



CITY UNIVERSITY
LONDON

Academic excellence for business and the professions

Learning at City Conference

Promoting and Enhancing
Teaching Excellence

Wednesday 8th June 2016



LEaD

Learning Enhancement
and Development

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Welcome and introduction



Welcome to the 8th annual Learning at City Conference. The theme of the conference this year is Promoting and Enhancing Teaching Excellence. Dr Matthew Williamson, Director of the Learning and Teaching Centre, University of Glasgow, will open with the discussion with *What do universities mean by 'excellent teaching'? And does anyone else agree?* which will provide much for us to think about as the day progresses. The day will close with my keynote which will focus on **Developing, recognising and disseminating teaching excellence** and I hope to draw together many themes from the day.

There will then be a range of parallel sessions which include papers such as **Enhancing teaching through gamification**; *Testing a new-and-improved system for in-lecture weekly quizzes with mobile-phone based responding*; and *Bridging technology and simulation: Use of empathy suits in the Technology Enabled Care Studio (TECs)*. There are also some workshops such as *Towards a definition of teaching excellence* and *Blogging together: Using social writing to create a community of practice around teaching excellence*. The range of sessions should provide opportunities to explore both areas of interest and new topics.

In addition to the workshops and papers we also have some posters which will be displayed throughout the day. The 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 shared with us **all**.

I hope you enjoy the day and if you have any questions or comments, do ask a member of the Learning Enhancement and Development team. We encourage all attendees to complete the session feedback forms throughout the day and the online evaluation after the event to provide feedback and make suggestions for the next annual conference.

Professor Pam Parker

Keynotes and drinks reception

Keynote speech 10.00 – 10.55

What do universities mean by 'excellent teaching'?
And does anyone else agree?

Dr Matthew J. Williamson, PFHEA
Director, Learning and Teaching Centre
University of Glasgow

There is currently much discussion around 'excellent teaching'. A number of measures of 'excellent teaching'

already exist – for instance, the National Teaching Fellowships Scheme, which 'celebrates excellent practice and outstanding achievement' (HEA 2015) and the development of a Teaching Excellence Framework is the latest attempt to define and measure what makes for quality learning at university. But what do universities mean by 'excellent teaching'? What do students think? Drawing on my own research and my work with a number of institutions, I will outline some ways in which we, as educators, can both recognise and embody excellent teaching.

Matthew started his career in public libraries. He moved to a focus on learning very early in this **career; having** completed his PhD on how jobseekers learn in order to improve their employment prospects, he became a lecturer at the University of Brighton. After running programmes in practical media production, **Mathew** moved to Queen Mary University of London where he worked on diverse projects, such as establishing grade-related assessment criteria, overseeing the teaching aspects of the college's successful application for Degree Awarding Powers and devising and embedding a code of practice on assessment and feedback. Matthew established the Learning and Teaching Conference, student-led teaching awards and the annual Drapers' Lecture in Learning and Teaching. As Head of Educational Development, he developed and led the college's strategy enabling **a hundred percent** to have external recognition of their teaching by 2019. In November 2015, Matthew was appointed Director of the Learning and Teaching Centre at the University of Glasgow, leading a team of academic developers, learning technologists, media production professionals and student learning advisers to support student success across the university.

Keynote speech 16.10 – 17.00

Developing, recognising and
disseminating teaching excellence



Professor Pam Parker, PFHEA
Associate Director, Learning Enhancement
and Development (LEaD)
City University London

Teaching excellence is comprised of a range of activities to support student

learning and these will be explored alongside some of the development opportunities offered to individuals. The range of evidence that can be used to demonstrate excellence will also be explored, as will opportunities to celebrate and disseminate excellent practice within the institution and beyond.

Pam is the Programme Director for the MPhil/PhD Professional Education and Associate Programme Director for the MA Academic Practice Programme. She is a Principal Fellow of the Higher Education Academy and a Senior Fellow of SEDA (Staff and Educational Development Association). Her areas of interest include curriculum design, staff development and motivation, personal tutoring, SoTL and educational development.

Pam started her career as a nurse before spending **sixteen** years working within nurse education. In 2008, Pam moved her career into educational development work. She has experience of teaching and supervising students from undergraduate to PhD level. **Pam** participates in a range of activities for staff such as seminars, development days and an annual conference, as well as editing the **Learning at City Journal**. Pam also has a range of project management experience including her role as Project Manager of a **four-year JISC-funded** project on curriculum design from 2008 to 2012.

Pam has been an active member of the Staff and Educational Development Association (SEDA) and was **conference chair** from May 2011 to April 2013. She then became Vice Chair of SEDA from May 2012 to April 2013 and has been Co-Chair of SEDA Executive since May 2013. **Pam** is also a reviewer for a range of nursing and education international journals and an academic associate for the HEA.

Closing points 17.00 – 17.15

Professor Sir Paul Curran

The conference will finish with a few words from the Vice-Chancellor of City University London.

Drinks reception 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, Professor Pam Parker				
10.00 – 10.55	Keynote: <i>What do universities mean by ‘excellent teaching’? And does anyone else agree?</i> Dr Matthew Williamson				
11.00 – 11.20	Refreshments – poster session and networking				
11.25 – 12.25 Session 1	Session 1A Workshop	Session 1B Workshop	Session 1C Workshop	Session 1D Papers	Session 1E Paper
	<i>Games with aims</i> Gill Harrison, Allison Harris	<i>Introduction to Team-Based Learning</i> Rebecca McCarter	<i>Blogging together: Using social writing to create a community of practice around teaching excellence</i> Anise Bullimore, Thomas Hanley, Dominic Pates, Daniel Sansome, Midge Seymour-Roots, Neal Sumner	<i>Cracking the code: Does nursing and midwifery council revalidation promote teaching excellence in higher education? A report of collaborative implementation at City University London</i> Julie Attenborough, Neha Mistry	<i>Wild card modules: Researching collaboration with legal service providers to promote deep integrated learning</i> Professor Nigel Duncan
				<i>Health has got talent: Recognising and rewarding teaching innovation and excellence</i> Dr Rachael-Anne Knight	
12.30 – 13.30	Lunch – poster presenters will be available by their posters to discuss these with attendees at 13.00				
13.35 – 14.35 Session 2	Session 2A Workshop	Session 2B Workshop	Session 2C Workshop	Session 2D Papers	Session 2E Papers
	<i>Murder, diamonds and walking: Using walks in your teaching practice through an exploration of Hatton Garden</i> Rosa Benato, Anise Bullimore, Emily Allbon	<i>Towards a definition of teaching excellence</i> Mark Warnes, Dr Debbie Holley, Dr Geraldine Davis	<i>Designing for an immersive learning experience, with support from City’s simulated practice community</i> Clive Holtham, Leona Norris, Sandra Partington, Morris Pamplin, Martin Rich, Mandie Scamell	<i>Hacking Human- Centred Learning Design</i> David Vince, Liz Ellis	<i>Technology enhanced teaching of mathematics at City University London</i> Martin Agombar, Dr Joel Armando
				<i>Enhancing teaching through gamification: Testing a new-and- improved system for in- lecture weekly quizzes with mobile-phone based responding</i> Dr Stian Reimers	<i>The development of a reusable learning object to support biological science teaching for pre-registration nursing students</i> Maggie Tarling

Time	Session				
14.40 – 15.40 Session 3	Session 3A Workshop	Session 3B Workshop	Session 3C Workshop	Session 3D Papers	Session 3E Paper
	<i>Career decisions by students: What can academic staff do to help?</i> Alison Coutts	<i>60-minute Moodle Makeover</i> Olivia Fox, Dr Joel Armando, Lisa Baker, Thomas Hanley, Peter Kogan, Connie Tse	<i>Creating engaging learning and teaching content using Creative Commons</i> Fariha Afgan, Dominic Pates	<i>Engaging technology in health and social care: Introducing City TECs (Technology Enabled Care Studio)</i> Dr Shashivadan Hirani, Dr Lorna Rixon, Professor Stanton Newman <i>Bridging technology and simulation: Use of empathy suits in the Technology Enabled Care Studio (TECs)</i> Janet Hunter, Karen Rawlings- Anderson, Dr Lorna Rixon, Dr Shashivadan Hirani	<i>Expectations of excellent teaching: The student perspective</i> Jo Richardson, Peter Kogan
15.45 – 16.05	Refreshments – poster session and networking				
16.10 – 17.00	Keynote: <i>Developing, recognising and disseminating teaching excellence</i> , Professor Pam Parker				
17.00 – 17.15	Closing points and awards, Professor Sir Paul Curran, Vice-Chancellor of City University London				
17.15 – 18.30	Drinks reception				
	Poster 1	Poster 2	Poster 3	Poster 4	
	<i>Using situational judgement testing to assess and recruit outstanding and compassionate students onto post-registration, nursing and midwifery programmes at City University London</i> Dr Caroline McGraw	<i>Designing Active Learning Initiative (DALI)</i> Santanu Vasant	<i>Advice on Module Page: AMPing Moodle modules</i> Olivia Fox, Dr Joel Armando, Lisa Baker, Thomas Hanley, Peter Kogan, Connie Tse	<i>Video as an assessment medium at City University London</i> Morris Pamplin, Fariha Afgan, Martin Agombar, Dr Joel Armando, Jo Richardson	

Proceedings

Learning at City Conference
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Sessions:

Session 1A: 60-minute workshop

Games with aims

Gill Harrison; Allison Harris, City University London, School of Health Sciences, Midwifery and Radiography

The workshop will share ideas for simple games and simulation used within the ultrasound programme.

Within the medical ultrasound programme, we have a ‘flipped’ classroom approach to teaching and learning (Harrison and Harris 2014). Students work through online lectures at home, prior to face-to-face interactive sessions at the University. In addition to using case based scenarios within the face-to-face lectures we have introduced various simulations and games including bingo, crosswords, card games, Monopoly and pass the parcel (at Christmas).

The use of games and simulation help to make learning fun, interactive and develop students’ communication, team working and critical thinking skills, which are essential for their level of practice after completion. Games and interactive learning can help to consolidate knowledge and provide mechanisms for evaluating understanding and application. Literature has suggested that the use of games can improve motivation for learning because it is fun. Games also increase problem solving skills (Sung et al 2015), help to develop critical thinking and reasoning, provide real-time feedback and allow active and collaborative learning (Boctor 2013). Baid and Lamber (2010) recognise that games can be utilised to meet learning outcomes, engage learners and provide a deeper learning experience. New ideas for interactive sessions are being tried out and reviewed. Clinical practice is always evolving and students are hopefully prepared for their role in the changing environment, by having developed their skills during the course.

Key issues to be addressed include:

- How games are used within the ultrasound programme
- Ways that games could be used within other programmes
- Trying out one or two games to see if they might be of value to their student cohorts.

Baird, H. and Lambert, N. (2010). Enjoyable learning: The role of humour, games and fun activities in nursing and midwifery education. *Nurse Education Today*, 30 (6), pp. 548–552.

Boctor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse Education in Practice*, 13 (2), pp. 96–100.

Harrison, G. and Harris, A. (2014). Postgraduate Medical Ultrasound Programme: Have we flipped?. *Learning at City Journal*, 4 (2), pp. 25-38.

Sung, H., Hwang, G. and Yen, Y. (2015). Development of a contextual decision-making game for improving students’ learning performance in a health education course. *Computers and Education*. 82, pp. 179 – 190.

Session 1B: 60-minute workshop

Introduction to Team-Based Learning (TBL)

Rebecca McCarter, University of Bradford, Faculty of Life Sciences

This workshop will introduce participants to Team-Based Learning (TBL) by letting them experience it just as a student would. TBL is a student-centred, flipped teaching strategy designed to engage students. As the model is highly scalable it is especially suited to achieving the benefits of small group teaching when used with large cohorts. However, it also makes a virtue of necessity and delivers many other advantages such as enhanced employability skills by, for example, helping students develop a more sophisticated understanding and broader experience base of team dynamics.

TBL shifts the focus of class time away from instructor-delivered content and all learning activities are developed using a framework that ensures students must grapple with and apply the course concepts in authentic ways as part of a learning team. They then have the opportunity to gain insight into and develop their critical analysis of other approaches to the same problem by challenging the solutions other teams produce and defending their own choices and processes. The resulting commitment to the success of their team and opportunities for peer learning act as the catalyst for students to complete the preparatory work and positively engage with activities in class.

TBL has been implemented in every discipline and has been used effectively in classes as large as 350 students. A TBL unit consists of four elements:

1. Strategically formed, diverse teams
2. An incentive framework to ensure students come prepared
3. Helping students learn how to apply course concepts
4. Holding students accountable and provide frequent feedback.

The workshop will consist of a very short TBL cycle that builds on each of these critical components and explores how they reinforce each other in practice. Delegates will be sign-posted to further resources.

By the end of this one-hour interactive workshop participants will be able to explain the key components of a Team-Based Learning (TBL) session through first-hand experience, describe the benefits of using TBL as an active and collaborative learning strategy and identify how it might be of benefit to support an enquiry-based curriculum. The entire session is interactive so it is anticipated to be a dynamic exchange of best practice, tips and tricks.

Michaelsen, L., Knight, A. and Fink, L. (2004). *Team-based Learning: A transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.

Sibley, J. and Ostafichuk, P. (2014). *Getting Started with Team-Based Learning*. Sterling, VA: Stylus Publishing.

Session 1C : 60-minute workshop

Blogging together: Using social writing to create a community of practice around teaching excellence

Anise Bullimore; Thomas Hanley; Dominic Pates; Daniel Sansome; Midge Seymour-Roots; Neal Sumner, City University London, Learning Enhancement & Development (LEaD)

This workshop focuses on social writing and blogging as a means to promoting and sharing practices and approaches.

“Social writing spaces generate good will, generosity and sharing. They initiate research dialogues and collaboration’ (Murray 2015, p.8).”

Examples of teaching excellence feature in programmes across City but raising awareness of this work and connecting educators who wish to share excellent practices is a continual challenge. There is an increasing demand to share and promote our educational work within and beyond City. But how can we find the time and means to achieve this?

The LEaD blog, (<http://bit.ly/LearningAtCityblog>), is a public forum with a global readership that brings people together. It enables academics and professional services staff to raise the profile of and discuss their educational research, teaching practices, educational ideas or reflection on professional development – all aspects that contribute to the development of teaching excellence.

By using social writing practices we aim to create a community of practice around teaching excellence for the LEaD blog. “Social writing means establishing a sense of community, being part of a community of scholars, and it lets us rehearse our writing in safe but rigorous conversations” (Murray 2015, p. 3). Social writing groups enable participants to meet “to talk about [their] research and... to write and grow [their] relationship to knowledge... [and] build relationships between researchers” (Murray 2015, p. 20). Murray argues that such exchanges are unlikely to happen during normal working time (Murray 2015, p. 19) – and therefore there is a need to establish a special time/space.

This session will provide that space in the form of a practical workshop suitable for all staff interested in writing for the LEaD blog, from experienced bloggers to those brand new to engaging with a blog. The workshop will use social writing as a technique to motivate writing and connect the blog authors as a community of practice, physically in the room and online via the blog. The facilitators will offer guidance on how to use the blog, create content, write for a blog and use the blog to promote and share educational practices. The aim is for all participants to leave having drafted a blog post and/or commented on other blog posts.

By the end of this session participants will be able to:

- Connect with colleagues through beginning to create a community of practice sharing educational practices and approaches
- Understand how to write and create blog posts
- Draft a blog post and/or engage with other blog posts on the LEaD blog via comments.

Participants are asked to bring their own devices on which to access and contribute to the blog. If this is not possible, please contact the conference events team (LEaDevents@city.ac.uk) to request one. Laptops or tablets may be provided for requestors, depending on availability.

Murray, R. (2015). *Writing in Social Spaces: A social processes approach to academic writing*. Abingdon: Routledge.

Wenger, E. (1998). *Communities of Practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Session 1D : Two 30-minute papers

Cracking the code: Does nursing and midwifery council revalidation promote teaching excellence in higher education? A report of collaborative implementation at City University London

Julie Attenborough; City University London, School of Health Sciences, Nursing (encompassing Adult, Mental Health & Child Nursing and Biology)

Neha Mistry, City University London, Human Resources

This paper focuses on a collaborative project between the Lead Nurse for Education and Human Resources to support the revalidation of nurses and midwives employed by the University, implemented in 2015/16. This process revealed both the challenges and potential of combining educational and professional identity in a university context.

There is an assumption among service users, members of the public, employers and our students that all nurses and midwives keep their skills and knowledge up-to-date and are of good character and conduct (Kolyva 2013). The Nursing and Midwifery Council (NMC) introduced a system of revalidation that requires nurses and midwives to provide evidence of their CPD and current practice with reference to the Code of Professional Standards of Conduct and Practice (NMC 2015).

For nurses and midwives employed by universities this represents demonstrating competence and adherence to the code, with their defined area of practice as ‘education’, ‘research’ or ‘education and research’. Much of the literature and guidance focusses on nurses and midwives in clinical practice (Beach and Oates 2015), with emphasis on Human Resources support for revalidation.

This paper describes the implementation of revalidation at City University London, a joint project undertaken between registrants with support from Human Resources. The University employs a range of professionals reflecting the courses offered, who have similar requirements and challenges and this paper will cover the shared experience and suggest a model for future development across the institution.

The session will include the themes and issues addressed during workshops attended by registrants from across the University.

Key issues to be addressed include:

- The identity of nurses and midwives as educators and how professional identity is experienced in other parts of the University
- The importance and influence of institutional buy-in to the revalidation process by universities as employers
- The specific challenge of developing a professional portfolio as an educationalist
- The link between professional revalidation and changing role profiles at City University London (education/education and research)
- Support for Continuing Professional Development for professional groups at City University London that is also associated with excellence in teaching.

At the end of this session participants will be able to:

- Discuss the implications of professional revalidation in a university context
- Identify the key areas across the University where the education of professionals is key
- Identify the potential of support for enhanced teaching excellence through the revalidation process
- Assess the merits of a collaborative approach to implementing revalidation
- Determine the advantages of shared practices and approaches in a university and professional context.

Beach, J. and Oates, J. (2015). Revalidation: The professional development discussion. *Community Practitioner*, 88(9), p. 22.

Kolyva, K. (2013). The NMC model for revalidation. *British Journal of Midwifery*, 21(11), pp. 820-820.

NMC, (2015). *The Code: Professional standards of practice and behaviour for nurses and midwives*.

Health Has Got Talent: Recognising and rewarding teaching innovation and excellence

Dr Rachael-Anne Knight, City University London, School of Health Sciences, Language and Communication Sciences

Health Has Got Talent (HHGT) is an annual showcase for teaching innovations in the School of Health Sciences at City University London. It encourages academic and professional staff to share their work with others, awards prizes and further disseminates the innovations. As such it is explicitly designed to provide recognition and reward for teaching.

Boyer’s (1990) seminal Scholarship Reconsidered suggested that the scholarship of teaching can be seen as important as other areas of academic work, such as research and service, yet recent literature still suggests that “there remains a troubling gap between rhetoric about teaching’s value and the realities of teaching’s recognition and reward” (Hutchings, Huber and Ciccone, 2011, p87).

In order to support the recognition and reward of innovative and excellent teaching and the scholarship of teaching and learning, HHGT is framed as an annual showcase where academic and professional staff (from the School of Health Sciences at City University London) present their work to an audience of their peers. HHGT is the School’s method for distributing centrally funded learning and teaching awards and entries are rewarded with monetary prizes. This year’s event will be the 4th year in which HHGT has run and the previous three years have seen a high level of engagement from staff across the school, both to present their work and participate as audience members. Typically ten innovations are shared in conference style presentations where multimedia and audience interaction are encouraged. A frequent criticism of teaching award schemes (e.g., Chalmers 2011) is that the criteria and judging processes are unclear. To address this issue, set criteria are given to presenters and audience members and presentations are assessed by a panel of expert judges from across the institution.

HHGT has proven an excellent vehicle for highlighting and rewarding teaching in the school. Many authors (e.g., Halse et al 2007) note that structured dissemination is often lacking from award schemes.

This is addressed by inviting each presenter to write an educational vignette about their award and innovation, so that one vignette is released in each month after the event. Winners are also put forward for institutional and national awards. Previous winners have gone on to gain senior fellowships of the Higher Education Academy and to win Vice-Chancellor’s awards, as well as regional awards from Health Education England. Future directions are to ensure that winners can support and mentor others (Little et al 2007) and to further understand the relationships between reward and excellence (Gibbs 2016) and excellence and scholarship (Parker Attenborough and Knight, in prep), as we approach the Teaching Excellence Framework (House of Commons 2016).

Key issues to be addressed include:

- Background and literature concerning reward and recognition of teaching
- The developing format of Health Has Got Talent, including plans for the future
- Infrastructure and issues around on-going reward and recognition at institutional and sector level
- The relationships between teaching reward, excellent teaching, scholarship and the teaching excellence framework.
- Learning outcomes.

By the end of this session participants will be able to:

- Summarise the basic arguments concerning teaching reward and recognition
- Describe Health Has Got Talent’s approach to teaching reward and recognition
- Consider future directions for reward schemes
- Discuss issues concerning reward and teaching excellence.

Boyer, E.L. (1990). *Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Chalmers, D. (2011). Progress and challenges to the recognition and reward of the scholarship of teaching in higher education. *Higher Education Research & Development*, 30(1), pp. 25-38.

Gibbs, G. (2016). *Rewarding excellent teachers may not improve teaching much*. [online] The SEDA Blog. Available at: https://thesedablog.wordpress.com/2016/01/08/53ideas-41-rewarding-excellent-teachers-may-not-improve-teaching-much/ [Accessed 11th March 2016].

Halse, C., Deane, E., Hobson, J. and Jones, G. (2007). The research-teaching nexus: What do national teaching awards tell us?. *Studies in Higher Education*, 32(6), pp. 727-746

House of Commons, Business Innovation and Skills Committee, (2016). *The Teaching Excellence Framework: Assessing quality in higher education*, HC 572. London: Stationery Office.

Hutchings, P., Huber, M. and Ciccone, A. (2011). *Scholarship of Teaching and Learning Reconsidered*. San Francisco: Jossey-Bass.

Little, B., Locke, W., Parker, J. and Richardson, J. (2007). *Excellence in Teaching and Learning: A review of the literature for the Higher Education Academy*. York: Higher Education Academy

Parker, P., Attenborough, J. and Knight, R.A. (in prep). *Modelling Scholarship and its Relationship to Other Areas of Academic Practice*.

Session 1E: One 30-minute paper

Wild card modules: Researching collaboration with legal service providers to promote deep integrated learning

Professor Nigel Duncan, City University London, The City Law School

This is a report of work in progress on a research project exploring the experience of Bar Professional Training Course (BPTC) students at The City Law School (CLS) who undertake work with real clients as one of their BPTC options. The City Law School pioneered this type of module within the UK and it has become an established part of our provision. It is a highly authentic learning experience with an equally authentic approach to assessment (Burton 2011, p. 25). It represents an approach to developing professional identity (Sullivan et al 2007, ch 4). We collaborate with the Free Representation Unit and the National Centre for Domestic Violence and this collaboration is informed by the proposals of Stuckey et al (2007, pp 198-205). Some 15 per cent of our students participate each year. Students are assessed on an analytical report of their work on the case(s) they undertake and a reflective report on their own learning. This year we are undertaking research into students’ experience of their training and supervision by The City Law School and our collaborating organisations, exploring also students’ aspirations and apprehensions. This was done by a survey at the time of their being accepted onto the clinical option (autumn 2015), followed by focus group discussions facilitated by members of the University’s Learning Enhancement & Development department. Survey design was informed by a pilot survey conducted at the end of the previous academic year with that year’s cohort of students.

The plan is to use findings from this process initially to inform our supervision of students during this academic year and to inform our collaborators in their design of their training programmes for future years. We will then conduct a follow-up survey at the beginning of June, when students submit the completed reports on their work with clients and in the light of those findings, follow-up focus groups.

Discussion and questions will be encouraged around two topics:

- a) How providers of higher legal education and of legal services might best collaborate to optimise student learning and to ensure a high quality of client representation
- b) How learning in a real environment may help to develop deeper learning through a reflective approach to experience.

Discussion will hopefully draw on the experience of others at City who work with external agencies, including formal arrangements with NHS providers and will inform both their work and stimulate others to consider such collaborations in order to enrich their own students’ learning.

Burton, K. (2011). A framework for determining the authenticity of assessment tasks: Applied to an example in law. *Journal of Learning Design*, 4(2), pp. 20-28.

Sullivan, W., Colby, A., Wegner, J., Bond, L. and Shulman, L. (2007). *Educating Lawyers: Preparation for the profession of law*, Carnegie Foundation for the Advancement of Teaching, San Francisco, Jossey-Bass.

Stuckey, R. et al. (2007). *Best Practices for Legal Education, A vision and a road map*, Clinical Legal Education Association, http://cleaweb.org/best-practices.

Session 2A: 60-minute workshop

Murder, diamonds and walking: Using walks in your teaching practice through an exploration of Hatton Garden

Rosa Benato, City University London, School of Health Sciences

Anise Bullimore, City University London, Learning Enhancement & Development (LEaD)

Emily Allbon, City University London, The City Law School

This session shares a variety of methods for using walking as an innovative and engaging educational practice as well as a means of exploring excellent teaching.

‘Only thoughts that are reached by walking have value’ (Nietzsche 1895).

In this workshop, relevant to all teaching staff across the University, we will demonstrate the range of ways in which walking can be used to enhance teaching and learning practice.

Walking is an active, immersive practice which can add a dynamic and experiential element to the teaching and learning experience, enhancing engagement, creativity and reflection (Raelin 2002; Zundel 2012). Walking has been linked to ‘internal’, psychological processes such as improved cognitive performance (Schaefer et al 2010), enhanced creativity (Oppezzo and Schwartz 2014), better reflection (Zundel 2012) and enabling the increased empowerment of participants (Shellman 2014). Walking has also been used for more ‘external’ processes such as team-building and coaching (Raelin 2002; Jordan 2010; Holman, Pavlica and Thorpe 1997).

During the workshop we will give a brief overview of the evidence to support walking as a teaching method as well as explore the benefits and variety of ways in which walking can be used in an educational context. This will be done indoors. We will then split the workshop participants into three groups, each of which will be led by one of



the three workshop facilitators who will lead participants on three distinct walks lasting 35 minutes in the Hatton Garden area. These are designed to demonstrate the three ways in which the facilitators incorporate walking into their own individual teaching and learning practice.

Participants choose one of the following walks:

- A guided local health and history walk
- An activity-driven, self-guided walk
- A reflective discussion walk.

The last 15 minutes of the workshop will be a facilitated reflective discussion on the walks and how participants may wish to use this method in their teaching practice.

By the end of this session participants will be able to:

- Demonstrate an understanding of the main debates in the literature relating to the use of walking in teaching and learning
- Demonstrate an understanding of the benefits and potential practical challenges associated with using walking in teaching
- Demonstrate an understanding of the range of ways in which walking can be used to enhance teaching
- Work collaboratively on a group task (the chosen walk).

*Participants are asked to come prepared to walk for around half an hour. This may include wearing comfy shoes, leaving heavy bags at the conference venue and sun or rain proofing.

*Any attendees with any concerns about participating in a walking activity or with specific requirements should contact **LEaDevents@city.ac.uk** so that we can ensure you are able to participate.

Holman, D., Pavlica, K. and Thorpe, R. (1997). Rethinking Kolb's theory of experiential learning in management education. *Management Learning*, 28(2), pp.135-148.

Jordan, S. (2010). Learning to be surprised: How to foster reflective practice in a high-reliability context. *Management Learning*, 41(4), pp. 391-413.

Nietzsche, F. (1895). *Twilight of the Idols or How to Philosophise with a Hammer. (Maxim 34)*. English translation: Kaufmann, W and Hollingdale, R.J. Available at: <http://www.handprint.com/SC/NIE/GotDamer.html> [Accessed 9th March 2016].

Oppezzo, M. and Schwartz, D.L. (2014). Give your ideas some legs: The positive effect of walking on creative thinking. *Journal of Experimental Psychology: Learning, memory and cognition*, 40(4), pp. 1142-1152.

Raelin, J.A. (2002). "I don't have time to think!" versus the art of reflective practice. *Reflections*, 4(1) pp. 66-75.

Schaefer, S., Lovden, M., Wieckhorst, B. and Lindenberger, U. (2010). Cognitive performance is improved while walking: Differences in cognitive-sensorimotor couplings between children and young adults. *European Journal of Developmental Psychology*, 7(3), pp. 371-389.

Shellman, A. (2014). Empowerment and Experiential Education: A state of knowledge paper. *Journal of Experiential Education*, 37(1), pp.18-30.

Zundel, M. (2012). Walking to learn: Rethinking reflection for management learning. *Management Learning*, 44(2), pp. 109-126.

Session 2B: 60-minute workshop

Towards a definition of teaching excellence

Mr Mark Warnes, Dr Geraldine Davis, Anglia Ruskin University, Faculty of Health, Social Care & Education

Dr Debbie Holley, University of Bournemouth, Centre of Excellence for Learning (CEL)

To evaluate teaching, one must first define excellence in order to recognise it. A meta-analysis of studies of teaching excellence has resulted in a model of the characteristics of teaching excellence. How accurately does this model reflect the lived experience of excellent teachers? Can it be used to evaluate teaching? In the current gaze of the TEF consultation, a discussion about the definition of teaching excellence and how to recognise it is of paramount importance.

Teaching excellence is an abstract concept and competing definitions abound in the literature (cf. Hillier 2002; Gosling and Hannan 2007; Little et al 2007; Young and Menon 2008). To operationalise the concept of Teaching Excellence for my PhD, I conducted a meta-analysis of previous studies (cf. Thompson et al 1998; Skelton 2002; Gibbs 2003; Collins and Palmer 2004; HEFCE 2004; Chism 2006) which resulted in a model of teaching excellence that encompasses three broad qualities of teaching practice: Professional, Practical and Personal, each of which is comprised of three characteristics.

These three qualities map broadly onto the three stakeholders in teaching excellence:

- The teacher (the professional who explores pedagogy and engages in CPD)
- The student (focused on the Personal, as seen in the nominations for student-led awards)
- The institution (primarily concerned with the Practical element, using reward and recognition schemes to develop corporate excellence (via a corporate strategy and a learning, teaching and assessment strategy), to improve NSS scores and move up through the league tables).

This model, however, is an idealised vision of teaching excellence, a standard against which to evaluate teaching. Those who have been rewarded and recognised for teaching excellence may have a different view about excellence.

The list of characteristics pertaining to excellence is long and the question is whether or not a teacher can be considered as excellent if they are deficient in one or more aspects. In addition, a challenge is developing measures to evaluate the extent to which a teacher fulfils the characteristics.

Given that excellence is one extreme of a spectrum of competence, why is it so important and what is wrong with being 'good enough'?

Attendees will gain an appreciation of the complex nature of teaching excellence and the challenges inherent in operationalising the concept and developing effective methods to measure it.



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Collins, R. and Palmer, A. (2004). *Perceptions of Rewarding Excellence in Teaching: Carrots or sticks?*. [online] Available at: http://jisctechdis.ac.uk/assets/Documents/resources/database/id394_perceptions_of_rewarding_excellence.pdf [Accessed 1st September 2014].

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Skelton, A. (2002). Towards inclusive learning environments in higher education? Reflections on a professional development course for university lecturers. *Teaching in Higher Education*, 7(2), pp.193-214.

Thompson, J., Cook, M., Cottrell, D., Lewis, R. and Miller, B. (1998). Developing an institutional framework for rewarding excellence in teaching: A case study. *Quality Assurance in Education*, 6(2), pp. 97-105.

Young, P. and Menon, S. (2008). *Reward and Recognition Policies and Practices within Centres of Excellence in Learning and Teaching*, Bristol: University of the West of England [online] Available at: <http://www.health.heacademy.ac.uk/doc/mp/2008pyoung.pdf> [Accessed 5th September 2014].

Session 2C: 60-minute workshop

Designing for an immersive learning experience, with support from City's simulated practice community

Professor Clive Holtham, Dr Martin Rich, City University London, Cass Business School

Sandra Partington, Leona Norris, Morris Pamplin, City University London, Learning Enhancement & Development (LEaD)

Dr Amanda Scammell, City University London, School of Health Sciences, Midwifery and Radiography

This workshop will disseminate and further extend the outcomes of the growing community developing at City around the use of simulation and role-play, whose members share an interest and experience in using simulation and are open to helping others to develop their own practice.

This workshop will be an extension of the growing community but will be tailored to participants who are interested in exploring or using simulation, or are interested in reviewing their own practice from a new perspective.

Introduction

“Simulation is a technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion” (Gaba 2004, p. i2).

Simulation is being used across City to bring the real world into learning, from a real hospital ward where students work shifts; to a completely online role-play where students have to run a business.

LEaD is supporting and connecting a network of practitioners across City around their use of simulation, this workshop is one method that the growing community is using to extend its influence, share expertise and encourage peers in a supportive and enjoyable way.

How can we develop the use of simulation at City?

This workshop aims to introduce simulation and role-play to interested participants. A snapshot of practice at City will be provided to raise awareness of practice, which ranges from replicating physical environments to evoking cognitive immersion.

The activity to follow will take existing design techniques for creating simulations and sample learning activities and explore how these might be employed to redesign an aspect of teaching to be more immersive. Scenarios, roles and tasks will be supplied for groups to use to design a simulation; the examples will be generic and will tackle aspects that can be applied to **any discipline**.

Members of City's simulated practice community will present their practice and facilitate the workshop activities. Participants will leave with an understanding of the approaches they may take – in order to add an immersive element to their practice – **at any scale**.

Gaba, D. (2004). The future vision of simulation in health care. *Quality and Safety in Health Care*, 13(1), pp.i2-i10.

Session 2D: Two 30-minute papers

Hacking Human-Centered Learning Design

David Vince, Liz Ellis, The Open University, ~~Technology Enhanced Learning, Innovation~~

The Open University shares how Hack Days can be used as part of a Human-Centred Design (HCD) approach to enhance teaching and learning. Human-Centred Design helps staff to develop a deeper, empathetic understanding of real-world student experiences, extending established curriculum-focused learning design methodologies and the use of analytics.

This presentation shares the findings of a pilot staff-student ‘Hack Day’ held in January 2016. Hack Days employ a unique mechanism for collaborative, productive enquiry. It demonstrates the user-driven Human-Centered Design (HCD) approach, which enables deeper, ethnographic insight into learners’ context and insight into how practitioners can innovate with both pedagogy and technology to enhance and design online learning experiences.

We know that not all students respond to the learning design of a module in the same way. This presents challenges when interpreting quantitative data from learning analytics and student surveys when seeking to further enhance teaching and learning in online contexts. The Open University has an established pedagogic approach to curriculum development known as OU Learning Design. While OU Learning Design does not advocate any particular learning theory, it is informed by socio-constructivist theory (Vygotsky 1978) and focuses around pedagogic learning objects, or mediating artefacts (Engeström 2001) and learners’ experiences to produce learning outcomes. This consistent approach has enabled the visualisation and mapping of modules based on seven activity types, ~~i.e.~~, assimilative, finding and information handling, communication, production, experiential, interactive/adaptive and assessment.

Preliminary analysis on the design of 147 modules found that assimilative and assessment activities accounted for a higher proportion of student workload but initial findings suggest a negative correlation with student completion rates (Toetenal and Rienties, forthcoming 2016). The authors did not find positive correlation between other activity types (i.e. finding and information handling, communication, production, experiential and interactive/adaptive) and student outcomes. This suggests that a broader set of factors, besides learning design, should be considered in order to enhance technology mediated teaching and learning.

Participants will gain an understanding of the potential for augmenting data driven, or curriculum-led, approaches with user-centred design to enhance their teaching and learning practice in online spaces.

Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), pp. 133-56.

Toetenel, L. and Rienties, B. (forthcoming 2016). Analysing 157 learning designs using learning analytic approaches as a means to evaluate the impact of pedagogical decision-making. *British Journal of Educational Technology*.

Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

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Enhancing teaching through gamification:
Testing a new-and-improved system for in-lecture
weekly quizzes with mobile-phone based responding

Dr Stian Reimers, City University London, School of Arts & Social Sciences, Department of Psychology

~~The approach I present~~ gives a lecturer-friendly, low-effort, scientifically grounded way of improving students’ learning. Feedback from students suggests it is seen as a very positive teaching tool that enhances the learning experience. ~~I want to share my experiences with people from other schools.~~

~~I will~~ introduce the latest version of a text-message based gamified quiz system used for in-lecture revision, currently run across four module in the BSc Psychology programme, presenting a brief conceptual and technical overview, an example of the system in action and substantial feedback from students. Overall ~~I will argue~~ that the system offers a very simple, lecturer-friendly way of enhancing teaching excellence.

~~I presented a~~ primitive version of the system at the Learning at City conference in 2014. The current system represents a step change in design, functionality and reliability. It runs completely online, via a simple interface and provides immediate feedback on the number of students choosing each option for a question, allowing lecturers to focus on concepts that students struggled with. It has now been used with over 250 students and regularly features positively in SSLC feedback and in module evaluations. ~~I will give an~~ overview of the latest developments and their impact.

~~I will discuss~~ the practical constraints in enhancing teaching excellence in research-focused institutions. From ~~my~~ academic perspective, ~~I can give an~~ overview of the pressures faced by academics juggling multiple roles, where teaching excellence is not the highest priority.

~~I will discuss~~ the use of gamification in higher education and its potential and pitfalls in terms of enhancing the student experience.

Finally, ~~I hope to give~~ a hands-on demonstration of a new version of the quiz system to give an example of a technology that, ~~in my opinion~~, addresses these issues effectively:

- Academics and learning technologists will see a home-grown, innovative new way of enhancing students’ experience of large-class lectures, with minimal disruption to current lecture practices
- People engaged in learning support and learning technology should gain a sense of the barriers that may be faced in persuading research-~~focussed~~ academic staff to spend time enhancing their teaching and the situations in which academics could be more amenable to change
- All attendees will get an overview of the use of gamification in higher education, with its pros and cons, an area that is changing rapidly.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. and Willingham, D. T. (2013). Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14, pp. 4-58.

Glover, I. (2013). Play as you learn: gamification as a technique for motivating learners. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications*, 2013. AACE, Chesapeake, VA.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A. and Ludgate, H. (2013). *NMC Horizon Report: 2013 Higher Education Edition*. Austin, Texas: The New Media Consortium.

King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41, 30-35

Selwyn, N. (2013). *Distrusting Educational Technology: Critical questions for changing times*. London: Routledge.

Session 2E: Two 30-minute papers

Technology enhanced teaching of mathematics at City University London

Martin Agombar, Dr Joel Armando, City University London, Learning Enhancement & Development (LEaD)

This paper presents the experiences of lecturers teaching maths-related subject with technologies. Two main approaches are discussed: the use of online quizzes to provide more opportunities to practice and how screencasts are produced to emulate whiteboard explanations.

Maths is crucial for many students in higher education. Yet it has been reported that the transition to higher education in maths-related careers presents several challenges for students (Lawson 2015) which can have negative consequences both for grades and retention.

In this paper ~~we share~~ the initial results of a project developed by part of the Educational Technology team at LEaD to gather requirements for mathematical teaching. ~~In this project, we conducted~~ interviews with lecturers in maths-related subjects at City and explored and evaluated the tools they use to enhance their teaching. ~~We complemented these findings~~ with information from our own experience as educational technologists.

In the first part of the presentation, ~~we will present~~ the main findings of this project to provide an overview of the practices associated with teaching maths-related subjects. Particularly, ~~we~~ will focus on two frequently used technology-enhanced approaches to teach mathematics. The first approach provides students with more opportunities to practice and consolidate new skills by using quizzes on Moodle. Quizzes allow the creation of randomised questions and automatic marking which saves lecturers’ time and provides quick feedback to students.

The second approach recognises the importance of using the whiteboard to help students to create mental images of abstract concepts. Some lecturers provide online resources to emulate the whiteboard presentations. In Moodle, whiteboard-like videos are used to anticipate the topics that will be covered in the class and to provide feedback.

To explain, ~~we provide some~~ examples of how lecturers use quizzes and video resources. ~~We take a~~ balanced view of the technologies involved, indicating how they have been used constructively while highlighting some areas where lecturers have run into problems.

In presenting this paper ~~we hope~~ the attendees can learn from other lecturers’ experiences and find potential takeaways for their own practice.

Lawson, D. Chapter 4: Mathematics support at the transition to university. *Transitions in Undergraduate Mathematics Education*, edited by Michael Grove, Tony Croft, Joseph Kyle and Duncan Lawson, 2015.

Recommendations following the
development of a reusable learning object
to support biological science teaching

Maggie Tarling, City University London, School of Health Sciences, Nursing

The use of e-learning and blended learning has expanded in higher education and systems are becoming more complex. The challenge is developing electronic resources that are good quality, effective and specific to the learning needs of students. The lessons learnt from this project are transferable and relevant to teaching and learning in higher education.

Traditionally nursing students find learning biological sciences problematic in foundational years (McKee 2002; Maniasa and Bullock 2002) and despite work in this area the problem still remains (Meechan et al, 2011). Nursing students find biological science text books bewildering, as the depth and breadth of information available in such texts although suitable for medical students, frequently exceeds the requirements of nurses.

The need for this project has been directly informed by student feedback from King’s College London Faculty of Nursing. Feedback from a large student cohort (108 students - 63 % response rate) found that that more than twice the amount of students preferred the in-house produced materials compared to Wiley plus® (54% Vs 24%). RLOs have been previously evaluated positively by healthcare students (Blake 2010) and the aim of the project was to develop specific Reusable Learning Objects (RLO) that could be accessible to support teaching of biological sciences across undergraduate and ~~post-graduate~~ programmes and to develop recommendations for the development of RLOs.

The project was collaboration between students, lecturers and an in-house ~~E-Learning Developer~~. The lessons learnt from the process of the development and delivery of one RLO will be presented.

Blake, H. (2010). Computer-based learning objects in healthcare: The student experience. *International Journal of Nursing Education and Scholarship*, 7(10), pp. 1 – 15.

Maniasa, E. and Bullock, S. (2002). The educational preparation of undergraduate nursing students in pharmacology: Perceptions and experiences of lecturers and students. *International Journal of Nursing Studies*, 39 pp.757–769.

McKee, G. (2002). Why is biological science difficult for first year nursing students?. *Nurse Education Today*, 22, pp. 251 – 257.

Meechan, R., Mason, V. and Catling, J. (2011). The impact of an integrated pharmacology and medicines management curriculum for undergraduate adult nursing students on the acquisition of applied drug/pharmacology knowledge. *Nurse Education Today*, 31(4), pp. 383-389.

Session 3A: 60-minute workshop

Career decisions by students:
What can academic staff do to help?

Alison Coutts, City University London,
School of Health Sciences, Nursing

Most students enter higher education with the stated intention of improving their career prospects, yet they understand this aim very narrowly and may not avail themselves of opportunities to enhance their career prospects. There is evidence that students prefer talking to members of staff from their discipline, rather than specialist careers staff (Greenbank 2011) and this session will review how staff can help students to make the most of opportunities available to them.

Employability and starting salaries are likely to be one of the metrics that will be monitored to assess the quality of universities and are a key part of City's **Vision and Strategy 2026**.

This presentation will:

- Review career theory and outline how these have had to adapt to the current unstable and unpredictable world of work (Super 1975; Hirschi 2013; Savickas 2012; Gottfriedson 1981)
- Explore what is meant by career self-efficacy (independence in career planning; Leung 2008), whether this is appropriate; how it can be promoted
- Outline the particular challenges facing students who are the first from their family to attend university (Greenbank 2011)
- Outline the concept of 'planned happenstance' (Mitchell et al 1999). This is a way at looking at career that enables the worker to identify career opportunities, which are often unexpected and to respond to these in a proactive manner. In order to do this the worker should display curiosity, flexibility, optimism, risk-taking, engagement, persistence and finally good relationships.

Activities and discussion will include:

- Planned happenstance and career exploration (Krieshock et al 2009)
- Applying theories of career motivation to ourselves and our students
- Identifying opportunities to develop the characteristics of planned happenstance in our students
- Devising means of assisting students with career exploration
- Identifying activities that can assist students in presenting themselves to employers.

Athanasou, J. A and Van Esbroeck, R.1st ed, *Springer Science - Business Media BV*, pp. 115-132.

Gottfredson, L.S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counselling Psychology*, 28(6), pp. 545-579.

Hirschi, A. (2013) Career decision making, stability and actualisation of career intentions: The case of entrepreneurial intentions. *Journal of Career Assessment*, 21(4), pp. 555-571.

Krieshok, T.S., Black, M.D. and McKay, R.A. (2009). Career decision making: The limits of rationality and the abundance of non-conscious processes. *Journal of Vocational Behaviour*, 75(3), pp. 275-290.

Leung, S.A. (2008). **"The big five theory"**, *International Handbook of Career Guidance*, eds. J.A.

Pryor, R. and Bright, J. (2011). *The Chaos Theory of Careers: The new perspective of learning in the twenty first century*, Routledge: Oxford.

Mitchell, K., Levin. S.A. and Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counselling & Development*, 77, pp. 115-124.

Greenbank, P. (2011). Improving the process of career decision making: An action research approach. *Education and Training*, 53(1), pp. 252-266.

Session 3B: 60-minute workshop

~~60 minute~~ Moodle makeover

Olivia Fox, Dr Joel Armando, Lisa Baker, Thomas Hanley, Peter Kogan, Connie Tse, City University London, Learning Enhancement & Development (LEaD)

This hands-on workshop from the Blended Learning team in LEaD, aims to explore how to enhance teaching excellence online through the use of course design principles.

Blended learning is increasing in popularity as an effective and flexible way to meet diverse learner requirements and offer increased flexibility for students through the thoughtful integration of resources and activities in an online environment with face-to-face teaching. Alammmary et al. (2014, p.440) in their paper on blended learning in higher education found that "[t]he question now is not whether to blend or not; it is how to design an effective blend". An effective blend is one which leverages the benefits of both the face-to-face and online environments to produce a cohesive learning experience for students. An effective blend increases the opportunities for students to interact with module content and engages students in active learning in both face-to-face and online environments.

With this in mind, the ~~60 minute~~ Moodle makeover is a hands-on workshop to enhance teaching excellence online and support staff in designing an effective online environment for students. The workshop draws on the course redesign principles that the Educational Technology team from LEaD utilise to provide the Advice on Module Page (AMP) service.

The course redesign principles are adapted from Weimer, 2010:

1. Provide a structure for the module that guides students in their active learning
2. Provide sufficient time on task and enforce deadlines
3. Reward students for their effort
4. Provide regular assessment of progress
5. Accommodate diverse requirements
6. Stay in touch.

This workshop will provide academic staff with an opportunity to review their own Moodle modules and analyse their decisions connecting their subject and pedagogical knowledge with course design principles. The recent **Horizon Report** (2016, p.18), highlights the 'increasing use of blended learning designs' as a key trend driving the adoption of education technology in higher education over the next one to two years.

Pre-requisite for attendance: Access to a Moodle module that you are teaching on.

Attendees are required to bring a wireless-enabled laptop to the session.

Alammmary, A., Sheard, J. and Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australian Journal of Educational Technology*, 30(4), pp. 440-454.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A. and Hall, C. (2016). *NMC Horizon Report: 2016 Higher Education Edition*. Austin, Texas: The New Media Consortium. [online] Available at: <http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf> [Accessed: 11th February 2016].

Weimer, M. (2010). A course redesign that contributed to student success, In Weimer, M. *Course Design and Development Ideas That Work*.

Session 3C: 60-minute workshop

The power of pictures: How images can enhance understanding and inspire and engage students

Fariha Afgan, Dominic Pates, City University London, Learning Enhancement & Development (LEaD)

The effective use of images in teaching has been proven to improve comprehension, transmit messages faster, stick in long-term memory and trigger an emotive response, which all lead to deeper understanding. Understanding the practice of using images effectively will enhance any educational resource and help to propagate excellent teaching.

~~We will discuss and~~ explore the use of images in education and discover how appropriate use can enhance learning and teaching resources. It has been demonstrated that the effective use of images with words, rather than words alone, leads to deeper understanding of concepts and ideas (Mayer & Moreno 2002). Embedding this 'visual literacy' in learning and teaching can also add emotional impact and engage and inspire students, which in turn drives attention (Mayer, J 2014). Traditional teaching methods have focussed on verbal modes of instruction such as lectures and printed materials, however the digitisation of this content provides an opportunity to incorporate images more easily (Mayer, R.E 2014).

Participants will be introduced to Creative Commons (CC), a means of allowing flexible uses of copyrighted material, such as images, including in learning and teaching (Creative Commons 2016). ~~We will introduce~~ the plethora of resources available, as well as some of the most commonly used websites for image assets such as Flickr, Wikimedia and The Noun Project (Creative Commons 2016).

Attendees will be asked to work in small groups to search for a ~~CC-licensed~~ image and discuss how it communicates their given concept. The discussion will then compare and contrast the varying approaches and explore how this new approach might inform their future learning and teaching.

Creative Commons - About, (2016). Available at: <https://creativecommons.org/about> [Accessed 4th March 2016].

Mayer, J. Visual literacy across the disciplines. In: *Research Within the Disciplines*, 2nd ed., edited by Peggy Keeran and Michael Levine-Clark, 277-299. Lanham, MD: Rowman & Littlefield, 2014.

Mayer, R.E. (2014). 'Research-based principles for designing multimedia instruction'. In: V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.). *Applying Science of Learning in Education: Infusing psychological science into the curriculum*, ebook. Available at: <http://teachpsych.org/ebooks/asle2014/index.php> [Accessed 22nd April 2016].

Mayer, R.E. and Moreno, R. (2002). Aids to computer-based multimedia learning. *Learning and Instruction*, 12(1), pp.107-119.

Session 3D: Two 30-minute papers

Engaging technology in health and social care:
Introducing City TECs

Dr Shashivadan Hirani, Dr Lorna Rixon, Professor Stanton Newman, City University London, School of Health Sciences, Health Services Research & Management

~~City TECs – Technology Enabled Care Studio – was~~ developed as a means to introduce health and social care focused technology to students. The simulated environment and associated technology based learning resources are approaches which would be valuable to share and receive feedback upon.

The development of Technology Enabled Care is a significant component of the 'Modernising the NHS' strategy and the government is driving campaigns to create the right environment to support large scale adoption of equipment such as telehealth and telecare and overcome the existing behavioural barriers of GPs, health practitioners, patients and their families. Effective training of health care providers and service users is key to improving outcomes from the utilisation of technology.

To address this need the City Technology Enabled Care studio – City TECs – was developed. It is a purpose built learning-hub, designed to simulate a studio flat, equipped with the latest telehealth, telecare, telemedicine, ~~tele-rehabilitation~~, mobile-health equipment, with technology provided by, among others, Philips & Tunstall. It is a simulation facility with live and recorded video streams utilised to train health and social care professionals in the use of technological devices and services to facilitate and maintain user behaviour change and support user self-management.

~~In this session we will~~ introduce City TECs, the capabilities of the technology within it and the methods that ~~we have~~ used to train individuals in its use through: experiential learning, scenario based learning, role play, video feedback and reflection and the resources introduced for flipped classrooms and blended learning techniques. The aims of these are to demonstrate to users how technology can be effectively and efficiently incorporated into care pathways and for them to problem solve situations where the potential of technology enabled care is not being achieved.



City TECs also serves as a research environment to conduct studies aimed at improving service user and care provider service provision via the development of educational materials based on evidence based practice. Such technology could be utilised within other environments that requires dealing with clients in a sensitive manner e.g., police, criminal justice, lawyers, psychologist.

What will I gain from attending the session?

The session will be of interest to health and social care professionals interested in the use of technology and simulation in education.

You will have the opportunity to:

- Learn about the development of a simulated practice environment
- Discuss the benefits and challenges of introducing technology in an educational project about technology
- Explore the benefits of utilising out of class resources in educational training
- Gain insight in the difficulties for educators in developing and delivering learning materials based on technology.

You will gain an overview of:

- Introduction to City Technology Enabled Care studio – City TECs
- Educational aims of the project
- Learning resources developed to enhance use of the studio
- Benefits, challenges and lessons learned
- Next steps.

Brewster, L., Mountain, G., Wessels, B., Kelly, C. and Hawley, M. (2014). Factors affecting frontline staff acceptance of telehealth technologies: A mixed-method systematic review. *Journal of Advanced Nursing*, 70(1), 21–33. doi:10.1111/jan.12196.

Graham, C.R. (2013). Emerging practice and research in blended learning. In: *Handbook of Distance Education*, (Third Edition., pp. 333–350). New York, NY: Routledge.

Kolb, D. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. 2nd ed. New Jersey: Pearson Education.

NHS England, (2015). Technology Enabled Care Services: Resource for Commissioners. https://www.england.nhs.uk/wp-content/uploads/2015/04/TECS_FinalDraft_0901.pdf

Roehl, A., Reddy, S.L. and Shannon, G.J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning. *Journal of Family and Consumer Sciences*, 105(2) pp. 44-49.

Bridging technology and simulation: Use of empathy suits in the Technology Enabled Care Studio (TECs)

Janet Hunter, Karen Rawlings-Anderson,
City University London, School of Health Sciences, Nursing

Dr Lorna Rixon, Dr Shashivadan Hirani,
City University London, School of Health Sciences,
Health Services Research & Management

Within the School of Health Sciences (SHS) there are a number of innovative projects that enhance the learning experience for students. Development of the TECs is a relatively new project and use of empathy suits was showcased at last year’s conference. This paper explores the challenges of bridging technology and simulation to develop an innovative learning experience for student nurses (adult).

Within SHS there are numerous innovative learning and teaching initiatives being developed. However, it is often the case that this work is carried out in isolation with limited collaboration across divisions and disciplines. In this project academics and researchers who have worked separately on developing the TECs and the use of empathy suits within simulated practice have worked in partnership to develop a project that bridges both domains. This paper will discuss the issues and challenges that needed to be addressed in order to undertake this project.

City TECs is a purpose built learning-hub, designed to simulate a studio flat, equipped with the latest telehealth, telecare, telemedicine, tele rehabilitation, mhealth equipment. Providers and systems include, Philips & Tunstall. It is a simulation facility with live and recorded video streams utilised to train health and social care professionals in the use of technological devices and services to facilitate and maintain user behaviour change and support user self-management. TECs also serves as a research environment to conduct studies aimed at improving service user and care provider service provision via evidence-based practice.

Empathy suits have been used within nursing education at City for two years. Old age and bariatric simulation suits have been used to help mental health and adult nursing students enhance their understanding and appreciation of some of the physical, psychological and emotional difficulties that these patient groups may face.

The current project aims to bring together use of the TECs and the empathy suits to simulate community nurses visiting both groups of patients in the community. Students not actively taking part in the simulation have the opportunity to observe the interactions via live streaming of the activity. They then offer constructive feedback during debrief, which occurs after the simulation.

Sections of the video recordings are played to stimulate discussion.

The session will be of interest to any discipline interested in the use of technology and simulation in education.

You will have the opportunity to:

- Gain an insight into the challenges and benefits of cross-disciplinary collaboration in an educational project
- Discuss the benefits and challenges of using technology within simulation
- Explore how to engage students who are not taking an active part in the simulation
- Consider how this method of using technology might be used or adapted to your discipline.

Brewster, L., Mountain, G., Wessels, B., Kelly, C. and Hawley, M. Factors affecting frontline staff acceptance of telehealth technologies: A mixed-method systematic review. *Journal of Advanced Nursing*, 70(1), pp.21–33. doi:10.1111/jan.12196

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Session 3E: 60-minute workshop

Expectations of excellent teaching:
The student perspective

Jo Richardson, Peter Kogan, City University London,
Learning Enhancement & Development (LEaD)

This session will provide participants with the opportunity to explore student perceptions of excellent teaching through discussions with City University London students. Issues discussed will focus on students’ experiences of teaching while at the University and the impact of these on their learning and overall educational experience.

This session aims to demonstrate the concept of “students as partners in learning” (Healey et al 2014) by actively involving City University London students in the debate around teaching excellence.

Students are the single most important component of higher education. Without them, universities would be silent research bunkers where teaching and learning did not exist. Despite the central role that students play in higher education institutions (HEIs), their opinions tend to be sought infrequently and inconsistently and they are therefore often heard less than other stakeholders. Universities often assume that they know what students need from teaching (Sander et al 2000) but without understanding the expectations of learners, there can be a mismatch between what a higher education institution is providing and what students want. By exploring student perceptions and preferences for teaching, learning and assessment institutions can design and deliver an educational experience that is effective but also meets student expectations (Hill 1995).

National education agencies such as JISC and The Higher Education Academy have demonstrated the value of engaging students in teaching and learning decisions (JISC 2015; Healey et al 2014)

and assert that ‘student engagement correlates with positive learning experiences and outcomes for students’ (Healey et al 2014, p.4). This session aims to bring the student voice to the Learning at City Conference by enabling attendees to ask students directly about their experiences of teaching excellence.

Students will be invited to participate in the workshop based on their involvement in teaching and learning activities at the University, for example as Student Representatives. The insight gained through these activities - and from their own perspectives - means that they will be well-placed to act as ‘experts’ in discussions. A diverse range of students from different disciplines will be invited, with the aim of representing all schools within City University London.

By the end of the session participants will have:

- Gained greater appreciation of the benefits of including students in conversations around teaching and learning
- Developed their understanding of student perceptions of teaching excellence
- Explored student expectations of their educational experience.

Healey, M., Flint, A and Harrington, K. (2014). ‘Engagement through partnership: students as partners in learning and teaching in higher education’, *Higher Education Academy* [online] Available at: https://www.heacademy.ac.uk/sites/default/files/resources/engagement_through_partnership.pdf [Accessed 11th March 2016].

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Poster 1

Using situational judgement testing to assess and recruit outstanding and compassionate students onto post registration nursing and midwifery programmes at City University London

Dr Caroline McGraw, City University London, School of Health Sciences

Sharing practices and approaches: City University London is committed to attracting and developing the most promising students. In selecting students to health related programmes of study, not only are entry tariff points important but also students’ desire to deliver compassionate care. This poster shares an innovative approach to the selection of students for the BSc/PGDip Public Health (health visiting, school nursing and district nursing) programme. The poster will be of interest to those seeking to develop credible, reliable, fair and publically defensive approaches to values based recruitment of students onto health related programmes of study.

Background: A key ambition of the BSc/PGDip Public Health (health visiting, school nursing and district nursing) programme team is to recruit and develop the most promising students for a career in community nursing. Procedures for student selection traditionally focused on measuring academic and clinical aptitude using achievement ratings, personal statements, written tests, numeracy tests and panel interviews. However, failures at Mid Staffordshire NHS Foundation Trust have highlighted the need to assess students desire to deliver compassionate care.

Aims and objectives: The aim of this project was to harness patient and service user experiences to create a number of situational judgement tests that could be used to assess candidate’s ability to identify and discuss appropriate values and behaviours in community nursing situations. The objectives were:

- To identify significant events in patient and service user encounters with community nursing services
- Generate a number of situational judgement tests using these experiences
- Record patients and service users narrate their situational judgement test on video file
- Develop assessment criteria for each test
- Create a repository of accessible video files.

Methods: Volunteer participants were drawn from local ~~Third Sectors~~ organisations, NHS user involvement groups and the programme’s own personal networks. Data on significant events were collected in semi-structured interviews with ~~fourteen~~ patients and service users. Interviews were subsequently transcribed and situational judgement tests generated from the events discussed. These were checked for clinical sensibility and assessment criteria were developed to ensure reliable scoring at subsequent interviews. Participants were subsequently asked to narrate their significant events on video or to agree to them being narrated by an actor.

Outcomes: ~~Thirteen~~ situational judgement tests were generated.

For example: ‘~~I was badly~~ scalded on the head and shoulders. I asked for a district nurse to come and do my dressings at home but was told “~~if you~~ can walk, you can get to your GP surgery; we won’t send a district ~~nurse~~”. This meant painfully getting dressed, then undressed and dressed again in the ~~surgery~~’. What would you say to a patient in a similar situation and why? Six participants agreed to narrate their stories to camera and four agreed to their stories being narrated by an actor. The situational judgement tests are stored on video file on Media Space and accessible to use in panel interviews with candidates applying to join the BSc/PGDip Public Health in September 2016.

Poster 2

Designing Active Learning Initiative (DALI)

Santanu Vasant, City University London, Learning Enhancement & Development (LEaD)

~~The~~ poster aims to outline past, present and future developments in designing active learning spaces that will help developing excellent teaching and teachers, the chosen sub-theme.

~~This~~ poster will summarise the research conducted by the Learning Spaces Theme on requirements for and on the use of learning spaces and in-class technology by lecturers and students at City University London. This research conducted by the Educational Technology team and the Learning Spaces Theme, started in 2013 (Bullimore et al 2013), includes focus groups, staff interviews, pilots and contributions to external publications (UCISA 2016).

The findings will show how the theme aimed to design technology-enhanced and flexible learning spaces that enable active learning to take place; optimise the University’s capacity to support flexible modes of education while enhancing existing practice; and to design a learning environment that supports learning within an institution, ensuring students develop the ability to study and research independently.

The research findings will also demonstrate how the theme designed and delivered staff development sessions that aimed to support diverse teaching styles and help staff providing students with an appropriate level of contact and stimulation, encouraging student effort (Vasant 2015).

Finally, the poster will identify the first steps taken to address future areas of necessary research, mainly through the DALI Project (LEaD 2016), that will update central learning spaces over the next few years, assess the use of new learning spaces and in-class technology by lecturers and students and deliver staff development, so lecturers can make the best use of these spaces and technologies.

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Department for Business, Innovations and Skills. (2015). *Higher education: teaching excellence, social mobility and student choice*. Available at: <https://www.gov.uk/government/consultations/higher-education-teaching-excellence-social-mobility-and-student-choice>. [Accessed 11th March 2016].

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Pates, D. and Sumner, N. (2015). E-Learning Spaces and the Digital University: Where the physical meets the digital. In: ICICTE 2015. ~~9th-11th~~ July 2015, Kos, Greek Islands [online], Available at: <http://www.icicte.org/ICICTE2015Proceedings%28Papers%29%5.2%20Final%20135%20Pates%20and%20Sumner%20.pdf>, ICITE, p.172 [Accessed 22nd April 2016].

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Poster 3

Advice on module page: AMPing Moodle modules

Olivia Fox, Doctor Joel Armando, Lisa Baker, Thomas Hanley, Peter Kogan, Connie Tse, City University London, Learning Enhancement & Development (LEaD)

This poster outlines the introduction of a personalised service to support staff in developing engaging blended learning approaches.

~~This poster~~ outlines the introduction of the Advice on Module Page (AMP) service offered by the Educational Technology team to staff at City University London. AMP is a personalised service that provides recommendations to engage and support academic staff in designing more effective Moodle modules.

The output of the service is the **AMP Report** which is aligned to the module learning outcomes and personalised to the academic’s requirements. The report provides up to three recommendations to improve a module.

To inform the **AMP Report** ~~we use~~ course design principles (adapted from Weimer 2010) to provide recommendations that support student engagement and learning in blended environments.

The AMP service aims to provide some mitigation to two of the biggest barriers to staff engagement with technology – time and knowledge (Walker et al 2014). This is done by providing information in the **Report** on the time required to implement each of the recommendations as well as links and tips on how to implement the recommendations technically and pedagogically.

This poster will provide an overview of the AMP service, the course design principles used to inform the **Report**, the type of recommendations provided to academic staff as part of the AMP service and some initial feedback from users.

While the AMP provides specific advice, it can contribute to an academic’s long-term engagement with effective module design online as it promotes reflection on the relationship between learning outcomes and online activities. It also promotes a reflective attitude towards the module design.

Alammary, A., Sheard, J. and Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australian Journal of Educational Technology*, 30(4), pp. 440-454.

Walker, R., Voce, J., Nicholls, J., Swift, E., Ahmed, J., Horrigan, S. and Vincent, P. (2014). *2014 Survey of Technology Enhanced Learning for Higher Education*, UCISA Report [online] Available at: <http://www.ucisa.ac.uk/~media/groups/dsdg/Tel%202014%20Final%2018%20August.ashx> (Accessed: 11th March 2016).

Weimer M. (2010). ‘A course redesign that contributed to student success’ In: Weimer, M. *Course Design and Development Ideas That Work*

Poster 4

Video as an assessment medium at City University London

Morris Pamplin, Fariha Afgan, Martin Agombar, Doctor Joel Armando, Jo Richardson, City University London, Learning Enhancement & Development (LEaD)

This poster proposal highlights innovative practice in assessment within the University. It presents a diverse range of video assignments, outlines benefits of this approach and summarises usage in the wider higher education environment. It also recognises work done by staff to embrace new technologies and innovative assessment methods.

Today’s students frequently use online video when researching their assignments, learning new skills and communicating. The wide variety of educational technologies available for use in formal learning, however, can mean that students are unclear about how such technologies can help them succeed (JISC 2014).

Well-designed use of technology in the curriculum can help students to develop digital literacies beyond the discipline-specific skills needed for their programme. Video- or multimedia-based assessment can foster creativity, presentation skills and original thought (HEFCE 2010). It also provides an innovative solution to the challenges of increasing student numbers and academics’ workload.

At City University London, academics across diverse disciplines are using the Moodle Video Assignment to facilitate video-based assignments for formative and summative assessment. This is made possible by investment in the University’s educational technology infrastructure to support innovative use of video in teaching and learning (Partington and Pamplin 2013). The poster outlines the use of multimedia assessments in the wider higher education context and highlights some of the ways that Video Assignment has been used within the University, enabling students to submit alternative forms of assessment. The poster also presents feedback and advice from staff who have used the tool effectively.

HEFCE, (2010). *Effective Assessment in a Digital Age* [online]. Available at: http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf [Accessed March 2016].

JISC, (2014). *Students’ Experiences and Expectations of the Digital Environment* [online]. Available at: <https://www.jisc.ac.uk/blog/students-experiences-and-expectations-of-the-digital-environment-23-jun-2014> [Accessed March 2016].

Partington, S. and Pamplin, M. (2013). *New Tools for City – A workshop to explore the innovative use of video in teaching and learning* [online]. Available at: <https://blogs.city.ac.uk/educationalvignettes/2013/05/24/new-tools-for-city-video-in-education-is-our-speciality/#.VuKuwnrRbip> [Accessed March 2016].

General information

Information desk

The staffed information desk will be situated in the Diamond Suite. This is where you ~~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 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

Please make sure you complete an evaluation form for each session you attend.

Your feedback is important to us and helps us to inform future events.

Notes

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