



AU Learning and Teaching Conference 2016

Proceedings

6th-8th July 2016

Aberystwyth University

CONTENTS

Contents.....	1
Conference at a Glance	6
Wednesday 6th July.....	8
Welcome.....	8
Mary Jacob, E-Learning Group, Information Services.....	8
Reflections on teaching with tablets.....	8
Yuan Shen, Department of Mathematics	8
Resource overview on CADARN Learning Portal	8
Dan Pullin, CADARN	8
Teaching, assessing and feedback using iPad technology.....	9
Andy Evans and Rachel Cross, Department of Physics	9
Practice and research informed teaching in sustainable accounting and finance curricula	10
Dr Mohamed Saeudy, School of Management and Business	10
“Equality, anyone?” Not identical, but equal: fair and reasonable	10
Dr Debra Croft, Director of Equalities, CWPESI	10
Encouraging the experiencing of change: teaching systemic historical change through multiple media.....	11
Brieg Powel, International Politics & Coleg Cymraeg Cenedlaethol.....	11
Engaged and on fire: relational on-line courses	11
Richard Davies, School of Education and Lifelong Learning	11
Dissection in biology teaching: catering for all.....	12
Dr David Wilcockson, IBERS	12
Digital storytelling for learning: a case study	13
Stephen Chapman and Mary Jacob, IBERS/ Information Services.....	13
Thursday 7th July.....	14
Welcome.....	14
Tim Woods, Director of the Institute of Education, Graduate & Professional Development	14
Keynote: Revisiting ‘good’ education: towards a connected curriculum	14
Dilly Fung, Professor of Higher Education Development and Academic Director of the Centre for Advancing Learning and Teaching at UCL.....	14

Datblygu rhaglenni dysgu cyfrwng Cymraeg: rhannu profiadau o feysydd pwnc gwahanol / Strategic teaching programme development for Welsh medium teaching in IGHP (Welsh medium)	15
Huw Lewis and Hywel Griffiths, Adran Gwleidyddiaeth Rhyngwladol / Adran Daearyddiaeth a Gwyddorau Daear	15
Demystifying video	16
Hannah Dee, Department of Computer Science	16
Create and publish your Aspire reading lists	17
Joy Cadwallader, Academic Engagement Team, Information Services	17
Evaluation of audio feedback in Turnitin	17
Heather Norris and Gareth Norris, Department of Law and Criminology/ Psychology.....	17
Manage and improve your Aspire reading lists	18
Joy Cadwallader, Academic Engagement, Information Services	18
Enhancing student engagement beyond assessment; embedding extra-curricular activities within a module	18
Dr Antonia Ivaldi, Department of Psychology.....	18
Drop-in: Get help with Panopto (Abercast).....	19
E-Learning Group, Information Services	19
Internal Keynote: Tell Us Now - possibilities and challenges	19
Daniel Low, IBERS.....	19
Teaching through teamwork and the challenges of assessment.....	20
Dr Kamila Stullerova, Department of International politics	20
On the advantages of mistakes	20
Gabor Gelléri, Department of Modern Languages	20
'See you in the lectures'	21
Neil Taylor and Edel Sherratt, Department of Computer Science	21
'Them and [uz]': language, learning and ownership.....	22
Susan Chapman, School of Education and Lifelong Learning	22
Exemplary module showcase – tours of the AU Exemplary Course Award winning modules.....	22
Chris Loftus, David Wilcockson, and Hannah Dee, Department of Computer Science/IBERS.....	22
Teacher panel with SusNet.....	22
Tim Woods, Institute of Education, Graduate & Professional Development (chair).....	22
Good Practice Fair - Thursday, 14:00-15.00	23

'Podcasts and passion' e-learning approaches for integration of research	23
Russ Morphew and Iain Chalmers, IBERS	23
Student Success Plan: improving the quality of feedback	23
Dr Steve Atherton, School of Education and Lifelong Learning.....	23
MEPing out the territory for M-level teacher-inquiry.....	23
Andrew Davies and Richard Davies, School of Education and Lifelong Learning	23
Dysgu ac addysgu arloesol drwy gyfrwng y Gymraeg: enghreifftiau o Athrofa Daearyddiaeth, Gwleidyddiaeth, Hanes a Seicoleg / Innovative learning and teaching through Welsh: Examples from the Institute of Geography, Politics, History and Psychology (Welsh medium)	24
Hywel Griffiths, Rhys Dafydd Jones, Huw Lewis, and Elin Royles, Adran Daearyddiaeth a Gwyddorau Daear, Adran Gwleidyddiaeth Rhyngwladol	24
An examination of student experiences of the Year in Employment Scheme (YES)	25
Alix Hutchinson and Dr Antonia Ivaldi, Department of Psychology.....	25
An investigation of student-instructor interactions in performing arts lessons using conversation analysis	26
Alice Sanderson and Dr Antonia Ivaldi, Department of Psychology	26
The precipitation of students' responses to a tutor's opening question in a tutorial: a conversation analytical study of study skills tutorials	26
Lettie Sharp and Dr Antonia Ivaldi, Department of Psychology	26
Eliciting students' preferences for different module characteristics using a choice experiment .	27
Kyriaki Remoundou and Mike Christie, School of Management and Business	27
Brilliant Club: raising the aspirations of school pupils through bespoke research-based tutorials	27
Maire Gorman, Department of Physics	27
Friday 8th July	28
Shut up and write: running an online writing support group.....	28
Jennie Hill, Department of Information Studies	28
Projecting the perfect image: teaching, looking, learning	29
Dr Colin Cruise, The School of Art	29
Encouraging reflection on feedback	29
Hazel Davey, IBERS.....	29
Low cost 3D-printing methods used in an undergraduate project	30
Dr Chris Finlayson, Department of Physics	30
Keynote: Appreciating excellence - an international perspective	30

Stephanie Marshall, Chief Executive, Higher Education Academy	30
Enhancing employability and building self-confidence among postgraduate students	31
Dr Jessica Gibbs and Dr Elizabeth New, Department of History & Welsh History.....	31
Current research in effective learning techniques.....	31
Basil Wolf, IBERS	31
Avoiding plagiarism.....	32
Dr Sarah Lindop, School of Management and Business	32
Lecture capture: dealing with copyright and other compliance issues	33
Dr Jonathan Davies, Information Services	33
Talking it through: some thoughts on opportunities for formative assessment and effective feedback	33
Robin Chapman, Department of Welsh and Celtic Studies	33
An overview of the Aberystwyth University Skills Hub	33
John Morgan, Student Learning Support/ International English centre and Joy Cadwallader, Information Services	33
Virtual learning environments: moving from good practice to best practice	34
Emmanuel Ehimare Isibor, Department of Computer Science.....	34
Drop-In: Get help with Panopto (AberCast)	35
E-Learning Group, Information Services	35
Learning beyond assessment - the higher education generation.....	35
Lauren Marks and Ryan Myles, Aberystwyth University's Students' Union	35
Workshop: Blackboard blogs, journals and wikis	35
Sue Ferguson, E-learning Group, Information Services	35
Workshop: Effective lectures: engaging all students	35
Mary Jacob, E-learning Group, Information Services	35
Workshop: Turnitin for marking and feedback	36
Rob Francis and Lauren Harvey, E-learning Group, Information Services.....	36
Workshop: Appreciative inquiry for Blackboard refresh	36
Kate Wright, E-learning Group, Information Services	36
Learning analytics	36
Chris Price and Kate Wright, Computer Science/ Information Services	36
Module evaluation using QR codes and online surveying: trialing, transitioning and tracking student perspectives	37

Andrew James Davies and Laura McSweeney, School of Education and Lifelong Learning..... 37

Research-led teaching and learning: developing a toolkit for undergraduate dissertation tutors
.....**38**

M Mahruf C Shohel and Stephen Atherton, School of Education and Lifelong Learning..... 38

The NUS Comprehensive Guide to Learning and Teaching**38**

Tim Woods, Director of the Institute of Education, Graduate & Professional Development and
Lauren Marks, Student Union President..... 38

CONFERENCE AT A GLANCE

On 6th July, all sessions are in Hugh Owen Library, Aber Academy. On 7th and 8th July, all sessions are in Llandinam Building.

Wednesday 6th July – Aber Academy

13:00	Registration	
13:30	Welcome	
14:00	Breakout A	Breakout B
14:30	Breakout A	Breakout B
15:00	Tea	
15:30	Breakout A (one hour)	Breakout B
16:00		Breakout B
16:30	Breakout A	Breakout B
17:00 END		

Thursday 7th July – Llandinam

09:00	Registration			
09:30	Welcome			
10:00	Keynote: Dilly Fung			
10:30				
11:00	Coffee			
11:30	Breakout A (one hour)	Breakout B (one hour)	Breakout C	Breakout D
12:00			Breakout C	Breakout D
12:30	Lunch			
13:00		Panopto clinic		
13:30	Internal Keynote: Daniel Low			
14:00	Good Practice Fair			
14:30				
15:00	Tea			
15:30	Breakout A	Breakout B	Breakout C	Breakout D
16:00	ECA winners (16:00-16:15) followed by Teacher Panel			
16:30				
17:00 END				

Friday 8th July – Llandinam

09:00	Registration			
09:30	Breakout A	Breakout B	Breakout C	Breakout D
10:00	Keynote: Stephanie Marshall			
10:30	Marshall			
11:00	Coffee			
11:30	Breakout A	Breakout B (one hour)	Breakout C	Breakout D
12:00	Breakout A		Breakout C	Breakout D
12:30	Lunch			
13:00		Panopto clinic		
13:30	Student Union Session			
14:00	TEL Workshop 1	TEL Workshop 2	TEL Workshop 3	TEL Workshop 4
14:30				
15:00	Tea			
15:30	Breakout A	Breakout B	Breakout C	Breakout D
16:00	NUS discussion			
16:30				
17:00 END				

WEDNESDAY 6TH JULY**WELCOME**

MARY JACOB, E-LEARNING GROUP, INFORMATION SERVICES

WEDNESDAY, 13:30

REFLECTIONS ON TEACHING WITH TABLETS

YUAN SHEN, DEPARTMENT OF MATHEMATICS

WEDNESDAY, 14:00, BREAKOUT A, HUGH OWEN LIBRARY E3

Combined with Stylus Labs Write, a multi-platform hand-writing tool, tablet-based teaching is a modern day alternative to traditional Powerpoint and/or whiteboard teaching methods. Dr Daniel Burgarth has led the uptake of tablet-based teaching within the Mathematics department, where hand-written communication of ideas has a long history. With the tablet, we now use a high resolution digital pen instead of whiteboard markers (or chalk!). However, the technology offers rich possibilities for instructors from other backgrounds, both from STEM and the humanities.

Tablet-based teaching also offers obvious positive synergy with AU's new policies regarding Panopto lecture capture, and Minimum and Enhanced Online Presence: lecture material is easy to record, as is additional content, all with the aim of improving students' learning experience.

In this talk, which I will conduct using the tablet, I will review my initial motivation for adopting the tablet approach, and reflect on the positive experiences and challenges I have faced thus far. I will highlight some of the new, non-subject specific, possibilities for student-interaction and engagement, as well as the improved visual accessibility the tablet technology offers.

Tablet-based teaching allows improved physical management of the class-environment, as well as promoting a general teaching atmosphere that is more flexible and responsive to student needs. To conclude, I will discuss in brief some possible future enhancements to tablet-based teaching.

RESOURCE OVERVIEW ON CADARN LEARNING PORTAL

DAN PULLIN, CADARN

WEDNESDAY, 14:00, BREAKOUT B, HUGH OWEN LIBRARY E4

The CADARN Learning Portal provides a platform for lecturers and education professionals to show their course material, in both a promotional and educational context. The portal has many differing resources across languages, sources and media types, including video, audio, presentations, documents and websites.

During development of the portal, we researched and decided on the relevant data to capture about resources. We combined that with the course information and presented this to the user, both on their own page and as a component of the course display. Behind the webpages is a fully-featured revision and editorial system which we will explore, showing the data we collect and how this relates to both the metadata of a resource and what we need to display the resource on a web page.

This presentation covers the development of the management and presentation of resources within the portal, including:

- Deciding on the requirements of the lecturers and staff when adding resources
- How resources are added, designing the website forms that enable adding and editing them
- An overview of the content we have received
- How the editorial process has shaped the resource creation process
- The obstacles we encountered when presenting media of many types to users and administrators of the media

We want to get as much of the CADARN and non-CADARN produced media on the website, in order to we will present the steps to contribute and how you can add your media to the portal.

Twitter: @cadarnportal

<http://facebook.com/cadarnlearningportal>

<http://www.cadarn.ac.uk>

TEACHING, ASSESSING AND FEEDBACK USING IPAD TECHNOLOGY

ANDY EVANS AND RACHEL CROSS, DEPARTMENT OF PHYSICS

WEDNESDAY, 14:30, BREAKOUT A, HUGH OWEN LIBRARY E3

iPad technology has been introduced in 2015-6 for five physics modules spanning a range of courses from level 1 to level M. The iPad, remotely linked to a host Mac, has enabled the provision of an enriched learning environment in lectures and in workshops. In the classroom, integration with the new university IT technology has made possible the switching between a PowerPoint presentation, a virtual whiteboard, custom animation software and the e-textbook that covers all topics in the level 1 physics core. Free copies of this e-textbook are provided by the department to all students and they have access to it for the full duration of their studies. The iPad also enabled entire lecture and stop-start recording, producing manageable video files, readily uploaded to Blackboard via Helix. In workshops covering worked examples, short recordings provide succinct examples of individual problems for focused student revision. Assessment, marking and feedback has benefitted from the Turnitin app for the iPad that links directly to Blackboard. There have been technical challenges with connectivity and integration and we have tested various software and stylus options. The current optimum solutions will be shared along with a discussion of the challenges that remain. The overall experience has been positive for students and staff and this is pleasing as it has enabled the development of a full range of e-learning methods, specific for STEM subject delivery.

Twitter: @AberPhys

PRACTICE AND RESEARCH INFORMED TEACHING IN SUSTAINABLE ACCOUNTING AND FINANCE CURRICULA

DR MOHAMED SAEUDY, SCHOOL OF MANAGEMENT AND BUSINESS

WEDNESDAY, 14:30, BREAKOUT B, HUGH OWEN LIBRARY E4

This presentation attempts to consider, through taking a critical reflective approach, how I, as a lecturer, construct my learning and teaching practices for Sustainable Accounting and Finance Curricula. I will discuss some of the best practices that have been developed/applied in this field e.g. flipped/digital classes, computer-based teaching, role playing, learning by doing, and case studies.

This presentation will focus on the changing nature of teaching and learning in higher education and some challenges in the field of sustainable accounting and finance. As the context was set, the importance of influencing learners' experience became very important in order to consider the main imperatives of sustainable development in my teaching practices (e.g. carbon emissions, climate change, ecological biodiversity, human rights, income equality and societal engagement).

The presentation will set out to explore the variables that lead to inspire my students and colleagues in their teaching, learning and assessment good practices. More importantly, I will present a series of innovative teaching approaches, initiatives and techniques that were elicited by me to influence my students positively to develop their academic and professional learning experience in the field of Accounting and Finance.

“EQUALITY, ANYONE?” NOT IDENTICAL, BUT EQUAL: FAIR AND REASONABLE

DR DEBRA CROFT, DIRECTOR OF EQUALITIES, CWPESI

WEDNESDAY, 15:30, BREAKOUT A, HUGH OWEN LIBRARY E3

This workshop will tackle diversity and learning issues which have arisen from the case work of the Director of Equality. A short presentation followed by facilitated small groups tackling case studies based on 'real life' in Aber. Facilitated by staff and students whose life, differences and diverse needs have affected their learning.

This session will investigate, question and develop ideas around curriculum, learning styles, unconscious bias, appropriate language, banter, assumptions and norms, student success, learner and teacher expectations.

It is hoped that this will be the start of a continuous and active dialogue on what Equality means for Aber: for and between staff, students and visitors. Difference and diversity is not a static concept; anyone following any news over the last 12 months will have seen the trans* discourse elevated to a topical and urgent debate and call for action, across many sections of society – and the same has been, or will be, true for the other 'protected characteristics'.

We cannot rely on tackling each issue as it becomes a 'hot topic' but need to deliver fair, reasonable and equal policies and provision across all the aspects of life on and around Campus. We need to harness the enthusiasm and the ideas of all, to better reflect 21st century Wales, UK, Europe and the world.

Prepare to contribute. We hope to capture the best ideas you have and use them!

ENCOURAGING THE EXPERIENCING OF CHANGE: TEACHING SYSTEMIC HISTORICAL CHANGE THROUGH MULTIPLE MEDIA

BRIEG POWEL, INTERNATIONAL POLITICS & COLEG CYMRAEG CENEDLAETHOL

WEDNESDAY, 15:30, BREAKOUT B, HUGH OWEN LIBRARY E4

This presentation critically reflects on my experience of teaching systemic historical change through interactive learning methods. The presentation's conclusions are based on anonymous student written feedback (collected outside the Tell Us Now framework), on interviews conducted with a self-selecting sample of the student cohort, and on the lecturer's self-reflection.

The presentation engages with two aspects of a module exploring the historical interplay between war, state, and society. First, it explores the immersive potential of multimedia for classroom activities, with particular attention to use of YouTube and of the Blackboard platform. This includes the use of short YouTube videos for unassessed student tasks within the 'lectures'. These tasks focused on the question of the evolution of warfare and fighting methods along with the socio-political structures which enable the method of combat depicted in the videos. These were supplemented by other videos embedded within the Blackboard site for further independent student engagement with the module.

Second, the presentation draws conclusions from the implementation of a 'flipped classroom' approach to teaching the module. This involved replacing the standard Panopto lecture capture with a dedicated podcast, recorded at home through Panopto but with a commercial podcasting microphone. Each podcast merged the didactic content of two 'lectures' into a single, hour-long podcast. This allowed for the 'lectures' themselves to be more student-focused, interactive, and for the running of the YouTube activities described above.

The presentation concludes by questioning the effect of the 'flipped classroom' on attendance and by exploring further options to improve student engagement with the module.

Twitter: @briegp

ENGAGED AND ON FIRE: RELATIONAL ON-LINE COURSES

RICHARD DAVIES, SCHOOL OF EDUCATION AND LIFELONG LEARNING

WEDNESDAY, 16:00, BREAKOUT B, HUGH OWEN LIBRARY E4

A few years ago a mature, work-based MA student commented at the end of a module that the experience was 'why he had returned to study and what had been missing so far'. Apart from making sure this was at the top of the module evaluation report for the exam committee, I asked him why. The answer was that we had really debated some interesting and practically important ideas. As a second year, part-time student his review was that he had learnt a lot, but debated and discussed little. It remains a criticism of on-line programmes that the focus on information exchange is stronger than on debate.

What emerged from that encounter was, as the student put it, the need for participants to be both 'engaged and on fire' in their studies. At the heart of this was the question of relationships - we already knew this and organised block teaching weeks to get students together. Relationships were

fostered and students felt able to debate and disagree on matters they recognised as important to their peers, but the effect was short lived.

The use of webinars allowed for ongoing real-time engagement which enhanced positive relationships between students. The emergence of Twitter and smartphones offered the opportunity (from about 2007) to use micro-blogging to support small interactions between students, and Facebook developed this in shifting study conversations into a more informal (virtual) space. As mobile technologies grew the use of regular, visual, synchronous interactions became easier to support and debate between students improved.

The literature has, largely, remained unhelpfully silent in terms of conceptualising this shift.

In a recent paper, I have more formally considered the question of the role of mobile technologies to support positive pedagogically helpful relationships. In this presentation I draw on my own experiences of on-line learning to identify what higher education ought to be doing to ensure students are 'engaged and on fire'.

Twitter: @RichardTaff

www.shockdoc.wordpress.com

<http://aber.academia.edu/RichardDavies>

DISSECTION IN BIOLOGY TEACHING: CATERING FOR ALL

DR DAVID WILCOCKSON, IBERS

WEDNESDAY, 16:30, BREAKOUT A, HUGH OWEN LIBRARY E3

Lecturers in zoology and biology cater for a widening social and moral demographic. An element of our teaching includes animal dissection and traditionally students have been assessed on their scientific drawing of their dissected specimen. However, this approach has its limitations. For example, whilst the skills developed in dissecting and drawing are important for a trainee zoologist, today's students aspire to a broad spectrum of careers, including conservation, animal management, teaching etc. for which dissection and drawing are no longer essential skills but for which keen observation, accurate record keeping and a deep understanding of animal physiology are invaluable. Furthermore, many students have ethical concerns regarding dissection that must be respected. In an attempt to modernize our teaching of anatomy and physiology, I used video capture of a dissection coupled with on-line Blackboard quizzes. This strategy enabled students with strong objections to dissection to engage with assignments equally with their peers. All students were required to make careful records, notes and observations on their dissection (or video) and utilize these in the quiz, thus developing skills applicable to a number of vocations. Feedback was timely and relevant and marking loads for large classes reduced. Additionally, students were able to revise their work using the on-line materials, sustaining the practical experience beyond the time-tabled session. Student feedback on this approach has been excellent and it has since been adapted and rolled out over several modules. This teaching and assessment is likely relevant to diverse subjects and students with a variety of needs.

DIGITAL STORYTELLING FOR LEARNING: A CASE STUDY

STEPHEN CHAPMAN AND MARY JACOB, IBERS/ INFORMATION SERVICES

WEDNESDAY, 16:30, BREAKOUT B, HUGH OWEN LIBRARY E4

This is a case study about the use of digital storytelling for the purposes of learning and teaching, using resources provided by the CADARN Learning Portal and training provided by JISC. Digital storytelling is a genre of digital video that is short and easy to make, thus lowering the barriers to media creation for people new to creation of digital media. The example project we will discuss in depth is particularly innovative in that it bridges the divide between the arts and science.

This is the story of a full life-cycle through these phases:

- **Learning (CPD)** – While Mary had some personal exposure to digital storytelling previously, the story really begins when she attended a digital storytelling ‘train the trainer’ session provided by JISC in summer 2015.
- **Teaching others (creation of a training session)** – Over the summer, Mary developed a training session for Aberystwyth teaching (and other) staff and offered it in the Autumn. Our session uses the media lab and the WeVideo licence provided through the CADARN Learning Portal.
- **Impact (spin-off projects)** – Stephen Chapman, a lecturer in IBERS, attended the training session and generated ideas for creating digital video poems to engage students in his module about Biorefining. Stephen’s teaching project emerged from the training session and is now being implemented, with three videos completed to date. The aim is to make technical and potentially difficult scientific material more engaging for learners and a more general audience.

The videos will be used in teaching starting in May with a preliminary collection of feedback from students in June. This first phase is intended as a proof of concept, with the intention of leading to a larger-scale production of short video poems and stories for use in other modules. The clips will be played at the conference to demonstrate what can be achieved with relatively little effort and potentially a large impact on the student experience. Lessons learned through this process will be shared.

THURSDAY 7TH JULY

WELCOME

TIM WOODS, DIRECTOR OF THE INSTITUTE OF EDUCATION, GRADUATE & PROFESSIONAL DEVELOPMENT

THURSDAY, 9:30

KEYNOTE: REVISITING 'GOOD' EDUCATION: TOWARDS A CONNECTED CURRICULUM

DILLY FUNG, PROFESSOR OF HIGHER EDUCATION DEVELOPMENT AND ACADEMIC DIRECTOR OF THE CENTRE FOR ADVANCING LEARNING AND TEACHING AT UCL

THURSDAY, 10:00, PLENARY, LLANDINAM A6

BIOGRAPHY:



Dilly Fung is Professor of Higher Education Development and Academic Director of the Centre for Advancing Learning and Teaching at UCL (University College London). She is leading a series of ambitious initiatives designed to advance research-based education at UCL, including the innovative '**Connected Curriculum**' project, which aims to bring research and education much closer together for students and for staff at all levels of study, and to promote outward-looking, audience-focused assessments. Other key areas include **UCL Arena**, an HEA-accredited CPD scheme focused on research-based education, and **UCL ChangeMakers**, an initiative designed to give students opportunities to lead on transformational projects.

Drawing on her interdisciplinary roots in English, Political Philosophy and Philosophy of Education and on her long teaching career in both FE and HE, Dilly is interested in ideas of what we might mean by 'good' education in a diverse and challenging world: what are the relationships between 'good' education, research, educational scholarship and academic leadership? She is currently researching institutional approaches to leading curriculum change and working with her team and with colleagues from universities in Australia and Canada to plan an international conference, 'Connecting the Higher Education Curriculum' (London, July 2017). She has recently completed an HEA-funded study, 'Rewarding Educators and Education Leaders in Research-intensive Universities' (Fung and Gordon 2016), which analyses ways in which job families and career opportunities are changing in the sector and explores the differences between 'teaching excellence' and 'education leadership'.

ABSTRACT:

As we develop our educational provision, how do we know that we're improving it and not just changing it? How are we, explicitly or tacitly, characterising 'good' education, both in the disciplines and across the institution? And how can we build on the synergies between our research and teaching, within and beyond our departments, to enhance students' learning and even enrich our research?

In this session we will draw on the field of philosophical hermeneutics (Gadamer 2004; Fairfield ed. 2012) to explore these questions, and consider the relationship between education, research, scholarship and values: what is at the heart of the academic mission? Is the purpose of higher education to provide individuals with what they need to succeed in a competitive world, or is it advancing 'the global common good' (UNESCO 2015)?

Considering issues of academic freedom for both academics and students (Macfarlane 2012), we will then look at new possibilities for values-based curriculum design, using UCL's Connected Curriculum initiative as a case study. Connected Curriculum (Fung 2015, Fung forthcoming) takes a distinctive approach to research-based education. Exploring its benefits and some examples of its application at UCL and beyond, we will also consider barriers to educational change, including the need to reward and promote staff who commit time and expertise to education and education leadership (Fung and Gordon 2016).

We will finish with time for questions and comments: how relevant are these issues and approaches for staff and students at the University of Aberystwyth?

Twitter: @DevonDilly

Email: D.Fung@ucl.ac.uk

DATBLYGU RHAGLENNI DYSGU CYFRWNG CYMRAEG: RHANNU PROFIADAU O FEYSYDD PWNC GWAHANOL / STRATEGIC TEACHING PROGRAMME DEVELOPMENT FOR WELSH MEDIUM TEACHING IN IGHP (WELSH MEDIUM)

HUW LEWIS AND HYWEL GRIFFITHS, ADRAN GWLEIDYDDIAETH RHYNGWGLADOL / ADRAN DAEARYDDIAETH
A GWYDDORAU DAEAR

THURSDAY, 11:30, BREAKOUT A, LLANDINAM B20

Dros y pymtheg mlynedd diwethaf gwelwyd sefydliadau addysg uwch ar draws Cymru yn rhoi sylw cynyddol i'r dasg o ddatblygu eu darpariaeth dysgu cyfrwng Cymraeg. Mae Prifysgol Aberystwyth wedi chwarae rol arweiniol yn y broses hon: i ddechrau trwy gydweithio'n agos â'r Coleg Cymraeg Cenedlaethol (y corff cynllunio a sefydlwyd gan Lywodraeth Cymru yn 2011); ac yn fwy diweddar trwy fabwysiadu ei Chynllun Academaidd Cyfrwng Cymraeg cyntaf - cynllun strategol a fydd yn arwain datblygiad darpariaeth cyfrwng Cymraeg y Brifysol drs y blynyddoedd nesaf, ac a sydd nawr yn y broses o gael ei roi ar waith.

Yn sgil newidiadau o'r fath, mae staff dysgu ar draws y Brifysgol wedi gorfod meddwl yn ofalus ynglyn a sut orau i gynllunio datblygiad rhaglen ddysgu cyfrwng Cymraeg a sut i sicrhau bod unrhyw gynnydd sy'n digwydd yn gynaliadwy.

Mae hyn wedi cynnwys ystyried cwestiynau megis:

- A ddylid blaenoriaethu datblygu modiwlau sy'n cael eu darparu'n gyfan gwbl trwy'r Gymraeg, neu fodiwlau lle ceir peth darpariaeth Cymraeg (e.e. seminarau)?
- A ddylid blaenoriaethu datblygu darpariaeth Cymraeg cynhwysfawr mewn un is-faes o fewn pwnc, neu ddarpariaeth mwy arwynebol sy'n ymestyn ar draws ystod o is-feysydd?
- Faint o ddefnydd y dylid ei wneud o ddysgu cyd-weithredol â sefydliadau eraill, a beth yw'r ffordd orau o drefnu darpariaeth o'r fath?

- Pa fath o ddarpariaeth gefnogol ychwanegol sydd angen ei sefydlu er mwyn hwyluso astudiaethau cyfrwng Cymraeg y myfyrwyr (e.e. terminoleg, adnoddau cyfrifiadurol ayb).

Yn ystod y sesiwn hon, bydd cynrychiolwyr o wahanol adrannau yn trafod sut y bu iddynt fynd ati yn eu meysydd pwnc amrywiol i ymateb i rai o'r cwestiynau hyn. Bydd trafodaeth o'r fath yn cynnig cylfe amserol i staff sydd â gofal am ddysgu cyfrwng Cymraeg i ranu profiadau ac i adnabod arfer da. Yn ogystal, bydd yn gyfle pwysig i staff dysgu eraill i dysgu mwy ynglyn â'r heriau penodol sy'n berthnasol i ddatblygiad ddarpariaeth cyfrwng Cymraeg y brifysgol.

[English translation]

Over the last fifteen years, we have seen higher education institutions across Wales giving increasing attention to the task of developing their provision of Welsh medium teaching. AU has played a leading role in this process: first by working closely with the Coleg Cymraeg Cenedlaethol (planning body established by the Welsh Government in 2011); and more recently by adopting its first Welsh Medium Academic Plan - a strategic plan that will guide the development of Welsh medium provision DRS University in the coming years, and now in the process of being implemented.

As a result of such changes, the teaching staff across the University have had to think carefully about how best to plan the development of Welsh-medium learning programmes and how to ensure that any progress that occurs is sustainable.

This has included questions such as:

- Whether to prioritize the development of modules that are delivered entirely in Welsh, or where there is some provision for Welsh within modules (e.g. seminars)?
- Whether to prioritize the development of a comprehensive Welsh language provision in one subfield within a subject, or more superficial provision that extends across a range of sub-areas?
- The amount of material should be done in co-operation with institutions teaching others, and what is the best way to organize such a provision?
- What kind of additional support provision needs to be established to facilitate studies of Welsh-medium students (e.g. terminology, computer resources, etc.)?

During this session, representatives from different departments will discuss how they go about their work in various subject areas to respond to some of these questions. Such a discussion will offer timely opportunities for staff in charge of Welsh medium teaching to share experiences and to identify good practice. In addition, it will be an important opportunity for other teaching staff to learn more about the specific challenges relating to the development of Welsh-medium provision within the university.

DEMYSTIFYING VIDEO

HANNAH DEE, DEPARTMENT OF COMPUTER SCIENCE

THURSDAY, 11:30, BREAKOUT B, LLANDINAM B22

Short videos (5 minutes or so) can be hacked together really easily using software that's free and equipment almost all of us now carry in our pockets.

In session I will discuss various approaches for creating videos, including screen capture, webcam embedding, interviews at a distance, timelapse photography, audio slide shows and animations, and tips for using phone cams well. It will also discuss planning a video and ways in which planning can make videos easier (and faster) to make.

Finally I will also give an overview of different video capture and editing tools, on various platforms: Windows, Linux and Android.

An indicative list of tools includes:

- Screen capture software: will demo Kazam, will discuss others
- Audio editors and recorders: will demo Audacity, discuss others
- Timelapse: (yet to be decided)
- Non-linear video editors: will demo OpenShot, will mention Cinelerra, Adobe Premiere, with honorable mention to VivaVideo

https://www.youtube.com/playlist?list=PLSDJGPkazGb1XYKlp4yye9_ca3UuEvuJa

CREATE AND PUBLISH YOUR ASPIRE READING LISTS

JOY CADWALLADER, ACADEMIC ENGAGEMENT TEAM, INFORMATION SERVICES

THURSDAY, 11:30, BREAKOUT C, LLANDINAM B23 (MAXIMUM 16 PARTICIPANTS)

A short hands-on workshop to help you begin adding your module reading lists to [Aspire](#), whether you have not seen Aspire before or you would just like a refresher. Discover how to create, populate and publish your reading lists. If you have a reading list ready to add to Aspire, bring it with you. Important: please follow [this FAQ](#) after you have booked to attend the workshop to make sure you have the necessary permissions in Aspire to create a reading list.

<http://aberssel.blogspot.co.uk/search/label/reading%20lists>

<http://cpelaber.blogspot.co.uk/search/label/rhestrau%20darllen>

EVALUATION OF AUDIO FEEDBACK IN TURNITIN

HEATHER NORRIS AND GARETH NORRIS, DEPARTMENT OF LAW AND CRIMINOLOGY/ PSYCHOLOGY

THURSDAY, 11:30, BREAKOUT D, LLANDINAM G3

The move to online submission had created a number of challenges to the way in which we deliver feedback to students. However, at the same time it has opened up new avenues for novel ways in which to engage students with the commentary they receive on their assessments. Audio (spoken) feedback, in particular, has been identified as an innovative way to bolster more 'traditional' written feedback and involve students in more personalized dialogue with their markers/tutors (King, McGugan, Bunyan, 2008). This presentation will deliver the preliminary findings of an inter-departmental evaluation into the use of the audio feedback in Turnitin. Students from both Psychology and Law and Criminology were surveyed to canvass their opinions on audio feedback (voice comments) and whether they felt this feature enhanced general feedback on their assignments. In particular, the survey aimed to capture student's thoughts on the way in which audio feedback either enhanced additional comments and/or could be substituted as the sole

feedback method. Issues surrounding the 'personal' nature of receiving spoken feedback and the 'connection' with the marker/tutor were also explored. The results will help guide some initial recommendations into best practice when using audio feedback features as well as guiding a more in-depth analysis of student use of audio feedback via funding from the Learning and Teaching Enhancement Fund.

MANAGE AND IMPROVE YOUR ASPIRE READING LISTS

JOY CADWALLADER, ACADEMIC ENGAGEMENT, INFORMATION SERVICES

THURSDAY, 12:00, BREAKOUT C, LLANDINAM B23 (MAXIMUM 16 PARTICIPANTS)

A short hands-on workshop to help you improve the module reading lists you have already added to [Aspire](#). Discover more about how to improve the quality and layout of your lists, how to use your Aspire dashboard to monitor usage of your lists and check for new editions, and the features that your students can use to make the most of your lists. Important: please follow [this FAQ](#) after you have booked to attend the workshop to make sure you have the necessary permissions in Aspire to create a reading list.

<http://aberssel.blogspot.co.uk/search/label/reading%20lists>

<http://cpelaber.blogspot.co.uk/search/label/rhestrau%20darllen>

ENHANCING STUDENT ENGAGEMENT BEYOND ASSESSMENT; EMBEDDING EXTRA-CURRICULAR ACTIVITIES WITHIN A MODULE

DR ANTONIA IVALDI, DEPARTMENT OF PSYCHOLOGY

THURSDAY, 12:00, BREAKOUT D, LLANDINAM G3

This presentation focuses on the challenges experienced in enhancing student engagement beyond assessment. Module evaluations alone provide anecdotal evidence that some students do not understand the need for content or activities embedded in the course that do not appear to have direct relevance to their assessments. Through specific reference to my own third-year option module, 'The Social Psychology of Music', I will firstly outline the development of this module over the last few years, before discussing ways in which I have tried to encourage students to engage in the module beyond the assessments. As individuals' exposure and engagement with music is diverse and complex, with many of us having clear musical preferences and tastes, I have continued to look for ways in which I can encourage students to participate more creatively in the module, and to link theory to their own personal experiences. Here I will report on the two extra-curricular activities that I embed into the module (blog writing and a feature called 'Try something new') and the conflict of addressing minimum uptake whilst knowing that those who do attend gain a lot from participating. The discussion will be opened up to colleagues who may wish to discuss similar challenges and their methods for overcoming them.

Please, no recording, photos, tweets with photos etc.

DROP-IN: GET HELP WITH PANOPTO (ABERCAST)

E-LEARNING GROUP, INFORMATION SERVICES

THURSDAY, 13:00-13:30, DROP-IN CLINIC 1

The E-learning Group invite you to drop in and ask any questions about, or get help with, the features of Panopto for lecture capture.

INTERNAL KEYNOTE: TELL US NOW - POSSIBILITIES AND CHALLENGES

DANIEL LOW, IBERS

THURSDAY, 13:30, PLENARY, LLANDINAM A6

The focus on student experience and student success has become increasingly important for university education providers. The student voice provides important information that allows improvements to be made to the current and future curriculum and for different pedagogical approaches to be evaluated. Listening to students also helps empower the individual, increasing their engagement and success in their modules, improving retention and completion rates and increase overall satisfaction which is reflected in the results of National Student Survey (NSS). Such factors impact the position of the university in national league tables, which has important consequences for student recruitment and the future funding made available to invest in the university.

Module reform is a constant process is the search for fully engaged and satisfied students. 'Critical engagement' (McMillian & Cheney, 2009) of students is central to this process since they are the ones experiencing the module teaching. Among different approaches to understand the student experience, the Tell Us Now (TUN) campaign at Aberystwyth University is a centralized approach to educational evaluation and improvement. One element of this campaign is the use of questionnaires, based on NSS questions, to evaluate the experience of students in 2nd and 3rd-year modules. Following the TUN survey, module coordinators are provided qualitative and quantitative feedback for reflection and consideration. It is then the responsibility of the module coordinator to respond to the evaluation and where appropriate, implement the required actions.

It was recognized that in order for changes to be made and for a module to improve, module coordinators require knowledge and inspiration of different approaches to develop their own practice. This presentation discusses the use of a TUN forum to disseminate the different and novel practice identified as strengths in the TUN evaluation across IBERS and how ideas were incorporated into other modules. Such a forum also allows for reflection and debate with the aim of inspiring staff to develop and evolve their modules. The presentation describes how TUN results can better our practice and how discussions and debates between colleagues can lead to conclusions and recommendations for future development.

TEACHING THROUGH TEAMWORK AND THE CHALLENGES OF ASSESSMENT

DR KAMILA STULLEROVA, DEPARTMENT OF INTERNATIONAL POLITICS

THURSDAY, 15:30, BREAKOUT A, LLANDINAM B20

In 2014-15, I introduced teamwork into my module IP37620 'People, Progress, Environment: Environmental Ethics and Politics'. While encouraged in smaller scale, large scale teamwork is rare in my department and the field of international politics. The benefits of teamwork for student learning, skills enhancement and employability are immense. If designed well, every field could benefit from teamwork. IP37620 is divided into two parts; students first develop knowledge of theory, which they then apply to concrete environmental issues. The second part is done through teamwork. Each team works on a project of their choice. Teams present their work in progress to the whole class, get feedback on it from both the teacher and their peers, and eventually produce a joint project report. Despite initial scepticism, IP37620 students loved the teamwork experience and produced impressive work as teams.

Marking teamwork can be a challenge, as students are not ready to lose control over their marks to forces they cannot completely control (i.e. the work produced by their team-members). As teachers, we need to be careful marks are fair. We can also positively impact marks by making sure teams are working well and they get continuous, formative feedback prior to assessing results of their work. This is precisely what I did in IP37620. In addition, the last assignment in the module were reflective reports, in which each student individually reflected on their experience of working in the team, the successes and failures of their teamwork and the learning progress they made as an individual working closely with others. This allowed the marker to reward those who worked hard in the teams and developed skills to reflect on their collaborative learning experience.

The presentation will outline the format of the teamwork element in the module and highlight the benefits of this teaching technique as well as the challenges when marking this type of student work.

ON THE ADVANTAGES OF MISTAKES

GABOR GELLÉRI, DEPARTMENT OF MODERN LANGUAGES

THURSDAY, 15:30, BREAKOUT B, LLANDINAM B22

'You learn from your mistakes' – says the cliché. In strict pedagogical terms, this is only partly true: you don't learn from committing them, you learn from correcting them, and only if this correction is done under controlled circumstances.

I intend to present a method that was introduced in French grammar classes as an ad hoc experience, but has now been turned into a regular practice following excellent student feedback. It is general practice in language teaching to take a look at some of the mistakes committed during an assessment. While unquestionably beneficial, it has some problematic points. First, students might be embarrassed to see their own mistakes made public, even if this is done without naming the 'culprit'. Second, students' mistakes are random – they will not methodically cover the whole spectrum of what needs pedagogical reinforcement.

Attentively reading a document doctored by the teacher to contain certain mistakes allows students to better internalise different aspects of a grammar rule. Particularly in a British context, where

students received very little (if any) formal training in English grammar, students' 'grammatical awareness' is often rather poor when they start university. Working to correct a document containing errors that systematically target regularly occurring mistakes by British students (such as confusions around the various possible translations of –ing structures into foreign languages) allows them to reach a more conscious way of 'thinking the language' – not only the target language, but any language.

A second important aspect of this exercise is speed. Students, particularly in their final year, face a number of writing assignments, and excellent content is regularly ruined by poor grammar, due to lack of thorough proofreading. The error-finding exercises offered in Final Year French target the development of this skill: being able to turn error localisation or 'debugging' into something of a quick reflex.

This talk also hopes to inspire a debate, collecting opinions from teachers in other fields where localisation of mistakes is an important practice, such as mathematics and physics, or computer science.

'SEE YOU IN THE LECTURES'

NEIL TAYLOR AND EDEL SHERRATT, DEPARTMENT OF COMPUTER SCIENCE

THURSDAY, 15:30, BREAKOUT C, LLANDINAM B23

This session will look at the use of short videos as a way to introduce the material for lectures. The videos were produced for a third-year module in Computer Science. Each video introduced the content of the lecture and workshop sessions for the week. The videos were released via YouTube and integrated into the Blackboard content.

In this session, we will:

- Discuss the motivation for the videos and how they were used to complement the lecture content.
- Describe the process, equipment and software used to create the videos.
- Discuss some of the tools available to you, including those from the CADARN project and library.
- Consider different options to share the videos with students, including YouTube.
- Consider support for those who would prefer or who need the content in a different format.
- Reflect on the positive aspects of the videos and their use with other material on Blackboard. Also, thoughts about things that could be better in future.

Twitter: @digidol, @edel_sherratt

First video at: <https://youtu.be/Zi2pQxb-aL0>

Blog at <http://digidol.ghost.io/>

'THEM AND [UZ]': LANGUAGE, LEARNING AND OWNERSHIP

SUSAN CHAPMAN, SCHOOL OF EDUCATION AND LIFELONG LEARNING

THURSDAY, 15:30, BREAKOUT C, LLANDINAM B23

Two years ago I introduced a new module, Discourses of Childhood and Education, into the Childhood Studies programme. Students with no background in language study were required to engage in detail with language structures and to analyse texts. The presentation will explore some of the challenges I faced and lessons I learned from the experience and will consider the ways in which this module will develop in the future. At the same time I have been working with colleagues in the PGCE team to develop the language awareness elements of their courses in order to serve the Welsh Government's literacy agenda in schools.

Both of these experiences led me to reflect on ways of talking about language to people who are expert language users but who do not have the tools to discuss it. And if academics do not have the tools to discuss language, how can we help students to navigate the problems that they face as new academic readers and writers? Do we address the problem only in terms of a deficit? Do we only notice language when students have difficulty? Are we, as academics, sufficiently aware of our own language practices (our own literacies) to make them explicit to students?

The presentation will explore some perspectives on the language experience that students have in schools and ask some questions about how academic reading and writing skills can be built on that foundation.

EXEMPLARY MODULE SHOWCASE – TOURS OF THE AU EXEMPLARY COURSE AWARD WINNING MODULES

CHRIS LOFTUS, DAVID WILCOCKSON, AND HANNAH DEE, DEPARTMENT OF COMPUTER SCIENCE/IBERS

THURSDAY, 16:00

The AU Exemplary Course Awards (ECA) honour modules that demonstrate exemplary practice in course design, interaction and collaboration, assessment, and learner support. This session is an opportunity to view the work of 2015/2016 ECA winners, and talk to them about their experience of designing and improving their modules on AberLearn Blackboard. It is a chance to look at examples of how Blackboard features can be used creatively to provide a useful and engaging online resource for students, and to receive tips on the award nomination process.

TEACHER PANEL WITH SUSNET

TIM WOODS, INSTITUTE OF EDUCATION, GRADUATE & PROFESSIONAL DEVELOPMENT (CHAIR)

THURSDAY, 16:15, PLENARY, LLANDINAM A6

A panel that includes Head teachers from secondary schools in Wales, and representatives of the University SusNet programme, who will consider the ways in which schools are having to adjust their curricula and pupil learning environments in the next few years to meet the requirements of the Donaldson Report. This session will continue the University's on-going investigation into and liaison

with the secondary sector and the changes and adjustments that universities are likely to have to make in the next decade to ensure that first year students have a smooth transition into university studies.

GOOD PRACTICE FAIR - Thursday, 14:00-15.00

'PODCASTS AND PASSION' E-LEARNING APPROACHES FOR INTEGRATION OF RESEARCH

RUSS MORPHEW AND IAIN CHALMERS, IBERS

The process of integrating new ideas and concepts produced through research with teaching practices offers students in HE access to cutting edge knowledge that is often exciting and inspirational. However, incorporating these recent advancements cannot come at the expense of fundamental core knowledge. Thus, integrating current research must embed well within a teaching program to ensure a productive relationship between the two disciplines. E-learning tools have the potential to significantly ease this marriage of research and teaching. As one of a variety of e-learning resources, podcasts have the potential to significantly enhance student learning and have been utilised to aid the student revision process. In addition, podcasts have also been suggested to capture student attention and enable the transfer of concepts conveyed during a podcast into their long term memory whilst having the ability to convey supplementary information to student learners in an accessible and mobile format. The current work has looked at the use of podcasts and other e-learning tools to introduce students to a variety of current research that occurs within IBERS. The podcasts feature a series of research based interviews on 'My Favourite Protein' aimed at part 2 biochemists and geneticists. The podcasts and e-learning methods aim to access the excitement and passion demonstrated in research to inspire and to increase student engagement with core fundamental knowledge. The podcast series, in particular, has introduced students to a variety of research staff not normally encountered during their studies as well as engaging with researchers outside of AU and those based in industry.

STUDENT SUCCESS PLAN: IMPROVING THE QUALITY OF FEEDBACK

DR STEVE ATHERTON, SCHOOL OF EDUCATION AND LIFELONG LEARNING

This poster will outline the work of the Student Success Plan (strand 5) that has focused on improving the quality of feedback. The poster will identify the recommendations of the strand as well as providing examples of good feedback. Specifically the poster will identify the importance of feedback that identifies the strengths and weaknesses of a piece of work in addition to outlining the need for 'feed forward' to enable the development of the learner. The poster will indicate how the recommendations for improvement will be implemented and outline the work of the group over the next academic year.

MEPING OUT THE TERRITORY FOR M-LEVEL TEACHER-INQUIRY

ANDREW DAVIES AND RICHARD DAVIES, SCHOOL OF EDUCATION AND LIFELONG LEARNING

The Masters in Education Practice is funded by the Welsh Government and involves the Universities of Cardiff, Aberystwyth, Bangor and IOE-UCL. The programme, delivered in both Welsh and English, supports newly qualified teachers in their first three years of practice and is integrated into the

induction framework. As part of the programme Welsh government funds a team of senior teachers as external mentors to the students who are also supported and trained by the academic staff. At the moment there are approximately 1700 students and 200 mentors involved in the programme.

The third year of the programme requires teachers to undertake a 60-credit inquiry project assessed by portfolio. The inquiry involves three components: a rigorous and systematic analysis of their practice and educational literature, a significant pedagogical intervention with their pupils and its evaluation, and a reflective consideration of the outcomes for their own and their colleagues' practice. As such it differs in significant ways from the 'traditional' Masters dissertation.

The approach, implicitly linked to a practicalist epistemology, has elements of patchwork text assessment (which one of us has written about elsewhere). The approach has implications beyond the narrow constraints of teacher professional development. It enables a broader footprint for students to explore a specific area of intellectual or vocational interest. The emphasis is on the development of intelligent action (within a specific academic discipline, subject domain, or vocational area). It also requires the students to give thought to active dissemination of their work, which is in keeping with the values of the emerging 'open science' movement. Such an approach is not just appropriate for work-based courses, but for programmes of study preparing graduates for the employment demands of the 21st century.

In this poster we report on the design and delivery of this module to support the 2015 cohort of some 250 students and) emerging issues in re-thinking the 60 credit end of Masters project that develops not only individual student intellectual practice but systemic engagement in the public value of such work.

**DYSGU AC ADDYSGU ARLOESOL DRWY GYFRWNG Y GYMRAEG: ENGHREIFFTIAU O ATHROFA
DAEARYDDIAETH, GWLEIDYDDIAETH, HANES A SEICOLEG / INNOVATIVE LEARNING AND
TEACHING THROUGH WELSH: EXAMPLES FROM THE INSTITUTE OF GEOGRAPHY, POLITICS,
HISTORY AND PSYCHOLOGY (WELSH MEDIUM)**

HYWEL GRIFFITHS, RHYS DAFYDD JONES, HUW LEWIS, AND ELIN ROYLES, ADRAN DAEARYDDIAETH A
GWYDDORAU DAEAR, ADRAN GWLEIDYDDIAETH RHYNGWLADOL

Mae'r ddarpariaeth addysg uwch cyfrwng Cymraeg ym Mhrifysgol Aberystwyth wedi datblygu yn sylweddol ers sefydlu'r Coleg Cymraeg Cenedlaethol ac mae adrannau Athrofa Daearyddiaeth, Gwleidyddiaeth, Hanes a Seicoleg wedi bod flaenllaw yn y datblygiad hwn. Gyda niferoedd myfyrwyr sydd fel arfer yn llai na chysiau cyfrwng Saesneg, mae darlithwyr cyfrwng Cymraeg wedi manteisio ar hyblygrwydd o ran arddulliau addysgu sydd yn ateb yr heriau penodol sydd yn wynebu addysg uwch cyfrwng Cymraeg a'r Gymru ddwyieithog fodern.

Yn y sesiwn hon cyflwynir enghreifftiau o addysgu arloesol cyfrwng Cymraeg o adrannau Daearyddiaeth a Gwyddorau Daeare a Gwleidyddiaeth Rhyngwladol. Yn dilyn cyflwyniad byr gan gadeirydd y sesiwn (Hywel Griffiths) bydd tri papur yn rhoi blas ar addysgu blaengar cyfrwng Cymraeg. Bydd cyflwyniad Huw Lewis (Podlediadau fel Adnodd Dysgu ac Addysgu) yn adlewyrchu ar ei brofiad wrth ddefnyddio podlediadau byr fel rhan o'i ddysgu ar fodiwl blwyddyn gyntaf ym maes athroniaeth wleidyddol. Bydd papur Rhys Dafydd Jones (Alinio sgiliau trosglwyddadwy a chyflogadwyedd gydag asesu) yn trafod datblygu modiwl newydd ar gyfathrebu cymdeithas a

gwyddor sydd yn datblygu sgiliau trosglwyddiadwy technoleg gwybodaeth trwy asesu blaengar. Bydd papur Elin Royles (Datblygu sgiliau cyflogadwyedd myfyrwyr cyfrwng Cymraeg) yn adlewyrchu ar brofiad creu modiwl lleoliad gwaith a

chasglu safbwyntiau cyflogwyr wrth ddatblygu darpariaeth i hyrwyddo sgiliau cyflogadwyedd myfyrwyr cyfrwng Cymraeg. Bydd y cyflwyniadau trwy gyfrwng y Gymraeg ac yn cael eu cyfieithu ar y pryd i'r Saesneg.

[English translation]

Welsh-medium higher education provision at Aberystwyth University has developed significantly since the establishment of the Coleg Cymraeg Cenedlaethol. The Institute of Geography, History, Politics, and Psychology (IGHPP) has been in the forefront of this development. With student numbers usually less than English-medium courses, Welsh-medium lecturers have taken advantage of flexibility in teaching styles that meet the particular challenges that face Welsh medium higher education and the bilingual modern Wales.

This session presents examples of innovative Welsh-medium teaching in in the departments of Geography and Earth Sciences and International Politics. Following a brief presentation by the chair of the session (Hywel Griffiths), three papers will give a flavour of innovative Welsh-medium teaching. A presentation by Huw Lewis (Podcasts as a Resource for Learning and Teaching) will reflect on his experience in the use of short podcasts as part first year political philosophy studies. A paper by Rhys Dafydd Jones (Aligning transferable skills and employability with assessment) will discuss the development of a new module on communicating society and science that develops transferable information technology skills through innovative assessment. A paper by Elin Royles (Developing Welsh medium students' employability skills) will reflect on the experience of creating a work placement module and gathering the views of employers in developing provision to promote Welsh medium students' employability skills. Presentations will be in Welsh with simultaneous translation into English.

Twitter: @HywelGriffiths

AN EXAMINATION OF STUDENT EXPERIENCES OF THE YEAR IN EMPLOYMENT SCHEME (YES)

Alix Hutchinson and Dr Antonia Ivaldi, Department of Psychology

This research was conducted for a third year undergraduate dissertation project on students' experiences of YES.

The graduate job market is becoming increasingly competitive and students need to adapt to meet current employment demands. Previous research has established that experience, either work or developmental, are key factors for recruitment. However, current literature fails to examine the students' experience in a qualitative way and consider social implications that affect students whilst on a work placement and returning to university. This research will examine the social implications for students who took part in work placements, specifically the year in employment scheme. Seven participants were interviewed using semi-structured interviews and transcripts were analyzed using Interpretative Phenomenological Analysis. Two super-ordinate themes emerged: social separation and moving on, and are interpreted within the context of social identity theory. Based on the

findings, recommendations are made to support students through the transition of leaving and returning to university.

Please, no recording, photos, tweets with photos etc.

AN INVESTIGATION OF STUDENT-INSTRUCTOR INTERACTIONS IN PERFORMING ARTS LESSONS USING CONVERSATION ANALYSIS

Alice Sanderson and Dr Antonia Ivaldi, Department of Psychology

In this presentation I discuss conversation analysis as a method for exploring pedagogical interactions, before describing my data for my MPhil research.

Conversation analysis is a qualitative research method which examines the way in which communication amongst speakers is organized. Rather than examining intentions or attitudes like other qualitative methods, this method focuses on the rules and sequences that occur in natural, every day conversation, and how these rules allow us to achieve and do things in interaction. Conversation analysis has been employed in educational contexts (e.g., second language acquisition) with a focus on purely the talk. However, my research addresses the lack of research that has been conducted in teacher-student interactions where non-verbal gestures and embodied actions are key to the learning interaction (such as in performing arts classes). Research that has been done has looked at the function of bodily quoting, demonstrating, and giving non-verbal directives, for example. This project will investigate the organization of conversation in drama and theatre sessions where informal teaching is taking place, with a particular focus on non-verbal aspects of instruction. As the project is currently in its early stages I will present preliminary data. Using conversation analysis is key to understanding the complexities of teaching in performing arts contexts, and so findings from this research can help to promote best practice for teachers to adopt in future lessons.

Please, no recording, photos, tweets with photos etc.

THE PRECIPITATION OF STUDENTS' RESPONSES TO A TUTOR'S OPENING QUESTION IN A TUTORIAL: A CONVERSATION ANALYTICAL STUDY OF STUDY SKILLS TUTORIALS

Lettie Sharp and Dr Antonia Ivaldi, Department of Psychology

In this presentation I will present findings from my undergraduate final year dissertation, which analyzed talk in study skills tutorials.

Research on classroom discourse shows how understanding and learning is achieved through talk. Understanding between teacher and student is especially important in opening conversations in order to precipitate the following talk and the main business of the lesson. This study used conversation analysis to examine how the opening talk of a tutor precipitated the main business of a one-to-one tutorial. 8 one-to-one study support tutorials were recorded, lasting from half an hour, to an hour. Two main questions, whether the student had brought work, or, whether they had any specific concerns, initiated different responses from the student and led to the main business of the tutorial either being delayed or started more efficiently. Other important features in the talk were also identified, such as pauses between tutor and student showing a lack of understanding, leading to potential confusion. The research has important implications for how tutorials may be conducted,

particularly when under time-constraints where the issue for discussion needs to be identified early on.

Please, no recording, photos, tweets with pictures etc.

ELICITING STUDENTS' PREFERENCES FOR DIFFERENT MODULE CHARACTERISTICS USING A CHOICE EXPERIMENT

KYRIAKI REMOUNDOU AND MIKE CHRISTIE, SCHOOL OF MANAGEMENT AND BUSINESS

This paper reports the results of a choice experiment implemented to students at the School of Management and Business, Aberystwyth University, to elicit their preferences for different aspects of their modules. Choice experiments present respondents with a series of choice cards where they have to state their preferred option between different alternatives. In our application, alternatives are constructed by varying the characteristics of the module. Characteristics include the type of the module's assessment, the timing of the lecture, the context of the module and the feedback mechanism. Results will allow us to evaluate the most important aspects of the modules and the trade-offs students are willing to make between the considered aspects. This in turn will highlight which attributes are more important for students when selecting their optional modules. Findings will also allow for improvements in existing modules to increase student satisfaction and students' learning experience. To our knowledge, there is only limited use of choice experiments in education research.

BRILLIANT CLUB: RAISING THE ASPIRATIONS OF SCHOOL PUPILS THROUGH BESPOKE RESEARCH-BASED TUTORIALS

MAIRE GORMAN, DEPARTMENT OF PHYSICS

The Brilliant Club is an award-winning charity which aims to directly address educational inequity by placing PhD students and Postdocs in state schools to deliver a series of bespoke tutorials as a means of raising aspirations. These tutorials are designed by the tutor and are based on their own research: hence all placements are unique and are deliberately designed at a Key Stage above that which the pupils are presently at. Hence pupils from low-income communities in which a lower than average proportion of people attend university are challenged, but more importantly invigorated by exposure to new topics at the cutting edge of research. The first tutorial is held at a University with the remaining five within the school. In order for pupils to attend their graduation event they are required to submit a final assignment. This requires them to carry out independent research (the schools support this by providing Internet access and dedicated study hours) on the topics covered, and for sciences solve problems using the skills they have gained. The trips to University also help act as a means to exposing these pupils to present research. More pertinently, they help to subconsciously raise their aspiration levels that they are capable of attending University: all pupils on the program are identified by their teachers as having the potential but not necessarily an advantageous home environment.

Prior to coming to Aberystwyth University, I tutored on this program within two primary schools in East London. At present the Brilliant Club is only based in England: hence I have been working across the University and the Brilliant Club to set up the program here in Aberystwyth. In this presentation, progress towards this goal will be presented. The benefits of the Brilliant Club are not just limited to

the schools involved: Brilliant Club offers the opportunity for lecturers to showcase and disseminate their research through their students whom gain valuable teaching skills and experiences which can help them springboard into a career in teaching. It is becoming increasingly common that research grants are awarded on the condition of public engagement work been undertaken; hence, Brilliant Club is a means of achieving this for individual research groups, departments and Institutes. It is also in line with Aberystwyth policies of fair access recruitment and diversity. I will also discuss my experiences of tutoring in East London and my ideas for future courses based on my research in characterizing exoplanetary atmospheres.

Twitter: @MaireNeilsonG

FRIDAY 8TH JULY

SHUT UP AND WRITE: RUNNING AN ONLINE WRITING SUPPORT GROUP

JENNIE HILL, DEPARTMENT OF INFORMATION STUDIES

FRIDAY, 09:30, BREAKOUT A, LLANDINAM B20

One of the main challenges for distance learners is that finding the time and motivation to study can be incredibly challenging. In the Department of Information Studies we have around seven hundred distance learning students, many of whom are returning to study after several years out of formal education, are working full time in professionally relevant occupations, and who often have demanding personal commitments such as young families or being primary care givers. Finding the time and inclination to sit down and study, often in isolation, can be difficult in these circumstances. This presentation outlines an experiment with a group of distance learning students to see if Shut Up and Write sessions could overcome some of these barriers to study and progress.

Based an idea originating in the creative writing community, SUAW has been used amongst some online PhD communities and has an academic counterpart run via Twitter. Shut Up and Write is based on the idea that study/writing is more effective when:

- a) It is social
- b) It is undertaken in short, concentrated bursts
- c) Students feel some sense of 'accountability'

In this study, the moderator used Twitter to build a social study space where students could commit to working for blocks of time alongside other students under the guidance of the moderator. The aim was to encourage students to share study experiences, create a supportive environment for study, and build social links between students. This paper reports back on the student experience of this experiment and assess the value of SUAW sessions in supporting students in their studies.

PROJECTING THE PERFECT IMAGE: TEACHING, LOOKING, LEARNING

DR COLIN CRUISE, THE SCHOOL OF ART

FRIDAY, 09:30, BREAKOUT B, LLANDINAM B22

Art historians are used to images: standing beside (or in front of) them in galleries, scrutinizing them in museum print rooms, illustrating them in their essays and books, and, in the contemporary educational setting, projecting them in PowerPoint presentations. Constantly comparing and contrasting images with each other, and, one hopes, encouraging engagement with them from others, images form a kind of second language for the art historian. The American writer James Elkins notes, 'Art history is centrally positioned in the emerging field of image studies because it possesses the most exact and developed language for the interpretation of pictures' (The Domain of Images, Cornell UP, 1999 p.6). However, this language can be borrowed or developed by other disciplines to encourage analysis and deep thinking.

This paper will pose questions about how to look at images with student groups and what can be elicited as a response. It will propose that the concentrated communal focus of a group as a different kind of critical looking from solitary looking in a gallery. It will use the proposer's own research field - comparative iconographical studies, particularly relating to graphic history - to consider ways of interrogating images with student groups to involve them in what we might describe as 'knowledge-through-looking'.

ENCOURAGING REFLECTION ON FEEDBACK

HAZEL DAVEY, IBERS

FRIDAY, 09:30, BREAKOUT C, LLANDINAM B23

Academic staff spend many hours designing assessments and providing feedback on completed coursework assignments. Following the move from paper submission to e-submission, we no longer have the visibly shocking piles of uncollected coursework and feedback sitting in departmental offices, but how can we tell whether feedback is being used effectively or indeed at all?

Feedback to improve performance is particularly important at the start of a student's academic career and developing good feedback habits at this stage is also likely to be most effective. For these reasons, the intervention that is presented here was undertaken with students on a foundation (year 0) course that is available to subject changers, mature students and others who do not meet our standard entry requirements. Given the nature of the cohort, extensive feedback, encouragement and individual support is often required.

I took the opportunity presented by restructuring of the course to design-in use of feedback at the outset. Students present pieces of coursework throughout the semester and the final part of the resulting portfolio is to reflect on the feedback that they have received and how they have used it. This task is assessed to promote engagement and the expectations were explained at the start of the semester to promote the idea that feedback engagement would be rewarded. Some of the reported changes in behaviour demonstrated a clear commitment to using feedback. Where this was not the case, the students were encouraged to consider how this could be achieved in the following semester.

Advantages of bringing all of the coursework together as a portfolio in this way included facilitating students' reflection on their demonstration of meeting the module learning outcomes. Additionally, students who were failing, or in danger of not reaching their potential, were given overall advice in the form of an individual 'prescription' for improving their performance.

Twitter: @hazeldaveyaber

LOW COST 3D-PRINTING METHODS USED IN AN UNDERGRADUATE PROJECT

DR CHRIS FINLAYSON, DEPARTMENT OF PHYSICS

FRIDAY, 09:30, BREAKOUT D, LLANDINAM G3

This paper reports and reflects upon the use of certain technological innovations in the planning and delivery of undergraduate physics student projects.

3D printing is a technology which has a potentially transformative effect in laboratory teaching and practical science across many scientific and engineering disciplines. I feel the theme sits in with a wider topic of technological innovations in equipment/apparatus for teaching.

Final year student projects are a cornerstone of most undergraduate science degree courses. In the Department of Physics at Aberystwyth University, students undertake major research-based projects, working in groups of one or two. These projects count for 40 credits, or 1/3rd of the overall final year assessment. The latest 3D printing technologies provide low-cost instrumentation solutions for optoelectronic materials characterisation, which would otherwise be inaccessible to such undergraduate student projects. This project also leaves a clear legacy, in terms of new apparatus, enhancing the scope of future projects.

KEYNOTE: APPRECIATING EXCELLENCE - AN INTERNATIONAL PERSPECTIVE

STEPHANIE MARSHALL, CHIEF EXECUTIVE, HIGHER EDUCATION ACADEMY

FRIDAY, 10:00, PLENARY, LLANDINAM A6



With Teaching Excellence a global phenomenon, it's timely to look at the current developments in England (with the appetite to get engaged now presenting itself in Scotland, Wales and Northern Ireland) with respect to creativity and innovation to deliver bringing about student engagement and student success. To place current developments in context, this presentation will provide an overview of global developments, focussing down on what has transpired across the UK over the past few decades, and the various initiatives that have been typified by real inspiration, creativity, scoping, and an ability to roll out and assess impact. A particular focus will be on National Teaching Fellowships (NTF), where Wales has been a strong player. NTFs were asked to produce a narrative account of a distinctive and innovative element of learning and teaching in the NTF's pedagogic practice, how it developed and how it evolved. Noteworthy projects are referred to in this presentation, with a particular focus on pedagogic design, relevant context (disciplinary/institutional/national), implementation and evidence of impact. This narrative was to illustrate how the creative practice was situated within wider conceptualisations of learning and teaching, including grounding in educational and pedagogic

theory with links made to scholarship. Practical advice will be included to stimulate discussion on how creative development could flourish, and be adopted and adapted at Aberystwyth.

<https://www.heacademy.ac.uk/person/professor-stephanie-marshall>

ENHANCING EMPLOYABILITY AND BUILDING SELF-CONFIDENCE AMONG POSTGRADUATE STUDENTS

DR JESSICA GIBBS AND DR ELIZABETH NEW, DEPARTMENT OF HISTORY & WELSH HISTORY

FRIDAY, 11:30, BREAKOUT A, LLANDINAM B20

This presentation will focus upon our developing initiatives in the History and Welsh History department to enhance the employability and boost the self-confidence of our postgraduate students. While postgraduate employability until recently has not received the attention given to undergraduate employability, it is a live topic today, and one that we believe will become increasingly important in the future. A growing number of students undertake MA study in the humanities without the expectation of continuing to a PhD and need to consider carefully the transferability of their skills to employment elsewhere. At the same time many final year PhD students and recent PhDs face significant challenges in moving on to a first temporary or permanent academic post.

Two History and Welsh History department initiatives will be spotlighted: HYM9920 'Working with History', an MA module with a heritage sector placement, which is core for our History and Heritage students and optional for all our other MA students, and a scheme piloted by the speakers which provides application advice and interview practice for advanced postgraduate research students intending to pursue an academic career.

The presentation will reflect upon our experiences and those of our students, and consider ways in which we might refine both of these initiatives in the future. We hope to open the floor to a wider discussion of the challenges of preparing postgraduate students for employment both within and outside academia. As members of staff with responsibility for mentoring PhD students in their teaching role (Jessica Gibbs) and employability (Elizabeth New), we are both deeply committed to this aspect of our work at departmental level and would like to contribute to its development within the university.

CURRENT RESEARCH IN EFFECTIVE LEARNING TECHNIQUES

BASIL WOLF, IBERS

FRIDAY, 11:30, BREAKOUT B, LLANDINAM B22

The aim of this session is to facilitate a discussion about the practical application of recent research into study methods for the benefit of AU students. Around seventy percent of our students report that they have had no formal training in revision techniques before they arrive at university. The methods that they use, such as rereading of notes and cramming for exams, are relatively ineffective methods of developing long-term memory, conceptual understanding and subject expertise. Furthermore, these methods do not enable students to make the accurate judgements of learning that are required for successful self-directed study. In this presentation I will briefly review recent

research into the effectiveness of different study methods and highlight the importance of regular retrieval practice for the development of long-term memory. I will also outline outcomes of research into social factors such as school experience, race and gender that act as barriers to learning. There is growing evidence of the potential to scale up interventions to overcome these problems, build confidence and motivate students. How can we use this information most effectively for the benefit of our students?

For useful reviews see: [http://www.cell.com/trends/cognitive-sciences/pdf/S1364-6613\(10\)00208-1.pdf](http://www.cell.com/trends/cognitive-sciences/pdf/S1364-6613(10)00208-1.pdf) and https://www.perts.net/static/documents/paunesku_2015.pdf

AVOIDING PLAGIARISM

DR SARAH LINDOP, SCHOOL OF MANAGEMENT AND BUSINESS

FRIDAY, 11:30, BREAKOUT C, LLANDINAM B23

In the last academic session (2014/2015) in SMB, we had over 70 cases of unacceptable academic practice/plagiarism and students were constantly telling us in the unacceptable practice meetings that 'they were not aware their actions constituted plagiarism' and there was a strong feeling within the SMB that we needed to actively address this issue. With this objective in mind, the existing learning resources that were available to students were scrutinized and although useful and informative and contain the AU regulations/lists of advice and resources/interactive exercises and Internet Detective, the learning object is very simple. Thus the Avoiding Plagiarism course provided by Epigeum was proposed which offered all this and much more.

Within the SMB we made it compulsory for all students to complete the course, including both UG and PG's and over 600 students successfully completed. When completing the training, students are introduced to different types of plagiarism, learn how to avoid plagiarism and to correctly use citations, paraphrasing and references. The course includes scenarios, students' views, how plagiarism has hit the news headlines, which helps contextualize the content through links to recent articles on real life cases of academic plagiarism, review quizzes and practice exercises. It is extremely interactive throughout.

The course gives us assurance that students have been adequately prepared for their assignments, and provides evidence that students have received training in how to avoid plagiarism. This of course helps us comply with the QAA guidelines on plagiarism training.

Students log onto the website with their Aber user name and take the 60-minute course. Once they complete the course, they receive a certificate as proof of completion. Staff have administrator rights so that they can then check which students have engaged. This is the crucial benefit of this course in that it can be policed. We know which students have engaged and which have not.

Students were asked for feedback after completing the course and the comments provided show how useful they found the course and the success story for the SMB is that so far this academic year (2015/2016) we have only had three (3) reports of plagiarism, compared to more than 70 last year.

The current licence expires in October 2016, thus our new First-year Undergraduates and Masters students will complete the course during induction week. Currently Epigeum is on the running agenda for the Student Success Plan group on Skills and Learning Development.

The Epigeum licence was acquired for one year only as a pilot and proof of concept. Whether using this product or some other method, we have found that proper resources for training students in good academic practice are needed and valuable to students in their learning.

LECTURE CAPTURE: DEALING WITH COPYRIGHT AND OTHER COMPLIANCE ISSUES

DR JONATHAN DAVIES, INFORMATION SERVICES

FRIDAY, 11:30, BREAKOUT D, LLANDINAM G3

Now that lecture capture (use of Panopto in the case of AU) is a major expectation of the teaching process, educators need to be aware of limitations and issues of best practice when it comes to organizing their lectures and developing content. This session examines copyright and a number of other factors, and suggests means of navigating through the maze of compliance issues associated with recording lectures, preparing slides and making them more accessible than they may have been previously.

TALKING IT THROUGH: SOME THOUGHTS ON OPPORTUNITIES FOR FORMATIVE ASSESSMENT AND EFFECTIVE FEEDBACK

ROBIN CHAPMAN, DEPARTMENT OF WELSH AND CELTIC STUDIES

FRIDAY, 12:00, BREAKOUT A, LLANDINAM B20

Case study of opportunities for undergraduate students to trial drafts of an assessed piece of work through a supervised oral presentation – with comments on how the activity relates to John Biggs' theories of constructive alignment.

AN OVERVIEW OF THE ABERYSTWYTH UNIVERSITY SKILLS HUB

JOHN MORGAN, STUDENT LEARNING SUPPORT/ INTERNATIONAL ENGLISH CENTRE AND JOY CADWALLADER, INFORMATION SERVICES

FRIDAY, 12:00, BREAKOUT C, LLANDINAM B23

Effective use of academic skills is a key issue for all students in a university and access to wide-ranging support across all academic departments and services is essential to facilitating good study practices. Aberystwyth University's Student Success Plan will address this through the Skills and Learning Development Group. The Skills Group is broadly focusing on provision of academic study skills for all students through an integrated online platform, provisionally known as 'The Skills Hub'. The Skills Hub will bring together the key objectives of the group, which include the organization and management of Welsh and English language study resources. These include internal and external resources for good academic practice and referencing, writing and presentation skills, learning strategies for revision, exams and use of feedback, language learning resources, use of statistics and data, online library resources, employability advice and a number of other key areas. The Skills Hub will be open to all students and staff and departments will be able to feed into it. It will include a range of generic materials that are universally applicable to good academic and professional practice

and style. It will also include sections for further resources and advice specific to subject areas and specialisms within given departments.

This presentation will address the design features we have included for optimum usability within the framework of the university's online network. It will also consider ways that we have addressed inclusivity and accessibility issues that are key to the university's Strategic Equality Plan 2016-2020. Through this we will give an overview of the contents included within the Hub. As the Hub will be a dynamic site, it will be possible to provide continual updates and adaptations as it goes live for students and staff in the 2016-2017 academic year. We will be encouraging discussion and feedback during and after the presentation, as the Hub will remain open to suggestions and input from all users.

VIRTUAL LEARNING ENVIRONMENTS: MOVING FROM GOOD PRACTICE TO BEST PRACTICE

EMMANUEL EHIMARE ISIBOR, DEPARTMENT OF COMPUTER SCIENCE

FRIDAY, 12:00, BREAKOUT D, LLANDINAM G3

Virtual Learning Environments (VLEs) are used extensively in higher education to enhance learning and teaching. While it's a good practice to deploy VLEs in universities, one might want to ask if such VLEs are delivering the best experience for the students and staff. Towards delivering the best experience within higher education, it is important to pay attention to the perceptions of the teaching staff and not just students. The emphasis on the teaching staff is important as the way the lecturer structures and uses the VLE determines to a large extent the impact of VLEs on students' academic performance (Chowdhry et al 2014).

A study conducted at Aberystwyth University in the summer of 2015 revealed that multiple clicks, GUI information overload and difficulty with finding materials within the VLE are some of the challenges associated with AberLearn Blackboard. The results and recommendations of that study will be examined during this presentation.

Building on the outcome of the 2015 study, 60 interviews have been carried out and are currently being transcribed and analysed. Initial results from those interviews show the need for a less clunky VLE, a simplified GUI, a more flexible system and a VLE that is built around users' preferences and needs. Real and perceived barriers to effective use of AberLearn Blackboard will have to be removed if teaching staff are going to move from good practice to best practice in their efforts to deliver an enriched learning experience for students.

This presentation will explore the roles of VLE developers, the e-learning team, teaching staff and students in striving for best practice.

Twitter: @isiborvision

DROP-IN: GET HELP WITH PANOPTO (ABERCAST)

E-LEARNING GROUP, INFORMATION SERVICES

FRIDAY, 13:00-13.30, DROP-IN CLINIC 2

The E-learning Group invite you to drop in and ask any questions about, or get help with, the features of Panopto for lecture capture.

LEARNING BEYOND ASSESSMENT - THE HIGHER EDUCATION GENERATION

LAUREN MARKS AND RYAN MYLES, ABERYSTWYTH UNIVERSITY'S STUDENTS' UNION

FRIDAY, 13:30, PLENARY, LLANDINAM A6

A student's journey through the world of higher education should prepare them for life after university, regardless of what they decide to do. With the increasing use of technology in teaching and students being more open to disclosing different learning needs it is important we progress on from traditional learning and assessment styles and make teaching more accessible, engaging and appropriate to the higher education generation.

Twitter: @AberSUEducation

WORKSHOP: BLACKBOARD BLOGS, JOURNALS AND WIKIS

SUE FERGUSON, E-LEARNING GROUP, INFORMATION SERVICES

FRIDAY, 14:00, TEL WORKSHOP 1, LLANDINAM B20

The session examines using social communication for reflective and collaborative learning through using Blackboard blogs, journals and wiki tools. It will look at the similarities, differences and potential uses of blogs, wikis and journals. As well as demonstrating the tools the session will provide scenarios to help staff think about ways they can use these tools in their own teaching. The functions of these tools will be described together with advice on choosing the right tool for teaching needs.

WORKSHOP: EFFECTIVE LECTURES: ENGAGING ALL STUDENTS

MARY JACOB, E-LEARNING GROUP, INFORMATION SERVICES

FRIDAY, 14:00, TEL WORKSHOP 2, LLANDINAM B22

PowerPoint need not constrain tutors or inhibit student participation. Tips and tricks for breaking away from the default presentation structure and promoting student-centred teaching will be demonstrated. Visual and structural design principles can enhance the impact of your PowerPoint presentations. Similar principles can be extended to design of web pages and print material. Examples of good and poor design will be presented for participants to analyse. Discussion of accessible learning is included.

This is a demonstration/discussion session. There will be short presentations followed by small

group work in which participants apply the principles to plan a learning activity or teaching material, after which there is time for sharing observations. Although some technical questions may be answered, this is not a course on technical 'how-to' but rather instructional and visual design.

WORKSHOP: TURNITIN FOR MARKING AND FEEDBACK

ROB FRANCIS AND LAUREN HARVEY, E-LEARNING GROUP, INFORMATION SERVICES

FRIDAY, 14:00, TEL WORKSHOP 3, LLANDINAM B23 (HANDS-ON)

Turnitin's GradeMark feature offers easy online marking with rich feedback options, including audio feedback and customised comment sets. The various tools for online marking and feedback, including rubrics and marking forms, will be demonstrated, followed by hands-on experience in which participants mark a Turnitin assignment.

WORKSHOP: APPRECIATIVE INQUIRY FOR BLACKBOARD REFRESH

KATE WRIGHT, E-LEARNING GROUP, INFORMATION SERVICES

FRIDAY, 14:00, TEL WORKSHOP 4, LLANDINAM G3

Appreciative inquiry is a change management tool that focuses on learning from and building on positive experiences. By telling the stories of when something has worked well, appreciative inquiry allows us to build on the very best of what is to design a new way forward. Using appreciative inquiry techniques this session will explore the design of the Blackboard tabs and course sites to help inform a re-design that meet the needs of AU staff and students. As well as providing an introduction to the methodology of appreciative inquiry, the session will be very practical with discussion and hands-on design activities that will help feed into the future layout of AberLearn Blackboard.

LEARNING ANALYTICS

CHRIS PRICE AND KATE WRIGHT, COMPUTER SCIENCE/ INFORMATION SERVICES

FRIDAY, 15:30, BREAKOUT A, LLANDINAM B20

Aberystwyth University is at the start of a JISC project relating to Learner Analytics. Building on the work done with the attendance monitoring system this project will help AU explore what how best to use the data available to make informed decisions about supporting students particularly in the areas of attainment, satisfaction and retention.

This presentation will give an introduction to learner analytics and the JISC project outlining some of the main themes emerging from the UK. It will also provide an overview of the work done during this academic on attendance monitoring, both in terms of the use new swipe boxes in place in teaching rooms and the data that this can provide. There will be discussion of the work of the technical retention group (one of the SSP strands) done to make use of this data to provide staff with more comprehensive information about student attendance as well as the very recent developments in presenting data to students via the Student Record.

The presentation will also cover future plans to make use of data from other sources (such as AberLearn Blackboard) and the development of student dashboards. As well as covering technical aspects of analytics there will be consideration of the ways in which staff can make best use of the data in their teaching and their interactions with students, and issues around the ethical use of analytics.

MODULE EVALUATION USING QR CODES AND ONLINE SURVEYING: TRIALING, TRANSITIONING AND TRACKING STUDENT PERSPECTIVES

ANDREW JAMES DAVIES AND LAURA MCSWEENEY, SCHOOL OF EDUCATION AND LIFELONG LEARNING

FRIDAY, 15:30, BREAKOUT B, LLANDINAM B22

In an age of technology-enhanced learning students can nowadays reasonably expect key elements of their courses to be made available online, and to be able to engage with academic content and other learning experiences in a variety of digital forms. The full range of online resources are deployed across SELL's undergraduate provision, including lecture capture, podcasts, online learning resources, e-books, discussion boards and more.

Yet, in spite of this, one aspect of provision that has continued to be made available in paper form is final module evaluation. Whilst paper surveys have their affordances (e.g. simplicity, reliability), key drawbacks of conducting paper-based module evaluations are the time and resources needed for manual inputting and data analysis, and the resultant delays that can occur in completing the feedback loop by discussing the feedback with students. Paper-based systems are reliable, but not necessarily efficient, and can delay the process of addressing feedback from learners directly with them.

Yet, online systems too have their problems: accessing surveys by typing a URL (even a truncated one) can lead to delays in accessing surveys, and frustration on the part of learners as they make take a number of attempts to gain access, and even give up.

In Semester 1 2015-16, SELL began piloting the use of QR codes for students to access online module evaluation surveys. Following a successful pilot and positive student feedback, we began implementing this approach across the School's undergraduate provision in Semester 2. This method was also shared by SELL with the Tell Us Now project who also piloted it on a number of modules in Semester 2, 2015-16.

This presentation provides an overview of the process of piloting this project in SELL and implementing it across the School's UG provision. It considers efficiencies and teething problems, and most importantly presents feedback from students and staff on how they found the new process; what they perceived to be its advantages; how they compare it with paper-based systems; how they feel it could be improved; and ultimately how it has improved the student experience through enabling timely dissemination and discussion of module feedback.

RESEARCH-LED TEACHING AND LEARNING: DEVELOPING A TOOLKIT FOR UNDERGRADUATE DISSERTATION TUTORS

M MAHRUF C SHOHEL AND STEPHEN ATHERTON, SCHOOL OF EDUCATION AND LIFELONG LEARNING

FRIDAY, 15:30, BREAKOUT C, LLANDINAM B23

This presentation goes with the 'enhancing learning with research' strand of the conference and will be based on a LTEF 2016 supported project. This will present empirical data collected as a pilot study from childhood studies undergraduate students to understand their learning journey throughout dissertation research. Then it will map out plan of actions to identify aspirations and motivations of undergraduate students to carry out their own dissertation research and why they have chosen particular research topics in their disciplines. Finally it will show how collected data could be used to develop a toolkit for dissertation supervisors to support their tutees more effectively. This presentation will show pilot study data was used to develop a detail plan to carry out research across the university including undergraduate research students from other social sciences disciplines. Then this will discuss a design developed from generated data to develop the dissertation toolkit as part of a research-fed teaching strategy. The research-led learning and teaching enhancement project will not only allow the School of Education and Lifelong Learning to enhance and develop its research-led teaching strategy, but will also provide the basis for the development of a research-led module. However, this presentation will show the evidence of participatory approaches to increase student's engagement and enhancing the learning experience of the students as well as their voice in developing curriculum and learning activities.

THE NUS COMPREHENSIVE GUIDE TO LEARNING AND TEACHING

TIM WOODS, DIRECTOR OF THE INSTITUTE OF EDUCATION, GRADUATE & PROFESSIONAL DEVELOPMENT
AND LAUREN MARKS, STUDENT UNION PRESIDENT

FRIDAY, 16:00, PLENARY, LLANDINAM A6

Last summer, the National Union of Students (NUS) published its Comprehensive Guide to Learning & Teaching: A Resource for Students' Unions (2015). The introduction states, 'This publication is a compendium of all NUS's recent work on learning and teaching enhancement from 2013- 2015. As well as being a resource to support students' unions lobbying for an improved learning experience for their students, it also outlines our views on what needs to be prioritised for enhancement in today's universities and other higher education providers.'

In an effort to disseminate and publicise this important Learning and Teaching report from the students' perspective, Lauren Marks as the President-elect for 2016-17, and Tim Woods will make a joint presentation on the key points contained in the report. They will consider ways the ways in which the AU Students' Union and the University can work in partnership to address the areas and issues, either through existing mechanisms in the Student Success Plan, or through suggestions of new avenues for development and enhancement.

The session will then open up for audience participation and discussion of the Report and its issues. **(N.B. It would be extremely useful if participants had already read and can bring copies of the Report to the session).**

Report to be found at: <http://www.nusconnect.org.uk/resources/comprehensive-guide-to-learning-and-teaching>