Connected - through Teaching

Conference Programme and Abstracts

21 April 2015

#bltc15

http://bltc15.brookesblogs.net
## PROGRAMME AT A GLANCE

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<td>Recommendations for intercultural teaching</td>
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<td>tutor Liz Hodgson*</td>
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Welcome and Thanks

Welcome to the Brookes Learning and Teaching Conference and Exhibition 2015
The purpose of the event is to strengthen our learning and teaching community, offering time to reflect and recognise our innovations and achievements in teaching and supporting learning at Brookes. We ensure that networking and sharing practice is at the heart of this conference.

Each year, we push the boundaries of the conference in order to engage a wider section of the Brookes community in celebrating our academic traditions and innovations in different ways. In the past three years we have strongly emphasised collaborations between students and staff, with many jointly presented sessions giving students another perspective on their higher education experience. Whilst the event is largely internal, we welcome colleagues and students from the Associate College Partnership and other nearby educational establishments. This year, the conference embraces a research exhibition by students from the Associate Colleges in the Glass Tank.

This year, the theme is about connecting through teaching, starting with what promises to be a fascinating keynote talk on educating the whole person. The keynote speaker is Isis Brook, who has recently moved from Writtle College to Crossfields Institute International, a higher education institution specialising in the design of holistic and integrative qualifications.

The conference planning group warmly welcome you to the conference and invite you to re-visit the event at bltc15.brookesblogs.net where you will also find a growing set of resources, links and readings from many of the conference contributors.

We are grateful to PVC Professor Julie McLeod for sponsorship of this event. The conference would not have been possible without generous support from OBIS, Estates, Catering, Learning Resources, OCSLD and Brookes Union.

Frances Deepwell
Chair, BLTC15

Conference planning group:
Frances Deepwell, OSCLD (Chair) Janice Howard, TDE
Lyn Bibbings, BUS Samia Kamal, TDE
Robert Curry, LR Simon Lwellyn, OCSLD
Mary Deane, OCSLD Laura Novo de Azevedo, TDE
Liz Drewett, OCSLD Rachel Rimmer, Brookes Union
Richard Francis, LR George Roberts, OCSLD
Roy Grant, OCSLD Debbie Witney, BUS
Ayda Halime, OBIS Pauline Zanetto, OCSLD
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Opening keynote: “A Life in Education”
Isis Brook, Crossfields Institute

This presentation is structured autobiographically but will be used to explore the importance of recognizing the life of the student as a whole person. Together we will think through the demand that educational environments and curricula need to live in order to nurture the whole person and provide the opportunity for transformational experiences and worthwhile aspirations.

Isis Brook is Head of Faculty for Environment and Transdisciplinary Studies at Crossfields Institute International. Previously she was Head of Learning and Teaching at Writtle College. Isis has been teaching in HE since 1991 and involved in developing innovative teaching practices. She has run training courses and workshops on higher education and has a research interest in education of the whole person and a specialism in assessment. Isis is a philosopher by training and was philosophy lecturer at Lancaster University and then UCLan. Her interest in phenomenological methods began with her doctoral work comparing Goethe’s science and Husserlian phenomenology. She completed her MEd whilst teaching and her dissertation was on the issue of assessing a student’s qualities of being.

*Note:* Photographs and some recordings will be taking place during the conference to be used in the conference website and other OCSLD publications.
Exhibition of Innovations – in Union Square

What’s new on the teaching and learning front? Technologies, yes, and also new ways to engage learners. Come along to the Union Square from lunchtime to see if there is something that will ignite your interest.

There is a separate map of the Exhibition of Innovations, but here you will also find the OCSLD stand, some new Apps to explore, and posters of inspirational projects awaiting your response.

The exhibition is open at lunchtime, is a great place to meet and network with others at the conference, and tea and cakes will be served here from 1530.

LaserTag – challenge your peers to a match!

Ticket included with Registration, can be used on the day in the Brookes Union Hall – a game lasts around 10-15 minutes.

BLTC15 meets BATTLEFIELD LIVE: ZOMBIE APOCALYPSE IN UNION HALL
This is your £1 entry ticket - can be used from 14:00 until 21:00 - on 21 April 2015 only
ARE YOU QUICK ENOUGH TO WIN?

SAMPLE – NOT FOR USE
Theme: Inclusive teaching, JHBB 202

Recommendations for intercultural teaching

Assessment tasks on first year module u58003 Global Business Communications (virtual team task, followed by reflective statement) consider students’ preparedness for working across cultures. A small group of students from the semester 1 2014/15 cohort have been approached to combine their reflections on their intercultural skills development to produce recommendations for the Business School moving forward. In the workshop participants will be invited to comment on and add their own reflections to the recommendations the students have collated.

This project is very much seen as a partnership with the students and will aim to give them some useful and interesting experience in presenting to an academic audience, with the base project enabling them to contribute to future learning and teaching strategy and engage with senior staff in key business programmes. The project also links to the module leader’s research into stakeholders’ understanding of and engagement in initiatives linked to developing active/global citizenship.

Claire Jones, Business School with first year students drawn from semester 1 2014/15 cohort of u58003 Global Business Communications

“It transformed the way I think about inclusion”

Experiences, opportunities and challenges: A reflection on an ‘Inclusive teaching’ Initial Teacher Training development.

Developing trainee teachers knowledge and understanding of ‘inclusive teaching’ to support diverse and additional learning needs in mainstream primary classrooms is a challenge. This sharing practice session will provide a reflection, from a variety of perspectives, on the opportunities and challenges of organising an “inclusion placement” for initial teacher trainees. While students undertake school based training experiences in mainstream classrooms throughout their time at Oxford Brookes University, the “inclusion placement” provides an opportunity for trainees to participate in a placement which specifically aims to develop their knowledge and understanding of supporting pupils with diverse and additional learning needs.

A summary of three years of survey data completed by PGCE students after the placement provides an insight into student experience, highlights aspects that have contributed positively to professional development, reveals challenges experienced by students and HEI colleagues and identifies areas for development with regards to the Initial Teacher Training. The views and experiences of beginning teachers will be shared.

Jonathan Reid with Initial Teacher Trainees
Theme: Making a difference to assessment, JHBB 206

Domains Influencing Student Perceptions of Feedback and implications for practice

Margaret Price, with Berry O’Donovan, Birgit den Outer, Jane Hudson, ASKe Pedagogy Research Centre

Whether feedback is effective (in that it leads to more learning) or seen as ‘good’ (by students and in NSS scores) is a complex matter shaped by the assessment context, markers, and students. This presentation highlights the main domains that influence whether feedback is seen as good. It reports on an HEA-sponsored study in which student researchers interviewed Biosciences and Business students at two contrasting institutions about examples of ‘good’ and ‘bad’ feedback they had selected. Findings suggest that axioms about the salient issues in feedback are misleading for many contexts, and in fact technical aspects form only a small part of the complex phenomenon of good feedback. Instead, solutions to change the effectiveness and/or perceptions of feedback may lie outside the feedback itself, and involve developing students and teachers, changing employment practices and quality assurance policy, and redesigning assessment patterns within course units and across degree programmes.

Integrated Assessment for Cross-Modular Learning using Live Projects

This presentation will discuss an innovative approach to assessments that has been successfully adopted for a Masters programme (eBusiness) within the department of Computing and Communication Technologies. This approach to assessment provides an opportunity for students to experience a project environment in which they work with real clients to deliver real outcomes by applying the skills that they have acquired over the two semesters in compulsory taught modules.

The presentation aims to provide practitioners with an insight of the framework that has been developed for such an approach, explaining the rationale, design and organisation of teaching and assessment within cross-modular live integrated assessment context. It will discuss advantages and disadvantages of adopting such an approach and provide some feedback from staff and students on the programme.

Samia Kamal, Computer Vision, TDE
Legitimate variation of inconsistency? Student's experience of assessment variation across disciplines

This presentation draws on findings from an HEA-funded action research project exploring the assessment experience of students across combined (multidisciplinary) degrees. It focused on students’ epistemic fluency in terms of their perspectives on the nature and legitimacy of different ways of knowing and their ability to learn effectively across different disciplines and epistemic perspectives (Morrison and Collins, 1996). Student researchers, final-year students, teaching staff and researchers worked together to identify the location and nature of critical points of assessment variation in a business faculty’s joint honours programme, including exploring ways that high-achieving students made meaning from and managed such variation.

This presentation will discuss student perspectives on the distinction between ‘legitimate variation’ and ‘inconsistency’ in assessment practice across disciplines, including the relevance of this distinction within a more commercial HE sector in which student satisfaction is becoming increasingly important. It will also explore practical ways of enhancing students’ epistemic fluency.

*Berry O'Donovan, Birgit den Outer, Jane Hudson, ASKe Pedagogy Research Centre*

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**Parallel Sessions: 1410-1530**

**Theme: Innovation, information and community, JHBB 207**

**Entrepreneurship and Innovation – developing communities of practice**

The workshop will aim to explore the challenges of introducing and embedding Entrepreneurship and Innovation in the curriculum and to challenge views of this being ‘one more thing to fit in’. It will consider the fact that not all students want to be an entrepreneur or are motivated by the idea of setting up an enterprise but that all students need the opportunity to develop enterprising skills, behaviours and attitudes providing them with a particular advantage towards their employability. There will be the opportunity for programmes to share how they develop ‘Communities of Practice’ where students work collaboratively through the process of social and situated learning with entrepreneurship and innovation.

*Alison Honour, Associate Dean Student Experience, TDE*
University libraries: then and now and then

We propose to evoke a library of 1865 when Oxford School of Art was founded (Henry 1981) and contrast it with an imaginary one in 150 years’ time. This will be done by means of a short performance in which a borrower/user makes an enquiry to two librarians/content access facilitators, one from 1865, the other from 2165, who will give alternating parallel responses.

The performance will be followed by a discussion of the evolving role of the Library, with reference to current trends and the scenarios presented in the performance.


Richard Francis, Digital Services, LR with Sandra Cockburn (Metadata Services, LR), Charlotte Lythgoe (Academic Liaison Librarian), Nicky Barnard (Shelving Manager) and one other (student ePionee

Parallel Sessions: 1410-1530

Theme: media for learning, Union Boardroom

Vertical Enhancement of Statistics and Psychology Research (VESPR): Initial findings and reflection on innovations


This session will showcase innovations that have stemmed from the VESPR project (a 2014 Brookes Team Teaching Fellowship project) and reflect on the successes and challenges so far.

‘Vertical enhancement’ means improvement through both interaction between different cohorts of students and integration of research methods modules. This team teaching project aims to achieve vertical enhancement in two key ways; 1) through an Open Online course which brings together all of the research methods support in our programme and 2) through creating opportunities for students to learn from and mentor their peers, including alumni.

In this session we will introduce and discuss three of the innovations and ideas that we have piloted so far within the VESPR project.
a) Enhancing second year research

b) Alumni networking event

c) Thinking beyond the programme

We will outline each of the three ideas and discuss successes and challenges of each. We will discuss what we have learnt so far from our students, and learnt about our team and the viability of implementing our ideas. At the end of the session we will outline our plans for completing the project and invite suggestions, comments and questions from attendees.

**Revision materials: helping students and staff**

We will share an initiative that provided audio PowerPoints to students for revision, to demonstrate their ease and effectiveness. They were used on a level 4 module with a high numerical element, with a cohort of 151 students in 2013-14, of which 20% were registered with dyslexia. The large class size, both for the lecture and tutorials, make it difficult for students, particularly those with learning difficulties, to understand the structure and application of the formulae and methodologies covered in the module. The purpose of the audio power points therefore was twofold: to provide a more inclusive teaching resource for all the students, although it was anticipated they would be particularly beneficial to the dyslexic students, and; to reduce the strain on the module leader based on the usual high-volume of queries, both via e-mail and face-to-face, immediately prior to the exam.

Given it was a last-minute initiative with the presentations being recorded using simple equipment and without a great deal of planning, it was very successful. Student engagement was monitored via the logs and there were over 1,250 hits, with at least half being over the weekend immediately preceding the exam when it would have been particularly difficult for the module leader to respond to a high volume of e-mails. Subsequent feedback from students has included requests for other modules to create similar revision resources. It is anticipated the PowerPoints could be further improved with a better microphone and by providing a transcript as well.

*Rebecca Gee and students, Real Estate & Construction*
Theme: Students and Mental Health, JHBB 202

#MyMind Mental Health Campaign

In this session, which is both a presentation and a discussion, we will be looking at the statistics of Mental Health and the contributing factors to Mental Health illnesses amongst University Students.

Look at what Brookes Union are doing to support the current issues and out vision for the near future, working with external organisations and the University’s Wellbeing services.

Discussion will be prompted by the Paper Mache Elephant that we have used to talk about what Mental Health means to students and the symbolic theme of the Elephant, being “the elephant in the room”.

The discussion will then be about what support staff and academic staff think they are able to offer to students and what support needs to be put in place to assist staff responding to students. This session will raise the profile of organisations in Oxford that are able to help students.

Rachel Rimmer, Ken Harriss and Jim Robbins, Brookes Union

International students and mental health: What does culture shock encompass?

For many students, adapting to the academic and social culture of a university is a milestone, but international students have an additional layer of complexity adapting to a new country. Research has been conducted into the adjustment stages faced by international students moving to new academic and social higher education institutions (McNamara and Harris, 1997; Biggs, 1998; Hills, 2015; Wu and Hammond 2011) commonly understood as stages of culture shock.

‘Culture shock’ is acknowledged by the UK Council for International Student Affairs (UKCISA) as a disorientating and frustrating condition and this paper will consider how culture shock, as well as other factors directly linked to the experience of the International student, could be a potential trigger for underlying mental health conditions or be a direct cause of crisis. It will review what support is currently available and what could be and is being further developed to mitigate against this from the point of view of Oxford Brookes and other UK universities. It aims to raise awareness of the multi-layered complexity of international student mental health and consider the pivotal role played by academic and support staff in assisting these students which total 18% of the student body at Oxford Brookes.

Deborah Post and Martha Cadle, Oxford Brookes International
Theme: critical thinking within the disciplines, JHBB 207

Embracing the conceptual shift on new ways of experiencing the city and learning urban design: Pedagogical methods and digital technologies.

The innovations of the 21st century in digital media have had major influences in the way future city designers think as well as experience places. The paper discusses how three undergraduate modules in the Department of Planning at Oxford Brookes University develop pedagogical methods which use new media for responding to this conceptual shift. The methods include: learning by experiencing the 'real-world' through mobile lectures; Using digital media in researching sensory experiences; Developing multimedia design communication skills and; Bringing new perspectives to classic theoretical concepts by engaging with different media.

The paper examines the impact that these pedagogical innovations had on the ability for undergraduate students, particularly those without a design background, to transform themselves into design aware and creative emerging practitioners as well as their relevance for future practice. This paper focuses on a discussion of the local and shared practices of three lecturers in urban design at Oxford Brookes who have been shaping the student’s learning experience in the Department (and beyond).

Regina Lim, Jon Cooper and Laura Novo de Azevedo, TDE

Using video to help science students progress toward better critical analysis of research project data

In laboratory science classes, we often teach established techniques and methodologies before asking students to critically analyse and explore newly collected data. However, the students' attempts at critical analysis in such situations are dependent on forming a bridge between successful data collection to data interpretation. Accordingly, learning approaches that give student's confidence that they have followed appropriate steps in data handling is likely to enhance the critical analysis of the experiment results.

The purpose of this session will be to describe a case study of an approach used in undergraduate science teaching where the lecturer creates a short online video that shows students how to use Excel to process the results of a large data set. This approach saves class time, enables students to work at their own pace and helps ensure that students can begin the critical analysis steps with confidence that their data handling was appropriate.
Peer mentoring in disciplinary focused transition: A partnership approach

The project team would welcome an opportunity to share how a teaching project has developed, building on an established buddying scheme.

The project is in its early stages but aims to offer and evaluate evidence based activities focusing on how students can be supported in making a disciplinary focussed transition in professional higher education. The project recognises the challenges that students, from a range of academic backgrounds including school leavers, mature entrants and postgraduates, face when academically and professionally orientating themselves to programme of applied disciplinary studies. The project hopes to address the interrelated and mutually supportive themes of academic and professional self-efficacy, resilience and developing disciplinary focussed academic skills and professional attributes. The project activities are being developed in partnership with children’s nursing students and the role of peer mentoring is being expanded.

Planned activities include:

- Teacher supported academic skills self-assessment exercises
- Peer supported disciplinary reflective writing
- Peer supported subject focused literature searching
- Teacher supported early introduction to problem based learning skills

There is potential for transferable practice from this project, especially for colleagues who accept students from non-cognate disciplines and we would be pleased to hear their thoughts and feedback.

References (on the conference website)

Julia Winter, Sandy Oldfield, Jo Peto, Emma Inness, Liz Jestico,
Clinical Health Care
**Creative Workshops: Collage, Publishing, Singing**

1: Future scenarios for the learning environment, a collage workshop, Urban Design Studio, 2nd floor Abercrombie

This will be a Visioning exercise focusing on our future Learning Environment.

The aim of this hands-on workshop is to engage the public in using a ‘collage technique’ to think of ‘utopian’ scenarios for the ‘classroom’. UTOPIA being understood as ‘ideal, fantastic, imaginary = possible.

Participants will be introduced to the concept and supplied with drawings of a ‘place’, magazines, glue and scissors to compile their montages for the utopic learning environment. With prior permission, those taking part will be asked to give a one minute commentary to video camera about montage. This material will be disseminated online on the urban design course website.

**ACTIVITIES**

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<tr>
<td>10 minutes</td>
<td>Introduction to the workshop; Organisation of participants into groups; Introduction of the methodology and focus of the workshop; Distribution of drawing profiles and beginning of the collage workshop;</td>
</tr>
<tr>
<td>15 minutes</td>
<td>In groups, explore: what learning environments do we have? what would the ‘utopian’ learning environment be? Use the concept of UTOPIA as described above.</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Work on the group proposals through collage, choosing the images from magazines, text, drawings, etc; 2D and 3D explorations welcome! discussion within the groups and development of exhibition panels</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Finalise panels and put together an exhibition of the work produced. Presentations and Conclusion. (move to Abercrombie to share more widely)</td>
</tr>
</tbody>
</table>

*Society of Urban Design Students – SUDS with Laura Novo de Azevedo, TDE*
2: Every student published workshop, JHBB 206

A workshop to allow participants to become familiar with the aims and goals of the ‘every student published PESE 2 project’ followed by some examples for participants to consider. The workshop will then create the opportunity for participants to develop a response that will work for their discipline / department / setting. Participants will be asked to present their ideas creatively.

Case example: Viewing and Reviewing Theatre: Embedding Subject-Specific Skills
I would like to describe and present my concept for a new blog featuring student theatre reviews of different written lengths and via different media (audio or a/v). The aim is to encourage students to use the skills learned in the 1st year and embedded until the end of 3rd year in reflecting critically and documenting theatre practice. They (by way of the newly-formed Theatre Critics society) will be encouraged to attend more theatre (in order to expand their knowledge and inform their own practice) and will engage more thoughtfully with the critical reflection task which follows all performance assessments by considering the task’s purpose, establishing their own criteria for review publication, improving writing skills, undertaking (some) peer assessment, and overall, practising the skills taught outside an assessment situation. The reviews will be posted on a blog (some public, some privately accessed) which students can use for their CVs.

Eleanor Lowe and Chess Cooper (3rd year Drama student)

The aim of the conference session will be to propose the plans to colleagues and invite feedback and suggestions.

Helen Walkington will lead this with contributions from all

3: Using Creative Industries to teach Business and Management, a Presentation/Singing workshop, JHBB Lecture Theatre

The use of the creative industries in teaching business and management skills has been the basis of my Brookes Fellowship project for the last 18 months, during which I have been working with Louise Grisoni (the Associate Dean Research and Knowledge Exchange in the Faculty) to build workshops for Masters students and for staff development. Workshops have been run using poetry to examine and clarify thoughts about issues at work and within the curriculum. Singing workshops have examined questions of leadership and teamwork (especially listening to each other, adapting and creating harmony together).
This session will reflect on the implementation, the reaction and the results (to some extent) of this move towards a different way to approach teaching and learning. We will focus this workshop on singing and will structure the session as follows:

- a 15 minute presentation of the approach;
- the group then undertakes a Singing workshop to experience the approach (1 hour);
- followed by a plenary session of 15 minutes

We are then invited to lead a singing performance in Abercrombie Atrium at the end of the conference.

Judith Piggott, Faculty of Business with singing tutor Liz Hodgson

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**Closing session of the conference**

Awards, prizes, singing and displays of work produced in the collage workshop, as well as reflections on how we have connected through teaching during the event.

But the day does not stop there…

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**Exhibition: Re-Inventing Research: The Messy Process, Glass Tank Gallery, with Drinks reception**

An exhibition of research work from students in the Associate College Partnership at Oxford Brookes University selected by Janice Howard, Principal Lecturer for Student Experience in the Associate College Partnership.

Its aim is to highlight and celebrate the messy business of research and allow us to glimpse the often publicly unacknowledged journeys that are made along the research path. It shows the wide range of methods and forms that students employ in their research, how they navigate their research questions and explore the connections they make when trying to understand the world around them.

The individual pieces of work on show demonstrate the thought processes and development of ideas of students in their first to final year of study across a range of fields of inquiry including Graphic Design, Business and Communication, Illustration, Early Childhood Studies, Health and Social Care, Equine Studies, Drawing, Engineering, Creative Arts and Design Practice, Motorsports and Fine Art. Janice Howard, PLSE in the Associate College Partnership