

Learning at City Conference 2017 Developing Theory into Practice in Higher Education

Wednesday 21st June 2017



LEaD
Learning Enhancement
and Development

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Welcome and introduction



Professor Pam Parker,
Deputy Director of
Learning Enhancement
and Development



Professor Susannah Quinsee,
Professor of Learning
Development and Director
of Learning Enhancement
and Development

Welcome to the 9th annual Learning at City Conference at City, University of London. The theme of this year's conference is Developing Theory into Practice in Higher Education. Professor Debbie Cotton, Head of Educational Development in the Pedagogic Research Institute and Observatory at Plymouth University, opens the conference with a keynote on Developing the Theory and Practice of Higher Education through Pedagogic Research which provides the basis for the day to build on.

This is followed by a range of parallel sessions which include papers such as Implementing Case-Based learning: Hitches, Hurdles and Highlights, Sharing educational practice and promoting learning experiences within aviation training and Making everyone's lives simpler! The implementation of MyProgress electronic portfolio software as an administration and monitoring tool in health education. There are also workshops such as Curriculum Excellence through ABC_LD (Arena Blended Connected Learning Design), Strategies for enhancing learning and teaching focussed continuing professional development and Online Discussion Forums: Planning and facilitating for good quality discussion. The range of sessions should provide opportunities to explore both areas of interest and new topics. In addition to the papers and workshops, posters will be displayed throughout the day, with a scheduled poster session so you can chat to poster presenters about their projects.

In celebration of all staff who have been recognised as HEA Fellows through the RISES programme we have a room where you can meet some of the Fellows and find out about their stories. The day also provides opportunities during the breaks for networking and discussion.

The second key note session will be presented by Zain Ismail, Vice-President Education at City Students' Union, focusing on why it is so important for students to be involved in extra and co-curricular activities. Zain will invite us all to participate in this activity based session. Professor Sir Paul Curran, President, City, University of London will then close the conference and invite you all to a drinks reception to celebrate the developments and practice that have been shared throughout the day.

We hope you enjoy the day and if you have any questions or comments, please ask a member of the Learning Enhancement and Development team. We also encourage all attendees to complete the session feedback forms throughout the day and the online evaluation after the event. This feedback will be used to help shape the theme and content for the 10th annual conference next year.

RISES: Recognising Individual Staff Education Status – A celebration

RISES room – ELG05

Over the past two years Learning Enhancement and Development (LEaD) at City has been developing a programme offering a CPD route to achieving Higher Education Academy fellowship at all levels.

The RISES (Recognising Individual Staff Education Status) programme, introduced and facilitated by Professor Pam Parker has seen over 30 members of staff awarded HEA fellowships including Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA).

At this year's conference we would like to take the opportunity to celebrate the achievements of these staff and tell delegates a little more about the journey they have taken to achieve fellowship.

Please take time to visit the RISES room during the conference to discover more about our teaching excellent staff and to find out their top tips and advice for achieving HEA fellowship.

“Applying for Fellowship made me reflect closely on my teaching practice and think about its strengths as well as aspects I could develop.”

“It's worthwhile and a very rewarding experience for me to receive my Senior Fellowship.”

“It has given me more confidence in my everyday job.”

“Becoming an HEA has been very beneficial to me. I feel I've advanced more in my sense of pedagogy and my place in higher education.”

“The RISES programme allows you to have your excellent educational practices rewarded and recognised, which is so important in the current higher education environment.”



Advice on Module Page (AMP) is a personalised online service from LEaD, which provides recommendations to support you in designing more effective and engaging Moodle modules. To AMP your modules for next academic year, complete an AMP request on ServiceNow.

Conference programme

9:15 – 9:45 Registration and refreshments

9:45 – 10:00 Welcome and introduction – ELG15

10:00 – 10:55 Keynote speaker – ELG15

Developing the Theory and Practice of Higher Education through Pedagogic Research

Professor Debby Cotton, Head of Educational Development in the Pedagogic Research Institute and Observatory (PedRIO), Plymouth University.

There are many reasons why staff from all disciplinary backgrounds might want to engage in pedagogic research in higher education. Although historically, this type of research has had something of an 'image problem', it is increasingly being seen as a key part of university core business, having the potential to contribute both to teaching enhancement and to research development. Pedagogic research can produce swift practical impacts on policy and practice; with some prior planning, it can also provide universities with crucial evidence to inform submissions to the Research Excellence Framework (REF) and the Teaching Excellence Framework (TEF). In this keynote, I will outline the findings of a project exploring the submission of pedagogic research into REF2014, as well as drawing out some of the opportunities and challenges for REF 2021. The indications are that pedagogic research is a potential growth area in REF, so long as serious consideration is given to issues such as co-ordination, theoretical underpinnings and opportunities for scaling up. Pedagogic research could also provide a key contribution to the TEF through the provider submission, which asks for evidence of institution-wide impacts of teaching enhancement activities. Despite the apparently divergent nature of REF and TEF, pedagogic research has the potential to cross the boundary between the two activities, and at the same time enhance the student experience in higher education. In conclusion I suggest that an increasing focus on research intensity in the REF together with the need for evidence of impact on students for the TEF submission combine to provide a potential space for further growth in pedagogic research.

Debby is a Principal Fellow of the UK Higher Education Academy (PFHEA), a National Teaching Fellow (NTF) and has recently been selected to work as an assessor on the UK Teaching Excellence Framework (TEF). She has a doctorate from Oxford University, which focused on teaching controversial environmental issues. She has played a key role in the development of pedagogic research at Plymouth University for over 15 years and was central to the development of PedRIO, one of the University's eight research institutes.

Debby is a regularly invited, popular speaker and has delivered workshops and keynotes on higher education in the UK, China, US and South Africa. She sits on the editorial board of three journals, has contributed to upwards of 25 projects on pedagogic research and development and has produced more than 70 publications on a wide range of higher education teaching and learning issues including sustainability education, research-informed teaching, internationalisation of higher education and inclusivity.

11:00 – 11:20 Refreshments

11:25 – 12:25 Session 1

Workshops

1A	Reinventing the lecture: how student engagement and analytics can transform teaching delivery and learning outcomes	Dr John Couperthwaite and Mr Santanu Vasant	ELG01
1B	Strategies for enhancing learning and teaching focussed continuing professional development	Dr Rachael-Anne Knight, Peter Kogan, Thomas Hanley and Santanu Vasant	ELG08
1C	Mainstreaming support: Reflective groups for speech and language therapists in training facilitated by counsellors	Miss Kirsty Harrison, Mr David Glyn, Marie-Therese Worthington, Lynne Mark, Abigail Levin and Midge Seymour-Roots	ELG12

Papers (2 per session)

1E	Enhancing learning materials to create a uniform VLE by moving away from PDFs, PPTs and DOCs	Mr Dionisios Dimakopoulos and Mr Gerard Luskin	ELG15
	Keeping it real: Transmedia for online legal education	Ms Emily Allbon, Mr Morris Pamplin and Ms Ness Lyons	
1F	Implementing seismic change: education to transform the shape of caring in the NHS	Ms Janet Hunter and Ms Julie Attenborough	ELG13
	Interactive education to stimulate clinical mentor discussion and learning, to support student success	Gill Harrison and Allison Harris	
1G	Learning together about stroke care: evaluation of interprofessional learning with a service user, nursing and speech and language therapy students	Ms Karen Rawlings-Anderson, Miss Kirsty Harrison and Mr Santanu Vasant	ELG02
	Making my own decisions: a collaboratively developed, online video learning resource on the Mental Capacity Act for healthcare students	Rosa Benato and Celia Harding	
1H	Monitoring and mentoring: Utilising fitness bands and apps for healthcare students to experience self-management of physical activity levels	Dr Shashivadan Hirani and Dr Lorna Rixon	ELG09
	Evaluation of the D-Eye smartphone ophthalmoscope by undergraduate Optometry students	Dr Manbir Nagra and Dr Byki Huntjens	
1I	Including Emotions in Education - the 'Circles of Reflection' protocol	Dr Adam Al-Kashi	ELG03
	Entrepreneurship Education and Graduates' Entrepreneurial Intentions: Entrepreneurship Education Pedagogies in Nigerian Universities	Ms Eunice Oluwakemi Chukwuma-Nwuba	



13:35 – 14:35 Session 2

Workshops

2A	Close Encounters of the Emergent Kind: Exploring the educational potential of 360° video, 3D scanning and virtual reality	Mr Morris Pamplin and Jo Richardson	ELG08 ELG09
2B	The Pedagogy Of Space: Using the Physical Space As A Learning and Teaching Tool	Ms Sheila Egan, Mr Dominic Pates, Mr James Rutherford, Mr James Stewart and Mr Santanu Vasant	ELG15 ELG12
2C	Streaming Knowledge Method (SKM)	Dr Gil Dekel	ELG11

Papers (2 per session)

2E	Bringing Innovation to Management Education: Using the Inquiry-Based Learning Approach for Enhancing the Innovativeness of Management Students	Dr Oguz Ali Acar, Dr Aybars Tuncdogan and Professor Dawn DeTienne	ELG01
	Innovative Food Systems Teaching and Learning: Overcoming disciplinary and teaching silos to fix the food system	Dr Raquel Ajates-Gonzalez and Rebecca Wells	
2F	Does research-based practice work in supporting students?	Ms Diane Bell	ELG02
	Examining students' attitudes towards online courses: a case study of digital distance learning across four continents	Dr Lisette Johnston	
2G	An innovative practical approach to research methods teaching addressing the open-science debate	Dr Heather Cleland Woods, Dr Helena Paterson, Dr Phil McAleer, Dr Dale Barr and Dr Niamh Stack	ELG03
	Recycle, Repurpose, Reimagine: Using open resourced materials to enhance student's learning experiences in research methods	Dr Heather Cleland Woods, Dr Helena Paterson, Dr Phil McAleer and Dr Niamh Stack	
2H	Sharing educational practice and promoting learning experiences within aviation training	Mr Michael Prentice	ELG13
	Learning to Fly	Mr Dominic Pates and Dr Ivan Sikora	

14:40 – 15:40 Session 3

Workshops

3A	Making lectures interactive with a new, gamified, quiz and survey web app	Dr Stian Reimers	ELG01
3B	Curriculum Excellence through ABC_LD (Arena Blended Connected Learning Design)	Ms Natasa Perovic and Clive Young	ELG12
3C	Copyright, licensing and open practice in higher education	Dr Jane Secker and Mr Chris Morrison	ELG11
3D	Bumps in the road: introducing e-portfolio assessment in a PGCAP core module	Dr Emma Kennedy	ELG09
3E	Online Discussion Forums: Planning and facilitating for good quality discussion	Ms Leonie Sloman	ELG08

Papers (2 per session)

3F	Implementing Case-Based learning: Hitches, Hurdles and Highlights	Ms Lucy Myers and Mr Santanu Vasant	ELG03
	Using Moodle MyFeedback to view and compare assessment feedback	Ms Jessica Gramp	
3G	You Don't Need Eyes to See, You Need Vision: Generating a technology enhanced learning environment to support students with vision impairment	Dr Lee Campbell	ELG02
	Using online feedback technology to enhance academic literacy and support student success	Dr Jonathan Mann and Earle Abrahamson	
3H	POSTER SESSION	See separate section for more details	ELG03
	Bridging the gap between clinical research and routine practice the CommuniCATE Project	Dr Celia Woolf, Professor Jane Marshall, Dr Madeline Cruice, Dr Anna Caute, Ms Katie Monnelly and Dr Stephanie Wilson	
3I	Making everyone's lives simpler! The implementation of MyProgress electronic portfolio software as an administration and monitoring tool in health education	Mr Mark Mayhew and Dr Byki Huntjens	ELG13
	Small Data: Its importance in promoting learning engagement	Professor Clive Holtham and Dr Martin Rich	
3J	Design for Flow: strategies for engaging students and integrating activities in Cass's online Global Finance MSc	Mr Leonard Houx	ELG15
	Entrepreneurship Education and Graduates' Entrepreneurial Intentions: Entrepreneurship Education Pedagogies in Nigerian Universities	Ms Eunice Oluwakemi Chukwuma-Nwuba	

15:45 – 16:05 Refreshments

16:10 – 17:00 Student keynote speaker and activity – ELG15

A keynote on why it is so important for students to be involved in extra and co-curricular activities, the opportunities City Students' Union provides and how you can become involved in our Vision 2020.

Zain Ismail, Vice-President Education, City Students' Union

There will also be an exciting activity, putting you in the shoes of a Programme Representative and a Society.

Zain is Vice-President Education at City Students' Union, leading on student representation & voice and academic satisfaction at City. He completed a degree in Law at The City Law School and shares a passion for extra-curricular and charity initiatives. He focusses on creating student leadership and employability development opportunities and has ambitions to qualify as a Solicitor in the future.

17:00 – 17:15 Closing points and awards



Professor Sir Paul Curran, President, City, University of London

17:15 – 18:30 Drinks reception – Courtyard Café


Following the closing points of the conference you are all invited to a drinks reception in the Courtyard Café (Tait Building)

META 

LEaD frequently hears from staff who are enthusiastic about experimenting with digital media technologies but don't know where to start or how to achieve the most impact. By using our META service, you can receive concrete ideas and suggestions for incorporating video, audio and multimedia into your teaching and into students' learning. To request our service, complete the META request form on ServiceNow.

Poster session  Posters will be displayed in the ELG03 foyer throughout the conference. 

Please take time to visit them as you are passing. Presenters will be available during Session 3, 14:40 – 15:40 to speak with delegates about their posters and research.

Effective design for Academic Skills – Southampton Uni Library	Dr Gil Dekel	 ELG03 foyre
Connecting teaching and learning via technology	Mr Paul Bland and Dr Soph Willis	ELG03 foyre
Designing a structure and activities to support students' Directed Independent Learning online	Ms Olivia Fox, Mr Peter Kogan, Mr Thomas Hanley, Mrs Lisa Baker and Ms Natalia Czuba	ELG03 foyre
Defining Quality Feedback in Healthcare Education	Dr Dave Flinton and Dr Soph Willis	ELG03 foyre
Using Human factors Simulation and debriefing to enhance student learning	Mr Valance Hughes	ELG03 foyre
Designing creative tools to support practical competencies and research methods	Dr Hannah Moir, Haley Justice, Rachael Kemp, Oriane Le Roy, Dr Michelle Richards, Alis Szeles and Dr Sam Thrower	ELG03 foyre
Developing Inclusive Learning for student success: student led practice for PowerPoint slides and handouts	Dr Maggie Tarling, Ms Julia Pairman and Ms Sally Thorpe	ELG03 foyre
Integrating Library Guides into the Teaching-Learning Process at City, University of London	Mrs Alexandra Asman and Antonella Yarnold	ELG03 foyre
Integrating a Multi-Professional learning recipe into Non-Medical Prescribing	Miss Lynda Filer and Miss Rosemary Lanlehin	ELG03 foyre
Analysis of students' feedback to better understand their expectations of teaching	Dr Joana Fonseca and Dr Alfredo Camara	ELG10
Using open access peer-reviews and pre-printed submissions to improve students' comprehension of academic writing	Dr Phil McAleer, Dr Heather Cleland Woods, Dr Helena and Dr Niamh Stack	ELG03 foyre
Student approaches to lecture capture: a case study at Cass Business School	Ms Jo Richardson, Mrs Jackie Dawes and Mr James Stewart	ELG03 foyre



Academic Practice Programme

The Academic Practice Programme is a postgraduate taught programme combining theory, practice and the use of reflection to enable you to develop teaching skills and educational knowledge for your role in higher education.

The programme is aimed at staff with an educating or facilitating role with students.

Qualifications

Introductory Certificate in Academic Practice

Suitable if you are starting a career in higher education and your role includes an element of facilitation of student learning.

This includes academic staff, professional services, staff and researchers.

Successful completion of this module leads to Associate Fellowship of the HEA.

Postgraduate Certificate

Suitable if you are relatively new to higher education and a major part of your role is educating others.

Successful completion of the Postgraduate Certificate leads to Fellowship of the HEA.

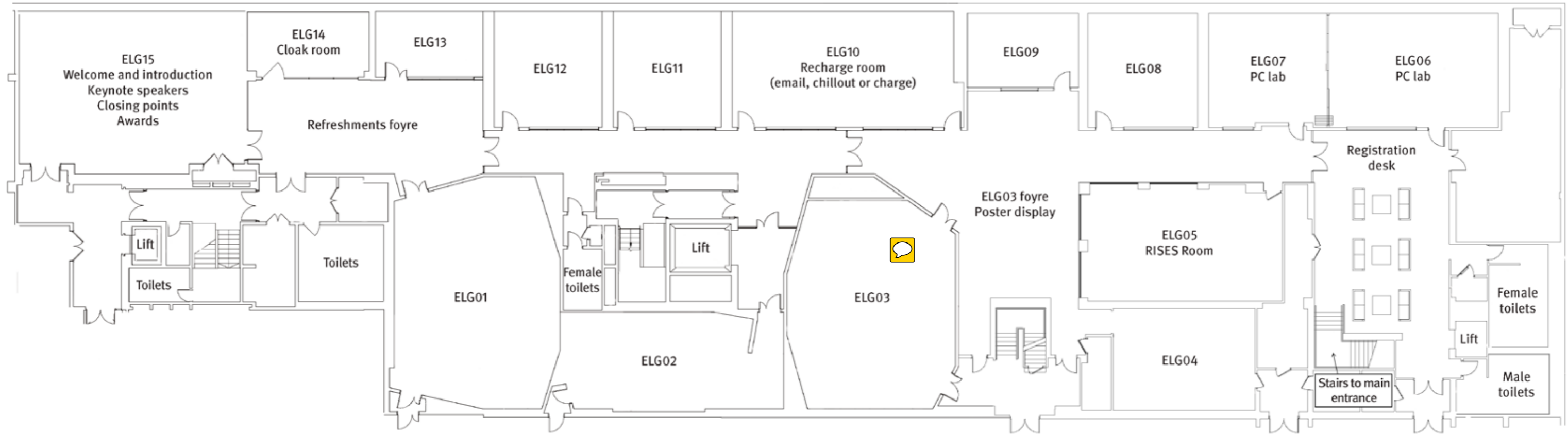
Postgraduate Diploma

Intended for experienced staff whose major role is educating others and who have successfully completed the PGcert.

MA Academic Practice

If you have successfully completed the Postgraduate Diploma and wish to pursue a research project in educational research you can continue to complete the dissertation module.

To find out more visit www.city.ac.uk/lead/qualifications-accreditation.
or contact MAAP@city.ac.uk.



Celebrating our staff



Professor Rama Thirunamachandran, Vice-Chancellor and Principal, Canterbury Christ Church University and Chair of the Board, Higher Education Academy presents Dr Knight with her award.

Dr Rachael-Anne Knight, Associate Dean for Education (Technology and Innovation) and Associate Professor of Phonetics in the School of Health Sciences at City, University of London, has been named as a National Teaching Fellow by the Higher Education Academy.

As the most prestigious individual award for excellence in teaching in higher education, the National Teaching Fellowship (NTF) is open to staff whose teaching or support roles enhance the student learning experience. Run by the HEA on behalf of the Higher Education Funding Council for England (HEFCE), Dr Knight was one of only 55 individuals to be awarded an NTF this year.

Successful candidates were nominated by their institutions and submissions had to show evidence of three criteria: individual excellence, raising the profile of excellence and developing excellence.

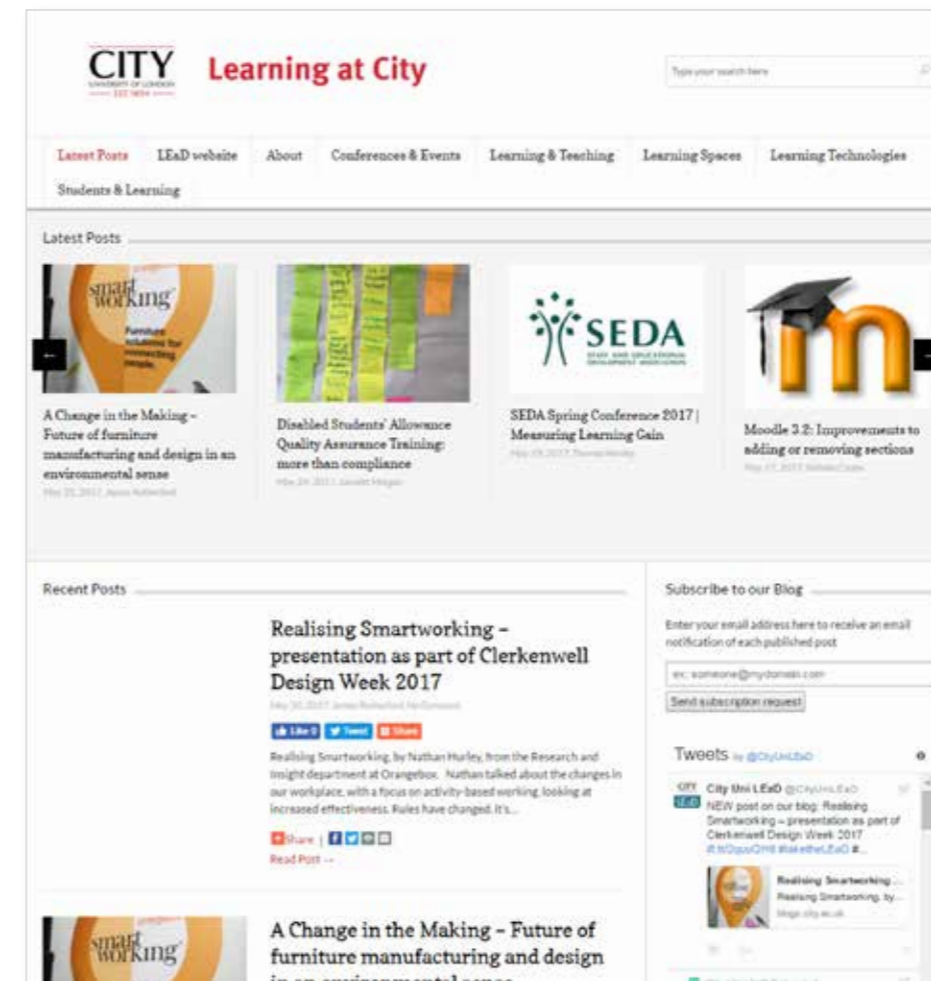
Since joining City in 2005 Dr Knight has taught phonetics to Speech and Language Therapy students and has won several awards for her innovative teaching and support of students. She became Associate Dean for Education (Technology and Innovation) in 2015.

Dr Knight said: “It was a great honour to receive this award from the Higher Education Academy and be named as a National Teaching Fellow. In the School of Health Sciences at City we place great pride in our teaching and I hope to use this Fellowship to continue to develop teaching and learning in the School and enhance the student learning experience.”

Professor Marshall, HEA Chief Executive, said: “I am so pleased the HEA has the opportunity to run these awards and to help disseminate the best practice they reveal. Celebrating great teaching, whether by teams or individuals, is really important and highlights just some of the great work in the sector to improve the student experience.

“All the awards provide compelling case studies of best practice which we can share around the sector. It’s also an opportunity for all of us to reflect on our own work, individually and as teams – what are we getting right, what can we learn and what could we do better? “I would like to congratulate all the new NTFs. I’m sure the whole higher education sector will join me in agreeing that we are very proud of your achievements.”

Sharing best practice – become one of our authors



This blog is designed as a platform to share innovation and good practice from across the learning spectrum. It serves as a showcase of LEaD work and projects, a means for City Professional Service and Academic staff to share innovations or perspectives on education development and learning technologies and to develop a shared sense of community of practice at City. City academics are therefore the primary audience but the blog has a wider readership and is relevant to anyone with an interest in teaching and learning in higher education. LEaD encourages anyone undertaking education development and research activity to contribute to the blog. It is easy to start, just visit the blog and go to the become an author page.

The Learning at City blog created by the Learning Enhancement and Development Department (LEaD) at City.

Develop your skills and network with City colleagues at our fun, interactive staff development day.

Thursday 27th July 2017
9.30am – 5pm

DEVELOP @City

- > OPEN TO ALL STAFF AT CITY
- > BBQ & DRINKS RECEPTION AT 4PM
- > FREE PRIZE DRAWS

DALI lights up teaching at City



New DALI Pods will soon start appearing across City

The transformation of City's learning spaces continues; from September 2017 staff and students will benefit from the new DALI pod in up to 40 learning spaces with an additional four arriving in January 2018. The initiative will continue over the next five years as the majority of City's learning spaces are transformed.

The pods feature a built in visualiser with a large pick up area, a larger touch screen control panel, high quality – and in some rooms dual projection, improved audio pick up and control for lecture capture, increased whiteboard space and an HDMI laptop connection.

The lectern and controls are intuitive to use but LEaD staff will be on hand to support staff at the start of term, including pod inductions, a printed guide in the room and an online support site with quick start video guides.

Visit the DALI web page for further details about the pods
www.city.ac.uk/lead/learning-spaces/dali.

On behalf of all the professional services teams involved in this project, we hope you enjoy teaching in these improved spaces in the next academic year.

Have your say

There will be ample opportunity to feedback on the conference:



Session evaluations

Please make sure you complete these at the end of each session you attend.

Conference evaluation

An online evaluation will be emailed to all delegates after the conference.

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

Feedback space

Tell us what you think by leaving a message in our feedback space.



twitter.com/cityunilead
[#learningatcity17](https://twitter.com/cityunilead)

Post conference catch up

Presenter slides and videos of some sessions will be available on the website after the conference.

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Find out more, visit
www.city.ac.uk/lead

City, University of London is an independent member institution of the University of London. Established by Royal Charter in 1836, the University of London consists of 18 independent member institutions with outstanding global reputations and several prestigious central academic bodies and activities.



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