



STUDENT CENTRED EDUCATION

Learning and Teaching Conference 2023

PROGRAMME



#ltncl23



Welcome

Welcome to our **Learning and Teaching Conference 2023**.

The theme for the conference is '**Student Centred Education**', as we recognise that students are key partners in the co-creation of their education and their voice plays a vital role in developing and shaping the future of learning and student experience at Newcastle University.

By placing the emphasis on the student, educators can create more engaging, relevant, and meaningful learning experiences that promote deep understanding and critical thinking. Additionally, student centred learning can help to foster a more inclusive and equitable learning environment, as it provides opportunities for all students to participate and succeed regardless of their background or ability. As such, exploring the principles and practices of student centred learning is critical for educators, policymakers, and other stakeholders in education,

This conference aims to showcase effective, creative, and collaborative approaches to learning and teaching across the University.

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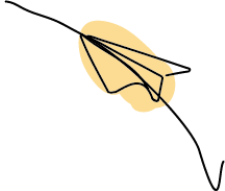




Agenda

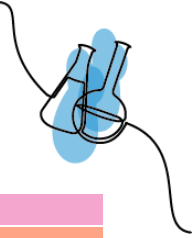
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|--|---|---|--|---|---|---|--|
| 09:30 | <p style="text-align: center;">Conference Welcome Room G.41</p> | | | | | | |
| 09:40 | <p style="text-align: center;">Keynote Speaker Address Room G.41</p> <p style="text-align: center;">'From promise to pragmatism: Delivering a better student experience' <i>Simon Lancaster and Grace Simpson</i> <i>Nous Group</i></p> | | | | | | |
| 10:30 | <p style="text-align: center;">Break</p> | | | | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">11:00 – Session 1</p> | <p>Presentation Room G.06</p> <p>Peer Networks for Engineers: A mixed-methods and participatory bottom-up design to enable students as partners and co-creators in their education ↗ Dr Sharron Kuznesof</p> <p>Best of Both Worlds – Learning Partnerships help students apply their knowledge beyond the research-intensive university ↗ Abby French</p> <p>Co-designing reflective strategies with students – reflections on the co-production of the 'Practising Reflection' workbook ↗ Dr Areti Galani</p> | <p>Lightning Talk Room 1.17</p> <p>Integrating and evaluating enterprise development educational initiatives across academic disciplines ↗ Dr Lucy Hatt</p> <p>Participant's views, engagement, and satisfaction towards feedback meetings employing inquiry-structured agenda topics ↗ Dr Nadine Hayudini Nograles</p> <p>Addressing challenges, building communities and creating value in taught programmes ↗ Sharon Joyce</p> | <p>Presentation Room 1.18</p> <p>Working differently together: The use of TEL to support MDT working online ↗ Dr Scott Walker</p> <p>Does Virtual Case-based Discussions Foster Clinical Reasoning among Medical Students? ↗ Dr Jun Jie Lim</p> <p>Live fieldwork broadcast- a student co-production partnership ↗ Janine Maddison</p> | <p>Presentation Room 2.14</p> <p>Community Beyond the Classroom: Co-Creation for Outreach and Engagement ↗ Dr Stephanie Holton</p> <p>SACS FUTURES: a collaborative community which supports students as they prepare for life after graduation ↗ Dr Jane Nolan</p> <p>Evaluation of Digital Tools to Support Laboratory-Based Learning ↗ Dr Hanno Kossen</p> | <p>Workshop Room 2.15</p> <p>Reducing perfectionistic concerns new undergraduate students ↗ Dr Billie Moffat-Knox</p> | <p>Presentation Room 2.16</p> <p>Why Can't Module Choice be More like Netflix? The Use of Agile Methodologies to Improve the Student Understanding of the Module Selection Process ↗ Helen Elliott</p> <p>Students as Partners: Reflections of a student-staff co-creation project ↗ Dr Amina Razak</p> <p>School X: Snakes and Ladders - the experience of designing an interdisciplinary course ↗ Professor Ruth Morrow</p> | <p style="text-align: center;">Video Watch Party Room 1.16</p> <p style="text-align: center;">Join other attendees to watch and discuss the video competition submissions</p> |





| | | | | | | | |
|--------------------------|---|---|---|---|---|---|--|
| | | Transnational Cross-campus Teaching in The Undergraduate Medical Curriculum: Benefits, Challenges and Suggestions ↗ Libby Emerson | | | | | |
| 12:00 | Changeover time | | | | | | |
| 12:05 – Session 2 | Lightning Talk Room G.06 | Presentation Room 1.17 | Presentation Room 1.18 | Presentation Room 2.14 | Workshop Room 2.15 | Presentation Room 2.16 | |
| | <p>Unlocking the potential of learning analytics: leveraging data to support students and enhance their educational experience ↗ Sam Flowers</p> <p>Integration of social media as a tool to increase engagement with the Student Staff Committee ↗ Beker Khalid</p> <p>Compassionate Language in Digital Learning Companions ↗ Dr Pascal Stiefenofner</p> <p>Student motivations for engaging in higher education and expectations of experience ↗ Dr Elaine Tan</p> | <p>Developing transferable skills in students through co-creating work-based learning outcomes - work supervisors' perspectives ↗ Ong Chee Ming</p> <p>Putting the work-based learner and their context at the heart of blended learning on the MSc Strategic Leadership in NUBS ↗ Dr Amy Stabler</p> <p>Co-creating evaluation with student researchers, a NUSU-Inclusive Newcastle collaboration ↗ Charlotte Boulton</p> | <p>Coding caring in digital communication: an examination of attentive and salient learning outcomes between students and teachers in a UK university ↗ Professor Caroline Walker-Gleaves</p> <p>Why are we not tapping on Digital Learning Experience Design (LXD) science? ↗ Loiana Leal</p> <p><i>Note - Lunch will start at 12:45 for attendees at this session</i></p> | <p>Wellbeing and the Academic - a developing partnership to improve student experience ↗ Kirsty Hutchinson</p> <p>Intercultural orientation workshops for students on the MA Cross-Cultural Communication+ programmes ↗ Dr Alina Schartner</p> <p>Students who are Parents & Higher Education: A case study presentation of challenges faced by Student Parents in Newcastle University and how the university can create a more inclusive and supportive culture ↗ Vivian Nnemaobinwa Okoye</p> | <p>Accessibility Tools in Microsoft 365: From Awareness to Action ↗ Jack Ennis</p> | <p>Piloting the Science and Culture of Wellbeing module: Student experiences of a mental health literacy module ↗ Ruth Furlonger</p> <p>Before and After Teaching: the role of Extra Curricular Activities (ECAs) and its Impact on the Fine Art Curriculum ↗ Professor Irene Brown</p> <p>Collaborative Intercultural Encounters for Global Educational Experiences ↗ Dr Müge Satar</p> | <p>Video Watch Party Room 1.16</p> <p>Join other attendees to watch and discuss the video competition submissions</p> |





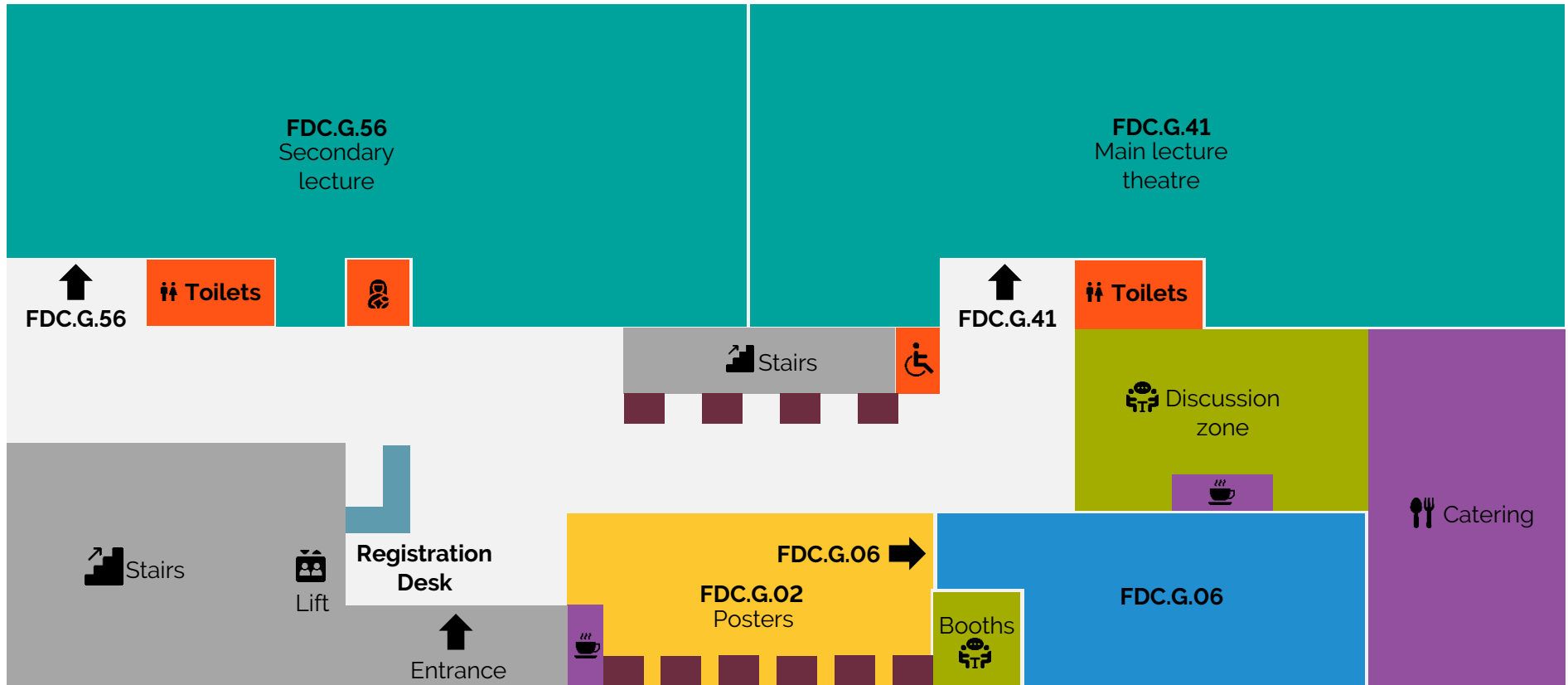
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|--------------------------|--|---|---|---|--|---|---|
| 13:05 | Lunch | | | | | | |
| 14:05 – Session 3 | Lightning Talk Room G.06 | Presentation Room 1.17 | Presentation Room 1.18 | Lightning Talk Room 2.14 | Workshop Room 2.15 | Workshop Room 2.16 | Video Watch Party Room 1.16 |
| | MOOC Adventures: From Conception to Reality ↗ Dr Iain Keenan | Individual student generated videos creation as an assessment method: new evidence ↗ Dr Yulia Dzenkovska | Co-creation and evaluation of novel recruitment processes (CONVINCE Project) ↗ Mehmet Sebih Oruc | Co-creating assessment criteria and rubrics for an architecture theory course ↗ Dr Martin Beattie | Creating virtual tours using H5P ↗ Helen Anderson | Gamifying group work – come along and play at being a student - then borrow our game for any of your group work modules Dr Catherine Douglas | Video Watch Party Room 1.16 |
| | Embracing AI ↗ Dr Paul Mackay | Student Voice, Student Choice: EDI, the Hidden Curriculum & Making the Transition to University ↗ Dr Chloe Ashbridge | 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? ↗ Dr Vanessa Armstrong | Comment Banks are a poor feedback method... Discuss! ↗ Dr Simon Parker | | | Join other attendees to watch and discuss the video competition submissions |
| | Using interactive methods to engage young people in Widening Participation research ↗ Dr Krystal Douglas- Dodd | Who knows really what satisfactory feedback is? ↗ Dr Damian Parry | Bridging the Transition Gap ↗ Liv Jonassen | Developing skills and enhancing employability – student engagement with LinkedIn Learning ↗ Sarah Carnegie | | | |
| 15:05 | Changeover time | | | | | | |
| 15:10 | Student Centred Education Panel Discussion Room G.41 | | | | | | |
| 15:50 | Poster and Video Awards and Conference Close Room G.41 | | | | | | |
| 16:00 | Conference End | | | | | | |





Venue Layout

GROUND FLOOR



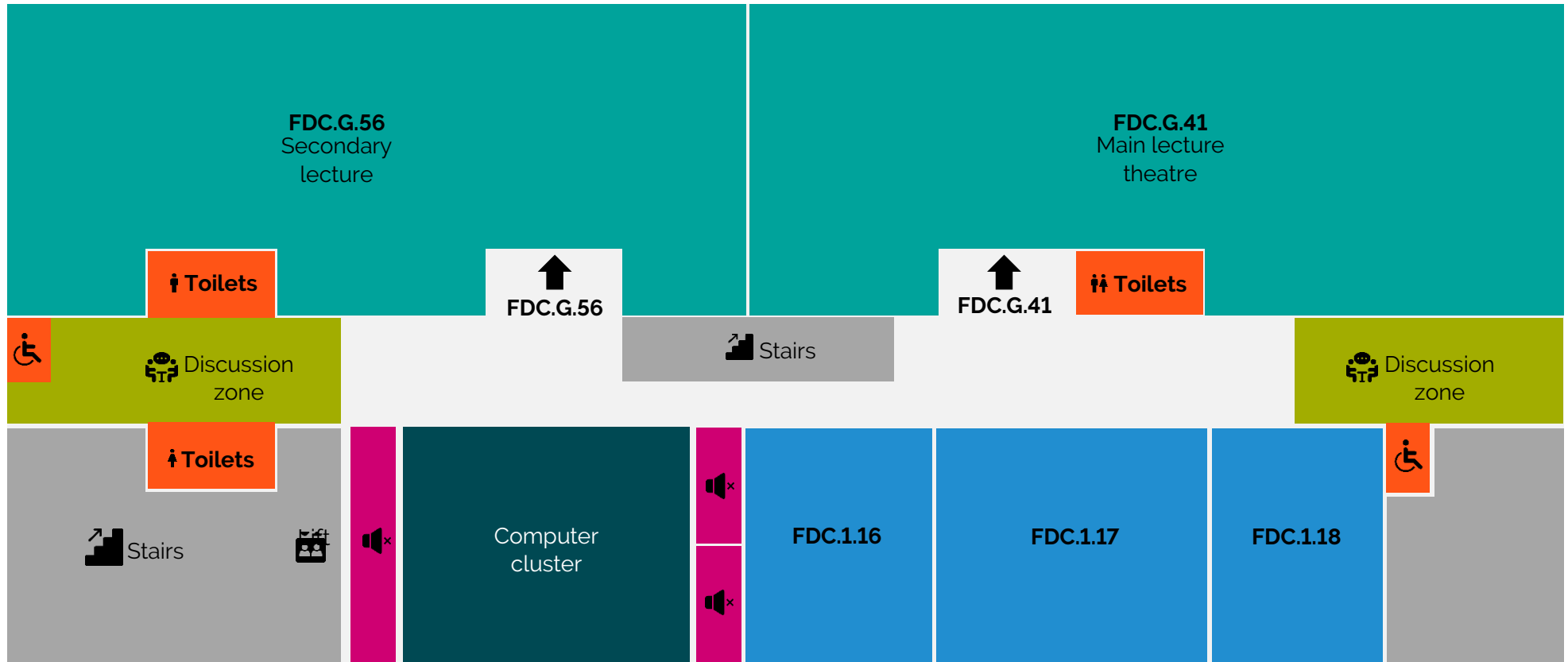
- Parent room
- Exhibition stands
- Lift
- Tea, coffee, and water
- Toilets
- Accessible Toilet





Venue Layout

FIRST FLOOR

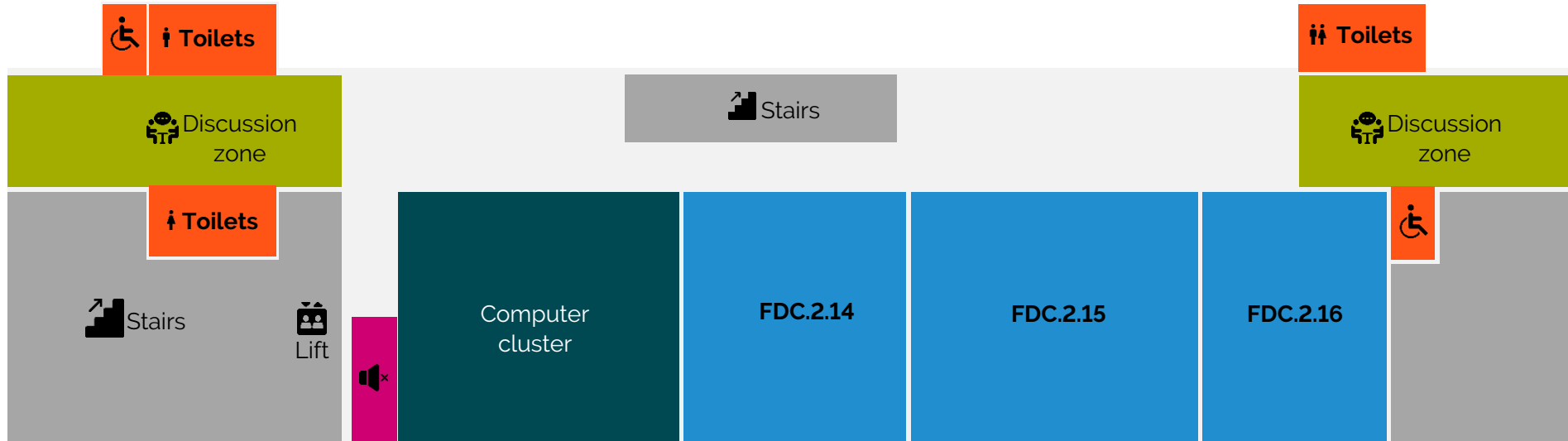







- Quiet zone
- Lift
- Tea, coffee, and water
- Toilets
- Accessible Toilet



Venue Layout

SECOND FLOOR



-  Quiet zone
-  Lift
-  Tea, coffee, and water
-  Toilets
-  Accessible Toilet



Abstracts

Learning and Teaching Conference 2023 Abstracts

Title

Participant's views, engagement, and satisfaction towards feedback meetings employing inquiry-structured agenda topics

Author(s)

Dr Nadine Hayudini Nograles, Newcastle University Medicine Malaysia

Dr Steffi Tan Shih May, EdD

Ms Nurul Atiah Iylia Mohd Ariff Krishnan

Abstract

Students' feedback and input into programme delivery and university experience have been integral aspect to the learning and teaching communities and education governance. This study aims to gain insight on participants' responses when focused on inquiry-structured agenda topics during feedback meetings conducted during student voice (SV) meetings of the Biomedical Science Programme (BMS) at Newcastle University Medicine Malaysia (NUMed). The study will explore participants views on the impact of modifying agenda topics into a question format and to what extent does this change in practice contribute to meeting effectiveness and improved response to feedback approach. Students and staff will be invited to participate in a survey to collect their views on various aspects of this innovative practice implemented during the meetings. The survey is based on a validated questionnaire intended for measuring meeting effectiveness (Bélisle L. et al., 2022). Post-survey analysis will be performed to gather and identify the various influencing aspects involved during meetings which include participation, engagement, satisfaction, as well as contribution to skills development and enhancement. Findings from this study will inform practice for enhanced training and skills development among students and staff engaging with feedback meetings.





Learning and Teaching Conference 2023 Abstracts

Title

Intercultural orientation workshops for students on the MA Cross-Cultural Communication+ programmes

Author(s)

Dr Alina Schartner, ECLS

Yao Wang, ECLS (PhD candidate)

Abstract

Orientation provision for international students tends to take an overly simplistic and uncritical approach aimed at 'helping' international students to adapt to the 'new' environment by teaching them about cultural differences. This perpetuates a deficit-view of international students as the 'cultural other' and reinforces an 'us-them' narrative. Orientation programmes are often also underpinned by an assumption that 'culture shock' is inevitable and that factual knowledge about 'British culture' can help mitigate this. Moreover, intercultural orientation is typically aimed at internationally mobile students, assuming that 'home' students do not undergo intercultural adjustment. Research, however, suggests that 'home' and 'international' students both experience success and failures. This presentation will report on a series of intercultural orientation workshops offered to MA Cross-Cultural Communication students in 2022/23. The workshops were funded by the University Education Development Fund and were aimed at (1) challenging common myths about intercultural adjustment, and (2) deconstructing the home-international dichotomy that pervades induction provision in UK HE. The workshops were co-created with international students and informed by evidence from the latest research on international student adjustment and adaptation. Three workshops were carried out in November and December 2022, covering three adjustment themes: (1) academic adjustment, (2) psychological adjustment, and (3) sociocultural adjustment. Each workshop followed the same structure: (1) ice-breaker activity, (2) exploration of adjustment 'myths', (3) coping strategies and solutions (take-away tool). Workshop participants were sent a resource pack following their attendance.





Learning and Teaching Conference 2023 Abstracts

Title

Bridging the Transition Gap

Author(s)

Liv Jonassen, Academic Skills Team, Library

Sara Bird, Education Outreach Team, Library

Lauren Aspery Bridging the Gap Project Coordinator, Library

Abstract

Issues around transition to university have been widely discussed, with the recent pandemic highlighting issues such as students' lack of confidence in engaging in higher education and lack of knowledge around some of the expectations and skills required (Morgan, 2020), but one aspect which has been somewhat under researched is the link between academic skills required by 6th form students and stage 1 undergraduate students (Baker, 2016). The Bridging the Gap project is a collaboration between students, the Academic Skills team and the Education Outreach team at Newcastle University. Our project co-created accessible, engaging, interactive resources based on feedback from both 6th year students and UG students with the student voice at the heart of the project. We worked with paid interns to not only use the information gathered from focus groups to inform resource development but also to consider how our message was communicated to students. To date several resources have been developed around topics such as time management and evaluation of sources. Although still in the development phase, the project team have been able to gather some formative feedback from UG students, 6th form students as well as teachers. Further, the impact of the project has been highlighted by gaining additional funding for a two-year project coordinator. This session will outline what we've learned about working collaboratively with students to provide resources to help develop core academic and research skills to build confidence and support the transition from secondary to HE. We will highlight the project phases, how we were able to work collaboratively and how we were able to ensure that the student input and evaluation were central to the project in order to provide a good practice framework.





Learning and Teaching Conference 2023 Abstracts

Title

Why Can't Module Choice be More like Netflix? The Use of Agile Methodologies to Improve the Student Understanding of the Module Selection Process

Author(s)

Ms Helen Elliott, HASS Faculty Office

Meg Hardiman, Student, School of English, Literature, Language and Linguistics.

Levi Croom, PGT student and Faculty Student Experience Administrator for HaSS

Abstract

Presentation outline: An offhand comment by a student during our student-led Faculty Education Committee last year asked why module choice can't be more like Netflix. We built a staff and student intern project to investigate module selection from a student perspective, running a student-centred agile project investigating how we can improve module choice for students. We will outline how we:

- Utilised agile methodologies in a HE context to investigate the problems of the current module selection process.
- Worked with students as partners to design our Minimal Viable Products (MVPs) focused on short term quick wins and longer-term strategic aims.
- Developed these MVPs for use in the wider university context.

Agile methodologies allowed us to work in short intense bursts with imperfect/unpolished outputs which led to incremental quick change. This worked extremely well when working with students as they could benefit from the change rather than it just impacting future cohorts.





Learning and Teaching Conference 2023 Abstracts

Title

Co-creation and evaluation of novel recruitment processes (CONVINCE Project)

Author(s)

Mehmet Sebih Oruc, Newcastle University

Rebekah Puttick, Michelle Palmer, Gail de-Blaquiere

Abstract

Although there have been improvements in diversifying research spaces, academia in the UK is still predominantly “white”. Data shows that fewer students from minoritized ethnic groups in the UK transition to Postgraduate Research (PGR) level studies when compared to white students. The CONVINCE project aims to increase application support for students from minoritized ethnic groups, to actively support these students in obtaining postgraduate studentships. Through focus groups and interviews, we collaborated evidence from participants of minoritized ethnicity currently studying or researching in the environmental sciences and related areas. We used this to gauge the lived experiences and perceptions of research degree students, and undergraduates who are considering a research degree. By capturing perceptions of students who have been through (or are considering entering) the recruitment process for a PhD, we improved our understanding of low representation of minoritized ethnicities in research, and how aspects of advertisement and recruitment strategies may be unintentionally racialized. Speaking to students from undergraduate to postgraduate level, we will next develop strategies that are informed by their thoughts and perceptions. Our findings thus far indicate that students are aware of the structural and cultural barriers they may face in academic spaces, whilst directly stating that a lack of diversity amongst teaching staff is discouraging for students of minoritized ethnicity. Further, although there are concerns regarding the racial diversity of faculty, student bodies, and university spaces, the majority of minoritized students viewed socio-economic status or class as a more important barrier to enter into, or feel as “belonging” in, an academic space.





Learning and Teaching Conference 2023 Abstracts

Title

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?

Author(s)

Dr Vanessa Armstrong, SBNS

Neha Ramchandani Ramchandani (stage 2 student), SBNS

Abstract

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. Universities offer a diverse range of activities, including supernumerary modules, volunteering, part-time work, student voice representation and involvement with research and enterprise events, allowing various skill development.

This study aims to analyse key student characteristics within two Schools at Newcastle University within life sciences. By gaining this insight, investigation of student engagement with the numerous personal development and career-supporting opportunities can then be studied. Data from 2015-2021 was collected to gain insight into the student population-including details on age, gender, nationality, home postcode, POLAR4 status, disabilities or challenge group status, caring responsibilities and for those who have graduated degree outcome. 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.

A student survey further details on student demographics and characteristics, opportunity uptake and motivations and inhibiting factors related to activity involvement. A total of 178 students responded to this survey and survey results will be presented, supporting the first set of data.

It is vital that we determine which student groups are represented, and if there are potential barriers that certain groups face, potentially impacting degree classification and graduate outcomes. Support and initiatives will then be implemented.





Learning and Teaching Conference 2023 Abstracts

Title

Student motivations for engaging in higher education and expectations of experience

Author(s)

Dr Elaine Tan, NUBS

Ana Bogdanovic, NUBS

Abstract

This project sought to understand better the motivations and expectations of students engaging in higher education post-pandemic. Adopting a visual research approach, data in the form of sketches (n=120) was collected from incoming first year students as to their representation of higher education, their current self-image and desired outcome of completion.

Our research questioned

1. Whether representations presented by students arriving post pandemic indicted a significant alteration of expected experience to what has been seen as conventional university education;
2. To gain insight into role that students assigned to themselves as learners within higher education in their sketches;
3. The transformation of self that students expected to experience as a result of engaging in higher education.





Learning and Teaching Conference 2023 Abstracts

Title

Individual student generated videos creation as an assessment method: new evidence

Author(s)

Dr Yulia Dzenkovska, Newcastle University Business School

Mr Nick Howey, Newcastle University Business School

Abstract

Multiple authors agree on the benefits of using videos as an assessment method for students in their higher education journey. These pedagogic benefits could be categorised along three key dimensions – transformation, digital capability and creativity. The use of video for assessed work provides students the opportunity to transform from knowledge consumers to knowledge creators via an increasingly popular digital creation medium – video. The use of video-based assessment around a clear but open assignment brief encourages students to create their own form of communication / message – this element of creating directly maps to the highest level of Blooms Taxonomy.

However, the robust evidence appears to be lacking, partially due to the very nature of the limited cohort numbers. To overcome that limitation, we have collected the data from three consecutive cohorts on the same Stage 3 undergraduate module, completing the same individual video creation assignment. The combination of quantitative and qualitative data gathered allowed us to provide evidence for the enablers, barriers, and outcomes previously suggested by the literature. The results of our analysis demonstrate increased student engagement and satisfaction, student appreciation of a different type of an assignment, and enjoyment. The identified barriers are the challenge of fitting all required information into a 5 minutes long video, as well as initial lack of experience with video editing software among some students. The positive student outcomes reported are enhanced digital skills, clearer understanding of a career path through exploration of a new form of assignment, as well as enhanced employment opportunities.





Learning and Teaching Conference 2023 Abstracts

Title

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

Author(s)

Dr Scott Walker, School of Medicine - Newcastle University

Dr Rebecca Hancock, School of Medicine - Newcastle University

Dr Jessica Hardisty, School of Pharmacy - Sunderland University

Charlotte Richardson, School of Pharmacy – Newcastle University

Abstract

Interprofessional education (IPE) necessitates learning with, from, and about each other to enable effective collaboration and improve vocational training outcomes. Collaborative team simulation has been heralded as an effective way of achieving these IPE goals. However, the impact of the pandemic and evolving demands of digital-first healthcare, negated our ability to facilitate this learning in person, highlighting the need for vocational digital literacy opportunities.

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; discerning 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.





Learning and Teaching Conference 2023 Abstracts

Title

Integrating and evaluating enterprise development educational initiatives across academic disciplines

Author(s)

Dr Lucy Hatt, Newcastle University Business School

Graham Cole, Lecturer in Enterprise, SAgE Professional Services

Abstract

Historically, it has proved difficult to quantify the effects of enterprise and entrepreneurship (Hornaday, 1990). Hornaday (1990) argued that successful entrepreneurship, in other words the kind that results in the generation of economic value, is "purely a matter of luck" (p.22) and depends on the right conditions. Similarly, it has proved difficult if not impossible, to evaluate the success of entrepreneurship and enterprise education initiatives if they are measured solely by the successful creation of new ventures or conflated with measures of employability.

Integrating and evaluating enterprise development initiatives across academic disciplines can be challenging. We will introduce the threshold concept approach (Cousin, 2006) and how it might be used to this end. A summarised case study illustrating how a curriculum can integrate the development of entrepreneurial ways of thinking and practising using a cluster of seven candidate threshold concepts in entrepreneurial thinking (Hatt and Jarman, 2021) will be presented.

Attendees will be given the opportunity to join a research study explore the evaluation of entrepreneurship and enterprise education initiatives which would involve asking their students to self-assess their understanding of relevant threshold concepts in entrepreneurial thinking before and after engaging in a relevant module using a PowerApp (Microsoft365).





Learning and Teaching Conference 2023 Abstracts

Title

Does Virtual Case-based Discussions Foster Clinical Reasoning among Medical Students?

Author(s)

Mr Jun Jie Lim, Newcastle University Medicine Malaysia

Abstract

Case-based discussions(CBD) are fundamental in developing clinical reasoning(CR) skills. However, the ability of virtual CBD to foster CR remains unclear. This paper aims to illustrate how virtual CBD facilitated CR among medical students, the barriers to CR skills development, and recommendations to improve CR acquisition.

We conducted a mixed-method research with outcomes first measured through questionnaires and followed up with focus group discussions(FGD). A 15-item Likert scale questionnaire adapted from Furstenberg's empirically derived scale and Goldszmidt's clinical reasoning task checklist was utilised.

One hundred sixty-five clinical-year medical students completed the questionnaire, and twenty-six participated in the FGD. The mean score of perceived CR ability during online CBD was 3.0, indicating that overall, students agreed that online CBD fostered CR skills. Students found that different formats of online CBD, such as role-play, simulated ward rounds, and virtual consultation boosted their clinical reasoning skills. Compared to the clinical environment, students were given the opportunity to practice giving explanations to patients, engaged in more in-depth discussions, and received more comprehensive feedback on their CR skills during online CBD.

The barriers to online CR skills development were poorer communication skills development and reduced student engagement. The lack of patient complexities in the cases chosen and the inability to perform physical examinations and elicit findings also hindered students' ability to reach a working diagnosis. Students suggestions to improve CR cultivation during online CBD include utilising actual patient cases, increasing case complexity, and increasing session interactivity with breakout rooms and quizzes.





Learning and Teaching Conference 2023 Abstracts

Title

Wellbeing and the Academic - a developing partnership to improve student experience

Author(s)

Kirsty Hutchinson, Student Health and Wellbeing

Abstract

We are all teachers, and we are all learners. But do both wellbeing and the academic know what the other is doing and, most importantly, why?

What can we learn about the future of curriculum design and wellbeing support from the experiences of the current generation, which seeks to improve the student experience and colleague expertise?

Are we as (older) adults in step with pertinent issues which interact with the learning environment? We know our subject knowledge but do we know what it means to be a 2023 undergraduate?

We will take a look over the recent research into the psycho-social profile of the modern undergraduate and how this may present itself in the classroom. We will seek to update on mental health literacy in the sector and dispel common myths about how best to manage this in the educative environment.

We will explore how to build resilience into curriculum in a way which is supportive but also stretches/challenges, and ultimately assists students in becoming lifelong learners.

I will also share some research of when we took SHWS colleagues back to the lecture theatre themselves for an immersive experience, which produced some fascinating results.





Learning and Teaching Conference 2023 Abstracts

Title

Community Beyond the Classroom: Co-Creation for Outreach and Engagement

Author(s)

Dr Stephanie Holton, History, Classics & Archaeology

Elizabeth Cattermole, Stage 3 Classics

Elise Riding, Stage 3 Classical Studies

Abstract

This talk outlines a project launched in the 21/22 academic year within a disciplinary department which had seen poor returns in NSS2021 and sustained patterns of non-engagement post-pandemic. It is well-established that student satisfaction depends on a complex number of factors linked to university life, many which go beyond the core classroom experience [Brennan & David 2010; Linnet 2020]. In particular, a sense of belonging within the 'sub-environment' of a student's disciplinary department rather than the institution as a whole has been identified as fundamental to the overall student experience [Ewell 1989]. At the same time, research shows that high-quality student-teacher interaction inside and outside the classroom has a positive impact on nearly all aspects of the student journey [Komarraju et al 2010; Mayhew et al 2016]. Rather than focus on relational pedagogy inside the classroom for curricular success, we wanted to explore the potential benefits of the 'outside' interactions.

We will discuss how we utilised 'outside' student-teacher interactions in a blend of High Impact Practices [Kuh 2006/2017] as a tool for rebuilding a positive and authentic environment. Undergraduates from different stages and degree programmes became partners in the design and delivery of outreach activities, and by adopting a relational pedagogical approach, the team developed a strong sense of identity and effective collaborative practice. This not only helped build a stronger and more positive sense of place within the disciplinary department but also within their local community, highlighting the potential for relational pedagogy's positive impact beyond the University campus.





Learning and Teaching Conference 2023 Abstracts

Title

Addressing challenges, building communities and creating value in taught programmes

Author(s)

Miss Sharon Joyce, School of Engineering

Mrs Katie Wray, SAgE Faculty Office

Abstract

This session will demonstrate how we have adapted an MSc programmes (MSc Renewable Energy, Enterprise & Management) to follow a challenge-based methodology, and to build a community of learners and industry that enable value of all kinds to be created through enterprise project dissertations. Using 'macro' modules (generic contextual and discovery modules) and technical 'micro' modules together with a continuous series of discovery, speaker and social sessions throughout the year, our students are becoming autonomous learners with purpose-based contribution to make to the Net Zero challenge.

We have already made further adaptations to the programme to re-define the 'macro' modules into a Futures module and a Competency module which supports the learners to build and maintain an evidence base of their competencies throughout the programme and beyond, using NU Reflect.

We have been careful to remove the sector specific terms within the module outline forms to enable us to deploy these modules to further PG and UG modules in the future; we have already made gentle changes to a more 'technical engineering' type MSc in order to prove that it can be done. The session invites you to come and see how this methodology might work for your own programmes if you are keen on value-creation of all kinds to develop alongside knowledge and skills outcomes.





Learning and Teaching Conference 2023 Abstracts

Title

Developing transferable skills in students through co-creating work-based learning outcomes - work supervisors' perspectives

Author(s)

Mr Ong Chee Ming, Singapore Institute of Technology

Abstract

The presentation is based on a qualitative research study on the effect of co-creating work-based learning outcomes through the perspectives of work supervisors of a university's work-based learning programme. The premise was the key role of work supervisors in developing transferable skills in the students that they supervise. The co-creation efforts would place the student in the centre of a tripartite framework (Feldmann, 2016) involving the work supervisor and the university's academic supervisor. A discussion on how the intervention could be considered "wise" (Walton & Wilson, 2018) as a starting point for follow-on coaching conversations and accord clarity to the work supervisor on their role. Delegates involved in the university's work-based learning programmes would benefit from a perspective from work supervisors and a reflection on how universities can work closely with the industry to close the gap between university and work. Coaching is also an emerging area relevant to the work of academic staff interested to develop students more holistically.





Learning and Teaching Conference 2023 Abstracts

Title

Co-creating assessment criteria and rubrics for an architecture theory course

Author(s)

Dr Martin Beattie, SAPL

Abstract

This paper describes an exploratory project at Newcastle University running from September- February 2023, which will explain to students and educators how and why to co-create assessment criteria and rubrics.

It is seen as good practice for assessments to come with rubrics containing grade criteria, marking matrices, and level descriptors. In theory, by using rubrics to promote self-assessment, students have access to the assessment criteria while they are planning their work, leading to more realistic and learning goals. As well, they will be able to evaluate their final work by using the rubric to reflect on what went right and wrong. However, in practice the language used by academics in relation to assessments can be opaque and make it difficult for students to engage with assessment rubrics. This may be seen as a barrier by many students, particularly international students who can feel alienated by academic discourse. Encouraging students to engage with this language and come to a shared understanding is the focus of this research, both in terms of co-creating the marking criteria and actively using the criteria to peer and self-assess.

Two student interns have been employed to co-research this project. We began by reviewing and analysing the pedagogical literature on the co-creation of assessment criteria and rubrics. Case studies of co-created assessment rubrics for different types of assessment output have been collected to explain the process and methods of co-creation. We also produced a student guide explaining the process and purpose of co-creating assessment criteria to students.

In February 2023, a workshop will be run to co-create assessment rubrics for the module ARC8048: Reading theory, thinking architecture. The module introduces the philosophical landscape of 20th and 21st century architectural theory. The cohort size on the module has varied from about 15-40, mostly Chinese students, and this year will be 23. Students read and critically respond to a set of seminal theoretical texts on the city through presentations and seminars. The module is assessed through a group presentation (60% of final mark), and four individual 500 word critical commentaries (40% of final mark). The methodology and format of the workshop has been developed out of the literature review and case studies, using the student guide and student interns as mediators.





Learning and Teaching Conference 2023 Abstracts

Title

Comment Banks are a poor feedback method... Discuss!

Author(s)

Dr Simon Parker, SNES

Abstract

For several years I have been managing modules that have significant numbers of students producing 2000 word reports that need to be assessed accurately with comprehensive feedback.

As a consequence I have developed a comment bank that enables me to identify both a grade and a comprehensive range of feedback using identified criteria.

Personally I dislike common banks, they are never going to achieve all of the criteria all of the time, however when responding to large numbers of students in a short turn around, making the coming bank fit the purposes most effectively maybe a strategy that works for both student and assessor.

This five minutes presentation will demonstrate how a comment bank can be a suitable strategy when applied to a specific circumstance.

The presentation will illustrate what I did, how I did it, why it works and the output from the assessment feedback.

It may be of interest to those that are assessing large numbers of students on relatively large submissions.

It will not "do the marking".





Learning and Teaching Conference 2023 Abstracts

Title

Developing skills and enhancing employability – student engagement with LinkedIn Learning

Author(s)

Sarah Carnegie, Business School

Dr David Gundy, Business School

Abstract

Personal LinkedIn Learning (LiL) accounts were established for all 5000 Business School students in June 2020, providing access to world-class skills training resources, enhancing student employability, digital skills and professional development.

Since inception Business School students have watched 115,151 videos, fully completed 3,300 courses, a total 6,453 hours of content consumed. The use of LiL is widespread throughout UK Russell Group Universities, however evidence of its efficacy and student impact is limited. Our presentation uses Du's (2020) five themes of how students perceive and experience the benefits of engaging with the LiL platform as topic areas for discussion.

We will discuss how Business School students have made use of LiL to develop their digital skills on a capstone module. On this module students work in small teams to research a business issue for an external client, identifying improvements, and producing a detailed management report [8,000 words]. As each student team is working for a different client their report requirements are unique. They have accessed curated LiL content via Canvas covering skills such as, creating long word documents, data visualisation, writing business reports, infographics and Canva. Feedback from students is that this has been 'essential', so they are not 'stressing' about producing 'professional' reports.





Learning and Teaching Conference 2023 Abstracts

Title

MOOC Adventures: From Conception to Reality

Author(s)

Dr Iain Keenan, School of Medicine

Abstract

The development and introduction of effective remote learning strategies in modern anatomy education has become progressively significant due to increased student numbers, curricular constraints, and impacts of the Covid-19 pandemic. Furthermore, our previous work has identified the importance and challenges for novice learners in three-dimensional visualisation and spatial understanding of anatomy and cross-sectional image interpretation. We have described innovative, multimodal, technology-enhanced, and art-based approaches for supporting and enhancing these areas of learning, including Observe-Reflect-Draw-Edit-Repeat (ORDER), Haptico-Visual Observation and Drawing (HVOD), and Haptic Surface Painting (HSP). Based on educator and learner perceptions, we have adapted our in-person activities for asynchronous online delivery, in order to enhance the accessibility and flexibility of our valuable approaches. In doing so, we have created our free Canvas-based massive open online course (MOOC), 'Exploring 3D Anatomy', arising from our international collaboration between institutions in the UK and South Africa. Our MOOC is intended to support both novice and experienced learners, and we anticipate that anatomy educators will also find value in the course. Participants follow a progression of video and text-based instruction and carry out short and accessible learning activities and reflections, which can be carried out in their own time and at their own pace. The course has a recommended time commitment of 1 hour per week over a 5-week period, so that learners can pursue the course in parallel to their formal studies. Activities include key elements of ORDER, HVOD and HSP, with each exercise specifically designed for remote delivery and accessibility and requiring only simple household objects and easily procured materials e.g., cutlery, fruit, pencils, paper. Learner engagement in these exercises is intended to support incremental skill development in their observation, visualisation, and spatial awareness, and a holistic understanding of clinically relevant three-dimensional and spatial anatomical concepts. Having piloted our course at Newcastle University and the University of Cape Town during 2021-22, we have further developed the course for worldwide release in 2023. Our work will have implications for the international reach, value, and impact of flexible and accessible remote learning strategies in anatomy education. Ethical assessment has been approved by Newcastle University.





Learning and Teaching Conference 2023 Abstracts

Title

Evaluation of Digital Tools to Support Laboratory-Based Learning

Author(s)

Dr Hanno Kossen, SNES - Chemistry

Oliver Tromans, SNES – Chemistry student

Wynn timer Chong, SNES – Chemistry student

Abstract

After having transitioned through an online pivot in 2020-21, a variety of laboratory support material has been developed and introduced to laboratory learning. Examples include lab-simulations (Learning Science), expanded use of videos, virtual tours (H5P) and adaptive online assessment (NUMBAS). This study aimed to evaluate the use of the different resources and their perceived value by students.

Student interns have developed weekly surveys to evaluate the usage of the respective resources in detail. This highlighted which kind of material was appreciated as a useful learning resource for the students and allowed for a general comparison of usefulness between different resources. Further focus groups allowed to obtain further insights into the student expectations and experiences in the first semester of their chemistry degree at Newcastle. The presentation will describe the methodological approach, developed by the student interns, as well as results from the evaluation of pre-laboratory learning resources across 10 weeks of laboratory work in stage 1 chemistry.





Learning and Teaching Conference 2023 Abstracts

Title

Gamifying group work – come along and play at being a student - then borrow our game for any of your group work modules.

Author(s)

Dr Catherine Douglas, SNES

Dr Jeremy Franks, SNES

Manjot Brar, Student Co-Creator

Abstract

We will present the result of a SAgE Education and Development fund project where students and staff co-designed a board game to help with preparation for group work. We will do this with a tiny introduction and get the conference delegates to play the game... and then have a Q&A.

Group work is an important part of university and life beyond. Students gain invaluable skills, honing the graduate attribute 'collaborative', but it has many issues with workload dynamics (especially social loafing) and thus student satisfaction (and the knock-on effects on staff time and moral).

In feedback students had requested support for preparing for group work.

As a lecture of 'dos and donts' could be a bit dry we opted to explore a game. Lieberoth (2015) proposes that enjoyment is increased significantly due to the psychological effects of framing the task as a game.

Our game includes icebreakers and discussion scenarios for group working as well as getting students to consider sharing group skills as a resource, and appreciating peoples different contributions and skills can be equal (the students introduced the aliens to represent diversity and inclusivity).

the game has now been piloted widely from summer school students before they start their degree, to large and small group modules and personal tutor group meetings, across the stages and different degrees.

Numerous packs have been produced and are available should any colleagues wish to borrow them.

This has also been written up as a case study for LTDS.





Learning and Teaching Conference 2023 Abstracts

Title

Piloting the Science and Culture of Wellbeing module: Student experiences of a mental health literacy module

Author(s)

Ruth Furlonger, School X - Combined Honours

Ellen Marshall - Psychology

Abstract

Student mental health difficulties are heavily documented, and the importance of mental health literacy in early recognition and aiding helpful, support seeking behaviours widely recognised. A new mental health literacy course for students was developed in Canada and adapted for UK use as part of the Nurture-U project. The UK adaptations created the Science and Culture of Wellbeing module, with 6 interactive online sub-modules designed for asynchronous delivery. At Newcastle, the module has been piloted in the Faculty of Humanities and Social Sciences, within the Combined Honours programme, as a 10 extra credit module (HSS1010). 32 undergraduate students across all three stages of the degree enrolled onto the module in semester one of the 22/23 academic year.

The aims of the module are to improve students' understanding of the determinants of mental health and, upon completion, for students to be able to implement healthy choices that support wellbeing and resilience in their own lives. Students learn what influences mental health, how to promote wellbeing and how to seek help. The HSS1010 module team decided to support the module content with fortnightly in-person sessions to facilitate reflective discussions, and patchwork reflective assessment was introduced to support student learning. Student feedback was collected before, during and upon completion of the module.

This presentation will share student and staff feedback on the module content and format, as well as discussing any impact of the module on student wellbeing and mental health knowledge. We'll also reflect on its future potential for students across programmes.





Learning and Teaching Conference 2023 Abstracts

Title

Embracing AI

Author(s)

Dr Paul Mackay, INTO

Abstract

This is an interactive lightning talk (using an audience response system) to highlight and discuss issues with AI as it pertains to higher education.

In particular, I will look at the following:

- The dangers of continuing with traditional assessments in a changing world, showcasing the current capability of AI to produce top quality output with very little effort. Can we maintain integrity in our assessments?
- Ask whether AI use constitutes plagiarism or whether some grey area exists?
- Suggestions for new types of assessment that can circumvent some of these problems, such as finding errors in a work, or a focus on evaluating the methods of others.
- How we can embrace AI to make our jobs easier? Some brief examples of AI lesson planning will be showcased, as well as using AI to support resource creation.





Learning and Teaching Conference 2023 Abstracts

Title

Accessibility Tools in Microsoft 365: From Awareness to Action

Author(s)

Jack Ennis, Digital Adoption, NUIT

Jen Stewart, Specialist Learning Adviser, Student Health and Wellbeing Services

Abstract

Accessibility and inclusion are important considerations in the design of learning content. This practical workshop complements the accessibility strand of the upcoming Equality, Diversity and Inclusion Tool Kit, allowing attendees to learn about the various accessibility checkers and tools built into Microsoft 365 applications and how to use them effectively to evaluate and improve the accessibility of their presentations and documents.

The workshop will provide an overview of the importance of accessibility and inclusion and the benefits of using accessibility checkers across Microsoft 365 to support all students and colleagues. Attendees will be taken through a demonstration of using the accessibility checker in PowerPoint learning how to check for common accessibility issues, such as missing alternative text, and how to fix them.

Real-life scenarios will be shared to provide attendees with examples of how they can use in-built Microsoft 365 accessibility tools in their practice. Attendees will also have the opportunity to experience using the accessibility checkers and tools on their documents through hands-on activities during the workshop.

Overall, this workshop will empower attendees with the knowledge and skills necessary to evaluate and improve the accessibility of their digital content, helping to support all students in a digital world through the design of inclusive teaching and learning content. The session will provide attendees with confidence and experience that will enable them to identify and correct accessibility issues and make sure that the digital content they are creating is accessible to all, regardless of abilities or circumstances.





Learning and Teaching Conference 2023 Abstracts

Title

Live fieldwork broadcast – a student co-production partnership

Author(s)

Janine Maddison, School of Natural and Environmental Sciences

Abstract

Broadcasting live from a fieldwork location is something that previously would have been limited to TV shows such as Springwatch and Blue Planet Live. With the recent transformation in digital education, this delivery method has been adopted by institutions and organisations to diversify delivery channels for their fieldwork teaching within the Biosciences and Geography, Earth and Environmental Science disciplines e.g. FieldCasts from Open University and #FieldworkLive from the Field Studies Council. Whilst these broadcasts have valued student contributions via Q&A and synchronous communication tools, these fieldwork delivery methods have been facilitator led, with little known of how student voice can inform this digital fieldwork approach and the extent to which students can play a more active role in their development and delivery.

This presentation will reflect upon the journey of working with students to actively and meaningfully negotiate this technology enhanced digital delivery method via three undergraduate student placements. Students worked in partnership with a PhD researcher to co-design and co-develop the content of the broadcast and deliver the final live broadcast to its intended audience, Stage 1 students. It will present initial evaluations on the impact of learners participating in a co-production partnership and consider future possibilities of student-centred live broadcast within fieldwork education in higher education.





Learning and Teaching Conference 2023 Abstracts

Title

SACS FUTURES: a collaborative community which supports students as they prepare for life after graduation

Author(s)

Dr Jane Nolan, SACS - ICMuS

Dr Barbara Henderson, SACS Journalism

Francesca Arlett, SACS Fine Art (UG student)

Abstract

SACS Futures is a collaborative project involving SACS staff, Careers Service staff and SACS students, which supports the SACS student body effectively in preparation for their professional lives. It is a Canvas community which aims to help SACS students at all stages of study to enhance their employability. It is a work in progress, not a final artefact - a way of providing insights, telling stories and presenting journeys which can support students as they consider their futures, and finding ways to do that which work for students.

The initial idea came from conversations with students in 2020. They were keen to receive careers-related information which was directly relevant to them. SACS is a diverse School encompassing several different disciplines; the SACS Futures community has been set up so that relevant content can be appropriately targeted at interested groups. It has been further developed in the light of experience and feedback.

A student intern has joined the project team to help with student engagement, to increase student voice, and support the creation of student-led content and resources.

Current aims are to increase student participation in creating and sharing content and raising awareness amongst peers, using news feeds from areas such as creative careers, blogs, videos and podcasts by students and alumni, as well as posting opportunities, jobs, internships and events. There is a weekly round-up newsletter and discussion boards for each disciplinary area.

The presentation will explore the process, challenges and achievements involved.





Learning and Teaching Conference 2023 Abstracts

Title

Co-creating evaluation with student researchers, a NUSU-Inclusive Newcastle collaboration

Author(s)

Charlotte Boulton, Inclusive Newcastle

Emily Halsall, UG History Student & NUSU Academic Societies Intern

Abstract

A collaborative approach to evaluation between Newcastle University Students' Union (NUSU) and the Inclusive Newcastle research and evaluation hub has embedded student co-creation into the evaluation process of a new academic societies funding scheme. The funding, used by academic societies to deliver welcome events in the first 6 weeks of term, intends to improve students' sense of belonging academically and socially through increased engagement with their academic society.

The presentation will share insights both on the student and colleague experience of co-creating a Theory of Change-led evaluation and report, and insights from the evaluative report itself about how successful the funding scheme has been in achieving its outcomes. The student intern will co-lead the presentation alongside the evaluation mentor from Inclusive Newcastle, aiming to make meaningful the ambition to work with students as partners and change-makers.

The session will engage attendees with its two-fold focus on the positive, yet nuanced, experience of co-creating evaluations with students and on providing evidence-based findings from the project to further our understandings of what works for facilitating stronger connections and community for our students. By hearing from both the student intern, who has led the evaluation report writing, and the evaluation mentor, who has supported the development of a Theory of Change approach, we hope the audience will feel inspired to embed more opportunities for students to take a research and evaluation lead in their own contexts; we will also endeavour to offer ideas and recommendations to support colleagues in setting up similar projects.





Learning and Teaching Conference 2023 Abstracts

Title

Before and After Teaching: the role of Extra Curricular Activities (ECAs) and its Impact on the Fine Art Curriculum.

Author(s)

Prof Irene Brown, SACs Fine Art

Dr Christian Mieves, SACs

Abstract

This presentation will explore some of the outcomes of the two-day Symposium 'Before and After Teaching', that took place on 11th and 12th November 2022. The collaboration between Fine Art students, staff and external speakers was enabled through the support of the Educational Development Fund and the School of Arts and Cultures. During two days of presentations, discussions, and crucially the making and eating food together we questioned established patterns of art education and reflected on the role of extracurricular initiatives in establishing a sense of community and belonging and the relationships to the main curriculum.

There is a danger of modular curriculums becoming increasingly fragmented, shaped by managerialism and division of services. Through the introduction of a range of extracurricular activities, Fine Art at Newcastle University tries to counter this trend and create a strong sense of community, belonging and a meaningful learning environment. The symposium provided a platform to review the potential of these types of innovative approaches that are omitted from module evaluations yet form an essential part of the student educational experience.





Learning and Teaching Conference 2023 Abstracts

Title

Coding caring in digital communication: an examination of attentive and salient interaction between students and teachers in a UK university

Author(s)

Professor Caroline Walker-Gleaves, ECLS

Abstract

High quality communication is crucial for effective teacher-student relations within higher education since it affects students' cognitions, leading to enhanced understanding of complex ideas as well as to clarification of practical problems. Similarly, the nature of interactions affects students' emotional states, sometimes providing assurance, and other times, sowing confusion and even disengagement. Relationships based on caring are especially impactful for students: when teachers make an intentional effort to get to know their students deeply – cognitively, affectively, and contextually – they may foster in students a sense of belonging and a feeling of mattering. Although most teacher-student communication takes place on digital platforms, relatively little is known about the role of digital communication in building and sustaining these caring relationships. To establish the extent to which students experience care in digital communications, and in addition, to investigate how such care-related behaviours is encoded in language, I explored the digital interactions of a group of undergraduate students in a Russell Group University during the academic year 2021-22. Using content analysis, email, Teams, and Canvas communications were analysed according to themes based upon Care Theory Concepts (Caring Dispositions and Behaviours). The findings showed that the majority of caring-related interactions could be classified under 'Correcting' and 'Directing', with a significant minority under 'Connecting'. However, two further categories emerged and these were 'Deliberating' and 'Deflecting'. The results have research and practical implications for staff-student relationships, the management of learner expectations, and the management of teacher well-being at a time of increasing educational uncertainty and dislocation.





Learning and Teaching Conference 2023 Abstracts

Title

Peer Networks for Engineers: A mixed-methods and participatory bottom-up design to enable students as partners and co-creators in their education

Author(s)

Dr Sharron Kuznesof, School of Natural and Environmental Sciences

Charlotte Boulton, Inclusive Newcastle

Mark Geoghegan, School of Engineering

Alison Shaw, Inclusive Newcastle

Abstract

Background: A lack of access to peer-networks has been identified as a barrier to success and feelings of belonging by Newcastle University Engineering students.

Aim: Peer-Networks for Engineers project is designed to systematically explore the barriers and facilitators for inclusion in Newcastle University School of Engineering and which peer-networks can be implemented to address these. The project has been designed to embed the student voice and specifically address the lack of meaningful and diverse inclusion of underrepresented minorities in Engineering higher education, by uncovering their lived experiences in global and local contexts using mixed-methods and participatory bottom-up design.

Methodology: Through 1. A realist systematic review we are identifying promoting and hindering practices aimed at increasing feelings of inclusion and sense of belonging via peer-networks in engineering. Students are thereafter invited as partners and co-creators of the project via 2a. A Student-Poll where students are prioritising desired peer-networks to be further examined via the realist systematic review. At the same time, 2b. A digital autoethnography is carried out to explore Newcastle University context-specific experiences of underrepresentation and exclusion. At the final stage of research 3. Students and researchers will gather in a World-Café setting to co-design 3 peer-networks for engineers, informed by the previous research steps. Funding and support will be provided for the implementation of the peer-networks interventions, led by the students.

The knowledge produced by the project will be embedded into the structures of School of Engineering teaching and support, to maintain transformational and enduring outcomes of the project.

Learning and Teaching Conference 2023 Abstracts





Title

Best of Both Worlds – Learning Partnerships help students apply their knowledge beyond the research-intensive university

Author(s)

Abby French, SAgE Faculty Office

Lucie Oxley, SAgE Faculty Office (For Engineering)

John Lockey, SAgE Faculty Office (For MSP and Computing)

Sam Bachkheti, SAgE Faculty Office (For Natural & Environmental Sciences)

Abstract

Even from research intensive universities, only a relatively small percentage of students pursue a career in Research . The great majority pursue other careers using their technical knowledge to differing extents. Do they make informed choices?

Employers recognise that an NU degree is a mark of academic achievement but that isn't all employers look for. Is it realistic to ask researchers to provide the Skills and Industrial insight students require need as well?

Businesses are eager to interact with students but navigating university structures from outside is challenging. Equally, existing research partners are not always accessible to the wider UG and PGT student bodies.

SAgE faculty has pioneered 'Learning Partnerships', a PS team of scientists and engineers as School business partners, dedicated to linking Students, regional (and wider) Industry/Employers and Academics which facilitates embedding industry-student Experiences within Education. The team:

- Maximises students accessing insight and interaction;
- Targets opportunities to relevant students;
- Works in partnership with academic colleagues interested to run site visits, industry-linked Challenges, technical guest-lectures, or embed Skills sessions,
- Shares best-practice beyond individual modules;
- Encourages the inter-disciplinary working normal in industry;
- Accommodates the differing priorities of Schools,
- Advocates for sought-after graduate Skills;
- Maintains continuity of supporter network.

Learning Partnerships team works closely with Researchers, Programme Directors and Module Leaders, Careers Service, Education teams, Lifelong Learning & Apprenticeship Hub and Business Development team. This presentation explores the benefits of the Learning Partnerships approach for University, students and staff and considerations if applying to other faculties.





Title

Co-designing reflective strategies with students – reflections on the co-production of the 'Practising Reflection' workbook

Author(s)

Dr Areti Galani, School of Arts and Cultures

Dr Gayle Meikle, School of Arts and Cultures

Dr Hannah Marsden, School of Arts and Cultures

Abstract

Reflective learning and practice are core components of personal and professional development in a variety of fields. In the context of rapid socio-cultural change, reflective practice has become increasingly important for Museums, Galleries and Heritage organisations; graduates in this field are required to think and act reflectively when engaging with diverse audiences, cultural narratives, and representations. As teaching staff supporting students to develop professional skills for the Museum, Gallery and Heritage sectors, we identified a need to work with students to create a resource for reflection appropriate for this context.

This talk draws on lessons learnt from a semester-long facilitated co-design project that led to the development of a workbook and interactive poster to support students' reflective learning and practice during real-life group projects and placements. The process involved a group of staff and students envisioning themselves as a design team to co-produce a toolkit. We worked with sector specialists and an external designer to undertake three intensive workshops exploring, testing, experimenting, and co-designing reflective strategies. Through tools and prompts, the resulting workbook and interactive poster introduces different ways to incorporate reflection in students' everyday work and study. The workbook was subsequently used by a full cohort of postgraduate students in Museum/Gallery/Heritage Studies to support their reflective learning, practices and module assignments.

The talk will discuss our co-authoring approach, the workbook's content and the project's impact on our teaching methods. We also reflect on the students' perceptions of reflection as a study and professional skill beyond academia.





Title

Transnational Cross-campus Teaching in The Undergraduate Medical Curriculum: Benefits, Challenges and Suggestions

Author(s)

Liberty Emerson, School of Medicine

Mr Ned Tilling (Student - co-presenter) - SME

Mr Jun Jie Lim (Student) NUMEd

Dr Paul Hubbard - NUMEd

Dr Andrew Chaytor - SME

Abstract

Internationalisation and digitalisation of higher education have created opportunities for transnational education (TNE) between two physically separated campuses. At Newcastle University, the presence of Newcastle University Medicine, Malaysia (NUMEd) provides an excellent opportunity to provide students with a global experience of education. This study aimed to evaluate the feasibility, benefits, challenges, and solutions for embedding virtual TNE within the undergraduate medical curriculum.

A transnational cross-section study was adopted. Data was gathered through a questionnaire distributed through the JISC online survey platform to medical students and staff from the UK and NUMEd campuses. Qualitative data was gathered through focus group discussions.

In total, 327 students and 35 staff completed the questionnaire, with 40 students and 10 staff participating in focus group discussions. Students preferred interactive teaching formats (64%) to didactic ones (36%), with the most significant barriers to TNE being time zone differences. 97% of students felt that TNE would improve their learning, whilst 82% believed it would improve their assessment results. Staff felt that TNE could build unique skill sets, such as graduates' cultural awareness, communication skills, work readiness, and global competitiveness. Qualitative interview data identified additional perceived benefits of TNE, though there were some differences in views between campuses. Students feel that TNE can improve teaching quality by utilizing local experts, optimizing the teaching workforce, and reducing discrepancies in curriculum delivery between campuses. A sense of community and transnational working connections can be built through TNE, encouraging medical education and research collaborations among students from geographically separated campuses.





Title

Reducing perfectionistic concerns new undergraduate students

Author(s)

Dr Billie Moffat-Knox, School of Psychology

Dr Tracy Donachie, School of Psychology

Abstract

In 21/22 approximately just half of students (52% of 233) completed their formative presentation for their skills module (PSY1001). PEC requests often cited evidence of perfectionistic concerns/fear of failure i.e “the overdependence of self-evaluation on the determined pursuit of personally demanding self-imposed standards in at least one highly salient domain despite adverse consequences” (Shafran et al., 2002). Perfectionistic concerns are strongly linked to suboptimal academic outcomes, including burnout (Hill, et al. 2016) and predict mental health issues such as depression (e.g., Smith et al., 2018). To encourage more students to engage with the valuable practice of formative presentations and support students in overcoming perfectionistic concerns, we integrated evidence-based, peer-led perfectionism intervention workshops into the curriculum. Notably more PSY1001 students gave formative presentations in 22/23 (77% of 269 students) than in 21/22 (52% of 233). The students gave 2000+ words of positive feedback: “I felt comfortable to ...share my ideas which is something I struggle with”. Students noted the workshops were “very interactive and addressed a serious problem for a lot of students”. They commented that they learned “different strategies to manage my perfectionistic mindset” and cited productive behaviour changes: “I’m thinking more critically about my negative thoughts and where they come from”. We will deliver a workshop where we present the rationale and findings of this project before giving delegates the opportunity to interact with the perfectionistic workshop materials. We hope to encourage other units to integrate similar student-led interventions into the curriculum to improve student experience and outcomes.





Title

Students as Partners: Reflections of a student-staff co-creation project

Author(s)

Dr Amina Razak, Inclusive Newcastle Knowledge Centre

Kudzaishe Chiwara (UG)

Anna Christy (PGR)

Jonathan Lee (UG)

Micha Newman (UG)

Andy Oroke (PGR)

Kirijana Yogaratnam (UG)

Student Advisory Board, School of Engineering

Abstract

Degree awarding data at Newcastle University shows a persistent and unexplained gap between the proportion of Black and white home undergraduate students achieving a first or upper second degree. Inclusive Newcastle Knowledge Centre (INKC) working in partnership with a Student Advisory Board (SAB) aim to identify how to narrow the degree awarding gap. A Participatory Action Research (PAR) project was developed centralising student voice with researchers and students collaborating in a cyclical process of learning, research, action and evaluation to understand the awarding gap, challenge inequities and move towards greater racial and social justice (Friere 1972, Pain et al 2013).

This paper will share narrative and critical reflection from the SAB and Researcher involved in the project; their acknowledgement and negotiation of diverse voices, perceptions and experiences, and how new forms of understanding and knowledge were constructed and cultivated. Students will reflect on how their diverse expertise was enabled and listened to which nurtured feelings of being valued and included in the institution.

Reflections will include the project empowering students in realizing their own power and agency (Citizens UK 2021), and the personal benefits for students including the development of research skills, confidence raising, and new knowledge. We will share how the partnership successfully fostered a safe, trusting space in which the SAB were enabled to share personal experiences, reflections and challenge assumptions. We will offer advice on practical processes of engaging students, empowering student voice and how to establish a meaningful partnership in co-creation projects.





Title

School X: Snakes and Ladders - the experience of designing an interdisciplinary course

Author(s)

Professor Ruth Morrow, School X

Abstract

When James Lovelock was asked why his concept of Gaia, developed in the 1960's, was so slow to be taken on by academia he replied: 'You can't run a university unless it's divided into subjects. If you try and teach the whole lot, it becomes a complete mess and the vice-chancellor goes mad, so they have to divide it up. But if you divide it up, you can't understand it.'

This presentation gives a brief overview of the design a new cross-university interdisciplinary module: 'Facing up to climate change' that launches in Sept 2023, and which acts as the starting point for a new interdisciplinary Climate-Change PGT programme. More significantly, the presentation will draw from the experience of designing an interdisciplinary course and identify the initial challenges and opportunities in regards to cross university teaching. Early conclusions indicate that collaborative and creative working relationships between PS and Academic colleagues effectively underwrite the necessarily ambitious L&T projects we need to help address Climate Change.

The Module and Course outlined above are the first new outcomes of School X. School X aims to develop, test and share innovative, challenge-based, collaborative models of education, research and impact, helping to future proof the university. School X has a specific remit to convene cross, multi and interdisciplinary and cross-sector projects, requiring it to be operationally and academically networked across (and beyond) the university; able to choreograph relationships that give rise to new initiatives in line with university priorities; and project manage those initiatives through to completion, within a complex environment





Title

Integration of social media as a tool to increase engagement with the Student Staff Committee

Author(s)

Beker Khalid, School of Pharmacy

Dr Clare Tolley, School of Pharmacy

Cristina Guirola Carias De Newell, School of Pharmacy

Abstract

Themes:

- Integration of social media as a tool to increase engagement with the Student Staff Committee
- Embedding the student voice in education
- Students as partners and co-creators

Student-Staff Committee (SSC) is an important part of the School of Pharmacy. It promotes student's participation as a way for them to express their feedback in relation to several aspects of the MPharm curriculum. For staff it is also an important channel, as they can communicate news related to IT, health and safety, administrative tasks, clarification in course content for each academic year, and seek ways to improve the course content and assessments.

Knowing that this is an important platform for both staff and students, it was decided at the end of the 2021/2022 academic year that the creation of a social media page, using the platform Instagram should be trialled during the 2022/2023 as a new method of data collection and communication between the committee and the MPharm cohort. The purpose of this page is to create more student engagement and awareness of the topics discussed in each SSC meeting and provide an alternative method of collection which complements the traditional methods already used, which are via email, Canvas, and chat groups in other social media channels.

This trial will aim to compare the effectiveness of increasing the participation of students with the committee by building upon the project presented at the Newcastle Teaching and Learning conference last year, on reforming the structure of the SSC in order to increase engagement with students and feedback collection effectiveness. A part of last year's presentation related to the MPharm Student Staff Committee circulating surveys through social media group chats as a bid to increase participation, here we hope to take this one step further through use of social media as a vector of communication and feedback collection.

Our hopes are that the use of this new channel, will increase our student engagement and increase student representative participation and collaboration between the committee members from each stage.





Title

Putting the work-based learner and their context at the heart of blended learning on the MSc Strategic Leadership in NUBS

Author(s)

Dr Amy Stabler, NUBS

Dr Nicola Patterson, NUBS

Prof Sharon Mavin, NUBS

Dr Joanne James, NUBS

Abstract

This presentation will showcase a variety of experiential learning and teaching methods that support postgraduate post-experience work-based learners on the MSc Strategic Leadership and Level 7 Senior Leader Apprenticeship, illustrated through the Leadership Perspectives module. The methods are designed to bring together weekly Canvas digital teaching materials with monthly on campus workshops to integrate social learning in both online and in-person spaces. Methods include the use of Mentimeter, self and critically reflexive practice, practice knowledge exchange, and video summaries which place the learner and their context at the centre of sense-making. The methods are designed and placed to support the programme architecture for learners to explore the content, challenge their thinking and previous practice to apply new ideas back into their workplace. We aim to share practices and how they are delivered in the context of one module in a work based programme. The presentation objectives are therefore to:

- explore how these practices could be applied within your learning and teaching context
- challenge your thinking and previous practice through the process of social learning to appraise and make connections to support you to apply these methods in your own learning and teaching practice





Title

Why are we not tapping on Digital Learning Experience Design (LXD) science?

Author(s)

Loiana Leal, School of Modern Language

Abstract

TEL has always been present in my learning journey. CALL was the door to explore the use of technology in language learning, not only an integral part of my own learning, it was also a tool in my first job teaching ESOL back in the 90's. In 2023 the use of AI, AR and VR are present in different learning contexts. Undoubtedly, the pandemic accelerated the implementation of digital learning, but so many of us were not fully prepared for such a rushed adoption. We courageously did the best we could, with the tools we had then. Even though I was familiar with TEL resources, I also felt unprepared and rushed, and soon I identified my own need to better understand what digital learning entails. I pursued a qualification in Digital Learning Design (DLI, 2022). This experience led me to reflect upon two aspects pertaining my practice: first my naive assumption that Gen Z efficiently manages tech tools to learn, and second the actual design of the digital resources available to them. How could I support my learners better? What is the science behind digital learning integrally used by Learning Experience Designers (LXD) in the corporative world? What were the missing pieces in my learning plans to offer my students a truly inclusive, engaging, student-centred digital learning experience with the resources available to them on Canvas? In this 15-minute presentation, I would like to share with you my reflections, while offering you the opportunity to explore a resource created to my learners, and as a plus you might learn some few words in Portuguese.





Title

Students who are Parents & Higher Education: A case study presentation of challenges faced by Student Parents in Newcastle University and how the university can create a more inclusive and supportive culture

Author(s)

Mrs Vivian Nnemaobinwa Okoye, Student in the School of Psychology

Abstract

Caring responsibilities for a young child should not be considered a barrier to engaging in education and training. This was an explicit message by the UK's labor government during its time in office with a promise to do all it can to increase the number of mature students in higher education (Brooks, 2012). Does this in any way alleviate the struggles faced by student parents?

Despite its size, there is significant literature outlining some of the challenges experienced by student-parents in the UK.e.g: the difficulties of juggling the temporal demands of being both a student and a parent of a young child; the paucity of on-site childcare facilities; restrictive 'no child on campus' policies; late availability of timetables; inconvenient timing of lectures and acute financial pressures (Osborne et al., 2004; Alsop et al. 2008; Marandet and Wainwright 2009).

In the USA, similar findings have been made (Lynch 2008). These challenges can be imagined to be even worse for an international student considering factors like paying double the home fees, moving to a new culture with few humans to care for, having little or no family support while juggling childcare and academics e.t.c The struggle is better imagined, but is the university supportive?

In this case study presentation, I highlight the unique challenges faced by student parents in Newcastle University and possible ways the university can create a more inclusive and supportive environment for student-parents (This will also be done using a university case study).





Title

Collaborative Intercultural Encounters for Global Educational Experiences

Author(s)

Dr Müge Satar, Education, Communication, and Language Sciences (ECLS)

Linda Jose - ECLS

Szu Han Ke (PGR) - ECLS

Wenwen Zhang (PGR) – ECLS

Abstract

There are 826 students in ECLS, a third of which are international (292). However, our home and international numbers are skewed across our programmes. For instance, in BA Speech and Language Sciences, we have 99 home and 7 international students (7%), while our MA Applied Linguistics and TESOL programme has 4 home and 60 international students (94%). Moreover, our students are largely clustered in their nationality groups. In March 2022, we met our school student representatives who confirmed these observations and welcomed initiatives to increase their intercultural and global experiences.

To address these issues, this year we are organising a series of 12 events over semester 1 and 2 open to all students in ECLS (all sections, all stages). We aim to provide a space for our students to connect with those from different programmes and develop their intercultural sensitivity, employability skills, global citizenship, and belonging. The events are co-designed by students and are led by PGR students.

In this presentation, we will provide an overview of the content of the events, recognition offered to the students, and evaluation methods. We will present feedback from 6 events carried out during Semester 1 through a survey, end-of-session feedback forms, and 2 focus groups. We will then explain changes implemented for Semester 2 events. We will end with student voice: our PGR students who have led the events will talk about their experiences.

The project is supported by the Global Education and Community Fund.





Title

Using interactive methods to engage young people in Widening Participation research

Author(s)

Dr Krystal Douglas-Dodd, Inclusive Newcastle Knowledge Centre

Abstract

Researchers often use creative and participatory methods to engage young people in education research, but this rarely extends to research in widening participation. Using these types of methods can enable the research to fun, improve sustained engagement and offer new insights that centre the lived experiences and voices of the young people themselves. The researcher has used these methods in multiple educational settings, but most recently in order to conduct an evaluation of a university-wide strategy to increase diversity in the university's applicant pool. Through student-centred activities, the researcher gathered responses from more than 200 young people about their experiences of university. The evidence suggests that most young people are unaware of strategies such as these, and using interactive activities enabled the engagement and perspectives of a wide variety of young people.





Title

Cabinet: Exhibitions Programme

Author(s)

Dr Gayle Meikle, SACs

Abstract

'Cabinet' was a student-led exhibition programme which ran from January to September 2020. It aimed to provide undergraduate, taught postgraduate and postgraduate research students interested in museum practice the opportunity and resources to gain experience in exhibition development. The project team worked with students to design, implement and evaluate an exhibition programme for the cabinets located on the third floor of the Armstrong Building. Student proposals to produce an exhibition were fielded in an open competition and selected by a student and staff panel.

Due to COVID-19, the exhibition programme migrated online, which led to the participants acquiring unanticipated skills and experience connected to digital exhibition-making. In the project evaluation, all participants commented that they saw it as a valuable and enriching learning experience giving them confidence in their abilities and a deeper understanding of the exhibition-making practice.

This short talk will spotlight the resulting programme and discuss the challenges we encountered in its delivery, what opportunities arose due to migrating the experience online, and the project's positive impact on the students involved. We concluded that the surprising shift to an online delivery meant the students could reach more audiences with their activity empowering students to feel confident in the skills they developed that are vital for careers in the museum sector.





Title

Student Voice, Student Choice: EDI, the Hidden Curriculum & Making the Transition to University

Author(s)

Dr Chloe Ashbridge, SELLL

Dr Stacy Gillis, SELLL

Helen King, SELLL

Abstract

Student Voice, Student Choice is an EDI-led, University-wide examination of current practice around the transition to university study, supported by the Education Development Fund. The University's EDI strategy has a focus on "improving] graduate outcomes for students with protected characteristics", and "improving progression to positive destinations for students who share protected characteristics". Student Voice, Student Choice asks how this is enacted in practice, focussing on several schools as case studies, including English Literature, Language & Linguistics and Mathematics, Statistics & Physics. Adopting a student-led approach, this presentation shares preliminary findings from focus groups with students combined with qualitative analysis of student-facing materials across the faculty, including module outline forms, induction documentation, and academic skills provision for our Stage One students. The project identifies where and how the hidden curriculum impacts Stage One student experience.





Title

Who knows really what satisfactory feedback is?

Author(s)

Dr Damian Parry, SBNS

Abstract

Feedback is the "Achilles heel in terms of quality" in Higher Education (HE) (Knight 2002).

That was written in 2002 and yet two decades later students persist in telling the international HE community that feedback is still poor. This lack of satisfaction is replicated not only across HE' institutions in the UK in the NSS, and local surveys, but in comparable surveys carried in excess of 30 countries globally. Over the last 3 decades Universities have made substantial investment to improve feedback in terms of staff time, finance and infrastructure yet the response to questions addressing 'Assessment and Feedback' still tell us students are not only 'not satisfied', but less satisfied.

This presentation will look at the depth of research carried out to determine why this is the case and unpack some of the theories proposed to explain. This will be supported by a research project carried out in one of the larger schools in Newcastle University to offer a more local perspective.

The evidence suggests that the issues may be more a result of in balance between perceptions of feedback held by student, tutors and other interested parties compounded by the manner in which the questions are posed.

Knight, P. T. 2002. "The Achilles Heel of Quality: The Assessment of Student Learning." *Quality in Higher Education* 81: 107–15.





Title

Consolidating Blended Learning

Author(s)

Nuala Davis, LTDS

Emma McCulloch, LTDS

Abstract

Two case studies from the LTDS Academic Practice team showing how we have refined our blended delivery methods and made it easier for our participants (staff and PGR students) to make connections between self-paced online and in-person learning. Hear and see how simple adjustments to Canvas navigation and our framing of online content has increased engagement.

A blended delivery model is an essential part of our Newcastle Educational Practice Scheme (NEPS), providing flexibility for our participants who are juggling their own teaching commitments. Our ILTHE provision for PGRs starting their journeys in teaching has a flipped model. In 2022 we have taken time to review student feedback, and bring our maturing Canvas know-how to create coherent provision foregrounding ease of use.





Title

Creating virtual tours using H5P

Author(s)

Helen Anderson, LTDS

Devin Louttit, LTDS

Malgorzata Rabenda Derman, LTDS

Dave George, SNES

Abstract

The widespread adoption of mobile technology, along with the pervasive presence of the Internet of things, and the ongoing impact of the Covid-19 pandemic, have led to a growing utilisation of blended and remote learning methods in education, such as the use of virtual tours and virtual labs (Chen, Manwaring, Zakaria, Wilkie, & Loton, 2021).

Virtual tours can enhance the university experience, reducing uncertainty (Levonis, Tauber, & Schweiker, 2020) and providing accessibility to students who may not be able to participate physically. Virtual tours such as the NU Farms tours, created as part of the AESSC Curriculum Review Project, can also supplement fieldwork provision by providing a variety of interactions, which can form a part of the flipped classroom approach (Reyna, Hanham, & Todd, 2021). They also allow students to revisit fieldwork locations, review and reflect on their experience and better retain the information they have learned.

In this workshop, participants will have the chance to explore each stage of preparing and developing a 360 virtual tour and embedding it into students' education. The session will cover the practicalities of capturing a space with a 360 camera and offer considerations while mapping an environment. Participants will use pre-set materials to create their own interactive tour using H5P, Newcastle University's centrally supported tool. We will discuss how virtual tours can enhance the university experience, and how students can be engaged in co-creation of virtual experiences in H5P.





Title

Unlocking the potential of learning analytics: leveraging data to support students and enhance their educational experience

Author(s)

Sam Flowers, LTDS

Matt Laidler, LTDS

Abstract

Learning analytics is fast becoming one of the key tools used in the Higher Education sector to better understand student engagement, improve teaching, and enhance the overall student experience. Emerging trends suggest that collecting student data from University systems, collating, and analysing it, and then presenting summary insights can save colleagues time, support, and strengthen approaches to personal tutoring, and enable students to make better and more informed decisions about their ongoing development.

Following an extensive period of consultation at Newcastle University, a list of core requirements for supporting student attainment and wellbeing was defined. The University then entered a tender process to acquire a learning analytics system to meet those requirements, resulting in the recent purchase of Jisc's Data Explorer. After an upcoming pilot phase with select Schools from each Faculty, this system will be rolled out across the institution.

This lightning talk will explore the benefits of using learning analytics to support students. It will provide an overview of the data the system will display, and how it can be used to support tutoring conversations going forward, as well as consider other potential benefits of the data e.g., to support curriculum design.





Title

Compassionate Language in Digital Learning Companions

Author(s)

Dr Pascal Stiefenofner, NUBS

Viana Zhang, Computing Student

Abstract

We introduce compassionate language in chatbots to support students during emotionally challenging learning situations. Our learning technology is emotionally intelligent and capable of expressing various levels of empathy in personalized learning settings. To help students with anxiety, we trained a digitalized learning companion (GTP 3 chatbot) to understand and express emotions while at the same time providing high quality subject specific learning content to them. In this research, we compare text-based machine generated responses to emotionally charged learning situations with human generate responses. We introduce compassionate language in chatbots to support students during emotionally challenging learning situations. Our learning technology is emotionally intelligent and capable of expressing various levels of empathy in personalized learning settings. To help students with anxiety, we trained a digitalized learning companion (GTP 3 chatbot) to understand and express emotions while at the same time providing high quality subject specific learning content to them. In this research, we compare text-based machine generated responses to emotionally charged learning situations with human generate responses.

