



*North East Regional
Learning and Teaching
Conference 2022*

Engaging Students: Building Communities



This event is recognised by Advance HE

*Hosted by:
Northumbria University and the Three
Rivers Consortium
29th June 2022*

Foreword

Building upon the success of previous partnership events held by the region's Universities (Teesside, Durham, Newcastle, Sunderland and Northumbria), our theme for 2022 is 'Engaging Students: Building Communities'. Three Rivers 2022 will be hosted online by Northumbria University.

The theme of the Three Rivers Conference 2022 is how we engage students in learning through building communities. The conference will look at how communities support student engagement, contributing to a sense of belonging and, through this, enhance retention and widening participation; as well as collaborations with communities and partners that create authentic inquiry-based learning opportunities for students.

The aims of the Conference are to:

- Develop a regional understanding of key issues in Learning and Teaching in Higher Education
- Share effective learning and teaching practices
- Draw new people into our Learning and Teaching support networks and provide a networking opportunity.

Through the conference we encourage all staff involved in teaching and/or supporting learning to explore opportunities to reflect on and develop their teaching practice. This event welcomes all staff involved in L&T, including academic, technical and professional support staff, postgraduate research students who may be involved in supporting learning, as well as students.

This event has been organised by the Three Rivers Consortium in collaboration with the conference presenters.

The Three Rivers Consortium comprises of the following committee members from each of the five regional universities.

Northumbria	Susan Mathieson	susan.mathieson@northumbria.ac.uk
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Teesside	Samuel Elkington	s.elkington@tees.ac.uk

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Conference Opening Address: Professor Graham Wynn, Pro-Vice Chancellor for Education at Northumbria University



Professor Graham Wynn was appointed to the post of Pro-Vice-Chancellor for Education in October 2021. Before joining Northumbria University, Graham was the Pro-Vice-Chancellor for Education at the University of Leicester.

As PVC Education, Graham is responsible for leading and shaping the University's Education Strategy, enhancing the quality and distinctiveness of the student experience and building a portfolio of high-quality, taught programmes that provide an excellent student learning experience and strong student outcomes. Graham leads the preparations and planning for the University's TEF submissions and other regulatory or sector-related returns, including the NSS.

A professor of theoretical astrophysics, Graham's research is focused on the study of astrophysical accretion. Graham has published over 80 peer-reviewed articles and has been principal or co-investigator on over £10M of research grants.

Keynote Speaker: Professor Peter Felten, Elon University, US



Peter Felten is executive director of the Center for Engaged Learning, assistant provost for teaching and learning, and professor of history at Elon University. He works with colleagues on institution-wide teaching and learning initiatives, and on the scholarship of teaching and learning. In his teaching, Peter aims to help students think critically and write clearly about the connections between the lives of individual people and larger themes in history. As a scholar, he has published six books about undergraduate education including most recently (with Leo Lambert), [*Relationship-Rich Education: How Human Connections Drive Success in College*](#) (Johns Hopkins University Press, 2020). He has served as president of the [International Society for the Scholarship of Teaching and Learning](#) (2016-17) and also of the [POD Network](#) (2010-2011), the U.S. professional society for educational developers. He is co-editor of the [International Journal for Academic Development](#), on the advisory board of the [National Survey of Student Engagement \(NSSE\)](#), and a fellow of the [John N. Gardner Institute for Excellence in Undergraduate Education](#), a foundation that works to advance equity in higher education.

Keynote: ‘Relationship-Rich Education and the Future of Teaching, Learning, and Community in Higher Education’

The novelist Arundhati Roy has observed that historically pandemics prompt ‘humans to break with the past and imagine their world anew.’ A liminal moment like this is rare, exciting, and perilous. In this interactive session, we will ‘imagine anew’ teaching, learning, and community in ways that put staff-student and student-student relationships at the heart of our pedagogy and our students’ experiences. Drawing on more than 400 interviews with students and staff in U.S. higher education, we will explore how relationships are a flexible, equitable, scalable, and humane approach to ensuring that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities.

Panel Discussions

1. Engaging Students in Authentic Inquiry-based Learning with Communities

Facilitator: Sue Mathieson

This Panel will explore perspectives on authentic inquiry based learning with communities. We will start with a short presentation outlining the issues, and then learn about different approaches through exploring the following questions:

- What is the value of authentic enquiry based learning, and who benefits from these projects?
- Who are the communities, and how do we engage with them?
- What are the challenges in facilitating learning with communities?

There will be an opportunity to hear the different perspectives of members of the Panel, and also to share your own experiences and perspectives on authentic enquiry based learning with communities.

2. Enhancing Student Engagement for Retention, Progression and Attainment

Facilitator: Sam Elkington

This Panel will explore how student engagement contributes to a sense of belonging, and through this enhances retention, progression and attainment.

9.15-9.40	Welcome – Opening, Professor Graham Wynn, Pro Vice-Chancellor (Education), Northumbria University				
9.40-10.40	Parallel sessions for each institution with 3 papers				
Live Streams	Live Stream chaired by Northumbria University	Live Stream chaired by The University of Sunderland	Live Stream chaired by Teesside University	Live Stream chaired by Durham University	Live Stream chaired by Newcastle University
9.40-10.00	1.a Learning within a global community of practice: Implementation of virtual exchange into a student nurse and student midwifery programme By Debra Morgan and Gill Smith	1.b “Everyone’s talking about Oscar”: Using simulation in a primary education context to encourage engagement in professional learning whilst managing cognitive load. By William Gray, Kirstin Mulholland, David Nichol, Carl Luke, Sophie Meller, Deborah Herridge and Arlene Anderson	1.c Student faculty relationship quality and Student Engagement: Experiences and Perceptions of Academic. By Seibu Mary Jacob and Andrew Bingham	1d. Building Inclusive Learning Communities: Perspectives and Practice By Candace Nolan-Grant, Megan Bruce and Nicola Whitton	1e. Engaged Newcastle: Toward a critical and inclusive pedagogy for live projects By Liam Carson
10.00-10.20	2.a RISING STARS... collaborations with communities and partners that create authentic inquiry-based learning opportunities for students. By Judy Thomas and Sarah Bradbury	2.b Engaging students in a time of isolation: A review of technology acceptance literature during the Covid-19 pandemic By Manesha Peiris, Thamosha Tharindi, Alessandro Ferrazza and Mahesha Samaratunga	2.c Engaging students by engaging with data: a model for student success Teesside. By Nicola Watchman Smith	2d. Building and facilitating student communities through experiential learning By Anna Tilba	2e. Student voice & virtual fieldwork: What do students value and want from a digitally enhanced fieldwork experience? By Janine Maddison
10.20-10.40	3.a Putting the pieces together: a co-operative jigsaw literature review approach By Nadia Singh	3.b (NU) Virtual reality simulations and Laboratory practical learning during the COVID pandemic and post pandemic: Supporting student active learning with low stakes repeatable simulations. By Seth Racey, Stephany Veuger and Lauren Olley	3.c Shifting the culture of feedback; Embedding formative assessment and feedback into a production-based practice to improve access, retention, attainment and progression via student engagement through partnership. By Rachel Dodd	3d. Silence Which Requires a Hearing: Chinese Student Reticence in Small Groups By Precious Brenni	3e. Augmented reality in physics laboratories By Aleksey Kozikov and Anna Tiuniakova
10.40-10.50	Comfort break				
10.50-11.50	Panel Discussions				
	Panel Discussion 1 Engaging Students in Authentic Inquiry-based Learning with Communities		Panel Discussion 2 Enhancing Student Engagement for Retention, Progression and Attainment		
11.50-12.00	Comfort break				

12.00-13.00	Keynote Speech and questions, Professor Peter Felten, Elon University, USA				
13.00-13.30	Lunch break				
13.30-14.30	Parallel sessions for each institution with 3 papers				
Live Streams	Live Stream chaired by Northumbria University	Live Stream chaired by The University of Sunderland	Live Stream chaired by Teesside University	Live Stream chaired by Durham University	Live Stream chaired by Newcastle University
13.30-13.50	<p>4.a Engaging women students in activities to promote retention, career development and inclusive practice in teaching and learning.</p> <p>By Linda Allin, Lindsay Findlay-King, Stephany Veuger and Zoe Avner</p>	<p>4.b Sociology NORTH: Developing Respectful, Reflective and Critical Spaces for Social Action.</p> <p>By Wendy Podd, Chantelle Forrest, Emma Duffy, Jack Cunningham and Joshua Slesser</p>	<p>4.c LTeXChange: an innovative dual-mode approach to sustainable Professional Learning Networks.</p> <p>By Samuel Elkington and Samantha Gooneratne</p>	<p>4d. Taxonomies of technological knowledge.</p> <p>By Rachel Staddon</p>	<p>4e. Does a life sciences student's demographic background correlate with their access to careers and developmental opportunities and, therefore their academic achievement as well as graduate destinations?</p> <p>By Vanessa Armstrong, Ross Good, Sarah Griffin, Beth Lawry, Chris Wells, Matthew Forshaw, Damian Parry, Sara Marsham, Jessica Jung, Alison Shaw, Kate Rothery and Higham Lee</p>
13.50-14.10	<p>5.a Supporting students to change cultures of gender-based violence on campus: Northumbria Against Sexual Violence.</p> <p>By Lucy Grimshaw, Claire Dosdale and Ruth Lewis</p>	<p>5.b Distance not Distant – An Exploration of Experiences of Personal Academic Tutors for Independent Distance Learning Trainee Teachers.</p> <p>By Dionne Ross and Deborah Bell</p>	<p>5.c Exploring the saliency and active components of a Teesside University psychology student social identity.</p> <p>By Robert Portman, Paul Sander, Srdan Medimorec, Nicole Beddard, Catherine O'Neill and Matthew Watson</p>	<p>5.d Technology enhanced learning through ICE (Interactive Chemistry Experiments) –student engagement through partnership.</p> <p>By Litka Milian, Nicola Fern, Beth Henderson, Charles Tkaczyk, Hajing Wang and Jake Pugsley</p>	<p>5e. Working differently together: The use of TEL to support MDT working online.</p> <p>By Scott Walker, Rebecca Hancock and Jessica Hardisty</p>

14.10-14.30	<p>6.a Student-Staff Collaboration and the Building of Communities for Students Studying Without the Support of a Family Network.</p> <p>By Katherine Butler, Lynette Shotton, Alice Holder, Joanna Stoltmann, Aaron Langford and Amy-Leigh England</p>	<p>6.b Co-Constructing a Community of Practice for Early-Career Computer Science Academics in the UK.</p> <p>By Tom Crick, James H. Davenport, Alan Hayes, Alastair Irons and Tom Prickett</p>	<p>6.c Reflections from the Adobe Creative Assessment Project: Enabling communities of sharing, inquiry and feedback through narrative approaches to ICA using Adobe Portfolio.</p> <p>By Charlie Tait</p>	<p>6.d Digital Learning in Forensic Anthropology.</p> <p>By Trudi Buck and Christopher John</p>	<p>6e. Get Creative: Collaborative Approaches to Student Wellbeing.</p> <p>By Sara Bird and Edward Hillier</p>
14.30-14.40	Comfort break				
14.40-15.40	Parallel sessions for Northumbria University and Durham University with 3 papers				
Live Streams	Live Stream chaired by Northumbria University			Live Stream chaired by Durham University	
14.40-15.00	<p>7.a Animating learning communities to enable student engagement.</p> <p>By Kate Black and Russell Warhurst</p>			<p>7.d The Seeds are Sown: Using self-efficacy and representation to build strong communities for staff and students of the resilient minority in the Northeast.</p> <p>By Jordan Mullard and Christopher Jones</p>	
15.00-15.20	<p>8.a Challenging assumptions about student engagement within online learning – implications for practice.</p> <p>By Julie Clarke and Rachel Kirk</p>			<p>8.d DCAD's Postgraduate Fellowship Programme: A New Approach to Graduate Teaching Assistant Training.</p> <p>By Christopher McMillan, Emma Maslin and Paul Burgum</p>	
15.20-15.40	<p>9.a Architectures of creative practice.</p> <p>By Martyn Hudson, Julie Crawshaw, Rebecca Graham and Veronica Mulheran</p>			<p>9.d Transforming Assessment Practices in ITE: an exploratory study into redesigning assessment for a BA Year 2 Primary QTS Programme module.</p> <p>By Kulwinder Maude, Michaela Oliver and Joanne Smith</p>	

Conference Papers

1a. Learning within a global community of practice: Implementation of virtual exchange into a student nurse and student midwifery programme

Debra Morgan and Gill Smith

Author keywords: virtual exchange; global community of practice; nursing and midwifery education

Student nurse and midwifery exchange facilitates positive learning outcomes e.g. personal and professional growth, attainment of cultural learning outcomes, development of an understanding of global health and supports engagement in a global community of nursing and midwifery practice (Ruddock & Turner, 2007; Keogh & Russel-Roberts, 2009; Maltby et al., 2016; Morgan, 2018, 2019). However, due to the Covid pandemic these exchanges have not been possible. Underpinned by the evidence identifying the positives of traditional exchange and with a desire to support students to continue to undertake transcultural education and learning within an international community of practice, an alternative virtual exchange has been designed and led by Northumbria University and included 10 EU and US universities. This 6 week virtual exchange innovation comprised 60 student nurses and student midwives from these partners, representing 5 countries. This innovation offers opportunities for continuation in future years as either a blended activity or full alternative to traditional student nursing and midwifery exchange programmes, so also holding potential to widen participation in international experiences. This paper will report on the design, implementation and evaluation of this virtual exchange innovation. The paper will also discuss the challenges that are emerging with regard to future implementation of this educational approach post-pandemic.

References

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1b. “Everyone’s talking about Oscar”: Using simulation in a primary education context to encourage engagement in professional learning whilst managing cognitive load.

William Gray, Kirstin Mulholland, David Nichol, Carl Luke, Sophie Meller, Deborah Herridge and Arlene Anderson

Author keywords: simulation; professional learning; Initial Teacher Education; authentic contexts; curriculum design

When educating future primary school teachers, there is a traditional divide between theoretical and professional knowledge, with the former taught predominantly in university-based settings, whilst practical skills and experience are developed mostly in school-based placements. This study explores the use of simulation as a means of bridging between theoretical and practical knowledge, whilst providing an authentic context for difficult-to-teach concepts. It draws from existing studies in the fields of social work (Meredith et al., 2021) and health (Platt et al., 2021) which suggest benefits for student outcomes and the development of professional and theoretical knowledge.

This simulation incorporated video, telephone calls, emails, and school-based documentation centred around a virtual Year 2 cohort. Having a detailed - and shared - understanding of the same pupils, class and school context allowed staff and student-teachers to have meaningful and insightful collaborative discussions to support the development of professional knowledge and skills. A case study approach (Yin, 2018) enabled researchers to gain insight into student-teachers’ experiences of learning through simulation; data was collected via an online survey and draws upon both quantitative and qualitative data. Initial findings suggest that student-teachers found simulation a useful pedagogical tool, reporting increased feelings of preparedness, confidence and overall professional competence.

1c. Student faculty relationship quality and Student Engagement: Experiences and Perceptions of Academic.

Seibu Mary Jacob and Andrew Bingham

Author keywords: student engagement; student-academic relationship; student success

Research studies have established a relationship management approach in higher education is fruitful to achieve positive academic outcomes such as student engagement and student loyalty. The use of degree completion rates to evaluate universities or other forms of performance-based funding as well as global competition among institutions and about their rankings and increasingly customer-like behaviour by students, all bring a focus on developing positive relationships with higher educational stakeholders to the fore. This research is a pilot study aimed to explore the position of academics as a professional community on how they perceive student engagement in higher education. To address the knowledge gap, a qualitative research approach is used to gather and analyse data from a sample of academics, across five schools of a modern university who share their perceptions and experiences about how they contribute to enhancing student engagement in the university. The results reveal the role of the cognitive, behavioural and affective features of student engagement as well as institutional structure and culture to enhance student persistence and success in relation to engagement. Particularly, the study shows that institutional culture, expert culture, and professional community influence the perceptions and experiences of academics about student engagement. The study is part of the wider goal to examine how universities may be better able to influence positive academic involvement by understanding the mechanisms through which

student–academic relationship quality affects student engagement and, in turn, student loyalty and success.

1d. Building Inclusive Learning Communities: Perspectives and Practice

Candace Nolan-Grant, Megan Bruce and Nicola Whitton

Author keywords: inclusive; communities; collaboration

The challenge of building inclusive learning communities within academic departments, modules and programmes came to the fore when teaching and learning moved online across higher education in early 2020. Surveys at our institution and sector-wide (Jisc, 2021), as well as anecdotal feedback from students and staff, indicated that more conscious approaches were needed to cultivate inclusive communities both online and off. In summer 2021 our team of staff and student co-researchers led a project to identify successful and innovative practice in fostering inclusive learning communities in both online and in-person teaching. In this talk, we will discuss the results of interviews with staff members and of focus groups with students across our institution. We will look at the understandings of ‘inclusive learning communities’ for staff and students and how they link to research into community (Trespalacios et al., 2021) and belonging (Thomas, 2012). We will focus on key learning points for teaching, both well-documented good practice such as scaffolding group work (Wilson et al., 2019) and providing flexibility and choice (Lawrie et al., 2017), as well as some more surprising findings that emerged from our analysis.

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1e. Engaged Newcastle: Toward a critical and inclusive pedagogy for live projects

Liam Carson

Author keywords: problem-based learning; project-based learning; community-engaged learning; inclusive pedagogy; critical pedagogy; sustainable development; widening access and participation

The Engaged Newcastle model draws together principles and practice from problem-based learning (PBL), project-based learning (PJBL) and community-engaged learning (CEL). The model aims to offer a critical and inclusive pedagogical framework for in-curriculum ‘live projects’ through which teams of students, faculty and community partners collaborate (often across traditional disciplinary and

sectoral boundaries) to tackle complex, real-world issues of social, environmental, and economic justice.

In Engaged Newcastle live projects, students, faculty, and community partners are co-learners with equal opportunity to set direction, conduct research, build new knowledge, technical skills and lifelong learning strategies, and to make substantive contributions to project work. This learner-led work culminates in the production of a tangible artefact that is intentionally designed to be implemented and evaluated outside of the university in response to the project's driving issue.

This paper introduces the Engaged Newcastle model, including its theoretical underpinnings, key characteristics, and benefits to different co-learner groups. Particular attention is paid to the model's aim of enhancing the experience and outcomes of historically excluded student groups, and widening access to, and participation in, higher education through the development of 'authentic' and equitable community-university partnerships.

2a. RISING STARS... collaborations with communities and partners that create authentic inquiry-based learning opportunities for students.

Judy Thomas, Sarah Bradbury

Author keywords: Partnership; Heritage; Inclusion; Practice-led learning; Soft-Skills

This presentation considers:

- Partnership roles between universities and the heritage sector.
- The potential of artists in supporting communities, more broadly, to develop deeper understanding of shared heritage, their visibility within it, therefore themselves and their role in democratising (access to) heritage.
- How artists understand the role of communities in their practice, exploring place from different creative perspectives.

Drawing upon empirical data, the presentation reflects upon:

- Creative processes that consider inclusion and access, to directly engage students with 'audience', 'place' and 'environment'
- The application of reverse processes to facilitate and enable creative responses that develop fresh understanding, skills, and self-knowledge.

Rising Stars is a partnership between Northumbria University and the National Trust at Seaton Delaval Hall and forms part of The Curtain Rises project. The partnership is an opportunity for the National Trust to work collaboratively with students and give them valuable experience working across a range of areas in the heritage sector. Working with Northumbria University enables the National Trust to develop its community offer.

Using the Rising Stars: Participation and Engagement case study as an example of a wider partnership encouraging openness growth and creativity, this describes the journey of Level 4 BA Fine Art students and how partnership working can be adapted to address curriculum requirements, frame delivery, and support students to develop as socially engaged practitioners and to better understand context.

The Rising Stars Participation and Engagement brief has supported and recontextualised ways to engage with place, heritage, and environment, by offering innovative, practice-led approaches that

inspire audience with different ways to access heritage & culture as participants. Using a 'Live Brief' as a tool to enhance research skills, promote collaboration and develop transferable 'soft skills', this gives positive examples of students creating connections and collaborations that support employability, activate creativity and expedite ownership of learning.

Following a brief presentation, we wish to stimulate debate to further explore the role of heritage and cultural sector and academic institutions in developing approaches to art education that not only develop artistic practice, soft skills but also the confidence and capability to work with communities to support democratising heritage and culture.

- How can universities strengthen and promote cultural engagement and participation?
- How do site-specific and collaborative ways of working change perceptions and develop innovation?
- How can partnerships between universities and heritage and cultural sector create space for students to understand the role of uncertainty and flexibility in developing their creative process and soft skills?
- How can partnerships between heritage and cultural sector and universities explore the role of art in communities in understanding and accessing heritage and in turn provide artists in education with the experience and skills to do this?

2b. Engaging students in a time of isolation: A review of technology acceptance literature during the Covid-19 pandemic

Manesha Peiris, Thamosha Tharindi, Alessandro Ferrazza and Mahesha Samaratunga

Author keywords: Technology Acceptance; Higher Education; Covid-19; Distance Education; Remote Learning

The novel coronavirus disease 2019 (COVID-19) has caused institutions across the sector to transition from conventional in-person teaching and learning practices into virtual synchronous and asynchronous learning environments. Amidst this paradigm shift, academics have adopted a range of technology-based teaching strategies to support the online learner and enhance the learning experience. However, low attendance, trailing engagement, diminishing well-being, and participation continues to challenge the execution of virtual learning environments across the higher education sector. Within this narrative, there has been an interest in understanding the acceptance and adoption of technologies in education from the perspective of the teacher and the learner. As a result, there has been an increased focus on Technology Acceptance Models (e.g. TAM, UTAUT) as theoretical lenses to unpack attitudes, perceptions, and beliefs relating to remote learning and distance education. Motivated by these environmental shifts, this study aims to capture themes and perspectives considered in educational literature to present future considerations for researchers and practitioners as we emerge from the pandemic. To do this, the study considers publications from 2019 to 2022 to understand how technology acceptance and adoption have been considered before and during the pandemic in higher education. Our analysis shows that during the second half of the pandemic there is a focus on examining technology acceptance in forced/emergency environments with authors expanding technology acceptance models with a range of variables to unpack attitudes and behaviours towards not only the instrument but also the decision to move into remote/distance learning. The findings of this systematic literature review present new avenues of research as institutions rethink their strategies of teaching post-pandemic.

2c. Engaging students by engaging with data: a model for student success Teesside.

Nicola Watchman Smith

Author keywords: Student engagement; Learner analytics; Bespoke academic tutoring; Student belonging; Student Retention; Progression and attainment

This paper will provide a snapshot into the concept, model, and preliminary outcomes of a year-long Student Success project at Teesside University. The project uses a blend of student self-reported confidence measures alongside wider learner analytics to first, identify students at risk of disengaging from their studies and secondly, to address student need by offering bespoke one-to-one academic interventions.

At the centre of this approach is the aim of building a network of support to promote community and a sense of belonging amongst our students at TU. We recognise engagement as a barrier to learning (and teaching) but we also know the importance of not presuming all students face the same challenges just because their attendance data (or other proxies for engagement) tell us so. Our method looks at the data but doesn't forget the pedagogy or the person behind it.

During this session we will share our vision for tailoring support around each student's specific academic needs. The session will provide insight into how we gather this information via engagement analytics, student-led needs analyses and a network of cross-institutional referrals. It will show how we aim to build a university-wide academic support offer and a patchwork of opportunity for student-relevant engagement for all our HE learners throughout their student lifecycle.

2d. Building and facilitating student communities through experiential learning

Anna Tilba

Author keywords: Experiential learning; Simulation based learning; Student engagement

This talk focuses on personal pedagogical experiences of successfully developing and piloting a new Strategy in Practice module based on experiential and action learning and teaching. The module delivers innovative blended learning by combining three pillars of theoretical concepts of business and Strategy with business practitioner interactions and practical Strategy Simulation workshops for over 400 first year undergraduate students. Simulation challenge involves students forming Executive Board Teams of up to 5 members who are tasked with taking over a company that has not been managed well and improve its business performance in different international markets. Short introductory video of the challenge can be explored here: <https://youtu.be/rIIQ8y78O84>

Research shows that students learn more when they actively process information and engage with taught topics. In the context of this module, student engagement means not just showing up for lectures and workshops - it is actual interactive learning by doing strategy. It is sharing knowledge and building diagnostics and reflection into the traditional case studies. The online space becomes not just a space for archiving information, but a place where learning actively happens collectively.

The main benefits of this experiential learning include developing students' decision awareness in professional practice (critical thinking/reflection) while repeat practice of core principles (practice makes perfect) helps develop tacit knowledge otherwise difficult to convey explicitly (asking

questions, giving feedback, articulating complex thoughts). Blended simulation-based learning also helps to build other skills. For example, developing a presentation, synthesising multi-level complex managerial problems, project/time management and team management skills.

By creating virtual companies, students were also able to share their first University experiences of learning together in their teams, which have endured over the entire academic year. Taking part in Strategy Simulation challenge has given many students a first sense of their community even at a distance. Many students have formed friendships and connections that carried on beyond this Module. Many students have also commented that participating in the Simulation has given them structure to their academic life.

Examples of student feedback:

'The simulation is one of the most interesting seminar/ workshops across all of the modules.'

'I think it is really helpful for preparing for a career in business to have experience such as this. It's a good mix of practical and theoretical and it is really engaging to see almost real-life consequences of our work!'

'I like how the simulation games this module has employed to inspire our practical knowledge and pull us as a team to deal with the virtual business.'

The simulation is a brilliant way to get us ready for future management in a firm!'

There are also notable staff benefits of this pedagogical teaching approach. Most notably, reduced 'teaching' in seminars and better student engagement and reduced seminar preparation time. Simulation based learning can also provide 'small group' personal teaching experience within large student cohorts.

For more information, please see my case study on Engaged Learning and Teaching based on the Strategy in Practice module which showcased innovation in L&T in Durham University.

2e. Student voice & virtual fieldwork: What do students value and want from a digitally enhanced fieldwork experience?

Janine Maddison

Author keywords: Virtual fieldwork; Student voice; Fieldwork; Technology enhanced learning; Qualitative research methods

Over the past few years, the delivery of fieldwork has undergone a transformation. Once confined to trailblazers; the Covid-19 pandemic has resulted in widespread rapid adoption of virtual fieldwork; with digital approaches becoming mainstream across Bioscience, Geography, Earth and Environmental Science disciplines.

Whilst the return to in-person fieldwork has been welcomed by staff and students alike, how can the experiences and realised benefits of the virtual world be used in combination to enhance in-person fieldwork?

This research focusses on student and practitioner views and experiences of virtual fieldwork, and how this can be captured and incorporated into the design and delivery of digital fieldwork approaches. It reflects upon a process evaluation designed to empower student voice through testing and reviewing of digital fieldwork approaches. With student feedback used to develop these approaches further.

This presentation will share findings on the design and student process evaluation of two digital approaches designed to address identified challenges in fieldwork.

1. Blended learning: digital preparation resources used prior to in-person fieldwork to address challenge of novelty within the fieldwork environment. Aiming to increase the confidence and readiness of all students to participate in the fieldwork learning environment.
2. Technology in the field: mobile app to collect and collate geo-located qualitative information to address challenge of weak or missing links between fieldwork and its real-world significance. Aiming to support students to engage with broad synoptic concepts during fieldwork.

3a. Putting the pieces together: a co-operative jigsaw literature review approach.

Nadia Singh

Author keywords: jigsaw approach; co-operative learning; scaffolding approach

Constructing a credible literature review can be a daunting process for many students. They must learn to navigate a large volume of available information and formulate a credible narrative. A high-quality literature review involves several functions including identification of gaps in existing knowledge, documenting the points of debate as well as convergence in different theoretical frameworks and discussing the overall quality of the reviewed literature. However, the teaching of undergraduate research methods modules in business schools continues to be dominated by traditional “chalk and talk” approaches without providing any hands on guidance to navigate the several steps involved in constructing a robust literature review. In view of these limitations in teaching research methods, this exploratory study presents how a “jigsaw” co-operative literature review approach was adopted in a first year undergraduate course. The teaching initiative adapted the jigsaw approach designed by Aronson (1978). The author developed a cooperative learning exercise in which students were required to read a set of research articles on a given topic independently. They were then placed in small groups to summarise their readings, first with peers who read the same set of articles and then with peers who read a different set of articles in the series. At the end of the group learning exercise students were asked to prepare a briefing note, summarising the key ideas discussed in the group work. This approach provided a “scaffolding” approach to interpret and synthesise academic readings within an overarching research question, and facilitated student led exploration and collaboration. The jigsaw guided students to formulate a position by synthesising key ideas from readings with diverse perspectives on a common issue. The activity also provided a flexible way for tutors to incorporate various learning pedagogies such as class discussions, worksheets, group work and reflective writing. These learning pedagogies can be implemented both in person teaching and in an online learning environment. Considering the paucity of literature that addresses specific processes and challenges involved in teaching research methods to inexperienced undergraduate students, this teaching case study could provide an exemplar to colleagues teaching research methods in undergraduate business schools across different disciplines.

3b. Virtual reality simulations and Laboratory practical learning during the COVID pandemic and post pandemic: Supporting student active learning with low stakes repeatable simulations.

Seth Racey, Stephany Veuger and Lauren Olley

Author keywords: LABSTER; anxiety; virtual reality simulations

Externally validated degree programmes in STEM disciplines often require a practical training in laboratory skills. The COVID pandemic produced challenges to this model of educational delivery with lock downs and reduced lab capacity creating challenges to face to face laboratory training. Technology enhanced learning using virtual reality simulations such as those offered by LABSTER allowed laboratory skills to be simulated to students without the requirement for face to face lab time. However Post-covid lockdowns these simulations have proved useful in supporting students through delivery of what students perceived as low stakes practice for their laboratory skills. Interviews with students show that many express anxiety about their performance in laboratory sessions and see them as high stakes sessions where mistakes may be punished with incorrect data and poorer marks. Using virtual reality simulations as low stakes practice sessions allow students with anxiety to practice their skill set prior to the laboratory session and increases confidence and student engagement. The ability to repeat simulations and the confidence gained from passing imbedded MCQs questions enhances confidence prior to laboratory sessions. The move towards a blended learning environment with enhanced online offering can be tailored to provide support for the student body that finds face to face teaching most challenging. The use of virtual simulations of laboratory procedures provides a scalable solution to the student anxiety over these “higher stakes” sessions.

3c. Shifting the culture of feedback; Embedding formative assessment and feedback into a production-based practice to improve access, retention, attainment and progression via student engagement through partnership.

Rachel Dodd

Author keywords: Formative; Assessment; Feedback; Feedforward; Media; Production; Process; Creative; Journalism; Film; Student; Learner; Partnership

The practice at the core of this action-research intervention addresses the challenge of connecting large cohorts of diverse learners with assessment criteria to expedite in-module learning via formative assessment rather than post-module learning via summative assessment, for a non-compensable module.

This intervention was designed to respond to the shifting culture of feedback, research evidencing ‘assessment drives student effort’ (Irons & Elkington: 2022), aiming to facilitate self-regulation and evaluative judgement of learners. Taking a process rather than product view this ‘new paradigm’ implementing ‘mode 2 feedback’, aims to generate active involvement (peer involvement and self-assessment) and build discourse communities of self-regulation and evaluative judgement.

Delegates will see the methodology which employs a new week 9 formative assessment point when learners peer-mark progress using module rubrics (verbally and digitally) to receive staff feedforward, used for individual action plans before submitting final work week 12. This activity responds to the advocacy of scholars to assign greater importance to students’ role in feedback processes (Irons & Elkington, 2022; Carless, 2015).

Delegates will see how to address key challenges faced during the intervention, including working with large cohorts, introducing a new process, consistency of accurate formative assessment, collation and distribution of feedback, digitally recording marks and feedback, short timeframe, whilst maintaining accessibility for virtual and international students.

Initial results will be co-presented with student representative: 80% of students prefer this process, demonstrable quality improvement of final submissions, uplift in final marks, contribution to improved student experience and progression to Y3 rather than resitting non-compensable module.

3d. Silence Which Requires a Hearing: Chinese Student Reticence in Small Groups

Precious Brenni

Author keywords: Chinese students; Reticence; Student engagement; Seminars; EDI

International students are expected to overcome many challenges, including participation expectations, to succeed in new learning environments. Chinese students in particular have a penchant for silent engagement in classroom settings due largely to language communication competence and cultural differences (Zhou et al., 2005). However, the in-class silence is also situation-specific, which makes any cultural attribution an overgeneralisation (Cheng, 2000). Thus, it is important to examine the reticence within contexts reflecting a broad range of elements, including teaching styles, classroom interactions, power dynamics, and subjective student experiences (Kubota and Learner, 2004). To better understand Chinese student reticence and enhance engagement in seminars, an anonymous online survey of their views in two undergraduate Economics and Finance modules was conducted. This was primarily informed by the language and cultural shocks that Chinese students are particularly thought to be predisposed to (Ryan, 2005; Zhou et al., 2005). The results suggest that Chinese students are not opposed to speaking in class although their preference is for less verbose and/or private tutor-tutee engagement options. It also provides further evidence that the analysis of Chinese student reticence must be within the specific context in which teaching occurs. Overall, the study adds to the growing literature on the learning experiences of a key demographic group in the higher education space. More specifically, the findings shed light on issues pertaining to student engagement and the internationalisation of higher education, particularly in deepening the Equality, Diversity, and Inclusion (EDI) agenda of higher education institutions in the UK and beyond.

3e. Augmented reality in physics laboratories

Aleksey Kozikov and Anna Tiuniakova

Author keywords: Augmented reality; Online laboratories; Physics teaching; Remote laboratories; Digital laboratories; Technology enhanced learning

Laboratory skills courses are crucial to help students gain hands-on experience of doing experiments, better understand the theory behind them, see practical applications of their knowledge/skills, and provide a basis for future employment.

Using technology enhance learning we are developing Augmented Reality (AR) [1] online practical skills courses. They will allow students to work remotely. Even if there is no lockdown, they may be shielding or unable to take up residence in the place of studies. Online laboratories [2] are beneficial in cases of limited facilities, space, personnel and the need to conform to the University hours. They will be important to address the issue of equality of opportunity that these students face.

We will discuss our use of AR within remote web-based laboratories. University webcams allow students to see virtual objects overlay with real scenes, which are made available for students to manipulate. As users handle virtual tools, they remotely perform required tasks.

AR will increase users' perception and interaction with the real experiments. Students will have a sensation that an activity is handled as if they would be physically on-site giving AR a big advantage over other existing remote routes.

Our next step is to expand to include more practical courses: A-level, Foundation year, undergraduate modules and other disciplines involving practical classes.

This presentation would be of interest to anyone involved or planning/thinking to be involved in remote labs.

[1] R. Mayer, *Multimedia learning*, Cambridge University Press (2009)

[2] S. Bayhan, *J. Power Electronics*, 14, 1069 (2014)

4a. Engaging women students in activities to promote retention, career development and inclusive practice in teaching and learning

Linda Allin, Lindsay Findlay-King, Stephany Veuger and Zoe Avner

Author keywords: women specific activities; retention and development; student engagement

Ongoing constraints to women's career development in male dominated fields are highlighted at individual, cultural and structural levels. However, much of the work focuses on women already in organisations or women academics rather than women undergraduates. Research that exists suggests that some women on highly male dominated courses can perceive marginalisation or negative experiences that can influence their decision to drop out, consider changing their course, or constrain their career aspirations (Steel, James and Barrett, 2002, Shan, 2021). An inclusive and supporting learning environment and a positive emotional climate is therefore vital to ensure positive outcomes and an outstanding student experience for all. Previous and current research from male dominated fields such as the outdoors suggests that female specific leadership environments can be perceived as empowering and supportive spaces for transformational learning and development (O'Brien and Allin, 2021). As such, this project aimed to engage women students, predominantly in highly male dominated degree courses at Northumbria, in a series of female specific activities aimed to support their leadership development and enhance their university experience. Activities included presentations from women alumni in male dominated careers, a 'women in leadership' workshop, interviews with women students, and a student-staff inclusive curriculum workshop. The project identified a number of student-generated ideas for staff to support their engagement and attracted women and other minority students across courses including Construction, Mechanical and Civil Engineering, STEM subjects and Sport. These findings and reflections on the value of these activities for staff and students are shared in this presentation.

4b. Sociology NORTH: Developing Respectful, Reflective and Critical Spaces for Social Action.

Wendy Podd, Chantelle Forrest, Emma Duffy, Jack Cunningham and Joshua Slessor

Author keywords: Students as partners; Spaces for dialogue; Transformative and social action; Student engagement and empowerment.

Within Higher Education settings there has been an ever-growing emphasis on embedded employability within the curriculum (Noonan, 2015). The move to online teaching and learning during the pandemic, and the subsequent adoption of hybrid learning, has resulted in many students attending campus to timetabled classes. This reveals barriers to engaging students outside of formal teaching spaces (in-progress, Podd, 2022/23), and has further ramifications upon widening participation, recruitment, retention, continuation, and attainment. This presentation explores Sociology NORTH, a project co-founded with students in September 2021.

The project emerged through Sociology students' frustration about social inequalities in society and wanting to put their learning into action. Working collectively, Sociology NORTH has cultivated a 'space' for dialogue (Freire, 1998), with a strong emphasis on transformation and social reform (Savin-Baden, 2014). Lead members of Sociology NORTH will reflect upon why they became involved in Sociology NORTH, and how the project is managed and structured, whilst highlighting the personal benefits and wider impact of the project. This presentation demonstrates how developing respectful, reflective, and critical spaces with a focus on 'action', outside of teaching and learning, can be fostered with a view to empowering and enhancing student involvement (Harvey, 2003).

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4c. LTeXChange: an innovative dual-mode approach to sustainable Professional Learning Networks.

Samuel Elkington and Samantha Gooneratne

Author keywords: Professional Learning Network; Continuing Professional Development; staff training

Teesside University [TU] has showcased its pedagogic activities via its LTE Conferences for many years. Whilst these have provided an excellent platform for dissemination of L&T work, their periodic nature limits the scope for further exploration. Previous attempts to fill this gap via institution-wide communities of practice have had limited success. The authors have previously shown that such communities work best as frameworks that are thematically focused with flexible engagement modes (Gooneratne, 2021). This paper presents how these findings have been adapted to re-imagine the LTE Conference concept as LTeXChange, a community-based initiative with a holistic approach to institution-level L&T innovation and staff CPD.

LTeXChange comprises a Network and associated Symposium series. The Symposia resemble conferences but are held quarterly, each with a theme co-developed by Network members. This enhanced focus and distributed format allows deeper interaction, with scope for follow-up within the Network. The Network itself is a community of practice designed to provide relevant L&T-related CPD opportunities, with representation from different L&T roles across TU. The use of MS Teams facilitates the curation of a digital knowledge resource and affords members control over their engagement. The Network thus serves as a forum for equitable, connected heutagogy (Bali and Caines, 2018).

LTeXChange's dual-mode approach supports the showcasing of ongoing work and the development of that work into larger collaborative projects. This talk details the launch of the initiative and demonstrates, through early evidence, that symbiosis between the Symposia and the Network offers a viable mechanism for sustainable professional academic development.

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4d. Taxonomies of technological knowledge

Rachel Staddon

Author keywords: Technological knowledge; Student perceptions; Qualitative interviews

In higher education, technological knowledge is increasingly important, as reflected by Advance HE's strategic priority of technology-enhanced learning (Advance HE, 2020). In addition, almost a third of UK institutions state a graduate attribute of students being confident and flexible when using online environments and other digital technologies (Wong et al., 2021). Technology skills are crucial throughout the course of a students' degree, as well as during unusual times such as the pivot to online learning during the COVID-19 pandemic. Students' online learning activities are underpinned by tacit technological knowledge (Lambe, 2014). With technology playing a large part in students' learning going forward, educators in higher education need to understand the dimensions of this tacit knowledge. This will enable them to design knowledge-scaffolding activities when using technology in their classrooms. This paper presents the findings from a completed study where interviews were conducted with students from a range of disciplines about their knowledge and experiences of learning technologies. From these interviews, three types of technological knowledge were determined. These were mapped onto existing taxonomies from the literature (e.g., Anderson et al., 2001; de Vries, 2003; Hansson, 2014; Hong et al., 2018; Ihde, 1997; Ropohl, 1997; van Merriënboer et al., 2002). This session will give an overview of the research project, the student-generated knowledge dimensions, and the mapping. This will be followed by a discussion of the implications of the findings for educators which will be useful for use in a range of learning and teaching contexts across the disciplines.

4e. Does a life sciences student's demographic background correlate with their access to careers and developmental opportunities and, therefore their academic achievement as well as graduate destinations?

Vanessa Armstrong, Ross Good, Sarah Griffin, Beth Lawry, Chris Wells, Matthew Forshaw, Damian Parry, Sara Marsham, Jessica Jung, Alison Shaw, Kate Rothery and Higham Lee

Author keywords: widening participation; employability; attainment gap; inclusivity; diversity; access for all; demographics

Achieving a good degree alone is no longer sufficient to ensure employability post-graduation. Undertaking additional opportunities alongside academic studies is now essential in a competitive employment landscape. Alongside formal placement opportunities, universities also offer a diverse range of activities that students can become involved with.

This study aims to analyse and better understand key student characteristics within two Schools at Newcastle University within the life science subject area. By gaining this insight, an investigation of student engagement with the numerous personal development and career-supporting opportunities can then be studied. Updated registration data from 2015 to 2021 was collected via Business Warehouse software to gain insight into the student population. Activities and opportunities investigated included; placement years, laboratory assistant roles, ncl+ award completion (in house badge), volunteering via the Student Union, vacation studentships, international exchanges abroad and University internships. These were then collated from across the University and Student Union with data sets linked via student number to the Business Warehouse data whilst retaining student privacy.

A survey during Semester 1, 2021, investigated further details on student demographics and characteristics, opportunity uptake and motivations and inhibiting factors related to activity involvement. 178 students responded to this survey, and survey results will be presented.

It is vital that we determine which student groups are represented and whether these opportunities are available to all or if there are potential barriers that certain groups face, preventing engagement and potentially impacting degree classification and graduate outcomes; support and interventions will then be introduced.

5a. Supporting students to change cultures of gender-based violence on campus: Northumbria Against Sexual Violence

Lucy Grimshaw, Claire Dosdale and Ruth Lewis

Author keywords: gender-based violence; critical pedagogy; student activist communities

Research shows that female students experience gender-based violence (GBV) in Higher Education; 14% experiencing serious physical and/or sexual assault and 68% experiencing verbal harassment (NUS, 2010). Recent media coverage has revealed the extent of GBV in universities and the veil of silence often drawn over the problem. Attention from political actors and policymakers (UUK, 2016; 2022) has highlighted the need for institutional and cultural change to ensure the safety and wellbeing of students. Scholarship (e.g. Ahmed, 2021; Bull and Page, 2021) points to the limitations of institutional changes, heightening the significance and urgency of making cultural changes. This

paper discusses a recent extra-curricular staff-student project, 'Northumbria Against Sexual Violence', which aims to:

- Raise students' understanding and awareness of GBV;
- Build a community of well-informed students who will break the silence surrounding GBV by engaging in campus activism;
- Develop a network of students who can be a point of support and signposting for their peers who experience GBV.

We will discuss the context for the project, which is underpinned by feminist critical pedagogy, why we developed it and how we engaged students. We will provide a critical reflection on our effectiveness in engaging students and discuss some of the issues and challenges we encountered delivering the project during the pandemic. We will outline the students' and our plans for activism and research. We hope to have some of the students there to discuss their experience and how they see the project developing as a student-led initiative and new student society.

5b. Distance not Distant – An Exploration of Experiences of Personal Academic Tutors for Independent Distance Learning Trainee Teachers

Dionne Ross and Deborah Bell

Author keywords: distance learning; teacher education; teacher training; personal academic tutors

This paper follows the case study completed by the authors in 2021 examining the range of support mechanisms behind a successful distance learning programme at a Post 92 university in the North East of England. This subsequent research uses focus groups to explore the perceptions of students on the role of personal academic tutors from their experiences. The term 'distance education' is used to describe education delivered to distant or remote locations "via print, audio, video (live or pre-recorded) and/or computer technologies, including both synchronous and asynchronous instruction" (Cain et al. 2003, p. 42). The phrase distance not distant depicts the level of support which the university team strive to provide to trainees entering the teaching profession. Working in over 65 countries two PGCE courses welcome students from diverse cultural backgrounds who benefit from the support services dedicated to their success.

The previous study explored the experiences of the students and their views of the support that they received whilst being a student on an independent distance learning programme in preparation for entering the teaching profession. The results reinforced the earlier findings from a study by the authors in 2016. Within the 2016 study interviews were conducted with students and the level of support from fellow students was the main reason for students opting to study at the university which was the focus for the research. The research in 2021 highlighted that the students found the role of their personal academic tutors as instrumental in the support whilst studying the programme. The participants recognised the role programme leaders and module leaders had, however it was the role of their personal tutors that was invaluable.

This paper will discuss the findings from the focus groups and explores in greater depth the views of students specifically on the role of their personal academic tutors.

5c. Exploring the saliency and active components of a Teesside University psychology student social identity.

Robert Portman, Paul Sander, Srdan Medimorec, Nicole Beddard, Catherine O'Neill and Matthew Watson

Author keywords: Social identity; Student engagement; Academic confidence

Social identities provide the basis for reciprocal social influence, underpinning both the provision and receipt of social support. As such, social identities imbue individuals with meaning, support and agency, which in turn are linked to holistic improvements in health and wellbeing. Growing evidence supports the utility of the social identity approach in the health domain. For instance, individuals who are members of groups in which physical activity is considered as important, identity-salient behaviour are more likely to adopt and maintain physically active lifestyles. However, less is known regarding the role that social identification may play for facilitating behaviour change within the domain of education.

Assuming a similar trajectory as prior health-related findings, we hypothesised that individuals who strongly identified with a 'student' social identity would engage more frequently in identity-congruent behaviours, such as self-directed study, and report better overall wellbeing. Therefore, this study had two primary aims: (1) to explore associations between student levels of social identification and academic behavioural confidence and wellbeing, and (2) to qualitatively explore perceived salient features and active components of this social identity.

The study employed a mixed-methods approach, comprising a cross-sectional online survey and one-to-one semi-structured interviews with Teesside University undergraduate psychology students ($n \approx 120$). The study is currently in the final stages of data collection. Moving forwards, the results will be used to directly inform the development and implementation of a social identity-informed intervention to launch during induction week 2022 and be maintained throughout the course of the academic year.

5d. Technology enhanced learning through ICE (Interactive Chemistry Experiments) –student engagement through partnership

Litka Milian, Nicola Fern, Beth Henderson, Charles Tkaczyk, Hajing Wang and Jake Pugsley

Author keywords: technology; practical skills; student engagement; flexible and interactive teaching; virtual experiment

In the Chemistry Department we are working on an innovative and exciting way to enhance our students' lab learning through interactive virtual experiments that can supplement and enhance their in-person lab practice (Bortnik, Stozhko, Pervukhina, et al. 2017).

We believe that student engagement should be an integral part of any taught module at university level (Kahu, 2013). In the level two practical module we are working with participating undergrad and postgrad students to design flexible and interactive teaching materials in collaborations with a digital learning developer. These materials, such as videos, interactive models, practice exercises and quizzes are designed to help their fellow students engage with the course and enhance their belonging and progression as new Chemists. Students are designing questions and teaching material for their peers and working on the answers that can help them to gain a broader overview and

interest in the topic. They also provide a broader link to their peers through their ability to ask questions about student concerns and opinions that can then feed into the material.

The idea is to make the course more approachable to the wide and diverse communities of our students, deepen their understanding of the taught material and bring a sense of real partnership by letting them have their say and help us make improvements to the course.

Practical classes are crucial part of the Chemistry degree. However, students may not feel comfortable and may be worried before practical sessions as they may feel they lack practical skills (Kolil, Muthupalani & Achuthan 2020). Especially after the Covid lockdowns during which practical sessions were limited; students were even less confident in the lab when they were returning to campus.

This session would be delivered together with our participating students that created a community to make a difference in the practical Chemistry module.

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5e. Working differently together: The use of TEL to support MDT working online

Scott Walker, Rebecca Hancock and Jessica Hardisty

Author keywords: Technology Enhanced Learning; Virtual Learning; Team Working; Interprofessional Education

Interprofessional education (IPE) necessitates learning with, from, and about each other to enable effective collaboration and improve vocational training outcomes. Collaborative team simulation and group working has been heralded as an effective way of achieving these IPE goals. However, the impact of the Covid-19 pandemic negated our ability to facilitate this learning in person.

We therefore explored a range of innovative technology-enhanced-learning (TEL) methodologies to enable continued delivery of cross-institutional IPE education across the North-East of England.

From this presentation, the audience will better discern how informed use of TEL can help maintain a community of learning and supportive accountability, as well as mitigate the often invariable disconnect of group learning in the virtual-environment

To authentically structure virtual collaborative interactions, and provide a forum for both peer-peer and facilitator-peer feedback, a multidisciplinary team meeting was simulated based on an

established/published format. Students (n=544) were divided into 75 mixed professional groups (medicine and pharmacy), where successful management was dependent upon interprofessional working and communication. To enable real-time virtual participation, a multimodal approach comprising Zoom video-conferencing, simulated virtual medical notes and real-life patient role-players was implemented. Findings identified from a student feedback evaluation of the virtual MDT event, highlighted the importance of designing mutually-beneficial tasks which work towards an inter-dependent learning outcome.

Our challenge of developing an online IPE learning environment conducive to achieving higher-order thinking, co-creating knowledge, and building a community of learning will have wide-ranging implications for educators seeking to implement virtual collaborative practices.

References available on request

6a. Student-Staff Collaboration and the Building of Communities for Students Studying Without the Support of a Family Network.

Katherine Butler, Lynette Shotton, Alice Holder, Joanna Stoltmann, Aaron Langford and Amy-Leigh England

Author keywords: Supporting Students; Care Leavers; Care Experienced; Estrangement; Student-Staff Co-Created Research

The presentation arises from a project at Northumbria University that is bringing together academics, professional support staff and students to better understand the challenges faced by students studying without a family support network. Students studying with little, no, or negative family support - including those who are care experienced and estranged face many unique struggles in their 'student experience'. Financial and accommodation challenges are widely recognised (Stand Alone / Unite, 2015; OfS, 2020), but previous research also highlights that the social integration and communal support is often overlooked in current policy (Costa, Taylor, Goodfellow and Ecochard, 2019).

This project seeks to build relationships with and among students studying without a family support network via a series of social events, while also supporting three student researchers from this community to design and undertake research and make recommendations for future approaches to support. While previous research has focused on issues of housing and finance, our project centres on how and where students access support, whether through central support services, departmental relationships, or informal peer-to-peer networks. It seeks to understand student awareness of the support available, their experiences of accessing support, and potential barriers (whether practical or resulting from language or attitudes).

This presentation will reflect on how this staff-student partnership model is growing a student community of support for those studying with no or negative family support, as well as providing new perspectives on the provision and accessibility of both formal and informal support channels from the institutional down to the subject level.

6b. Co-Constructing a Community of Practice for Early-Career Computer Science Academics in the UK

Tom Crick, James H. Davenport, Alan Hayes, Alastair Irons and Tom Prickett

Author keywords: early career academics; community of practice; professional development; mentoring

A vibrant Computer Science Education (CSE) Community of Practice is emerging in the United Kingdom and Ireland (UK&I), promoted by national and international professional body/learned society specialist interest groups and supported through a number of CSE research and practice conferences. This presentation explores how this community of practice addresses the needs of new computer science academics in UK&I higher education and what opportunities there are to bring together and develop new academics as a part of this community. The complex and contesting demands of teaching, research and managing (courses, modules and their development) in UK&I higher education make the early career of an academic challenging and potentially lonely. Typically, initial mentoring of early-career academics is via the host Department providing support for working towards a Fellowship of Higher Education Academy or similar teaching-focused qualification. This presentation discusses the emergence of three complementary and additional approaches. The first is the development of a community of practice and in particular the development of a core body of knowledge in the form of continuous personal development (CPD) support and material. The second is the emergence of a national mentoring scheme whereby early careerists and established academics from different institutions meet and discuss the issues and challenges associated both with the subject (teaching and research) and career development. The third is the establishment of a buddying scheme whereby early careerists with similar academic interests form groups to offer mutual support and the sharing of best practice. In this session, we will discuss these emerging initiatives and provide an overview of the progress they have made in supporting the development of early-career academics.

6c. Reflections from the Adobe Creative Assessment Project: Enabling communities of sharing, inquiry and feedback through narrative approaches to ICA using Adobe Portfolio.

Charlie Tait

Author keywords: ICA; peer feedback; blended; authentic; partnerships; technology enabled learning

This presentation outlines a number of reflections from the Adobe Creative Assessment Project which ran across 2 selected modules in levels 4 and 5 of the Graphic Design and Illustration course at Teesside University. The modules were run in an authentic studio environment offering students with diverse learning needs and approaches a variety of live opportunities.

The project explored the use of Adobe Portfolio, an online portfolio platform, and a staged ICA framework to support assessment processes, enhance communication within group discussion and scaffold organic project development work. The framework was developed from the Design Council's Double Diamond model which provides a visual representation of the design process. In addition to the facilitation of group learning, it was also anticipated that the project would support students to engage with a greater level of personal planning, critical reflection and decision making. The project supported development of contemporary storytelling methods; communicating inquiry

through the articulation of processes including analysis, making, experimentation and presentation of outcomes. Reflections and findings include staff and student feedback, observations and surveys.

The extent to which the project facilitated and enhanced the studio community and the challenges encountered within the course learning spaces and group feedback environments will be discussed with particular focus on the learning contexts of design process, engagement, digital enablement, resilience and mental health.

6d. Digital Learning in Forensic Anthropology

Trudi Buck and Christopher John

Author keywords: Virtual crime scene; Accessible learning; Forensic Anthropology

Digital learning has the potential to provide realistic simulations for students who may not otherwise be able to access practical learning experiences. This paper outlines a collaboration between Durham Centre for Academic Development and the Anthropology department to create an immersive virtual crime scene. In doing so, providing flexible online learning opportunities and ensuring accessibility for all learners. In the Forensic Anthropology module, an important learning experience is participating in a live mock crime scene where students roleplay forensic anthropologists following the narrative of a crime to excavate a skeleton and produce a report for police. The learning activity enables students to put key skills into practice and demonstrate the learning outcomes for the module. During the pandemic this activity has not taken place, whilst previously some students such as those with limited mobility have not been able to participate. Combining high resolution 360-degree and 3D imagery, the virtual crime scene allows learners to explore the crime scene and perform structured learning activities such as mapping the scene, excavating and cataloguing artefacts, and analysing remains to produce a biological profile. Upon completion, a summary of activity is produced in support of formative assessment and feedback. Across four distinct scenarios, the virtual crime scene provides meaningful and accessible learning opportunities for practice and consolidation.

This presentation will demonstrate the potential for innovation in technology-enhanced flexible learning, whilst sharing lessons learned from the exercise to support the education community to enhance teaching.

6e. Get Creative: Collaborative Approaches to Student Wellbeing

Sara Bird and Edward Hillier

Author keywords: wellbeing; creative; belonging; friendship; support; crafts; relaxing

Responding to the impact on students of Covid-19 the Library Education Outreach Team and Student Health and Wellbeing Team at Newcastle University created a series of Get Creative workshops. Following the University's 5 Ways to Wellbeing the project team gained internal funding to trial run heritage and wellbeing sessions for students. Inspired by heritage in Special Collections, students were given the opportunity to engage and touch unique archives and books. They then had the opportunity to learn a new skill from an experienced practitioner, e.g. origami, stained glass, etc.

This provided students with a safe environment to chat and be creative whilst learning about the NE's cultural heritage.

Feedback has been overwhelmingly positive with 100% rating them excellent. Comments reflected the aims of the project to help with students wellbeing by providing a creative heritage outlet not linked to their studies "It's really therapeutic and a great way to breathe a little bit from the university workload and try something new" whilst the opportunity to meet new friends in a relaxed environment was welcomed by others "I really enjoyed meeting new people and the mix of heritage and activity".

This presentation will share the aims, processes and outcomes of the sessions along with reflections and proposals for the future.

7a. Animating learning communities to enable student engagement

Kate Black and Russell Warhurst

Author keywords: Animation; Learning communities; Student Engagement; Pedagogic development; Pedagogic enhancement; Duoethnography; Crisis

Our presentation examines the creation of academic communities for engendering bottom-up pedagogic development to better engage student communities and facilitate learning.

We assert that there is a need to revisit conventional approaches to academics' pedagogic development that take a formal top-down 'training' approach. We draw upon an "at home" (Alvesson, 2009) ethnography of interviews and duoethnographic observation during the 2020-21 pandemic, to propose that pedagogic change and innovation for fostering student engagement are most likely to be effective if they emerge from the grassroots within communities-of-practice (Lave and Wenger, 1991; Wenger, 2000), with academics collaboratively and incrementally innovating new educational practices and approaches.

Such social co-construction of innovation within communities can be further enhanced with the stimulus of 'animation', that is, through being catalysed or 'made to happen' by academic developers (Boud et al, 1993; Boud and Miller, 1996; Boud and Miller, 1998). Through examining experiences of academic development during the pandemic, we will show how animating, incremental continuous improvement among colleagues, to learn how to further foster student engagement through teaching (O'Byrne et al., 2018), is perhaps a more effective route to pedagogic and educational advances than traditional top-down direction or advice in times both of crisis and of stability. Our presentation will be made from our perspective as management academics with one author also being responsible for faculty-level academic-development and for managing our undergraduate student experience.

7d. The Seeds are Sown: Using self-efficacy and representation to build strong communities for staff and students of the resilient minority in the Northeast

Jordan Mullard and Christopher Jones

Author keywords: Resilient minority (ReM); self-efficacy; representation; Decolonising

Majority white campuses in majority white locations can be hostile environments for ethnic minority students and staff leading to low retention, engagement, and poor mental health (Arday, 2018, Bhopal, 2014; Smith et al., 2011). In our paper, we challenge the deficit models that situate the experiences of what we call the resilient minority (ReM) - racialised ethnic groups - into categories to

be fixed. By using student appraisals of a decolonising anthropology module; primary data from research into ReM student experiences at a Northeastern University; and secondary sources, we explore an alternative view to building stronger communities for teaching and learning in the Northeast. We mobilise three approaches: (i) the theory of interracial anxiety, (ii) the advantages of building self-efficacy, and (iii) the importance of representation in curriculum and classroom, as methods to create positive learning environments for ReM staff and students.

Interracial anxiety theory suggests that higher levels of anxiety are experienced by White people when interacting with ReM people (for example, dialogue errors and less eye contact), but not with their own race (Plant and Devine, 2003). Moreover, these tensions extend well beyond the walls of the academy. We highlight how a self-efficacy model to teaching and learning not only generates important discussions about interracial anxiety, so too does it create opportunities for change. We evidence how the representation of the ReM in both our curriculums and classrooms through decolonising agendas, can reduce this anxiety, promote wellbeing, and potentially increase recruitment and retention of ReM staff and students.

8a. Challenging assumptions about student engagement within online learning – implications for practice

Julie Clarke and Rachel Kirk

Author keywords: Student Engagement; Online Learning; Learning Strategies; Flexibility; Personalisation

As educators we understand the fundamental importance of student engagement to student learning experiences and that effective engagement leads to successful outcomes. However, as the focus on student engagement has grown so too have the multiple conceptualisations resulting in a complex range of interpretations. This complexity has been added to with the growth of online learning. Not only is the mode of study different but online students are themselves different. As a result, it is important to not only understand students' interpretations of online engagement but to recognise the influence this has on their strategies for learning online.

While there are pedagogical and institutional assumptions that students want more than text-based materials within an online learning environment, initial research with students identifies a more complex picture. Understanding differences in students individual learning strategies, resulting from their personal interpretations of engagement, is fundamental to achieving effective outcomes for students. Using a phenomenographical approach, research with part time distance learning students on a Masters programme, aimed to understand how their personal experience, individual characteristics, motivations, and current contexts, informed how they developed their learning strategies. It was evident that students interpreted engagement in multiple ways. The experience of these students exemplifies the diversity of student contexts and the need for flexible learning to recognise this. Recognising the complex and varied contexts of students has wider relevance for blended learning approaches, highlighting the need to design and deliver such learning in ways that allow students to personalise their learning journey.

8d. DCAD's Postgraduate Fellowship Programme: A New Approach to Graduate Teaching Assistant Training

Christopher McMillan, Emma Maslin and Paul Burgum

Author keywords: Foundation Programme; Postgraduate teacher training; Academic community of teaching and learning

Durham Centre for Academic Development (DCAD) is piloting an innovative postgraduate training programme embedded within Durham University's Foundation Programmes (FP). The Fellowship is designed to support Postgraduates to develop high-quality teaching practices and add value to the experience of Foundation students from under-represented groups (primarily from the NE) transitioning into Higher Education. The Fellowship aligns with HEA requirements and the pedagogical practices of the FP (dialogic/ social-constructivist), and is inculcated through an induction, workshops, and continuous collaborative dialogue with FP staff. The Fellowship is novel in employing a multi-level academic community of teaching and learning that is reflective and interconnected, building bridges between foundation, undergraduate and postgraduate student and staff communities.

The session will introduce the Fellowship, its aims and objectives, its pedagogical underpinnings, the initial experiences of Fellows, and the DCAD Fellows Case Study (currently in development to examine the value and impact of such a GTA training model). The experiential knowledge of the postgraduates will be especially informative during the Q&A session, and to the wider teaching community.

GTA training is rarely evaluated to determine its effectiveness ((Mutambuki & Schwartz, 2018), while limited research suggests a lack of clarity in what knowledge and training GTAs require to be effective (Kurdziel & Libarkin, 2003). Considering their impact on HEI performance and ranking there is a gap between the responsibilities GTAs have and the training provided (Nicklow, Marikunte & Chevalier, 2007). Initial findings from the Fellowship have identified issues relating to GTA training more broadly and the effectiveness of limited pedagogic knowledge on short-term contracted teaching staff, and the subsequent impact on student experience. Ultimately, the Fellowship and its Case Study will offer valuable practical instruction into how universities' structure their GTA programmes going forward, and current deficits in related research.

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9a. Architectures of creative practice

Martyn Hudson, Julie Crawshaw, Rebecca Graham and Veronica Mulheran

Author keywords: Salon; Practice; Translation

Emerging out of debates on experimental spaces this paper examines the building of communities of practice. The specific community of practice is the Creative and Cultural Industries Management (CCIM) model at Northumbria which is a 'trialogic' ensemble of academic researchers, MA and PHD students and cultural agents/creative sector professionals. The architecture of this model rests upon five foundations; horizontality and democracy, safe and brave spaces, experiment and innovation in the classroom, live project briefs (see Cotterill et al 2016) and a radical commitment to world-making. This means that the experimental space of the classroom becomes a form of world-making for social formations, organisations and is quite literally prefigurative of new social and creative relations and what we call 'translations in practice' (Crawshaw, Hudson and Rowe 2015). Enhancing this beyond Module and Programme structures leads us to the experimental structure of our Salon model whereby each year we offer a series of assembled and hosted conversations with the 'trialogue' including salons on creative practice at Kommunity and Commercial Union House, experimental salons on creative space (ERIS – Experimental Research in Spaces) at Baltic 39 and employability salons hosted jointly with Graduate Futures at Northumbria. The new series of salons will be focused on improvisation. Overall this model allows us to build community practice through trust, a commitment to radical forms of politics, and through making university spaces, things and worlds (Hudson 2013). This paper explores these experimental and decisive questions and thinks about both the origins and potential futures of these pedagogies and practices.

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9d. Transforming Assessment Practices in ITE: an exploratory study into redesigning assessment for a BA Year 2 Primary QTS Programme module.

Kulwinder Maude, Michaela Oliver and Joanne Smith

Author keywords: assessment for learning; assessment focus; authentic; student experience; attitudes

Peer assessment is increasingly recognised as a valuable tool through which to develop students' academic writing. Peer and collaborative forms of assessment encourage engagement with assessment criteria which can enhance the quality of academic work.

Following a restructuring of the BA Primary Teaching programme for year 2 undergraduates, three subject-focused modules (English, mathematics and science) were amalgamated into a 60 credit module exploring criticality, concepts, and curriculum within the core subjects. This restructuring

offered a unique opportunity to explicitly engage with assessment design during module planning, in order to harness benefits identified in research.

Module assessment design therefore considered assessment focus, content, form and pattern of submission. Formative opportunities were designed to emphasise collaborative working and peer assessment. Benefits of these opportunities were observed, in line with broader research findings (Ng, W., & Yu, 2021). However, despite foregrounding collaboration in formative assessment, uptake of the collaborative component was not always high. This aligns with other research suggesting students' negative attitudes towards peer assessment processes. This presentation will explore ways in which collaborative and peer assessment were foregrounded in the module. Discussion will consider student engagement with collaborative formative assessment and peer assessment opportunities, exploring student perceptions of these processes. Data is drawn from student questionnaires and semi-structured interviews. Consideration will be made to potential ways forward in terms of collaborative and peer assessment design.

We hope you enjoy the Three Rivers Conference 2022 and appreciate you taking the time to support the Three Rivers Learning and Teaching Conference. If you have any comments to make then we will be pleased to hear them, you will be emailed a link to a brief survey once the event has concluded to ask for your opinion.

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