



CITY UNIVERSITY  
LONDON

Academic excellence for business and the professions

# Learning at City Conference

Is Learning for Everyone?

**Wednesday 3<sup>rd</sup> June 2015**

# LEaD

Learning Enhancement  
and Development







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# Welcome and introduction



Welcome to the 7<sup>th</sup> annual Learning at City Conference and to the Hatton for the second year. The theme of the conference this year focuses on *Is Learning for Everyone?* The sessions today provide a valuable opportunity to explore issues of inclusivity and the programme outlines the range of sessions that will be covered today in both paper presentations and workshops.

The parallel sessions are complemented by our opening plenary session from Lydia Pell – Mental Health Coordinator at City University London within the Student Counselling and Mental Health Service – which focuses on removing barriers and keeping boundaries. After lunch a second plenary session will follow from Rosie Tressler, Networks and Projects Manager at Student Minds, the UK's student mental health charity. Rosie's session is Supporting good mental health: The student experience.

In addition to the workshops and papers, we will also have posters displayed throughout the day. Lunch break will provide an opportunity to discuss poster topics and the presenter's work around this. The day also provides various opportunities during the breaks for networking and discussion and finishes with a drinks reception to celebrate the work all presenters have undertaken to share with us all.

We hope you enjoy the day and if you have any questions or comments, please ask a member of the LEaD team. We encourage all attendees to complete the online evaluation after the event to provide feedback and make suggestions for the next annual conference.

Dr Pam Parker and Professor Susannah Quinsee

# Keynotes and drinks reception

## Keynote speech 10.00 – 10.55

*Is learning for all? Removing barriers, keeping boundaries*



**Lydia Pell**, Chair and Trustee of the University Mental Health Advisors Network (UMHAN) and Mental Health Coordinator, City University London

This talk aims to look at the higher education institution from a psychological lens, offering reflections on

why universities struggle to be fully inclusive organisations and proposing creative solutions. The talk will draw on Lydia's wide ranging experience as a mental health coordinator and Chair of UMHAN, supporting individuals, working across departments and with outside agencies, as well representing students on a national level.

Lydia is the current Chair and trustee of the University Mental Health Advisors Network (UMHAN) and has been since 2013. She is also the Mental Health Coordinator within the Student Counselling and Mental Health Service at City University London. She was the Mental Health Coordinator at the University of East Anglia from 2010-2014. Previously she has worked in emotional and behavioural support in further education and secondary schools and as an Art Therapist in primary settings. She is trained as a Psychodynamic Art Therapist and has an interest in how emotional and mental health issues are supported in an educational setting and the links with mental health problems and other disabilities.

She particularly enjoys the overlap of the Mental Health Advisor role of being able to think about equality, inclusion and wellbeing, with a great opportunity for multi-disciplinary working within higher education and beyond. In her role as UMHAN chair she sits on the Disabled Students Stakeholder Group for Student Loans Company, is on the advisory group for the Students against Depression website and the Alliance for Student-Led Wellbeing.

## Keynote speech 13.40 – 14.35

*Supporting good mental health: The student experience*

**Rosie Tressler**, Networks and Projects Manager, Student Minds

In her talk, Rosie will introduce Student Minds' research into the grand challenges for student mental health and the impact of university transitions. Delegates will be updated on campaigning work to influence the commissioning process, as well as other recent developments in the area of student wellbeing. There will be the opportunity to hear about the student perspective and the work that Student Minds is doing within institutions to support and equip students to bring about positive change in the state of their peers' mental health.

Rosie is the Networks and Projects Manager at Student Minds, the UK's student mental health charity. She has been working on the issue of student wellbeing for four years, first as the University of Nottingham SU Equal Opportunities and Welfare Officer, before going on to run Mental Wealth UK as the charity's Development Officer and joining Student Minds during the merger in October 2013. Currently, Rosie is leading a research project scoping the concept of a 'Quality Framework' for student mental health.

## Drinks reception with closing points 17.15 – 18.30

To close the day there will be a drinks reception in the Onyx Restaurant. The restaurant is situated on the top floor of The Hatton and offers panoramic views across the city.

# Conference programme

Time	Session			
09.15	Registration and coffee			
09.45 – 10.00	Welcome and Introduction, Dr Pam Parker			
10.00 – 10.55	Keynote: <i>Is learning for all? Removing barriers, keeping boundaries</i> Lydia Pell			
11.00 – 11.20	Tea & coffee – Poster session 1 & networking			
11.25 – 12.25 Session 1	<b>Session 1A</b> <i>Promoting inclusivity across the student life-cycle: lessons learned in outreach and student development</i> Mr Ben Butler and Miss Danielle Russo <a href="http://bit.ly/Session1A">bit.ly/Session1A</a>	<b>Session 1B</b> <i>Everyone's a winner: student ownership of effective learning methods</i> Marcus Soanes <a href="http://bit.ly/Session1B">bit.ly/Session1B</a>	<b>Session 1C</b> <i>Encouraging inclusivity and participation through monitored online in-class polling</i> Peter Kogan, Snigdha Nag and Marian Poku-Riley <a href="http://bit.ly/Session1C">bit.ly/Session1C</a>	<b>Session 1D</b> <i>Inclusivity made easy: simple ways to increase the accessibility of your videos</i> Mr Steve Hull <a href="http://bit.ly/Session1D">bit.ly/Session1D</a>
12.30 – 13.35	Lunch – Poster presenters will be available by their posters to discuss these with attendees at 13.00			
	<b>Poster 1</b> <i>Inclusive relationships with service users: what are the benefits?</i> Sophie Willis, Mr Richard Thorne and Mr Ricardo Khine <a href="http://bit.ly/LACposter1">bit.ly/LACposter1</a>	<b>Poster 2</b> <i>Designing an inclusive online learning environment.</i> Ms Amanda Clements, Ms Olivia Fox, Mr Thomas Hanley, Mrs Lisa Baker, Mr. Mike Hughes, Mr Stuart Scott, Ms Annora Eyt-Dessus and Ms Connie Tse <a href="http://bit.ly/LACposter2">bit.ly/LACposter2</a>	<b>Poster 3</b> <i>All-inclusive: Multimedia Theory-based learning resources for learning differences and beyond.</i> Ms Iro Ntonia, Mr Morris Pamplin and Mr Daniel Sansome <a href="http://bit.ly/LACposter3">bit.ly/LACposter3</a>	<b>Poster 4</b> <i>Building an inclusive learning community through adopting inclusive assessment strategies.</i> Ms Gill Huntington, Ms Amanda Clements, Ms Emma Allsopp, Ms Jannett Morgan and Mr Neil Goldwasser <a href="http://bit.ly/LACposter4">bit.ly/LACposter4</a>
13.40 – 14.35	Keynote: <i>Supporting good mental health: The student experience</i> Rosie Tressler			
14.40 – 15.40 Session 2	<b>Session 2A</b> <i>Leadership is for everyone</i> Professor Susannah Quinsee, Ms Anise Bullimore and Professor Laurence Solkin <a href="http://bit.ly/Session2A">bit.ly/Session2A</a>	<b>Session 2B</b> <i>Active learning for inclusivity</i> Ms Stef Smith, Mr Santanu Vasant, Mr Jorge Friere, Mr Dominic Pates and Mr Peter Kogan <a href="http://bit.ly/Session2B">bit.ly/Session2B</a>	<b>Session 2C</b> <i>The use of old age and bariatric simulation suits in nursing education</i> Ms Karen Rawlings-Anderson, Ms Janet Hunter, Ms Tracy Lindsay and Ms Tracey Bowden <a href="http://bit.ly/Session2C">bit.ly/Session2C</a>	<b>Session 2D</b> <i>Engaged students are included students: how peer-assisted study support (PASS) can boost inclusivity</i> Mr David Shah and Ms Rebecca Lewis <a href="http://bit.ly/Session2D">bit.ly/Session2D</a>
15.45 -16.05	Tea & coffee – Poster Session 2 & networking			

Time	Session			
16.10 – 17.10 Session 3	<b>Session 3A</b> <i>What can non-native scholars' experiences of plagiarism tell us about building an inclusive learning community?</i> Mr Richard Knott and Ms Annora Eyt-Dessus <a href="https://bit.ly/Session3A">bit.ly/Session3A</a>	<b>Session 3B</b> <i>How can simulated practice be inclusive by design and encourage inclusive professional practice?</i> Steven McCombe, Jannett Morgan, Sandra Partington, Lorna Saunder and Sally Thorpe <a href="https://bit.ly/Session3B">bit.ly/Session3B</a>	<b>Session 3C</b> <i>Is this the real life? – living the life of a student</i> Mr James Perkins <a href="https://bit.ly/Session3C">bit.ly/Session3C</a>	<b>Session 3D</b> <i>Are you conscious of your unconscious bias?</i> Ms Smita Tharoor <a href="https://bit.ly/Session3D">bit.ly/Session3D</a>

17.15 – 18.30

Drinks Reception



Please use the bit.ly URL from each session to submit feedback.  
 Please note that the URLs are **case sensitive**.

# Proceedings

Learning at City Conference  
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## Sessions:

### Session 1A

#### Promoting inclusivity across the student life-cycle: lessons learned in outreach and student development

**Ben Butler**, Careers, Student Development & Outreach,  
City University London

**Danielle Russo**, Careers, Student Development & Outreach,  
City University London

This workshop will focus on the student life-cycle approach City takes to ensure fair access to university along with the initiatives in place to support students upon arrival. The Widening Participation Outreach team works with 9–18 year olds from backgrounds currently under-represented at university, delivering a range of initiatives to raise aspirations and attainment, supporting young people to make well-informed choices about their futures. In particular pupils who:

- Receive free school meals
- Have no family history of attending university
- Live in low participation neighbourhoods
- Are looked after children and care leavers
- Are disabled.

The team work with over 200 primary schools, secondary schools and colleges delivering initiatives such as:

- Rising Stars Primary Partnership
- Visit days, University Taster Weeks and Masterclasses
- UniMentors and Tutoring
- Career interviews and workshops.

For students studying at City, the Student Development team offers a range of initiatives to support transition, retention, success and progression, with a particular emphasis on supporting students from underrepresented backgrounds.

#### Activities include:

- CityBuddies
- Pre-induction courses
- The Professional Mentoring Scheme
- CityVolunteers
- Experience City.

The Widening Participation Outreach Manager and Student Development Manager will outline the background to these initiatives, highlighting their strengths and will share their thoughts on how to make universities inclusive, along with their future goals. This will cover the student lifespan from nine years old through to graduation. We will also reference academic material in the area, drawing on research by The Milburn Commission and Department of Business, Innovation and Skills with an emphasis on fair access to university and the professions.

*Department of Business, Innovation and Skills (2014). The national strategy for access and student success (Online).*

*Milburn, A. (2013). State of the Nation 2013: Social Mobility and Child poverty in Great Britain. Social Mobility and Child Poverty Commission (Online).*

[bit.ly/Session1A](http://bit.ly/Session1A)

### Session 1B

#### Everyone's a winner: student ownership of effective learning methods

**Marcus Soanes**, Principal Lecturer, The City Law School,  
City University London

The workshop aims to assist tutors to promote effective, independent learning methods to meet the individual needs of their students, whilst maintaining high academic standards. The facilitator will introduce the concept of educational differentiation [Tomlinson 2000] and the central role of motivation in learning. This will help delegates to understand the tutors' learning management role and the students' emotional response to that learning [Jackson et al 2013]. The workshop will explain how being upfront with students about effective and ineffective learning processes at the start of courses and at consolidation and revision "hotspots" can instil and maintain personal ownership of learning in students. This advice includes topics such as effective note taking, practice testing, feedback methods and revision practice [Dunlosky 2013; Dunlosky et al 2013]. The workshop will promote the argument that such instructions are not mere pep-talks or stating the obvious but help students to become independent and effective learners [Marzano et al 2001] and complement the task of differentiation that the tutor must undertake to help manage each student's learning experience.

Delegates will have the opportunity to put themselves in the position of learners to test some effective independent learning methods in the context of professional legal ethics (no prior knowledge is required). These short exercises will illustrate how students can test their own levels of learning including the higher intellectual process of analysis, synthesis and evaluation and show how teachers can use test results to discern and address levels of attainment in individuals [Rock et al 2008].

Delegates will be invited to share how they develop inclusive learning cultures amongst their students and in particular how they balance flexibility to meet levels of attainment, addressing different levels of attainment and at the same time maintaining the rigour of academic study.

*Dunlosky, J. et al (2013) 'Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology', Psychological Science in the Public Interest, 14(1) 4–58; see teacher-focussed summary:*



Dunlksy, J. (2013) 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', *American Educator*, Fall 2013, 12-21

Jackson, G Tanner, and McNamara, DS (2013) 'Motivation and Performance in a Game-Based Intelligent Tutoring System', *Journal of Educational Psychology* 2013 American Psychological Association, 2013, Vol. 105, No. 4, 1036–1049

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD

Mazur, E. (2009, January 2). 'Farewell, Lecture?' *Science*, 323, 50–51

Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). 'REACH: A framework for differentiating classroom instruction'. *Preventing School Failure*, 52 (2), 31-47

Tomlinson, C. A. (2000, August) *Differentiation of instruction in the elementary grades*. ERIC Digest

[bit.ly/Session1B](http://bit.ly/Session1B)

## Session 1C

Encouraging inclusivity and participation through monitored online in-class polling.

**Peter Kogan**, Senior Educational Technologist, LEAd, City University London

**Snigdha Nag**, Senior Lecturer, The City Law School, City University London

**Marian Riley-Poku**, Lecturer, The City Law School, City University London

This project involved 24 students from two small groups on the Drafting Skills compulsory module within the Bar Professional Training Course at The City Law School. The project was a joint enterprise between the School and the Educational Technology Team (ETT) in Learning Enhancement and Development (LEAd).

Collins Dictionary (2015) defines inclusivity as:

**'The fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability, etc.'**

However, inclusivity in education is also dependent on the confidence of each student. A student's confidence in a learning environment may be influenced by the factors Collins (2015) cites; for example cultural traits may mean that some females are not expected to vocalise their opinions, but a student's confidence and willingness to participate in-class may also be because that student is more timid than his or her peers. This session illustrates how in-class inclusivity was a key theme of this particular project in terms of student engagement and participatory education. The session will include the following sections:

1. Project background
2. The project aims and objectives
3. The project process
4. The project results
5. Conclusions
6. Next steps and recommendations.

The project background will be described in order to illustrate its context and setting. This will be followed by an analysis of the project aims and objectives. The theme of inclusivity will be explored in the context of the interaction between the project and its participants. The key technology used in this project – Poll Everywhere – enables students to participate in live polls on equal terms. The software is platform agnostic; it can be used on any browser-enabled device and also via text message and Twitter. This means that any student can be involved irrespective of the device/s they have. Similarly, unlike traditional methods of in-class participation, Poll Everywhere encourages inclusivity by enabling less confident and less vociferous students to participate on an equal footing to other students in class via MCQs and short answer questions (Fisher 2008, Habel and Stubbs 2014). The session will discuss the project's process, results and conclusions. These will include both feedback from participants and the project leads. Suggestions on future uses of Poll Everywhere to achieve inclusivity and other learning aims will be discussed. Conclusions will suggest that students both value and benefit from the formal and established use of appropriate technologies in their learning journeys.

*Collins Dictionary, 2015, 'Inclusivity' (online)*

*Fisher, A., 2008, 'Using student response systems to improve interaction in lectures' (online)*

*Habel, C and Stubbs, M., 2014. Mobile phone voting for participation and engagement in a large compulsory law course. Research in Learning Technology [online]*

*JISC , 2011, Supporting Learners in a Digital Age (SLiDA)*

[bit.ly/Session1C](http://bit.ly/Session1C)

## Session 1D

Inclusivity made easy: simple ways to increase the accessibility of your videos.

**Steve Hull**, Jisc Digital Media

This presentation promotes inclusivity by disseminating information about how easy it is to augment videos to make them accessible to people who do not speak English, to people with visual or hearing impairment or to people with dyslexia or colour blindness.

**Key issues to be addressed are:**

The importance of accessibility and the concept of reasonable adjustment

- The relative usefulness of transcripts, subtitles, audio description, sign language and captioning
- The relative ease of implementing the above
- The use of fonts and colours to address dyslexia.

**Possible questions:**

- What are the legal ramifications of not providing reasonable adjustment?
- What standards exist for subtitles?
- What about retrofitting subtitles or captions to existing videos?

[bit.ly/Session1D](http://bit.ly/Session1D)

## Session 2A

### Leadership is for everyone

**Susannah Quinsee**, Director for Learning Enhancement and Development, City University London

**Anise Bullimore**, Head of Educational Technology, LEaD, City University London

**Laurence Solkin**, Associate Dean for Education, School of Arts and Social Sciences, City University London

This workshop will explore the use of a “walking and learning” activity used to encourage an inclusive approach to leadership development as part of the Developing leadership and your reflective practice module on the Masters in Academic Practice at City University London. The module team’s approach to this module is to encourage participants to understand themselves in order to understand their leadership practice and influence others (Avolio and Gardner 2005). Thus the educational approach to the module is not to see leadership as automatically related to a particular position in the organisation, instead to take an inclusive approach as we believe that everyone, regardless of their role, is capable of exhibiting leadership skills and behaviours. We also encourage participants to undertake a series of reflective activities that they can then use in their own practice once the module has finished.

The introduction of walking and learning activities into the module enables reflective practice, creative discussion and active learning (Zundel 2013). It also is a ‘leveller’ in terms of participant engagement and enables the module team to learn alongside participants. Taking the participants out of the traditional classroom setting and into a different environment frees them from traditional student-tutor dynamics and encourages a different form of thinking.

This is a model we have used in other areas and think that it has applicability in a range of settings. During the workshop we will explain our philosophy and introduce the exercise. Participants will then have the opportunity to undertake a short walking and learning activity and reflect on how they could use this in their own practice. At the end of the workshop they will have an example of how they can use this tool to facilitate their own reflection or the reflection of others.

*Avolio, Bruce J and William L. Gardner (2005) ‘Authentic leadership development: Getting to the root of positive forms of leadership’, The Leadership Quarterly 16 (2005) 315 – 338*

*Bovill, Catherine, Alison Cook-Sather and Peter Felten (2011) ‘Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers’, International Journal for Academic Development 16 (2), 133-145*

*Oppezzo, Marily and Daniel L. Schwartz (2014) ‘Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking’, Journal of Experimental Psychology: Learning, Memory, and Cognition 40 (4), 1142–1152*

*Senge, P. et. al. (1994) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*

*Zundel, Mike (2013) ‘Walking to Learn’, Management Learning (1350-5076), 44 (2), 109-126*

[bit.ly/Session2A](http://bit.ly/Session2A)

## Session 2B

### Active learning for inclusivity

**Stef Smith**, Senior Educational Technologist, LEaD, City University London

**Santanu Vasant**, Educational Technologist, LEaD, City University London

**Jorge Freire**, Educational Technologist, LEaD, City University London

**Dominic Pates**, Educational Technologist, LEaD, City University London

By exploring a variety of teaching strategies, the affordances of flexible learning spaces (Oblinger 2006), and appropriate technologies, attendees will plan for teaching to encourage collaboration, deepen understanding of the subject matter and apply a range of large and small group teaching activities to specific situations (Snowball Think-Pair-Share, Problem based Learning, etc.), with the objective of promoting inclusivity and better learning outcomes (Caldwell 2007; Exley and Dennick 2004; Kadirire 2011).

During the session staff will be introduced to the variety of new flexible learning spaces available at City. Active, collaborative learning (Exley and Dennick 2004) in these types of spaces not only leads to better learning outcomes, but also promotes inclusivity by giving students access to content in flexible ways, promoting engagement, allowing for better feedback and removing barriers to learning (Rodriguez-Falcon et al 2010; Cornell University Center for Teaching Excellence, 2014).

In large groups especially, participation and engagement are issues and research shows that students are often cautious about speaking to the room (Caldwell 2007). Attendees will explore how Poll Everywhere and large group teaching strategies can be used to provide reflection on content, measure understanding and highlight where individuals may be struggling, ensuring that all students can engage with their peers and lecturer.

Multimedia tools such as Lecture Capture allow staff to provide better quality, easy to access recordings that are not only useful for all students to recap and reflect on learning, but also to students whose first language is not English, or those with learning differences that affects their ability to take notes (Kadirire 2011). Additionally, flipped learning techniques (University of Texas 2015), building on lecture capture and multimedia projects, can provide a range of inclusive teaching opportunities.

*Caldwell, J., 2007 ‘Clickers in the Large Classroom: Current Research and Best-Practice Tips’. CBE – Life Sciences Education. [online]*

*Cornell University, Center for Teaching Excellence, 2014. ‘Inclusive Teaching Strategies’. [online]*

*Exley, K. and Dennick, R. (2004) ‘Small Group Teaching: Tutorials, seminars and beyond’. RoutledgeFalmer, Oxon*

*Kadirire, J., 2011 ‘The Pedagogy of Lecture Capture’. [online]*

*Oblinger, D, 2006, ‘Learning Spaces, Educause’. [online]*

*Rodriguez-Falcon et al, 2010. ‘The Inclusive Learning and Teaching Handbook’. [online]*

*University of Texas, Center for Teaching and Learning. 2015. ‘Flipping a Class’. [online]*

[bit.ly/Session2B](http://bit.ly/Session2B)

## Session 2C

### The Use of Old Age and Bariatric Simulation Suits in Nursing Education

**Karen Rawlings-Anderson**, Senior Lecturer, School of Health Sciences, City University London

**Janet Hunter**, Senior Lecturer, School of Health Sciences, City University London

**Tracy Lindsay**, Lecturer, School of Health Sciences, City University London

**Tracey Bowden**, Senior Lecturer, School of Health Sciences, City University London

Currently one in four adults in the UK are classified as obese (Health and Social Care Information Centre 2012). For older people, the statistics predict that those aged 85 and above will double over the next 20 years and that those over 65 will increase by almost 50% to 16 million by 2030 (Age UK 2014). Both older people and those who are morbidly obese suffer from negative stereotyping and are particularly vulnerable to social isolation (Gatineau and Dent 2011; Windle et al 2014).

It is difficult for student nurses who have not engaged with older adults and those who are morbidly obese to appreciate the challenges that these patient groups face. Consequently this limits their ability to value diversity and promote inclusivity within their professional practice.

At City University London the use of simulation forms a significant part of our learning and teaching programme. We have designed an experiential workshop which uses old age and bariatric simulation suits to help mental health and adult nursing students enhance their understanding and appreciation of some of the physical, emotional and psychological difficulties that these patient groups may face. Students are asked to carry out everyday activities whilst wearing the suits and then reflect upon this experience. This enables students to articulate their experiences and feelings relating to the experience. The use of video feedback also facilitates group discussion about the implications for nursing and appropriate, person centred-care.

Students have positively evaluated these workshops and report that it has given them new insights into the lived experience of these patient groups, the stigma they may encounter and the skills required to provide an empathetic approach to care.

Several studies have measured nurses' attitudes towards older adults and those who are morbidly obese using attitude scales (Nolan et al 2006; Poon and Tarrant 2008; Watson et al 2008), but none have explored whether the use of simulation suits can influence nurses' attitudes. We are therefore, currently carrying out a research study to evaluate whether the use of these suits changes nurses attitudes towards older adults and those who are morbidly obese. The study utilises two attitude scales to measure nurses' attitudes towards older adults and those who are morbidly obese both before and after students experience wearing one of the suits. Focus groups relating to the students' overall experience have also been undertaken to enrich the findings.

We hope that the findings from this study will inform the development of the curriculum which is underpinned by the philosophy of Relationship Centred Care.

Age UK (2014) 'Later life in the United Kingdom'. Available online: [www.AgeUK.org.uk](http://www.AgeUK.org.uk) Last accessed 06/03/2015

Gatineau M & Dent M (2011) *Obesity and Mental Health*. Oxford: National Obesity Observatory

Health and Social Care Information Centre (HSCIC) (2012) 'Health Survey for England – 2012 – Trend tables'

Nolan M; Brown J; Davies S; Nolan J and Keady J (2006) *The Senses Framework: Improving care for older people through a relationship-centred approach* GRIP: Sheffield

Poon MY and Tarrant M (2009) 'Obesity: Attitudes of undergraduate student nurses and registered nurses'. *Journal of Clinical Nursing* 18: 2355-2356

Watson,L; Oberle K and Deutscher D (2008) 'Development and psychometric testing of the Nurses' Attitudes Toward Obesity and Obese patients ( NATOOPS) Scale'. *Research in Nursing and Health* 31 : 586-593

Windle K; Francis J & Coomber C (2014) 'Preventing loneliness and social isolation: interventions and outcomes'. *Social Care Institute for Excellence. Research Briefing* 39

[bit.ly/Session2C](http://bit.ly/Session2C)





## Session 2D

Engaged students are included students: how peer-assisted study support (PASS) can boost inclusivity

**David Shah**, Academic Learning Support Coordinator, LEaD, City University London

**Rebecca Lewis**, Disability Coordinator, LEaD, City University London

Peer-assisted study support (PASS) “provides a facilitated, group learning opportunity that uses the experiences of higher year students to support the learning of lower year peers. This supplements existing activity (e.g. lectures and tutorials) and enables active learning in an informal, friendly and fun environment” (UoM 2014). Typically, PASS involves second year undergraduates supporting first years.

This session will be partly based on a recent internal report on developing PASS at City (Shah 2015), along with guidance on inclusivity published by HEA (2011). Reference will also be made to a systematic review of literature on PASS schemes (Dawson et al 2014).

**Key issues to be addressed are:**

- What is inclusivity?
- What is PASS?
- What are the benefits of PASS?
- How is it inclusive?
- What form can a PASS session take?
- Who is involved in PASS and what do they do?
- What training is needed for those involved?
- What are the possible benefits and barriers to developing PASS at City?

PASS has been shown to benefit all students, but the aim of this session is to focus particularly on its potential for boosting inclusivity. PASS can, for example, be particularly helpful for students with Autistic Spectrum Conditions or language/communication difficulties; students with SpLDs (Specific Learning Differences) e.g. dyslexia; students who have missed parts of their course due to health problems; and students reaching university through the Widening Participation initiative.

The session will include examples of peer-assisted learning already taking place informally at City, as well as consideration of how this practice can be formalised.

It is expected that the session will be of interest to academic and professional staff concerned with raising student engagement, inclusion and performance. By the end of the session, participants will understand the structure and aims of a peer-assisted study support scheme, with particular emphasis on its role in developing inclusivity. Participants will be able to reflect on the benefits and possible challenges of implementing PASS at City.

*Dawson, P, Van der Meer, J, Skalicky, J, Cowley, K, (2014) ‘On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010’. Review of Educational Research vol.84, issue 4, PP.609-639*

*Higher Education Academy (2011) ‘Inclusive Teaching: A guide for higher education English’*

*Shah, D. (2015) ‘Developing peer-assisted study support at City’. City University London internal report, unpublished*

*The University of Manchester (2014) ‘PASS National Centre’*

[bit.ly/Session2D](http://bit.ly/Session2D)

## Session 3A

What can non-native scholars’ experiences of plagiarism tell us about building an inclusive learning community?

**Richard Knott**, Academic Learning Support Tutor, LEaD, City University London

**Annora Eyt-Dessus**, Senior Educational Technologist, LEaD, City University London.

**Introduction:**

- Definitions - Inclusivity, NICES (Not Inner/Outer/Expanding Circles of English Scholars) and the ILC – participants asked to share their own academic background
- Why we are interested and where these discussions will go – City 53/47% UK/Non-UK, feeding in to the MAAP

**Experiences of NICES around plagiarism:**

- Common explanations from students for plagiarism – participants asked to compare their own expectations
- Examples of NICES accused of plagiarism – why did this happen? Refer to previous explanations
- Specific issues for NICES and plagiarism.

What NICES’ experiences suggest about building ILCs. Elicit and discuss the following, referring to characteristics of ILCs given in introduction

- Scholars can feel excluded from the community if rules and criteria are not clear
- Different expectations of students and lecturers must be negotiated or can damage the community
- Members of the community should be given early opportunities to contribute and situate themselves as academic writers
- Other support networks outside the community should be identified and used.





## Session 3B

### How can simulated practice be inclusive by design and encourage inclusive professional practice?

**Steven McCombe**, Educational Technologist, LEaD, City University London

**Jannett Morgan**, Dyslexia Support Tutor, LEaD, City University London

**Sandra Partington**, Senior Educational Technologist, LEaD, City University London

**Lorna Saunder**, Lecturer/Practitioner, School of Health Sciences, City University London

**Sally Thorpe**, Study Skills Coordinator, LEaD, City University London

This presentation shares interdisciplinary dialogues taking place around valuing diversity and promoting inclusivity in the design of a new, video based simulated practice resource for nursing students.

Educational practitioners including the subject expert, educational technologists and learning support experts considered the challenging subject matter, media rich and blended delivery and its interpretation by City's learners, taking the opportunity to think creatively together about inclusive curriculum design (HEA 1 2011).

Initiated by the School of Health Sciences this simulated practice resource is called CitySCaPE and it aims to actively promote positive practice and an empathic approach to people with learning disabilities as they access health services.

The catalyst for nursing students across all fields of practice to participate in this simulation was the report *Death by Indifference* (Mencap 2007). That report outlines how the failure of professionals to understand the needs of people with learning disabilities has impacted on their care and resulted in increased morbidity.

City has funded the resource's in house development and this enabled it to be tailored for different fields of practice. A key aim of CitySCaPE (Saunder 2014) has been to anticipate and re-create the diversity learners will encounter in their work placements in Central London Hospitals (HEA 2 2011).

Working collaboratively and building on learners' feedback (Hughes et al 2013) from a previous iteration of the scenarios has benefited the learning design by contributing valuable feedback on the multimedia scenarios and blended session design, whilst considering the City learners' needs and possible interpretations of the subject matter.

The presentation aims to report on a work in progress and share insights, using CitySCaPE as an example of an holistic approach to embedding inclusion (HEA 3 2011). It will be of interest to those using simulation for professional education, both face-to-face and online; and gives example of how professional communication and employability skills can be embedded in the curriculum (Cotterel 2001).

*Cottrell, S. (2001) Teaching Study Skills and Supporting Learning. Basingstoke: Palgrave.*

*HEA 1 Considerations For Effective Practice. (2011). 1<sup>st</sup> ed. [ebook] York: The Higher Education Academy, p.5 & p.9 Diversity Dimensions*

How might one address barriers to inclusivity? Brainstorm possible solutions, if time and resources were no object. Could include the following:

- Make criteria for participation and successful progression explicit
- Acknowledge the complex nature of academic writing and identity
- Giving participants opportunities to practice and 'fail safely' early on
- Coordinating with other departments.

"Yes, but...." Taking this forward realistically. Some possible starting points: Look at solutions identified above, but also real-world constraints:

- Rubric, marking guide - make criteria and weighting visible and explicit
- Explore academic/disciplinary debates and model 'good' behaviour within the discipline. - Why is it important? Share real world disciplinary examples
- Set expectations as to how individual students should work - their commitment, but also paths to progression and support for independent and personalised learning
- Set first assessment early and give feedback - Turnitin for formative purposes
- Use other university resources/communities - Learning Success - Disability/Dyslexia support, Academic Learning Support, Library; Students' Union - societies, support and mediation.

#### Conclusions and prospects:

- How far is your institution/school/faculty an ILC?
- What needs to be done to improve inclusivity?

#### Key issues to be addressed are :

- How to allow scholars to feel part of an ILC
- How to support scholars when they engage with that community through written work.

[bit.ly/Session3A](http://bit.ly/Session3A)



HEA 2 Generic Considerations Of Inclusive Curriculum Design. (2015). 1<sup>st</sup> ed. [ebook] York: The Higher Education Academy, p.4 Avoiding stereotypes and celebrating diversity

Hughes, V., Perovic, N., Saunder, L. and Berridge, E. (2013). 'Shareville in the City'

Mencap, (2007). 'Death By Indifference'. [online]

Saunder, L. (2015). 'CitySCaPE'. [Blog] Educational Vignettes  
[bit.ly/Session3B](http://bit.ly/Session3B)

## Session 3C

### Is This the Real Life? Living the Life of a Student

**James Perkins**, Student Education Enhancement Project Officer, LEaD, City University London

Drawing on research conducted this year and external research from across the sector, such as Bryson (2014), Ambrose (2010), Kandiko (2013), alongside the QAA (2013), NUS (2012) and HEA (2014), this workshop will lay out current sector research and positions with regards to barriers to student engagement and how this relates to inclusivity within the student life-cycle and learning experience.

Adopting an approach of serious play, participants will take part in a role-playing board game. On each table, there will be at least one of the following:

- A student who lives in London
- An international student
- A student who commutes
- A student with learning difficulties.

Participants will each take on a role and within a set game-time navigate their way through an academic year, attempting to prepare and undertake assessments whilst balancing a social life, working alongside academic and professional staff. Concurrently, players will be affected by barriers to engagement

which manifest both as a result of their pre-existing 'roles' and those which are connected to students' university experiences. In considering how students navigate different trajectories, participants will begin to consider the diversity of students' journeys through higher education.

Participants will finally reflect on their experience and achievements and consider how the aforementioned barriers to engagement which affect inclusivity impacted on their 'in-game' experience, how this relates to their current professional experience and practice (either at or outside City). Through going through the story participants will hopefully develop an understanding of the overall story arc, which here is the multiplicity of student experiences.

Ambrose, S et al (2010) *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass, San Francisco

Bryson, C (2014) *Developing and Understanding Student Engagement*. Routledge, London

Fallows, S. & Ahmet, K (1999) *Inspiring Students: Case Studies in Motivating the Learner*.

Kogan Page; London

HEA. 'Flexible Learning'. Accessed 20<sup>th</sup> March 2015

HEA. 'Retention and Success'. Accessed 20<sup>th</sup> March 2015

HEA. 'Students as Partners'. Accessed 20<sup>th</sup> March 2015

Kandiko, C. B. & Mawer, M (2013) *Student Expectations and Perceptions of Higher*

*Education: Executive Summary*. London: King's Learning Institute.

Lego, 'Serious Play: The method'. Accessed 20<sup>th</sup> March 2015

Nygaard, C et al. (2013) *Student Engagement: Identify, motivation and community*. Libri

Publishing, Faringdon

Perkins, J. (2014). 'Defining Partnership in Sensory Terms'. *Learning at City Journal*, 4(2), PP. 7-17

QAA/NUS (2012). 'Understanding the barriers to student engagement'  
[bit.ly/Session3C](http://bit.ly/Session3C)





## Session 3D

### Are You Conscious of Your Unconscious Bias?

**Smita Tharoor**, Tharoor Associates Ltd.

This session is designed to allow participants to explore how they and others around them perceive situations and become aware of the need to use lateral thinking – to think outside ones “self-limiting box”; to break down preconceived narratives. People who have strong egalitarian values and believe they are not biased may unconsciously behave in discriminatory ways. Being aware of our biases impacts on how we learn and build an inclusive learning community.

Having unconscious biases impacts on learning and teaching. Research done in the US has shown that those students who challenged their unconscious biases showed “engagement in active thinking, growth in intellectual engagement and motivation and growth in intellectual and academic skills”.

This interactive and practical workshop allows people, in a safe environment, to both understand unconscious bias and develop strategies to ensure personal biases are effectively managed. Participants are encouraged to send in questions prior to the session. Depending on the number of questions, these will all be addressed individually.

#### Core skills covered:

- What is unconscious bias and why is it important?
- Recognising the science behind unconscious bias
- Identifying personal reasons to tackle unconscious bias
- Understanding individual biases and assessing their impact on our learning and teaching
- Creating personal strategies to minimise the impact of our own biases.

This bite sized session explores how information is transformed into knowledge based on one's unconscious bias.

[bit.ly/Session3D](https://bit.ly/Session3D)

## Poster 1

### Inclusive Relationships With Service Users: What Are the Benefits?

**Dr Sophie Willis**, Lecturer – School of Health Sciences, City University London

Within healthcare education, regulatory body requirements state that service users (SUs) must be involved in both the development and delivery of programmes. This poster will summarise the findings from a qualitative based evaluation into the effectiveness of a multifaceted approach to a more collaborative and inclusive relationship between SUs and students and the programme team, across two pre-registration radiography programmes. SU involvement included focus groups, online consultation and face-to-face teaching throughout the student lifecycle from recruitment, marketing and selection, through to involvement with academic and clinical aspects of programme provision.

Feedback to date suggests that the development and integration of a more collaborative and inclusive relationship with SUs; their involvement has positively helped to ensure that the curriculum is both relevant and accountable to SU as well as affording students the opportunities to benefit from their unique experience and expertise - and resulted in the building of a more inclusive learning community.

Findings advocate that this inclusive relationship has ensured curricula promote compassion, dignity and respect in line with NHS constitution values. For students, feedback suggests that an inclusive relationship with SUs has enabled them to develop their understandings of the complexities within the relationship between healthcare professionals and users of healthcare services. The initial evaluation has been aimed at the students; the future direction is to also gain feedback from SU's and also from academics to validate the findings.

[bit.ly/LACposter1](https://bit.ly/LACposter1)



## Poster 2

### Designing an Inclusive Online Learning Environment

**Olivia Fox**, Senior Educational Technologist, LEaD, City University London

**Thomas Hanley**, Educational Technologist, LEaD, City University London

**Lisa Baker**, Educational Technologist, LEaD, City University London

**Annora Eyt-Dessus**, Senior Educational Technologist, LEaD, City University London

**Connie Tse**, Educational Technologist, LEaD, City University London

**Mike Hughes**, Education, Research & Enterprise Service Manager, Information Services, City University London

**Amanda Doughty**, Moodle Developer, Information Services, City University London

**Stuart Scott**, Interaction Lab Manager, School of Informatics, City University London

Moodle is becoming a core part of the student learning experience at City University London. There were 1,355,747 logins, by over 24,000 staff and students, to the Online Learning Environment – Moodle, in term one of this academic year. At City University London, there is a move towards more student-centred approaches by providing a variety of Moodle resources and activities to give all students greater control over the time, pace and place of their learning.

In order to design inclusive, accessible and usable learning spaces we need to engage students in the design process. This poster shares findings from students' user evaluation of Moodle and how this has informed our current work to develop a more student-centred course format.

Our aim is to provide a more consistent and user-friendly experience for all students by designing a well-structured and easily navigable layout informed by user evaluation which will include collapsed topics and a central module dashboard with quick links to regularly used activities. The evaluation also highlighted the importance of contextual naming of activities within modules and the importance of having lecturers' names and contact details easily accessible within a module which is been developed as part of the course format. There were also findings around content availability and signposting that are relevant to all staff when developing modules on Moodle.

This user evaluation has involved a collaborative approach across two City University London departments – Learning Enhancement and Development (LEaD) and Information Services (IS); and was facilitated by the expertise of staff at the City Interaction Lab who ran the user evaluation and produced a list of recommendations that we developed into a specification for a City course format.

[bit.ly/LACposter2](http://bit.ly/LACposter2)

## Poster 3

### All-Inclusive: Multimedia Theory-Based Learning Resources for Learning Differences and Beyond

**Iro Ntonia**, Lecturer, LEaD, City University London

**Morris Pamplin**, Senior Educational Technologist, LEaD, City University London

**Daniel Sansome**, Academic Learning Support Tutor, LEaD, City University London

This poster introduces the need for educationally-inclusive, Universal Design-based multimedia learning resources as a means of enhancing effective learning for a wide range of students. So far, the literature reports benefits of multimedia learning resources on the learning of students with specific learning differences (Macguire, Scott, and Shaw 2006). We posit that such resources can create an inclusive learning experience not only for students with a specific learning difference, but also for the general student population. Four broad categories of learning differences are currently accepted; reading disorders (e.g. dyslexia), disorders of written expression (e.g. dysgraphia), mathematical disability (e.g. dyscalculia) and atypical learning differences (e.g. non-verbal learning disability & disorders of speaking and listening) (World Health Organization, 1992). Two pedagogically-relevant, underlying characteristics of such learning differences are the wide-ranging individual variability in their expression (Banai et al 2009; Rey, De Martino, Espesser, and Habib 2002), and the consistently-reported benefits of multimedia learning resources to supplement teaching and enhance learning (Bujak, Baker, DeMillo, Sandulli 2012; Macguire et al 2006; Rao, Ok, and Bryant 2014). Multimedia Theory (Mayer 2009) suggests that by following specific principles in design, structure and delivery, rich media can serve as extremely effective learning resources which are not learning difference-specific, but universal and inclusive in their effectiveness. This approach has developed into an implementation framework for video design in a pedagogically-informed way (Koumi 2006), which has been extended to include a variety of educational media such as screen casting, animation and more traditional multimedia. By combining Multimedia Theory principles with an inclusive pedagogical approach, this poster provides a practical educational framework which can be embedded in Higher Education curricula. Further, the poster will outline practical suggestions for successful application of reasonable adjustments on multimedia resources, in addition to suggested methodologies for the framework's evaluation. Finally, the poster will address theoretical, technical, logistical, and institution-specific limitations in implementing this technology-enabled educational framework and recommend areas for further research.

*Clark, R. & Mayer, R. (2003) 'Principles of Multimedia'*

*Macguire, J. M., Scott, S. S., & Shaw, S. F. (2006) 'Universal Design and its Applications in Educational Environments'. Remedial and Special Education, 27(3), 166–175*

*World Health Organization. (1992) 'The ICD-10 Classification of Mental and Behavioural Disorders'. International Classification, 10, 1–267*

[bit.ly/LACposter3](http://bit.ly/LACposter3)



## Poster 4

### Building An Inclusive Learning Community Through Adopting Inclusive Assessment Strategies

**Gill Huntington**, Dyslexia Support Tutor, LEaD, City University London

**Amanda Clements**, Dyslexia Coordinator, LEaD, City University London

**Emma Allsopp**, Dyslexia Support Tutor, LEaD, City University London

**Jannett Morgan**, Dyslexia Support Tutor, LEaD, City University London

**Neil Goldwasser**, Dyslexia Support Tutor, LEaD, City University London

As the higher education sector becomes more accessible to a diverse range of students, higher education institutions have to be in a position to respond positively and promote good practice in enabling student success, whilst maintaining fairness and academic rigour.

This poster will provide a route map detailing alternative and inclusive assessment strategies that staff may adopt to support learner success and promote inclusivity for all neuro-diverse and disabled students. It will examine provision of alternative opportunities for learners to demonstrate how their knowledge and skills meet academic criteria by, for example; use of course work, projects or oral presentations as opposed to written examinations. Suggested strategies range from minor alterations such as ensuring examination papers are more readable to designing an agreed assessment menu when planning a new programme. The Quality Assurance agency (2012) stresses that it is good practice to design assessment methods which can more effectively take account of different student circumstances without the need to make adjustments individually and reactively.

**This poster will seek to address the following questions:**

- What constitutes a reasonable adjustment to support learners in line with the requirements of the Equality Act 2010?
- Why should we consider alternative means of assessment?

- How can we ensure assessments are deemed to be fair and aligned with industry standards?
- What is the difference between inclusive and alternative assessment strategies?
- What are the challenges in developing an inclusive assessment strategy?
- How can a structured approach to feedback to students provide advice and guidance that is closely related to the marking criteria and informs personal development?

The poster will draw on examples of good practice from City University London, for example, the use of creative portfolios with a choice of media on the Creative arts programme and reflective diaries used by CASS and the School of Nursing. It will also include examples from comparator institutions across the sector such as Bradford University, Plymouth University and Southampton University.

Inclusivity is not about advantaging any particular student but about levelling the playing field to enable every student to perform to the best of their abilities.

*Price, G and Skinner, J (2007) Support for Learning differences in Higher Education: The essential practitioners' manual, Stoke on Trent: Trentham Books*

*The Higher Education Academy (2012) 'A Marked Improvement'. [Online].*

*The Quality Assurance Agency (2012) 'Understanding assessment: its role in safeguarding academic standards and quality in higher education, A guide for early career staff' [Online].*

*Ward, C. (2008) 'The DIY Toolkit for Alternative and Inclusive Assessment Practice'. [Online].*

*Waterfield, J. and West, B (2010) 'Inclusive Assessment Diversity and Inclusion-the Assessment Challenge'. [Online].*

[bit.ly/LACposter4](http://bit.ly/LACposter4)





# General information

## Information desk

Learning Enhancement and Development will have a staffed information desk situated in the Diamond Suite. Please visit the information desk sign-in and collect your delegate pack.

## Delegate lists

Lists of the delegates for each session will be displayed near the information desk.

## Practicalities

### Disabled access

The Hatton is accessible with a wheelchair. There are lifts to all floors and accessible toilets. There are induction loops fitted throughout the venue and the venue is assistance dog friendly. If you require any assistance please contact the main reception desk on the ground floor of the venue.

### Internet

Access to wireless internet is free. The username and password to connect is available in your delegate pack and at the information desk.

### Cloakroom

There is a cloakroom facility located in Diamond Suite. This room is not staffed or locked and we cannot accept responsibility for items left here.

### Local transport

By London Underground: Farringdon Station (Metropolitan, Circle, Hammersmith and City lines).

By Main Line Rail: Farringdon Thameslink or Kings Cross (take Metropolitan, Circle or Hammersmith and City underground lines to Farringdon station).

By Bus: The Hatton is served by a number of bus routes at both ends of Hatton Garden including 55, 243, 8, 17, 25, 45, 46, 242 and 341.

The Hatton is located very close to public transport links ensuring an easy journey and allowing you to avoid the congestion charge.

## Conference Session feedback form

This year, the evaluation for each of the sessions will take place via Poll Everywhere, so please ensure you have a WiFi-enabled device with you on the day.

Each session's URL can be found in the Conference Programme, as well as under each session title in the proceedings.

Please note that the Feedback Form URLs are **case sensitive**.

# Notes

Handwriting practice lines consisting of 20 horizontal dotted lines.





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Blank lined paper for writing.



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