

# 2015 SOLSTICE eLearning Conference

Learning and Teaching in Higher Education: Effective Practices

4<sup>th</sup> and 5<sup>th</sup> June

Programme



Edge Hill University

**UNIVERSITY  
OF THE YEAR**

TIMES HIGHER  
EDUCATION AWARDS

## 2015 SOLSTICE eLearning Conference

### Programme

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**Conference Website**

## Day One: 4<sup>th</sup> June 2015

08:45 – 09:15	Registration and refreshments	Business School Foyer
09:15 – 09:30	<p><b>Introduction</b> – Professor Mark Schofield, Dean of Teaching and Learning Development</p> <p><b>Welcome</b> – Dr John Cater, Vice-Chancellor</p>	B001
09:30 – 10:20	<p><b>Keynote 1:</b></p> <p>Reconceptualising ‘curriculum’ for digital engagement in Higher Education</p> <p>Professor Keith Smyth, Professor of Pedagogy, University of the Highlands and Islands</p>	B001
10:25 – 10.55	<b>Breakout 1</b>	
Session 1	<p><b>Why can’t I just email you instead? The challenges of engaging students in online feedback within a Digital Learning Environment</b> (Presentation – 30 minutes) Emma Purnell, Plymouth University</p>	B004
Session 2	<p><b>The Step Up: the student’s induction into Higher Education</b> (Presentation – 30 minutes) Claire Farquharson, Edge Hill University</p>	B101
Session 3	<p><b>What Constitutes Effective use of Technology Enhanced Learning (TEL)?</b> (Presentation – 30 minutes) David Wooff, Edge Hill University</p>	B102
Session 4	<p><b>Me, university and employability (MUE): Developing a Competitive Edge: Reflexive Journal/process linking the learning journey at university with graduate employability</b> (Presentation – 30 minutes) Dr Julie Kirby, Edge Hill University</p>	B003
11:00 – 11:30	<p><b>Refreshment break</b></p> <p>Opportunity to view poster presentations:</p> <p><b>Bringing the Virtual World to the Real World; Use of Augmented Reality (AR) to Enhance the Learning Experience</b> - David Wooff, Edge Hill University</p> <p><b>Educational use of QR Codes</b> - David Wooff, Edge Hill University and Matt McLean, Liverpool John Moores University</p> <p><b>Exploring the impact of Technology Enhanced Learning; A Gender Specific Case Study</b> - Dawne Bell, Edge Hill University</p> <p><b>Empowering the Learner; ensuring curriculum access for all</b> - Dawne Bell, Edge Hill University, Mike Martin, Liverpool John Moore's University</p>	Business School Foyer

<b>11:30 – 12:10</b>	<b>Breakout 2:</b>	
Session 5	<b>“How many legs does a dog have?” – Continuous online assessment in the Life Sciences</b> (Presentation – 40 minutes) Peter Alston, University of Liverpool	B004
Session 6	<b>Hearing the Online Student Voice: Addressing student perceptions of technology enhanced learning adoption</b> (Presentation – 40 minutes) Osman Javaid, Irfan Mulla, Rod Cullen, Emily Webb, Hannah Palin, Susan Gregory, Neil Ringan, Manchester Metropolitan University	B101
Session 7	<b>Making the most of new technology at Edge Hill: a tale of two projects.</b> (Presentation – 40 minutes) Dr Chris Beaumont, Michael Banford, Edge Hill University, Professor Peter Hartley, Visiting Professor	B102
<b>12:10 – 12.40</b>	<b>Student Presentations – “My technology for effective learning”</b>	<b>B001</b>
<b>12.40 – 13.40</b>	<b>LUNCH</b>  B002 and B003 will be available for delegates to use during lunchtime	<b>Business School Foyer</b>
<b>13:40 – 14:20</b>	<b>Panel Discussion</b>  This panel discussion will run in the style of BBC Question Time. It will focus on live issues related to technologies, teaching and learning in a thought provoking and hopefully fun way!  Chair: Professor Mark Schofield, Dean of Teaching and Learning Development, Academic Director, SOLSTICE CETL, Edge Hill University	<b>B001</b>
<b>14:20 – 15:00</b>	<b>Breakout 3:</b>	
Session 8	<b>Designing and facilitating cross-country collaborative learning in a professional education context</b> (Presentation – 40 minutes) Sarah Cornelius, University of Aberdeen	B004
Session 9	<b>Technology enhanced formative assessment: Participant experiences, relative efficiencies and tutor learning curves</b> (Presentation – 40 minutes) Dr Rod Cullen, Susan Gregory, Neil Ringan, Mark Roche, Manchester Metropolitan University	B101
Session 10	<b>iSpring (Part 1) Practical examples of use of this e-learning toolkit to enhance student experiences.</b> (Presentation – 40 minutes) Elaine Hughes, Carl Simmons, Edge Hill University	B102

15:00 – 15:30	<b>Refreshment break</b>  Opportunity for informal discussions about poster presentations:  <b>Bringing the Virtual World to the Real World; Use of Augmented Reality (AR) to Enhance the Learning Experience</b> - David Wooff, Edge Hill University  <b>Educational use of QR Codes</b> - David Wooff, Edge Hill University and Matt McLean, Liverpool John Moores University  <b>Exploring the impact of Technology Enhanced Learning; A Gender Specific Case Study</b> - Dawne Bell, Edge Hill University  <b>Empowering the Learner; ensuring curriculum access for all</b> - Dawne Bell, Edge Hill University, Mike Martin, Liverpool John Moore's University	Business School Foyer
15:30 – 16:00	<b>Breakout 4</b>	
Session 11	<b>Reflective research project assessment using PebblePad</b> (Presentation – 30 minutes) Dr Luciane V. Mello, Dr Andy Bates, Peter Alston, University of Liverpool	B004
Session 12	<b>Feed-forward to scaffold guided autonomous learning</b> (Presentation – 30 minutes) Ricky Lowes, Plymouth University	B101
Session 13	<b>Tell me and I forget, teach me and I may remember, involve me and I learn</b> (Presentation – 30 minutes) Elaine Hughes, Judith Ball, Alexandra Swift, Edge Hill University	B102
16:00 – 16:30	<b>Closing of Day 1:</b> Professor Peter Hartley	B001

## Day Two: 5<sup>th</sup> June 2014

08:45 – 09:15	Registration and refreshments	Business School Foyer
09:15 – 09:30	<p><b>Introduction</b> – Professor Mark Schofield, Dean of Teaching and Learning Development</p> <p><b>Welcome</b> – Dr John Cater, Vice-Chancellor</p>	B001
09:30 – 10:20	<p>Keynote 2:</p> <p><b>Digital Connectedness</b></p> <p>Sue Beckingham, Educational Developer, Sheffield Hallam University</p>	B001
10:25 – 10:55	Breakout 1	
Session 1	<p><b>Transactional Distance and Flexible Learning</b> (Presentation – 30 minutes) Dr John Bostock, Edge Hill University</p>	B004
Session 2	<p><b>The workplace as an extension of the classroom: using technology enhanced pedagogy to develop student employability</b> (Presentation – 30 minutes) Stacey Tilling, Coventry University</p>	B005
Session 3	<p><b>Creating Tweeter-bases: Supporting independent student learning</b> (Presentation – 30 minutes) Dr Dane Anderton, Edge Hill University</p>	B101
11:00 – 11:30	<p><b>Refreshment break</b></p> <p>Opportunity for informal discussions about poster presentations:</p> <p><b>Bringing the Virtual World to the Real World; Use of Augmented Reality (AR) to Enhance the Learning Experience</b> - David Wooff, Edge Hill University</p> <p><b>Educational use of QR Codes</b> - David Wooff, Edge Hill University and Matt McLean, Liverpool John Moores University</p> <p><b>Exploring the impact of Technology Enhanced Learning; A Gender Specific Case Study</b> - Dawne Bell, Edge Hill University</p> <p><b>Empowering the Learner; ensuring curriculum access for all</b> - Dawne Bell, Edge Hill University, Mike Martin, Liverpool John Moore's University</p>	

<b>11:30 – 12:00</b>	<b>Breakout 2:</b>	
Session 4	<b>Using Digital Technologies to enrich classroom interactions in Higher Education: Experimental Observations from FUNAAB</b> (Presentation - 30 minutes) Dr Oluwakemi Fapojuwo, Oluwakemi Fapojuwo, Bosede Soiloye, Remi Aduradola, Bolanle Akeredolu-Ale, Federal University of Agriculture, Abeokuta, Nigeria	B004
Session 5	<b>Electronic Assessment Feedback</b> (Presentation - 30 minutes) Claire Farquharson, Edge Hill University	B005
Session 6	<b>EXIT-M: Extending Interactions with Text and Other Media</b> (Presentation - 30 minutes) Professor Mark Schofield, Edge Hill University	B101
Session 7	<b>iSpring (Part 2) Practical examples of use of this e-learning toolkit to enhance student experiences.</b> (Presentation – 30 minutes) Sue Canning, Claire Moscrop and Sertip Zangana, Edge Hill University	B003
<b>12:00 – 12:40</b>	<b>Breakout 3:</b>	
Session 8	<b>Peer Review as a Pedagogy using Blackboard Collaborate</b> Online Discussion 30-minutes David Callaghan, Edge Hill University	B004
Session 9	<b>160 Students go into a room: Using real time collaborative software for assessment design and feedforward.</b> (Presentation - 30 minutes) Dr Charles Knight, Edge Hill University	B005
Session 10	<b>Making best use of new technology - searching for effective strategies</b> (Presentation - 30 minutes) Professor Peter Hartley, Visiting Professor; Professor Keith Smyth, University of the Highlands and Islands	B101
<b>12:45– 13:45</b>	<b>LUNCH</b> <b>B002 and B003 will be available for delegates to use during lunchtime</b>	<b>Business School Foyer</b>
<b>13:45 – 14:15</b>	<b>Breakout 4:</b>	
Session 11	<b>Using screen recording to enhance assessment feedback</b> (Presentation - 30 minutes) Dr Charles Rawding, Edge Hill University	B004
Session 12	<b>Learning Analytics and Assessment Analytics and Feed Forward</b> (Presentation - 30 minutes) Paul Bailey, JISC	B005
Session 13	<b>QR Stations: A route to work base learning</b> (Presentation – 30 minutes) Laura Taylor, Edge Hill University, Richard Williams and Andrea O’Donnell, Alder Hey Hospital	B101

14:15 – 14:45	<p><b>Refreshment break</b> Opportunity for informal discussions about poster presentations:</p> <p><b>Bringing the Virtual World to the Real World; Use of Augmented Reality (AR) to Enhance the Learning Experience</b> - David Wooff, Edge Hill University</p> <p><b>Educational use of QR Codes</b> - David Wooff, Edge Hill University and Matt McLean, Liverpool John Moores University</p> <p><b>Exploring the impact of Technology Enhanced Learning; A Gender Specific Case Study</b> - Dawne Bell, Edge Hill University</p> <p><b>Empowering the Learner; ensuring curriculum access for all</b> - Dawne Bell, Edge Hill University, Mike Martin, Liverpool John Moore's University</p>	Business School Foyer
14:45 – 15:15	<b>Breakout 5</b>	
Session 14	<p><b>Transforming lives, inspiring change</b> (Presentation - 30 minutes) Professor Alejandro Armellini, University of Northampton</p>	B004
Session 15	<p><b>It's all about Community</b> (Workshop 30 minutes) Carol Chatten, and Martin Baxter, Edge Hill University</p>	B005
Session 16	<p><b>The Role of the Senior SOLSTICE Fellow at Edge Hill</b> (Presentation - 30 minutes) Dr Andrea Wright, Laura Taylor, Jacqui Basquill, Edge Hill University</p>	B101
15:15 – 16:00	<p><b>Closing Note and Presentation of SOLSTICE and University Learning and Teaching Fellowship Certificates</b> – Professor Mark Schofield, Dean of Teaching and Learning Development.</p>	B001



## **SOLSTICE Keynote 1:**



**Professor Keith Smyth**

**Professor of Pedagogy**

**University of the Highlands and Islands**

### **Reconceptualising ‘curriculum’ for digital engagement in Higher Education**

In his keynote for SOLSTICE 2015 Keith Smyth will ask what we mean and understand when we talk about ‘curriculum’ and, in light of this, what the implications are for how we harness educational technologies - and digital spaces - within the context of our own curricula.

After first exploring established and emerging views relating to the concept of curriculum, Keith will draw upon current developments within the sector that are challenging us to think more broadly about the relationship between the curriculum and digital practice in Higher Education. This includes the implications arising from how many young learners are being engaged within their school curricula; current work that is exploring what the idea of the ‘digital university’ might mean in practice; and the concept of ‘third space’ in the context of online and learning and teaching.

Drawing upon these developments, and related issues around ownership of the curriculum and of learners as digital scholars, Keith will suggest that we are at a point where it is necessary to rethink and reframe the concept of curriculum with respect to digital engagement in learning and teaching.

### **Biography**

Keith leads UHI’s new Learning and Teaching Academy, and works across the UHI partnership on strategic learning and teaching developments, funded projects, and supporting staff to engage in educational scholarship and research.

Prior to joining UHI in Summer 2014, Keith was a Senior Teaching Fellow and Senior Lecturer in Higher Education at Edinburgh Napier University, where he was Programme Leader for Edinburgh Napier’s professionally accredited, award-winning MSc Blended and Online Education and also led Edinburgh Napier’s Digital Futures consultation.

Keith has been involved in a range of projects and initiatives focused on harnessing technology to support co-creative pedagogies and curriculum models, open educational practice, and online academic development.

Keith has undertaken funded projects for organisations including the HEA, JISC, and NHS. He also developed the 3E Framework for technology-enhanced learning and teaching, which has been implemented by over 35 educational institutions across and beyond the UK since being published via Creative Commons in late 2011.

**Session 1:**

**Why can't I just email you instead? The challenges of engaging students in online feedback within a Digital Learning Environment**

**Presenters: Emma Purnell**

**Institution: Plymouth University**

**Theme: Getting the best out of the VLE**

The Digital Learning Environment at Plymouth consists of a number of technologies available to staff and students to support learning and teaching. Some of these technologies include, Moodle - Virtual Learning Environment, PebblePad - eportfolio system, Talis Aspire electronic reading lists, Lynda.com video resources and more. The session will look at the experiences of staff and students across levels exploring to what extent functionality within two of these technologies can encourage students to reply to feedback to create a conversation around the learning.

Focussing on Moodle and PebblePad from the Digital Learning Environment, this session will explore, with realistic institutional resourcing to consider, how functionality within institutional technology can enable tutors to deliver personalised feedback that encourages dialogue with students that is also scalable and sustainable. The main questions this session will address are; what are the technical skills and staff and students need to participate in dialogic online feedback and what are the challenges these bring. In addition, what is the cost and resources are needed for a 'learning conversation' / dialogic approach to feedback?

These findings will come from an institutional project looking at the potential and limitations of our learning technologies to support staff in the move from a 'transmission' model whereby feedback is something that is 'given to' students, towards one where responsibility is shared and students take greater control of their own learning and become active participants in dialogue' (Ferrell & Gray, 2010).

**Session 2:**

**The Step Up: the students' induction into Higher Education**

**Presenters: Claire Farquharson**

**Institution: Edge Hill University**

**Theme: Student induction into HE and the role of technology**

With increasing diversity of students from traditional and non-traditional routes entering higher education institutions (HEIs) they arrive from differing educational cultures, experiences and forms of assessment (Hatt, 2003). The degree choice is continually influenced through prior performance in secondary and further education, not being too much work and to try and gain a more prestigious qualification (Lowe, H & Cook A, 2003).

As learning and assessments are not a neutral process and rely on prior experiences in both educational and social contexts, it highlighted the importance of trying develop all students to the similar learning platform to progress through the BSc (Hons) Sports Therapy degree programme. This presentation discusses the implementation of a pre-course workbook completed prior to enrolment and the role of Blackboard and it will identify the potential outcomes to date.

Hatt, S & Baxter, A (2003) From FE to HE: Studies in Transition. A comparison of students entering higher education with academic and vocational qualifications. Widening participation and lifelong learning. 5 (2) 18-29

Lowe, H & Cook, A (2003) Mind the Gap: Are students prepared for higher education. Journal of Further and Higher Education 27 (1) 52-78

### Session 3:

#### **What Constitutes Effective use of Technology Enhanced Learning (TEL)?**

**Presenters: David Wooff**

**Institution: Edge Hill Univeristy**

**Theme: Creative deployment of technologies to enhance the student experience**

Building on work presented at the National Education show in 2015, this presentation will look at effective use of Technology Enhanced Learning (TEL) in the classroom and lecture theatre. It will draw important distinctions between Technology Enhanced Teaching and Technology Enhanced Learning, exploring why this is necessary and what it means from a pedagogical stance. Views of exponents and implementers of such technologies will be used to illustrate best practice in the first instance.

The impact of such work will be discussed in light of student feedback, achievement and attainment with real examples of technologies that have had a positive impact on the student learning experience.

The work presented also looks to explore and address the problems, limitations and issues surrounding the implementation of both Technology Enhanced Teaching and Technology Enhanced Learning. Participants will gain a better understanding of how such technologies can be used in developing their own practice for the benefit of all learners.

Using technology, attendees will be able to take away a number of digital tools, examples and case studies in the areas of both Technology Enhanced Teaching and Technology Enhanced Learning.

## Session 4:

### **Me, university and employability (MUE): Developing a Competitive Edge: Reflexive Journal/process linking the learning journey at university with graduate employability**

**Presenters: Dr Julie Kirby**

**Institution: Edge Hill University**

**Theme: Approaches to enhancement of learning, teaching and assessment**

Critical thinking, problem-solving and critical analysis are transferable skills central to higher education (Splitter, 1991; Moon, 2008) and graduate qualities valued by employers (Karantzas et al, 2013). Despite this common ground, preparing students for employability remains a challenge (Green et al 2009). Personal development plans/portfolios (PDPs) aim to promote student engagement in learning through reflection (Jarvinen and Kohonen, 1995, Klenowski et al, 2006). However, reflection is superficial unless it is critical (Ash & Clayton, 2004; Thompson & Pascal, 2012) and task/skills/competencies driven professionally focussed PDP is not enough to develop the higher-order 'meta' capabilities needed to promote criticality, maximise the learning process and student proactivity to enhance employability (Yorke, 2006; Bridgstock, 2009; Coulson & Harvey, 2013).

Whilst not all degree programmes have specific career trajectories (Clegg & Bradley, 2006), the inclusion of a personal statement has been shown to enhance reflective ability (Jones, 2010) and represents a shift towards the self-awareness/analysis encouraged by reflexivity (Fook, 1999). Reflexivity is argued to put the critical into reflection (Fook and Askeland, 2006) and promote students' metacognitive ability to develop as competent independent learners (Wingate, 2007).

The aim of MUE is to promote student reflexive engagement in the concurrent process of developing graduate qualities common to all higher education programmes and employability.

Work is ongoing with students to develop and evaluate a 'one-click' repository – My Learning Environment (MLE) – to house the MUE and provide a personalised reflexive learning environment to enhance student agency in identifying his/her progress towards developing qualities valued by employers. With regular meetings and guidance from his/her Personal Tutor (Owen 2002; Coulson & Harvey, 2013) it is envisaged the reflexive engagement promoted by MUE will add value to PDPs by developing graduate qualities sought by employers whatever the programme. It also holds potential to enhance student transition into and experience of HE.

#### References

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- Klenowski, V., Askew, S., Carnell, E. 2006 Portfolios for Learning, assessment and professional development in higher education *Assessment & Evaluation in Higher Education*, Volume 31, Issue 3, 2006
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Thompson, N., PascaL, J. 2012 Developing critically reflective practice Reflective Practice, Vol. 13, No. 2, April 2012, 311-325

Wingate, U. 2007 A Framework for Transition: Supporting 'Learning to Learn' in Higher Education Higher Education Quarterly, Volume 61, No 3, July 2007.

Yorke, M. 2006 Employability in higher education: what it is – what it is not The Learning & Employability series 1, Higher Education Academy

## Breakout 2: 11:30 – 12:10

### Session 5:

#### **“How many legs does a dog have?” – Continuous online assessment in the Life Sciences**

**Presenters: Peter Alston**

**Institution: University of Liverpool**

**Theme: Electronic assessment and feedback**

This study explores the challenges that higher education tutors face when implementing a continuous assessment strategy within an on-line environment. A phenomenological approach was adopted for the study which involved nine life science tutors who have experience of implementing continuous and/or on-line assessments.

The analysis of data indicates that there are several aspects that influence the delivery of continuous assessment in an on-line environment: 1) the purpose of assessment; 2) devising and managing assessment; 3) professional development; and 4) assessment in an on-line environment.

For those adopting a continuous assessment approach in an on-line environment, it is crucial that tutors are aware of a range of assessment methods that help to promote self-regulated learning amongst students, by providing personalised and detailed feedback in a timely manner.

### Session 6:

#### **Hearing the Online Student Voice: Addressing student perceptions of technology enhanced learning adoption**

**Presenters: Osman Javaid and Irfan Mulla**

**Institution: Manchester Metropolitan University**

**Theme: Getting the best out of the VLE**

Manchester Metropolitan University (MMU) has invested significantly in developing technological infrastructures to support learning, teaching and assessment. At the core of

this infrastructure is a Moodle Virtual Learning Environment that integrates tightly with the Student Records System (SRS) and other institutional systems including timetabling, MMUtube (audio/video service), Library Systems (Talis Aspire), and coursework receipting in a way that wraps the institution around the individual learner.

These developments have been informed by ongoing consultation with students including an annual Internal Student Survey (ISS) which enables students to provide quantitative and qualitative feedback on their learning, teaching and assessment experience on each unit within their programme of study.

Students in the 2014 /15 Internal Student Survey posted 47,800 free text comments. Filtering these using a set of key words extracted 2072 comments related to the student experience of Moodle and other aspects of technology enhanced learning, teaching and assessment. This provided a data-set of 746 comments relating to “Best” aspects of programmes/units and 1326 comments relating to aspects of programmes/units that students would like to see improved.

A detailed thematic analysis of these data has been undertaken. Eighteen themes, arranged into six categories, emerged from the analysis of comments relating to the “Best” aspects of programmes/units. Twenty-five themes, arranged in seven categories, emerged from the analysis of aspects considered to be “in need of improvement”. We have subsequently been able to trace both “best” and “improvement” comments back to individual Moodle unit areas in an attempt to characterize what these “look like” from the student perspective. This paper will explore the characteristics of “best” and “improve” themes and the strategic approaches we have subsequently adopted across the whole institution to build on the best and to support improvements that will enable academics and students to get the best out of Moodle.

## Session 7:

### **Making the most of new technology at Edge Hill: a tale of two projects.**

**Presenters: Dr Chris Beaumont, Michael Banford, Professor Peter Hartley,**

**Institution: Edge Hill University**

**Theme: Creative deployment of technologies to enhance the student experience**

This presentation will explain and demonstrate the educational potential of new technology and new ways of working with students as partners. We will invite comments and discussion on this potential by analysing the experience of two major projects based in the Department of Computing at Edge Hill:

- the CyberSecurity Knowledge Exchange project, an important example of course development and industrial collaboration, where the outcomes will both enhance our course provision, provide open access resources for the sector and will enable future work with external companies, and



- the Interviewer mobile simulation software, which can be used by all students to support their search for careers and placement opportunities and by all our postgraduates preparing for their research viva.

After a brief introduction to both these initiatives, including some practical demonstration of their essential features, we will discuss lessons learned so far and some of the potential for further development, including:

- The importance of effective collaboration across roles and boundaries (academics, technologists etc.)
- Experiences of working with industry partners to create authentic learning experiences.
- The importance of a curriculum model which encourages student exploration and creativity.
- Strategies for increasing student engagement and involvement in curriculum development.
- The value of a flexible curriculum model which can be adapted for different contexts.
- The potential to extend the models we have built into these projects to new scenarios and different subject areas.
- The importance of catering both for current and likely mobile environments.

After the session, there will be opportunities for staff to explore and discuss the application of these approaches in their own context.

**Breakout 3: 14:10-15:00**

## **Session 8:**

### **Designing and facilitating cross-country collaborative learning in a professional education context**

**Presenters: Sarah Cornelius**

**Institution: University of Aberdeen**

**Theme: Designing online collaborative learning, global learning, professional learners.**

Technology creates rich opportunities for collaboration involving learners in different countries and contexts. However, access to technology does not guarantee interaction and educators need to design and support authentic and meaningful activities that build knowledge. In a professional education setting programmes of study are underpinned by national occupational standards and requirements, and participants may be combining work

and study. Educators need to ensure that collaboration is integrated effectively within local course frameworks and professionally relevant to all participants.

This paper reports on ongoing work to support learning through online collaboration for participants on an in-service teaching qualification for Further Education in Scotland and a programme for vocational educators in Finland. Underpinned by an action research framework, collaborative activities have been designed, implemented and evaluated over two academic years. Collaboration design is underpinned by the ambition to raise vocational educators' intercultural awareness through meaningful and manageable tasks that can be achieved within existing course structures, requirements and timetables.

Drawing on feedback from learners and other evidence from preliminary research, this paper explores the diversity of participants' experiences and the educator perspective. Learner experiences have been mixed, with some participating and benefitting in planned as well as unanticipated ways, whilst others have faced challenges getting collaboration started. Preliminary findings suggest that learners may find their own ways to collaborate, choosing and employing appropriate (and sometimes new) technologies. Findings also suggest that designers and facilitators of cross-country online collaboration need to: commit to supporting each other's course outcomes and learners; encourage engagement in the task by developing learners' sense of belonging and commitment; design manageable and meaningful activities relevant to learners; and continually encourage and monitor progress.

## Session 9

### **Technology enhanced formative assessment: Participant experiences, relative efficiencies and tutor learning curves**

**Presenters: Dr Rod Cullen Susan Gregory, Neil Ringan, Mark Roche**

**Institution: Manchester Metropolitan University**

**Theme: Technologies and formative assessment**

Provision of timely, relevant and constructive feedback is an essential component of student learning. It can however be challenging to provide feedback that is useful to students within an appropriate timescale. In addition, getting students to utilise feedback they receive can be problematic especially when assessment is formative rather than summative. These issues are becoming increasingly difficult as academics are faced with larger class sizes, less face-to-face contact with students and additional demands on their time.

Over a period of several years we have explored three main mechanisms, written proformas, audio recordings and video screen captures, for providing feedback on formatively assessed activities on units we teach on the Post-graduate Certificate/Masters in Academic Practice. Over this period we have explored both the participant experience of these different feedback formats and the timescales involved in producing it. This has involved gathering feedback from participants and keeping detailed logs of our activity as tutors teaching on the programme.

Findings suggest that participants find video and audio formats more personal and engaging than written proformas. Some participants find the visual impact of video screen captures particularly engaging while others find that the ease with which audio recordings can be paused and replayed encourages a more reflective approach to learning. Analysis of tutor activity logs suggests that audio feedback can be produced more efficiently than via written proformas and video screen captures, although there is variation based on the experience and preferences of individual tutors relating to different technologies.

This presentation will: emphasise the need to design feedback provision into the delivery of the teaching, learning and assessment; demonstrate different technological approaches to providing feedback; present findings on students perceptions and use of the feedback in different formats; and assess the relative efficiencies of the different feedback technologies from the staff perspective:

## Session 10

### iSpring

**Presenters: Elaine Hughes and Carl Simmons**

**Institution: Edge Hill University**

**Theme: Going beyond Powerpoint**

The presentations cover a number of thematically related topics in particular module evaluation processes, the personal tutor role and a need to further promote and strengthen the student voice. Technological advances in areas such as assessment and professional development planning (PDP) are discussed as the advantages and disadvantages of using technology such as iSpring in the curriculum.

First-hand experience of its capabilities and tools in the development of lectures and PowerPoint presentations will be demonstrated particularly in how this software enables the enhancement of teaching and learning by adding in audio-recordings, video-recordings and multiple choice questions and quizzes directly into lectures. Other examples include online mock exams and audio-lectures.

The key value of iSpring is its user-friendly nature and further details of how enhancement to the student experience is further achieved can be found on this YouTube extract: <https://www.youtube.com/watch?v=9hz-jzyWRSg>.

**Session 11:**

**Reflective research project assessment using PebblePad**

**Presenters: Dr Luciane V. Mello, Dr. Andy Bates and Pete Alston**

**Institution: University of Liverpool**

**Theme: Approaches to enhancement of learning, teaching and assessment**

A perennial problem with the effective assessment of extended project work is the reliable evaluation of the progress of the students. This is considered to be an important component of the work, but is in the hands of the supervisor alone, and is very difficult to moderate. For a number of years, we have used an online system to allow Year 3 UG project students and their supervisors to report periodically on the student's progress. It was designed initially to provide evidence in the case of supervision problems.

This work presents the development of this idea with the implementation of PebblePad pilot exercises at two different years, 3 (UG) and 4 (Integrated Masters), to encourage an open and supportive dialogue between student and supervisor. Bespoke online forms were developed using PebblePad to encourage students' reflection on their progress. These are then submitted to supervisors for corresponding questions to be completed in the context of a specific progress meeting. More reflection from Masters students was encouraged, where additional Likert-style assessment questions were included to provoke discussion between student and supervisor, not just on their progress, but regarding an evaluation of pre-meeting preparation. We intend to develop this quantitative analysis into an evidence base for assessment.

**Session 12:**

**Feed-forward to scaffold guided autonomous learning**

**Presenters: Ricky Lowes**

**Institution: Plymouth Univeristy**

**Theme: Technologies and formative assessment**

Within the context of a final stage module in English for Academic Purposes for international students, this presentation reports on how a series of structured tasks, using feed-back which then feeds forward in a dovetailed fashion into the next task, can be used to support and facilitate engagement with autonomous learning, using both face to face feedback from teacher and peers, and on line feedback via a digital learning environment (Moodle). It explores to what extent students are aware of their own development as learners, and how far they engage with opportunities for dialogic feedback. Factors that

support or hinder students' engagement with the process will be identified, and the relationship between engagement and achievement explored.

Reference will be made to a research project running at Plymouth University: "Feed-forward: Exploring the staff and student experience of technology facilitated feedback - can technology support and engage staff and students in dialogic feedback?" which investigates the extent to which a dialogic approach to feedback can be achieved and how far institutional technology can facilitate this approach and draw on frameworks proposed by Yorke (2003), Nicol and Macfarlane-Dick (2004), Yang and Carless (2012) and Shute (2008).

### **Session 13:**

**Tell me and I forget, teach me and I may remember, involve me and I learn**

**Presenters: Elaine Hughes, Judith Ball and Alexandra Swift**

**Institution: Edge Hill University**

**Theme: Creative deployment of technologies to enhance the student experience**

How do you deploy technology meaningfully in groups of 170 student nurses?

How can we facilitate learning to improve practice prior to registration as a nurse?

How can we enhance the student experience in terms of their understanding and their ability to utilise their management and leadership styles for professional practice?

How do we develop a critical thinking, confident and competent graduate nurse?

With patient safety and service improvement as the core principles the aim is to develop a generation of nurses who can look after you.

Within this presentation we will discuss the approach to the development of the final module of the BSc(Hons) Nursing programme 'Preparing for the Professional Role'. Building upon best practice and an evidence base the module has developed the use of simulated learning and the use of the VLE to address the different learning styles of large groups. This has included the use of high fidelity mannequins, video recording for feedback and self and peer reflection and the use of iSpring to convey key concepts have been utilised to meet the individual students learning needs to enhance their learning and prepare them for the role they will undertake in professional practice.

The use of the VLE in feed-forward activities into formative and summative assessment has been a key element in developing the students critical thinking. This has enabled a greater engagement in seminar activities which we hope will also have a positive impact of the student performance in their summative assessment

## Poster Presentations

Displayed in the Foyer over the two conference days

Opportunity for informal discussions about poster presentations

**Day 1: 15:00 - 15:30** (Afternoon Refreshment Break)

**Day 2: 14.15 - 14.45** (Afternoon Refreshment Break)

### **Exploring the impact of Technology Enhanced Learning; A Gender Specific Case Study.**

**Presenter: Dawne Bell**

**Institution: Edge Hill University**

**Theme: Creative deployment of technologies to enhance the student experience**

In this study the preliminary findings from the first phase of a larger scale research project are presented. The work, designed to explore the potential utilisation of technology as a tool to enhance the attainment of male undergraduate students, is set within the context of Initial Teacher Education (ITE).

Specifically the study seeks to discover what, if any, influence the adoption of learning technology has made in relation to increasing the engagement, and subsequently enhancing positively the attainment of male trainee teachers.

Framed epistemologically within a social practice lens, constructivist grounded theory methodology has been chosen as the preliminary research collection and data analysis tool because its concurrent data gathering and analysis approach allows outcomes from each phase of the programme to set the purpose and direction of subsequent phases.

During the initial phase data was gathered through an electronic survey, which was then followed up via a series of semi-structured interviews. Empirically grounded data was used to elicit stakeholder viewpoints, and emergent findings are discussed specifically in relation to the reflections, views and perceptions of recently and newly qualified male teachers.

Emergent findings indicate that for these teacher's, the impact of engagement with learning technology, through lecture and seminar delivery increased their attainment. Participants also reported that as a direct result of their introduction to the innovative use of technology as a powerful tool for learning, using it to support the planning and delivery of lessons whilst on professional teaching practice subsequently also had an affirmative impact on their ability to secure employment.

**Keywords:** Male Attainment, Technology Enhanced Learning (TEL), Undergraduate Initial Teacher Education (ITE).

## **Empowering the Learner; ensuring curriculum access for all.**

**Presenters: Dawne Bell and Mike Martin**

**Institutions: Edge Hill University, Liverpool John Moore's University**

**Theme: Creative use of technologies in the classroom**

This poster presents a visual narrative of collaborative work undertaken in partnership with trainee, newly and recently qualified teachers, who seek to explore the potential of new and emergent technologies for use with learners.

Pushing forward advances in the way we integrate and incorporate new and emergent learning technology in the classroom is at the forefront of this work, and this research adopts a case study approach, with examples of best practice, in practice, being illustrated visually and shared interactively for immediate dissemination.

The work presented reflects upon a variety of approaches, and includes specifically the use of Screen capture, QR Codes, Prezi™ and Augmented Reality (AR), with each example demonstrating the impact of a particular technology when used specifically to enhance the learning of individuals or groups with diverse or special education learning needs.

The work outlines strategies adopted, and teachers report how these approaches supported the consolidation of pupils learning, reinforcing skills, knowledge and understanding to help develop pupil's ability to learning independently. Through the use of learning technology findings support the view that children were better able to utilise technology to access the curriculum independently of their teachers, which has had a positive impact on pupil's motivation and engagement.

The presentation concludes with a commentary of potential next steps, and includes useful links for those considering undertaking the use of similar technologies in their own work.

## **Bringing the Virtual World to the Real World; Use of Augmented Reality (AR) to Enhance the Learning Experience.**

**Presenter: David Wooff**

**Institution: Edge Hill Univeristy**

**Theme: Creative use of technologies in the classroom**

Augmented Reality (AR) has been around for close to thirty years. However it is only in the last decade that it has really become accessible to those outside of major technological industries.

The work originally undertaken by research based companies like Autonomy, based at Cambridge University in the UK, have gone a long way to enable the casual user to be able to adapt and engage with AR technology - despite the complexities involved in the programming necessary to make it actually work. The work presented here looks at exactly how AR can be implemented in the pursuit of enhancing the learning experience. It

considers the usability of commercially available packages and presents some of the advantages of using such an approach to AR alongside the respective limitations. It goes on to look at the greater complexities of using 'studio' based AR Software with the necessity of specific channel subscription in order to facilitate its use.

The work presented is interactive and will not only describe AR and its use and limitations, through the use of AR itself, the work presented will actually showcase what is being presented in an interactive way.

## **Educational use of QR Codes.**

**Presenter: David Wooff and Matt McLean**

**Institutions: Edge Hill University, Liverpool John Moores University**

**Theme: Creative use of technologies in the classroom**

Quick Response (QR) Codes were developed in 1994 by a company called Denso-Wave looking for an alternative to barcodes for the Toyota motor corporation. They contain significantly more information than barcodes and can be read and decoded by almost any mobile device with a scanner or camera function. In a little over twenty years they have become part of everyday life, from appearing on railway tickets in China, to bank notes in Nigeria and even part of gravestones in Japan! The revolution has not stopped there and they can frequently be seen in classrooms and lecture theatres across continents.

This poster draws together the experiences of a significant number of undergraduate trainee teachers in their journey to use and develop QR Codes in classrooms as part of their initial teacher training. Initially based in the secondary education (11 – 16years old) sector in England, it also looks at the work being undertaken that uses QR Codes to support these trainees whilst they are studying in Higher Education in pursuit of their professional qualification.

In summary, the work presented here showcases good practice with real world examples, it highlights the problems and pitfalls and enables the inquisitive educator to begin their journey with QR Codes. At the same time, it offers scope and potential for seasoned users to extend and expand their use in a range of educational contexts and applications



## SOLSTICE Keynote 2:



**Sue Beckingham**

**Educational Developer**

**Sheffield Hallam University.**

### **Digital Connectedness**

The exponential growth of social media and the ubiquitous use of mobile technology has changed the way we communicate both socially and for many also professionally. Digital spaces have to some extent removed barriers enabling social learning that is no longer constrained geographically (spacial boundaries) or by time-zone differences (temporal boundaries). It is therefore timely to consider our digital capabilities and how these can be used to communicate and collaborate, and through interconnectedness provide opportunities for lifelong and lifewide learning that extend beyond the formal learning we are all familiar with. This talk will consider why a professional online presence is so important; the value of using social media to develop global personal learning networks; and how through open sharing with our interconnected networks it is possible to develop our scholarly practice.

### **Biography**

Sue Beckingham is an Educational Developer, taking a Faculty lead role for technology enhanced learning (TEL) at Sheffield Hallam University. She is a Fellow of the Higher Education Academy and also a Fellow of the Staff and Educational Development Association (where she is a member of the Executive Board).

Her teaching portfolio includes Professionalism and Communication; Digital Marketing; Web 2.0 in Business; Social Media Use in Organisations; and Information Design. She is also a course designer and facilitator of the cross institution open online course '[Bring Your Own Device for Learning](#)' and co-lead of the weekly [Learning and Teaching in Higher Education online chat](#) #LTHEchat.

Sue's research interests alongside TEL include digital identity and connectedness, and the use of social media in higher education and business. As a lifelong learner she is currently taking a second Master's degree, an MSc in Technology Enhanced Learning, Innovation and Change.

LinkedIn: <http://www.linkedin.com/in/suebeckingham> Twitter: @suebecks Google+: <http://gplus.to/suebecks>

**Session 1:**

**Transactional Distance and Flexible Learning**

**Presenters: Dr John Bostock**

**Institution: Edge Hill University**

**Theme: Approaches to enhancement of learning, teaching and assessment**

In flexible models of education, students and lecturers experience a sense of separation that is caused by more than physical distance between students and lecturers. Transactional distance is a psychological and communications gap, a space of potential misunderstanding between the inputs of lecturer and those of the learner created in part by the physical distance inherent to online learning (Moore 1991, "Transactional Distance, "). A large transactional distance such as that between geographically dispersed learners and lecturers in an asynchronous, text-based, online learning environment may contribute to students' feelings of isolation and disconnectedness, which can lead to reduced levels of motivation and engagement and, consequently, attrition. When designing e-learning experiences, lecturers must consider two variables that affect transactional distance: structure and dialogue. Structure refers to the flexibility or rigidity of the pedagogical methods and strategies used in an e-learning experience. Dialogue refers to the interaction between the lecturer and learner during an e-learning experience. Moore does not suggest that either structure or dialogue are inherently good things. Each may be appropriate in different circumstances and a typical educational event such as a conventional lecture will, at a micro-level, move constantly between the two. However, the reciprocal relationship between them at any given point is immutable. Another dimension of the theory suggests that more autonomous learners, being self-directed, are better able to cope with more structure while less autonomous learners benefit more from greater dialogue. This presentation and discussion explores a proposed model of flexible learning which attempts to inform practitioners of the fluid, reciprocal and connected relationships between students, resources, contexts and lecturers.

**Session 2:**

**The workplace as an extension of the classroom: using technology enhanced pedagogy to develop student employability**

**Presenters: Stacey Tilling**

**Institution: Coventry University**

**Theme: Creative deployment of technologies to enhance the student experience**

In the HE environment, the student experience goes far beyond the lecture hall or seminar room; it branches beyond, into the multifarious elements of student life and the Higher

Education community. Through social interaction, extra-curricular activity, international experiences and employability development programmes, students are enhancing their skills and knowledge readying them for the next stages of their careers.

Using Coventry University Research Solutions' Research Support Staff as a case study, this presentation examines the importance of extending learning innovation beyond the classroom and into student based workplaces such as student ambassador roles. It will examine the possibility of enhancing the student experience through utilising E-learning and digital pedagogies to deliver continual training and development throughout their employment, the aim of which is to encourage the development of knowledge and skills which are imperative to positive destination employment post degree.

The presentation will draw upon the initial production and testing of a developmental programme hosted on Coventry University's Moodle2 VLE and will be supported by a flipped Classroom style delivery of learning resources contextualised within existing literature and based within praxis developed through the Research Internship module delivered by CUREs.

### **Session 3:**

#### **Creating Tweeter-bases: Supporting independent student learning**

**Presenters: Dr Dane Anderton**

**Institution: Edge Hill Univeristy**

**Theme: Creative deployment of technologies to enhance the student experience**

Increasingly we are moving towards an age where we access most internet based content through our smartphones. Twitter is a free social networking platform that students are likely to be familiar with. Knight and Kaye (2014) have studied the uses of Twitter by students and academics concluding there may be some unknown potential in Twitter. The aim of this session is to present evidence from a Business School marketing module, to demonstrate the value of using Twitter to creating lasting databases or tweeter-bases with students. Possibly one of the unknown potentials of twitter. The presentation has two aims. Firstly, to show how you can use twitter during lectures and seminars. Secondly, how twitter can be used as a tool to re-engage students through distance learning to overcome classroom fatigue and dropping attendance. There are many benefits to using this method in and outside the classroom. These are increasing awareness of the power of social networking across disciplines, allowing multilateral engagements between students and industry, developing skills to succinctly demonstrate understanding in 140 characters and creating evidence in the public domain. Lastly, having a unique #hashtag means that the data that is generated by students is saved and can be referred to at any time during the course.

**Session 4:**

**Usin Digital Technologies to enrich classroom interactions in Higher Education: Experimental Observations from FUNAAB**

**Presenters: Dr Oluwakemi Fapojuwu Fapojuwu, Oluwakemi E., Sotiloye, Bosede S., Aduradola, Remi R. and Akeredolu-Ale, Bolanle I.**

**Institution: Federal University of Agriculture, Abeokuta**

**Theme: Adding value to large group teaching using technology**

Communication is an important tool and an everyday requirement for knowledge acquisition and information sharing in higher education and the workplace. In higher education, communication allows students and staff to listen, share and understand information appropriately. Communication is now interactive with the use of Information and Communication Technologies (ICTs) and is evidently evolving and shaping the nature of work arrangement, organisational culture and the educational achievement of a nation. Using ICTs in the classroom has gone a long way in resolving certain challenges with regards to over-crowdedness, limited resources and issues relating to classroom management. The positive turn-around experienced in the teaching of two university-wide general studies courses, namely Use-of-English (GNS 101) and Writing and Literary Appreciation (GNS 201) at the Federal University of Agriculture, Abeokuta (FUNAAB) in Nigeria present a testimonial for the workability of new strategies provided and creative opportunities seized by students in an atmosphere of functional learning and adjustments of pedagogies. This paper examines the extension of this new vibrant teaching and learning strategy to other courses, with particular reference to the teaching and learning of Training and Development (AAD 507) and Household Resource Management (HSM 207) courses in the Department of Agricultural Administration and Home Science Management respectively at FUNAAB. The outcomes of such an extension and arguments for a shift from the traditional method of teaching and learning to the more evolutionary and creative approach in motivating students toward acquiring appropriate knowledge and skills in Agricultural Administration and Home Science Management will be considered. Finally, implications for future innovation and opportunities for additional research will be discussed.

**Session 5:**

**Electronic Assessment Feedback**

**Presenters: Claire Farquharson**

**Institution: Edge Hill University**

**Theme: Electronic assessment and feedback**

With the paradigm shift towards a student centred approach to education (Rust, 2002) the role of assessment feedback on student learning continues to be discussed within the higher education sector (Ding, 1998; QAA, 2000; Higgins, 2010). This presentation aims to discuss

the use of online assessment feedback to streamline specific and generic feedback in a well-timed, accessible and clear manner. It highlights the importance of feedback to assist student engagement, self-reflection and development, whilst also identifying the role grade centre can play with grade access and marking rubrics to assist transparency from the original module handbooks to assist a variety of assessment methods. It identifies within the BSc (Hons) Sports Therapy programme the initial development of online marking rubrics and feedback, progressions and pitfalls and future considerations.

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## Session 6:

### **EXIT-M (Extending Interactions with Text and Other Media)**

**Presenter: Prof. Mark Schofield**

**Institution: Edge Hill University**

**Theme: Deeper learning with multi-media and onlin resources**

This presentation is an exploration of the notion of EXIT-M (Extending Interactions with Text and Other Media) extrapolated from the work of Lewis and Wray (1997) on reading for meaning making, extended to include multiple media experiences in students' learning at university. It encourages colleagues in online and other media rich environments to avoid 'dumping' resources and to traverse the continuum between surface and deeper learning.

The language of T.S. Eliot's expression in *The Dry Salvages*, though perhaps alluding to complexities of human happiness, provides a cue from which we may address a thorny issue in learning and teaching using media in online environments and offers permission to articulate the wisdom of good teachers of the past in the form of a model for the present.

"We had the experience but missed the meaning, and approach to the meaning restores the experience in a different form....."

The EXIT-M approach and examples will be offered alongside resources that are adaptable for use in online and face to face environments.

## Session 7:

### iSpring

**Presenters: Sue Canning, Claire Moscrop and Sertip Zangana**

**Institution: Edge Hill University**

**Theme: Going beyond Powerpoint**

The presentations cover a number of thematically related topics in particular module evaluation processes, the personal tutor role and a need to further promote and strengthen the student voice. Technological advances in areas such as assessment and professional development planning (PDP) are discussed as the advantages and disadvantages of using technology such as iSpring in the curriculum.

First-hand experience of its capabilities and tools in the development of lectures and PowerPoint presentations will be demonstrated particularly in how this software enables the enhancement of teaching and learning by adding in audio-recordings, video-recordings and multiple choice questions and quizzes directly into lectures. Other examples include online mock exams and audio-lectures.

The key value of iSpring is its user-friendly nature and further details of how enhancement to the student experience is further achieved can be found on this YouTube extract: <https://www.youtube.com/watch?v=9hz-jzyWRSg>.

**Breakout 3: 12:00 – 12:40**

## Session 8:

### Peer Review as a Pedagogy using Blackboard Collaborate

**Presenters: David Callaghan**

**Institution: Edge Hill University**

**Theme: Peer Interaction**

The intention is to have a round table discussion, using technology (Blackboard Collaborate) to bring leading authors (e.g., Honeychurch, Ferrell and Nicol), technologists and tutors into the discussion from their own locations. Peer review and feedback is generally perceived as an effective pedagogy (Zingaro & Porter, 2013; Mostert & Snowball, 2012; Nicol, 2010; Crouch, et al, 2007; Mitra, 2003). As stated by Nicol (2013:103):

Peer review is an important alternative to teacher feedback, as research indicates that both the production and the receipt of feedback reviews can enhance students learning without necessarily increasing teacher workload.

In written activities peer review facilitates ‘... improvement in writing style, an awareness of how to apply assessment criteria and an ability to self-assess future work ...’ (Mostert & Snowball, 2012:679). Nicol (2010) goes further, and states that:

... the act of giving feedback is cognitively more demanding; it engages students more activity in the process; they spend time thinking about the criteria and how the assignment is related to the criteria ...

Nicol (2010, in University of Strathclyde, 2010:3:06)

A recent online course at Edge Hill University (Callaghan, 2013), following Salmon’s five stage model (2004) evidenced the effectiveness of peer review. Here are some points from students’ perspectives:

- More timely, and a greater quantity of feedback available (no ‘one academic’ bottleneck);
- Several varied perspectives encourages deeper self-reflection;
- Peer language is better received / understood (Topping, 1998);

... and that the quality of the peer feedback became more useful as the course progressed - and peers’ became more confident and competent in their review and feedback skills.

More recently, Nicol et al. suggest that peer review closes “ ... the gap between receipt of feedback and its application” (2015:104), allowing opportunities to use the feedback in their current work, something that is “ ... quite rare after teacher feedback” (ibid). Some issues / barriers include:

- Students’ having a lack of confidence in their own work (Callaghan, 2015 & 2013; Mostert & Snowball, 2012)
- Students’ lack confidence in commenting on peers’ work (Callaghan, 2015 & 2013)
- Students not happy with others commenting on their work (Callaghan, 2015; Wilson et al., 2014)
- Quality of comments poor, in some part due to reluctance to offer areas for improvement (Callaghan, 2015)
- ‘ ... lack of confidence in assessors and/or assessments ...’ (Mostert & Snowball, 2012)
- Mostert & Snowball report 47% of students found ‘ ... the peer assessment exercise was not useful.’ [note though, this was assessment, not review / feedback]
- Students concerned about others using their work (Callaghan, 2015 & 2013; Mostert & Snowball, 2012)
- Evidence that instructor intervention is required to reap significant learning gains (Zingaro & Porter, 2014);

... and in an online ‘leveraged’ environment, where the the tutor’s voice is amplified to 100s or 1000s of students, tutors will feel pressured to produce well polished interactions (Bair and Bair, 2011).



The session will be of interest to colleagues looking to get students more engaged with learning content - effectively: i.e., minimising interaction required from tutors. However, those looking to reduce their workloads should be warned that such motivation may not be a successful driver (Wilson et al., 2014). The focus will be on using technology to facilitate peer review, hopefully outlining a plan that colleagues can use to encourage a Community of Inquiry (Garrison & Anderson, 2003) and thus create a deeper and more engaging learning experience. Ideas such as Zhao et al.'s (2014) three strands of participation, interaction and social presence may inform the plan. We may also cover aspects such as the role of the tutor - encouraging colleagues to move away from being the source of knowledge or 'Sage on the Stage' (King, 1993) to be more of a learning facilitator, like a 'Guide on the Side' (Hertz-Lazarowitz & Shacher, 1990) or 'Ghost in the Wings' (Mazzolini and Maddison, 2007).

Delegates should leave having more confidence and knowledge about the peer review process and have ideas about how to embed effective online discussion into their curricula. We also anticipate the on-line discussion continuing for as long as delegates have the energy - and perhaps a follow up session might be scheduled.

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## Session 9:

### **160 students go into a room: Using real time collaborative software for assessment design and feedforward**

**Presenters: Dr Charles Knight**

**Institution: Edge Hill University**

**Theme: Approaches to enhancement of learning, teaching and assessment**

The use of co-production and reciprocity as a means of creating more participatory and collaborative processes to assessment design have been greatly enhanced by the availability of cloud based collaboration tools that allow for multiple real-time editors. Moreover such processes allow for lessening of assessment anxiety and the possibility of tighter bonds with peers and higher engagement (Yorke 1999, Meer and Chapman 2014).

In the scenario described, students were given access to an online draft proposed level six assessment and were asked to discuss, make comments and change as they saw fit. Over a four hour period, 180 management students made 4000 edits/comments to the document. The time taken by teaching staff to set up and document the process was around 30 minutes.

The presentation will discussed the realised benefits for students in terms of socialisation, engagement, feed-forward and developing research skills. The presentation will also discuss the benefits of the process for academic staff in terms of feedback on assessment design and highlighting areas of misunderstanding or where reinforcement of content areas were required.

## Session 10:

### **Making best use of new technology - searching for effective strategies.**

**Presenters: Professor Keith Smyth, Sheila MacNeill and Professor Peter Hartley**

**Institutions: University of the Highlands and Islands and Edge Hill University**

**Theme: Creative deployment of technologies to enhance the student experience**

In various contexts, we have been trying to develop effective strategies for harnessing technology to enhance both the staff and student experience of higher education.

While our work has been primarily targeted at educational developers, it is relevant to a wider range of staff as we define educational development in broad terms as enhancement through improved curriculum design and delivery. From this perspective, all staff are developers to some degree, and we see an increasing need for academics, developers and learning technologists to be able to assume the role of 'digital pedagogue' (Walker and MacNeill, 2015) as the boundaries between roles become 'fuzzier' around the use of current and emerging technologies.

Against this backdrop, this interactive World-Café-style workshop will explore how we can develop effective strategies for harnessing technology in academic and educational development.

Dialogue will be framed around three broad questions:

What do we need to know about current and emerging technologies in relation to learning and teaching?

- What do we need to do to support each other in the use of current and emerging technologies?
- What do we need to worry about in relation to current and emerging technologies?
- 

For each question, we will provide a brief introduction, with examples of the models and ideas we have incorporated into our own work, including:

- 5C's framework (Nerantzi and Beckingham, 2014).
- 3E Framework (Smyth, 2013).
- Integrating technology into core academic development activities like Postgraduate Certificates for new staff.
- Specific institutional projects and initiatives.

Participants will be provided with summary concept maps to adapt/revise/extend during the workshop. We will share these online after the conference.

Participants should leave the workshop better equipped to develop effective strategies for harnessing technology in academic and educational development, and with an emphasised sense of the necessity of collaboration between academics, educational developers, and learning technologists.

## References

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Smyth, K. (2013) Sharing and shaping effective institutional practice in TEL through the 3E Framework. In S. Greener (Ed) Case studies in e-learning. Reading: Academic Publishing International, pp.141-159.

Walker, D. and MacNeill, S (2015). Learning technologist as digital pedagogue. In D. Hopkins (Ed) The really useful #EdTech book. David Hopkins, pp.91-105.

**Breakout 4: 13:45 – 14:15**

## **Session 11:**

### **Using screen recording to enhance assessment feedback**

**Presenters: Dr Charles Rawding**

**Institution: Edge Hill University**

**Theme: Electronic assessment and feedback**

The presentation will discuss how the use of screen recording technologies have been used as a tool for providing both formative and summative assessment to students on the Secondary PGCE Geography course. It will be argued that such technologies allow the assessor to provide more detailed, personalised and effective feedback than traditional forms of marking in a way that is highly appreciated by the students and at the same time is extremely time-efficient for the assessor. The presentation will demonstrate how the technologies can be used and will include detailed discussion of actual examples of student work to illustrate the range of possibilities available to the assessor. In addition, the initial findings of a questionnaire completed by the entire cohort will be discussed to highlight

both the positive response from the students and also to enable discussion of the issues presented by using this form of feedback.

## **Session 12:**

### **Learning Analytics and Assessment Analytics and Feed Forward**

**Presenter: Paul Bailey**

**Institution: JISC**

**Theme: Technologies and formative assessment**

Technology continues to play an important role in supporting learning, however we have recently seen an increase in tools around learning and assessment analytics. These tools have two main functions first to collate the learner data including engagement, attainment and feedback information on each learner; and secondly to use this data to provide real time analysis that allow tutors and learners to make meaningful interventions to improve learning, increase engagement and improve attainment. A variety of solutions have been developed both from commercial vendors and also institutional home grown tools. These tools illustrate innovation and examples of emerging good practice. JISC are exploring how these tools can be developed into a more consistent set of resources to support universities and colleges in the UK.

The JISC is providing a solution for institutions around the use of analytics to improve retention, attainment and employability based on existing solutions and emerging open platform developments. The solution will consist of a basic learning analytics system, with student and tutor dashboards and a tool to manage the interventions from emerging insights. They will be supported by a code of practice around the legal and ethical issues of learning analytics and a network and resource guide to share practice

We are also seeing a shift towards assessment practices that support an 'assessment for learning' approach, with the provision of 'feedforward' and ipsative approaches. Technology has been seen to add value to these approaches in a number of ways – for example creating conditions for student/staff dialogue, as well as the potential to provide an aggregated view of feedback at a programme level to inform tutorials and other developmental conversations. We are currently exploring the options around the potential development of a tool that could provide that aggregated view.

## **Session 13:**

### **QR Stations: A route to work base learning**

**Presenters:** Laura Taylor Richard Williams Andrea O'Donnell

**Institution:** Edge Hill University

**Theme:** Creative deployment of technologies to enhance the student experience

This presentation reports on a collaborative project involving Alder Hey Children's Hospital Foundation Trust and Edge Hill University that made use of QR Codes to enhance the quality of work base learning.

The project involved strategically placing QR Codes throughout the CAMHS (Child and Adolescent Mental Health Services) unit to map out a route based on that of the London Underground for students to direct their learning while on the clinical area. As the QR Codes placed on route takes the students to multi professional learning resources that assists healthcare teaching and learning, when scanned.

Against this background this case study divulges how the blended use of QR Codes provides support to enhance further the work base learning environment. As the QR Codes when scanned helped create a bridge between real world material and online resources. The pros and cons are explored and recommendations are given on how to make use of QR Codes to enhance the work base learning environment.

This presentation will be of interest to those who want to learn how QR Codes can be used to promote work based learning.

**Breakout 5: 14:45 – 15:15**

## **Session 14:**

### **Transforming lives, inspiring change**

**Presenter:** Professor Alejandro Armellini

**Institution:** University of Northampton

**Theme:** Creative deployment of technologies to enhance the student experience

Within a turbulent higher education sector in the UK and globally, the University of Northampton is undergoing dramatic change. In the heart of the town, a new campus with a smaller footprint and no lecture theatres will open in 2018. A deliberate focus on social impact for community benefit, coupled with a culture shift towards innovative, student-centred forms of technology-enhanced learning, are some of the major contributors to our critical success factors: student experience, intellectual capital, strategic alliances and

financial sustainability. Programme redesign and capability development among staff are taking place now. This presentation will explore the university's new strategic plan (2015-2020) and highlight key opportunities and challenges. It will place particular emphasis on pedagogic innovation and digital transformation as central to the institution's achievements and success.

## Session 15:

### **It's All About Community**

**Presenters: Carol Chatten and Martin Baxter**

**Institution: Edge Hill University**

**Theme: Getting the best out of the VLE**

This session will present Edge Hill University's current work and development in relation to increasing communication, engagement and a sense of community in Learning Edge, our VLE, on the Blackboard platform.

Using feedback gathered from institutional surveys and the NSS it was realised that students wanted bespoke content and communication from their programme or course.

Introduced in 2014, all Faculties and Departments had a bespoke presence on Blackboard for information specific to their staff and students in the form of 'panels' that would hold relevant information and links. Using the likes of Twitter and HTML editable areas, departments have been able to dynamically update content on their homepage.

At the same time, 'Organisations' were introduced and have gained popularity to host and manage resources, in a similar way to usual module areas, but allow control over who has access to be given to Organisation 'leaders'

This session will give an overview of both elements (Tabs/Panels & Organisations) with a demonstration of what EHU has produced plus the opportunity to discuss the importance of communication in this way in relation to student expectation and experience.

## Session 16:

### **The Role of the Senior SOLTICE Fellow at Edge Hill University**

**Presenters: Dr Andrea Wright, Laura Taylor and Jacqui Basquill**

**Institution: Edge Hill University**

**Theme: The presentation will be about the role of Fellows**

At Edge Hill University, the emphasis on Technology Enhanced Learning (TEL) has been vital to the institution's strategy for excellence in learning and teaching.

Central to the promotion and advancement of TEL within the three faculties has been the Senior SOLSTICE Fellow scheme. The Senior SOTICE Fellows act in an expert advisory capacity to support the strategic development of TEL, by working with the Fellows and champions from each of the faculties, the Learning Services teams, and senior university staff. The role is varied, challenging, and always changing to respond to the needs of the university and its students.

This presentation by the Senior SOLTICE Fellows from the Faculty of Education, Faculty of Health and Faculty of Arts and Sciences will give an overview of the role by looking at where we have been and the early development of the scheme, where we are now and what the scheme has accomplished, and where we are heading in the future.