

Wednesday 16 June 2021

Time: 09:30 - 10:30

Keynote

Amatey Doku is a consultant at Nous Group, an international consultancy with expertise in higher education. Prior to joining Nous, Amatey was Vice President Higher Education at the National Union of Students' leading on work to tackle the BME attainment gap. This culminated in the #ClosingTheGap report, a collaboration between NUS and Universities UK. Amatey continues to contribute to discussions on race in higher education and last year chaired the Black Lives Matter webinar as part of the Wonkhe@Home series.



Student journey mapping to unlock BAME awarding gaps

In the last few years, the higher education sector has taken more steps, through initiative and regulation, to remove barriers for students and to close disparities in outcomes. Whilst the right intention might be there, universities can often struggle to turn this into meaningful change.

Drawing on his experience as co-chair of NUS-UUK's joint project #ClosingTheGap, which focused on the BME attainment gap, and more recent work in student experience as a consultant at Nous, Amatey Doku will share experiences and insights into how universities can be more successful in tackling these disparities.

Using a student lifecycle approach, Amatey will highlight the multifactorial nature of the causes of these disparities from students' application right through to their graduation. Whilst each university operates within a unique context, Amatey will show how a holistic focus on the entire student journey, particularly on those students from disadvantaged backgrounds, will allow institutions to zoom in on areas where the greatest barriers for students exist, prioritise the most important areas for change, make the necessary investments to support that and ultimately improve the experience for all students.

Time: 10:50 - 11:20

Session: 1

Bite size learning – an approach during and beyond Covid 19

Joshi Jariwala, Faculty of Business & Law

In the recent world of unprecedented uncertainty, how can we as tutors conjure up any element of certainty for students and encourage engagement to write essays, read anything remotely related to their study and master Harvard referencing. Students regularly comment feeling overwhelmed and anxious, struggling to concentrate, or focus on study and tasks. With growing workloads, looming timescales, and added tiredness, tutors can relate. Referring to the following affirmations to guide me: 'take one step at a time', 'take things

slowly and pause', 'do something, anything', and inspired by BBC Bite size for education, the idea to constructively break things down in simple stages for easy application emerged.

The bite size learning model is a cycle comprising six simple sequential stages designed to help initiate action and form sustainable habits to develop a motivation for study and complete tasks/assessments. The idea is to kickstart action by spending at first a minimum of five minutes and build that up and eventually complete a full round of the cycle. Each round of the cycle is designed to promote learning and experience a sense of achievement. In its infancy, the model was shared with students for application in semesters one and two to navigate students, stuck and struggling, to engage in study outside class. Though, it can be applied in settings beyond academic study. The model will be unpacked in the session, and you will hear too from students sharing their experiences of applying it in both their academic and professional lives.

This may not totally revolutionise your world, though it may make the world a safer place to encourage reading and writing outside class and, help to simply start and finish tasks during and beyond Covid!

Time: 10:50 - 11:20

Session: 2

University Outreach—remote multi-media delivery to maintain support during the pandemic

Linda Seton, Faculty of Science & Andrea Mallaburn, Faculty of Arts, Professional & Social Studies

University Outreach is an essential strand of the Widening Participation plan and recruitment activities (LJMU Access and Participation Plan, 2020), giving school pupils valuable opportunities to interact with the university, have a broader curriculum experience and foster their career aspirations (DeWitt et al, 2014; Archer et al, 2020). The LJMU Absolute Chemistry Outreach programme supports disadvantaged pupils (aged 14-18) by developing practical skills, enhancing knowledge and building confidence through pupil-centred learning. During the pandemic there have been significant changes to university operations, with most staff working from home and restrictions on external visits. For schools, there have been extended periods of home schooling and varying restrictions on classroom practice including limitations on practical lessons and external visitors. This contribution will demonstrate how the programme has been able to continue to support pupils in their learning and career choices through lockdowns and restricted classrooms. The strategies employed to tailor inspirational delivery for disadvantaged pupils, who have been disproportionately affected by the challenges of home-schooling, will be outlined. A range of platforms including social media, videoconferencing and a virtual learning environment were employed to continue to interact with pupils, and a blended approach of live and asynchronous resources were used to provide bespoke support both in the classroom and during home schooling or isolation.

The ability of Absolute Chemistry to maintain delivery through challenging circumstances demonstrates the value of strong relationships with schools, pupils and teachers and of working in longitudinal programmes (Simon, Mallaburn & Seton, 2020).

Time: 10:50 - 11:20

Session: 3

Successful transition to higher education: entry qualifications and non-intellective factors

Anne-Marie Adams, Faculty of Health

Background

Policies to widen participation in higher education have fostered the diversification of access qualifications. However, it has been claimed that differences exist for those entering higher education with 'academic' compared to 'vocational' qualifications in their graduation outcomes. Perceptions of discrepancies in the value of different classes of qualifications may align with non-intellective factors also associated with academic performance; (i) learning related emotions (Boredom & Enjoyment), (ii) Academic Buoyancy, (iii) motivation and engagement (Self-belief, Planning, Persistence, Perceived control & Anxiety).

Research Questions

(RQ1) Are differences in Level 4 academic performance and non-intellective factors aligned with prior attainment (entry qualification type and tariff)? (RQ2) Are relationships between academic performance and non-intellective factors consistent across entry qualification type and independent of entry tariff?

Methodology

Participants were 202 (91 male) Level 4 students recruited across four LJMU faculties. Entry qualification type, categorised as 'Academic', 'Vocational', 'Academic & Vocational' or 'Foundation' (Hoeschler et al., 2008) and UCAS entry points tariff indexed prior attainment. Academic performance was recorded as mean Level 4 mark. Self-reported Boredom, Enjoyment, Academic Buoyancy, Self-belief, Planning, Persistence, Perceived control & Anxiety were assessed via survey. Results. RQ1 Qualification type. 'Vocational' recorded lower L4 performance than 'Academic' despite 'Vocational' having higher entry tariff than 'Academic'. 'Foundation' group reported greater Enjoyment, less Boredom and greater Persistence than all other groups. RQ1 Tariff. Entry tariff was not associated with academic performance but was related to greater Boredom. RQ2. Higher academic performance associated with greater Persistence and Perceived control independently of prior attainment (qualification type and tariff).

Conclusions

Effects of prior attainment on academic performance dependent on index of attainment adopted. Non-intellective factors' relationships with academic performance not dependent upon prior attainment (entry qualification type or tariff).

Time: 10:50 - 11:20

Session: 4

Interactive Whiteboards: enhancing virtual seminar participation through Google Jamboard

Lucinda Matthews-Jones, Faculty of Arts, Professional & Social Studies

Digital seminars should be interactive and driven by student participation. However, transitioning from the physical to the digital classroom has sometimes had an alienating effect on both students and teachers. It is difficult for us to observe student engagement in action. We can no longer see our students discuss, reflect, and take notes. Similarly, the tools of our trade have been removed from us. No longer are whiteboards or handouts readily available. How then can we transform the digital classroom to create meaningful knowledge exchange where everyone can participate? This paper will offer an example of good practice that I have developed using Google Jamboard for the digital seminar classroom. Google Jamboard is a free tool that functions as an interactive whiteboard. It 'makes learning visible and accessible to all collaborators on the jam session.' As an innovative pedagogy practitioner, I have devised interactive seminar handouts and templates using jamboard. This paper will discuss how jamboard enabled me to transition my classroom style into the digital classroom. It will consider how student seminar experience was enhanced by its use.

Time: 10:50 - 11:20

Session: 5

Post-pandemic pedagogy - perspectives of full and part time cohorts

James Hartwell, Tom Dowd & Anupa Manewa, Faculty of Engineering & Technology

Context

Due to the COVID19 pandemic, a blended learning approach has been adopted within the Quantity Surveying Programme at Liverpool John Moores University (2020/21). This shift in practice has provided an opportunity to reconsider how the new approach can be utilized to improve student engagement within the built environment education going forward.

Research methodology

The students' perceptions on current learning experience (during pandemic) and potential future learning approaches (post pandemic) have been identified via Vevox online survey. The survey questions (mix of closed and open-ended questions) attempted to cover the virtual delivery, assessment, accessibility to materials, and lessons learned for the future.

Data collection and Analysis

Both undergraduate and postgraduate students of BSc (Hons) Quantity Surveying and MSc in Quantity Surveying and Commercial Management programmes have been invited for the survey. The sample represents Full time, Part-time and international students. Data was analysed via Descriptive analysis.

Findings

68 students have responded to the survey (37 UG & 31 PG) and suggested that the modules with practical application (including technical skills, calculations, or those that require software etc) need in-class engagement and theory-based modules are more effective in

hybrid. 18% agreed with all online, 62% hybrid and 18% all in-class. However, a significant difference have been noted in FT and PT opinions as 45% of PTs agreed for all online approach where none of the FTs acknowledged it. Comparatively 77% of FTs preferred for hybrid approach and 38% PTs also agreed.

Impact

The survey findings suggest that a needed revisit on PT curriculum/delivery/approach when going forward. Moreover, the Faculty of Engineering and Technology has suggested a maximum of 20% of contact time can be used for an online delivery however, the practicality, effectiveness and usability of such approaches in UG/PG levels including FT and PT need further investigation.

Time: 11:25 - 11:55

Session: 6

Communication & engagement - practical ways of communicating to multiple programme cohorts: Introducing the Town Hall approach

Paul McEvoy Clarke, Faculty of Business & Law

The beginning of the national lockdown in March 2020 resulted in all programmes having to deliver the remainder of semester two using alternative methods. As Programme Leader for the MA HRM groups, I was mindful that the scale of this crisis was unprecedented, and that clear communications and engagement initiatives would be vital in sustaining programme engagement and success. This was especially important as the MA HRM Programme includes a fully taught semester three and has two large cohorts of over 80 students completing their dissertations and submitting in September. This drove the immediacy to design, plan and deliver a semester with a blended pedagogic approach whilst maintaining high attendance and levels of engagement.

In response, I set up weekly Town Hall meetings to offer a space where the groups could come together. The Town Halls are designed to highlight recent weekly announcements / policy communications; updates on programme or module specific arrangements and key dates; and importantly gather socially to maintain a safe space from which a community of practice can be sustained. MA HRM Team colleagues have supported the running of these sessions which has demonstrated a united front. We have also brought in guest speakers to provide students a range of voices and advice during these challenging times. These speakers have included CIPD Thought Leaders, LJMU Academic Skills pop up support sessions. We also took the opportunity to come together to discuss social events and environmental challenges, such as the impact of George Floyd's death and Black Lives Matter campaigns and the impact COVID 19 is having on work and home lives. We have also hosted regular quizzes to allow for social connections and personal relationships to be built.

Qualitative feedback captured so far has included a wide range of positive findings.

Student Feedback Regarding Town Hall events.

- "Great coming together as a community of practice. Being able to meet each other and get time with our lecturers outside of the virtual workshops is really helpful"

- “The fact that we were able to recap and explore information emailed out during the week is great – especially if you’ve had a busy week and possibly missed some communications”
- “I look forward to this each week, not only does it reassure me of what I need to do before going into the weekend, it also gives me space to catch up with my friends and lecturers on the programme”
- “My organization uses the Town Hall process and our programmes Town Hall is such a good way for us to talk about what we are finding good and what challenges we are facing”

My intention remains that these sessions provide students with the opportunity to ask any questions they may have and importantly, as they occur on a Friday, allows students go into the weekend feeling reassured, on track and motivated for the week to come.

Time: 11:25 - 11:55

Session: 7

Everyone. Everywhere. Planning and delivering international events under lockdown

Matt Johnson, Heather Almond, Chris Jackson, Emily Hayes & Jon Spencer, Faculty of Arts, Professional & Social Studies

This paper will discuss the Everyone. Everywhere. BA (Hons) Graphic Design and Illustration (GD&I) Level 5 event held in March 2021 and how it changed the way we think about the possibilities of collaborating across the discipline. The ambit of the conference came from a desire to expand and develop on what was possible beyond the constraints of the traditional location visit. Event planning began in October 2020 leading in January to individual contact with speakers many with international reputations and at different stages of their careers. The response was overwhelmingly positive leading to a varied and interesting line programme of contributors from a cross-section of the creative community, with something of interest across a wide spectrum of art and design practices. These newly opened channels are feeding into the programme in a number of ways and the ideas generated, both for teaching and learning and in terms of content provision are still being processed.

The intention to include a more global approach to external contributions, developing a wider and increasingly diverse cultural basis for the programme, has found a focussed and practical outlet. Our increasing ambition, through this burgeoning global network alongside our wider regional and national identity, will enable us potentially to include more representatives of the industry from the global South, visual culture practitioners from outside the course’s traditional physical geo-cultural orbit, to speak directly to those who experience conflict, censorship and other difficulties in developing a viable GD & I practice, offering solidarity and support as well as learning from the experience of those contributors. The paper will present the conference and its visual identity from the speculative beginnings to the realisation of the event, and will include reflection and discussion on the possibilities afforded by this blend of online process within a post-covid studio-based teaching and learning environment.

Time: 11:25 - 11:55

Session: 8

Tackling digital exclusion: Lessons learned from the experiences of university students during the Covid-19 pandemic

Anne-Marie Bartlett, Faculty of Arts, Professional & Social Studies

This paper examines the uneven social impacts of Covid-19 on Liverpool School of Art and Design students. Emergency transition to digital learning as a result of Covid-19 left little scope for consultation with students about their learning needs and experiences. While active blended learning technology is potentially enabling (Taylor & Newton, 2013), it can disadvantage students in relative deprivation.

Over one-in-five students at LJMU come from areas of lowest HE engagement (LJMU, 2019). The first coronavirus lockdown cast light on digital poverty and exclusion at the university. According to LCRCA (2021), “The challenges to achieving digital inclusion (...) range from the practicalities of getting people online (...) to creating a societal culture of interest of inclusivity”. This research is designed to support LJMU staff interest in inclusivity, engaging four students as paid interns in the design and delivery of accessible staff training and development on digital inclusion. Students from underrepresented groups will be engaged in the research from start to end, and students will design and lead the conference presentation through their internship roles. The presentation and discussions that follow will be of relevance to staff and students.

In absence of face-to-face opportunities and mindful of future curriculum design and delivery, this research draws on ‘learning space design’, a service design approach to user experience enhancement, from the user perspective (Felix, 2011, p. 8). Co-creation methods are employed to balance the power between teacher and learner, enabling student voice and facilitating active learner roles (Bovill, 2020). Qualitative methods are employed to examine affect, namely how learners feel about their learning (Imbeau, & Tomlinson; Tomlinson, 2001), and their lived experience of education under lockdown. This pilot study will lead to more extensive research into methods of practice to support digital inclusion and the achievement of underrepresented groups within APSS and beyond.

Time: 11:25 - 11:55

Session: 9

Giving voice to the silent student: Vevox in the classroom

Lindsey Gaston, Faculty of Business & Law

Classroom discourse is a time tested pedagogical approach that most academics in higher education rely on in their teaching strategies (Larson, 2000). Yet creating and sustaining classroom discussion can be difficult and at times uncomfortable for the student and instructor. While most cohorts do have that one or two student(s) that will break the silence and contribute, there are far more in the lecture hall that do not speak. Dallimore et al (2004), like myself, are interested in how to we engage students who are less likely to contribute in classroom discussions.

In this session, I will speak about my experience in employing Vevox, an app based real time polling tool. My familiarities will echo the results of Price (2021) who argues that the use of

online real-time polling can positively contributed to the educational experience for the student in both a face-to-face teaching and/or online setting. I will highlight how Vevox can create an inclusive educational environment, democratize participation, and provide a voice for the silent student.

Time: 11:25 - 11:55

Session: 10

Lessons from delivering a large module online

Linda Walsh, Faculty of Business & Law

The session will explore the experiences of designing and delivering a one semester module online to a cohort of 330 level 4 students and discuss the tactics used to encourage students to engage in private study to support their learning during the first semester of 2020-21. From the early ideas and planning through the tumult of some face-to-face teaching being expected through to the actuality of 100% online delivery the session will cover both the challenges and the successes. Many of the challenges of teaching a large cohort were the same, a few though were new. The anticipated problems of encouraging students to undertake private study outside of class will be identified and the solutions devised will be explored and evaluated. The unanticipated problems of online delivery and engagement will be shared and how together with student feedback these were successfully managed. The student's view will be evidenced from the module feedback survey results and the performance of the cohort in the module's amended assessment approach will be considered and a comparison of student performance on the module will be made with the performance of students in 2019-20 where only face-to-face teaching was used. From what worked better than expected to the unmitigated disasters, this session will be a brutally honest assessment of the experience of online teaching from a lecturer's perspective.

Time: 12:00 - 12:30

Session: 11

Academic peer to peer exchange – enhancing future practice through collaboration and participatory reflection

Michael Brown & Sarah Maclennan, Faculty of Arts, Professional & Social Studies

The Office for Students now requires all HE institutions in England to demonstrate Peer Review of their teaching practice amongst academics. The Liverpool Screen School decided to embrace this as an opportunity to enhance teaching and learning practice through sharing and reflection. Against the backdrop of Covid restrictions, a peer exchange activity was designed and implemented focusing on the use of a module's Canvas page, specifically, how academic staff (a) prepare and populate a module's Canvas page, and (b) use a module's Canvas page to promote active learning and engagement by students in facilitated taught sessions and in self-directed study. Academic colleagues were paired up and asked to meet together online for 60-90 minutes. A guidance document provided a structure for discussion. The pairings were made across Programmes to enhance the possibility of colleagues seeing different approaches used within other fields of study, thus opening doors to new ways of thinking about teaching and learning, and the student experience. To demonstrate engagement with students, staff showed each other clips from recorded Zoom sessions. Each pairing noted down key reflections from their discussion, along with suggestions of training or support needed. Academics were especially asked to document

new ideas, observed in their peer exchange partner's practice, that they might incorporate themselves. The outcomes were collated and used as a basis for (a) designing a programme of teaching and learning training and support in LSS for the coming year, and (b) a Module Leader's Handbook to enhance consistency and effectiveness across the Liverpool Screen School. This session will present (a) the Peer Review methodology followed, (b) the key outcomes documented by academic participants, and (c) key reflections about the peer review process offered by the peer review exercise facilitators.

Time: 12:00 - 12:30

Session: 12 Lightning talks

Developing meaningful social networks during induction week by design

Jamie Scott, Faculty of Arts, Professional & Social Studies

The presentation will describe how as the main part of the BA(Hons) Architecture Induction week activities which were constrained by lockdown requirements to work from home, we created a project that enabled the meaningful formation of social groups within our new cohort of 130 incoming students.

The presentation will describe that whilst this induction week activity was underpinned by spatial ideas it contains structural elements which would be transferable to any programme in terms of creating engaging activities for new cohorts during induction week.

The one week long induction week activity was titled 'I can see you, can you hear me?', recognising that the project process required use of video call systems such as Zoom. The project created a context for new students to have meaningful discussions with each other, with each undertaking a briefing exercise then requiring a creative response from each student.

The innovation in this format was the use of an imagined spatial grid to locate each student within a 'house' within an imagined grid of houses. Each student then had 4 specific relationships with adjacent students, north, south east and west of them. Additionally the houses were grouped in streets to create terraces of students, which mapped onto the tutor groups of the immediately preceding module of study.

Thus this virtual community of students in identified houses created a map within which students could meet their four adjacent neighbours, work together with them on small induction week activities, whilst also engaging with their 'street' and collectively working on a larger activity with the involvement of their forthcoming module tutorial group.

The outcome of the project was a large scale model displayed in the School of Art and Design.

Student perceptions of inclusive practices for in-class participation in physical and online learning spaces

Jude Towers, Faculty of Arts, Professional & Social Studies

This lightning talk focuses on one outcome of an ongoing project exploring student and tutor understandings of student in-class participation, in physical and online spaces: the

identification of student understandings of, and examples of, inclusionary practices for in-class participation that enhance student learning.

Student participation in formal learning environments such as lectures and seminars, has an evolving history, in research and in practice. The sudden and complete move to online delivery during covid-19 has provided an unprecedented context to gather student experiences of being immersed in a virtual teaching and learning space. The project this talk is based on, is using focus groups to explore student and tutor understandings of the role of student in-class participation in physical and online spaces; the challenges to in-class participation; and to extract inclusive and promising practices to make recommendations for curriculum enhancement.

The unwritten rule in HE formal learning spaces is that students will speak up in class and ask questions publicly, but this risks excluding students who are unable to engage in this manner; often being especially applicable to students from non-traditional HE backgrounds. But as we increasingly value critical thinking and communication, in-class participation is becoming a more important part of the learning experience. Thus we need to better understand how students and tutors engage with this practice, the impact it has on student learning, and whether there are additional ways to enable students to participate, especially those who are (or feel) excluded by the current dominant practices. As we move to formalise Active Blending Learning approaches, drawing lessons from both physical and online spaces, and evaluating those lessons in the context of combined delivery, this is increasingly relevant and timely. This lightning talk contributes to that agenda, i.e. to creating an inclusive and accessible environment.

The importance of trauma-informed communication for care-experienced students in a post Covid world

Alison Down, Faculty of Arts, Professional & Social Studies & Phil Bakstad, Student Advice and Wellbeing Services

This Lightning Talk examines the needs of care-experienced students both during and post pandemic. It recognises the role that trauma informed practice played in supporting these students. The COVID pandemic had a devastating effect on young people who experienced childhood trauma. For many it triggered profound feelings of being unsafe, and their mental health issues have worsened or resurfaced, thus impacting on student engagement. Statistically, only 12% of care-experienced young people will get to university, compared to 42% of other young people (Universities UK, 2019). They are also more likely to drop out. Studies are yet to reveal how the last year has affected these vulnerable students, most of whom have experienced considerable childhood ACES prior to university. These ACES do not go away when a child enters an adoptive home, leaves home, or begins their university life.

This talk explores the vital need for effective teaching/communication approaches between academic staff, Student Support, and at-risk students, as we move back to face-to-face/blended teaching, post pandemic. 'The Pathways to University from Care Report' (Leverhulme Trust, 2020) recommends 'the training of all student-facing staff to recognise the additional needs of care-experienced students and to signpost students appropriately' and in a therapeutic manner. In our post Covid world this would offer an opportunity to work

with students who know trauma and to support them to rebuild trusting relationships with their lecturers or peers.

Alison Down is a writer, creative writing lecturer and trauma informed adoptive mum.

Time: 12:00 - 12:30

Session: 13

Remote delivery of a practical module

Frederic Bezombes, Faculty of Engineering & Technology

This presentation aims at discussing the delivery of a practical mechatronics module remotely. It will discuss the approach taken as well as the difference in delivery compared to previous years. Due to global pandemic, a new approach was undertaken for the delivery of the module.

A lab in the box kit was prepared and delivered to students so each could work remotely. The content of the module and tutorials was revamped to match this type of online only delivery approach. The Canvas site was coded in html to ensure a website experience to students as well as being mobile phone friendly.

The content gave the students the choices of four approaches for learning at their own pace. For each lecture, the choices consisted of: a downloadable PowerPoint with transcript notes, a pre-prepared video matching the transcript, a pdf document of the transcript including slides and a live recorded lecture delivered using zoom.

The tutorials were split into manageable small portions and were given in advance to the students to prepare and a weekly online support was given in form of a guided practical during which the cohort was split into three breakout rooms on zoom each attended by a lecturer. The lecturer would go through the tutorials doing live demonstration of plugging hardware and coding as well as troubleshooting and answering students queries and explaining the code. After each tutorial sessions, the solutions to the problems were released in form of videos and notes including wiring and coding solutions so that the students could catch up in their own time if required.

All these efforts resulted into a much higher students satisfaction (91%) than previous years (circa 40%) showing that this approach works and is well received by students.

Time: 12:00 - 12:30

Session: 14

Student development against a backdrop of Covid -19: Developing communities of learning through virtual exchange programmes

Farrah Robert, YPC & Seng Kiong Kok & Amanda Mason, Faculty of Business & Law

Systemic crises that inhibit the migration of actors within, and across national borders have resulted in a fundamental rethink of how academic institutions achieve their internationalisation strategies. We focus on a substantial dimension of these internationalisation strategies and explore student development through the use of exchange programmes. More specifically, we argue that online communities can be used to circumvent

the obstacles imposed by systemic crises and sustain student collaborations between international academic partners. In this light, we are able to facilitate individual development along both academic and cultural dimensions thus maintaining and potentially ameliorating the overall student experience.

We achieve this through the organization of a virtual exchange programme between Liverpool John Moores University (LJMU) and, its academic partner, YPC International College Kuala Lumpur (YPC). The main aim of the one-week virtual exchange programme is to enhance students' intercultural awareness and develop their understanding of international business against the backdrop of Covid-19. We adopt a Rogerian (1979) approach to the organisation of the virtual exchange by concentrating on the provision of an appropriate digital environment where participants can then develop their own learning and personal growth with their peers.

Our presentation highlights our critical reflections on the organisation of said virtual programme. In particular, we would like to emphasise that with, relatively, minimal investment it is possible to create a virtual exchange programme that has some considerable benefit on the student experience. We also posit that whilst there are concerns, for example with student engagement, higher education institutions are adequately equipped to dynamically develop these virtual exchange programmes.

Time: 12:00 - 12:30

Session: 15

Addressing Race and racism in education: Reflections on online teaching for the Brilliant Club

Katie Taylor, Faculty of Arts, Professional & Social Studies

In this paper I will reflect on teaching both Key Stage 4 and Level 4 students online in 2021, considering how my perspective on the barriers in an online classroom changed as I questioned how pupils adapted to learning in a digital space. I will discuss teaching a self-designed course to Key Stage 4 pupils as a Brilliant Club PhD tutor, and reflect on my simultaneous experience of teaching undergraduate students as a sessional tutor at LJMU.

As part of The Brilliant Club's mission to increase access to university education, I taught my 6-week course 'The Politics of Literature: Can Literature Teach Children about Race and Racism?' in Spring 2021. The course's focus on children's literature asked pupils to consider childhood as a political arena and engaged them in comparative discussion of historical and contemporary children's literature and media. I will discuss here how students responded to the course material, which was drawn predominantly from digital archives and online sources. I will also reflect on how my teaching practice developed as I engaged them in university style tutorials and assessment, drawing comparisons to my simultaneous teaching of L4 students.

This paper offers reflections on developing an accessible curriculum which deals with historical racism in light of recent global developments and Black Lives Matter activism. It also argues that the difficulties of the online classroom have been an aid to engaging pupils with digital materials. This paper will consider how engaging students with the leading pedagogical questions of my Brilliant Club course-should children learn about racism, and

how should they learn about it?-allowed me to consider broader questions of how to teach online.

Time: 12:35 - 13:05

Session: 16

Learning together about student engagement: Collaborative Masters level research

Sarah Tickle, Helen Beckett Wilson & Giles Barrett, Faculty of Arts, Professional & Social Studies

In 2019 a new MA Criminology & Social Policy 'Advanced Research Methods' module was designed in which students would be both researchers and participants in a project on Student Engagement. The research is a 'student-peer' and 'student-lecturer' collaboration, which takes Kahu's 'holistic' (2013: 758) perspective on student engagement (embracing behavioural (student and institutional practices); psychological (individual psycho-social processes), socio-cultural (socio-political context) and everything in between. This was achieved by allowing the students to interpret 'engagement' both as researchers and participants. We could never have predicted at that time what an important decision this approach would turn out to be: Covid 19 impacted on both the teaching and learning process, and in turn the levels and types of student engagement. The holistic approach enabled the project to capture those impacts. Students individually employed a range of qualitative methods to research their peers and worked collectively as a research team to undertake a student survey of their own MA programme. With ethical clearance and student consent gained, to use the anonymised data in a rolling programme of longitudinal research, we proposed to monitor the trends identified in the student research. This longitudinal approach means we currently have data on 38 students' engagement from before and during the pandemic.

The aims of the project were: For students to gain employability skills in undertaking a collaborative research project with their peers and their lecturers; For lecturers to develop and enhance the Criminology curriculum in line with the learning around student engagement; And for the learning from the project to facilitate student voices around what facilitates student engagement to feed into the university evidence-base, to enhance the learning experience. This paper is a joint presentation about the experiences of undertaking collaborative research, as well as an exploration of the findings from the Student Engagement research.

Time: 12:35 - 13:05

Session: 17

Reading lists: Leganto our new reading list management system

Jackie Fealey, Library Services

Reading lists are an essential component of online learning environment providing students with seamless links between learning experiences provided by academic staff and the learning resources managed by library staff.

This is an opportunity to take a sneak peek at Leganto, our new reading list tool which we are launching over the summer.

- Find: link in the menu of each Canvas course (module) for students to easily locate the essential resources to support teaching and learning
- Access: embedded into the library search system, linking to current library content including books, eBooks, journal articles and videos. With real time availability of the books on the library shelves.
- Manage: flexible arrangement of content – by week, theme or topic which can be updated at any time. Add notes/tags to help direct your students around your content.
- Transition: seamless transition from one academic year to the next- automatically rolling over without any fuss.
- Communicate: links direct to the library book ordering system, generating orders, enhancing provision and availability
- Export: quick and easy export of your reading list to EndNote, Word and more

Come along and see how easy it is to create a list from scratch or how to amend your current lists.

Time: 12:35 - 13:05

Session: 18

Students' experiences and participation in online chat and polls: Lessons for Zoom-rooms and beyond

Philip Denton, Tristan Knight, Faculty of Science

Running chat and polls during Zoom sessions are ready options for tutors, the former being an integral part of the platform. Many staff will recognise the sentiments of Piotrowski (2021) who notes that, while these functions are helpful, there are students who struggle in "Zoom-room" environments that can challenge their intrinsic motivations for learning. This presentation will consider the factors that influence students' willingness to participate in chat and polls during Zoom sessions. Outcomes from an online survey (N = 67) will be presented and student co-presenters will provide their insights into the use of these two teaching tools by staff. For chat, an initial analysis of results indicates that offering the ability to post anonymously and providing the ability for students to 'like' submitted messages can encourage participation. For polls, tutors explaining why particular responses are incorrect and providing 'not sure' as a poll response option were considered as key factors in making students more likely to vote. Both chat and polls are viewed favourably by students and it will be argued that these survey findings transcend the delivery platform; chat and polls can be a part of on-campus teaching through the institutional classroom response system, Vevox. In conclusion, the presenter expresses the hope that one enduring lockdown legacy will be an increase in the number of tutors deploying Vevox within on-campus lectures as part of our 'new normal'.

Time: 12:35 - 13:05

Session: 19

What have learner analytics ever done for us?

Ester Ragonese & Wayne Turnbull, Faculty of Arts, Professional & Social Studies

Although a necessity of no-one's choosing, remote learning during lockdown has compelled all educational institutions to re-think the concept of student engagement. Alongside numerous challenges, remote learning affords opportunities for innovations in curriculum

design, teaching and assessment. Universities are replete with data about student engagement, offering rich and useful information about the volume and nature of digital interactions. Curriculum developers who structure their online learning and assessment materials around digital interaction in the virtual learning environment can benefit from enhanced analytics with the use of analytics facilitating curricular developments that are designed to maximise opportunities for student engagement, formative assessment and effective feedback.

Whilst the above is acknowledged it is recognised that staff do not always engage with the analytics, sometimes at all or if they do they aren't in ways that are meaningful. This presentation will outline the scope of a faculty project designed to both raise the profile of data analytics and to ensure that the outputs (including LDE outputs, use of Zoom data and Canvas Advanced Analytics) are understood, communicated and utilised in ways that engage staff and ultimately lead to enhanced student engagement and curriculum design. The presentation will focus on the approach that has been adopted within the faculty and share results to date. It is hoped that the discussion will enable those that attend to be able to adopt a similar approach within their own areas of work.

Time: 12:35 - 13:05

Session: 20

Empowering staff peer support in the use of technology - a Circus Tent approach

Maureen Royce, Faculty of Business & Law

Prior to the pandemic, the Business and Management school had trialled 'get together days' to support teaching and learning initiatives and personal development, particularly in the use of technology. This used an informal circus structure of short sessions with expert and experienced colleagues sitting alongside beginners to provide help and support. The regular events grew to be Faculty-wide, with sessions transferring from the physical to virtual environment to provide a mechanism for supporting staff when we moved online last academic year.

Crucial to the success of the events was connection with professional services such as the Teaching and Learning Academy and Library. This supported the creation of practice sessions and informal groups with peer-to-peer support and buddying. Planning and support came from the Faculty Education Committee, SMT and FMT. It was an holistic approach, responsive to requests and concerns raised at School and Faculty forums. Engagement across all areas of the Faculty was high. The events were scheduled to minimise clashes with teaching so that staff could both attend and run sessions. Encouragement was the key to the scheme's success, facilitated through with an emphasis where necessary on back-to-basics ideas and personal stories from staff that documented the progression and development of their online practice. Staff confidence translated into student confidence but we know we are still on a journey. In recognition of the importance of sustainability, informal drop-ins were added the fortnightly to the main events. These gave a voice to staff and provided a safe space to ask questions and suggest areas for change. Participation exceeded expectations and facilitated excellence in online delivery across the Faculty.

This talk will share our experiences of the Circus Tent approach as a collegiate mechanism to enhancing practice and creating a vibrant community of practice in online learning, despite the restrictions imposed by social distancing and home-working.

Time: 13:50 - 14:20

Session: 21

A powerful tool for wellbeing: Embedding journaling into daily student life

Ange Garden, Nicky Hirst, Claire Hennessy, Avril Rowley, Rachael Harrison, Jac Jenkins & Sharon Burns, Faculty of Arts, Professional & Social Studies & Rebecca Gee, Student Advice & Wellbeing Services

Following on from a successful Curriculum Enhancement Student Internship last summer, The School of Education is collaborating with Student Advice and Wellbeing (SAW) to produce an LJMU-wide wellbeing journal which aims to embed wellbeing into students' daily activities to improve wellbeing across our student population.

The original School wellbeing journal was rolled out across Education and Early Childhood Studies programmes in September 2020 as a staff and student collaboration linking with external partners such as My Wellbeing School in Australia. It was designed to respond to the need to further support student mental health and wellbeing during the COVID lockdown period when many students have reported increased feelings of isolation, and decreased mental wellbeing. The journal was evaluated by a Level 5 project group and received a positive reception from students.

Academics from the School of Education have also secured a further curriculum enhancement bid for June-July 2021 for three student interns to further evaluate the journal in terms of a broader inclusivity and ensure it is ready for dissemination across the institution.

The second iteration of the Wellbeing journal will be multifunctional and will take a holistic approach to wellbeing. It will include sections for planning deadlines, to-do lists, space for reflections, bespoke meditations and information about support available. The aim is for this to be used as a tool in personal tutoring sessions from Sep. 2021.

After their varied experiences of the pandemic, it's even more important to consider ways we can enhance student wellbeing, engagement and create a sense of belonging and community as well as giving students the opportunity for self-reflection. This journal is a powerful tool in achieving this. This presentation will focus on the collaboration between colleagues, students and a professional services team to co-create a wellbeing journal for implementation across the institution.

Time: 13:50 - 14:20

Session: 22 Lightning talks

Virtual Gait Analysis: a retro style adventure game that takes the lab to the student

Gabor Barton, Faculty of Science

Virtual Gait Analysis is a complete retro-style adventure game where the student explores and interacts with biomechanics equipment in a virtual variant of our Biomechanics Laboratory in the Tom Reilly Building. The game guides the student towards capturing 3D

movement and forces (virtually), learning about the underlying theories along the way. In single paragraph chunks embedded in interactive dialogues, biomechanics content of about 3000 words in total is covered. As part of the dialogues, the game opens relevant websites and past lecture notes to link back to teaching content. At the end of the game students get access to pre-recorded data for further processing, effectively completing a full gait analysis practical remotely, all in complete safety during Covid lockdowns. The VGA game is available for students in 6106SPOSCI and 7116SPOSCI and School of Sport and Exercise Sciences staff on Canvas or in the LJMU Citrix Workspace on Windows, iOS and ChromeBook.

The pre registration nursing equality, diversity and inclusion allies project

Joanna Lavery, Nicola Morrell, Scott- Emma Crawford, Christine Roberts & Sharon Riverol, Faculty of Health

The equality, diversity and inclusion (EDI) student allies' project is a nursing team initiative to support pre-registration nursing students who are at risk of marginalisation from a potential gap in opportunities. These gaps may be further impacted by Covid 19 and the pressure the pandemic has on the health and general wellbeing of the nursing workforce, and its ability to nurture anti discriminatory practice (Markey and Zhang, 2020).

The aim is to successfully recruit students from current cohorts to gain perspectives to improve and support student diversity within the pre-registration nursing programme. The innovation intends to invest in a predominantly student led study, by using methods of a questionnaire and focus groups. These will explore barriers to inclusion and belonging experienced by nursing students who identify as people of colour, LGBTQ and students with mental and physical disabilities. In addition to this, the use of coaching as a concept for student support has the potential to boost leadership development in line with NMC standards (Leigh, Littlewood and Lyons 2019, NMC 2018a).

The project aims to develop a new student role in the form of EDI allies, with students actively contributing to the job description of the role to ensure it aligns with the needs of the students as identified in the methods. The EDI allies' objective is to promote the new role, construct links with services accessible to students within LJMU, with a specific focus for pre-registration nursing. The implementation of student EDI allies has the potential to improve reporting of concerns from students who feel they are experiencing exclusion, educate others, and create a safe support structure for students to confidentially discuss anxieties. The team aim to embed the notion that an equal, diverse and inclusive workforce is one that should translate into working environments within healthcare settings.

Future Directions - Post graduate and beyond

Rosie McCarthy, Jessie Smith & Sarah Yearsley, Faculty of Health

An exciting Collaboration between NAH Advanced Practice lead- Rosie McCarthy, and two PGRs from the faculties of Education Sarah Yearsley, and Public Health Jessie Smith to develop a Canvas Platform focussing on NAH career trajectories beyond bachelors' level study.

Within the context of the current pandemic climate, NAH Pre-Registration students across all levels of study have been presented with a reduction in face to face contact with academic staff and peers. Including a reduced access to university facilities (e.g. library, learning hubs, social face-to-face student networks) and the subsequent transition to online learning.

This innovative canvas platform CPEHC41- Future Directions- Graduation and beyond was created with the intention of providing career related information and resources to NAH students. A platform to engage and inspire students to think about their future aspirations. The idea being to navigate students to access appropriate guidance from a range of credible sources and autonomous decision-making with regards to post-graduate prospects. To address the negative impact of COVID-19 and to encourage positive thinking about future direction and opportunities.

The 6 key areas of this interactive site include:

- Research
- Teaching
- Leadership
- Advanced Clinical Practice
- Innovation
- Talking Heads

The latter being a depository for podcasts from LJMU staff members, where they discuss their own career paths to inspire and motivate.

These pages encourage the students to ask questions like:

- “Why should I consider a career in research?”
- “What do I need to know?”
- “What opportunities are available to me?”

There is a plethora of resources directed at ‘getting a feel for’ careers in these fields and inspiring students to further explore their options.

From the outset the site has been designed to stimulate students to engage. Effort has been dedicated to ensuring the site is attractive, interactive, user-friendly and informative. Embedding videos, infographics, and links to online tools as appropriate.

Ultimately, this innovative platform is to encourage students to think about their future career progression and all of the possibilities available after completing their programme of study.

Time: 13:50 - 14:20

Session: 23

Experiential learning and professional practice: The LJMU MA Short Film Festival

Lydia Papadimitriou & Lars Koens, Faculty of Arts, Professional & Social Studies

Using as case study the first edition of the LJMU MA Short Film Festival (<https://ljmumashortfilmfestival.org/>), an international online student film festival organised as part of the MA Film at LJMU, this paper explores the opportunities and challenges offered by

experiential learning in the context of an innovative postgraduate module in which students work with their tutors to put together a public-facing event of professional standards.

The organisation of the online film festival is part of the module “Exploring Film Festivals, Distribution and Exhibition”, which, in 2019-20, involved a physical festival cancelled due to Covid. Students are given the opportunity to understand the social, artistic and educational role of film festivals via a combination of academic study (<http://www.filmfestivalresearch.org/>) with experiential and reflective learning. In the process of putting the film festival together, the students experience multiple roles: in selecting films, they act as programmers; in communicating with the filmmakers, they act as administrators; in contributing to the poster design, they act as graphic designers; and, in creating the trailers and promoting the festival, they act as marketing professionals.

The challenges faced by the tutors emerge from combining the management of the student learning experience with the professional delivery of the film festival. The tutors act as both educators and festival professionals – a mix that offers the students unique insights into professional practice but places very high demands on the tutors as they need to finely balance educational with professional priorities. The paper explores some of the challenges faced by the tutors in combining this dual function, while arguing that this model of experiential learning offers unique and very valuable opportunities for the students. It also highlights the challenges and opportunities faced by online delivery of both the module and the festival and proposes ways for adopting positive lessons from Covid-imposed restrictions.

Time: 13:50 - 14:20

Session: 24

Co-creation and collaboration in curriculum using enterprise tools

Clare Horrocks, Faculty of Arts, Professional & Social Studies & Anna Sexton, Centre for Entrepreneurship

A presentation highlighting the power of cross-disciplinary collaboration. Dr Clare Horrocks and Anna B Sexton will discuss their ongoing collaboration within Level 6 Media and Cultural Industries module for analysing work placements and career planning.

As the Humanities face further challenges and funding cuts, it is more important than ever to reinforce the key skills that students from the Arts can bring to the workplace in a variety of ways. Whilst there has always been a drive for ensuring Universities provide graduates with transferrable skills to enhance their employability, this paper will argue that enterprise is the emerging narrative employers are increasingly asking for. As Target Jobs advise, “graduates with strong enterprise skills can spot an opportunity and use their initiative to make the most of it”. Of the nine enterprise and entrepreneurial skills they identify as employers requiring, this paper will focus specifically on how we can embed opportunities for creative and innovative thinking into our curriculums, providing the students with the chance to enhance their adaptability and flexibility. In this way we can begin to respond to the need for more enterprising employees graduating from our programmes.

By relating both their academic and industry lived experience and knowledge to plan and deliver a curriculum that excites and challenges students to understand their career opportunities. We will demonstrate how we have creatively engaged students to change their

attitudes, mindset and perceptions of their future career plan. Practical approaches include linking and embedding the EntreComp framework, Google Digital Garage, #IamRemarkable and inter-curriculum sessions. The outcomes include advanced self-awareness, confidence and motivation to tackle work related issues and begin applying for internships. Feedback from students has been included through a consideration of work produced for their final Assessment Portfolio on the module, demonstrating the outstanding advancements that have been made in students' progression to employability. The Centre for Entrepreneurship has benefitted by increased attendance in the wider Digital Incubation Hub programme. There has been the additional benefit of sign-posted Careers guidance to one to one and use of Abintegro/Careers 24/7.

Colleagues attending this session can expect to learn more about how to engage in a more collaborative co-creative practice within their own curriculum and employability strategy.

Time: 14:25 14:55

Session: 25

Supporting students through a pandemic: a team approach

Shelley O'Connor & Dean McShane, Faculty of Health

Background

The Coronavirus disease 2019 (COVID-19) pandemic is having a profound effect on University students and their programme of study. Universities are co-ordinating efforts to respond to the challenges facing students and the changing educational landscape. The digital communications platform have facilitated innovative practices, and a co-produced infrastructure have provided more opportunities for student learning, personal and professional development, and led to conversations and collaboration with community organisations.

Aim

A student focused educational initiative designed to support pre-registration mental health nursing students, with a proviso to support local charities, enhance the student experience and promote a more values-based, person-centred model of future care.

Discussion

A team of mental health nursing academics have created a personalised and inter-professional educational framework, in light of the impact of COVID-19 with students and local charities. These initiatives include an online virtual learning 'mental health hub' site to support learning; a weekly 'drop in' to promote a positive student experience and provide guest speakers from local charities; and, a student led 'Mental health nursing Society' designed to support a new generation of nursing professionals, and promote high quality care, as per the Nursing and Midwifery Council (NMC) Future Nursing Standards (2018).

Thus map to the curriculum a new learning experience and support an asset-based approach; promote students to be more equipped to work across disciplines and create good role models. Promoting a more salutogenic model of practice. Thus, improving the communication and interpersonal skills, critical thinking, confidence and shared learning with peers.

A survey conducted found a positive overall response (to be shared) and interview data to be conducted and shared.

Conclusion

A sustainable and innovative project in terms of curriculum and service care and system wide engagement.

Time: 14:25 14:55

Session: 26

Creative conversations: Dialogic learning in virtual spaces

Charlie Smith, Faculty of Arts, Professional & Social Studies

Learning can be understood as a dialogic process, one in which meaning and understanding are co-constructed through students' interaction, negotiation and collaboration with their teachers and their peers. Creative disciplines align strongly with this approach, revolving around conversations that occur in a multitude of forms. Furthermore, it has been argued that students' emotional responses to these dialogues are some of the most important instruments through which they interpret meaning, and therefore exert significant influence on their learning.

This presentation will discuss the impact of moving from dialogic encounters in real spaces to virtual learning, where the dynamics of conversation arguably become different. For example, Iranmanesh and Onur (2021) suggest that the transition from physical to virtual studio raises issues because of its intrinsic socio-spatial character. Combining a reflection on practices used in both face-to-face and online teaching with recent research literature, the presentation will explore the effects on a variety of signature elements of creative learning through which dialogue occurs, such as: one-to-one tutorials, group tutorials, and design reviews. An integral feature of the design review lies in the event itself – an exhibition and presentation of work for verbal feedback; can this be effectively replicated in a virtual format? Similarly, informal peer discussion and studio culture are often considered fundamental, if tacit, elements of learning in creative disciplines – how do these occur effectively in a virtual space? Upon return to face-to-face teaching after a prolonged hiatus, some students will have very little experience of studio culture; the presentation will discuss potential consequences and opportunities this presents.

Time: 14:25 14:55

Session: 27

Enterprising students: A values-driven, competency-based framework for embedding enterprise in the HE curriculum

Daniel Marshall, Ester Ragonese & Steve Altham, Faculty of Arts, Professional & Social Studies

Higher Education needs to equip students with enterprise skills alongside the technical and subject knowledge they receive, to enable personal growth and successful transition beyond the university. These skills are present in every aspect of teaching and learning but are not always clear. The enterprise concept focuses attention on maximising opportunities for the development, enhancement and application of enterprising skills, behaviours, and attributes, such as communication, leadership, teamwork, professionalism, critical thinking, and

responsibility. Identifying new approaches to clarify enterprise skills within HE programmes will enhance (1) the student experience, (2) HE programmes and (3) equip students with necessary enterprise skills to transition beyond the university. Adapting the Advance HE Enterprise and Entrepreneurship Education Framework, we are developing a values-driven, competency-based framework to underpin an enterprise programme for Liverpool John Moores University (LJMU) students. The development of enterprise skills is integral to the programme to empower students to recognise and reflect on core competencies they encounter in HE, improving personal growth, employability awareness and graduate outcomes. This session will present the framework and emerging themes from an ongoing pilot study with LJMU students.

Time: 14:25 14:55

Session: 28

Increasing student engagement through the use of a business simulation

Peter Barton, Faculty of Business & Law

Simulations provide a perfect opportunity to close the application gap by exposing students to real situations where they can enhance skills (Trim, 2004), apply theory and learn in a safe environment. Crucially, simulation seeks to shift learning from passive learning techniques, such as reading and listening, to active learning, such as participation in group activities and discussion and 'doing' the real thing (Aldrich, 2005, Clarke, 2009).

When I began my teaching career, I had unrealistic expectations in terms of student's willingness to read and engage in related seminar activities such as Case Studies. Whilst effective when used in moderation, I found these were negatively impacting engagement and enjoyment in learning during my modules. I have since shifted the focus of seminars and assignments around a business simulation, which had a marked impact upon student attendance, engagement, fun, learning as well as positive feedback. Another notable benefit has come from the development of teamwork skills as group members work together to compete against other groups in a safe space.

This session will use the Edumundo 'Sneakers' business simulation to share experiences from my Level 6 Strategic Management module. It will show that business simulation works particularly well when linked to final assessment(s) as it allows students to apply the theory they have learned in the lectures when making and evaluating their own decisions. Whilst there are naturally pros and cons to all assignment types, I have found that a smaller portion (20%) for a group assessment in the form of Elevator Pitch/Presentation, followed by the main assessment being a reflective report completed individually (80%), provides a comprehensive, analytical and evaluative assessment format.

Thursday 17 June 2021

Time: 09:30 - 10:30

Session: 29

JMSU Academic Representation - what have we learned and what do we do next?
JMSU

This presentation will explore the effectiveness of Student Town Hall events as a mechanism to gather effective student feedback. We will identify how academic staff can collaborate with JMSU as we seek to empower students to engage in academic representation at LJMU. We will provide an overview of some of the themes that were covered in Faculty Town Hall events throughout semester two of 2021. The JMSU full-time officer team delivered a range of engaging and thought-provoking spaces in which students were invited to discuss challenges with senior academic Faculty Staff. These Town Hall events provided effective opportunities for students to engage in meaningful and constructive conversation. The presentation will seek to reflect on the following:

- The JMSU Town Hall - a review of this new approach.
- Celebrating student impact – a look back through 2020-21 to identify the achievements of student representatives.
- The experiences of Faculty Reps in 2020/21 – consideration of how faculty student representatives have worked over the year and what lessons can be learned.
- Academic Societies – exploring how teams can work with students to develop academic societies within your department.

Throughout the presentation we will explore how the JMSU can work with University staff to ensure our student representatives continue to be nurtured and empowered to represent the student voice.

Useful links ahead of the Conference:

[Developing an Academic Society @ Liverpool John Moores University Students' Union \(jmsu.co.uk\)](http://jmsu.co.uk)

Time: 10:40 - 11:10

Session: 30

The lived and learned experiences of an academic with dyslexia and dyspraxia: nightmares and successes.

Linda Walsh & Christina Phillips, Faculty of Business & Law

A semi-structured interview that informs a general audience of what it is like to be a student with dyslexia and dyspraxia. The session will consist of a conversation between Linda Walsh and Dr Christina Phillips. Dr Christina Phillips will share her lived experiences as an undergraduate and postgraduate student including the frustrations and exasperations and what it took to succeed. These experiences will bring to life the challenges that students with dyslexia and dyspraxia face and allow the audience to better understand how the design of teaching and learning materials looks different through the eyes and mind of someone with dyslexia and dyspraxia. These insights will then be applied to the design of a dyslexia-

friendly and dyspraxia-friendly undergraduate module through Christina's evaluation of an assessment briefing, a lecture PowerPoint presentation and a private study task. The purpose here is to identify possible problems and make suggestions to overcome these in order to reduce the difficulties a student would have in understanding what is being assessed, taught and limits their engagement with private study tasks.

The session will culminate in the development of tips for the design of teaching and learning materials and advice to tutors about how to better support students with dyslexia and dyspraxia. It aims to assist those who seek to support the inclusion and achievement of these students and has been designed to identify good practice and to encourage the adoption of good practice.

Time: 10:40 - 11:10

Session: 31

Interactive tutorials and MATLAB apps for teaching science and engineering subjects

Dan Stancioiu & Jack Mullet, Faculty of Engineering & Technology

Recent years have seen sustained efforts towards virtual learning and assessment methods that can support development of analytical and engineering subjects and offer web-based solutions for enhancing students' experience.

Following this trend, many universities around the world have re-written their curricula based on industry recognised software (like MATLAB, Mathematica, or Maple) with the aim of combining basic engineering and science skills with computer powered solutions for accelerating design and market product integration.

This study gives an insight into a project that aims at achieving a modern and flexible curriculum integrated with MATLAB and focused on a problem-solving approach closely oriented from the early stages, towards the design problems relevant to industry and towards an inclusive and equal participation. The first phase of the project involved student participation and addressed mainly mechanical engineering subjects.

The project's proposed outcomes offer teaching staff solutions designed to increase students' participation and can be divided into two main areas. One of them covers web-based interactive tutorials combined with MATLAB-grader solutions for formative assessment and problem-based learning. The tutorials consist of sections of theory and examples followed by self-assessment sections that will complement face to face teaching and tutorial sessions by allowing to shift the focus of a presentation towards general technical solution instead of a particular theoretical approach. Another outcome covers subject dedicated MATLAB powered apps. These can be guided examples relevant to engineering like simple thermal, fluid, mechanical systems (response of a vibratory system or behaviour of a projectile) or relevant to science or mathematics like gene expression profile analysis or automatically fitting of statistical data that can be accessed by students at their own pace. They will be able to check their response to standard problems and visualize the effect of changing of parameters interactively, giving them a better insight into the dynamics of the engineering problem.

These can be used as demonstration and analysis tools for analytical subjects or interactive tools for engineering analysis. The way they are conceived students need no knowledge of MATLAB or any programming although, if they are interested, they have the option to access the code.

Time: 10:40 - 11:10

Session: 32

Bridging the theory practice divide in the business curriculum using innovative internal and external collaborations

Jan Brown, Natasha Sutton, Lucy McGrath & Track Dinning, Faculty of Business & Law

In the academic year 2020/21 unique operating circumstances provided the opportunity for Liverpool Business School (LBS) to trial innovative ways of developing new internal and external collaborations and embedding these collaborations in the curriculum. Using a level 6 module (business consultancy) in the Business With programme to trial these new collaborations 180 students worked in teams on 53 live business projects. These live projects were sourced by newly formed Liverpool Business Clinic prior to the start of the module with clear expectations set. A key contact in LBC was provided to provide consistency. Team/project matching was undertaken collaboratively with the LBC, programme and module team all involved. Once the teams/projects had been matched dedicated communication sites (MS Teams) were created so all communication was consistent.

To support the development of each project's value add professional business consultants were recruited to work with the student teams on a weekly basis. The business consultant specialisms were matched to the project aims. This provided the student teams with the opportunity to develop and practice applying their theoretical knowledge their projects in a supportive and professional environment.

To further support students working in a solely digital environment an innovative digital networking programme was developed. With only 5% of students engaging in digital networking this skillset needed to be developed to allow students to engage with external clients effectively. Collaborating with the Northern Power Futures community a digital networking programme was developed that ran alongside the module. This provided students with networking, mentoring and the opportunity to become part of their Northern Power Futures community in the longer term.

To date engagement in the module has been high and in module assessments demonstrated that the majority of student teams are working at a high level. Further feedback will be gained at the end of the module.

Time: 10:40 - 11:10

Session: 33

Building professional skills and behaviours in an online environment

Maureen Royce, Maddy Petzer & Joshi Jariwala, Faculty of Business & Law

Previous work on professional practice skills and behaviours in the Human Resources subject area has depended upon extended group work in-class. In these, students

collaborate to create scenarios and lead practical assessments in HR related areas. The success of these sessions, and their positive impact on student learning has been reported in previous conferences. However, transferring these highly interactive and engaging learning experiences from the physical classroom to the virtual environment was a challenge. This presentation will examine the range of approaches that the team took to replicate or revise learning activities in an online mode. While some areas of this work will move back into a physical space as restrictions ease, some online elements have been demonstrably more successful. As such, it is anticipated that these will be retained in a blended learning model, as a long-term strategy in HR education. This demonstrates that, not only is necessity the mother of invention, but this invention can lead to a richer and more fulfilling learning experience for students. Although our work focuses on HR issues such as the development of assessment centres for recruitment, managing grievances and tribunal preparation, as well as preparing consultancy reports for clients, the methodology and support structures created should be of interest to any module or programme looking to increase student participation in assessment design and integrate work on professional behaviours.

Time: 11:15 - 11:45

Session: 34

Disabled student voice: promoting inclusive teaching and learning in LJMU

Joel Petrie, Student Advice and Wellbeing Services

This project aims to investigate the views of disabled students who have accessed additional specialist online support in the current academic year. This cohort of students will be invited to complete a short questionnaire (adapted from Coffield, 2009):

1. What has been your best experience of learning in LJMU? What made it positive?
2. What has been your worst experience of learning in LJMU? What made it negative?
3. What has been your best experience of learning this year using technology? What made it positive?
4. What has been your worst experience of learning this year using technology this year? What made it negative?
5. If you could change one thing to make teaching and learning more inclusive and effective for you, what would it be?
6. Has anything else significantly impacted on your studies?

All students in receipt of additional specialist support will be invited to complete the questionnaire over a six week period, and we anticipate approximately 40 – 50 returns. A reflexive thematic analysis of the data will be undertaken (Braun and Clarke, 2006, 2019) to establish themes. Whilst the primary focus of this research is disability, the data will additionally be analysed via an intersectional lens in relation to gender and ethnicity.

The participants will be drawn from several academic year cohorts, thus we expect responses that relate both to face to face and online learning. It is anticipated that the results could identify aspects of teaching and learning that could be improved, and encourage the wider adoption of existing inclusive pedagogic practices across the institution; and could potentially inform the planning of staff learning.

Time: 11:15 - 11:45

Session: 35

Interactive virtual online practical laboratories using Möbius

Jack Mullett, Faculty of Engineering & Technology

This research presents a new learning pedagogy in the design and implementation of stand-alone, self-led, interactive virtual online engineering laboratories. These were created and deployed using Möbius, an online active learning platform for Science, Technology, Engineering and Mathematics (STEM) based courses involving calculations. The aim was to engage students and enhance learning experiences in practical experimental subjects, which has been challenging during the pandemic.

Möbius has been used as online assessment software for a few modules in the School of Engineering at LJMU for several years. However, this study uses Möbius in a different way, utilising a 'Lesson' content format for teaching laboratories in two practical modules (levels 3 and 4) on Mechanical and Marine Engineering programmes.

The structure of the online labs was based on a traditional lab report. Main sections and subsections appeared on the left-hand side of the screen like a contents page list, allowing students to easily navigate and showing their progress with a green tick on each page completed. Embedded within these pages were a variety of interactive elements (text, videos, questions, and tasks) replicating a similar experience to undertaking physical experiments and analysing results.

The videos consisted of short introductory lectures on the lab theory and analysis required, setup of experimental equipment, and procedure sequences to take results measurements. Different question types were used throughout including missing words, multiple choice, matching, and unique numeric response with units and margin of error. Each had automated constructive help in real time with the use of Möbius functions: 'Hints', 'How did I do?' and 'Feedback Comments'.

Student feedback from the University's Module Evaluation Surveys was very positive. The vast majority of students agreed/strongly agreed that Möbius online labs aided their learning and stated they would like these continued in the future alongside the physical practical lab experiments.

Time: 11:15 - 11:45

Session: 36

Teaching and learning strategies to inspire engagement and research excellence: the case of the Doctorate in Business Administration (DBA)

Matthew Tucker, Hannah Wilson & Aileen Lawless Faculty of Business & Law

The Doctorate in Business Administration (DBA) programme is one of the most established Professional Doctorates in the University. Delivered through a blended learning approach over a four-year period, the DBA is cohort-driven consisting of four one-week residential workshops, monthly virtual action learning sets, and supervision via distance learning. DBA

candidates study part-time, and are likely to hold senior management positions. It is common that they have been absent from higher education for a long time.

The DBA is research-driven with a clear application and impact to business practice. However, candidates often struggle initially to grasp research concepts and applied research learning, due to their relative absence from higher education, coupled with the high demands of their commercial worlds. Cultural awareness is an added challenge, as the DBA mainly consists of international candidates. Engagement is therefore critical, and a blended learning approach enables candidates to learn together and to learn apart.

The DBA programme team will showcase some of the strategies that have been implemented in order to enhance the level of engagement on the programme, and to close the gap regarding the cultural and learning disparities of the cohort profile.

Key teaching and learning strategies include focus on embracing collaborative questioning through participation in 'research café' workshops, virtual action learning sets, and writing retreats. A key thread through each of these strategies is on reflection and questioning on what has been learnt together, and apart, in order to enhance engagement. This 'blending' enables candidates to move to a deeper level of learning, positively impact their engagement and participation, and ultimately inspire the research excellence of the programme.

Plans are in place to further grow the DBA and diversify into other international markets and partnerships, making these teaching and learning strategies paramount to the success and sustainability of the programme, and other programmes which face similar challenges.

Time: 11:15 - 11:45

Session: 37

Practical legal education: engaging our students, serving the community

Rachel Stalker, Mary Mullin & Liz Jones, Faculty of Business & Law

The integration of the Legal Advice Centre (LAC) into all levels of the LLB Law curriculum began in January 2021, at the start of the third lockdown, with the launch of the Law in Society module. In this presentation, LAC staff will:

- explain the key concepts of experiential legal teaching, why it is so transformational for law students and their social mobility, and what "clinical" methodologies are transferable to other disciplines.
- discuss how we combined recorded case simulations and remote live client work to educate students on themes of ethical values and lawyering, dealing with conflicting interests, and supporting client vulnerabilities. These cases were also used to illuminate complex theories in classical ethics, with a view to helping students consolidate their theoretical knowledge.
- outline how we propose to use interdisciplinary methods such as Augusto Boal's concept of forum theatre in our Level 5 module (Clinical Legal Education I) to further develop students' ethical education from level 4 whilst training them in the practical skills they will need to work with our LAC clients.

A key feature of clinical legal education is its ability to foster critical thinking and broader employability skills. Our presentation will explore the imminent changes to legal education,

how those may impact on access to the professions, and how the LAC's centring as a core part of our curriculum, open to any LLB Law student, may be able to support students' future employability in a competitive, highly stratified and hierarchical profession.

Time: 11:50 - 12:20

Session: 38

Using outreach to support social mobility and encourage entry of under-represented groups into the Law profession

Catherine Shillito, Student Recruitment and Admissions & Helen Redmond, DWF Solicitor

LJMU's commitment to supporting young people from disadvantaged backgrounds to achieve their aspirations remains a priority. Whilst face-to-face outreach activity has been largely restricted for the past year, widening access initiatives have continued in a virtual format to address the under-representation of specific groups studying at the University.

One such initiative is aimed specifically at increasing the diversity of young people who study and ultimately practice law. Managed by LJMU's Catherine Shillito, the Law Factor programme gives pupils in Year 10 the opportunity to discover more about the legal profession through a structured programme of activity delivered by the Liverpool based law firm, DWF.

Twilight interactions provide selected young people with an insight into law led by professional DWF staff, helping them to develop their confidence and belief that such careers are accessible to them. Throughout the 5 week programme, a number of internal and external speakers contributed to the programme including LJMU staff and students.

Each year approximately 30 pupils take part in the programme from schools across the North West and Midlands. Pupils were selected based on widening participation criteria, including first generation, low socio-economic background and black and minority ethnic status.

The objective of the programme is to provide a transformative experience which increases confidence in young people being able to achieve their aspirations. This programme links in with national initiatives to improve social mobility and levelling up diversity in certain professions.

Time: 11:50 - 12:20

Session: 39

Story Share: Using an online storytelling project to create connection and enhance wellbeing

Joe Moran, Sarah Maclennan & Kate Walchester, Faculty of Arts, Professional & Social Studies & Bernadette McGrath Student Advice & Wellbeing Services

LJMU Story Share is an online audio storytelling project launched in February 2021 and created by LJMU students and staff. Its aim is to explore how we can enhance our wellbeing through the telling and sharing of stories.

The project was developed between Student Advice and Wellbeing (Bernadette McGrath) and staff in English and Creative Writing (Sarah Maclennan, Joe Moran and Kate Walchester). We wanted to look at alternative ways of using technology to engage students (and staff) and to provide a platform for connection and discussion on how they were experiencing life in lockdown. We want it to remain in place (and expand) after the return to campus, as an inclusive and accessible way for students to create a sense of virtual community. We chose an audio project because we felt that students might be 'zoomed out' after using video platforming services, and because we thought it would help to address the digital divide. While many students have struggled with access to laptops and good broadband, almost all of them have a mobile phone with a voice recorder. All they need do is email an MP3 file to us and it can be added to the Story Share SoundCloud.

We want these stories to come from across the university, in many different forms, to capture this strange moment in time, to support wellbeing and remind us all that the university is a community of creative souls. The presentation will: discuss how the project developed, as a way of looking at how academic and professional services can collaborate to enhance the student experience; explore the role of storytelling in student wellbeing; feature some of the content produced by students and share a student's experience of the project.

Time: 11:50 - 12:20

Session: 40

Data analytics skills for all: a levelling up agenda

Christina Phillips, Faculty of Business & Law

Business analytics skills are now being required across the business curricular and beyond (Phelps and Szabat, 2017). Since the seminal work by Davenport and Harris (2007) the need for analytics skills in the workforce has increased dramatically, this shows no sign of reversal and business schools are struggling to keep up with the requirements (Turel and Kapoor, 2016).

Digital Business Intelligence is taught to a diverse group of Bachelor of Arts students on the Business with program. This module is attempting to close a skills gap and make it possible for all students to attain a minimum standard in data analytics/business intelligence skills, and for others to take their first steps on a journey into analytics oriented employment/study.

Students learn to perform analysis using Tableau (data visualization software) and Excel across a vast range of base level skills in computer science, often with little knowledge of mathematics. Some students are fearful of mathematics, others have poor computing skills and little confidence in their abilities. Still others find the work stimulating and are grateful for the opportunity to take them to as high a level as they can achieve.

The talk will describe attempts to foster all levels of ability to be able to grasp basic conceptual skills in data analysis, and challenge those with confidence. The course results speak for themselves with high relative attendance, great student feedback and high attainment in the assessment by many. They have used their learning in level 6 consultancy projects and have gained placements due to their skills acquisition. More than this, the confidence gained in overcoming barriers and performing real analysis on real data fosters a growth mindset and resilience.

Time: 11:50 - 12:20

Session: 41

Development of a relational framework of critical social reflection through Action Learning Sets

Deborah Humphreys & Paul Lees, Faculty of Business & Law

In 2021 we started teaching a new Executive Master of Science (MSc) in Leadership, Management and Practice encompassing a relational model of critical reflection. As our students were practitioners and our programme title incorporated theoretical and practical considerations the programme aim was to develop critical independent learners to make connections between the academic learning and their work experiences and to change interpersonal and organisational practices. Against a backdrop of teaching 'live-online', during the Covid pandemic we postulate what it means to scaffold a framework of critical social reflection through Action Learning.

The intention of this paper is to contribute reflections of our empirical experiences on working with critical action learning in management development teaching, in addition, to teaching from a pedagogical place that was alien to us. In this study, we explore our experiences of launching two new modules and how guiding students within executive education is a fine balancing act between the level of scaffolding, the amount of challenge within the programme and developing students as critical thinkers. A key principle of the programme is that through the process of action learning sets, through Learning, Programme knowledge, Questioning and Organising insight ($L=P+Q+O$) not only do the students learn about others and about leadership development and organisational dynamics/behaviour but they also learn about themselves. However, whilst this aim was clear to us as educators, as the module progressed, it became clear that the students engaged in self-managed action learning sets (SMAL) had different ideas around utility.

This paper suggests a relational framework of critical social reflection through action learning that may be embedded within the curriculum to promote and support the development of transformative learning, furthermore propose a framework that we believe may have transferability between disciplines.

Time: 12:25 - 12:55

Session: 42

Near-peer mentoring, one route to a better inclusive learning community?

Robert Morris & Rebecca Fern, Faculty of Science

Mentoring is considered one way to improve the experience and performance of poorly performing students. The Master of Pharmacy programme introduced a compulsory programme-wide peer mentoring scheme for 2019-2020 following a two-year optional trial. The teaching team hoped the scheme would develop the Master of Pharmacy learning community and improve communication and collaboration skills. The scheme was continued in 2020-21 for approximately 550 students.

The teaching team aimed for a flexible scheme using low staff resource but offering positive value for participants. Considering experience from the trial we made the mentoring

compulsory for all Levels by including it as part of a portfolio assessment. Off campus complications were considered but it was felt online meetings could also be achievable and useful.

Lectures were delivered explaining Level 7 students would mentor Level 5 students and Level 6 students would mentor Level 4 students. Suggestions for mentoring activities and expected meeting length were provided in the lecture.

Three mentoring meetings per year were required as part of the portfolio assessment. Monitoring was undertaken via short Canvas quizzes requesting basic details of meetings. Initial review of responses indicates good engagement with the scheme and a range of benefits reported by students.

Benefits reported include sharing of coping mechanisms for working online, sharing of learning techniques, sharing of revision material, opportunity to revisit earlier topics, sharing of different life experiences and cultures, discussion of career options, numeracy support along with other coursework advice. Many students indicated they would maintain contact after they had completed university.

Peer mentoring will continue for 2021-22 with possible changes following more detailed analysis with possibly more mentoring training provided to higher-Level students and some in-class discussions for lower –Level students.

Time: 12:25 - 12:55

Session: 43 Lightning talks

Poster presentations: The portrayal of mental illness through the Arts.

May Baker, Ali Robinson & Sophie Preece, Faculty of Health

As part of their assignment for a core module within the MA Mental Health, students were required to research, develop and produce a poster relating to how mental illness is portrayed within the "Arts".

Since the beginning of the 21st century, there has been a major increase in research into the effects of the "Arts" on health and well-being. This has occurred alongside developments in practice and policy both nationally and internationally. However, there has been a historical thread, which highlights how the "Arts" played a part in stigmatising mental ill health through media such as film and literature. These posters illustrate the way in which mental ill health was portrayed. From Hollywood to literary history, the posters display how discrimination and misconceptions informed the public about mental illness. One poster uses visual and written work on how literature has portrayed eating disorders from BC to present day. "Eating Disorders - A walk through literary history".

The other poster focuses on how schizophrenia was depicted in Hollywood films, which have been widely criticised for their negatively stereotypic and inaccurate depictions of mental illness, especially schizophrenia. Some films heavily 'misrepresent mental illness and perpetuate negative stereotypes', worryingly so, as Goodwin (2013:p224) states "cinema has been described as the most influential form of media'. The negative portrayal of severe psychopathologies such as schizophrenia appears to be specifically targeted throughout horror and thriller genre.

The "Arts" are now highlighted a saviour to mental health and well-being, encouraging interventions that engage and support healthy lifestyles through collaboration in society and wider communities. This has brought about culturally diverse forms of art, which is available and accessible to a range of different groups across the life-course, especially those from disadvantaged minorities. These presentations offer the chance for discussion, learning and debate. They are particularly relevant in the current climate of societal mental health problems brought about by the covid pandemic.

Simulated learning disability awareness

Alison Jithoo & Christine Roberts, Faculty of Health

"The LeDeR (2020) report shows that a continued lack of awareness of what a learning disability is coupled with the risk of diagnostic overshadowing results in 1200 people with a learning disability dying from a preventable cause of death every year. The LeDeR (2020) report has also evidenced that people with a learning disability are dying 20 years younger than the general population.

All fields of nursing; Adult, Child and Mental Health, will be required to care for people with learning disabilities and have a duty to provide safe and equitable care. Therefore, it is imperative that student nurses receive comprehensive awareness of learning disability. A simulated online learning package has been designed and created to encourage insight and enable the voice of people with a learning disability to be heard.

An asynchronous session is delivered covering 3 hours a week for 4 weeks. This is reflected in all 3 years of the Nursing Programme. Each week is themed: Awareness, Communication, Health and Social and Families and Carers. Each session commences with a 20-30 minute Panopto and then followed by various activities including submission of creative work, accessing websites to source additional information, reflecting in reference to the NMC Code (2018) on thought-provoking videos or documents of high profile cases and local parents.

The sessions support students in developing communication techniques and promoting an awareness of how to adapt their care, encouraging the use of and consideration to reasonable adjustments.

Unprompted feedback from students include:

- "I learnt so much, and was so moved by a lot of the stories, but above all I have gained so much respect for people in your profession and the people who you are working to help". - CJ
- "I felt compelled to express my respect for the awareness and education you have provided". -MF
- "I really think I am going to look more into working with Learning Disabilities when I qualify". - PC
- "It's clearly visible the effort and commitment you have put into producing these sessions, so thank you" - AM "

Simulation using a “fly on the wall” narrative with a young person with anorexia

Gemma Trainor, Faculty of Health

Remote teaching under COVID-19 restrictions has required new approaches to include service users in delivery of the mental health teaching agenda. My usual approach of inviting a young service user with lived experience of an eating disorder to speak directly to students was replaced by a video conversation between myself, acting as a nurse/clinician, and the service user describing their condition and their experience as a patient. This “fly on the wall approach” provided a new form of collaborating with service users and provided an intimate and candid view from the young person with lived experience.

The name derived from the idea that events are seen candidly as a fly on the wall might see them. Rather than having direct instruction in a classroom setting, the two facilitators co-produced a dialogue discussing the plight of young person with an eating disorder and how best nurses/therapists could intervene. The students were observers and the strengths of this model are that the students were not intrusive and were required to have their own unique observation of the process by looking and listening.

Additional strengths were that the interview was co-produced, cost effective and innovative. The disadvantages may be a lack of opportunity to probe or follow up with the facilitators, however, as this was produced for first year students, further endeavours may incorporate additional opportunities for this.

Feedback from students was very positive and the use of this simulated dialogue, borne of necessity during COVID-19 restrictions, has also been used in other modules.

Contribution to teaching delivery – use of simulated interview with service users has a role to play as an aid in delivery of mental health nursing training

Time: 12:25 - 12:55

Session: 44

Providing an authentic and engaging online simulated placement

Chris Gillies, Janet Williams, Mark Murphy, Neal Hughes & Niall McCann, Faculty of Health

The pandemic has challenged many teams to provide placement and work-based learning opportunities. This presentation will focus on an approach taken in the undergraduate nursing programme to offer students the opportunity to learn valuable skills through a simulated placement. In October 2020, an unprecedented month-long online simulated placement was offered to over 400 first year students. To help deliver an authentic, effective and engaging online learning experience that prepared students for work in a new professional domain, a varied range of experiential learning approaches were employed. These included simulation, gamification, scenario based learning and active blended learning. To support these approaches and to further enhance the authenticity, validity and practicability of the course, an extraordinary range of technologies and techniques (both sophisticated and simple) were also drawn upon. Crucially, despite concerns about the mixed digital capabilities of the students, their perceptions and their learning motivations, this

course demonstrated how engaging an online experience like this can be, with exceptionally positive student feedback.

This presentation by academic staff and learning technologists will provide a brief overview of the course and then demonstrate a range of techniques used to maintain an engaging and immersive month-long online placement. These techniques include: managing varied group timetables and non-linear activities for large cohorts on a single Canvas course, recreating real world activities using basic technologies in creative ways, automated activities, facilitating practicals at a distance, student collaboration, theming, embedding digital literacies, accessibility and supporting a wide range of technologies on student's mobile devices. Attendees will hopefully leave the session feeling inspired by how rich an online course can be alongside lots of practical ideas for online learning that can be taken forward into their own practice whatever their discipline.

Time: 12:25 - 12:55

Session: 45

Action learning and online simulations: Complimentary approaches for professional and executive learning

Natalie Marguet, Faculty of Business & Law

A core strategy of the university is to use innovative and creative approaches to learning that harness the potential of technology. This presentation explores how action learning and online simulations can be used as complimentary approaches. An account of a two-day project management workshop within the Master of Business Administration (MBA), is presented. The workshop focuses on critical project decisions relating to project success, contract and procurement strategy, resourcing and scheduling, scope definition, risk and stakeholder management. Simulations are a technique for practice and learning, to replace and amplify real experiences through a structured immersive learning experience. The realistic scenarios, procedures and tools allow participants to enhance project management knowledge and skills.

Action learning is considered to be a powerful approach rooted in the idea that people learn best from what they do and that they have an unlimited capacity to learn from experience (Revan, 1983). Since its inception action learning has gained wide acceptance, being adopted across a variety of context (Marsick & O'Neil, 1999). Action learning shifts attention from subject-centred to student-centred practices, from content-driven to context and process-driven, from talking to listening, from expert to exemplar and from power position to personal authority' (Pedler, 1997). Revan was passionately opposed to simulations for professional management learning, perceiving them as being on unreal or idealised experience, arguing that simulations are not made any more real by appealing to the organising power of computers. Yet, computer simulations are now considered to be an innovative, effective and experiential learning tool to create opportunities to develop and practice the required competencies and receive feedback (Salas et al., 2009, Zwikael et al, 2015).

Feedback from students demonstrated the benefits of self-reflection and peer reflection on learning and practice as well as increased student engagement, performance and module satisfaction.

Time: 13:40 - 14:40

Keynote

CAST | Until learning has no limits®



Sam Johnston is Director of Postsecondary & Workforce Development for CAST. Her primary research focus is on social learning processes and the use of online and blended learning to support peer-to-peer knowledge transfer. She has conducted design-based research in the fields of mental health care, human services, criminal justice and education to find out what various workforces need to continue to learn when engaging in personally and professionally challenging work.

Sam serves on multiple advisory boards and has delivered workshops and keynotes nationally and internationally on UDL in postsecondary and workforce settings.

Bringing Universal Design for Learning into the learning environment to reach and teach all students

Sam Catherine Johnston Ed.D., Director of Postsecondary and Workforce Development, CAST Inc.

This keynote presentation will explore the concept of Universal Design for Learning (UDL). UDL is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn. The session will be led by Sam Johnston from CAST, a non-profit education research and development organisation based in Boston, USA. CAST created the Universal Design for Learning framework and UDL Guidelines that are used the world over to make learning more inclusive.

How you design the learning environment sends a message about who belongs and who does not. When students can access and understand the materials used to teach with, they are more likely to have the knowledge needed to participate. If students can build skills and express their understanding effectively, they can be seen by lecturers and students alike as people to learn with and from. When each student's knowledge, skills and effort is recognised and valued, there is increased motivation to persist, even when learning becomes challenging. Academic staff have put in incredible efforts to teach online in the middle of a public health crisis. Universal Design for Learning can help make the in-person and online environment work better for everyone.

The presentation will focus on the three core UDL principles:

1. multiple ways to engage students in learning.
2. multiple ways to present content.

3. multiple ways for students to demonstrate what they are learning.

We will look at how each of these principles can be implemented to: improve access to information and the learning environment; help learners build knowledge and understanding; and, develop the habits and behaviours to make students good learners in any context.

Time: 14:45 – 15:45

Faculty and Professional Services Discussion Forums

Facilitated by your ADE, this will be an opportunity to reflect on the conference and consider any implications for school and faculty teaching, learning and assessment priorities.

Facilitated by Phil Carey, Dean, Teaching and Learning Academy, this will be an opportunity to reflect on the conference and consider any implications for institutional and professional service priorities in relation to support for teaching, learning, assessment and the wider student experience.