BROOKES LEARNING AND TEACHING CONFERENCE

Student Engagement:
What does it mean? What does it look like?

Conference Programme and Abstracts

27 March 2013

**Headington Campus
Gipsy Lane**

Open to staff, students
and associate partners

www.brookes.ac.uk/services/ocsld/resources/learn_teach_conf/2013

Welcome to the 2013 Brookes Learning and Teaching Conference

On behalf of the Conference Organising Committee, may we warmly welcome you to this day of engagement – engagement with students, with colleagues, and with ideas.

We are very excited about this event, which brings staff and students very publicly together in partnership. Crossing role boundaries is a common theme of the sessions where students share their various experiences as volunteers, learning mentors, advisers or researchers. Students will also reflect on how they are involved in the learning process together with their tutors, both in and outside the classroom. The use of technology for engagement is the focus of a roleplay devised by InSTEPP ePioneers, in a demonstration of one faculty's use of Moodle, and in a debate led by the Students' Union.

Measuring the impact of student engagement is the topic of a keynote talk in the Main Lecture Theatre by Camille Kandiko, an international expert in the field. Thoughts on how we engage with the community and understand global citizenship are prompted in a conversation between Lyn Bibbings of our Business Faculty and Paul Collins, Keeper of Antiquities at the Ashmolean Museum.

We have designed this conference brochure with plenty of space for you to note down some of the ideas that the day might inspire for you. In previous years, you tell us that some of the most valuable moments of the conference have been where similar-minded colleagues from across the institution have come together and sparked new collaborations and this has in turn led to teaching innovation. That is what we hope you will get from today – not only what and how you might innovate in relation to teaching development and student learning, but also ideas about who with.

We express our thanks to all those around the University who have helped to enable this event to happen, including Site Services, Catering, SMT and the Faculty of TDE.

Conference organizing committee:

Frances Deepwell, OSCLD (Co-chair)	Roy Grant, OCSLD
Berry O'Donovan, BUS (Co-chair)	Louise Green, OBI/OCSLD
Greg Benfield, OCSLD	Ayda Halime, OBIS
Mark Cain, HSS	Katherine Hewitt, HSS
Neil Currant, OCSLD	Brian Marshall, HSS
Mary Davis, OBI	George Roberts, OCSLD
Liz Drewett, OCSLD	Tom Smith, SU
Richard Francis, Media Workshop	Marion Waite, HLS

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		Arantza Aldea, Ken Brownsey, Nigel Crook and Peter Marshall with Arianna Schuler Scott and Alicia Sykes
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		Paul Collins, Acting Keeper of Antiquities, Ashmolean Museum of Art and Archaeology, in conversation with Lyn Bibbings, Business Faculty

The Diversity of Student Engagement

Represented amongst us are students who are engaged as…

- Ambassadors

- Fund-raisers

- Learning mentors and advisers

- ePioneers

- Departmental Associations

- Part-time workers

- Researchers

- Volunteers

- Winners

- Module assistants

- Student representatives

- Interns

- Conference presenters

- Members of staff

There are many other forms of engagement within and outwith the classroom.

Use these unconference beginnings to the day to explore and expand your ideas of engagement with these students. What responses do they have to your questions about student engagement?

Essential reading on Student Engagement
Trowler, V. & Trowler, P. (2010) Student engagement evidence summary, Higher Education Academy. Available to download from:
http://www.heacademy.ac.uk/assets/documents/studentengagement/StudentEngagementEvidenceSummary.pdf

Your Questions

Student engagement: What questions do you have about student engagement? What does student engagement mean to you? What are the boundaries of student engagement? What benefits have you found in engaging students in activities or roles beyond the classroom?

You can write some notes or draw here, or tweet the conference at #blt2013

Keynote talk: Building partnerships, enhancing learning: engagement versus satisfaction approaches

Camille Kandiko, Kings College London

Student involvement, or engagement, provides an instructive focus for enhancing the student experience, and for moving away from a consumerist trend in higher education. This presentation draws on the data from the National Student Survey (NSS) in the UK, comparing that with 15 years of research from the US-based National Survey of Student Engagement (NSSE), and on a recent institution-wide engagement survey for all non-final-year undergraduate students at King's College London, which includes both the use of satisfaction and engagement measures. Whilst a mutually respectful and positive approach between staff, students and management can be developed through creative uses and applications of NSS data, an engagement-based survey reinforces a partnership model.

We suggest that the bringing together of what are usually perceived as opposing sides - management, faculty and students – can actually constitute a partnership based on productive and fruitful cooperation. To gain support for adopting an internal survey, and to manage results, the partnership notion needs to be strategically tailored for staff, students and senior management.

This approach can be used to engage diverse groups of students, working to capture the breadth of student voices and experiences.

Biographical notes

Dr Camille B. Kandiko joined King's College London in 2008. She is working on KCL curriculum enhancement initiatives, including developing College-wide student engagement survey, The King's Experience Survey. Her current research interests are in international and comparative dimensions of Higher Education, the student experience and curriculum change; enhancement of PhD supervision; and academic motivation. Supporting this research are notions of networks in higher education; the role of student engagement in the student experience and the environment for learning; and intersectionality as a methodological approach to exploring student and academic identities.

Currently, Camille is leading on a research grant from the QAA on Student expectations and perceptions of higher education. She is also working on a grant from SRHE with Dr Saranne Weller on Students as co-developers of learning and teaching: Redefining expertise and student voice through student participation in professional development.

She was awarded her PhD by Indiana University (USA) in 2007; her thesis title was Student Engagement in Canada and the U.S. in an Era of Globalization. Before taking up her post at the Institute, she was project associate at IU working on the National Survey of Student Engagement (NSSE).

Twilight Talk: Engagement for global and local citizenship

Paul Collins, Acting Keeper of Antiquities, Ashmolean Museum of Art and Archaeology, in conversation with Lyn Bibbings, Business Faculty

Main Lecture Theatre – 16.00-16.45

Discussion about how Brookes and the Ashmolean Museum have independently approached introducing and developing Global Citizenship in their communities and the issues and similarities they have encountered.

In this talk, we will compare the approaches of two local community institutions, each with different educational missions, to engaging their respective audiences with notions of the cosmopolitan, and the connection between the local and global. The speakers will present current practices, perspectives, issues and concerns at the Ashmolean and set these against similar phenomena at Brookes. The dialogue format is designed to capture the different meanings of engagement emerging from a comparison of these two approaches to practice.

The session will be chaired by Juliet Henderson of the Centre for Curriculum Internationalisation, Oxford Brookes University.

Biographical notes

Paul Collins is Acting Keeper of Antiquities with special responsibility for the ancient Near East collections. I have worked previously as a curator in the Metropolitan Museum of Art, New York and the British Museum. An important part of his current job is to explore the Ashmolean's archaeological collections with students and researchers in dedicated study rooms and to present them to visitors from around the world in galleries organised by the theme "Crossing Cultures, Crossing Time" that highlight the influences and links between cultures as much as their differences.

Lyn Bibbings is a Principal Lecturer Student Experience at Oxford Brookes University, the Discipline Lead for Hospitality Leisure, Sport and Tourism at the Higher Education Academy and a Principal Fellow of the HEA. Lyn has been at Oxford Brookes for many years and is based in the Oxford School of Hospitality Management. Her research and teaching interests span key tourism areas: tourism and climate change and adaptation and mitigation strategies.

e-Pioneer Partnerships: Pioneering partnerships for digital literacy

Buckley Building BG11   10.00-10.45

Rauri Pountain, Lizzie Frazer and Richard Francis on behalf of Learning Resources, with ePioneers

Find out how pioneering partnerships between student volunteers and staff are producing high quality tailored digital artefacts to enhance the student experience and increasing staff confidence to work with new technologies.

The InStePP at Oxford Brookes is well-underway and embracing the exciting changes that come with the PESE. e-Pioneers are currently working in partnership with staff university-wide to make changes to the way learning and teaching at Oxford Brookes is optimised through utilising a wide scope of digital tools and technologies.

The e-Pioneers have created a short animation, and they will also be performing live in an illustration of the kind of work that their partnership with university staff involves and the modernisation of learning and teaching at the university that their work seeks to bring through the partnership, as well as how it enhances their own professional development and their student experience.

There will be time after the presentation for questions between the student e-Pioneers and the audience.

You live and learn: A pedagogical case for live projects

Buckley Building BG01   10.00-10.45

Jane Anderson, Programme Lead for Undergraduate Architecture, with Jonathan Shmulevitch, year 3, BA (Hons) Architecture

What are the risks and rewards of live project learning outside the institution?

"You live and learn" explores whether live projects can address some of the political, economic and social challenges facing learners and teachers in the contemporary university. Through a critical analysis of OB1 LIVE, our programme of live projects, we define what they are and describe ways that learning in this context can be understood and valued. We look at the risks and rewards of going outside and propose an adjustment to the relationship between the institution and the world.

Lantern Festival 2013 Warneford Meadow

Project based learning in first year Mathematics: Embedding information and digital literacies

Clerici Building, Boardroom 1   10.00-10.45

Rachel Long, MEMS, Dan Croft, Learning Resources and students

A description of a pilot collaboration between faculty and library to address graduate attributes, with an opportunity to share & ask questions

Students on a first semester Maths module were given a group research project with the aim of starting to develop the research and digital literacy graduate attributes from week 1 of their course. With the assistance of subject librarian Dan Croft, students were involved in learning to use library resources to find information via a series of increasingly refined search strategies, and then to produce an annotated bibliography and an online presentation of their findings.

Students formed their own groups, with assistance given to those who didn't know anyone else on the module, and worked largely on a Moodle discussion forum which was restricted to just the members of their group (and teaching staff). This meant that even those students who were part-time, or who lived some distance away from University, could contribute equally. Student contributions were monitored and evaluated based on postings to these forums, and the work was submitted online.

As well as the forums, Moodle resources included an example of an annotated bibliography provided by the subject librarian, and a list of suggested topics. These were deliberately open ended problems, for which students were not expected to find a solution, and included predicting who will win next year's football premiership, working out how to rank the performance of individual nations during WW2, or investigating how to live longer.

Student feedback was generally positive, with comments including "The Group Assignment allowed me to look into an area of mathematics that I knew little about before I started it." One of the groups of students will present their work and what they gained from the project.

Crossing Boundaries: Student and Staff Engagement, Interaction and Experiences

Dominic Corrywright, Mary Foy and Nigel Sharpe

This panel discussion examines some of the key features of undergraduate learning experiences in the subject area of Religion and Theology at Oxford Brookes University.

Each of the presenters will share their experience and knowledge of the course, direct learning experiences, projects and studies, as well as broader student experiences, engagement with other students and interactions with staff in the learning process. Data are used from a wide variety of sources. For this session the key data are autobiographical and emerge out of insider experiences and reflective practice. Recognition of the wider aspects of digital media, multiple sources, virtual and visceral learning experiences over a sustained period of study is best described as 'complex learning' (Corrywright forthcoming 2013).

The focus of the session will be on is on positive and widening opportunities and methodologies used in pedagogical practice at Higher Education institutions in the UK. Examples of good practice and changes in modes of delivery indicate a rich area of growth and new learning experiences.

As a reflective perspective on pedagogy this session also includes pedagogical purpose in highlighting successful and innovative forms.

The Art of Lecturing without Lecturing

Buckley Building BG11   10.50-11.25

John Twycross and students from Computing and Communication Technologies

How video game technology can be relevant for teaching a wide range of disciplines.

Practice, when placed at the heart of skills-based disciplines, has the potential to engage students and staff with positive outcomes.

In multimedia and software design, we have been trialling game-based learning. Games are rule-based activities which offer rewards, provide feedback, record progress and rate performance. These characteristics are aligned with learning objectives and student activities. For example, high-score tables are used to display results and maps provide details of progress through the course material.

How far should we go in engaging roles such as facilitator, collaborator, producer or author? In what ways do our practices naturally fit with our pedagogies? Discussing themes such as student engagement, competition & peer learning this session invites us to reflect with students on the ripples and seismic shifts resulting from empowering them to design their own learning environment.

Student Engagement: what is it, what is it good for and does it happen?

Buckley Building BG01   10.50-11.25

Katherine Hewitt and Mark Cain, HSS

In this session we investigate the questions of what student engagement is, whether it would be a good thing for students to be engaged and how engaged Brookes students actually are. We approach these questions through our experiences working with philosophy students and our views are the product of a dialogue between between us, a dialogue that is ongoing and hasn't produced a settled consensus.

Mark Cain is programme lead for philosophy who, for some years, has pursued the goal of running a programme with a fully engaged student body. Katherine Hewitt is a third year philosophy student and President of the student Philosophy Society.

Mark has enlisted Katherine to help him achieve his goal with respect to student engagement as he has been worried that many philosophy students are not as engaged they should be. In this role, Katherine has organised a series of social and academic events for students. In the course of doing this she has come to reflect on the issue of student engagement and has spoken to many students about what they want from university life. As a result, she has come to the view that Mark may well operate with an unduly restrictive and unexamined idea of what it is for a student to be engaged with their studies. This idea models students on academics who have made their subject central to their identity and their professional lives. Katherine argues that this is an inappropriate way to think about student engagement and one that sets us up for a fall. Instead, we should recognise the variety of perfectly legitimate goals that students have in coming to University and that when we do this it becomes clear that most students are fully engaged with university life and that that engagement takes a variety of forms.

Could you flip?...OERs and student engagement

Clerici Building, Boardroom 1   10.50-11.25

Tom Smith, Ashley Aryee and David Whittingham, OBU Students' Union and current students: Lizzie Fraser, Stephen Harland, Computer Science, Jenny Richards, Psychology, Mary Foy, Religion and Theology

This session, by Oxford Brookes Students' Union (OBSU), will introduce the concept of online educational resources (OERs) and the flipped classroom. We will explain why we believe they have the capacity to start a transformational process for the student learning and teaching experience at Brookes.

The session will consist of a narrated introduction by Tom Smith, VP Academic Experience, supported by a video presentation to introduce the concept, and will then move to a chaired panel debate to discuss the issues and opportunities that OERs present.

We will also facilitate the discussion via a Google Hangout to demonstrate how such technology can be used to facilitate effective debate and discussion across geographical boundaries. We will take questions from the audience but also intend to use a moderated live twitter feed to take questions from both within and without the conference. As such, this session will offer colleagues the opportunity to explore the concept of OERs and address some of the reservations that exist about their use within HE teaching.

Peer review in the formative stage of writing

Clerici Building, CG15/16   10.50-11.25

Mary Davis, Pre-Masters Course Leader, with students Lijun Tang, Rawan Albaqami and Tsilazazi Itwi from Oxford Brookes International

This session will explore the usefulness and problems of peer review through the experiences of international students in academic writing.

Studies of feedback have concluded that to be effective, it needs to involve successful social interaction (Mustafa, 2012; Rollinson, 2005). A sometimes overlooked form of feedback is peer review, which can be a means of engaging students more in their learning, for example by enabling students to share their understanding of source use (O'Neill, 2008). According to Hyland (2000), peer review allows more student participation and responsibility for learning, as students involved in it can build their confidence and be less reliant on teachers. It can also provide the platform for a collaborative dialogue between students, with different feedback complementing that of the tutor (Rollinson, 2005). However, other studies have reported that students do not like peer review, because they want responses to their work to come from teachers (Jacob et al, 1998). Furthermore, for students from some cultures, feedback is only paid attention to when it comes from a teacher (Mustafa, 2012).

As part of a PETAL project on feedback, this study will look at the adoption of peer review in an academic writing class for international students. Firstly, it will focus on a discussion of student views of peer feedback and the perceived benefits and obstacles to its effectiveness. Then it will explore a tutor guided peer review exercise and post-review discussion. Students will co-present and report directly from their experiences of peer review on the first drafts of a mini-dissertation. They will discuss with the audience regarding the usefulness of participating in peer review as both reviewer and recipient, giving and receiving feedback on language and on academic skills. Specifically, participants will be invited to assess to what extent peer review can contribute usefully to formative feedback.

References

Hyland, F. (2000). ESL writers and feedback: giving more autonomy to students. Language Teaching Research, 4(1), 33-54

Jacobs, G., Curtis, A., Briane, G. and Huang, S. (1998). Feedback on student writing: Taking the middle path. *Journal of Second Language Writing*, 7(3), 307-317

Mustafa, R.F. (2012). Feedback on the feedback: Sociocultural interpretation of Saudi ESL learners' opinions about writing feedback. *English Language Teaching*, 5(3), 3-15

O'Neill, P. (2008). Using peer writing fellows in British universities: Complexities and possibilities. Across the Disciplines, 5(1).

Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30

Peer Advice on Learning (PAL): What's in it for all of us?

Buckley Building BG11   14.15-15.00

Debbie Witney, Faculty of Business & Tatia Batsikadze, Business and Management, Victoria Nmadu, Accounting and Finance, Ade Adekoya, Accounting and Finance, Andrew Butler, Business and Marketing Management, George Benfield, Economics, Finance and International Business, James Chan, Economics, Finance and International Business, Leo Juergens, Economics and Politics and International Relations, Fadzai Muzivi, Accounting and Finance

This workshop will focus on three student engagement themes: engagement with learning ; student 'voice'; and student identity. Participants will work with existing PAL leaders to explore the 'lived experience' of PAL leader's engagement. After a brief introduction to the PAL scheme and a Q&A session with the PAL leaders, the workshop participants will address the application of the principals of PAL engagement to their own student learning contexts.

PAL is a voluntary (i.e. not timetabled or compulsory) peer support scheme that has operated within the Faculty of Business for about ten years. It focuses on 'at risk' first year modules and provides first year students with the opportunity to access learning advice from a second or final year student (PAL Leader) who had previously achieved success in the module. Commonly understood to mean Peer- Assisted Learning (Boud et al. 1999) the PAL scheme was re-named Peer Advice on Learning by the students three years ago to signify a more inclusive and less deficit model.

The PAL leaders have become integral to the sustainability of the scheme, advising on which modules to support and the strategies for attracting students to the scheme. They are also in a position, within the boundaries of peer confidentiality, to provide course and module feedback. Thus, it has become apparent that PAL addresses student engagement in many ways.

References

David Boud, D., Cohen, R. and Sampson, J. (1999) 'Peer learning and assessment', *Assessment and Evaluation in Higher Education*, 24, 4, 413-426

Students research the student experience of ethnic minority students

Buckley Building BG01   14.15-15.00

*Neil Currant, OCSLD, Suneela Ahmed, Urban Design
and Dianne Regisford, Arts*

This session will explore the experiences of student researchers / interviewers in the context of researching the Minority Ethnic student experience at Oxford Brookes University.

The participation of BME (black, minority ethnic) students in higher education has increased over the last decade and more BME students are getting 'good' degrees (i.e. first class or upper second class degrees). However, there is a big difference between the outcomes for BME students when compared to their White peers. This so-called 'attainment' gap currently stands at around 18%.

Oxford Brookes University is interested in understanding the experience of BME students at the university. Two students have been recruited and employed (in the role of student assistant- research) to act as research assistants to help interview ethnic minority students about their experiences at Brookes. The aim of using student interviewers was to reduce the power distance to allow students to feel comfortable discussing a difficult topic. The project aims to explore the identity aspect of student engagement; exploring BME students' sense of belonging at the university.

This session will explore the research on BME student completion rates and attainment. It will outline some of the experiences of students at the university. It will also explore the experiences of the students as interviewers and why the students volunteered for the role. The nature of the topic itself has proved highly motivating in getting engagement in an activity that is outside of the curriculum.

Making the most of Moodle

Clerici Building, Boardroom 1   14.15-15.00

Rachel Long, MEMS, Clare Martin, CCT, and students from Faculty of Technology, Design and Environment

Sharing positive experiences with Moodle and general good practice across the University

The idea of this session is to share positive experiences with Moodle and general good practice across the University. Inevitably, some staff members have explored the opportunities for engagement offered by Moodle more than others, and so this is a chance to find out more about what Moodle could do for you and your students.

Examples to be shared include

- Use of standard features and plug ins for quizzes
- Use of lessons to control pathways through learning activities
- Use of different sized groups within a module
- Embedded web pages and pencasts
- Video lectures and flipped classrooms

There are undoubtedly many other examples of Moodle use going on or being planned around the University that many of us have not already thought of, which could be shared through this session. Also we invite students to share their experiences of how the new Moodle features have helped them.

The ethical importance of subject matter

Main Lecture Theatre 14.15-15.00

David Aldridge, Philosophy of Education, HSS

This paper characterises education as an engagement between student and teacher in which some subject matter or issue of shared concern is at stake

This paper characterises education as an engagement between student and teacher in which some subject matter or issue of shared concern is at stake. It is the orientation around the subject matter that calls forth a distinctively ethical relationship between participants in the event of learning. The craft of thinking, which requires participants to attend responsibly to the emerging nature of the matter at hand, mitigates to an extent the dangers of rhetorical competition and the economics of power.

What has subject matter got to do with knowledge, or with the particular texts, learning objects or outcomes of the university experience? How can this subject matter be pursued across modules, academic fields and modes of assessment? What is the subject matter of the range of 'engagements' with students that occur outside of relatively well-defined pedagogical contexts? Is there any form of student engagement without a subject matter? Finally, the possible dangers for 'student engagement' of losing sight of the subject matter will be explored.

The theoretical background of this paper is a development of the hermeneutic phenomenology of Heidegger and Gadamer.

Enhanced understanding of students understanding and perception of formative assessment processes

Buckley Building BG11   15.25-16.00

Paul Ong, HLS and Margaret Price, BUS

This session explores how students have experienced formative assessment in U43702 Development of the Human Body and Mind

Students were given a questionnaire to evaluate their experience of formative assessment within the module. They were asked to 'think about your formative assignment during weeks 5-7, consisting of presentation of a draft to your peer support group, followed by submission of your draft via Turnitin and receiving tutor feedback on it. Regarding this:

1. Which parts of this process were of most value to your learning? Why?
2. What did you learn from
    a) giving and getting feedback from peers?
    b) self-assessing your work?
    c) tutor feedback?
    d) feedback from Turnitin?
3. How, if at all, do you think this formative assignment process could be improved?

The work was undertaken in collaboration with OCSLD. Recommendations from the evaluation will be utilized in the future development of this module specifically, but the principles will be applicable to other modules considering formative feedback.

Peer mentoring using iPad Tablets

Buckley Building BG01   15.25-16.00

George Roberts, OCSLD, Neil Currant (co-investigator), Student participants (below) all from Faculty of Health and Life Sciences: Adrian Aambo, Andrew Saul, Arnaud Deloffre, Blayne Gomez, Debra Nkomo, Henriette Valmestad, Jessica Gottardo, Jon Kingaby, Konstantin Volkmann, Nathalie Grahn

Exploring how students use iPads to provide remote peer support for academic writing

At a time when policy makers in the UK higher education sector are focusing on students' satisfaction and engagement in university life, iPads have a largely untapped potential to support learning and operate as repositories for sourcing, storing, and sharing knowledge. Tablet computers have also been relatively neglected in UK higher education for peer-to-peer support for international students, although they are widely used by diverse students groups in North American universities, and increasingly in British schools. iPads revolutionise the models of online interaction that have been developed through the Internet, and using the iPad's multimedia collaborative features, participants in this project will gain experience of both sides in a diverse range of assessment types.

The devices themselves have prompted changes in the way that students study and work with their peers. This session will explore how tablet devices have influenced student study habits particularly in communication around the peer-mentoring model (Haas 2008).

There is also a big challenge in developing effective methods to provide peer support via tablet devices. In the session, students will demonstrate the methods they developed to support each other in their academic writing. We will then discuss how lessons learnt can be applied in the wider context.

This study is being conducted on co-participatory lines, by three members of the Oxford Centre for Staff and Learning Development (OCSLD) and 12 students in the Faculty of Health and Life Sciences at Oxford Brookes University. The research is funded by the Higher Education Academy (HEA).

References

Haas, S. (2009) 'Writers' groups for MA ESOL students: Collaboratively constructing a model of the writing process' ELTED 12. Available from *<http://www.elted.net/3%20Sarah%20Haas.pdf>* [27th February 2012]

Simulation and Experiential Learning: Client Interviewing under the Spotlight

Clerici Building, Boardroom 1   15.25-16.00

*Marc Howe with Adrian Henderson, Mark Mills
and Pardis Safadel, School of Law*

Client Interviewing

Student participation in client interviewing helps to develop the graduate attributes of academic literacy, research literacy, and critical self-awareness and personal literacy. Students in the School of Law have the opportunity to develop the skills of client interviewing as part of the undergraduate curriculum, and also in the context of extra-curricular competitions.

All law students can also participate in the Brookes internal client interviewing competition, with the winners representing the university in the National Client Interviewing Competition. The competitions involve students in teams of two interviewing and advising a client about a fictitious legal problem. In a tradition of successes, in 2012 Brookes students were overall runners-up in the National Final and won the trophy for 'Best Graduate Diploma in Law Team'.

Conference Session

At the conference, delegates will be able to gain insight into the use of simulation and experiential learning, in the context of the debate about the subtleties of plagiarism. The conference session will involve contributions from students, including a demonstration interview involving a suspected case of academic misconduct.

Demonstration Interview Scenario

There are suspicions that there has been collusion between two students, and two colleagues are trying to determine the facts. Adam Jones, a third year LLB student has been called in to a meeting with two Academic Conduct Officers to discuss striking similarities that a recent piece of coursework of his had with that of another student. The two pieces of work have common threads throughout but the main concern is with the two concluding paragraphs which are virtually identical.

Learning and teaching computer programming using the apprenticeship model

Abercrombie Building AB115   15.25-16.00

Arantza Aldea, Ken Brownsey, Nigel Crook and Peter Marshall with Arianna Schuler Scott and Alicia Sykes, Computing and Communication Technologies

Students taking introductory computer programming courses are often not well served by the traditional lecture followed by lab approach. In semester 1 of this academic year we put in place an new 'apprenticeship' approach to teaching programming. Here the students experienced a repeated cycle of instruction, demonstration/observation and application. In these sessions new features of programming were introduced with a five to ten minute mini-lecture (instruction), followed by a front-of-class demonstration of how to apply these features to a particular problem (demonstration/observation). The students were then given the opportunity to try out these features by writing a programme to solve a related problem (application).

We observed that this new approach was much more successful at engaging the students that the classical lecture and practical approach. Pass rates and retention have substantially improved. Our presentation will allow delegates at the conference to experience the apprenticeship approach to teaching/learning computer programming.