



2014

Conference Abstracts

*Inspiring Teaching: Sharing  
Teaching and Technology Tales*



# Abstracts

2014 AU Learning & Teaching Conference: Inspiring Teaching and Technology Tales

Presentations
Workshops

## Monday, September 15, 2014

2 : 3 0 p m - 4 p m	<p><b><i>E-Submission Workshop</i></b>  <b>Kate Wright</b>, Information Services</p> <p>Find out more about the university's new e-submission policy and how to use the e-submission tools available in AberLearn Blackboard.</p> <p style="text-align: right;"><b>Hugh Owen C66</b></p>
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## Tuesday, September 16, 2014

10:30am - 11:30am	<p>Session One</p> <p><b><i>Getting Started with AberLearn Blackboard Workshop</i></b>  <b>Johanna Westwood</b>, Information Services</p> <p>If you're looking for a quick tour around the basics of AberLearn Blackboard, this is the session for you. A hands-on session where I show you the basics of adding/removing/moving documents and other content. We'll also be looking at some of the other basic features in AberLearn Blackboard that help you to personalise your module such as adding new menu items, controlling when an item is released to a student etc.</p> <p>As a hand-on informal session, I'm happy to take questions as I go and look at any specifics delegates may request (time permitting of course).</p> <p style="text-align: right;"><b>Hugh Owen C66</b></p>
1pm - 2:30pm	<p>Session Two</p> <p><b><i>Welcome</i></b>  <b>Professor April McMahon</b>, Vice-Chancellor</p> <p><b><i>Opening Address/ Academi Aber Academy Launch</i></b>  <b>Professor John Grattan</b>, Pro Vice-Chancellor, Student Experience and International</p> <p><b><i>Keynote Address: More Effective Use of (Teaching) Time and Space</i></b>  <b>Professor Simon Lancaster</b>, School of Chemistry, University of East Anglia</p> <p>Prof Lancaster began his academic career as a synthetic chemist but now conducts most of his experiments in the lecture theatre. He received the Sir Geoffrey and Lady Allen Excellence in Teaching Award from the University of East Anglia in 2010, a National Teaching Fellowship from the Higher Education Academy and the Royal Society of Chemistry Higher Education Award in 2013. In August 2014 he was promoted to a scholarship of teaching focussed chair.</p> <p>Using clickers to facilitate the pedagogical approaches espoused, we will plot a path from traditional lectures through screencasting and blended learning to lecture flipping and onwards to peer instruction (not just explaining but illustrating what each of these pieces of jargon actually means in practice). In the process we will address increasing student engagement and satisfaction while improving learning outcomes without prohibitive investment and how best to make use of the teaching spaces available and the precious contact time the students and academics have together.</p> <p>It would be helpful if all the smartphone / tablet users could install the Responseware app before the</p>

	<p>keynote. The website is <a href="http://www.turningtechnologies.com/response-solutions/responseware">http://www.turningtechnologies.com/response-solutions/responseware</a>  <b>MedRus Penbryn</b></p>	
2:30pm - 3:00pm	<p>Session Three  Chair: <b>Gareth Norris</b></p> <p><b><i>The Cadarn Learning Portal</i></b>  <b>Dr. Tom Bartlett</b>, Project Manager, Cadarn Learning Portal, Information Services</p> <p>The CADARN Learning Portal aims to stimulate and support the production of educational resources, put the results on-line as part of a browsable, bilingual database of Welsh higher education study schemes and in so doing inspire new entrants to our institutions. This talk aims to promote the project, the equipment and facilities it has funded, future workshops about how to use the equipment and the support offered by the project. All teaching staff are welcomed and encouraged to attend.</p> <p style="text-align: center;"><b>MedRus Penbryn</b></p>	
3:00pm - 3:30pm	<p>Tea  <b>MedRus Penbryn</b></p>	
3:30pm - 4:30pm	<p>Session Four, Parallel One  Chair: <b>Dr. Jo Maddern</b></p> <p><b><i>Inspiring Teaching Through Action Research</i></b></p> <p>This session will draw on pedagogical action research carried out at Aberystwyth University, examining the opportunities that this kind of research presents for creating inspiring teaching and inspiring teachers.</p> <p><b><i>Pure Action Research with Geography Students</i></b>  <b>Dr. Kevin Grove</b>, Lecturer, Department of Geography and Earth Sciences</p> <p><b><i>What is Action Research and What Opportunities Does it Offer University Teaching?</i></b>  <b>Saffron Passam</b>, Department of Psychology</p> <p><b><i>From Action Research to Pedagogical Publication - Interview Findings</i></b>  <b>Graham Lewis</b>, Coordinator, Centre for the Development of Staff and Academic Practice  <b>MedRus Penbryn</b></p>	<p>Session Four, Parallel Two  Chair: <b>Dr. David Whitworth</b></p> <p><b><i>Coding in the Cloud</i></b>  <b>Bernie Tiddeman</b>, Senior Lecturer &amp; Head of Department, Department of Computer Science</p> <p>In many areas traditional desktop computer applications are being replaced by online tools, where data is stored in the "cloud" and interacted with through a web-browser. The use of online tools, such as Google Docs, has the advantage of ease of setup, sharing and collaborative working, automatic backup, automatic updates and use on a wide variety of devices (PCs, tablets, Chromebooks etc.) from any location where the internet is available. The disadvantages include: reliance on a third party for storage and tools, which could be updated or changed in unexpected ways; security concerns relating to how the data is used by the third party; and the need for a reliable network connection. Integrated Development Environments (IDEs) are programming systems that provide a rich text editor, a compiler and other build tools, testing tools, a graphical debugger etc. Recently cloud-based development systems have started to emerge, and this talk will discuss the experience of using a cloud-based IDE for teaching on a computer graphics module. The chosen IDE (<a href="http://www.codeny.com">www.codeny.com</a>) provides many useful features in addition to those associated with desktop IDEs, such as the ability to "clone" a project using a "factory", which provides a URL that can be distributed to students who can then immediately start working with the code, with all the correct settings, libraries etc. The experience of using a cloud-based system has been generally positive, but limitations and risks of the current offerings in the context of teaching will also be discussed.</p>

		<p><b>Teaching with Tablets</b> Daniel Burgarth, Senior Lecturer, Institute of Mathematics and Physics</p> <p>I will give a practical presentation how tablets with pen input technology may be used for teaching. The following topics will be covered: - Whiteboard vs Powerpoint vs Tablet - Wireless display - Linking with Panopto/AberCast - Creating teaching videos with the tablet - Flipping the classroom: future potential The lecture will be tutorial-style with opportunities for the audience to experience the technology themselves.</p> <p><b>Hugh Owen A14</b></p>
	<b>5 Minute Transition</b>	
4:35pm - 5:30pm -	<p>Session Five</p> <p><b>Academi Aber Academy Open House: Introduction and Tour</b> Mary Jacob, Information Services</p> <p>Come along and see the new facilities in the Aber Academy: Media Lab, Recording Studio, E-learning Training Room and E-learning Consultation Room. Find out about the Aber Academy Forum. Then, choose to make a quick video clip in the Media Lab or record a sound byte about your teaching experiences in the Video Diary Room.</p>	
	<p><b>Media Lab Demonstration &amp; Workshop</b></p> <p>Demonstrator: <b>Lizi Hesling</b>, CADARN Learning Portal, Information Services</p> <p><b>Media Lab E4</b></p>	<p><b>Video Diary Room Interviews</b></p> <p>Interviewer: <b>Dr. Joanne Maddern</b>, Learning &amp; Teaching Development Coordinator, Centre for the Development of Staff and Academic Practice</p> <p>Technical Support: <b>Russ Basford</b>, CADARN Learning Portal, Information Services</p> <p><b>Recording Studio E5</b></p>
	<b>Academi Aber Academy Hugh Owen</b>	

### Wednesday, September 17, 2014

9 a m - 9 : 2 0 a m	<p>Session One Chair: <b>Mary Jacob</b></p> <p><b>Making a Video: Quick and Easy</b> <b>Dr. Gareth Hall</b>, Lecturer, Department of Psychology and <b>Russ Basford</b>, CADARN Learning Portal</p> <p>Effective video materials to support learning and teaching can be created quickly and easily. In a matter of only a few hours, Gareth Hall created a short introductory video clip for his Psychology module, while Russ Basford (CADARN Learning Portal) filmed a documentary to demonstrate the process. Gareth used the Aber Academy Media Lab and Recording Studio as well as equipment provided by CADARN Learning Portal. These facilities are available for any staff to use in creating media-based learning materials. Both clips will be shown during this session, and Russ will be on hand to answer any questions you may have.</p> <p><b>Hugh Owen A14</b></p>	
9:20am - 10:00am	<p>Session Two, Parallel One Chair: <b>Dr. Les Tumilty</b></p> <p><b>Learning through Role Plays: Lessons from Intelligence Studies</b></p>	<p>Session Two, Parallel Two Chair: <b>Dr. Rupert Marshall</b></p> <p><b>Using Quizdom to engage students and 'flip' lectures</b></p>

	<p><b>Dr. Claudia Hillebrand</b>, Lecturer, Department of International Politics</p> <p>Active learning puts student engagement and meaningful interactive exercises at the core of students' learning experience. In order to convey the complexity of political decision-making and historical events, role plays are considered to be a particularly useful teaching method. They are widely seen to facilitate independent learning and to create an enjoyable learning atmosphere. This paper will explore the use of role-plays in the context of teaching intelligence and security studies, drawing on past experience. Putting their minds into the role of an Israeli Mossad officer during a covert operation, or stepping into the shoes of a US intelligence officer in the context of the Japanese surprise attack on Pearl Harbor, students study intelligence-related events in a deeper way. Preparation and conduct of role plays can be technologically enhanced, for example through the use of Twitter, online available material and possibilities for e-group discussions. In big classrooms, role-plays can be used as group exercises in order to strengthen team-building skills. The paper will reflect on how role plays contribute to student learning and what the limits are. It will be argued that the use of active learning methods enhances student employability. Though focusing on the study of intelligence, international politics and history, the aim is to facilitate a discussion about the extent to which role plays might be applied in other subject areas.</p> <p><b>Online Discussions</b>  <b>Dr. Gareth Norris</b>, Senior Lecturer, Department of Law and Criminology</p> <p>One potential limitation in the uptake of online learning is the lack of contact and topical debate between students that exists formally in the 'seminar' model of delivery and informally beyond the classroom. Many alternatives exist in the online educational world and the discussion forum is a popular - if not default - method of engaging students in meaningful and focused debate. However, ensuring a successful online discussion is complex and very often contributions to forums form part of the module assessment. This session will outline some experiences with grading an online module taken by on-campus students and how the use of both formative and summative assessment aided students to engage with and perform well with the discussion. Issues surrounding non-engagement will also be discussed.</p> <p style="text-align: center;"><b>Hugh Owen A14</b></p>	<p><b>Rachel Howell</b>, Postdoctoral Research Fellow, Department of Geography and Earth Sciences</p> <p>In this interactive presentation I will demonstrate how I've used Quizdom (a tool which allows students to anonymously answer questions electronically in lectures) to engage students in large lecture classes and introduce some principles of the 'flipped classroom'. I'll show how to use Quizdom with both internet-enabled devices (smartphones, laptops etc) and special handsets available from IT services, and explain the different kinds of questions I've used with students. Quizdom can be used to promote active learning in various ways and I'll discuss some of these. Bring an internet-enabled device if you have one.</p> <p><b>Authentic Assessment</b>  <b>Basil Wolf</b>, Lecturer, IBERS</p> <p>Authentic assessment aims to replace the traditional essay and final exam approach to assessment with one that allows the learner to engage with challenging tasks that relate to workplace experiences and problems and so enhance employability. According to Ashdown-Rowe, Herrington and Brown (2014) the essential features of authentic assessment include (a) a challenge relevant to the real world, (b) an outcome in the form of a performance or product, (c) transfer of knowledge across situations, (d) simulation and measurement of a real world test of ability beyond recall of course content, (e) consideration of the assessment environment and the tools used to complete the task, (f) recognition of the value of collaboration in problem solving, (g) provision of formally designed opportunities to give and discuss feedback and (h) metacognition. In this presentation I will outline experiences with assessment of this type, consider how well my assignments meet the criteria for authentic assessment and discuss how Turnitin might be used to deliver and engage the student with focused feedback.</p> <p style="text-align: center;"><b>Hugh Owen A12</b></p>
<p>10:00am - 10:30am</p>	<p>Session Three  Chair: <b>Carolyn Parry</b></p> <p><b>Engagement with Employability</b>  <b>Dr. Hazel Davey</b>, Senior Lecturer, IBERS</p> <p>It is widely recognised that the proportion of our students who achieve graduate level employment is a metric that impacts negatively on our ranking in league tables. Employability skills are by their nature generic and transferable and, to flip the usual interpretation of this, developing these skills at the start</p>	



<p>1 : 3 0 p m - 2 p m</p>	<p><b>Session Five</b></p> <p><b>Poster Session</b></p> <p><b><i>The CADARN Learning Portal</i></b>  Dr Tom Bartlett, Project Manager, CADARN Learning Portal, Information Services</p> <p>The CADARN Learning Portal aims to stimulate and support the production of educational resources, put the results on-line as part of a browsable, bilingual database of Welsh higher education study schemes and in so doing inspire new entrants to our institutions.</p> <p><b><i>'Expressing Opinions' An Art History Distance Learning initiative</i></b>  Alison Pierse, Art and Design Coordinator, Lifelong Learning</p> <p>A poster session. Highlighting our new 10 credit, Level One, distance learning Art History module. Contrary to expectations and national statistics, the student completion rates of assessment were higher than the 'face-to-face' version. We have incorporated traditional student support strategies from Lifelong Learning in to the student support system for the course. The poster is already made as it was one of the 5 final Learning and Teaching initiatives shortlisted for an National Award and presented at the UALL Conference (Universities Association for Lifelong Learning) in April 2014. The poster will be in English because the Conference was held in England. This coming year the course will be taught through the medium of Welsh.</p> <p><b><i>AU Exemplary Course Award</i></b>  Mary Jacob, Information Services</p> <p>Submit your AberLearn Blackboard module for the AU Exemplary Course Award, deadline 21<sup>st</sup> November 2014.</p> <p><b><i>Instructional Video for Enhancing Student Learning</i></b>  Dr. Tom Holt, Lecturer, Department of Geography and Earth Sciences</p> <p>Video is a rich and powerful medium which can be used effectively to deliver instructions from a teacher to a learner without the need for one-to-one personal interaction, promoting proactive, unlimited and random access to learning and learning materials. The associated benefits include: time and location flexibility; self-directed and self-paced learning; promoting a collaborative learning environment, and; permitting students to view realistic situations and sequences in motion. Here, instructional videos were produced and made available to students sitting a second year "Physical Analysis of Natural Materials" laboratory class. Laboratory work must be conducted precisely and accurately, following strict, sequential steps, and without prior knowledge of the environment, equipment and materials, being able to absorb and follow seemingly straightforward instructions becomes difficult. Traditionally, students were guided through the experiments in a one-hour preparatory session given before the laboratory practicals, with written instructions also provided in the form of Technical Leaflets. Despite this, students often struggled completing the laboratory practicals autonomously, or to a satisfactory standard. The specific aims of the research were to: 1) Develop a more effective and efficient way of providing instructions to students; 2) improve the student's meaningful learning through integrating instructional videos, and; 3) enhance the learning experience of students undertaking the practical classes. At the end of the course, students were asked a series of questions. Students preferred the instructional videos to more traditional methods of receiving instructions, owing to their time and location flexibility. Furthermore, the instructional videos helped improved the students' analytical, numeracy and subject-specific skills, suggesting that the videos provided more than just immediate instructions that were held in the working memory. Finally, the instructional videos appeared to have made the experience of the laboratory practicals a positive one, with many students noticing an improvement in their skills and engagement with the component.</p> <p><b><i>Enhancing AberLearn Blackboard Presence</i></b>  Kate Wright</p> <p style="text-align: center;"><b>Lobby outside Hugh Owen A12</b></p>			
<p>2 p m - 2 : 3 0 p m</p>	<p><b>Session Six</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b><i>Teaching Room Demonstration</i></b>  Drop in session  Lauren Harvey, Information Services</p> <p>Will you be teaching in one of the refurbished</p> </td> <td style="width: 50%; padding: 5px;"> <p><b><i>Manage Your Reading Lists with TALIS Aspire Workshop</i></b>  Laura Unwin, TALIS Aspire &amp; Joy Cadwallader, Information Services</p> </td> </tr> </table>		<p><b><i>Teaching Room Demonstration</i></b>  Drop in session  Lauren Harvey, Information Services</p> <p>Will you be teaching in one of the refurbished</p>	<p><b><i>Manage Your Reading Lists with TALIS Aspire Workshop</i></b>  Laura Unwin, TALIS Aspire &amp; Joy Cadwallader, Information Services</p>
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	<p>teaching rooms in September? Many of the teaching rooms now contain new equipment that offer a range of opportunities to teach in innovative ways and to enhance your students' learning. Come along for a hands-on demonstration of the new equipment.</p> <p style="text-align: center;"><b>Hugh Owen A14</b></p>	<p>"Great reading lists with TALIS Aspire" Have you added your reading lists to TALIS Aspire yet? If not, now's the chance to try for yourself with library staff standing by to help if you need it. If you have, but you'd like a second opinion, this session is for you too!</p> <p style="text-align: center;"><b>Hugh Owen C66</b></p>
2:30pm - 3:25pm	<p>Session Seven Chair: <b>Dr. Elizabeth Hart</b></p> <p><b><i>Aberystwyth University Exemplary Course Award</i></b> Mary Jacob, Information Services</p> <p>Learn about the AU Exemplary Course award and prepare your AberLearn Blackboard module for submission to the award (applications are due 21<sup>st</sup> November 2014). The AU award is based on the Blackboard Exemplary Course Programme (ECP) rubric, created by the Blackboard Company for the Blackboard Catalyst Awards in which courses are evaluated for excellence in enhancing student learning. The rubric embodies sound educational design, reinforces concepts promoted through the Higher Education Academy and the AU PGCTHE programme, and addresses issues raised by our students, such as the desire for a consistent learning experience across modules, logical organisation of learning materials, full access to learning materials through AberLearn Blackboard, clear and complete assessment information, and timely feedback. Some elements of the rubric were adapted for use in the AberLearn Blackboard Required Minimum Presence. The aim of this session is for participants to understand the language of the rubric and be able to select and adapt elements to enhance their own modules. Participants will be able to apply the rubric to assess and evaluate modules taught by others as well as their own.</p> <p style="text-align: center;"><b>Hugh Owen A14</b></p>	
	<b>5 Minute Transition</b>	
3:30pm - 3:45pm	<p>Tea <b>Academi Aber Academy, Hugh Owen</b></p>	
3:45pm - 4:15pm	<p>Session Eight</p>	
	<p><b><i>Manage Your Reading Lists with TALIS Aspire Workshop</i></b></p> <p><b>Laura Unwin, TALIS Aspire &amp; Joy Cadwallader, Information Services</b></p> <p>"Great reading lists with TALIS Aspire" Have you added your reading lists to TALIS Aspire yet? If not, now's the chance to try for yourself with library staff standing by to help if you need it. If you have, but you'd like a second opinion, this session is for you too!</p> <p style="text-align: center;"><b>Hugh Owen C66</b></p>	<p><b><i>Helix Workshop</i></b></p> <p><b>Johanna Westwood, Information Services</b></p> <p>A short introduction to Helix, our streaming server, an easy way to add your own video material to your AberLearn Blackboard module.</p> <p>An additional feature of the new server is the ability to record Freeview channels, which can then be added to your module for students to view. We'll be looking at how to request a recording, and how to add them into your module.</p> <p>This session is an overview of what Helix and the off-air recording service can offer, with some tips of how to use digital media to enhance your module.</p> <p style="text-align: center;"><b>Academi Aber Academy E3</b></p>
	<b>5 Minute Transition</b>	
4:20pm - 5:20pm	<p>Session Nine</p> <p><b><i>Academi Aber Academy Open House: Introduction and Tour</i></b> Mary Jacob, Information Services</p>	



Come along and see the new facilities in the Aber Academy: Media Lab, Recording Studio, E-learning Training Room and E-learning Consultation Room. Find out about the Aber Academy Forum. Then, choose to make a quick video clip in the Media Lab or record a sound byte about your teaching experiences in the Video Diary Room.

**Media Lab Demonstration & Workshop**  
Demonstrator: **Lizi Hesling**, CADARN Learning Portal  
  
**Media Lab E4**

**Video Diary Room Interviews**  
Interviewer: **Dr. Joanne Maddern**, Learning & Teaching Development Coordinator , Centre for the Development of Staff and Academic Practice  
  
Technical Support: **Russ Basford**, CADARN Learning Portal  
**Recording Studio E5**

**Academi Aber Academy Hugh Owen**

Thursday, September 18, 2014

9 am - 10:30 am

Session One, Parallel One  
Chair: Dr. Stephen Atherton

***Some Tips for Improving Learning - Provoke, Relate, Reveal***

Ian Keirle, Senior lecturer, IBERS

This session will outline some simple techniques that can be used to make learning more effective. Based upon good practice in interpretation, the session will consider how we can break teaching down into digestible, discrete learning units linked to concept formation. In particular it will concentrate on a process of provoke, relate, reveal. The session will be interactive and will be a fun but practical demonstration of the technique. It is the intention to provoke the audience into thinking about their teaching and how they can organise it in a more structured manner.

**Assessment for Learning: the Use of Quizzes to Enhance Student Learning**

Basil Wolf, Lecturer, IBERS

In principle, the use of quizzes as part of our learning provision should allow us to ask questions that will challenge student understanding and provide them with feedback that will guide their study and lead to deeper learning and active engagement. I have written many quizzes over the years and experimented with different forms of feedback but, if their use is voluntary, participation by students is usually very low. Why is this, how can we improve the use of quizzes and are they worthwhile anyway? In this interactive session I will report a survey of the revision methods that are used by IBERS students and discuss how the results reflect their attitudes to learning. I will review recent research into learning methods for enhanced long term memory and discuss how this might be used to modify and enhance the use of quizzes, improve the use of feedback and boost student success.

MedRus 1 Penbryn

Session One, Parallel Two  
Chair: Chair: Paul Richardson, Jisc

***Student-made videos for assessment & teaching***

Dr. Rupert Marshall, Reader in Animal Behaviour, IBERS

From Panopto to Youtube, video features regularly in learning & teaching, both formally and informally. From searching "how to do stats" to watching "dance like cats", successful videos are short, to the point, and engaging. This contrasts with the standard "Powerpoint" oral presentation that students often give. In this session I will highlight my use of student-made videos from two angles. Firstly, videos made by students which are assessed. The aim was to increase audience engagement, presenter enthusiasm and boost confidence as well as diversify the methods of assessment and make presentations more interesting. These videos report the methods and findings of projects. The absence of an immediate audience increased creativity and confidence making for entertaining videos that enable teaching by the students of the methods they used (similar to the "Journal of Video Evidence") while also providing good PR on YouTube/Facebook. Secondly, videos made by 3rd year student mentors that highlight key aspects of a module to "edutain" 2nd year students. These brief video-casts, just 90 seconds long, act as mini-lectures, introducing forthcoming topics to students on the module, as well as advertising the learning opportunities to prospective students outside AU.

***Evaluating On-line Assessment***

Dr. Malcolm Leitch, Lecturer, IBERS

Within IBERS, statistics is taught to all second year students as an on-line course providing basic statistical theory and its practical application in SPSS. Both components are supported by formative and summative quizzes in QMP. Part of the assessment is an open-book, on-line exam in QMP. Analysis of the results of the exam provides insight into the effectiveness of this method of teaching and provides a means of identifying key concepts that have either been misconstrued or not fully understood. The 39 questions were grouped according to type, specifically: descriptive statistics, understanding the experimental scenario, understanding the SPSS output, interpreting the SPSS output and experimental design. Overall, performance in examination was good with an average mark of 72% and a failure rate of only 3%. Analysis

		<p>of results by statistical test showed a high level of consistency, however, analysis by type of question showed up larger differences. It was found that a high proportion of students were confident in answering questions relating to an understanding of the experimental scenario presented (89% correct) and understanding the SPSS output (80% correct). However, interpretation of the statistical analyses was less well understood (38% correct) as was the section dealing with the choice of statistical test in a given investigative scenario (52% correct). There were specific key concepts that were poorly answered overall indicating a widespread lack of understanding. These were identified as i) the meaning of, and relationship between, the Correlation Coefficient (r) and the Coefficient of Determination (r<sup>2</sup>), ii) the choice of an appropriate P value when reporting results and iii) the use of superscripts again when reporting results. Based on this analysis, the teaching material will be modified in order to aid understanding of these key concepts.</p> <p><b><i>Study Skills and Learning Transition, the Fresher's Perspective</i></b>  <b>Dr. Sahn Nikoi, Information Services</b></p> <p>There is a widening gap between the academic and information literacy skills of secondary school students and the skills expected of them in higher education. This presentation provides evidence to show how support for freshers can impact positively on their transition into higher education.</p> <p><b><i>The Aberystwyth and Bangor Universities Joint Recognition Scheme for Continuing Professional Development in Teaching and Supporting Learning: Applying for Higher Education Academy Fellowships</i></b>  <b>Graham Lewis, Coordinator, Centre for the Development of Staff and Academic Practice</b>  <b>Hugh Owen A14</b></p>
10:30am - 11am	Coffee <b>MedRus 1 Penbryn</b>	
11am - 11:55am	<p>Session Two  <b>Chair: Johanna Westwood</b></p> <p><b><i>Panopto: Innovative Uses of Video in HE</i></b>  <b>Debra Garretson, Panopto</b></p> <p>From flipping the classroom to providing compelling video feedback on student assignments, Panopto's lecture capture and video management system is being used to integrate a range of innovative new educational approaches into day-to-day teaching and learning.</p> <p>As lecture capture has become an increasingly mainstream technology in the higher education sector, many universities have been experimenting with the system to find ever more inventive ways to use video in the classroom.</p> <p>With over 40 institutions in the UK already using Panopto, and more than 500 globally; this session</p>	

	<p>will draw on research and use cases from Panopto's users to show how universities are moving beyond lecture capture to enhance the student experience with video and drive improved results.</p> <p style="text-align: center;"><b>MedRus 1 Penbryn</b></p>	
12 p m - 1 p m	<p>Session Three Facilitator: <b>Mary Jacob</b></p> <p><b>Improving Feedback Skill-Share</b> Learn what other staff are doing about providing effective feedback on student work. Based on the participant-driven format of the Bar Camp 'non-conference conference', this facilitated session includes several informal, small-group discussions in which staff share their approaches to providing feedback to students via a wide range of methods. We will look at both how to construct effective feedback and various platforms for delivering feedback. How do you make sure that students are using the feedback you provide? How do you construct your feedback to be of most help to students? How have you been using Turnitin for feedback, do you use the QuickMark comment sets or audio feedback tools? Have you been providing feedback to your students via video, audio or feedback sheets? What time-saving tips do you use? Staff who have an idea to share or who simply want to hear what others are doing are welcome to join.</p> <p style="text-align: center;"><b>MedRus 1 Penbryn</b></p>	
1 p m - 2 p m	<p>Lunch <b>MedRus 1 Penbryn</b></p>	
1:30pm - 1:55pm	<p>Session Four</p>	
	<p><b>Teaching Room Demonstration</b> Drop in session</p> <p><b>Lauren Harvey</b>, Information Services</p> <p>Will you be teaching in one of the refurbished teaching rooms in September? Many of the teaching rooms now contain new equipment that offer a range of opportunities to teach in innovative ways and to enhance your students' learning. Come along for a hands-on demonstration of the new equipment.</p> <p style="text-align: center;"><b>Hugh Owen A14</b></p>	<p><b>Module Makeover Workshop</b></p> <p><b>Johanna Westwood</b>, Information Services</p> <p>Like what you've seen other staff do over the course of the conference? Fancy giving some of these new features a go yourself? Take 30 mins out to have a look at your own module, with the help of e-learning support staff. Give one of your modules a quick refresh, or have a chat with one of us to see how to get it up to RMP, or from RMP to enhanced.</p> <p style="text-align: center;"><b>Hugh Owen C66</b></p>
	<p><b>5 Minute Transition</b></p>	
2 p m - 3 p m	<p>Session Five, Parallel One Chair: <b>Ayla Gol</b></p> <p><b>Roundtable Discussion: Using Technology to Support Distance Learners and Deliver Their Learning Content in Innovative and Engaging Ways</b> <b>Tanya Rogers; Sue Lithgow; John Neslon; Marianne Taylor</b>, Open Learning Unit, Department of Information Studies</p> <p><b>Martine Spittle; Julia Jenkins</b>, Advanced Training Partnership, IBERS</p> <p>How can we exploit and promote the leading research of our university and maximise access to HE for non-traditional learners across Wales and globally? Distance learning (DL) delivered via technology is often suggested as one solution for engaging learners and widening access. However, DL provision has challenges to address and</p>	<p>Session Five, Parallel Two Chair: <b>Dafydd Sills-Jones</b></p> <p><b>Do Not Teach Mathematics, Play With It</b> <b>Nitin Kumar Naik</b>, Research Assistant, Department of Computer Science</p> <p>Mathematics is often stigmatised by students and the public in general, with the effect that students typically rate teachers of mathematics lowest among disciplines. Teachers often use additional tools and techniques to enhance student learning experience in mathematics. A variety of types of teaching methodology and learning strategy are proposed and championed in the research literature. Among them is Game-Based Learning (GBL), for which a pedagogical effectiveness is claimed in all fields but particularly in</p>

distance learners have barriers to overcome. This session aims to explore how technology-enhanced learning can be used to:

- overcome challenges and barriers to learning faced by distance learners
- engage students who are not physically on campus with cutting-edge research and theory

The session will explain some principles behind successful distance learning and is designed for both DL practitioners and those thinking about offering DL for the first time. It will offer examples of how various technologies are used to support and deliver distance learning by two internationally renowned departments:

1. Department of Information Studies, Aberystwyth University - with over 25 years' experience of designing and delivering innovative Continuing Professional Development (CPD) and academic programmes by distance learning: from single 5-, 10- and 20-credit CPD courses to full honours degree and Masters programmes. These programmes pilot and use VLE platforms, multi-media, and online technologies to deliver and support learning to approximately 800 distance learners in one department.
2. The Advanced Training Partnership (ATP) in IBERS Aberystwyth University (with Bangor University and NIAB-TAG) is a new online postgraduate distance learning course, funded by the BBSRC, delivering cutting-edge research findings to professionals in the beef, sheep, dairy and agri-food industries. The programme uses videos and podcasts (of lectures, interviews with leading researchers, and laboratory techniques), interactive study guides and workbooks, and online student forums supported by dedicated tutors. Participants can see how technologies are being used for these distance learners, and evaluate what might work (or not work) in their own programmes.

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mathematics. I have introduced a very innovative GBL approach to teach mathematics for higher education students with a limited mathematical background. I have been teaching basic mathematics to B. Sc. first year computer science students using my own developed games such as: logarithms and exponential jigsaw, arithmetic-fractions rummy, decimal crossword puzzle, algebraic equations bingo and binary - decimal conversion magic box. This new GBL approach is very effective in changing the students' attitude towards mathematics and the development of their key competencies. The main aim of my session is to present possibilities of this innovative games based learning in the teaching of mathematics in higher education and to inspire lecturers to consider including this new pedagogy into mathematics education at their universities.

***Navigating the Site Map: From Analogue to Digital Space***

**Dr. Louise Ritchie**, Lecturer,  
Department of Theatre, Film &  
Television Studies

Louise's presentation will introduce her practice based research which is determined by pedagogical concerns surrounding the capture and transmission of a movement vocabulary titled 'In All Languages'. The research examines and interrogates the assumed pre-eminence of face-to-face pedagogy in workshop situations, and explores the creative possibilities made available with the introduction of video, pre-recorded instructions and photography as modes of transmission for a movement. The presentation will make reference to an installation which changed the course of the research in terms of migration to an online site. Feedback and observations gathered highlighted the potential of the installation as a format that can borrow navigational practices from the web. Louise will share further developments made within this study, as well as questioning how this approach may enhance pedagogical practices concerned with creative engagement and the transmission of movement.

**Academi Aber Academy E3**

3 p m - 3 : 3 0 p m

Tea  
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3 : 3 0 p m - 5 p m

Session Six  
Chair: Paul Richardson, Jisc

***Common Sense and the Craft of Teaching: Communal Modes of Support***  
Dr. Richard Davies, Lecturer, Department of Education and Lifelong Learning

This paper is concerned with supporting academics to develop their teaching practice in order to improve student learning. The paper builds on previous work concerned with the development of practicing schoolteachers (Davies, 2014), and healthcare workers (Davies, 2012). In the arena of school development there has been much concern with the development, in practice, of teacher's ability to improve pupil outcomes. In a recent review and discussion of the issue I focused on particular approaches to 'professional learning communities' (PLCs). In a forthcoming chapter (Davies, 2015) I refer to these as anarcho-populist models which are fuelled by local, grassroots community activity by practitioners. In this paper I extend the analysis to the context of higher education. I argue for three principles of such communities: 1. That the communities ought to reflect the common sense discourses of the academic disciplines' approaches to the initiation of new members (whether they be under- or post- graduates). 2. That 'education' is not a discipline as it fails to provide an internally coherent narrative, or provide rules which identify and justify 'educational evidence'. 3. That the academic disciplines that underpin educational activities can provide perspectives from which to critically challenge common sense perspectives. In terms of improvement of teaching and learning, the argument develops these three principles. Whilst common sense is not sufficient nevertheless, as Pring 1977, points out we need to have good reasons to reject common sense approaches to the world. Such common sense approaches reflect the accumulated wisdom of the community as to the best ways to initiate new members. However, the academic disciplines of the human sciences proved a location for a critique of common sense. I conclude by identifying the key characteristic of anarcho-populist PLCs in higher education. References and draft papers can be found at <http://aber.academia.edu/RichardDavies>

***In the Liminal Space: Software Design as a Threshold Skill***  
Dr. Lynda Thomas, Teaching Fellow, Department of Computer Science

This presentation focuses on some research done on "Threshold Skills" which have been proposed as a complement to Threshold Concepts. Threshold Skills have many of the same characteristics as Threshold Concepts (see <http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html>), with a slightly different focus. They are troublesome, transformative, integrative semi-irreversible and unlike Threshold Concepts they must be practiced. We wished to apply this definition to graduating computer science students' learning of software design: the phase of software development that takes a description of what is to be built and creates a detailed description of how it should be built. Software Designers must break a problem down into parts and describe solutions to those parts and how they will fit together, using diagrams and other computing language. We asked a group of final year computing students to 'design a super-alarm clock that University students could use to manage their sleep patterns'. By examining students' designs, we were able to examine both skill - what they do when asked to design - and something of what they understand of the concept of design. Is software design a Threshold Skill? Using the definition above, the answer is 'probably yes'. In addition, while learning to master software design, students exhibit some of the characteristics of being in liminal space. How can we use this analysis in our teaching of software design? Although this presentation uses Computing students and concepts as a basis, the general ideas of Threshold Concepts, Threshold skills and liminal space and how we can use them in teaching and learning are of interest to all.

***#OutInTheField: The Use of Twitter in Revitalizing Human Geography Methods Training***  
Greg Thomas & Will Andrews, Department of Geography and Earth Sciences

There has been an undeniable rise in the popularity of social media in recent years and in particular the rise to prominence of Twitter as more than a social tool. This paper discusses the use of Twitter in a second year undergraduate Human Geography methods class; to actively engage students, provide new learning experiences and to afford independent self-led learning. During a practical workshop on participant observation students were asked to go out into the field and tweet their observations, thoughts and feelings using the hashtag #AUHGMethods. Throughout the task the hashtag was monitored by the instructors allowing immediate feedback and a live student-led learning process whilst in the field. When students returned to the room at the end of the session they were able to see their tweets and photographs displayed on the whiteboard through the Tweetbeam program, stimulating discussions based on elaboration of field observations. As a result of the students observing their previous Tweets, a more confident and vibrant discussion emerged than was seen in previous classes. It is argued that Twitter and other

similar social networking tools can be used throughout geography education to allow for a more stimulating, co-produced learning experience with students taking responsibility for their own learning.

***Plenary***

**Professor John Grattan, Pro Vice-Chancellor, Student Experience and International  
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