

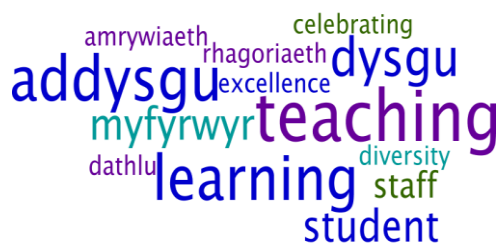
# LEARNING & TEACHING CONFERENCE

CELEBRATING THE DIVERSITY OF TEACHING EXCELLENCE

## CONFERENCE PROCEEDINGS

8TH-10TH SEPTEMBER 2015

ABERYSTWYTH UNIVERSITY



A word cloud graphic featuring various terms related to education and learning. The words are arranged in a cluster, with 'teaching' and 'learning' being the most prominent. Other visible words include 'addysgu', 'dysgu', 'myfyrwyr', 'excellence', 'diversity', 'staff', 'student', 'amrywiaeth', 'rhagoriaeth', and 'dathlu'.

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## TIMETABLE

### MORNING TIMETABLE

On 8<sup>th</sup> and 9<sup>th</sup> September, all sessions are in Llandinam Building. On 10<sup>th</sup> September, morning sessions are in Llandinam, with sessions from 11:30 onward in Hugh Owen Library.

	08-Sep Llandinam Building		09-Sep Llandinam Building		10-Sep Llandinam and Hugh Owen Library		
09:00	Registration Concourse		Registration Concourse		Registration Concourse		09:00
09:30	Welcome Concourse		ECA winners tours A6		Media showcase A6		09:30
10:00	External keynote – Alison James A6		Internal keynote – Ayla Göl A6		CADARN Learning Portal A6		10:00
10:30			Breakout 4A B23	Breakout 4B B22			10:30
11:00	Coffee Concourse		Coffee Concourse		Coffee Concourse		11:00
11:30	Breakout 1A B23	Breakout 1B B22	Breakout 5A B23	Breakout 5B B22	Breakout 10A Hugh Owen Library Hermann Ethé Room	Breakout 10B Hugh Owen Library E3	11:30
12:00	Breakout 2A B23	Breakout 2B B22	Breakout 6A B23	Breakout 6B B22	Breakout 11A Hermann Ethé Room	Breakout 11B E3	12:00
12:30	Lunch		Lunch		Lunch		12:30
13:00	Geography Tower Senior Common Room		Concourse		Served in E6		13:00

(see next page for afternoon timetable)

### AFTERNOON TIMETABLE

On 8<sup>th</sup> and 9<sup>th</sup> September, all sessions are in Llandinam Building. On 10<sup>th</sup> September, morning sessions are in Llandinam, with sessions from 11:30 onward in Hugh Owen Library.

08-Sep Llandinam Building		09-Sep Llandinam Building		10-Sep Llandinam and Hugh Owen Library			
13:30	Good practice fair Concourse	Breakout 7A B23	Breakout 7B B22	CADARN open house E4 and E5	TEL workshop 2 – AberLearn Blackboard and Exemplary Course Award E3	13:30	
14:00		Breakout 8A B23	Breakout 8B B22			14:00	
14:30	Breakout 3A B23	Breakout 3B B22	Breakout 9A B23			Breakout 9B B22	14:30
15:00	Tea Concourse	Drop-in 1 Panopto B23	Tea Concourse	Drop-in 2 Turnitin B23	Tea Served in E6	Drop-in 3 AberLearn Hugh Owen Training Room	15:00
15:30	Plenary 1 – AU Learning and Teaching Strategy A6		Plenary 2 – Student Union A6		CADARN open house E4 and E5	TEL workshop 3 – Mobile E3	15:30
16:00	TEL workshop 1A – Turnitin B23	TEL workshop 1B – Media B22	Plenary 3 – Teacher round table, 16:15 start A6				
16:30							16:30
17:00	End		End		End		17:00

## CONFERENCE WELCOME

PROFESSOR TIM WOODS, DIRECTOR OF THE INSTITUTE OF EDUCATION, GRADUATE & PROFESSIONAL DEVELOPMENT & TIM DAVIES, DIRECTOR OF INFORMATION SERVICES

TUESDAY, 9:30

### AU LEARNING AND TEACHING STRATEGY AND THE STUDENT EXPERIENCE

PROFESSOR JOHN GRATTAN, PRO VICE-CHANCELLOR, STUDENT EXPERIENCE AND INTERNATIONAL

TUESDAY, 15:30

Professor John Grattan, Pro Vice Chancellor for Student Experience and International, will discuss recent developments in the AU Learning and Teaching Strategy in light of the student experience and recent NSS results. How can we build on our strengths to provide students with a world-class learning experience here at Aberystwyth?

#### EXTERNAL KEYNOTE:

### CREATIVITY, IMAGINATION AND PLAY: THEIR CONTRIBUTION TO EXCELLENT TEACHING

ALISON JAMES, UNIVERSITY OF THE ARTS, LONDON

TUESDAY, 10:00

#### BIOGRAPHY:



Dr Alison James is Associate Dean, Learning and Teaching, at the London College of Fashion and in November 2013 became UAL's first Principal Fellow of the Higher Education Academy. Her academic interests span teaching and research, with forays into other domains: her PhD thesis (University of Southampton, 2007) was a biographical analysis of the life and art of the Royal Academician Dod Procter, resulting in a monograph on the artist, entitled 'A Singular Vision: Dod Procter 1890 – 1972'. Alison was awarded a National Teaching Fellowship by the Higher Education Academy in 2014.

Her pedagogic research interests encompass creative and multisensory approaches to learning, personal and professional development (PPD) and enhancing reflective capacity by using alternative approaches to writing. Other studies include: an investigation of student adoption of communities of practice theory (during a UAL collaboration with Etienne Wenger); High Fliers, Deep Swimmers, an exploration of the perceptions of high achieving students as to their learning experiences in three UK arts universities; and collaboration on employability attributes with the Centre of Personal Construct Psychology at the University of Hertfordshire. She is co-author, with Professor Stephen Brookfield, of *Engaging Imagination: helping students become creative and reflective thinkers* (Jossey-Bass, April 2014). She is an accredited Lego Serious Play (LSP) facilitator, working in Europe as well as the UK. In 2013 she launched LegoLab, a UAL community of practice to take forward the use of LSP for research, education and practice and won a UAL Excellent Teaching Award for using LSP to enhance student learning and staff and educational development.

#### ABSTRACT:

As a sector the word creativity has become increasingly popular in terms of defining how we want people to think, perform their roles, approach challenges and explore ideas. Linked to creativity, staff and students are



often exhorted to be imaginative in their approach to study and research in the disciplines, although whether imagination means the same thing in archaeology, performance, history, engineering or curation studies may be debated. Innovation, too, is widely aspired to. However, play as part of a higher education experience appears to be a more problematic proposition. While some of us are persuaded that play is vital to human learning and discovery at any age, others believe it to be too trivial or childish for a higher education setting.

In this talk I will explore what we understand creativity, imagination and play to be in our pedagogic practice: the ways in which we adopt alternative means of motivating learning and engagement with our subjects, as opposed to the traditional or expected. I will share examples of creative approaches which foster excellent teaching, covering content design and delivery, reflection and evaluation, staff development and pedagogic research. These examples will be underpinned by theories of pedagogy and play (among others) and will include my experiences using Lego, materials and spaces to wrestle with complex topics. I will argue that our conceptions of play within a tertiary setting must be broadened and deepened, while the contribution of creative, imaginative and playful pedagogies across the disciplines needs to be better understood. This dual goal is essential not only to motivate and engage our students but to re-invigorate our practice as teachers.

#### **INTERNAL KEYNOTE:**

### **USING AUDIO FEEDBACK**

AYLA GÖL, DEPARTMENT OF INTERNATIONAL POLITICS

WEDNESDAY, 10:00

#### **BIOGRAPHY:**



Dr Ayla Göl is a Senior Lecturer in International Politics; she joined the department in 2005, having started her academic career at the Department of International Relations, LSE (2003-05). She was a Visiting Scholar at the Centre of Middle Eastern and Islamic Studies, University of Cambridge, November 2009 and March 2010. She was also the inaugural John Vincent Visiting Fellow at the Department of International Relations, Research School of Pacific and Asian Studies, Australian National University (2002-03). She serves on the editorial boards of Critical Studies on Terrorism, Mediterranean Politics and Centre for the Strategic and Research Analysis. She has been a Fellow of the Higher Education Academy (HEA) since June 2010.

Dr Göl received a University Award for Teaching Excellence in 2010 and was the winner of the BISA-C-SAP Teaching Excellence Prize in 2011. She was nominated for the National Teaching Fellowship by Aberystwyth University in 2012 and won the Outstanding Teaching Award in the Student-Led Teaching Awards for 2015.

#### **ABSTRACT:**

This paper offers reflections on my continuing engagement with technology enhanced teaching. It merges the findings of two journal articles that I published, on critical pedagogy and on the use of educational technology, in order to find innovative methods of helping students learning experience. Based on students' feedback, the new opportunity was presented by Aberystwyth University's decision to facilitate all assignment submissions via Turnitin UK system. When I realised that there was already an embedded feature of giving audio feedback to students I decided to 'test' this different feedback method on book/film reviews for an optional undergraduate course that I teach at the Department of International Politics in Semester one.

The students' engagement and feedback exceeded my expectations as summarized briefly: a clear and easy way to access, fun and useful to understand why student got the given mark, how they can improve, why it

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allowed more detail and a personal level than written comments, very engaging as a two-way of communication, more clear than written feedback that gave a good summary of positive and negatives in the work, and the last but not the least, easier than reading feedback. Hence, the outcome was positively surprising and encouraging that I have included the same of assessment and feedback in another module that I teach in Semester two.

The last part of the paper will summarise the outcome of next round of feedback from a focus group of students, who took both modules, to find out whether or not how the majority of students used the audio feedback improve their course work. The paper concludes by providing further self-reflections to evaluate negative and positive aspects of using audio feedback.

## GOOD PRACTICE FAIR

**TUESDAY 13:30** WITH WELCOME FROM PROFESSOR JOHN GRATTAN, PRO VICE-CHANCELLOR, STUDENT EXPERIENCE AND INTERNATIONAL

### VIDEO DIARIES FOR SUPPORTING LABORATORY REPORT WRITING

JOANNE WALLACE AND JOANNA PHILIPPA WORTHINGTON, INSTITUTE OF BIOLOGICAL, ENVIRONMENTAL AND RURAL SCIENCES (IBERS)

**Introduction** Online video tutorials are becoming more popular and commonly used for a range of skills (Higgins et al. 2012). Students may learn better from video teaching than from face-to-face teaching, and that learning styles are evolving as society becomes more dependent on and fluent with technology (Goldstein and Driver, 2014). It is recognised that there are various different learning styles (Liu and Reed, 1995; Oxford, 1994; Muir, 2001), and so teaching methods that use multiple different styles are likely to engage a larger number of students.

**Action Intervention** Students completed their lab report session as normal. Watching a demonstration then completing their own supervised data collection.

Students were then given half an hour to plan out and record a 5 minute video diary of the practical (for a reference tool when completing the report).

Videos were uploaded to Blackboard and students could post online comments on the clips and ask others questions.

**Evaluation** The process received positive student feedback, with module review scoring higher in: Understanding of the c/w task and Module organisation than previous years.

Pros: More students actively involved in session; Listen, replicate, teach (learning autonomy); Aids for those absent from lab sessions; Visual and audio guide for future use of equipment; Improved detail/recall in report writing.

Cons: Students playing around with the camera; Extra lab time needed; wrongly recorded details.

**Conclusion** The range of impact identified in this and previous studies suggests that it is not whether technology is used which makes the difference, but how well the technology is used to support teaching and learning. There is no doubt that technology engages and motivates young people. However this benefit is only an advantage for learning if the activity is effectively aligned with what is to be learned. It is therefore the pedagogy of the application of technology in the classroom which is important: the how rather than the what.

### STAFF DEVELOPMENT OPPORTUNITIES

GRAHAM LEWIS, CENTRE FOR THE DEVELOPMENT OF STAFF AND ACADEMIC PRACTICE

A chance to learn about the educational and professional development opportunities provided by the Centre for the Development of Staff and Academic Practice, including their annual programme of events and workshops, accredited programmes of study, as well as the Recognition Scheme for awarding HEA fellowships – a joint scheme between Aberystwyth and Bangor Universities for the recognition of continuing professional development in teaching and in the support of learning.

## **‘APPEALING TO THE CURIOUS’ – HOW THE LIFELONG LEARNING ART AND DESIGN PROGRAMME CAPTURES AND ENGAGES NEW AUDIENCES AT PUBLIC EVENTS**

ALISON PIERSE, SCHOOL OF EDUCATION AND LIFELONG LEARNING

Our aim is to remove barriers to learning in Higher Education, delivering learning in the community for the community.

Over the last 15 years Lifelong Learning has initiated innovative ways to attract a wider audience to Adult Learning. Alison will present ways of engaging a new audience to Lifelong Learning using taster and short teaching sessions available on the web site, and also show how we devise free, short activities for the public and capitalise on the footfall at public events, attracting a potential audience in excess of 7,000. We are able to capitalise on the event’s publicity and foster generational and family learning, so necessary in the ‘early years’ segment. We have found that this type of profile-raising is more successful than any newspaper advertisement. Students enjoy meeting the tutor before considering applying for a course. Not only does this give students opportunities to learn something at festivals for free, which are usually staged to extract money from people, but it also raises the profile and awareness of the University. We will teach anyone, whatever age, for a short session and adapt our language to the audience. All we ask is enthusiasm and curiosity.

In addition, recently we have been making short films to engage our art history students with a diverse range of learning styles. These are on-line for anyone to access, delivering our style of teaching and learning that they will receive when studying with us, just like the market approach: ‘try before you buy.’

## **#POLIRDISS: USING TWITTER TO SUPPORT UNDERGRADUATE DISSERTATION STUDENTS IN POLITICS AND INTERNATIONAL RELATIONS**

DR JENNY MATHERS, DEPARTMENT OF INTERNATIONAL POLITICS

Dissertations are a rite of passage, the culmination of years of study, an opportunity to demonstrate student capacity for independent research. Twitter has proven an excellent medium for bringing together geographically disparate PhD students and providing them with a sense of community. The simple use of the hashtag #phdchat has led the way in demonstrating that independent study does not have to mean study in isolation. In September 2013 academics at the Universities of Aberystwyth, Nottingham and Surrey created the hashtag #polirdiss, inspired by the success of #phdchat and designed to facilitate interaction between undergraduate dissertation students of Politics and International Relations and their advisers across these locations. This presentation will explain the context and rationale of the project before moving on to consider the strengths and weaknesses of the pilot so far, identifying lessons from this experience and suggesting fruitful directions of further development.

## **USING IPADS FOR TEACHING AND MARKING**

GARETH NORRIS, DEPARTMENT OF PSYCHOLOGY

With more teaching materials and interaction being placed online, instructors need to be flexible in their approach to delivering learning in both time and place. Love them or hate them, iPads (and other tablets) are an invaluable tool for modern teaching practice. Not only are they versatile and portable, but a range of apps are available to support teaching. This session will focus on two specifically: Blackboard and Turnitin and provide a ‘users guide’ to getting the most out of your iPad or tablet. It will demonstrate the key features of these apps and how they can be used for teaching and feedback as well as how they can be integrated with other software such as Dropbox.

## **USE OF MULTIMEDIA TO SUPPORT TEACHING IN EARTH OBSERVATION MODELLING**

GEORGE PETROPOULOS, PETER BUNTING, HYWEL GRIFFITHS & ANDREW HARDY, DEPARTMENT OF GEOGRAPHY AND EARTH SCIENCES

Earth Observation (EO) involves the collection of information about the Earth's physical, chemical and biological systems via remote sensing technologies, aiming at developing methodologies for deriving information about our planet's physical environment. Understandably, therefore, the development of a set of key skills for displaying, processing and analysing EO data is currently of very high importance for a number of interdisciplinary applications.

At AU, and within DGES in particular, we offer a wide range of modules teaching EO, from introductory to advanced level. These modules aim to equip our students with a set of unique skills that will allow them to exploit the full potential of EO technology in their professional careers.

In this contribution, we present examples of the use of contemporary educational resources in EO teaching employed within AU/DGES. In particular, we demonstrate how multimedia resources are embedded in our UG/PG teaching to support knowledge & skills transfer in EO modelling-related topics of differing levels of complexity. We present various examples ranging from the use of multimedia in supporting computer-based practical exercises to introducing land surface modelling using biosphere models (SimSphere in particular).

The feedback we receive from our students is that use of such resources has a great potential to serve as a useful resource to enhance students' learning experience, as well as providing practical skills that are in demand in today's job market.

## ASSESSMENT AND FEEDBACK

### PERFORMANCE CALIBRATION THROUGH PARTLY PEER ASSESSMENT

YONGHUAI LIU, DEPARTMENT OF COMPUTER SCIENCE

HONGHAI LIU, SCHOOL OF COMPUTING, UNIVERSITY OF PORTSMOUTH

YITIAN ZHAO, SCHOOL OF OPTOELECTRONICS, BEIJING INSTITUTE OF TECHNOLOGY

RAN SONG, SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS, UNIVERSITY OF BRIGHTON

TUESDAY, 2B – 12:00

In this talk, we will discuss the assessment of a second year image processing module. This module has been run for more than 10 years, its syllable has been kept relatively stable, but its contents have been slightly changed and updated over years due to the feedback from students mainly on mathematics and programming involved.

While the module is assessed through two pieces of work: demonstration with partly peer assessment of techniques on a topic selected from a given list, and an essay in the form of a scientific paper about the complete details of the work shown, with an expectation of incorporating the feedback from the demonstration. The demonstration takes up 40% of the module assessment, and the essay takes up the remaining 60%. Each student marks the demonstration of the others. Of the 40% total for demonstration, 20% will be based on the assessment of the (one) teaching staff and 20% on the assessment of the class. Even though the background and commitment of students vary from one year to another, the partly peer assessment plays a role of performance calibration, resulting in the average marks of the whole module of the class being relatively stable from 55 to 60%. Such finding will be useful for the assessment of the modules which are relatively challenging and where the exams may not be suitable due to their open-ended and/or problem solving nature.

### WHAT DO STUDENTS WANT FROM FEEDBACK, AND HOW CAN WE MEET THEIR NEEDS?

BASIL WOLF, INSTITUTE OF BIOLOGICAL, ENVIRONMENTAL AND RURAL SCIENCES (IBERS)

TUESDAY, 3A – 14:30

An on-line survey of second year IBERS students was conducted in October/November 2014 to evaluate how they had used feedback given for first year assignments and to canvass their views about how it could be improved. A total of 386 students answered 9 questions using Likert scales and 250 responded to the open question: 'Please comment on how you use feedback (or why you don't use feedback) and suggest how staff and students could improve the use of feedback'.

A high proportion of respondents indicated that they read feedback to understand the derivation of their mark and to improve future work. Attitudes towards the use of Turnitin to deliver feedback were favourable: unfavourable in fairly equal proportions. Feedback given via Turnitin was sometimes seen to be too generic and impersonal, and there were mixed views about the ease of accessibility and storage of electronic versus written feedback.

Respondents to the open question clearly understood the purpose and value of feedback, and indicated that it could be improved as follows:

- a. **Quantity:** Adequate quantities of feedback should be given by all staff;
- b. **Quality:** Feedback should identify deficiencies in the work;

- c. **Quality:** Feedback should clearly state how deficiencies could be rectified;
- d. **Timeliness:** Assignments tend to be concentrated towards the end of term, which means that little feedback is returned during teaching weeks. Assignments should be more widely distributed so that the messages of feedback can be transferred quickly and efficiently from one assignment to another;
- e. **Utility:** It is often difficult to transfer feedback messages between assignments;
- f. **Consistency:** Staff are not always consistent in their recommendations;
- g. **Exams:** Availability and use of feedback on exams does not support improved performance;
- h. **Student responsibility:** There was recognition that students need to take some responsibility to improve their engagement with feedback.

These responses are in agreement with guidelines published by the Higher Education Academy and the National Union of Students and suggest that markers should ensure that feedback is focused on how work could be improved and ensure that students use it to good effect.

### **WORKSHOP: 'IT'S EASIER THAN I THOUGHT' – USING TURNITIN FOR MARKING AND FEEDBACK**

E-LEARNING GROUP, INFORMATION SERVICES

TUESDAY, TEL WORKSHOP 1A – 16:00

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 will be demonstrated, followed by hands-on experience in which participants mark a Turnitin assignment.

### **DROP-IN: GET HELP WITH TURNITIN**

E-LEARNING GROUP, INFORMATION SERVICES

WEDNESDAY, DROP-IN 2 – 15:00

The E-learning group invite you to drop in and ask any questions about, or get help with, the features of Turnitin.

### **STUDENT-LED SESSION: STUDENTS' VIEWS ON THE EFFECTIVENESS OF TURNITIN AND E-SUBMISSION**

LAUREN MARKS, EDUCATION OFFICER, STUDENT UNION

WEDNESDAY, 15:30

Giving the student view on how the move to online submission via Turnitin has been effective this year, and how we think this can process can be improved for future years.

## ENGAGING STUDENTS IN LEARNING

### **ABANDONING THE LECTURE THEATRE**

CHRIS LOFTUS & AMANDA CLARE, DEPARTMENT OF COMPUTER SCIENCE

TUESDAY, 1A & 2A - 11:30 & 12:00

Several modules are now taught exclusively or heavily in rooms similar to B23, replacing lecture-theatre teaching.

The rationale for this is that the focus of these modules is on programming and so ready access to PCs and software-development tools enables students to undertake small programming exercises during a presentation. Moreover, ready access to PCs enables students to use Qwizdom Virtual Remote or similar tools. This makes it easy for all students to both display the slides on their PC screens, making it easy to see the slides, and also to participate anonymously in quiz sessions.

Undertaking most of the teaching in a workstation room is not without problems. Students are easily distracted by access to websites such as Facebook or to work on a programming assignment when they should be listening to a presentation. The LAN School tool allows the lecturer to restrict access to specific websites or programs during the teaching session, which may help address this issue. Other problems will also be presented.

One new computer science module was taught in this way this year. Teaching this module in B23 was relatively successful, although there is scope to improve its delivery: e.g. shorten presentations. Students seemed more engaged if presentations were broken up with frequent quizzes or breakout coding sessions. It remains to be seen whether student grades for the new module are enhanced compared with previous years for similar introductory programming modules.

### **EXPERIENTIAL LEARNING ON LEADERSHIP FOR FINAL YEAR UNDERGRADS**

PROF ANDREW HENLEY, SCHOOL OF MANAGEMENT AND BUSINESS

TUESDAY, 1B – 11:30

The purpose of this session is to describe and evaluate a recent two day extra-curricular activity developed for final year undergraduates in IMLIS. Drawing on previous experience of using experiential learning methods (Kolb et al.) with small business leaders, a two day residential session was developed for final year undergraduates, designed to provide an intensive, experiential and reflective experience on leadership, team working and leader-team dynamics. This was set in a high pressure but fun learning environment. The session will describe and evaluate this experience and draw lessons for the use of such methods alongside formal curriculum.

### **STUDENT AS PRODUCER – USING RESEARCH ENGAGED TEACHING TO ENHANCE THE LEARNING OF BIOMECHANICS STUDENTS**

DANIEL LOW, SPORT AND EXERCISE SCIENCE (IBERS)

WEDNESDAY, 4A – 10:30

Bandura (1971) described social learning as learning through the observation of other's behaviour and the consequences of their actions. In line with this suggestion, Student as Producer (SAP) is model of learning



where students create knowledge through social learning (Neary, 2010; Neary & Winn, 2012) and fundamentally relates to the core activity of university, research and teaching, and how these concepts interlink (Neary & Winn, 2012). The concept encourages the transformation of research-informed teaching into research-engaged teaching (Student as Producer, 2012). It is important to acknowledge however, that SAP learning is more than the merely the individual learning in a social context, but is where the student works in partnership with the academic and also includes the way in which the social context of the university itself is transformed through progressive pedagogic practice (Neary, 2010).

This paper discusses how students in Sport and Exercise Science have become part of an academic project, learning through the interaction of the lecturer, clinical professional and clients to generate new knowledge and meaning, instead of passively receiving the information generated through others research (Neary 2010).

Students who took part in project became autonomous learners, being able to apply the theoretical concepts to real life situations, setting up the equipment and preparing the client for the biomechanical tests. This showed deep learning when applying the principles to different situations whilst simultaneously also gaining crucial employability skills and experience as well as creating new knowledge and understanding. Additionally, students were able to support a laboratory session in related biomechanical module, demonstrating the depth of their new knowledge to their peers.

After completing questionnaires it was clear that the students felt the approach enhanced their learning. Similarly, the sports therapist valued the results obtained through the process to treat their client and thus the students played a successful role in process of the treatment. It is hoped that after the success of the approach and in line with the concept's aim of transformation of the curriculum (Neary, 2010), a new module will be developed that will be taught in a similar manner to this case study.

### **'HAVE YOU DONE THE READING?' – MOTIVATING STUDENTS BY FOREGROUNDING THE PURPOSES AND POTENTIAL BENEFITS OF THE SEMINAR SESSION**

DR KATE EGAN & MS WIKANDA PROMKHUNTONG, DEPARTMENT OF THEATRE, FILM & TELEVISION STUDIES

WEDNESDAY, 4B – 10:30

John Biggs has noted that teachers need to 'specify the desired outcomes of [their] teaching in terms not only of topic content', but also in terms of 'the level of understanding we want students to achieve'. By doing this, Biggs argues that teachers can then 'set up an environment that maximises the likelihood that students will engage in the activities designed to achieve the intended outcomes' (2005: 2). Over the last two years, the two of us have worked together to design and structure undergraduate seminar sessions that draw on this approach to effective teaching, in order to attempt to engage students in learning and skills development. In particular, through work on seminar design on three undergraduate film studies modules (Studying Film, Film Genre, and Film Authorship), we have tested out strategies designed to highlight to students that seminars don't just serve as a way of further discussing content outlined in lectures or having a general discussion around a topic or required reading but that, instead, each seminar is an opportunity to develop key skills associated with the module's learning outcomes and assignments (skills relating to communication, argumentation, presentation and critical reflection on their own skills development).

In this paper, we will outline and critically reflect on the strategies we have employed and tasks we have given to students in seminars, in order to illustrate to them the ways in which the knowledge they gain from seminars (both in terms of preparation, reading and group discussion) can be useable and transferrable in a range of contexts, and the degree to which such strategies have motivated and encouraged students to prepare for their seminars and to engage in the learning process. As PhD supervisor and PhD student

respectively, we will also reflect on how, through these activities, we have worked together to exchange ideas and develop our teaching skills and practices in a reciprocal fashion.

## **COLLABORATIVE LEARNING**

ANDREW ST GEORGE, SCHOOL OF MANAGEMENT AND BUSINESS

WEDNESDAY, 5B – 11:30

Andrew St George is chief advisor to Lord Rose's Review of NHS Leadership (June 2015) commissioned by the Secretary of State for Health; chief academic advisor to the Home Office Review of Police Leadership (PLR, March & June 2015); leadership advisor to and research director of the Royal Navy's Antarctic Endurance Exped 2016 (AE16); and advisor to McKinsey & Co on leadership. In these roles, he is responsible for thinking about leadership assessment, development and training.

In these different environments, no single approach fits all; and these are cultures which are rightly inimical to academic abstraction. He therefore uses a mind-mapping approach conceived and developed with Sharon Curry, Andrew's business partner to work with groups and individuals of all levels of expertise and experience.

Andrew reports on how mapping can be used to learn about and to teach leadership to groups; and how it features in his work with the Police, the NHS and the Royal Navy. He further suggests how these simple techniques can enhance teaching and learning in the lecture room and in the commercial environment.

## **IMPROVING THE LITERACY AND NUMERACY SKILLS OF UNDERGRADUATE STUDENTS: CONCERNS, INITIATIVES AND PROPOSALS**

DR ROSEMARY CANN, SCHOOL OF EDUCATION AND LIFELONG LEARNING

WEDNESDAY, 6B – 12:00

This presentation is based upon a project implemented in SELL during 2013/14. The overarching aim of this project was to improve the numeracy and literacy skills of undergraduate students. It is apparent that there is a distinct gap in the initiatives relating to the numeracy and literacy skills in Higher Education generally. This is despite the Minister for Education and Skills stating that the priorities for education are "improving standards of literacy and numeracy" (Welsh Government, 2012). In schools in Wales, numeracy and literacy skills are at the forefront of the educational agenda (see the National Literacy and Numeracy Framework, for example). The Literacy and Numeracy Framework was launched at the beginning of 2013 and aims to support teachers in developing and monitoring pupils' progress from ages 5 to 14. The Framework is supported by a £7 million National Support Programme (Welsh Government, 2013). Schools will use the Literacy and Numeracy Framework as a planning tool to ensure literacy and numeracy are embedded throughout the curriculum (Welsh Government, 2013). Similarly in Further Education, the importance of these skills is acknowledged (ESTYN, 2012). However, there is little evidence of initiatives, developments or even awareness at undergraduate level.

At postgraduate level, the importance of the skills for trainee teachers and newly qualified teachers again takes hold (Welsh Government, 2012). This therefore illustrates that the poor literacy and numeracy skills of pupils is a crisis that is being addressed at a national level. In addition, the literature on graduate employability emphasises the significance of numeracy and literacy skills for graduates (see Archer & Davison, 2008, for example). However, there is a lacuna in enhancing these skills in undergraduates.

The pilot project implemented in SELL began to bridge this worrying gap in numeracy and literacy initiatives at Higher Education. Based upon the pilot study feedback, there is the feasibility to explore the option of

delivering literacy and numeracy programmes across the University. This presentation will present the details of the pilot project and suggest possible ways forward on a larger scale.

## **SUSTAINABILITY NETWORK WALES – AN UPDATE ON HOW OUR SCHOOL-UNIVERSITY PARTNERSHIP INITIATIVE IS ENHANCING LEARNING AND TEACHING IN SCHOOLS**

DR JOANNE HAMILTON & DR PAULA HUGHES, INSTITUTE OF BIOLOGICAL, ENVIRONMENTAL AND RURAL SCIENCES

WEDNESDAY, 7A – 13:30

SusNet Wales is a Research Council UK funded project that delivers a diverse range of academic units to 'A' level students across Ceredigion. These academic units are united by a general theme of Sustainability and Social Responsibility and are developed, led and delivered by practising researchers within Aberystwyth University currently from the following departments: IBERS (Biology and Chemistry), Sport and Exercise Science, IMAPS, International Politics, Geography, History and Welsh History, Psychology, Theatre Film and Television Studies, and Education. In addition the CWPSI delivers a research skills unit which is offered to all enrolled students.

The units are delivered using a blended learning approach with face-to-face and online learning activities providing the students with a total of 10 hours 'contact' time. The SusNet project has its own area within Blackboard and students use online submission through 'Turnitin' via Blackboard for completing tasks; creating an accessible and flexible working environment for pupils, teachers and researchers. This format has facilitated the involvement of schools within Ceredigion as it means students and teachers can engage with the individual academic units from any location with internet access. The blended learning approach also reduces the amount of time spent travelling to and from the university whilst still giving students quality time to engage with researches for delivery of a 'whole' unit.

The units have been tailored in consultation with teachers from the lead school, Penglais, to add value to and extend the range of activities within the 'A' level curriculum and Welsh Baccalaureate.

Involved in the project are a range of AU researchers at different stages in their careers: undergraduate students on work experience all the way through to Professors have taken part in the delivery of the units thus increasing the public engagement opportunities across the university and enhancing communication skills for all involved. In addition the project offers research-led continuing professional development for teachers to increase their confidence and expertise in contemporary research.

## **EFFECTIVE TEACHING AND LEARNING FOR INTERNATIONAL STUDENTS IN WELSH UNIVERSITY SETTINGS**

MR SUPACHAI CHUENJITWONGSA, SCHOOL OF DENTISTRY, CARDIFF UNIVERSITY AND FACULTY OF DENTISTRY, CHULALONGKORN UNIVERSITY, THAILAND

WEDNESDAY, 7B – 13:30

### **Background**

UK higher education attracts increasing numbers of international students. One-third of these students are from Asia (UKCISA 2015). In Wales they form an important part of the Welsh economy. In order to help international students get the most from their time here, Welsh universities have essential roles in developing appropriate educational strategies and helping international students integrate into Welsh culture. The aim of the presentation is to set out the challenges faced by international students from Asia and propose strategies that can support their academic progress.

## Methods

Based on literature review and personal reflection, the presentation focuses on learning styles, academic and cultural adaptation, and strategies for enhancing international students' learning.

## Results and Discussion

Many international students from Asia learn through passive learning styles (listening, memorising, reflecting) (Kember 2000; Hofstede et al. 2010). Such students may struggle with student-centred educational approaches used in Welsh universities as most of their prior learning is likely to have been teacher-centred. Although the students may appreciate the benefits of student-centred learning, the author found that academic support and time for international students to adapt themselves to a new educational environment is insufficient. Opportunity for international students to interact and learn with local students in the Welsh community is rare.

Strategies to help address these challenges need to be developed and implemented. Lectures or tutorials should provide guidance for students to develop learning through reflection which build upon students' experience of reflective learning. Educators may need to be available after the session as students may only feel confident to ask questions then. Opportunities could be provided for local and international students to learn together in small groups. For cultural integration, international students need opportunity to learn about Welsh culture and their local community. Mutual respect is key for successful teaching and learning.

## References

Hofstede, G. et al. 2010. *Cultures and Organizations: Software of the Mind*, revised and expanded. 3 ed. McGraw-Hill, New York, NY.

Kember, D. 2000. Misconceptions about the learning approaches, motivation and study practices of Asian students. *Higher Education* 40(1), pp. 99-121.

UKCISA (The UK Council for International Student Affairs). 2015. International student statistics: UK higher education [Online]. Available at: <http://www.ukcisa.org.uk/Info-for-universities-colleges--schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/> [Accessed: 8th April 2015].

## IMPROVING ENGAGEMENT WITH GAMES AS A FORM OF FEEDBACK

HEATHER NORRIS, DEPARTMENT OF LAW AND CRIMINOLOGY

WEDNESDAY, 8B - 14:00

Engaging students in higher education can be a difficult task. This action research looked to improve student engagement on subjects previously perceived as tedious, with the goal of improving knowledge and understanding. Initial assessments were used to evaluate student's knowledge before any formative feedback was given. Formative feedback during the sessions was in the form of games and challenges. Summative assessments were used to evaluate individual student's learning at the end of the sessions. This research demonstrates that games can be used effectively in higher education to improve engagement and subsequent learning. Additionally, student perceptions on the use of games were unequivocally positive, demonstrating the importance of active learning and teaching methods.

## TRANSITION TO UNIVERSITY – ROUNDTABLE DISCUSSION WITH SCHOOL TEACHERS

TIM WOODS, INSTITUTE OF EDUCATION, GRADUATE & PROFESSIONAL DEVELOPMENT

WEDNESDAY, 16:15

This session is a roundtable discussion on the transition from school to university with teachers from Penglais and Penweddig School. It's a chance to learn more about the preparation that incoming students have, and for an open dialogue with teachers about ways to make it a smoother transition. An opportunity to contribute, ask questions, and to share experiences.

## STUDENTS AS COLLABORATORS USING PROBLEM-BASED LEARNING TO INFORM UNIVERSITY PRACTICE

DR RACHEL RAHMAN, DEPARTMENT OF PSYCHOLOGY

THURSDAY, 10A – 11:30

Health Psychology is a third year specialist option module offered to students in the Psychology Department. To date, this module has used vignettes and case studies, regularly applied in health care training (Peabody et al., 2000), to help students apply psychological theory to hypothetical examples. Although this method has been helpful for encouraging students to apply theory and resolve dilemmas this approach remains hypothetical thus potentially limiting how engaged the students become with the process. In collaboration with the University's Student Support Services this module trialled a problem based learning approach to pose genuine challenges faced by the University's Student Support Services with the aim of students developing innovative interventions.

From a pedagogical perspective this was with the intention of engaging students in the application of psychological theory through real world problem solving as well as exploring collaborative learning between students and university services to inform practice. Case studies based on challenges experienced by student support services; including student substance misuse, encouraging use of mental health services and improving sexual health practices, were presented to students at the start of the module.

Students worked in groups through a series of seminars to review and critique current service provision before using psychological theory to develop their own intervention in response to their chosen case. Students presented their proposals back to student support services and the module coordinator during a pitching session where formative feedback was provided for implementation towards a written assessment. This presentation overviews the pedagogical approach and seminar structure as well as considering how this was embedded into the assessment. Finally an evaluation of the exercise from the perspective of student support staff, student satisfaction and assessment performance will be provided along with recommendations for the role of future collaborative projects.

## THE USE OF TABLETS FOR EDUCATIONAL PURPOSES

STEVE ATHERTON & ANTONIO BARRIGA RUBIO, SCHOOL OF EDUCATION AND LIFELONG LEARNING

THURSDAY, 11A – 12:00

Tablets have been an integral part of teaching for some years now, and we would like to share how these are used by the students and by us, the teachers.

### Feedback

We give feedback to our students using tablets. There is a big difference between what the students can get from some ticks on a paper, or some difficult to read comments, and from some properly written comments. To achieve this clear feedback, we use two apps that make comments possible in different ways.

### Use of tablets in class

Looking for different ways to involve students in class, inviting them to participate and be proactive, is a key in our teaching. One successful way is by using tablets. We use Departmental tablets to do this, but students are encouraged to bring their own devices. We make sure that the activities are multiplatform and multisystem, and are not restricted. This brings flexibility.

### To interact with the students in the class we use the following apps:

QR code generators. We need to make sure that the generator is universal, so that the code can be read by any other decoder. With the QR codes the students are able to access the exercises on the tablet, and interact with them. This could be in the form of text, audio, video, webpage, picture, interactive activity, etc.

QR quiz generator: this facilitates the participation of the students during the class, and also facilitates communication among the students.

YouTube app: uploading audios and videos, listening audios and watching videos. The students are in control, and can avoid problems with these activities. They can stop or play the tracks or videos at their leisure, as if they were in a digital lab.

Internet Browsers: we use browsers as they offer the possibility of running flash if necessary. They can see the QR codes on the browser, so that all the activities in the class are accessible immediately, and interact with the different content or refresh ideas. By having the activities in front of them students have more control over the class flow, and they make the class theirs.

### Get organized

The last part of our presentation is about how we need to be organized and how we need to plan. We know that the only way for teachers to be flexible and adapt to any class is to be very well prepared. This is also a good way for teachers to gain self-confidence, and be certain that they are delivering to the best of their ability. Teachers also need to consider the workflow, and how to integrate the tablets in the class plan seamlessly.

## MINDFUL BODIES – THEORY AND PRACTICE IN UNDERGRADUATE THEATRE STUDIES

MARGARET AMES & ANDREW FILMER, DEPARTMENT OF THEATRE, FILM & TELEVISION STUDIES

THURSDAY, 10B & 11B – 11:30 & 12:00

*‘As I go through the day, my extended body ebbs and flows, now absorbing things, now casting them back onto shore. I do not notice my body, but neither do I, for the most part, notice the bed on which I sleep, the clothes I wear, the chair on which I sit down to breakfast, the car I drive to work. I live in bodies beyond bodies ...’*

Drew Leder (1990) *The Absent Body*, p. 35

A key discourse in contemporary theatre and performance pedagogy is that of training, the use of exercises and techniques to prepare actors and performers for creative action. In *Twentieth Century Actor Training* (2000) Alison Hodge details how the rise of the theatre director, the development of different training systems and intercultural encounters have all played a role in the creation of new training principles and methodologies.

In Drama and Theatre Studies at Aberystwyth, as with many similar degree schemes in drama, theatre and performance, actor and performer training occupies a significant role in the curriculum. But how might such training operate in a context where a frequent obstacle is students’ vulnerability, lack of resilience and incapacity? What sort of training might be undertaken with fundamentally fragile bodies? And how might such training also encourage students to reassess preconceptions regarding theatre and performance?

This session will report and reflect on approaches to physical training and devising that have been developed as part of a re-structuring of the Drama and Theatre Studies degree in the Department of Theatre, Film and Television Studies. Focused on two examples that draw on principles of experiential anatomy and the practices of endurance running, respectively, this session will consider how such approaches to training and devising might operate to encourage a greater sensitivity to the connections between body, thought, affect, action and

location. Through foregrounding the role of the body in perception and aesthetics and testing how bodies might encounter and operate in particular places and sites we seek, in the words of former Professor of Performance Studies, Mike Pearson, 'to enthuse and animate our students, to make sense of being here [and] to devise distinctive pedagogical approaches which utilize the particular geographical resources of Aberystwyth.'

## ENRICHING LEARNING WITH MEDIA AND ONLINE LEARNING OBJECTS

### **'BEGIN WHERE THE LEARNER IS' (BUT WHERE IS THE LEARNER?) – CREATING ONLINE LEARNING OPPORTUNITIES IN THE MASTER'S IN EDUCATIONAL PRACTICE**

ANDREW JAMES DAVIES, SCHOOL OF EDUCATION AND LIFELONG LEARNING

TUESDAY, 3B – 14:30

Friedrich Froebel famously urged the educator to 'begin where the learner is' (cited in Heritage and Bailey, 2006), a quotation which has been interpreted as a 'figurative' challenge for the teacher to empathise and 'inhabit' their learner's range of competence, in order to expand it. Yet, new models of distance, online and blended learning are increasingly prompting us to think more literally about 'where the learner is' when they engage in learning, and to consider how location and distance affect the potential for effective transmission, meaningful interaction and scaffolding between the learner and teacher. This paper reports on the development and delivery of a blended learning Master's degree in Educational Practice open to all eligible newly-qualified teachers in Wales. This collaborative project between SELL at Aberystwyth University, Cardiff University, the Institute of Education at UCL and Bangor University, was commissioned by the Welsh Government in 2012, and will run in its current form until 2017.

This presentation will reflect on the experience of developing and delivering this blended degree scheme to over 1,000 new teachers in Wales. It will consider a range of issues, including:

- Engaging busy professionals in online learning which is accessible and manageable;
- Embedding the general principles of instructional design (Gagne, *et al.* 2004) into development, and ensuring that online content provides opportunities for interactivity, multimodality and consolidation through practice;
- Ensuring that online academic content is structurally legible, relevant and succeeds in providing practitioners with salient and authentic insights relevant to practice;
- Ensuring meaningful student engagement in asynchronous seminars on discussion boards;
- It will also reflect on other challenges posed by distance, such as the alignment of expectations and procedures at four HEIs, and over time the development of a cohesive 'community of practice' (Wenger, 1998).

### **DROP-IN: GET HELP WITH PANOPTO (ABERCAST)**

E-LEARNING GROUP, INFORMATION SERVICES

TUESDAY, DROP-IN 1 – 15:00

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



## **WORKSHOP: MOVING INTO MEDIA**

E-LEARNING GROUP, INFORMATION SERVICES

TUESDAY, TEL WORKSHOP 1B – 16:00

Interested in using TV, radio and other recordings in your teaching? This session examines generating media content and how a Box of Broadcasts and AberCast Panopto may be used to engage students as well as discussing the wider use of media in learning and teaching. Including the different ways in which media may be received and engaged with for taught subjects.

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

ROSEMARY CANN, ADAM VELLENDER, (RUPERT MARSHALL IN ABSENTIA), SCHOOL OF EDUCATION AND  
LIFELONG LEARNING, DEPARTMENT OF MATHEMATICS & IBERS

WEDNESDAY, 9:30

The AU Exemplary Course Awards (ECAs) 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 2014/2015 ECA winners, and talk to them about their experience of designing and improving their modules on 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.

## **HANDS-ON WORKSHOP – CREATE AND PUBLISH YOUR ASPIRE READING LISTS**

JOY CADWALLADER, INFORMATION SERVICES

WEDNESDAY, 5A – 11:30 (MAX 16 ATTENDING)

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. Reading lists published in Aspire are visible now in Blackboard modules, so now is the time to ensure your lists are ready. If you are not on the teaching staff in your department/institute but have lists to add for others, please follow [these instructions](#) after you have booked to attend the workshop.

## **HANDS-ON WORKSHOP – MANAGE AND IMPROVE YOUR ASPIRE READING LISTS**

JOY CADWALLADER, INFORMATION SERVICES

WEDNESDAY, 6A – 12:00 (MAX 16 ATTENDING)

A short hands-on workshop to help you improve the module reading lists you have already added to [Aspire](#). Discover more features for improving the quality and layout of the records in your reading lists, how to use your Aspire dashboard and how your students can make the most of the reading lists. Reading lists published in Aspire are visible now in Blackboard modules, so now is the time to ensure your lists are ready. If you are not on the teaching staff in your department/institute but have lists to add for others, please follow [these instructions](#) after you have booked to attend the workshop.

## **USING TWITTER TO SUPPORT TEACHING AND EXPAND YOUR STUDENTS' HORIZONS**

DR JENNY MATHERS, DEPARTMENT OF INTERNATIONAL POLITICS

WEDNESDAY, 8A & 9A - 14:00 & 14:30

This session will provide a practical introduction to using Twitter for academic purposes for those with little or no experience of using this form of social media, and will also provide specific tips, points and advice for academic staff seeking to use Twitter to expand their networks and support their teaching.

## **LEARNING ANALYTICS – HOW CAN EVIDENCE FROM TALIS ASPIRE READING LIST MANAGEMENT SYSTEM ENHANCE THE LEARNER EXPERIENCE?**

SAHM NIKOI & SARAH GWENLAN, INFORMATION SERVICES

WEDNESDAY, 9B - 14:30

Learning analytics has been defined as *“the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs”*

Evidence shows that learning and academic analytics are currently underutilised in UK Higher Education. In this presentation we will show how evidence from the reading behaviour of students can better inform information resource decision making within the HE context.

The recent introduction of Talis Aspire reading list management system in Aberystwyth University provides the perfect opportunity to gain insight into the reading and learning behaviour of students. It also demonstrates how better use of evidence can help identify improvements in the efficiency and effectiveness of learning resource provision. Analytical intelligence and reflection on data from the dashboard of Talis Aspire hold the potential for better learning related support to improve learning outcomes. We provide examples of how use of data from Aspire can help improve:

- Resource health in terms of availability
- Student engagement with content, based on their learning intentions
- Positive interventions by academic staff
- Reading recommendations for wider reading
- Reference and citation practises

## **MEDIA SHOWCASE – WATCH VIDEOS CREATED BY AU STAFF**

MARY JACOB, INFORMATION SERVICES

THURSDAY, 9:30

Come and view video and audio clips created by Aberystwyth staff for learning and teaching across disciplines, get ideas for making your own videos. Training and support is available through the Academy, the E-learning Group, and CADARN Learning Portal staff.

## **CADARN LEARNING PORTAL – ENABLING PRODUCTION AND PROMOTING YOUR EDUCATIONAL MEDIA**

TOM BARTLETT & JOHN GRATTAN, CADARN

THURSDAY, 10:00

The CADARN Learning Portal supports and stimulates the production of online and open educational media across its partnership of Welsh universities. These resources are promoted online at [www.cadarn.ac.uk](http://www.cadarn.ac.uk) to inspire new students from all walks of life into higher education. It presents the best of technology enhanced learning from across its partners to inspire potential new students whilst supporting and promoting best practice amongst teaching staff.

In addition to the website, the project has funded a set of audio visual equipment, recording spaces and a small mobile production team to assist teaching staff to produce some of the educational media that will be shared through the portal.

This presentation will briefly introduce the project, show some short videos from the project and finally give tour of the website and support available to you.

### **WORKSHOP: ABERLEARN BLACKBOARD FROM REQUIRED MINIMUM TO EXEMPLARY**

E-LEARNING GROUP, INFORMATION SERVICES

THURSDAY, TEL WORKSHOP 2 – 13:30

In this 90-minute session, participants will learn how to revise your module in AberLearn Blackboard to:

- meet the Required Minimum Presence (RMP)
- move beyond the minimum to enhance your students' learning using the Enhanced Presence (EP)
- achieve exemplary status in at least some of your module practices so that you can apply for the Exemplary Course Award (AU ECA and/or Blackboard's Catalyst Award)

We will look at some new tools available for checking your module to see how well it meets both the RMP and the EP. We will also guide staff through using the Exemplary Course Award rubric to revise your module and apply for the award.

In the process, we hope to stimulate your thinking about ways to engage your students in the learning process.

This session will include demonstrations and discussion.

### **CADARN OPEN HOUSE IN THE MEDIA LAB**

CADARN LEARNING PORTAL STAFF

THURSDAY, OPEN HOUSE PART 1 – 13:30 & PART 2 – 15:30

Meet the team, experiment with the kit and maybe even have a go at an interview!

The CADARN Learning Portal supports and stimulates the production of online and open educational media across its partnership of Welsh universities. These resources are promoted online at [www.cadarn.ac.uk](http://www.cadarn.ac.uk) to inspire new students from all walks of life into higher education. It presents the best of technology enhanced learning from across its partners to inspire potential new students whilst supporting and promoting best practice amongst teaching staff.

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In addition to the website, the project has funded a set of audio visual equipment, recording spaces and a small mobile production team to assist teaching staff to produce some of the educational media that will be shared through the portal.

We welcome all and are happy to discuss any ideas or queries you may have about media production for education.

## **WORKSHOP: GO MOBILE! WITH TURNITIN, PANOPTO, ABERLEARN BLACKBOARD AND QWIZDOM VIRTUAL REMOTES**

E-LEARNING GROUP, INFORMATION SERVICES

THURSDAY, TEL WORKSHOP 3 – 15:30

During this workshop we will be looking at examples of the practical uses of mobile technology in learning and teaching.

## **DROP-IN: GET HELP WITH ABERLEARN BLACKBOARD HANDS-ON**

E-LEARNING GROUP, INFORMATION SERVICES

THURSDAY, DROP-IN 3 – 15:00

The E-learning group invite you to drop in and ask any questions about, or get help with, the features of AberLearn Blackboard.