Pedagogies of Possibility:
Tales of Transformation and HE Hope

Brookes International Teaching and Learning Conference
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Keynote Speakers

Cathy D'Abreu SFHEA
Oxford Brookes University

Sarah Tammadge-Wall
Oxford Brookes University

Conference Co-Chairs

Dr Patrick Alexander FHEA, FRSA, FRAI
Oxford Brookes University

Dr Polly Magne SFHEA, NTF
Oxford Brookes University

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'Education is always a vocation rooted in hopefulness'

(hooks, 2003, p.XIV).

By challenging past orthodoxies and opening our critical imaginations to the promise of progress, higher education can:

- create more democratic and ethical ways of knowing, being and doing in the world;
- find solutions to the social, economic and environmental challenges we face; and
- transform the lives of those in our learning communities and regions in which our institutions reside.

These pedagogies of possibility tap into our transformative powers. It is here that 'educational gain' might truly lie – where students come to understand and embrace their graduate potential to become agents of change and 'remake the world' (Freire, 2017, p.185).

Oxford Brookes' inaugural international teaching and learning conference will explore the promise of transformation that the socially responsible and connected university represents. It will be an opportunity to remind ourselves of the important roles educators and students play in the co-creation of our hopeful future. By celebrating transformation we have the opportunity to re-connect with the joy, love and passion that brought us to HE, and that might sustain us as we proceed.

Together we can 'recognise reality…recognise the obstacles, but … refuse to resign in silence.' (Freire, 2021, p.23). We invite staff, students and stakeholders involved in higher education to write with 'rage and love' (Freire, 2017, p.5), to offer impassioned reflections on the pursuit of thoughtful, compassionate, critical HE pedagogies.

Tell us how and why you have created a 'classroom that is life-sustaining and mind expanding, a place of liberating mutuality where teacher and student work together' (hooks, 2003, p.XV) to make the world a better, fairer place.

Conference themes

- Democratic education
- Education without boundaries
- Educational gain

Programme

Strands 1, 2 and 3 follow the themes of the conference. Strands 4 and 5 focus on discursive formats and workshops across the three themes.

Time	Session	STRAND 1 Educational gain	STRAND 2 Education without boundaries	STRAND 3 Democratic education	STRAND 4 Discursive	STRAND 5 Workshops
09.30	Session 1	Welcome. Pedagogies of possibility led by Patrick Alexander FHEA and Jenny Lawrence PFHEA. In this opening session we will consider the promise of transformation that the socially responsible and connected university represents.				
09.45	Session 2	Keynote: Cathy D'Abreu SFHEA, Oxford Brookes University. What is the purpose and possibility of an HE education? ⓘ				
10.45	Buffer / break	15 minutes				
11.00 - 11.50	Session 3	Can early years principles support inclusion in higher education? ⓘ Workshop Esther Cummings SFHEA Beth Sennett FHEA	Maths anxiety: exploring the perceptions of mathematics in undergraduate computing students ⓘ Paper Lucia Sagredo, Eleni Elia, Jo Skelton SFHEA Opportunities to view pre-recorded sessions available on the **Conference website**	Creating fully rounded academic professionals through coaching, compassion, contemplation and community ⓘ Paper Sarah Wolfenden SFHEA **Engaging students as co-creators in Academic English writing class** ⓘ Paper Lissy Yu Wang FHEA, Jiashi Wang FHEA	Teaching for ethos change: transformative experiences in a hopeful 'design-for-good' pedagogy ⓘ PechaKucha Sancha de Burca FHEA **Peer mentoring in the placement experience search: enhancing learning journeys across discipline boundaries** ⓘ PechaKucha Zoe Allman PFHEA, Deepa Rughani FHEA, Saheda Begum, Pamela Hardaker, Phil Grierson **Removing boundaries; the value of flexible pedagogies in HSS, OBU** ⓘ PechaKucha Rachel Payne SFHEA, Jo Skelton SFHEA **Using the UN Sustainable Development Goals (UNSDGs) as a framework for developing critical thinking in relation to holistically sustainable architecture design projects for Year 2 undergraduate architecture students at Oxford Brookes University** ⓘ PechaKucha Mina Samangooei FHEA	It starts with us - using self-reflection on positionality as the foundation for decolonising the curriculum ⓘ Workshop Marita Grimwood PFHEA, Hardeep Basra PFHEA

Time	Session	STRAND 1 Educational gain	STRAND 2 Education without boundaries	STRAND 3 Democratic education	STRAND 4 Discursive	STRAND 5 Workshops
11.50-12.10	Buffer / break	10 mins				
12.10 - 13.00	Session 4	Perceptions of newly qualified early year teachers as agents of change in Mathematical Pedagogy in India ⓘ Paper Jo Skelton SFHEA Learner and stakeholder satisfaction with nurse cadet VET schemes using a social capital analysis: a qualitative evaluation study ⓘ Paper Marion Waite SFHE	Teaching and woke: from handcuffs to handrails? ⓘ Workshop Louise Rickard SFHEA	Speak truth to power: the role of critical pedagogy in solutions-based teaching in environment and geography ⓘ Paper Sally Beckenham Student-choice lectures: a co-produced curriculum ⓘ PechaKucha Matt Lawson FHEA Creating a more gender-sensitive curriculum ⓘ PechaKucha Mary Kitchener SFHEA	Internationalisation: enriching the student experience, at home and abroad ⓘ Round Table Lucy Mazdon	Embedding student-staff collaboration: co-creating resources at the University of Manchester Library ⓘ Workshop Bonnie McGill AFHEA
13.00	Lunch	1 hour				
14.00 - 14.40	Session 5	**Student Keynote: Sarah Tammadge-Wall, Oxford Brookes University. 2 Years of Student Voice - quality versus quantity.**				
14.40 - 15.00	Buffer / break	10 mins				

Time	Session	STRAND 1 Educational gain	STRAND 2 Education without boundaries	STRAND 3 Democratic education	STRAND 4 Discursive	STRAND 5 Workshops
15.00 - 15.50	Session 6	Higher Education Student Engagement Scale (HESES): the psychological perspective of student engagement in higher education ⓘ Paper Karen Zhoc Career development for sustainability: an employability masterclass ⓘ Paper Karen Cripps FHEA, Shirley Velasquez-Hoque FHEA	Closing gaps - in collections, information literacy and professional practice ⓘ Paper Aaron Worsley AFHEA From student to teacher: reflections on closing the awarding gap for international students ⓘ Paper Mamdooh Alzyood FHEA	Pivoting an entrepreneurship experiential learning module online: applying a concrete experience framework ⓘ Workshop Javier Monllor	Why HE needs more love and stories ⓘ Round Table Teti Dragas SFHEA	Democratic Education through Critical Global Pedagogies: inspiring brave, critical and compassionate agents of change ⓘ Workshop Polly Magne SFHEA
15.50 - 16.00	Buffer / break	10 mins				
16.00 - 16.30	End and informal chat space	**Playful plenary: transformation and hope led by Patrick Alexander FHEA** In this final activity we will come back to your initial hopes for the day, expressed during the introduction. Through a brief thought activity, we'll build on these initial hopes and put in motion a call to action that individuals can take with them into their practice beyond the conference				

Keynote speaker biography

Cathy d'Abreu
Oxford Brookes University
Oxford
UK

Cathy is a Senior Lecturer in Education for Sustainability (EfS) and a Senior Fellow of the Higher Education Academy (SFHEA). She is also Chair of the Sustainability and Environmental Education charity SEEd that works on putting 'education at the heart of sustainability and sustainability at the heart of education'. SEEd advises government on sustainability education, partners with UNESCO and is Co-Chair of Our Shared World, a broad coalition of organizations working to embed SDG 4.7 into education at all levels by 2030.

Cathy's core areas of interest are transformative learning and collaborative, participatory models for change. She leads the Future Pathways ESD Project – an initiative now in its 3 rd year of embedding sustainability into HE teaching, learning and assessment and curates the Learning Lunches – a series of collaborative, professional development sessions on themes and issues under the sustainability umbrella.

She is also a member of the UN PRME's (The Principles of Responsible Management Education) Sustainability Mindset Working Group and contributor to the Sustainability Mindset domain of the Oxford Brookes' IDEAS curriculum development framework. She is a member of the OBBS Sustainability Working Group and the OBU Education for Sustainable Development Working Group.

Keynote abstract

What is the purpose and possibility of an HE education?

The acute urgency of the nature, climate and inequality crises highlighted in the recent IPCC report 'code red for humanity' (IPCC, 2023) demands that universities, businesses and individuals address the fundamental question posed by seminal sustainability scholar Stephen Sterling (2001):

'How should – and how can – education and learning be re-thought and re-configured to make a significant and central contribution to achieving a more sustainable and just world?'

Can we continue with 'HE as usual' or do we need to refresh, renew and reframe the purpose of universities and hence our roles within them? The potential of HE to inspire, inform and enable transitions – and the transformations needed to ensure them – is ripe with possibility, yet so is the danger that 'more of the same' education will continue to lead us in precisely the opposite direction. This keynote will explore how Higher Education can and must be part of the 'solution' rather than part of the 'problem' (Orr, 1994).

Central to this is the concept of transformative education (Mezirow, 2006; Illeris, 2014; Bourn, 2021) – one that that can empower our graduates with the capacities, competencies and mindsets (Rimanoczy, 2021) to envision, create and pursue a more equitable, just and sustainable world.

This may seem a Herculean task; one that requires a move from 'safe to brave spaces' (Winks, 2017) through deep reflection and truthful critique of the dominant assumptions, values, purposes and practices of the neoliberal paradigms of our present educational, economic, social and cultural systems. A further foundational element of transformational learning is engaging collaborative, participatory and emancipatory pedagogies, requiring that we embrace uncertainty, discomfort and the emotional aspects of learning. However, here is where the promise lies – pedagogies of purpose 'can unveil opportunities for hope, no matter what the obstacles may be' (Freire, 1992).

To enable changemaker graduates therefore, we must also see ourselves as 'changemaker educators' committed to 'an educational change agenda allowing us to look critically at how the world is and to envision how it might be, supporting learners to create and pursue visions of a better world' (Advance HE QAA ESD Guidance, 2021: p.8).

Parallel sessions 11.00 - 11.50

Can early years principles support inclusion in higher education?

Esther Cummings SFHEA, Beth Sennett FHEA

Strand 1: Educational Gain | Workshop

The early years learning environment stands alone within the education system. Primary schools predominantly teach the national curriculum, yet the first year of schooling incorporates play-based learning into everyday life. The early years classroom offers our youngest learners the opportunity to choose their own learning experiences (Eccesfield et al., 2021) and select their resources (Marsh et al., 2019). Play is at the foreground of the early years experience and encourages creativity, social interaction and problem-solving skills (Marsh et al., 2019) as well as supporting a child in developing conceptual understanding (Fleer, 2011). Why are these experiences unique for our youngest learners? There is some debate about which early years principles could be continued into Key Stage 1 (Fisher, 2011; Fisher, 2022) but these pedagogical approaches are often dismissed as 'childish' within the much later years of education and replaced by more traditional lectures and seminars. What can we as higher educators learn from the early years experience to enhance our own practices?

This workshop offers attendees the opportunity to explore early years principles about transitions, assessment, outdoor learning, and holistic learning before considering what benefits these practices have for higher education online teaching and learning. Focusing on how the early years learning environment and pedagogical tools mirror principles of inclusive practice and pedagogy, activities and discussion will consider learner agency, range of activities and experiences, and learners at the centre of the decision-making. As former early years practitioners focusing on inclusion, we will share our explorations of adopting early years principles in higher education contexts (both face-to-face and online), modelling some of these practices in the workshop.

Maths anxiety: exploring the perceptions of mathematics in undergraduate computing students

Lucia Sagredo, Eleni Elia, Jo Skelton SFHEA

Strand 2: Education without Boundaries | Paper

Feeling apprehensive about maths (which is commonly known as maths anxiety) is a condition, which affects approximately 17% of the UK population and up to 36% of those aged 16-25 (Maloney & Beilock, 2012; Maths Anxiety Trust, 2018). Hence, the problem of maths anxiety is a widespread issue that affects many students who need to engage in mathematical activity as part of their degree programme (Foley et al., 2017). The purpose of this study was to explore the extent to which maths anxiety affects undergraduate students enrolled in a computing program at Oxford Brookes University, with a view to support students increase their confidence, and to help us understand how the mathematics curriculum could be tailored for computer science programmes.

This is an important area of investigation because maths anxiety can have a significant impact on students' academic performance, motivation, and overall well-being.

The study was conducted by inviting 170 first-year students enrolled in the compulsory Mathematics for Computing course to participate in questionnaires, an interview and a focus group activity, with the aim to explore how our computing students feel when they are undertaking mathematics activities. The questionnaires were designed to assess the students' level of maths anxiety and their confidence in their mathematical abilities, and administered as a pre- and post-questionnaire to be able to contrast answers before and after the mathematics course. The interview was designed to provide a more in-depth exploration of the students' experiences and feelings regarding maths anxiety. Finally, the focus group made use of creative coaching strategies, such as Lego Serious Play, to explore students' perceptions of themselves as a mathematician (Dann, 2018). During this time, photos of their models were taken and the verbal responses from the group were audio-recorded.

We will be presenting preliminary findings from this study, which potentially have important implications for both students and educators. We will aim to provide an insight into the extent to which maths anxiety affects undergraduate students enrolled in a computing programme at Brookes University, and possible strategies to help mitigate the impact of this problem.

Creating fully rounded academic professionals through coaching, compassion, contemplation and community

Sarah Wolfenden SFHEA

Strand 3: Democratic Education | Paper

To teach well we must know ourselves, be authentic and inspire others with our passion and continued desire to learn. We must support each other by sharing information and working collegiately and collaboratively. In addition, as we move to a world where increasingly roles are being replaced by automation, we need to focus on what makes us individual, personalised humans (Gleeson, 2018).

This can be challenging when the university sector is described as an anxiety machine (Morrish 2019). As an academic developer, coach and yoga teacher, I think it is important that we not only teach our academics the knowledge, skills and behaviours to teach and research but to also maintain their wellbeing during and after the process. The Academic Professional Programme at Brunel University London attempts to do just that.

The programme is aligned to the UK PSF and the Academic Professional Apprenticeship Standard. Within it, participants are introduced to how government priorities and regulations affect their own practice. They are encouraged to hold this up against their own teaching philosophies. They consider what universities and education is for and they identify their values and purpose. They experience individual coaching in progress meetings and group coaching through action learning sets.

Compassion and community are key themes running throughout the programme and in the final session, participants take part in a loving kindness meditation and are introduced to contemplative pedagogies. Throughout the programme, they are introduced to key people whose works inspired the programme – bell hooks, Henry Giroux, Nel Noddings and Paulo Freire, amongst others, and are encouraged to find their own role models.

I believe we need to be continually developing our whole self to best serve others. This means recognising and bringing our whole self to our practice. It means encouraging others to do so too in a union of mind, body and spirit (Hanh & Weare 2017). Participants on the programme have told us that not only have they enjoyed the course – they have also learned to become reflective practitioners, learn to connect with themselves, their students and staff across the university.

Attendees at this session will learn how to be vulnerable while also setting boundaries and to be curious about introducing creative and contemplative practices.

Engaging students as co-creators in Academic English writing class

Lissy Yu Wang FHEA, Jiashi Wang FHEA

Strand 3: Democratic Education | Paper

Students as Partners (SaP) has become an increasingly common pedagogical practice in higher education (HE) as ample literature indicates such reciprocity and collaboration between academics and students could result in an increased sense of learning, engagement and enjoyment among students (Matthews et al., 2019). However, most studies target anglophone HE students who are more accustomed to student-centered approaches (Mercer-Mapstone et al., 2017), while relatively few studies use non-anglophone HE students (e.g., Chinese students) particularly at the class-level (Liang & Matthews, 2021). This qualitative research aims to investigate whether the application of SaP in English for Academic Purposes (EAP) teaching is feasible among Chinese students in a transnational university and whether it can lead to enhanced academic writing abilities. All the participants (50) in this study were Year 1 Chinese students who were transitioning from traditional high schools in China with a predominantly hierarchical relationship between teachers and learners to a relatively western-centric HE context.

In practice, SaP is 'a collaborative, reciprocal process through which all participants could contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision-making, implementation, investigation or analysis' (Cook-Sather et al., 2014, pp. 6–7). In the study, the students were involved as both co-creators and users in designing the formative writing coursework through selecting the writing topics they were interested in and searching corresponding learning material rather than being passive customers of the provided writing topic and sources. In addition, the students worked collaboratively to design the feedback session highlighting essential academic writing skills for a discursive essay, such as essay structure, idea development, using sources, citation and referencing, contributing to the module's learning outcomes. Such feedback sessions are an integral part of the Y1 EAP curriculum.

This study indicates that constructing pedagogical relationships with students could reshape traditional student-faculty relationships by shifting the power, roles and dynamics between students and teachers, and foster agency and motivation among students. When these partnership practices are implemented in EAP teaching, desirable learning outcomes, i.e. improving academic writing skills, can be achieved. This study could contribute to students' perceptions of SaP in a transnational environment and demonstrate how teachers and learners could co-construct knowledge through co-creating curriculum and assessments from a whole-class perspective in an HE context.

Teaching for ethos change: transformative experiences in a hopeful 'design-for-good' pedagogy

Sancha de Burca FHEA

Strand 4: Discursive | PechaKucha

I will demonstrate how teaching through transformative experience, using interventions based in critical pedagogy (Freire, 1970, 1992) overtly scaffolded by critical hope (Boler, 2014), can circumnavigate student anxiety and doubt, to achieve paradigm shift. I researched design undergraduates, but the intervention can be adapted to other domains seeking to teach for transformation.

A critical look at the design profession's complicity in over-consumption (Garvey, 2016) and ecological degradation (Boehnert, 2018) suggests that it must be transformed into a practice of ethical design (Fry, 2009, 2015). Therefore, over four years, I investigated how transformative experiences in a 'design-for-good' pedagogy enables undergraduate design students to transform their design practice from consumeristic persuasion towards imagining ethical care in design.

The main ingredients of a design-for-good pedagogy are: consequential and risky community and service projects, where design purpose is reseen; inspiring case examples that illustrate how design-for-good can be practiced; opportunities for students to independently apply design-for-good in their own practice. Furthermore, exposure to design-for-good over time allows students to grow understanding in multiple interventions.

Adapting Pugh's (2011) model of Teaching for Transformative Experience, I researched student perspectives through its measurable components: expanded perception (paradigm shift incurred through critical pedagogy), experiential value (meaningful alternatives delivered via a pedagogy of hope), and agency in design-for-good. Experiencing these three components together constitutes a transformative experience with deep, lasting impact on students (Pugh, 2011).

The research methods of phenomenography (Åkerlind, 2012) and narrative (McAlpine, 2016) have revealed students' perspectives on scenarios relevant to their transformation. Developing self-efficacy through experiences in critical hope, sustains value in the face of critical pedagogy. Students also suggest that independently corroborating paradigm-shifting content, engaging in scaffolded discovery, exploring real narratives in design research, and receiving feedback from the collaborating community also nurture transformative experience.

Student transformations enable inward focus on their own learning to shift to an outward focus on design to enable others. Despite experiencing the challenges of critical pedagogy, the majority respond positively to 'reseeing' design. Moreover, students resee design as enhanced when it has social purpose. Crucially, student agency is enabled in a design-for-good pedagogy, as they transfer ethical actions into their design practice and off-campus behaviour, create a community of 'futuring' design practice, and steer career objectives towards design-for-good.

I will share students' perspectives of change-making interventions and provide insights into balancing the affective difficulties of expanding perceptions with hopeful teaching-for-change practice, in a recipe to successfully enable transformation.

Peer mentoring in the placement experience search: enhancing learning journeys across discipline boundaries

Zoe Allman PFHEA, Deepa Rughani FHEA, Saheda Begum, Pamela Hardaker, Phil Grierson

Strand 4: Discursive | PechaKucha

Within the Faculty of Computing, Engineering and Media at De Montfort University, students seeking a year-long placement participate in peer mentoring, enhancing the learning journey of individuals acting in the role of mentee and mentor, and operating across discipline boundaries. Supporting and empowering placement searchers, mentoring presents an opportunity to learn from peers who have previously experienced the process, successfully securing an innovative placement year.

The scheme delivers benefits to the mentee and mentor (Hayman et al., 2022). Mentees are supported with practical tips and advice, guidance and encouragement, whilst mentors benefit through developing leadership, mentoring and communication skills, enhancing reflection to further articulate their placement experience (Proctor, 2012).

Echoing engagement with placements across the Faculty's three schools, in 2022 the majority of mentors come from the School of Computer Science and Informatics (CSI) (55%), followed by Engineering and Sustainable Development (ESD) (36%), and then Leicester Media School (LMS) (9%). The 2022 mentees are also predominantly from CSI (76%), followed by LMS (18%), then ESD (6%). The mentor and mentee relationship crosses discipline boundaries, providing additional benefits to the learning experience by learning from the experiences and questions of those in different subject areas. Mentoring beyond discipline boundaries invites creative problem solving, active listening, and coaching.

Placement returner mentors are self-selecting following a call for volunteers. Mentors support mentees to explore placement options, develop contacts with employers, and identify suitable resources and industry links. Mentors give advice, respond to questions, share thoughts and reflections, help the mentee to develop their own aims and goals, and provide motivation, support and role-modelling.

For mentees, developing an effective working relationship with a mentor enhances networking, communication and cooperation skills that will be valuable in the placement experience and beyond. Mentees set goals around their placement and career aspirations, regularly reviewing progress in search of a placement.

The mentoring relationship is set within a code of conduct framework based on confidentiality, valuing each member of the partnership, mutual trust and respect. Reflecting on the experience, mentees are positive about the useful advice, support and encouragement received. Mentees appreciate that mentors respond to queries and questions in a timely manner, and many pairs meet weekly to maintain regular engagement. Feedback recognises the positive impact on embracing the search for, and securing, a placement.

This presentation will introduce this approach, inspiring colleagues to extend peer mentoring applications across discipline boundaries for the benefit of all participants.

Removing boundaries; the value of flexible pedagogies in HSS, OBU

Rachel Payne SFHEA, Jo Skelton SFHEA

Strand 4: Discursive | PechaKucha

UK higher education students' experiences have been significantly impacted by the pandemic, resulting in low confidence, a decrease in academic progression, increased anxiety around social skills, and fear about interacting with academics and future employers. This has been even more pronounced for students who were already disadvantaged "because of their background, heritage, or because they were disabled" (Curnock Cook 2022, 3). To address this, universities need to come to terms with the complex lives of students and adjust their provision to better address barriers to learning.

Over the next five years the faculty of Humanities and Social Sciences (HSS) at Oxford Brookes aims to develop a sustainable, flexible and dynamic learning and teaching environment that draws together a range of physical and virtual learning resources with research-informed teaching. This will enable us to move beyond current University structures and embrace agility and innovative approaches to change. In the process, we will generate dynamic and accessible pedagogies for all. In this context 'flexible pedagogies' refer to "flexible learning in terms of pace, place and mode of delivery [...] allowing students choices and a degree of control over when, where, how and sometimes what they learn" (Loon 2021: p.14). Flexible learning is intended to enrich; it embodies challenge and places the student centrally within the pedagogy. Through our research we are capturing evidence of colleagues' flexible pedagogic practices that originated out of the pandemic, and suggest how strategies can be transferred across HSS programmes. Additionally, we are capturing evidence of student impact and organisation of learning to enable us to better articulate different values located within these pedagogies, and identify strategies that enhance effective access and inclusion.

Finally, we identify relationships between flexible pedagogies and employability, drawing out ways to enhance our employability offer for students. This presentation draws on interdisciplinary colleagues' experiences across the faculty. We provide reflections from both academic and student perspectives and consider how they enable inclusion, accessibility and opportunities for all. In the process traditional boundaries are broken down and the classroom walls are reimagined.

Using the UN Sustainable Development Goals (UNSDGs) as a framework for developing critical thinking in relation to holistically sustainable architecture design projects for Year 2 undergraduate architecture students at Oxford Brookes University

Mina Samangooei FHEA

Strand 4: Discursive | PechaKucha

Education for Sustainable Development (ESD) is of increased importance over the past 40 years as we head deeper into a climate and ecological emergency. It is important for architecture students to be given the opportunity to apply sustainable development goals to their design ideas as part of their education in order to embed a critical thinking process in relation to holistic sustainability in the architecture design process. This work compares two approaches to how to embed this thinking; 1. Integrated application: Students discuss which UNSDGs they are addressing in their design portfolio work, with an aim to address all of them. 2. Integrated application through a sustainability matrix. Students state their key design strategies, which UNSDGs each strategy is addressing and where they show how they are addressing each of these, in relation to a design strategy, within their design portfolios. It was found that approach 2 encouraged more students to think deeply about how they are achieving each UNSDG through their design ideas (gained deep knowledge), in comparison to approach 1, where stronger, more engaged students showed how they achieve this, and less engaged, students saw this as a tick box exercise that didn't show how their designs are achieving the stated goals (gained surface knowledge).

It starts with us - using self-reflection on positionality as the foundation for decolonising the curriculum

Marita Grimwood PFHEA, Hardeep Basra PFHEA

Strand 5: Workshops | Workshop

This session invites participants to consider their own positionality as a precursor to engaging in effective decolonisation of teaching practice. Decolonisation demands that we consider not only what we teach but also all aspects of how we teach, which requires. Yet the starting point for this is often presented as modifying discrete aspects of the curriculum, such as reading lists, one by one. We argue that if we are to decolonise teaching practice, it has to be more than a tick-list of changes. To drive transformation in practice what is required is a deep dive into oneself and without starting with this, further changes risk having limited impact.

We begin with a short presentation introducing the rationale for the workshop, and exploring the relationship between decolonisation of teaching practice and the awarding gap. We present a resource that has been used successfully at De Montfort University to support self-reflection on positionality as the foundational stage in decolonising the curriculum.

Participants are then invited to move into breakout rooms, where they work together using a shared Padlet to rank factors in decolonisation of teaching in order of importance, based on their own beliefs and experiences of education. This is followed by the opportunity for groups to reflect on and capture the considerations that led to their decisions, on a second Padlet. Groups then feed back their observations and reflections in a short plenary.

Interested participants are invited to sign up to trial the resource in their own context, and to feed back into our research.

Parallel sessions 12.10 - 13.00

Perceptions of newly qualified early year teachers as agents of change in Mathematical Pedagogy in India

Jo Skelton SFHEA

Strand 1: Educational Gain | Paper

Teachers are the pillar to set the benchmark for providing quality education (Das, 2019). Elementary education in India is considered to be vital for developing significant abilities including increasing the potential in mathematics (Das, 2019). Mathematics is not only confined to the teaching of computational knowledge but also covers the understanding and application of mathematical content and communication. It is one of the complex activities which requires good quality of instructional material, the way of presenting the content, the pedagogical skills of the teacher etc. all these are essential for ensuring the quality in the teaching-learning process of mathematics (Askew et al., 1997). Pedagogy takes into account ways of knowing and thinking, language, emotion, and the discourses made available and generated within the physical, social, cultural, historical, and economic community of practice in which mathematics teaching is embedded. Teachers not only bring into the classroom the knowledge and understanding of different concepts of mathematics but also perspectives on how it should be taught (Adler & Davis, 2006; Ball, Lubienski, & Mewborn, 2001). Adopting a connectionist teacher orientation is considered to be most effective for teaching and learning (Askew et al., 1997).

In this paper, the researchers use an interpretivist paradigm to explore the perspectives of 8 newly qualified Early Year Teachers as agents of change in mathematical pedagogy in an Education Trust in the Punjab region of India. These teachers were trainees in a postgraduate teacher training course, in which connectionist, play-based maths pedagogies were promoted. Semi-structured interviews were conducted with the early year teacher trainees in order to explore in-depth their understanding of any changes in their beliefs or pedagogical understanding relating to teaching/learning of mathematics as they progressed from trainees to in-service teachers. The interviews were transcribed, analysed and coded to identify the emerging pedagogical practices in the field of mathematics that serve as a guide to create a progressive learning environment in the mathematical classrooms. The findings of the research paper reveal that the early years teachers maintained a connectionist orientation and a belief in the importance of play as a key pedagogical strategy. These findings provide useful insights for educators of mathematics, curriculum and instruction specialists, and teacher education program developers in understanding the best pedagogical practices that can be used in mathematical education for effective learning on the part of the students.

Learner and stakeholder satisfaction with nurse cadet VET schemes using a social capital analysis: A qualitative evaluation study

Marion Waite SFHEA

Strand 1: Educational Gain | Paper

The study aimed to determine learner and stakeholder satisfaction with nurse cadet vocational education training (VET) schemes and any future opportunities offered to learners as a result of undertaking these schemes.

Globally, creating flexible, accessible, and appropriate pathways into nursing careers is driven by various societal factors. Nurses are in short supply across international health and social care settings (RCN, 2022). Recruitment and retention challenges in higher education (HE) nursing programmes compound existing problems (Eick, Williamson and Heath, 2012). A change in the way the UK government-funded healthcare education in 2015 led to a subsequent fall in the application for nursing programmes (Attenborough et al., 2019). Commonly cited reasons for student nurses leaving programmes include worsening psychological and social issues and being unprepared for the reality and expectations of becoming a nurse (Bakker et al., 2019). Nurse cadet VET schemes are an alternative training initiative to access degree-level entry nursing programmes. They offer an early entry point to the discipline, with opportunities to gain practical experience and achieve qualifications to access formal nurse apprenticeships and pre-registration nursing programmes.

Qualitative approaches, including documentary analysis and interviews with learners and stakeholders, were used to capture the experiences and perspectives of participants.

Through purposive and snowball sampling, nine key stakeholders and six cadet students in the United Kingdom were recruited. Phase 1 involved a thematic analysis of key course documentation, whilst phase 2 consisted of online, semi-structured interviews conducted between May and June 2022. All interviews were recorded and transcribed, with the data thematically analysed using the framework approach and interpreted through the lens of social capital theory (Nahapiet and Ghoshal, 1998).

Findings revealed that stakeholders created social structures across the respective cadet schemes' educational and clinical boundaries, enabling the cadets to establish relations with clinical staff and patients and leverage these assets as resources for self-identity and direction as future healthcare professionals. Documentary analysis revealed the diversity of curricula between nurse cadet schemes, making them hard to compare. Interview findings identified three main themes: Firstly, stakeholder and cadet motivations and expectations; Secondly, the relational aspects of curriculum delivery and thirdly, future possibilities.

The evaluation findings provide a heightened understanding of how key stakeholders operationalise nurse cadet schemes according to their local workforce needs and strategies that create social capital for all parties. Findings can inform recommendations for setting up pre-nursing vocational education schemes so that individuals can make appropriate choices about transitioning to HE nursing and other healthcare programmes, thereby reducing attrition and promoting nursing workforce retention.

Teaching and woke: from handcuffs to handrails?

Louise Rickard SFHEA

Strand 2: Education without Boundaries | Workshop

The word "Woke" has the ability to induce fear and a cold sweat in even the most experienced university teachers. It's hard for most teachers to actualize into daily practice what a WOKE pedagogy actually means for their specific subjects, students, and lecture halls. Teaching in modern HE institutions requires that subjects are given real world context, that students are exposed to the many intersectionalities of the subject's historical and cultural elements and limitations, to their environmental and sustainability impacts, and situated in the real political and complex socio-political landscape of our times (see e.g. ideas in Freire, 1973). Negotiating this landscape with a range of international and very diverse students requires both the skillful avoidance of a very many hidden pitfalls (the potential handcuffs) while having very few solid handrails to hold onto.

As an Educational Developer I teach, observe and give feedback to HE lecturers every day, and recognize that this terrain necessarily needs to be explored and grappled with; that teachers are themselves both simultaneously immersed in their own historical and cultural perspectives and world views; and that these same teachers are also required to lead their students confidently along this unknown path towards deep learning and global citizenship.

The questions and examples are many: What requires a trigger warning? How do I facilitate a module about urbanization when the students themselves recognize that race and social stratification need to be discussed and explored and are unsure of how to do that - or more importantly where such a discussion might even lead? How can teachers lead discussions in, sustainability, business, law, politics, engineering or architecture that are simultaneously compassionate, woke, and also the safe learning spaces that are "spaces of social change and progress" (Cherry-McDaniel (2017)? What does providing "activist care" (Caldera, 2018) even mean?

The literature is often philosophical rather than empirical: We read that woke pedagogy should begin with "seeing" cultural differences and the myriad ways these differences impact both students and teachers (Gay, 2002; Irvine, 2010; Ladson-Billings, 2014) that staff and students' views and experiences are assets and central to their grappling with the complex questions of our time, that they should be exposed to the intersectionality of oppressive systems in their quest to create new deep knowledge and understanding (Caldera, 2018).

This workshop session will be an interactive and active exploration of teaching in this landscape, and I will create a safe shared learning space where teachers are allowed to give voice to the questions and worries they may have around this, and I will draw out the practical as well as theoretical frameworks needed to teach in this terrain, and map out the skill set needed to confidently lead students into these woke pedagogical spaces.

Speak truth to power: the role of critical pedagogy in solutions-based teaching in environment and geography

Sally Beckenham

Strand 3: Democratic Education | Paper

Solutions-Based Teaching (SBT), a nascent field of pedagogical scholarship in environment and geography, is advocated as an approach that can complement and move forward (or beyond) the aims of Problem-Based Learning (PBL) (Hoidn and Kärkkäinen 2014). As in a PBL classroom, students in SBT classrooms are presented with a 'trigger', such as a question or assignment. Where SBT techniques differ is that students are tasked with responding to the trigger, which relates to a global challenge, and are given the creative freedom to develop their own solutions. SBT is viewed as a promising means by which to produce engaged and active environmental citizens whose work is embedded in real-world science and application. With this approach students have the opportunity to confront challenges such as climate change, develop practical skills and enhance their employability, among other benefits. However, there is something missing within this developing SBT practice, which is an understanding of critical pedagogy and the importance of its underlying philosophies and practices in helping to shape students as agents of change. We see this as a significant deficit, because critical pedagogy offers crucial insights for promoting educational gain. It demands for example that teaching and learning is not separable from issues of social injustice , places emphasis on fostering curiosity and creativity, and challenges pedagogical and societal norms and conventions (Hooks, 1994; Friere, 2000). We find that these critical pedagogical aims and principles can complement SBT practice. We argue that the former's emphasis on the need to reveal and critique dominant structures of power and oppression must be conceptually embedded within SBT to ensure that SBT's goal of producing graduate change-makers is meaningful and transformative. It is important to question whether SBT can be truly effective without incorporating critical pedagogy particularly because many global environmental challenges are maintained and reinforced by existing power structures. This paper therefore services this under-explored connection between SBT and critical pedagogy. We show that there is a need for SBT to incorporate a more explicit promotion amongst students of critical consciousness rooted in structures of power. In doing so it offers us a pedagogy of possibility that can transform students of environment and geography into rounded, active, critical and emancipated agents of change.

Student-choice lectures: a co-produced curriculum

Matt Lawson FHEA

Strand 3: Democratic Education | **PechaKucha**

Students across all undergraduate and postgraduate programmes at university level may reasonably expect their modules to be laid out in a clear, concise module handbook or semester plan. Students will know the topic of their lectures or seminars from Week 1, with the forthcoming 12 or 24 weeks (in the Oxford Brookes semester system, for example) pre-planned and set in stone.

A new module on the BA (Hons) Music programme at Brookes enabled me to carry out an educational experiment - let the students take charge. After fulfilling the module learning outcomes and compulsory knowledge exchange in the first 14 or so weeks of the module, I implemented a student-choice lecture system, where the students could vote for the topic of two forthcoming lectures. The choices they made would inform the lecture material, thus creating on 'on demand' module in an 'on demand' society. The experiment was universally popular. Feedback at the end of the module included students claiming the module "thoroughly engaged" them and that it "really furthered [their] learning on a range of topics". One student simply referred to the lectures on the module as "inspirational". As well as on-demand lectures, the students were also invited to take the lead in one session, offering university-style "mini lectures" to the rest of the group.

This ten-minute pre-recorded presentation will highlight the way in which the student acts as co-producer, co-creator, and co-teacher, and the strong bond this creates between university, lecturer, and student. With many students joining from a strict 'spoon fed' school system via formulaic 'paint by numbers' qualifications, the experience of students being actively involved in creating their own lectures had a profound impact on their experience and learning.

Creating a more gender-sensitive curriculum

Mary Kitchener SFHEA

Strand 3: Democratic Education | **PechaKucha**

Universities and other higher education institutions must ensure that their curriculum is gender-sensitive given the fundamental role they play in shaping not only today's society, but also that of the future. A gender-sensitive curriculum is a prerequisite to ensure that the different concerns, needs, living conditions and circumstances of individuals – in all their diversity – are reflected in society.

The 'Handbook for Creating a Gender-Sensitive Curriculum: Teaching and Learning Strategies' is a compendium of examples and case studies of effective gender-sensitive practice in higher education. It contains a practical guide for teachers and trainers across a range of contexts that illustrate how others have successfully managed to strengthen the gender dimension in their teaching practice. This includes activities from a diverse range of contributors across different disciplines, national contexts and institutional settings, all designed to inspire readers to reflect and take action in their own practices. This presentation will outline the handbook and give a link for viewers to download the book for free.

The handbook is organised into four sections, based on the self-assessment checklist for a gender-sensitive curriculum – Teaching about gender; Developing gender-sensitive teaching approaches; Supporting students and staff to be gender-sensitive; Creating and supporting institutional approaches to embed gender-sensitivity in the curriculum.

Each case study uses infographics to offer a quick-reference guide which explains how to adapt the activity to a range of contexts and scenarios. Many of these practical strategies have a theoretical basis and therefore most case studies include references and links to further information that can be directly accessed from the online version of the handbook.

This handbook has been a joint publication between the Centre for Diversity Policy Research and Practice and the Oxford Centre for Academic Enhancement and Development (Oxford CAED). Led by Dr Mary Kitchener and overseen by Professor Jackie Potter and Professor Anne Laure Humbert. This handbook has been developed as part of the GEARING-Roles project (https://gearingroles.eu/), funded by the European Union's Horizon 2020

Research and Innovation program under Grant Agreement n° 824536.

Internationalisation: enriching the student experience, at home and abroad

Lucy Mazdon

Strand 4: Discursive | Round Table

Internationalisation remains a central focus of Higher Education activity. As reported by Universities UK (2023) 'In 2021-22 there were 679,970 international students studying in the UK. 120,140 of these were from the EU and 559,825 were non-EU. In the year ending September 2022, there were 463,315 sponsored study visas granted. This is the highest annual number of study visas granted on record and represents both a recovery from the lower number of visas granted during the Covid-19 pandemic but also an increase on pre-pandemic levels.'

Internationalisation should encompass the whole student journey for all students; home and international, from recruitment through to alumni. Due to the overall increase in international students coming to the UK and interest from the Office for Student in the quality of education received (see OfS Report, 2023) it is now more important than ever to explore how to improve our offer and ensure all student groups, including international, are fully integrated into the overall student and university community. This requires revisiting and, in some cases, redefining ways in which students are supported through the transition and acclimatisation processes, both when coming to Oxford, when studying for an Oxford Brookes award via one of our Transnational Education partnerships or going on a period of "Study Abroad" in another country.

In light of these changes in the sector, Oxford Brookes commissioned a review (with recommendations) of the international student experience which was completed during the course of the previous academic year (Hannam, 2022). The recommendations are in the process of being actioned via an International Steering Group chaired by Professor Lucy Mazdon, alongside the development of a Global Engagement Strategy at University level. The review demonstrated the need to focus on a number of key areas ranging from sense of belonging, depth and range of curriculum, equity of assessment and how employability is taught to those who are globally mobile. This requires engaging both staff and students in challenging their own beliefs, values and assumptions and developing new ways of seeing, valuing and contributing to the communities in which they will live and work (Magne, 2019). As indicated by Robson (2011:626) transformative internationalisation should be a 'holistic approach in which universities become internationally-minded communities, not simply institutions with ever increasing numbers of international students . . . a responsible internationalisation strategy will incorporate innovative approaches to curriculum development, student support mechanisms and academic development initiatives.'

This round table discussion, with a panel of experts, will offer a range of insights and perspectives to the principles, practices and machinations of internationalisation within the HE setting alongside the fantastic opportunity the current situation presents for a truly global HE community. Delegates are invited to pose questions and engage in dialogue with the panel. Conversations may touch on global engagement strategy, recruitment, student mobility, and raising awareness of the international student journey. We may also consider ways of enhancing the curriculum, ensuring accessibility and transparency of the pedagogic approaches that we use, and enriching the opportunities for all students to gain insight and understanding of a range of world views and perspectives.

Embedding student-staff collaboration: co-creating resources at the University of Manchester Library

Bonnie McGill AFHEA

Strand 5: Workshops | Workshop

Teaching in a university library offers a unique space in which to cultivate 'a new culture of learning' (Thomas and Seely Brown 2011, p.118). Away from the pressures of credit-bearing course units, libraries and the teams within them can function as 'third spaces' between academic and non-academic professionals in higher education (Whitchurch 2008), leveraging their liminality to 'challenge structures and roles' (Heard-Lauréote and Buckley 2022, p.37). As such, libraries have the capacity to provide a 'brave space' (Cook-Sather 2016) in which to model democratic teaching and learning processes and create room for students to express their agency alongside members of staff.

At the University of Manchester Library, we have taken steps to ensure that students are fully integrated into a 'community of practice' (Wenger 1998), employing students across undergraduate and postgraduate programmes as members of a Student Team. These students occupy dual loci, collaborating with Library staff to create and facilitate a suite of open virtual and in-person workshop resources (My Learning Essentials) while contributing their perspectives as current students. Student Team members are recruited on the basis of the invaluable and wide-ranging skills they already possess; members then deploy these skills to create digital resources such as podcasts, publish blog posts on teaching and learning, and contribute to the conception and design of workshops 'by sharing their lived experience, knowledge and advice' (Aston et al. 2021: 3). Student Team members have achieved Fellowship of Advance HE and have gained recognition within the institution and beyond, receiving a nomination for the University's social responsibility award and being shortlisted for a Pearson Innovation in Higher Education award. The staff-student team also received the University's Student Partnership Award for their collaborative work.

Drawing upon radical pedagogies (hooks 1994; Freire 2017), we intend to showcase the process of co-creating pedagogical resources available to students at the University of Manchester through a round-table discussion, with opportunities for conference attendees to participate and ask questions throughout. In doing so, we hope that this approach will open up discussion as to the benefits of democratising the teaching and learning process within higher education, and offer opportunities to think differently about teaching and learning within our institutions and beyond.

Parallel sessions 15.00 - 15.50

Higher Education Student Engagement Scale (HESES): the psychological perspective of student engagement in higher education

Karen Zhoc

Strand 1: Educational Gain | Paper

In the higher education context, student engagement is dominant by the behavioural perspective, which focuses on behaviours of students engaging in activities that research has shown to be linked with high-quality learning outcomes. Diverse from the behavioural perspective, the psychological perspective of student engagement is proposed in this study, which streamlines student engagement as students' psychological investment in and effort directed towards learning and educationally purposeful activities that contribute directly to desired outcomes. There are five main facets of student engagement: (1) Academic Engagement, (2) Cognitive Engagement, (3) Social Engagement with Peers, (4) Social Engagement with Teachers and (5) Affective Engagement. This psychological perspective of student engagement was developed having regard to Finn and Zimmer's five-factor model of student engagement and the distinctive characteristics of higher education. On this basis, the Higher Education Student Engagement Scale (HESES) was developed accordingly.

To validate the HESES, the study involved a sample of 560 first year undergraduate students from a university in Hong Kong. The psychometric evaluations of the scale included: (i) factor structure, (ii) internal consistency, and (iii) criterion validity. In line with the five-factor model of student engagement, our findings showed that the correlated five-factor model was supported by the CFA results. The multi-group CFA also supported the structure as gender invariant. Moreover, all the dimensions of the scale were internally consistent (α=.70 to .87). As to the criterion validity, it was evidenced by its associations with different student learning outcomes as well as its predictive power in explaining variances of GPA (15%) and satisfaction with the university experience (29%).

The merit of the psychological perspective of student engagement is that student engagement is conceptualised as encompassing the academic, cognitive, social and affective dimensions. Hence, it is a multi-dimensional construct beyond the behavioural dimension. Further implications from the findings of the study are discussed.

Career development for sustainability: an employability masterclass

Karen Cripps FHEA, Shirley Velasquez-Hoque FHEA

Strand 1: Educational Gain | Paper

This session presents a case study of a teaching and learning innovation in embedding discipline-specific employability competencies through a series of 'masterclasses' in a Business and Management second-year undergraduate 'Personal and Professional Development' module. The masterclasses enhance the delivery of 'core' career management content by providing experiential and targeted insights business and management career competencies. Four sessions are offered to students; entrepreneurship, negotiation, voice and presentation, and career development for sustainability. The masterclasses explicitly respond to the Business School's education strategy focus on the 'Golden Thread' of 3Es - Enterprise, Experiential Learning, and Employability.

Focus is given here to the 'career development for sustainability' masterclass, which aligns with a further Golden Thread of Ethics, Responsibility, and Sustainability (ERS). This will be considered within the broader context of the IDEAS framework elements of 'employability learning' and 'sustainability mindset'. By discussing the nexus of employability and sustainability, we contend that transformational learning opportunities can be created, that shape educator and student co-creation of 'change-maker' career trajectories. Its aim was to inspire students both on a personal level about sustainability and how they can make a difference, the career opportunities available, and pathways towards these careers.

The nexus between employability and sustainability can be missed in ESD delivery under other curriculum pressures, and may not be considered within career-related modules that generally focus on employability generic skills. The novelty of the application included Kumar's (2022) SOAR employability framework (Self Awareness, Opportunities, Aspirations, and Results) to competencies associated with 'Education for Sustainable Development' (QAA and Advance HE 2021) and the Sustainable Development Goal agenda. Student feedback (104 survey responses) indicated over 80% considered the session to be useful/interesting or very useful/interesting.

The masterclass offers potential benefits in contributing to employability outcomes in measurements such as the UK Teaching Excellence Framework (TEF). The analysis will be given of how discipline-specific employability sessions can positively contribute to global accreditation bodies (such as AACSB and EQUIS within a Business School context). For example, AACSB (2020) requires evidence of 'societal impact' in curriculum activities, which the sustainability masterclass aligns with through opening up a space for students to proactively build and pursue careers with social impact. We will therefore demonstrate the educational gain to students' personal and professional development, and the impetus for institutional commitment.

Closing gaps - in collections, information literacy and professional practice

Aaron Worsley AFHEA

Strand 2: Education without Boundaries | **Paper**

Social changes are being instigated due to global events and movements that seek to bring awareness to historically marginalised communities and minorities. Students at Oxford Brookes University have reported a lack of diversity within the content of their courses, and expressed a desire to engage with diverse literature and content (Brookes Union, 2022). As a result, library staff have worked to embed Equality, Diversity and Inclusion (EDI) into both their resources and their teaching.

Representatives from the Library EDI group would like to share their efforts to find solutions to these social challenges and call for more diverse content by presenting an interactive session with participants. We will share our testimonies, and engage with the audience using polls and Q&As to gauge their knowledge and opinions on EDI.

We have created several EDI reading lists to highlight and promote resources created by minority groups. These lists are shared with academic staff and highlighted in teaching sessions. As a result, in Semester 1 2022, EDI lists have been viewed a combined total of 552 times. This approach informs students of more diverse material and responds directly to the call for more diverse literature and content.

New resources were acquired that focus on literature and research produced by the Global South. Academic Liaison Librarians have integrated these resources into their teaching, directing staff, students, and researchers to resources they may not have previously been aware of. These resources and the materials highlighted in reading lists are mentioned in Information Literacy teaching sessions to raise student awareness of the range of research available to them. Raising awareness can also help to engage students in exploring EDI issues and challenges. Furthermore, they can be embedded into individual teaching of students one-to-one, based on the student's individual needs.

We hope to inspire attendees to embed EDI practices into their own teaching. By showing how we approach diversifying our range of resources and teaching, attendees can consider how their own reading lists and teaching can fulfil students' desire to engage with more diverse content.

From student to teacher: reflections on closing the awarding gap for international students

Mamdooh Alzyood FHEA

Strand 2: Education without Boundaries | Paper

This article reflects on the journey of the author, Dr Mamdooh Alzyood, from being an international student in the UK to becoming a lecturer. The author shares personal insights and experiences gained over the past decade. As an international student, the author faced various challenges such as cultural differences, language barriers, lack of confidence, and homesickness, which can contribute to feeling that feedback is personal or judgmental rather than constructive. To overcome these challenges, the author adopted a positive attitude by actively listening to students and understanding their needs. The author also found the written feedback to be a challenge rather than negative and learned from it by using the "writing cycle" approach. The author also became inquisitive, approachable, and resourceful as a result of studying abroad. To create a more effective learning environment for international students, the author developed a flexible depository of skills and techniques and stresses the importance of understanding the needs of international students and the role of the organisation in supporting their experiences. The author received positive feedback from students and reflects on how they were motivated and inspired by their teaching methods.

Pivoting an entrepreneurship experiential learning module online: applying a concrete experience framework

Javier Monllor

Strand 3: Democratic Education | Workshop

Methodology consists of a qualitative analysis of student evaluations data which includes:

- formal module evaluation surveys
- student 'enterprise attitudes' questionnaire pre and post module
- informal comments provided during the course of the module in group sessions.

Student evaluations analysed will identify their response to the live experiential nature of the module but in particular, we expanded the data to include their responses to activities and artefacts created specifically by the module team to enhance the 'experience' in the context of a virtual delivery mode forced by the pandemic. These include:

- photos of the location from tutor morning runs
- live video of the wider locale taken while driving from one location to another
- live video tours of towns and villages beyond and around the core location of the project (eg. Hay-on-Wye, Abergavenny)
- prior documentation and history about the community and the area
- WhatsApp group and conversations between students and tutors
- Tutor Teamwork (one live streamed, the other managed Q&A with students).

The contribution of this research is predicated upon an exploration of the multifaceted nature of experiential learning identified by Coffield, Moseley, Hall and Ecclestone (2004). This exploration, which found over 70 different learning style models, has been dominated within the academic discourse by the hugely influential KELT (2014) model (Kolb's Experiential Learning Theory). This model built on Lewin's work of the 1940s, and since constantly developed, has posited experiential learning as an alternative to classroom-based approaches, which have placed personal change and development as part of a learning cycle (Healey and Jenkins 2000; Holman, Pavlica and Thorpe 1997).

The current academic discourse consists of both a large literature discussing the contribution of experiential learning theory to adult and professional learning and a second, smaller but interconnected literature exploring the mechanisms Kolb (2014) has established to measure the effectiveness of experiential learning (often known as LSI). However, these literatures make a series of assumptions about the nature of the "experience", notably the spatial link between the student and the "event". Such a link is entirely understandable both practically within a pre-pandemic teaching environment and also theoretically as one explores the nature of experiential learning as being deliberately different from classroom experiences. However, in the pandemic and especially during lockdown, these assumptions were significantly challenged by practical implications.

This research explores how these challenges were addressed for an MBA programme and the theoretical implications of this.

- Online tools can provide experiential learning. Applying Kolb's model we determined that:
  - The module provided a concrete experience (hands on participation and situated in context)
  - The module provided reflective observation (critical reflection)
  - The module provided abstract conceptualization (solving real world problems)
  - The module provided active experimentation (risk-novel problems)
- The Covid pandemic helped create an environment that enhanced experiential learning
- Concrete experiences for experiential learning are possible without the requirement of "stepping outside the classroom".

Why HE needs more love and stories

Teti Dragas SFHEA

Strand 4: Discursive | Round Table

This interactive presentation will focus on a 5 year curriculum development project launched at the University of Durham which initially sought to explore the affordances of integrating digital storytelling into discipline-specific curricula. Working with staff and students collaboratively across 5 different Durham contexts and internationally, this session will involve a bit of workshop, a bit of watching stories, and lots of love! Storytelling and its power for HE will be explored drawing on various insights from the contexts which include the following insights and foci: ethics of care, relational pedagogies, authentic assessment, reflection and the importance of personalising learning through story. The session will be told as a reflective and visual story drawing on insights from across the projects and introduce the website and blog housing the project stories. Participants will learn about why we need more love and stories in HE and be invited and hopefully inspired to reflect on this through story and through their own experiences.

Democratic education through critical global pedagogies: inspiring brave, critical and compassionate agents of change

Polly Magne SFHEA

Strand 5: Workshops | Workshop

Democratic education provides a transformative space for students and academics to grapple with the principles of social justice and immerse themselves in critical thought and dialogue. Freire (1992), the father of liberation pedagogy, states that education is not a neutral activity. He suggests that progressive educators should offer a model of education that creates opportunity; provides space for individuals to find their voice; brings people together to cast a critical eye on the world about them; and challenges students and their teachers to question themselves and others. But to what extent do we really do this?

Students choose to go to university for many reasons: enjoyment of their subject; the desire to learn; (Scott, 2006); athletics or arts scholarships (Nadelson, 2013); the potential for greater earnings and better career opportunities (Schultz and Higbee, 2007). But for the progressive educator there is more to it than that. Biesta (2006) challenges us to consider what it means to be human. In this globalised world, where borders are crossed every day, countries trade, cultures merge, yet politics and beliefs can divide, this questioning of what it means to be human becomes ever more relevant. Higher Education offers a space where these larger questions can be addressed within the disciplines and by immersing oneself in a brave, critical and compassionate learning environment.

This workshop introduces a way of engaging students in Critical Global Pedagogies (CGP) (Magne, 2019) an approach rooted in social justice frameworks, post-colonial discourse (Andreotti, 2011) and pedagogies of hope (Freire, 1992; Giroux, 1997). The model is in three parts. The first focuses on pedagogic principles including encounter, respectful curiosity, dialogue, power re-negotiation, dialogue, reciprocity, place and experience. The second offers pedagogic approaches drawn from different learning communities across the globe including: shoes off, lived experience, sensory approaches, text immersion, art encounter and silent discussion, that facilitate new ways of learning. The final part of the model places the whole notion of engaging with Critical Global Pedagogies through a disciplinary lens.

The workshop will share examples demonstrating how CGPs (Magne, 2019) have the potential to engender truly transformative learning which nurtures individuals as agents of change. Participants will critique those examples and the extent to which CGPs promote critical thought, democracy and agency (Giroux, 2002). Finally participants will be invited to creatively apply the CGP model within their own disciplinary area, drawing up ideas for activities and discussing these with fellow delegates.

Conference Committee Members

Conference Co-Chairs

- Dr Patrick Alexander, FHEA, FRSA, FRAI
- Polly Magne SFHEA, NTF

Committee Members

- **Dr Patrick Alexander**
  Professor of Education, FHEA; FRSA, FRAI
  Faculty of Humanities and Social Sciences

- **Dr Robert Curry**
  Associate Director of Learning Resources -
  Academic, MCLIP, FRSA
  Directorate of Learning Resources

- **Dr Jenny Lawrence**
  Director of Oxford Centre for Academic
  Enhancement and Development (OCAED)
  AFSEDA, PFHEA, NTF
  People Directorate

- **Dr Polly Magne**
  Principal Lecturer Academic Development,
  Head of Academic Practice, SFHEA, NTF
  Oxford Centre for Academic Enhancement
  and Development (OCAED)
  People Directorate

- **Ben Walker**
  Senior Lecturer in Educational Development
  SFHEA
  Oxford Centre for Academic Enhancement
  and Development (OCAED)
  People Directorate

- **Sam Folley**
  Digital Learning Developer
  Oxford Centre for Academic Enhancement
  and Development (OCAED)
  People Directorate

- **Kimberly Waring Paynter**
  Senior Lecturer in Primary Education
  Faculty of Humanities and Social Sciences

- **Elizabeth Mullenger**
  Student-Staff Partnership Officer
  Oxford Centre for Academic Enhancement
  and Development (OCAED)

- **Dr Louise Taylor**
  Principal Lecturer Student Experience
  SFHEA, NTF
  Faculty Health and Life Sciences

- **Sarah Tammadge-Wall**
  Vice-President Student Voice
  Brookes Student Union

- **Liz Drewett**
  Web and Communications Officer
  Staff Learning Support, People Directorate

- **Fiona Smith**
  Centre Administrator
  Staff Learning Support, People Directorate

Curriculum Consultants

- Ella Matthews
- Sravya Ronanki
- Derrick Amoako

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