away(s) from this presentation on twitter using the hashtags #EuroSoTL22 #TFHInstructorhangout

Wenger et al. (2002) defines communities of practice as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge or expertise in this area by interacting on an ongoing basis.”

In Touch for Health, we already share a passion for this health and well-being programme and the introduction of online instructor hangouts allows us to connect and share with colleagues regularly. The design of hangouts followed SoTL principles and was guided by Shulman (1993) to make our teaching and learning visible, open to peer review and available for others to build on.

The format is a one-hour online zoom meeting, with session goals set jointly by a maximum of eight participants, engaging in meaningful discussion on a TFH topic and contributing to an after conversation in a Facebook closed group by posting key takeaways.

A study of a selection of participants used a qualitative approach gathering feedback by questionnaire and we also used an autoethnography methodology by analysing the co-ordinator’s ongoing diary reflections. The data showed that the activity was valued by the community. It is an affordable way to connect regularly, it fosters a sense of belonging and builds TFH knowledge and community.

Future studies should investigate how we can make this novice community of practice sustainable into the future and how to link instructor hangouts directly to the impact on student learning.

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**Session number and location**

5B, Brooks 2.15

**Title of session: Discomfort and difficult subjects: Reflections on teaching and learning in Humanitarian Studies****Authors**

Corresponding author: Helen Underhill, Manchester Metropolitan University, UK, h.underhill@mmu.ac.uk  
Jessica Hawkins, jessica.hawkins@manchester.ac.uk, (University of Manchester)

**Short abstract**

We examine discomfort as pedagogy, exploring the emotional dimensions of communities of practice as students of Humanitarianism. We connect theory and practice, providing examples from teaching UG+PG students as they explore 'difficult' topics and build a sense of community through a mutual recognition of discomfort in the processes of learning.

**Details**

This presentation draws on Boler and Zembylas' explorations of Pedagogies of Discomfort to reflect on the teaching of difficult subjects in Higher Education. We provide examples from our work with undergraduate and post-graduate students of Humanitarianism as they tackle issues such as displacement as a consequence of war, gender-based sexual violence and processes of justice and reconciliation. We reflect on the use of texts and stories of the lived experience of conflict and disasters, exploring how pedagogical choices shape students' knowledge and understanding but also, importantly, the ethical landscape of their engagement. Recognising and working with discomfort within a community of learners can be full of pedagogical possibility, we will argue, is critical to ensuring students engage with these challenging issues sensitively and to acknowledging the emotional dimensions of such work. For scholars of teaching and learning, we aim to connect theory and practice through critically engaged reflective practice that ensures difficult subjects such as conflict and violence are not avoided in the classroom environment.

**Session number and location**

5C, Brooks 2.16

**Title of session: Engaging students as pedagogic consultants to co-create inclusive, reflective learning experiences and communities****Authors**

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**Short abstract**

Our presentation offers insights into our experience of co-creating, with students and in a cross-departmental team, a resource that scaffolds reflection towards the summative assessment on a



postgraduate module (“Working with Museums and Heritage”). SoTL sparked our collaboration, framed our outcomes, and is informing our work to build further impact.

### Details

Co-production, reflective practice and inclusivity are key concerns in contemporary museum practice. Nottingham Trent University’s Master’s course in Museum and Heritage Development was therefore an ideal testbed for developing a SoTL-driven resource using student partnership that aimed to embed reflective practice amongst a diverse course community. This project brought together a cross-functional community of practice, including staff and academics in different departments.

Drawing on Fanghanel et al. (2016), the project development and evaluation were shaped around rich, reflective dialogue, integrating academic literature. Building on Healey and Healey’s (2019) student-as-pedagogic-consultants approach and using IdeoU’s design thinking framework (IdeoU, no date, and Snelling et al., 2019) to scaffold their collaboration process, Charlie Pratley (Lecturer in Museum Studies) and Amy Elmughrabi (student on the MA Museums and Heritage Development) transformed the formative reflective strand of the “Working with Museums and Heritage” module. This addressed a research gap in applying design thinking to pedagogic design whilst aiming to improve the depth of student engagement and attainment. PebblePad, a digital portfolio platform, was used to create a reflective workbook due to its template functionality and continuity of access beyond a course (Roberts, 2018) and the ability to improve inclusive teaching (Bovill, Matthews and Hinchcliffe, 2021; Curtis et al., 2015).

In the presentation, Charlie and Amy will introduce the resource, highlighting key learning points from the co-creation experience within an academic context. Sample material from the resource, with annotations, will be available in advance via the National Teaching Repository ([https://figshare.edgehill.ac.uk/The\\_National\\_Teaching\\_Repository](https://figshare.edgehill.ac.uk/The_National_Teaching_Repository)). Lia Blaj-Ward (Associate Professor, Teaching and Scholarship), Sarah Johnson (Library Projects Supervisor) and Rosemary Pearce (Learning Development Manager) helped shape the project, providing contextual scholarship material, critical feedback and digital learning expertise. They will reflect on their experiences with the two frameworks (students as pedagogic consultants and IdeoU’s design thinking) and working as a cross-disciplinary team. Delegates will be invited to submit questions via an interactive online tool, to shape discussion on how we, as a SoTL community, can create further impact, with inspiration from Peseta et al. (2021) and Tuhkala et al. (2021) among others.

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### **Session number and location**

5C, Brooks 2.16

### **Title of session: Towards collaborative educational development: connecting learning design with curriculum interactivity**

#### **Authors**

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#### **Short abstract**

We demonstrate an innovative and flexible approach to learning design that is currently being developed as part of a departmental programme re-design process. This framework is powered by an interactive tool that leverages graph databases as a foundation for designing learning activities with real-time visualisations. Our approach allows teachers, students, and everyone involved in the education to build a community of practice by having customised insight into the learning environment, by having more and better conversations about teaching and learning, and by collaborating on educational development. In this presentation, we invite audience members to explore the design tool and visualisations.

## Details

One way of promoting effective learning environments is by creating spaces for conversations about curriculum, teaching, and learning in higher education (Bovill and Woolmer, 2019). However, to establish such conversations in a complex programme where teachers have different perspectives and priorities, we need to ensure that both the elements of teaching and learning and the connections among these elements are available so that all teaching staff and students can make sense of the programme.

In addition to availability, Roxå and Mårtensson (2009) have also emphasised the importance of informal teaching and learning networks to promote these conversations. Similarly, a process of curriculum mapping itself can foster collaboration and communication among the teaching staff (Wijngaards-de Meij and Merx, 2018). However, a literature review of 185 discipline-specific references for curriculum mapping in higher education revealed that most mapping efforts used spreadsheets and matrices to represent teaching and learning at the programme level (Rawle, Bowen, Murck and Hong, 2017). We argue that this matrix approach is too rigid and coarse-grained to capture the relevant complexity of teaching and learning. Instead, to establish a more effective practice that bridges the gap between learning design and curriculum mapping, we propose a graph-based approach that explicitly represents not only the elements of teaching and learning, but also the (potentially complex) relationships between those elements. In addition to emphasising connectivity, which supports constructive alignment and coherence at multiple levels (Biggs, 1996), our framework promotes much greater flexibility in designing student learning trajectories, modularity, co-creation and teacher roles.

By establishing curriculum interactivity, we aim to promote co-creation across the department and growth of SoTL communities that will have impact on student learning and development of effective learning environments. In this presentation, we will demonstrate and invite the audience to explore the innovative and flexible tool for learning design and visualization. We then outline the process of expanding these concepts into a curriculum database and showcase working examples of the interactive dashboards which are part of the programme re-design process currently being conducted at the Department of Earth Science at the University of Bergen.

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### Session number and location

5C, Brooks 2.16

### Title of session: The value of in-person teaching in developing a learning community and a sense of “feeling like a student”

#### Authors

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#### Short abstract

COVID-19 has provided a unique opportunity to re-evaluate teaching delivery in Higher Education, with a specific focus on how a hybrid (online and in-person) delivery can support the student experience. As such, in this study, we sought to explore the pedagogic utility of in-person and online learning. Our results demonstrated that online learning increases flexibility and student autonomy. However, in-person teaching is essential for providing meaningful interactions between students and staff to provide a sense of ‘student identity’, which is beneficial to foster a sense of belonging to a learning community.

#### Details

Higher Education is unlikely to revert to pre-COVID-19 delivery methods (Kalantiz, Cope, 2020). Therefore, this raises important questions about how students’ sense of belonging, sense of learning community, and voice can be best facilitated within hybrid delivery. However, there are conflicting findings as to whether hybrid (online and in-person) teaching can lead to increased student community, autonomy, flexibility, engagement, and improved student experience (Harris et al., 2021; Liu et al 2020). As such, we conducted two studies that aimed to understand students’ perceptions of online and in-person teaching, in order to identify potential effects of a hybrid approach on students’ motivation and sense of belonging.

In Study 1, 64 students completed a questionnaire about their preferences for online and in-person teaching. The results showed that, overwhelmingly, students wanted to retain the practice of recording teaching sessions and online synchronous Q and A sessions that supported pre-recorded lectures. When asked what ‘ideal teaching’ would look like, 52% of respondents indicated a preference for completely in-person teaching, whereas 31% suggested a mix of online and in-person teaching.

Study 2 then aimed to explore these responses further. We aimed to understand the value of the traditional in-person lecture if all lectures are recorded and available online. To achieve this, we conducted five focus groups that were led by our final year students (with a total of 22 participants). Initial analysis of the focus group data demonstrates that in-person teaching, with meaningful interactions with other students and staff members provides a sense of ‘student identity’ and helps to build a learning community. Additionally, the time constraints of in-person teaching provided a motivation to learn. Taken together, our research shows that online content affords flexibility and

increases inclusivity, while in-person teaching may be beneficial to foster a sense of belonging to a learning community.

### **Session number and location**

5D, Brooks 2.17

### **Title of session: Creating SoTL communities through critical storytelling: reflections on a participatory study with Russell Group academics of working-class heritage**

#### **Authors**

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#### Short abstract

This paper discusses a participatory critical storytelling project exploring the routes into academia taken by a group of eight UK-based Russell Group academics who identify as being of working-class heritage (WCH). The study has provided the participants with a space to unsettle, interrogate and (re)interpret their life (hi)stories to generate composite stories to counter stereotypes representing academics of WCH in deficit terms. The stories created from data co-produced during the sessions is being transformed into academic, and non-academic content aimed as students of WCH in, or considering postgraduate study. The final stories seek to demonstrate to these students people like them exist in academia.

#### Details

While the lives of academics of working-class heritage (WCH) are an increasing source of inquiry, few studies exist which mobilise participatory approaches situating the participants as co-producers of knowledge about their own lived experiences.

While the lives of academics of working-class heritage (WCH) are an increasing source of inquiry, few studies exist which mobilise participatory approaches situating the participants as co-producers of knowledge about their own lived experiences.

This presentation discusses a participatory study with eight Russell Group university academics located in the UK. The study mobilised critical storytelling methods to challenge a narrow range of stereotypes more often than not representing academics of WCH in deficit tropes (Brook and Michell, 2012; Morley, 2021). In sharing and questioning their stories, an inquiry space emerged to co-produce knowledge aimed at expanding the possibilities of understanding what it means to identify as an academic of WCH. Working collectively with narrative data, the participants created composite stories representing the diverse, rich complexities of being/becoming an academic of WCH. Aimed at students of WCH considering, or in postgraduate study, the academic and non-academic outputs seek to communicate that academia is a place where people like them exist.

The study aligns with pedagogic approaches aimed at providing under-represented social groups with inquiry spaces to co-produce knowledge as part of community development approaches to counter forms of epistemic injustice. The participants shared, critiqued and analysed their lived experiences to comprehend how wider social and cultural factors shaped them. Through this dialogic

and reflexive process, a “Third Voice” formed from contrasting perspectives, producing new understandings of self and shared experiences (Goodson and Gill, 2011: 79). The interrogative process was marked by emotional dissonance as participants revisited and reconfigured their lived experiences in the presence of each other. In line with the concept of critical hope (see Bozalek et al, 2014), the participants collectively worked through despair and discomfort to counter reductive caricatures of academics of WCH with stories celebrating the contributions they, and others, have made to academia and beyond.

Based on the outcomes of the study to date, the Authors consider possibilities for this approach to create SoTL communities through forms of narrative participatory inquiry. Through a series of reflective prompts, audience members are asked to contribute thoughts and questions to generate dialogue aimed at developing the approach further.

This paper discusses a participatory study with eight Russell Group university academics located in the UK. The study mobilised critical storytelling methods to challenge a narrow range of stereotypes more often than not representing academics of WCH in deficit tropes (Brook and Michell, 2012; Morley, 2021). In sharing and questioning their stories, an inquiry space emerged to co-produce knowledge aimed at expanding the possibilities of understanding what it means to identify as an academic of WCH. Working with narrative data, the participants are creating composite stories representing the diverse, rich complexities of being/becoming an academic of WCH. Aimed at students of WCH considering, or in postgraduate study, the academic and non-academic outputs seek to communicate that academia is a place where people like them exist.

The study aligns with pedagogic approaches aimed at providing under-represented social groups with inquiry spaces to co-produce knowledge to counter forms of epistemic injustice they encounter. The participants shared, critiqued and analysed their lived experiences to comprehend how wider social and cultural factors shaped them. Through this dialogic and reflexive process, a “Third Voice” formed from contrasting perspectives, producing new understandings of self and shared experiences (Goodson and Gill, 2011: 79). The interrogative process was marked by emotional dissonance as participants revisited and reconfigured their lived experiences in the presence of each other. In line with the concept of critical hope (see Bozalek et al, 2014), the participants collectively worked through despair and discomfort to counter reductive caricatures of academics of WCH with stories celebrating the contributions they, and others, have made to academia and beyond.

Based on the outcomes of the study to date, the Authors contend that this approach can foster critical SoTL communities seeking epistemic justice for under-represented social groups. However, for such groups to function, participants must be willing to work with emotional discomfort and ambiguity as familiar life (hi)stories are unsettled to create new meanings.

#### **Session number and location**

5D, Brooks 2.17

#### **Title of session: Can the covid-19 pandemic move mountains? An opportunity for redesigning learning assessment in higher education**

#### **Authors**

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### Short abstract

Learning assessment in higher education has always been an educational issue very resistant to change that concerns a large number of teachers. The covid-19 pandemic created even more challenges for teachers. This communication shares the progress made in an ongoing investigation on "Teacher training for the assessment of learning in the context of remote education". A first phase analysed and systematised 51 assessments planned in a first training workshop. It resulted in the development of a guide that comprehensively structures different aspects that should be considered when designing a learning assessment activity

### Details

Learning assessment in higher education has always been an educational issue very resistant to change that concerns a large number of teachers. The covid-19 pandemic and subsequent need to teach remotely created even more challenges for teachers (García-Peñalvo, 2020).

This communication shares the progress made in an ongoing investigation on "Teacher training for the assessment of learning in the context of remote education". The project aims to characterise remote learning assessment activities designed by teachers of a health sciences University in the context of a teacher training programme on this topic.

It is a descriptive-interpretative study with a qualitative approach. A first phase analysed and systematised 51 assessments planned in a first training workshop. It resulted in the development of a guide that comprehensively structures different aspects that should be considered when designing a learning assessment activity (Schwartzman et al., 2021).

In a second phase, this teaching tool is being revised and adjusted through its iterative use in new teacher training workshops. 50 new assessment activities were designed in this context. Results show teachers mostly choose to carry out assessment of learning (Barbera, 2016) through written tasks where students are asked to analyse cases, solve exercises or questionnaires. These intend to assess students' competencies when analysing or developing professional practices. They specially value knowledge integration and solid conceptual foundations. In addition, they choose asynchronous assessments, developed through online collaborative documents. Teacher's interventions are planned for the beginning and end of the process with the purpose of explaining the task and giving feedback. Finally, an inclination to carry out such communications via forum or videoconference meetings was observed.

We consider this guide to be a tool that favours the transfer of what teachers learn during training (Feixas et al., 2013) to their remote teaching practice. Assessments for learning and as learning experiences (Barbera, 2006) need to be promoted to further academic perspective of teaching and learning. We are also interested in exploring its potential for the design of hybrid assessment activities post-pandemic.

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### **Session number and location**

5D, Brooks 2.15

### **Title of session: Academic Offences and International Students: Assessing Inside Views to Design Effective Preventive Measures**

### **Authors**

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### **Short abstract**

Postgraduate international students face specific challenges when dealing with the implementation of academic integrity rules. This research seeks to shed some light on postgraduate international students' views on academic offences and their approaches to academic integrity to inform future policies and prevention strategies of Higher Education institutions.

### **Details**

In recent years, the violation of academic integrity (AI) rules in Higher Education has been at the centre of lively scholarly debate, focusing on the objectives of AI, the type of academic offences and their definition, the driving factors, and prevention and detection strategies. The analysis has been done mainly from an academic perspective, with the creation of a regulatory framework where objectives and aims are clearly defined, and Higher Education institutions rely upon strategies that best fit their agenda (e.g. financial and pedagogical). However, this approach is limited because it gives scarce consideration to students' views and expectations. Therefore, the theoretical discussion on AI and the design of prevention strategies do not necessarily evaluate the perspectives of the direct recipients of AI rules, i.e. the students. This is pedagogically incorrect because it disregards the need to create a partnership with students and get them involved actively in the AI learning process. It is also counterproductive and ineffective. Indeed, Higher Education institutions' approaches risk disregarding students' ideas and views, which might provide insightful elements to inform and improve the existing regulatory framework.

This paper will discuss the topic by providing a critical analysis with original data obtained through the author's empirical research involving postgraduate international students enrolled at the School of Law of the University of Leeds. The paper seeks to answer the following research question: What are the key aspects to consider to design effective preventive measures for academic offences committed by postgraduate international students in the UK Higher Education. In so doing, this study will shed light on key aspects that emerge from postgraduate international students' views on academic offences (and their avoidance). Ultimately, it is posited that that the findings obtained in



this project will be beneficial to help educators design better preventive measures at Higher Education institutions.

## **Workshop**

### **Session number and location**

5E, Brooks 2.18

### **Title of session: Transforming induction practice through SoTL-inspired Student Staff Partnership Projects**

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#### Short abstract

This workshop explores the impact of cycles of Student Staff Partnership Projects (SSPP) on the development of induction practice at Newman University. As an institution we are committed to our social justice mission, welcoming students from a diverse widening participation base, which in turn creates impetus for ensuring our induction practice enables student persistence and flourishing. SSPP are a primary SoTL tool in reinventing our induction offer - engaging faculty, staff and students in cycles of participant action research - and participants will gain an understanding of this cyclical process and reflect upon their own partnership working for institutional change.

#### Details

This workshop will explore the impact of cycles of Student Staff Partnership Projects (SSPP), that have narrowed the gap between research and practice and ensured voices from across our diverse community have shaped our changing approach to induction. In the session participants will be able to gain an understanding of the ethos of SSPP at Newman (Peters and Mathias 2018) as it unites our community; consider SSPP working as a form of situated participant action research; analyse SSPP data on student induction; and reflect on how partnership working might shape induction and SoTL practices at their own institution.

Since 2018 we have been engaged in a continuing cycle of SoTL, through SSPP, to inform the reinvention of our institutional induction approach. The specific drivers for this include our improved understanding of student experience via big data; a recognition that our approach had become outmoded, and no longer reflected recent scholarship, research or evidence of best practice from the sector (Thomas 2012; Alsford and Rose 2014; Gale and Parker 2012; Farenga 2017; Carruthers-Thomas 2019); and an institutional culture that strives for consultation and simultaneous ground-up / top-down approaches to new working practices. These drivers are now articulated through a Theory of Change model (Rogers 2014) based on culture shift through the development of communities of practice (Wenger et al 2002; Shapiro and Levine 1999).

Newman is a small university (2900 students) in Birmingham in the UK. We consistently exceed sector averages for recruitment from under-represented and disadvantaged groups, including mature, disabled, first-generation and low participation neighbourhood students. Thus, unlike many institutions, recruiting students from such groups is not our challenge; retaining them, however, is.

Our approach to induction is therefore critical, if we accept the premise that a 'good start is half the work' (EFYE 2019). Our social-justice-driven strategic agenda, creates a moral responsibility to enable student persistence and flourishing; but these are now matched by a variety of metricised and regulatory expectations. Here the market agenda is married with the human agenda (Giroux 2006) and provides added impetus for collaboratively revising our induction practices.

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### Session 6: Friday 17 June, 13:15 – 14:15

#### **Session number and location**

6A, Brooks 2.12

#### **Title of session: Sowing SoTL seeds through Peer Mentoring**

#### **Authors**

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### Short abstract

This presentation discusses the influence of a peer mentoring project on promoting the values of SoTL through creating inclusive environments for learning and teaching. The presentation will further explore the impact, value and reach of a funded project that has significantly reduced award gaps and enriched the student learning experience. Attendees will be able to reflect on positive change and how through communities of shared practice, we are able to sow seeds for SoTL development and sustainability.

### Details

This presentation reports on a SoTL project that explores the impact, value and reach of a student-led peer mentoring project (SMILES) within a widening participation UK higher education institution. Students' connectedness to the university and their identity of 'being a student' has the potential to impact their commitment to studying and development as learners. Those who feel they do not fit in, have difficulty settling at university. SMILES prides itself on recruiting mature students who benefit directly by narrating and sharing their experiences with the younger student cohort. This has resulted in a 2% decrease in the participation gap between young and mature full-time students and a 12% decrease in the award gap. The importance of peer support has been widely recognised to encourage social inclusion and integration (Heirdsfield, et.al., 2008) and Glaser, et.al. (2006). Undergraduate students typically have diverse prior experiences and cultural influences. These students may see higher education as a space wherein these diverse personal attributes come together yet may be troublesome and problematic for other students to accept or embrace based on their journey into the Higher education environment. SMILES data reveals that over the past 5 years there has been a 15% increase in participation and continuation, with a 5% reduction in programme attrition across all students on the project. Student engagement, particularly within a UK context, is one of the primary impact metrics used to assess the quality of Higher Education provision. In doing so, Higher education experiences are considered to transform lives and improve society by developing engaged citizens who make a valuable contribution to a nation's wellbeing (Brabon, 2017). SMILES, has responded to these challenges by promoting effective learning and support environments. Using SMILES as an example of good practice, the presentation weaves together how communities of co-created practice influence and transform learning experiences and enable networks for collaboration. It further explores the value of SoTL initiatives in supporting student transitions and enabling their successes. Attendees will have the opportunity to discuss how SoTL projects can trigger the development of SoTL communities of practices within, and beyond, the confines of the Institution.

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## Session number and location

6A, Brooks 2.12

**Title of session: Motivations to study and experiences of campus interactions in a diverse community of learners: connecting students experience and its influence on awarding gaps.**

## Authors

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## Short abstract

In order to overcome the awarding gap and build a truly inclusive learning environment, three years of data on attainment gaps in one academic department consisting of four undergraduate programmes, were evaluated. Black males were identified as the student group least likely to graduate with good honours. Additional background information (for instance, domicile) appears to have little impact on this attainment gap. Subsequently, there was a need to understand the factors that influence students whilst they study within the department, and whether there were any differences in perceptions of various interactions that students experience on Campus.

## Details

Office for Students (OfS, 2019) highlights persistence of unexplained differences in continuation, and academic achievement between ethnic groups. Research by Forsyth et al. (2021) suggested that academic staff are committed to inclusion but may feel disempowered to effect institution-wide culture change. Thus, awareness of inclusion issues it may not translate to changes in teacher-learner interactions. The purpose of this scholarship of teaching and learning study was to quantitatively analyse perceptions of various campus interactions by a diverse community of learners. Factors such as: ethnicity, gender expression, sexual orientation and disability were considered. All the undergraduate students in the department were targeted and Programme Leads were asked to distribute the survey link through the university's virtual learning environment. The questionnaire explored participant characteristics, motivation to study (internal and external), and their experience of various university interactions (classroom interactions, friendships, representation, assessment).

Ninety complete responses to the questionnaire were received. Cronbach- $\alpha$  test ( $\alpha=0.877$ ) indicated internal reliability of the devised data collection instrument. Multivariate analysis was utilised to elucidate the impact of independent factors on participants' responses. There was a statistically significant effect of ethnic background ( $p=0.043$ ), gender ( $p<0.001$ ), sexual orientation ( $p=0.004$ ) and disability status ( $p=0.001$ ). There was also a statistically significant effect of interaction of ethnic background and gender ( $p=0.003$ ) on participants' responses. In subsequent analyses, differences in experience of various interactions between groups of students were found. For example, there was a statistically significant difference in perception of presence in the university of people sharing student characteristics between students from various ethnic backgrounds ( $p=0.018$ ). The combined effects of some of the respondents' characteristics require further exploration and consideration when planning interactions with this community of learners. This study was quantitative and further, qualitative investigation to fully explore the findings is needed. However, the data from this study provides insights into factors that may influence attainment, and a starting point for further conversations and actions. The outcomes of this study will contribute to increasing awareness of the

issue of differential outcomes, and, in fullness of time, removing the awarding gap between various groups of students in the department.

In our interactive presentation, we will explore the topic of awarding gap and engagement with student experiences to create an inclusive learning environment. We will share the details of design of data collection instrument, data collection and subsequent analyses, the key results of the study and the ongoing work on awarding gap in the academic department where the research took place. Participants will be given an opportunity to reflect on and share their own experiences using a variety of innovative tools during the presentation.

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### Session number and location

6A, Brooks 2.12

**Title of session: Creating a 'Sense of Belonging' and community building through co-creation; the case of 'Cultural Insight Wednesdays'; a student-lead podcasting project**

### Authors

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### Short abstract

With the increasingly diverse student-mix it is more important that universities are able to address this real challenge in providing structured co-creation opportunity for students to interact with peers to facilitate intercultural competence (ICC) development to nurture a 'sense of belonging' and understanding for all learners. This paper reports on a successful faculty- wide ICC co-created student-podcaster project. 'Cultural Insight Wednesdays Student-Podcast Series' (Hussain, 2021) is a project that foregrounds ICC dialogue through student-voice, providing a sustainable way of facilitating much-needed globalised conversation, creating inroads to decolonising the co-curricular space in a post-Covid world through foregrounding and harnessing the power of co-creation.

### Details

With the increasingly diverse student-mix it is more important that universities are able to address this real challenge in providing structured co-creation opportunity for students to interact with peers to facilitate intercultural competence (Deardorff, 2015) development to nurture a 'sense of belonging' and understanding for all learners. This paper reports on a successful faculty- wide ICC co-created student-podcaster project. 'Cultural Insight Wednesdays Student-Podcast Series' (Hussain, 2021) is a project that foregrounds intercultural dialogue through student-voice, providing a sustainable way of facilitating much-needed globalised conversation, creating inroads to decolonising the co-curricular space in a post-Covid world through foregrounding and harnessing the power of co-creation.

## Session number and location

6B, Brooks 2.15

## Title of session: Year Manager Touch Points Promoting the Student Community and Building Inclusivity'

### Authors

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### Short abstract

The Undergraduate Programmes in the Fashion Business and Technology discipline at the University of Manchester has a Year Manager system across years 1-3. Established in 2019, to create a cohesive and collaborative space for building a discipline identity, whilst transmitting key educational information. Specifically, within the direction for Flexible Learning by underpinning the vision of helping to meet the diverse student needs through flexible, personalised and interdisciplinary experiences. Creating a more personalised and inclusive approach to teaching and learning and helping to break down barriers to higher education and boundaries to learning.

### Details

Year managers established a streamlined approach that delivered various weekly themed topics, that were not captured in the curriculum, but are a requirement of the student's journey, starting in Year 1 with the transition into Higher Education (Larsen et al., 2009). In this presentation we will outline the project goal and process from start to finish. Discussing the challenges, pitfalls and lessons learnt.

How the team planned, created, managed and delivered this project with the students at the heart of all the decision making. How a series of weekly sessions in semester 1 and 2 was established to foster engagement, community, clarity in key communications, needed for students in large diverse cohorts to build their resilience, confidence and sense of belonging and maintain inclusivity. (Mulryan-Kyne 2010)

Learning Outcomes , How delegates can implement the findings:

- The Year Manager sessions can be delivered within an appropriate timeframe, and as such we have found that engagement has improved positively.
- The sessions are instrumental in supporting student's wellbeing and in building their own communities. University students are experiencing higher levels of lifestyle and academic stress and need emotional support and are categorised as an at-risk group for development of mental health problems (Laws , Fiedler 2012)
- Teams for Study Abroad, Library and Careers provided excellent feedback and commented on the improvements of embedding these sessions to give context and understanding to the students.
- We recommend that delegates work in partnership with the student cohort and encourage them to influence the weekly content and delivery approach of the student centred activities to enhance engagement. Demonstrating a shift from support as a mainly reactive

response to perceived student problems, to a 'supportive' (and proactive) environment (Jacklin , Le Riche 2009).

- In 2021 the team were awarded a Teaching Excellence Awards 2021: Fashion Business and Technology Year Manager support and community.

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## Session number and location

6B, Brooks 2.15

**Title of session: How do foster program leaders in leadership for learning? Lessons learnt in professional development course about curriculum alignment.**

## Authors

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## Short abstract

The teaching and learning have been the focus of studies in higher education and university management in past decades, but the curriculum and studies about curriculum development have been emerging recently. The aim of the presentation is to explain how to foster the improvement of leadership practices of program leaders by professional development course focusing on leadership for learning. As a result of the action research the course for the program leaders was redesigned according to the principles of scholarship for curriculum studies.

## Details

The academic leadership has been an emerging research field. The leadership practices expected from program leaders as academic leaders is discussed in the context of teaching and learning in universities. The program leader has a holistic approach to curriculum and can influence the most the quality of students learning experience (Debowski, 2012; Schindler et al., 2015). Therefore, there are remarkable policy and governmental efforts to harmonize the key components and outcomes expected in higher education curriculum (Kandiko , Blackmore, 2012). It has resulted in rather technical-rational approach to formulate learning outcomes, to describe assessment criteria and tasks (Barnett , Coate, 2004). The studies on educational leadership have concluded that the greatest impact on students learning has these leadership practices which focus on the learning of students and learning of teachers (DeMatthews, 2014; Hallinger P., 2011). The current possibilities of academic leaders for professional development has been criticized because of their limited consideration of the specificity of leadership in higher education context (Dopson et al., 2019). Marshall et al., (2011) suggest that the professional development courses of academic leaders

should enable to learn from practical improvements and form communities of practice for future developments.

The presentation will introduce the results and conclusions of my action research conducted during the professional development courses of program leaders in Estonian higher education. The basic idea of the course was to present the concept of curriculum alignment (Biggs, Tang, 2008) as a valuable tool to implement the leadership for learning. After analysing the interviews of program leaders and their assignments during the course, it was redesigned according to the scholarship of curriculum studies.

### **Session number and location**

6B, Brooks 2.15

### **Title of session: Building social communities and learning environments through student-led programs**

#### **Authors**

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#### **Short abstract**

bioCEED - Centre for Excellence in Biology Education, works towards creating social learning platforms for students by engaging them in creative projects targeting practical skills for future needs. Within bioCEED there are several projects which are organized by student representatives. bioCEED in this case functions as a foundation of resources for enhanced learning. Over the years, several projects with different goals have been initiated and run by student representatives: . The main focus in all of these projects is to grow student-networks for learning and research in a social environment.

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bioCEED: <https://bioceed.w.uib.no>

UNISbreakfast: <https://bioceed.w.uib.no/unisbreakfast/>

BiORAKEL: <https://biorakel.w.uib.no/>

#### **Details**

During our presentation we intend to present our experiences with building (student-led projects) programmes that enhance social learning communities. We will do this by presenting two student-led projects UNISbreakfast and biORAKEL.



UNISbreakfast is arranged at the University Centre in Svalbard (UNIS), twice per semester, and is a social breakfast in a relaxed academic atmosphere.. Master and PhD students are invited to give a talk about their research projects and educational choices which led them where they are today. Free breakfast is served to all participants. All UNIS students are invited, no matter their degree level or discipline. A nice free breakfast and interesting talks are a great way to start the day. Furthermore it is a great opportunity to learn about ongoing projects and provides a platform to ask questions, network and build communities.

BiORAKEL is a social learning platform for undergraduates. Graduate students arrange meetings every week where tips and advice are offered for assignments in undergraduate courses, while preparing waffles and coffee for the visitors. It is important for biORAKEL to create a comfortable atmosphere where students feel like it is easier to ask for help than for instance in a lecture. In addition, biORAKEL offers to review reports and assignments via email before assignments are due, giving undergraduates a light introduction to peer-reviews and more concrete feedback on their work. biORAKEL builds bridges between students at different stages in their studies and between different directions within biology. It has undoubtedly been a success, and is currently running on its 11th semester.

These are somewhat different projects, but during our presentation we want to emphasize what they have in common: building a community for learning and curiosity.

Towards the end of the presentation we would like to open up a discussion covering challenges around starting up similar projects to what we have presented. By opening up this discussion, we hope to share our experiences and how we handled different challenges.

### **Session number and location**

6C, Brooks 2.16

### **Title of session: University Sport: identity, belonging and what it means to be a member.**

#### **Authors**

Corresponding author: Maria Moxey, University of Winchester, England,  
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#### **Short abstract**

While university sport is intended to be an extracurricular activity for the betterment of the student experience, drawing on PhD findings, I argue that it indeed plays a central role in helping students to feel valued members of the university community which influences their decisions to persist. The support network and sense of community developed is central to many students' experiences of university due to the deep and meaningful connections formed. In this session I intend to provoke thought, raise questions, and shed new light on the role and value of sports clubs in creating a sense of community at university.

#### **Details**

Traditionally, community has been associated with place and territory, and is understood as a set of social relations and networks within a particular locality (Kanno , Norton, 2003; Tonts , Atherley, 2010). Community is also a meaningful system of cultural practices and values which provide members with a sense of belonging (Cohen, 1985). These practices and values become built within the character of the community and provide a sense of distinctiveness which separates one group from another. Applying McMillan and Chavis's (1986) early definition of community to university

students, Strayhorn (2019) refers to sense of belonging in relation to perceived support, feelings of connectedness, mattering or feeling cared about, accepted, respected, valued by, and important to the campus community. This paper explores how university sports clubs play a central role in students' feelings of connectedness, belonging, and significantly, how this was magnified during COVID-19.

While it is often thought of in relation to geographic locality, community is a symbolic construct which connects people based on commonalities individuals share, and to which they attach significant meaning (Cohen, 2002). University sports clubs are made up of a host of symbolic traditions, characteristics and social practices that make being part of a sports team at university a significant part of the student experience. So significant indeed that the support network developed within sports clubs actually influences many students' decisions to persist at university.

In March 2020 when the country went into lockdown, our understanding of what it means to be part of the university community changed drastically, and through reflecting on findings from PhD research, it is clear that the community developed among sports clubs was maintained throughout the pandemic as many students replicated their weekly routine online, thus clubs attempted to recreate what it means to be a member of a university sports club via virtual communities. Therefore, through applying a Bourdieusian lens, I aim to shed light on the ways in which university sports clubs foster a sense of community which is central to the student experience.

#### **Session number and location**

6C, Brooks 2.16

#### **Title of session: Building sustainable and accessible environments for learning and health**

#### **Authors**

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#### **Short abstract**

Many students in higher education experience different forms of psychological symptoms and stress. Although such experiences could be considered normal human reactions, they might lead to more severe mental health problems, and they might impact individual and communal learning negatively. This presentation describes an initiative at the University of Gothenburg, Sweden, with the aim to help build and promote sustainable and accessible environments for student that promote not only learning but also mental health.

#### **Details**

Many students in higher education experience different forms of psychological symptoms and stress (e.g., Larcombe et al., 2016). Students have been found to have higher levels of psychological symptoms than same-age peers and the symptoms are higher during than before entering studies (Rotenstein et al., 2016). Although experiences such as stress and anxiety could be considered normal human reactions, they might lead to more severe mental health problems, and they might impact learning negatively. There is a well-established association between aspects of mental health and well-being on the one hand and learning on the other (e.g., Gilar-Corbi et al., 2020). Consequently, there are good reasons to think that mental health symptoms might impact individual and communal learning negatively.

This presentation describes an ongoing initiative at the University of Gothenburg, Sweden, which aims to help build and promote sustainable and accessible environments for student that promote not only learning but also mental health. In other words, it focuses on communal efforts and solutions. The initiative has initiated several projects, for instance:

- Student life. This project is about monitoring, documenting and drawing conclusions from how students experience their first five weeks as students based on student keeping diaries. Students and staff analyze the diaries together and students provide solutions for how to develop the learning environments to better accommodate students' learning and health needs.
- Student-centered flexibility is a project which aims to investigate the possibilities for giving students the opportunity to choose their own pathway of learning through courses (cf. HyFlex) to build more inclusive courses.
- Toolbox for sustainable studies. A web-based resource has been developed which can be used by any staff member and others who want to work with student mental health and sustainability, focusing in particular on the study environment and inclusion in the classroom.

Presentation participants will be engaged in via brief interactive exercises and discussions.

Many universities offer students individual counselling for students who experience different forms of psychological symptoms. Such interventions have been found to be effective in research (Regher et al., 2013). What is lacking in the field is environmental (structural or organizational) efforts aimed not at treating individual or symptoms, but at promoting and building healthy, sustainable learning environments for all students (Fernandez et al., 2016; Winzer et al., 2018).

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### **Session number and location**

6C, Brooks 2.16

### **Title of session: Support and inclusion in post-covid higher education – student perception on support and learning during digital teaching**

#### **Authors**

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#### **Short abstract**

The presentation aims to discuss students' perceptions of support from peers and teachers, organising and planning studies in distance learning, perceptions of students' own learning, and perceptions of inclusion in digital teaching. The discussion will be grounded in survey results from a pilot project and in relation to Universal Design for Learning, where inclusion is a key element.

#### **Details**

The increased use of digital tools and online learning platforms due to the covid-19 pandemic has posed difficulties for teachers and students alike. Stress, difficulties redesigning teaching and learning activities to fit online settings, and difficulties with interaction have been evident lately (Wilkens et al. 2021). Efring et al. (2021) found that some aspects of transferring campus prepared teaching to online settings were advantageous, while some, such as engaging participants in online activities and discussions posed greater challenges. To investigate how students experience teaching in online settings, a survey was distributed to various students in higher education at a Swedish university. The aim of the pilot project was to investigate how students in courses and programmes in higher education involving group intensive learning perceive support, inclusion and learning outcomes in digital learning environments. A group of students (N=116) was asked to complete a short survey containing questions on perceived peer support, teacher support, student learning, student expectations on course content, organisation and planning of distance studies, and inclusion in digital education settings. Preliminary results show overall positive responses regarding peer support, teacher support and student learning. Further results from the pilot project will be presented and discussed in relation to the principles and framework of Universal Design for Learning (UDL) as presented by McGuire et.al 2006, where inclusion is a key element.

We will engage the audience in the presentation by letting them answer the same short survey questions asked to the students, and then ask them to predict the results from the student survey.

We will then show the results from the conference participants' responses in relation to the student's responses.

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### Session number and location

6D, Brooks 2.17

**Title of session: In pursuit of the academic development project – the formation of a teaching academy and its integration with educational developers work**

### Authors

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### Short abstract

Many Swedish universities have established merit systems to reward teachers' pedagogical merits (Winka , Ryegård, 2021), and to turn the engagement of promoted teachers into an advantage at the strategic and faculty levels (Spowart et al., 2021). Kristianstad University (KU) in Sweden started a promotion system in 2013 and since 2017 the promoted teachers become part of a teaching academy (TA). This presentation will discuss the formation of the TA, and the beneficial interdependence between academic developers and the members of the TA in their common pursuit of the academic development project (Sutherland, 2018).

### Details

KU is a teaching intensive university with a focus on professional programs such as nursing, pre-school teacher education and business administration. A diverse student body makes it essential to promote high quality student-centred teaching. From the start, the mission of the TA has been to develop academic teaching practices. The university management, in dialog with a steering group, formulates the assignment for the TA annually. Over the years, the assignment has focused on promoting academic teaching from three viewpoints: at the university level, faculty level, and in terms of research. The assignments are operationally held together by the academic development department (ADD).

However, a challenge with the promotion system is how to involve the promoted teachers in strategic educational development. The solution was to involve the TA in activities that are part of the responsibility of the ADD. Teachers sign up for different activities and they receive compensation for the time they invest. For example, on a university level, they arrange pedagogical conferences, work as editorial staff of a journal, and support other teachers who wish to develop their teaching

portfolios. Assignments at the faculty level involve local seminars or positions in various committees where they promote pedagogical development. Research-wise the TA is now in the process of establishing a SoTL-research group.

Another challenge for universities is how to incorporate a TA within the holistic academic development (Pyörälä et al., 2021). After a transition process of five years the TA has turned out to be a link between the management, the ADD and the teaching staff at the faculty level. It has not been an easy journey but with enduring managerial support, the establishment and administration of the TA has led to an “expanded lifeworld” (Mårtensson, Roxå, 2021), not only for the educational developers but also for the TA teachers. Thanks to the TA context, the role of the educational developers has expanded to interdependently operate within the strategic, faculty as well as the research work-frame. The role of the TA teachers has also expanded as they shift from their own lifeworld to incorporate that of the educational developer. They shift from a more local focus to a more holistic view of pedagogical development (Fossland, Sandvoll, 2021). The presentation will focus on challenges and gains of these expansions.

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### Session number and location

6D, Brooks 2.17

### Title of session: APA/PGCLTHE: A Framework for Building a community of Early Career Academics

### Authors

Corresponding author: Adam Tate, Nottingham Trent University, United Kingdom,  
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Bianca Fox, bianca.fox@ntu.ac.uk

### Short abstract

Higher Education is in flux, the shifts in how education is delivered have problematised ideas of belonging to a student community (Bebbington, 2021). This presentation will provide an account of

how, as an Academic Practice course team, we have supported participants to become part of a community on an Academic Practice course in a Covid-19 context. We offer commentary on building community belonging during early career academic (ECA) identity formulation for students (who are academic staff). We further aim to stimulate reflection upon how building communities for ECAs might be approached, supporting other HEIs to learn new ways of fostering creativity in teaching and retaining talented staff.

#### Details

We aim to:

1. provide insight into how we have managed to build an idea of an early career academic community through our APA/PGLTHE student community framework, based on evaluating the experiences of students on an Academic Practice course who are also members of academic staff.
2. provide insights on how we have navigated what could manifest a seeming tension between two courses sat on top of one another, namely: Academic Professional Apprenticeship and the Postgraduate Certificate in Learning and Teaching in Higher Education.
3. introduce our student community framework based on five key pillars: a. Team Building opportunities, b. creating Brave Spaces, c. providing Sound Knowledge and Pragmatic Skills, d. providing education that has Employment/Employer Relevance, e. opportunities for Dissemination/Showcasing of Practice
4. suggest ideas for a curriculum model which unites the two courses into one and has been praised as a method for more effectively building a community that is supportive and more engaged, in this manner we may have developed 'a clumsy solution for a wicked problem'
5. discuss the pedagogical approaches we have used in developing a sense of belonging in Academic Professional Apprenticeship and Postgraduate Certificate in Learning and Teaching in Higher Education course participants.

With conference attendees, we intended to provide a more interactive format of the presentation to help provide pragmatic advice on navigating the divide between assessment of a course model that involves both internal and external assessment. However, more broadly through fostering conversation during our presentation we seek to sow the seeds of conversations that can continue beyond EuroSOTL encouraging collaboration between course teams at different institutions.

We will engage conference attendees to engage with ideas on their own academic identity development/reflections from their own teaching, particularly during the early career academic stage, and the benefits and challenges of two potentially separate courses being delivered as one.

#### **Session number and location**

6D, Brooks 2.17

#### **Title of session: Make Sure You're Connected - Building Educational Communities in a Digital World**

#### Authors

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## Short abstract

During the Covid 19 pandemic, learning brought its own challenges in developing an online community and bringing a sense of belonging for students in a potentially isolating environment. What can we learn from students on feelings of both community and isolation within online learning through their free text responses to the Internal Student Survey (ISS) at Man Met University. This talk will identify useful practice for building relationships among staff, students and peers. Exploring the possibilities and potential limitations in the creation of a meaningful community of learners.

## Details

Man Met University conducted its ISS in December 2020, following a move to fully online learning in response to the pandemic, incorporating a curriculum structure change to a 6 week delivery model. This en-mass shift to online provision altered the student learning experience and staff delivery. From the ISS we carried out a thematic analysis of 3236 comments exploring the student experience based on how they enjoyed/valued or found most difficult of the online activities. Our analysis found that online learning has brought its own challenges and benefits.

Being part of a learning community has been shown to be a driver in the success and progression of learners in higher education. Akyol , Garrison (2008) found that cognitive presence and teaching presence influenced student learning and satisfaction, with social presence influencing satisfaction.

University wide staff were supported in how learning could be adapted to deliver fully online in a tight timeframe. 'You must plan interesting and challenging activities for them to keep up their motivation, not just reading, watching and listening (acquisition).' (Laurillard, 2020).

Analysing student comments, I explored how to aid staff build a community in what was a potentially isolating digital space. Looking at tips and techniques that help build a digital presence for both staff and students. Successful community building depends on a variety of factors, including the skill of the course moderators to establish a communal rather than competitive atmosphere in courses (Hertz et al, 2022). This provided a means to incorporate social participation into learning, by providing communication among peers and bringing our students together.

In this session we will collaborate with each other on what helps to develop a healthy online learning community, and how we can reuse these going forward to improve both teaching and student learning, developing educators professional learning journey.

## References

Akyol, Z. and Garrison, D. R. (2008) 'The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence.' *Journal of Asynchronous Learning Networks*, (12) pp.3-22.

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## Workshop

### Session number and location

6E, Brooks 2.18

### Title of session: **Building Communities through the Scholarship of Teaching and Learning**

### Authors

Corresponding author: Sarah Watson, University of Sussex, United Kingdom,

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### Short abstract

Academics pursuing SoTL often voice feelings of isolation attributed to a lack of institutional support mechanisms (Bennett et al., 2018; Whitton et al., 2021). The construction of a faculty learning community can help overcome such isolation (Bailey et al., 2021; Tierney et al., 2020) and has proven popular at the University of Sussex, through the recently established DARE to Transform Community of Practice (CoP). The DARE Community has provided insightful feedback on the barriers and benefits to building SoTL networks. In this session, EuroSoTL attendees work together, using this feedback to produce a co-created action plan for developing institutional CoPs.

### Details

#### Participant engagement in the session

During the session, attendees are put into groups of four or five. They are introduced to a range of feedback that the DARE to Transform network has received from its participants around the benefits and barriers to building a SoTL network at the University of Sussex. Using the HEA's SoTL audit for inspiration, attendees work in their groups to consider the ways in which they as individuals, their institutions, and the sector can action such feedback in order to help build the SoTL community.

#### Example of feedback provided and question to be answered

FEEDBACK: "I'd love to get to know the other colleagues better, including what they do, their backgrounds and what they are interested in. There might be opportunities for cross-department projects which come out of that."

QUESTION: How can this type of community building be supported at an individual, institutional and sector level?

#### Output of the session

Each group will add their responses to a collaborative document, which can be considered an action plan for both DARE to Transform and the EuroSoTL attendees. The document will remain live after the session and therefore continue to connect attendees, maintaining a channel of communication and encouraging participants to take the actions back to their respective institutions.

#### Ethos of the session

By collaboratively reflecting on, and actioning, feedback from the DARE community, this session embodies Etienne Wenger's (1998) vision of a successful CoP by bringing together EuroSoTL

attendees as a social entity through the joint enterprise and shared repertoire of co-creating an action plan that will benefit all contributors.

### **Session plan**

Short introduction outlining the session and its aims (5min)

Introduce the collaborative document and the activity (5min)

Put participants into groups of 4 or 5. Ask them to populate the collaborative document by considering ways in which the individual, institution and sector can support the development of SoTL communities (20min)

Come back together as a large group. Highlight key points from the collaborative document and identify next steps (15min)

Questions (10min)

Close (5min)

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## Session 7: Friday 17 June, 14:20 – 15:20

### **Session number and location**

7A, Brooks 2.12

### **Title of session: Neuropsychosocial Pedagogy: The Double Helix Model in Theory and Practice**

#### **Authors**

Corresponding author: Geoff Bunn, Manchester Metropolitan University, UK, [g.bunn@mmu.ac.uk](mailto:g.bunn@mmu.ac.uk)

#### **Short abstract**

Referring to a mixture of online and on-campus education, the notion of 'blended learning' is poorly operationalised (Youde, 2020). Drawing on McGilchrist's (2009) neuropsychological theory of the brain's hemispheric specialisations, we argue that the online environment should be designed to satisfy the left hemisphere's need for detail, knowledge and order, and that on-campus provision should aim to satisfy the right hemisphere's need for community, dialogue and meaning. we conclude that: i) that online and on-campus strands should be discrete and autonomous pedagogical modalities, and ii) that pedagogical revenge effects result from attempts to blur the distinction between the two.

#### **Details**

A learning community in higher education can be operationalised as the relationship between online and on-campus activities. Although understood as referring to a mixture of online and on-campus educational provision, the notion of 'blended learning' remains poorly operationalised (Youde, 2020) and has only recently attracted serious research attention (Dziuban et al, 2018). In this presentation we delineate the two domains using the metaphor of the 'double helix'. We argue that online and on-campus strands should be designed to be discrete and autonomously functioning pedagogical modalities that nevertheless connect to each other. Drawing on Iain McGilchrist's (2009) neuropsychological theory of the brain's hemispheric specialisations, we argue that the online environment should be designed to satisfy the left hemisphere's need for detail, knowledge and order, and that on-campus provision should aim to satisfy the right hemisphere's need for

community, dialogue and meaning. This scheme maps onto Bloom's taxonomy insofar as online provision can excel at nurturing Bloom's Levels 1 and 2 'Remembering and Understanding' skills (e.g. repeating and categorising facts) whereas on campus provision is much more appropriate for exercising Levels 5 and 6 'Evaluating and Creating' skills (e.g. debating and articulating values). The two strands of the double helix are different but complementary and, above all, facilitate multiple student journey pathways. We will engage the audience by demonstrating how we use a simple post-it note classroom exercise to facilitate student reflexivity and foster community cohesion. We conclude the presentation by arguing that those pedagogical technologies that blur the distinction between the two strands (such as in-class multiple-choice tests, top-down didactic lectures and lecture capture for subsequent uploading online) are unhelpful, create revenge effects, and should therefore be abandoned.

### **Session number and location**

7A, Brooks 2.12

### **Title of session: Hybrid teaching: new challenges for university teachers**

#### **Authors**

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Aires)

#### **Details**

University teachers' role has been profoundly challenged due to the forced virtualisation of academic activity during COVID-19 pandemic. Online education has specific characteristics and requires appropriate teacher training. It is important we explore what strategies and competences are required from teachers in remote or virtual academic programmes.

This communication presents the first results of an ongoing research that seeks to identify and characterise the main spheres of action and teaching intervention strategies in virtualized higher education. It is a descriptive-interpretative qualitative study that analyses data produced in the context of a teacher training programme in a health sciences University. Six editions of a virtual workshop were held with the participation of 183 teachers. It promoted exchange and the strengthening of the academic community through group activities where teachers used conceptualisations from the pedagogical field to analyse problems related to everyday scenes of virtualized university life. As a result, 143 intervention strategies were designed. These were categorised in a data matrix which was then analysed using pedagogical theory on online teaching (García Aretio, 2020; Gros et al. 2011). The subsequent systematisation of the interventions designed resulted in the construction of three spheres of action in virtual teaching: 1- organising the course and tasks (for example, communicating timetables, activities and assessment; providing guidance on virtual work guidelines and digital tools used), 2- monitoring students progress (observing, supervising individual and group participation; carrying out administrative tasks, among

others) and 3- guiding learning (preparing teaching materials, designing activities, moderating student exchange, systematising collective productions, answering queries, offering feedback, etc.).

The intervention strategies identified and the spheres of action that group them can contribute to the development of criteria, based on an academic perspective, that guides good virtual teaching practices in higher education, strengthens student learning and provides a key for teacher training programmes during forced virtualisation.

These spheres of action built within the academic community of our university can be enriched through dialogue with colleagues from the Sotl community who will surely have plenty to say regarding the teachers' role in their universities.

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García Aretio, L. (2020). Los saberes y competencias docentes en educación a distancia y digital. Una reflexión para la formación. RIED. Revista Iberoamericana de Educación a Distancia, 23(2), pp. 09-30. doi: <http://dx.doi.org/10.5944/ried.23.2.26540>

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### Session number and location

7A, Brooks 2.12

### Title of session: From the Local, to the Trans-National: Building an International Classroom to Support Community Service Learning

### Authors

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### Short abstract

Community Service Learning (CSL) is a pedagogic approach based on the principles of civic engagement to enact social justice, learning 'in and with' communities, and learning through experience and reflection (Claes et al, 2021). Student groups from five European universities took part in a process of CSL alongside local community partners and shared their collaborative learning as part of an online course on urban diversity. In this session we will discuss how CSL operated on two levels: learning with urban place-based communities and learning alongside an international student community.

### Details

In this session we will explore the experience of undertaking Community Service Learning (CSL). We aimed to prepare students studying Social Care and Social Work, with the values, theoretical knowledge, and inter-personal skills for effective engagement with urban communities.

During the course students embarked on a programme of experiential learning in collaboration with community practitioners, local residents and lecturers. An important aspect of Community Service Learning (CSL) is that learning should be mutual with all stakeholders, including practitioners and community members benefitting from the process (Donaldson , Daughtery, 2011). Where most practice focused pedagogy focuses on the acquisition of skills through training and supervision (Tsang, 2008), CSL facilitates development through civic engagement that creates less tangible but more embodied and complex understanding of social and community work akin to the notion of practice wisdom (Samson, 2015; Tsang, 2008).

The international classroom provided a theoretical structure and allowed students to discuss learning from their resident countries. A community of learning developed between students, lecturers and practitioners, facilitated by online groupwork within international teams. Sharing perspectives and practices aided student reflexivity through identifying commonalities and differences between the five communities. By locating theoretical knowledge within practice experience, students were able to see for themselves the global complexities and opportunities of urban diversity and explore the impact of political and social contexts, and organisational structures.

Due to the global pandemic, the international classroom and student exchange was facilitated using a blended online approach. Lecturers benefitted from the opportunity to share solutions and co-create teaching and learning activities. This provided rich ground for the development of innovative approaches and new modes of delivery. As such this process has provided a sustainable framework for future international collaborations, while the process of CSL offers a new pedagogic approach for students studying social work and social care.

During the session participants will be invited to discuss the potential for the CSL approach and international classroom method, across different disciplines. Students from the programme will share their experiences and consider how this approach compares with their experience of traditional methods of learning.

### **Session number and location**

7B, Brooks 2.15

### **Title of session: Why do all the Black students sit together?: The burden of integration**

#### **Authors**

Corresponding author: Gayatri Nambiar-Greenwood, Manchester Metropolitan University, United Kingdom, [g.nambiar-greenwood@mmu.ac.uk](mailto:g.nambiar-greenwood@mmu.ac.uk)

Eula Miller, [e.miller@mmu.ac.uk](mailto:e.miller@mmu.ac.uk)

#### **Short abstract**

An exploration of visibility, assumptions and the problematisation of students from racialised minorities and identifiable similarities congregating as groups in academic and social groups in the university environment. This paper is explored from the standpoint of 'othering' and the burden of integration being placed on these students.

#### **Details**

This presentation intends to challenge and unravel a continuing interrogation, regularly asked by some academics to their colleagues from racialised backgrounds as to, "Why do all the Black students sit together?" from the standpoint of 'othering' and the burden of integration.

As lecturers from a racialised backgrounds, and with a sustained interest in equity, equality, diversity, and inclusivity, there have been repeated comments or questions around the fact that students who are visibly different (racialised backgrounds, modes of religious attire, ethnicity, gender) tend to congregate together from day one: in lectures, seminars, and social groups.

This presentation intends to consider this subject from several perspectives:

One, the importance of cultural self-awareness and that of personal attribution bias, where we often rationalise our actions positively compared to those of others who may be engaging in the same activities.

Two, the futility of placing the responsibility and burden of integration onto groups of people who may already feel alienated or isolated, in one form or another by society.

And finally, the importance of appreciating the multiple layers of allyship amongst students who may feel marginalised in form or another, as a sense of belonging and a shared journey in their learning experience.

The ultimate aim of this paper is to bring about an appreciation that unchallenged and a reductionist perspective in this form of 'othering' can unconsciously diminish those interpersonal relationship an academic would otherwise want, in order to work with a wide range of students

### **Session number and location**

7B, Brooks 2.15

### **Title of session: Developing religiously and racially inclusive communities in and beyond teaching and learning.**

### **Authors**

Corresponding author: Maisha Islam, University of Winchester, United Kingdom (England),  
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### **Short abstract**

The resurgence of the Black Lives Matter movement in the summer of 2020 continue to impact almost every sphere of social life, to which the Scholarship of Learning and Teaching (SoTL) is/should be no different. Positively, we have seen collective action from universities across the world re-committing efforts related to race and other intersectional forms of inequality. In this presentation, Maisha will reflect upon her own practice and research in this area, looking specifically at our students of colour and Muslim students in HE, in order to ensure our SoTL is inclusive to a racially and religiously diverse body of students.

### **Details**

The resurgence of the Black Lives Matter movement in the summer of 2020 continue to impact almost every sphere of social life, to which the Scholarship of Learning and Teaching (SoTL) is/should be no different. Positively, we have seen collective action from universities across the world seeking to re-commit and double efforts in the space of race equality and other intersectional inequalities. In order to ensure that our SoTL is inclusive to a racially diverse body of students, we must seek to continuously evaluate our practice and create space for meaningful change. In this presentation, Maisha will reflect upon some key moments in the UK in relation to race equality. She will reflect on

her own practice and research which has sought to investigate degree-awarding gaps and enhance a sense of belonging (Islam, 2019; Islam, 2021). Using tenets central to Critical Race Theory (Solorzano, Bernal, 2002), the stories and experiences of those deemed traditionally under-represented/minoritised in UK HE (i.e. Students of colour and Muslim students) will be shared. These notions are also extended to Muslim students, who receive little scholarly attention (Aune, Stevenson, 2017) yet report stark disparities in (UK) Higher Education experience and outcomes (Codioli McMaster, 2020). It is hoped that the session will inspire EUROSoTL delegates to be reflexive and consider more thoughtfully the diversity of their students, engaging with voices they may not typically consider and those which have been historically marginalised. The research presented will extend in and beyond the realm of learning and teaching to exemplify how building community in HE is not simply relegated to the learning and teaching sphere. Students' holistic experiences in every one of their engagements at university can impact their ability to flourish, as will be exemplified with the two student groups of focus.

### References

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Solorzano, D. G., Bernal, D. D. (2001). Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework. *Urban Education*, 36(3), 308–342. <https://doi.org/10.1177/0042085901363002>

### Session number and location

7B, Brooks 2.15

### Title of session: The importance of staff-student partnerships in practice physiotherapy education

### Authors

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### Short abstract

This presentation will explore the importance of working with physio placement students as partners in clinical settings. It will examine partnerships between students and staff by presenting a selection of findings from a mixed methods study which explored practice educator attitudes to the practice physio placement. The three key themes consider the practice educator's motivations for developing future physios and integrating students into their teams; Explorations of the way students come into the practice educator environment and are considered partners; Students as a "positive disruption" in practice environments.

## Details

Existing literature considers the practice physio placement from different perspectives, but a common thread is the exploration of the practice placement as an environment or space which a student arrives into when going on placement. This pre-supposes established, embedded practice which a student entering becomes a part of, not recognising the influence students have on this space and environment and the interactions that occur within it. This presentation repositions this process and explores the importance of integrating students into clinical teams and working with them as partners in physio placement settings. It will do so by presenting a selection of findings from a mixed methods study which explored practice educator attitudes to the practice physio placement. Three key themes emerged from analysis taken from a mixed methods study which explored practice educator attitudes to the practice physio placement. The three key themes consider the (1) practice educator's motivations for developing future physios and integrating students into their teams; (2) Explorations of the way students come into the practice educator environment and are considered partners in this setting; (3) Students as a "positive disruption" in practice environments, where their influence can challenge practice. The findings in this paper highlight how integrating students into physiotherapy teams and working with them as partners can have positive implications for physiotherapists and students working in this environment. Students and staff working in this way facilitated a reciprocal working and learning exchange, with both parties assisting the other in developing their physiotherapy skills. Practice educators place the learning needs of their students alongside the broader goals of the clinical setting, consolidating the different elements into a holistic, team-focused, fluid environment, where all stakeholders can contribute to the work.

## Session number and location

7C, Brooks 2.16

**Title of session: Student perceptions and achievement in an innovative assessment designed to bridge the gap between STEM undergraduates and the academic research community.**

## Authors

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Kirsty Shaw, k.shaw@mmu.ac.uk, (Manchester Metropolitan University), James Redfern,  
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## Short abstract

Teaching and research are often considered as separate entities in STEM, though there is a need to bridge the research-teaching gap. Here we present a modular research-based Biotechnology undergraduate unit that allows students a direct experience of academic research with an innovative assessment (consultancy tender) approach. The unit consists of 3 mini-projects where students address different research problems and seek solutions of interest to external stakeholders. Here we present data showing high student satisfaction, positive engagement and perception of the unit and the assessment, and discuss how student feedback and staff reflection has been central to continuous unit development and improvement.

## Details

Teaching and research are often considered as separate entities (Lewicki and Bailey, 2009), with staff and postgraduate students/post-doctoral researchers participating in research, and the



undergraduate community only experiencing taught scholarship. Although course-based undergraduate research experiences (CUREs) (Dolan, 2016) have been proposed and developed as a novel pedagogical approach to bridging this gap, in our experience CURE-based approaches do not often form a part of the STEM curriculum.

Here we present a modular research-based undergraduate unit that allows students a direct experience of academic research activities coupled with an innovative assessment (consultancy tender). The format of the unit was designed to include and showcase current research activities within a final year Biological Sciences unit, thus bridging the gap between the undergraduate taught community and the research community. In particular, we focus on topics in biotechnology that align with the Authors research interests and timely, real-world problems.

The unit consists of 3 mini-projects where the students address different research problems and seek solutions that are of interest to external stakeholders, and is written up as an innovative assessment in the form of a consultancy tender. The mini-projects are i) assessing pollution levels from acid mine drainage and proposing a remediation solution; ii) monitoring and controlling food-borne pathogens in a novel eco-friendly way; and iii) producing an in-situ test for detection of harmful algal toxins in lakes.

Over the course of the unit, students are introduced to the underlying theory behind each mini-project and attend a series of lab sessions where the students have autonomy over methodological decisions and approaches to develop their own solution to the research problem. The timing of the unit is such that it prepares them for their final year independent research project.

Here we present data showing high student satisfaction, positive unit outcomes, positive engagement/perception of the unit, as well as detailing how student feedback and staff reflection has been central to continuous unit development and improvement.

## References

Dolan, E.L., 2016. Course-based undergraduate research experiences: current knowledge and future directions. *Natl Res Counc Comm Pap*, 1, pp.1-34.

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## Session number and location

7C, Brooks 2.16

## Title of session: Building Bridges: Recognising, Rewarding and Developing SoTL Communities in UK Universities

## Authors

Corresponding author: Sam Nolan, Durham University, United Kingdom, [s.j.nolan@durham.ac.uk](mailto:s.j.nolan@durham.ac.uk)

## Short abstract

In this paper, I will discuss how over the last decade engagement with SoTL in a UK University spread institutionally, leading to the creation of an interdisciplinary UK SoTL conference and an emergent community of teaching focussed academics. A questionnaire-based approach targeting key staff in UK Universities is utilised to address the question of what works in embedding SOTL within

institutions. Rewards and recognition of the impact of SOTL on student learning and the support for emergent SOTL Communities are identified and discussed as key factors.

### Details

The paper explores a decade long series of interventions (e.g. mentoring, forums, conferences, coaching see (Hubball et al. (2010), Cox (2013) , Cushion et al. (2003) ) starting at departmental level, then faculty, then institutional and finally national level to develop a SoTL community across disciplinary boundaries.

Institutional cultural change can be slow, but there is growing evidence to suggest that the landscape around SoTL is changing, as institutions develop their own definitions of what SoTL-based activities they prioritise (Mårtensson et al, 2011). The recognition, reward, and support for SoTL activities is key to this, as is the recognition of the impact SoTL active member staff can have (Bernstein, 2013).

At Durham University (UK), for example, University administration were key partners in this, providing significant elements of initial SoTL project funding, working in partnership with -teaching staff to develop lists of SoTL-based activities commensurate with pay grade, running events and working to ensure SoTL is viewed equitably when contrasted with disciplinary research.

This institutional work also led to the creation of a national conference, “Enhancing Student Learning Through Innovative Scholarship” (Nolan, 2019). This was the first national UK conference for cross-disciplinary pedagogic SoTL projects to be disseminated organised by the community of teaching-focussed academics for the community. The conference has been running for 5 years, and been based in five UK Universities, with an annual average participation rate of 150 people.

To address the questions, “What works in embedding SOTL within institutions, and what more can be done?” a questionnaire-based approach was utilised, targeting key players (teaching focussed academics, academic developers, and University Senior Managers) from several UK Universities to solicit a range of indicative responses and explore the differences in each category.

The results (to be presented in full at the conference) suggest an emerging understanding of the importance of SoTL communities within institutions. Combining the outcomes and insights from the investigation, we will explore how far institutional cultures have shifted around SoTL and how far those involved still feel there is to go. Interaction through Padlet will be possible to explore the experience of the themes we unearth with the audience.

### References

The paper explores a decade long series of interventions (e.g. mentoring, forums, conferences, coaching see (Hubball et al. (2010), Cox (2013) , Cushion et al. (2003) ) starting at departmental level, then faculty, then institutional and finally national level to develop a SoTL community across disciplinary boundaries.

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### **Session number and location**

7C, Brooks 2.16

### **Title of session: Revisiting the dual role in SoTL: Encounters with a monster**

#### **Authors**

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#### **Short abstract**

Inherent to SoTL is a dual role - that of teacher and of researcher. Institutional ethics review processes assume that such roles are inherently problematic, and indeed attending to issues of power and potential coercion is necessary for ethical SoTL. However, we suggest this binary idea of the dual role is limiting. How can we understand this predicament differently? In this presentation we offer a hermeneutic reading of the SoTL space as a borderland, where ethics review acts as a metaphorical ‘monster’ (Jardine, 1994) or arrivant (Wallin, 2007) that helps us break open previously firm categories and see our roles anew.

#### **Details**

SoTL Ethics: Borderlands and Monsters

‘Dual roles of a researcher and their associated obligations [...] may create conflicts, undue influence, power imbalances, or coercion that could affect relationships with others and affect decision making procedures’. Canada’s Tri-Council Policy Statement 2(2018)

Within the Scholarship of Teaching and Learning (SoTL), the dual role is one of teacher and researcher. The ethical implications of dual roles assume that such roles are inherently problematic, creating opportunities for conflict and coercion between the researcher and the researched.

Attending to issues of power and coercion when a faculty member wishes to conduct research with their students is necessary for ethical SoTL (Stockley , Balkwill, 2013; Healey et al, 2013). However, we suggest this binary and problematized idea of the dual role is limiting. It relies on a certain idea of self and others in the research process and, often, results in the SoTL researcher having to 'write out' their teacher identity and relationship to the research context within institutional ethics board applications. It forces an artificial separation between coexisting identities and contexts: the teacher practitioner and the scholarly teacher engaged in research. The notion of dual role is complicated even further when we consider the shift in SoTL from students being the object of research to partners and co-inquirers (Cook-Sather et al, 2014; Woolmer et al, 2019). The ethical issues that arise from the plurality of positions, identities, contexts--and the blurring of the researcher and the researched-- in the SoTL domain require further examination.

As we have found in our work with novice SoTL practitioners, the notion of dual role to a new SoTL researcher can often feel confusing and confounding (McLean , Poole, 2010), and navigating the ethical implications of this can create a sense of liminality (Webb , Tierney, 2020). How can we understand this predicament differently? In this presentation we offer a hermeneutic reading of the SoTL space as a borderland, where ethics review acts as a metaphorical 'monster' (Jardine, 1994) or arrivant (Wallin, 2007) that helps us break open previously firm categories and see our roles anew.

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### **Session number and location**

7D, Brooks 2.17

## **Title of session: Impact of field-based interdisciplinary international staff development on teaching and learning practice**

### Authors

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### Short abstract

Traditional field-based, and often disciplinary focused, pedagogy has been revisited and revised. An international team of 15 natural and social scientists worked together to develop field courses for students that are interdisciplinary, international and research-based. To maximise the learning for students during what is a resource intensive pedagogy, an innovative staff development course for new and experienced field course leaders was designed and implemented five times over a 3-year period. This presentation presents findings of research on the impact on teaching and learning practice of staff development for field course leaders, and in particular the promotion of interdisciplinary learning.

### Details

In the natural and social sciences, staff and students report the 'real' learning occurs during field work, and yet assessments don't always support this assertion (Colby et al, 2003; Higgs, 2015). This traditional field-based, and often disciplinary-focused, pedagogy has been revisited and revised. An international team of 15 natural and social scientists has developed field courses for students that are interdisciplinary, international and research-based. Huber and Hutchings (2004) concluded that staff development is needed to facilitate such integrative, interactive and collaborative learning. With a view to maximising the learning for students, an innovative staff development course for new and experienced field course leaders was designed and implemented over a 3-year period. This was an immersive residential field-based course, with participants from several disciplines (including Geological and Biological Sciences and Social Geography) and three countries (Ireland, Portugal and Germany) learning together. Participants engaged in the design of learning outcomes, assessment and field-based activities with a view to fostering interdisciplinary learning and to design courses that better prepare students for the local, national and global challenges they will face in their future careers. Peer-learning between new and experienced leaders was a key feature of the course. Research carried out during the five implementation cycles sought to gain insights into the impact of staff development for field course leaders on subsequent teaching and learning practice. What are the short-term and long-term outputs and outcomes? Insights were gained through observation, discussion, short-term and longer-term post-course surveys and a focus group. In the analysis, participant perceptions of interdisciplinarity were mapped against a comprehensive taxonomy of interdisciplinarity (Klein, 2017). Their perceptions of interdisciplinarity were situated along a broad spectrum from cross-disciplinary to transdisciplinary. The audience will be asked to identify their own position on this spectrum. It was concluded in this study that staff perceptions can act as bottlenecks and barriers preventing the promotion of students' interdisciplinary thinking and learning. The mapping exercise provided pointers and strategies to help overcome these barriers.

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Higgs, B. (2015) Integrative learning: The first year seminar. In *Integrative Learning, International research and practice* (Eds. Blackshields, D., Cronin, J., Higgs, B., Kilcommins, S., McCarthy, M., and Ryan, A.) p 118-129 Routledge

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### **Session number and location**

7D, Brooks 2.17

### **Title of session: Student Engagement with Online Learning**

#### **Authors**

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#### **Short abstract**

One impact of Covid-19 on UK Higher Education was that teaching moved online and greater use of pre-recorded video content was made. The move to pre-recorded video does allow the tracking of student engagement – a key aspect of belonging - with the videos. Statistics on the amount of views and the length of those views is available. In this paper, we make use of these statistics to consider how differences in the delivery of the online content, such a video length, can affect engagement with pre-recorded videos. The paper will make recommendations that help to increase student engagement and, in turn, belonging.

#### **Details**

The pervading wisdom is that ‘shorter’ educational videos foster better engagement from students. There is a lack of precision on what is meant by ‘shorter’ and a lack of convincing evidence about the impact that ‘shorter’ video lengths have on engagement and learning. Slemmons et al (2018) considers the experimental evidence of the impact of shorter videos at K-12 level in the USA where ‘shorter’ means two ten-minute videos instead of one twenty-minute video. They do find some evidence that the shorter videos are associated with better longer-term retention of information for males and students with learning disabilities. However, the situation in higher education is more complex with weekly module delivery options potentially ranging anywhere between a single fifty-minute video and ten five-minute videos. Whilst shorter videos might initially increase engagement, will this engagement persist by the ninth or tenth video?

The paper will compare engagement with online video across three modules: (Module 1a) a pre-pandemic postgraduate module with long videos; (Module 1b) a pre-pandemic PG module with short videos; and (Module 2) a post-pandemic undergraduate module. Modules 1a and 1b are the same module run in different years with Module 1a representing a ‘refinement’ of Module 1b. Module 1a had 41 videos with an average of eight minutes per video and a total video run time of five hours and thirty minutes. Module 1b had 67 videos with an average of five minutes per video and a total video run time of five hours and forty-five minutes. As both modules had a very similar

total video time, a comparison of Modules 1a and 1b will shine some light on whether students are indeed more likely to watch shorter videos and whether this persists when there are more videos.

The data from all three modules allow further consideration how and when students engage with the videos. We can begin to address many questions, including:

- Do students watch more videos that relate to seminars?
- Do students engage with the videos more at the start of the semester?

### **Session number and location**

7D, Brooks 2.17

### **Title of session: Facilitating Shared Understanding to encourage Interdisciplinary Integration during the Interdisciplinary Research Process**

#### **Authors**

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#### **Short abstract**

The aim of this study is to see how tools can facilitate the complex process of interdisciplinary integration. More specifically, we investigated how sharing disciplinary insights can be facilitated by CoNavigator (Lindvig, Hillersdal and Earle, 2018), a physical interactive visual tool that encourages shared understanding. We compared sessions using CoNavigator with online sessions with use of a mind-map tool. We found that both CoNavigator and online mind-maps facilitated in-depth shared understanding, but students communicated more and showed more enthusiasm when working with CoNavigator. In addition, our research shows that it is important for teachers to act as a moderator to have students understand the connection between the session and their interdisciplinary integration.

#### **Details**

We present our research on facilitating interdisciplinary integration during the interdisciplinary thesis (capstone) at Liberal Arts and Sciences (LAS), Utrecht University. During the capstone of the LAS bachelor program, students collaborate in multidisciplinary groups to answer an interdisciplinary research question by going through the Interdisciplinary Research Process (IRP; Repko and Szostak, 2021).

This study focuses on the phase during the IRP where students integrate their disciplinary insights. As integrating insights is a complex and creative process (Repko and Szostak, 2021), it is important for a multidisciplinary group to communicate their insights and create a shared understanding (Bossche et.al., 2011). In this study we investigated how this process can be facilitated by using CoNavigator, an interactive (physical) visual tool that encourages shared understanding (Lindvig, Hillersdal and Earle, 2018). In addition, we looked at how working with this tool compares to online interdisciplinary collaboration using an online mind-map tool. We investigated 9 groups of (3-4) LAS students who worked on their capstone by organizing a session at the start of their interdisciplinary

integration phase. Sessions were moderated by us by taking them through the steps of the CoNavigator (4 groups) as set up by Lindvig et.al. (2018) or facilitating an online mind-map session (4 groups). We recorded the sessions to investigate how the team communicated on their disciplinary insights (guided by Bossche et.al, 2011). Afterwards we asked them to evaluate tool use. Later in their research process we interviewed groups to ask about how the tool helped them in their interdisciplinary integration.

We found that students were enthusiastic when working with CoNavigator and they felt they obtained more in depth understanding on their disciplinary perspectives. However, from the interviews it was unclear how these insights were applied in the subsequent interdisciplinary integration. Similar results were found when using the mindmap tool, but in the online sessions students showed notably less enthusiasm and communicated less compared to offline sessions. Both CoNavigator and the online tool are of added value, but it is important for a teacher to moderate a session to improve the alignment of the tools with the IRP. This makes explicit to students how insights can be used in the next steps of their interdisciplinary integration. This study promotes building a community of teachers and students by looking at creating a shared understanding in a team of students with diverse backgrounds, but also by involving the teacher in this process.

## **Workshop**

### **Session number and location**

7E

### **Title of session: Developing an “Inclusive Curriculum Toolkit” to benefit diverse learning communities**

#### **Authors**

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#### **Short abstract**

A team of academics from different Faculties at Manchester Metropolitan University (Manchester Met) have reenergised the Inclusive Curriculum Toolkit, which is one of the support resources for inclusive learning and teaching development in the University. The previous version was primarily focused on supporting disabled students. In the modern HE where Equality, Diversity and Inclusion is high on the agenda, there was an imminent need to revise this toolkit to ensure it was fully “inclusive” in spirit, considering the diversity of our student body and community, and to help staff to “decolonise” their teaching resources and practice. The work was carried out underpinned by the expertise of the task group and the wide range of pedagogical resources and guidance from authentic sources. This workshop will present inclusive curriculum practices from the University of Chester and salient features of the brand-new toolkit at Manchester Met; followed by an interactive workshop session for the participants to critique the toolkit and share experiences.



## Details

Inclusive teaching, although prioritised in Higher Education Institutions, still focuses largely on disabled students, with many examples of successful practices (Morina, 2020). Manchester Met has evolved from this long-standing practice into constructive approach reflecting its diverse student population. It is key to highlight the strengths of the diverse learning communities to empower them (Devarakonda, 2020) and mitigate the impact of intersectionality of different categories on their learning potential (Fay, 2021). Therefore, acknowledging their unique needs, and valuing and respecting them for providing appropriate and relevant resources in their learning and teaching contexts, is essential not only to reinforce inclusion, but also to support students' achievement through accessing appropriate opportunities (Thomas, 2021).

In the first 15 minutes of the session; the brand-new Inclusive Curriculum (IC) Toolkit which a part of the Inclusive Teaching strategy at Manchester Metropolitan University, will be introduced to the participants focusing on best practices that were adopted. The 'Wheel of inclusion' (Devarakonda, 2020) will be used to explore inclusivity in context of developing an innovative Inclusive Curriculum (IC) Toolkit emphasising on the diversity (of backgrounds and circumstances (disadvantaged, international, EAL, abilities and skills, marginalised underrepresented communities) and construct / weave opportunities to value their strengths and raise awareness to value wider resources.

The presentation will be followed by 30-minute breakout room/table discussions amongst the participants in smaller focus groups, facilitated by the presenters. The teams will critically evaluate the toolkit, its effectiveness and adaptability to diverse teaching communities and academic disciplines. Supporting material such as excerpts from the toolkit will be provided during the workshop session.

The intended session outcomes include 1) raising awareness of the importance of an inclusive curriculum toolkit to support learning and teaching development of academic staff, both for newer staff as well as experienced but conventional practitioners; 2) sharing good practice adopted at Manchester Met in developing inclusive learning resources; and 3) facilitating small group discussion amongst the delegates to practise development of an IC toolkit through critically analysing the provided session resources; and 4) compare and contrast practices on inclusive curriculum in different academic institutions, as shared by the presenters and participants.

In the last 15 minutes, the presenters will summarise the findings with closing comments on good and bad practice identified. It is expected that the session will also result in an updated toolkit for Manchester Met, with good practice from the wider sector incorporated.