

UNIVERSITY OF  
BIRMINGHAM

# Teaching and Learning Conference 2012

Curriculum Development:  
Inspiring Learning

25–27 June 2012  
Muirhead Tower,  
Edgbaston Campus



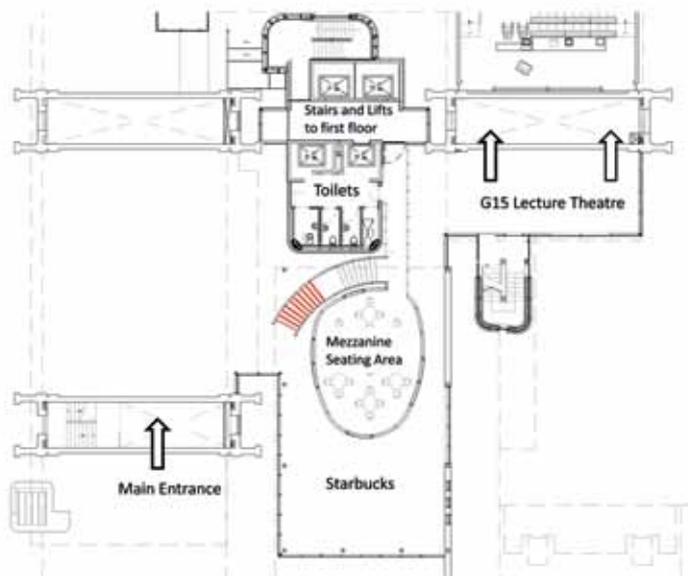
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# Venue floor plans

## Ground floor



## First floor



# Introduction

The University of Birmingham's 9th annual Teaching and Learning Conference provides an opportunity for staff to share their experiences and learn about developments in teaching and learning, both on and off campus.



The theme for this year's event is '**Curriculum Development: Inspiring Learning**', and this has been split into four sub themes:

- Technology Enhanced Learning
- Entrepreneurship and Employability
- Assessment, Feedback and Attainment: Efficiency and Effectiveness in Assessment
- Revitalising Programmes and Modules

The conference offers more than 40 papers and a number of poster presentations which will be displayed electronically and which cover a broad range of topics, from using a video diary room as part of an evaluation process, through to the development of a new 5 year pharmacy undergraduate course. This year we are also pleased to welcome a number of students will be presenting on their experiences of student education enhancement projects.

We are grateful to have Professor Debra Humphris Pro-Vice-Chancellor of the University of Southampton, who will deliver the keynote speech on 'Curriculum innovation – choice and flexibility'

Colleagues are invited to attend all or any sessions that are of interest. This programme contains a full running order for the conference as well as abstracts for all paper and poster presentations.

I hope that you find the event interesting and enjoyable.

**Karen O'Brien**  
Pro-Vice-Chancellor, Education

## Keynote speaker

### Professor Debra Humphris

Debra Humphris took up post as Pro-Vice-Chancellor (Education and Student Experience) at the University of Southampton in September 2008. Within her portfolio she provides strategic leadership for the education offer and student experience across the University and at all levels, as well as widening participation, recruitment and admissions and employer engagement. Outside of the University Debra chairs the Employment and Skills Board for the Partnership for Urban South Hampshire, the Partnership has been successful in becoming one of the first Local Enterprise Partnerships named by the Coalition Government.

As Professor of Health Care Development, Debra has worked closely with a wide range of public and independent sector organisations to shape and redesign service in relation to policy drivers, to evolve workforce development and support education innovation.

Debra's recent research activity focused on redesigning services in relation to the needs of people with long term conditions. Originally recruited to the University from the Department of Health in 2000, Debra has led its major development of interprofessional learning in health and social care, the New Generation Project. This education innovation was undertaken in partnership with the University of Portsmouth and is widely acknowledged as a global leader. Following this she was responsible for the development and leadership of the Health Care Innovation Unit (for Educational Development, Appraisal and Research) and Professor of Sociology at the University of Warwick.



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# Monday 25 June

## Timetable

09.30–10.00	<b>Registration</b>			
10.00–10.20	<b>Welcome and opening remarks</b> Professor Karen O'Brien, Pro-Vice-Chancellor (Education)  G15 Lecture Theatre			
10.20–11.00	<b>Breadth Modules @ the Curriculum</b> Cillian Ryan  G15 Lecture Theatre			
11.00–11.30	<b>Coffee – foyer</b>			
11.30–12.00	<b>Developing an employability toolkit for academics</b> Joan Cartledge, Hector Sequera  Room 113	<b>Enhancing the use of feedback: supporting the role of academic tutors</b> Nathan Hughes, Sue Wainwright  Room 121	<b>Putting good feedback principles into e-practice</b> Trevor Batchelor  Room 122	<b>Supporting diverse student success – inclusive assessment</b> Jane Tope  Room 112
12.05–12.30	<b>Investigating residential and business energy consumption via student-led action research</b> Stefan Bouzarovski, Saska Petrova  Room 113	<b>An investigation into first-year History students' expectations and perceptions of assessment and feedback</b> Kate Skinner  Room 121	<b>Investigating and improving tutoring, student experiences, and outcomes on a suite of distance learning MA programs</b> Jeannette Littlemore, Theron Muller, Daniel Malt  Room 122	<b>Open learning: the future for education?</b> John Couperthwaite, Giles Perryer  Room 112
12.30–13.30	<b>Lunch with poster presentations – Room 112</b>			
13.30–13.55	<b>Developing inter-professional simulation in the undergraduate setting: experience with five different professional groups</b> Marianne Hensman, Sharon Buckley, Jamie Coleman  Room 113	<b>What are you thinking about? Engaging learners in enquiry led activities through distance education</b> Danielle Hinton, Mike McLinden  Room 121	<b>Putting the science back into Environmental Science</b> Lesley Batty  Room 122	
14.00–14.40	<b>Enhancing research expertise and employability skills through student led projects</b> Amy Routledge, Tom Disney  Room 113		<b>Plagiarism – a growing concern? We discuss potential ideas for designing it out of our assessment</b> Robert Jones  Room 122	
14.40–15.10	<b>Coffee – foyer</b>			
15.10–15.50	<b>Reflecting on Reflection – revitalising a module on Reflective Leadership</b> Alison Paris  G15 Lecture Theatre			

# Paper Abstracts

## Breadth Modules @ the Curriculum

Mon 10.20–11.00am, G15 Lecture Theatre  
Cillian Ryan

One of the key arguments in modern curriculum design is to what extent students should be encouraged to pursue breadth as well as depth in their choice of studies. This can be achieved either by taking conventional modules alongside students majoring in those areas or by taking dedicated 'breadth' modules. This session is designed to introduce colleagues to the latter concept.

A breadth module is not intended as an introduction to a subject, rather it is better thought of as the final module that a person will take in the field. It is also sometimes characterized as a legacy module, the key ideas in the subject that the academic would want to pass on to successive generations. They are designed to enable students to understand the ways that specialists in the field think and work and/or to familiarise them as non-specialists with the most important topics and issues confronting researchers working in the field.

## Developing an Employability toolkit for Academics

Mon 11.30am–12.00noon, Room 113  
Joan Cartledge and Hector Sequera

This presentation will begin with a demonstration of the new on-line employability toolkit for academics, which has been developed by the Careers and Employability Centre over the past 6 months. The toolkit is designed as a resource for academics as they seek to develop discipline specific strategies to support employability within the curriculum. The toolkit contains examples of how employability is being currently embedded in modules and programmes; information on work experience and activities that support student employability; advice and resources for tutors; graduate destinations data and information on accessing employability resources within the University.

The presentation will demonstrate the different elements of the resource, followed by group discussion which will focus on how the resource can be used effectively by academics in their discipline. The presenters will also seek to gather feedback to ensure that the resource meets the needs of academics before its launch in September.

## Enhancing the use of feedback: supporting the role of academic tutors

Mon 11.30am–12.00noon, Room 121  
Nathan Hughes; Sue Wainwright

Whilst approaches to the development of undergraduate academic writing skills vary between disciplines and institutions, academic tutors are consistently presented as playing an important role. One aspect of this role is supporting students to effectively engage with assignment feedback. This presentation reports on the implementation of a form designed to encourage students to use feedback in a structured, consistent manner and support subsequent tutor-tutee dialogue. Students and tutors who have used the form suggest it is encouraging student self-reflection on learning needs and identifying priority issues to be discussed with the tutor. However, barriers to its effective use remain. In particular, there is an apparent resistance amongst students to access academic support, due to anxieties regarding staff perceptions of those who seek help. This suggests the need to challenge preconceptions regarding the role of the tutor in the context of a university education seen to be premised on independent learning.

## Putting good feedback principles into e-practice

Mon 11.30am–12.00noon, Room 122  
Trevor Batchelor

Feedback is regarded as a fundamental part of the learning experience and this is recognised in The Vision for Birmingham Learning, which 'expects our students, appropriately supported by our academic staff, to... reflect constructively on their own learning, not least through use of feedback'. One model for self-regulated learning proposes seven principles for good feedback (Nicol, D.J. and MacFarlane-Dick D., 2006), which offer a framework that academic staff can use to inform how they provide feedback to their students.

This presentation will discuss what constitutes good feedback, reflect on how feedback is used in a popular sport and consider the need for bespoke e-learning tools to address the seven principles of good feedback practice.



## Supporting diverse student success – inclusive assessment

Mon 11.30am–12.00noon, Room 112  
Jane Tope

Inclusive assessments are built into course design and meet the assessment needs of the majority of students. Inclusive assessments are concerned with equality of opportunity. It is an approach that recognises that students have different learning styles and offers a range of assessment methods necessary to assess the different ways in which students can demonstrate the achievement of the learning outcomes. This session will consider how to make assessments more inclusive having discussed why this is desirable

## Investigating residential and business energy consumption via student-led action research

Mon 12.05–12.30pm, Room 113  
Stefan Bouzarovski, Saska Petrova

The pressing global concerns of climate change mitigation and energy security have brought the social dimensions of energy production, transport and consumption to the fore of academic and policy debates. However geography departments hosting climate change initiatives often feature a limited number of modules specifically dedicated to energy. This session focuses on the concepts, application and critical evaluation of the geographies of energy, and aims to investigate the ways of which energy is taught in geography as a discipline, as well as to explore the efficiency of the informal action learning 'sets' in the improvement of students knowledge and skills including by simultaneously turning action research projects into indirect internships.

### An investigation into first-year History students' expectations and perceptions of assessment and feedback

Mon 12.05–12.30pm, Room 121

Kate Skinner

Through a combination of questionnaires and focus groups, history students were asked about their previous experiences of assessment and feedback, their transition to university, their first experiences of writing essays, and the written feedback that they had received. Students' responses were compared with information gathered from A-level exam boards and from experienced teachers of A-level History. In a separate focus group, university History teachers were then asked to discuss the (anonymous) student responses. In this presentation the findings of this investigation will be analysed with reference to models of assessment and feedback, and existing observations about the difficulties inherent in the 'divergent' assessments that characterise arts and humanities subjects will also be addressed. The findings also highlight the importance of prior educational experience (in combination with increased user fees) in shaping students' expectations and perceptions, and suggest how departments might navigate this in order to maintain their commitment to fostering independent learning.

### Investigating and improving tutoring, student experiences, and outcomes on a suite of distance learning MA programs

Mon 12.05–12.30pm, Room 122

Jeannette Littlemore, Theron Muller and Daniel Malt

This presentation will discuss the findings of a project currently being undertaken by the Centre for English Language Studies. The aim of the project is to gain a better understanding of the tutoring process and students' first experiences on the Distance MA programs in Applied Linguistics, English Language Teaching and Translation Studies, and we are investigating how tutor-tutee relationships are formed, what issues students face when starting their studies, and student experiences of marker feedback. The intention is to synthesize the information gathered to make recommendations for program improvements, with the ultimate goal of improving outcomes on the MA programmes.

### Open learning – the future for education?

Mon 12.05–12.30pm, Room 112

John Couperthwaite, Giles Perryer

The traditional model of institution-based education is being challenged through the rapid growth in high quality learning resources being made publically available by internationally renowned universities and other major organisations. These represent both an opportunity and a threat to our education programmes through the mass availability of supplementary materials, and the raising of our students' expectations for a comparable educational experience. This presentation will explore this phenomenon and present findings from ten years of offering open educational resources via the School of Dentistry e-course.

The Dentistry e-course won a Times Higher Award for its novel approaches to e-learning and it is to be scaled up to be available for all programmes in the College of Medical and Dental Sciences.

### Developing inter-professional simulation in the undergraduate setting: experience with five different professional groups

Mon 13.30–13.55pm, Room 113

Marianne Hensman, Sharon Buckley, Jamie Coleman

Given the multidisciplinary nature of modern patient care, it is essential that health professionals are able to work effectively within and across teams, and simulation is increasingly seen as a way of developing health care students' ability to do this. This presentation reports our experience of developing inter-professional simulation sessions for pre-qualifying students from five different health professions.

A questionnaire made up of Likert-type, visual analogue and open comment questions was then used to explore student perceptions of the sessions as a learning experience, their attitudes towards inter-professional learning and the factors important for good patient care. Our data suggest that routine scenarios following patient journeys offer such students valuable educational experiences. In order to maximise the educational value of such sessions, particular attention should be paid to the benefits anticipated for individual professions, as well as those for all groups; to the wider educational context in which sessions lie; and to the careful management of debriefing.

### 'What are you thinking about?' Engaging learners in enquiry led activities through distance education

Mon 13.30–14.30pm, Room 121

Danielle Hinton, Mike McLinden

The Vision for Birmingham Learning includes a commitment to enabling all students to 'profit from a culture of learning, aligned with our research ethos, which is based upon critical enquiry, debate and self-motivation'. In this session we examine the design of a distance education programme within the School of Education and consider how resources have been developed to align with these themes. Drawing on recent literature outlining effective practice in the use of technology enhanced learning, we consider the key design principles that informed the development of the resources to ensure that they were accessible, activity led, collaborative and designed in phases to encourage and support learner independence in line with the Vision.

### Putting the science back into Environmental Science

Mon 13.30–13.55pm, Room 122

Lesley Batty

Environmental Sciences as a discipline is enormously variable in its definition, content and learning outcomes. This variability often means that there is an emphasis on topics such as sustainability and 'green' issues at the expense of the underlying science which should be the foundation of any EVS programme. We have therefore rewritten and revitalised the EVS programme to address this problem, but also to improve the employability of our graduates and allow for professional development. We will report on the mechanisms that were used to conduct this review including student input, communication with other schools and liaison with professional organisations together with lessons learnt in the process.

### Enhancing research expertise and employability skills through student led projects

Mon 14.00–14.40pm, Room 113

Amy Routledge, Tom Disney

This year, for the first time, CLAD has offered both undergraduate and postgraduate students the opportunity to apply for funds to carry out an educational enhancement project and at the same time, gain some valuable project management experience. Under the guidance

of their academic mentors, several students from different colleges have developed exciting and innovative projects. This presentation will showcase two of our student led projects. Amy Routledge from the Department of English worked with other postgraduate students to design and deliver two undergraduate revision days with the aim of boosting postgraduate employability skills.

Tom Disney and Elly Harrowell were awarded funds to organise the 'Impact, Exchange and Making a Difference' conference bringing academics and doctoral researchers together with business and third sector representatives to ask where, how and why academics should generate impact and policy relevant research, and how such impact can be measured.

**Plagiarism – a growing concern?**  
**We discuss potential ideas for designing it out of our assessment**  
 Mon 14.00–14.40pm, Room 122  
 Robert Jones

Plagiarism is seen as a growing concern by many staff and institutions worldwide, with significant investment being made into the use of technology as both a detection and support tool. But is this the only answer to the problem? This session will discuss the different approaches and the potential techniques for designing plagiarism out of the assessment process for staff and students; what might work and why?

We ask whether it is possible to change the assessment to make it harder for students to plagiarise material, whilst still ensuring key knowledge and skills are being assessed.

**Reflecting on Reflection – Revitalising a Module on Reflective Leadership**  
 Mon 15.10–15.50pm, G15 Lecture Theatre  
 Alison Paris

This presentation will explore the process for revitalising a module for Leadership and Management in the social care and social work context. It considers both practical and reflective processes involved in revitalising an 'outward facing' module for front-line managers within social care organisations, with a focus on two particular areas. The first centres on the re-contextualising of the module to align with both past and present social and political characteristics. The second emphasises approaches to building awareness of the impact of reflection in core processes such as supervision, in order to enable managers to develop their own reflective capacity and that of front line practitioners.



# Tuesday 26 June

## Timetable

09.30–10.00	<b>Registration</b>			
10.00–10.30	<b>Using online courses to improve the reach and quality of training lecturers</b> David Babington-Smith (Epigeum)  G15 Lecture Theatre			
10.35–11.00	<b>The development of a 3-D virtual world scenario to supplement competencies applicable to real world situations</b> Phillip Birch, John Couperthwaite  Room 122			
11.00–11.30	<b>Coffee with exhibitions – foyer</b>			
11.30–12.00	<b>Using frames and making claims: the value of multimodal assessments in Social Policy</b> Stuart Connor  Room 113	<b>EPS Grand Challenge</b> Kamel Hawwash, Jenny Illingsworth  Room 121	<b>Developing group work skills for academia and employment</b> Victoria Burns  Room 122	<b>Enhancing the teaching and learning experience using Panopto event capture software</b> Dee partridge  Room 112
12.05–12.30	<b>Training for teachers of pupils with severe, profound and multiple learning difficulties</b> Penny Lacey  Room 113	<b>Biotechnology Masterclasses</b> Leanne Smith  Room 121	<b>Use of YouTube videos in teaching Law</b> Gulara Guliyeva  Room 122	<b>Using Panopto to produce 'webcam lectures' for use on distance learning programmes</b> Crayton Walker  Room 112
12.30–13.30	<b>Lunch with exhibitions – Muirhead foyer</b>			
13.30–14.10	<b>Two types of written feedback on OSCE performance in undergraduate medical students: a randomised trial</b> Celia Taylor, Kathryn Miller  Room 113	<b>From text to multimedia – EBL case study: sharing practice</b> Danielle Hinton  Room 121	<b>Working with final year undergrad students to create resources for educational enhancement</b> Natalie Rowley  Room 122	
14.15–14.45	<b>Enhancing the distance learning student experience through podcasting</b> Erin Sullivan, Liz Wragg  Room 113	<b>Special Collections: Guided Tour (14.15–15.00)</b> Martin Kileen  Meet in Muirhead foyer	<b>Removing cliff edges: progress with moving to a Grade Point Average system for classifying our degrees</b> Paul Marshall, Clare McCauley  G15 Lecture Theatre	
14.45–15.15	<b>Coffee with exhibitions – foyer</b>			
15.15–15.45	<b>Undergraduate curriculum review – initial conclusions</b> Paul Marshall, Clare McCauley  G15 Lecture Theatre			



# Paper Abstracts

**Using online courses to improve the reach and quality of training lecturers**  
 Tues 10.00–10.30am, G15 Lecture Theatre  
 David Babington-Smith (Epigeum)

Demonstration of a blended training programme in 'University and College Teaching,' from external company Epigeum, who specialise in online training for higher education, healthcare and research institutes. The programme, comprising 30 hours online and 180 hours offline and peer-to-peer activity, was developed under the leadership of a Graham Gibbs, with the assistance of an international collaboration of 18 universities. It is now being adopted in the UK, USA and Middle East by universities keen to quickly improve the quality of teaching and the student experience. The presentation will demonstrate key aspects of the blended programme and different ways in which universities are now implementing it.

**The development of a 3-D virtual world scenario to supplement competencies applicable to real world situations**  
 Tues 10.35–11.00am, G15 Lecture Theatre  
 Phillip Birch and John Couperthwaite

This presentation will examine progress in the use of a Second Life scenario for enhancing the competencies of Environmental Health postgraduates. The scenario is intended to improve the competencies required for Occupational Health and Safety inspections, a field in which certain situations cannot be replicated successfully in real life.

The benefits of 3-D virtual worlds for simulated educational scenarios, using examples drawn from other health-related disciplines, will then be explored, together with an outline of how innovations in game technologies are enhancing the learning experience.

**Using frames and making claims: the value of multimodal assessments in Social Policy**  
 Tues 11.30am–12:00noon, Room 113  
 Stuart Connor

This presentation will report on the experiences and lessons to be learned when developing a multimodal assessment as part of a level H Social Policy module. As part of a summative assessment, students were given the remit to produce a 10 minute (maximum) multimodal presentation. The rationale for the assessment was to provide students with the opportunity to develop and demonstrate multimodal and

communications skills that form an increasingly important part of policy communications work. Despite a number of challenges, students reported and demonstrated a deep, sustained and meaningful engagement with the subject matter and technologies employed. Subsequently, following Goodman (1996), it is argued that it is not only the power of technology that is unleashed when students become the authors of their own work, but so too is the students potential for critical inquiry, creative expression and communication.

**EPS Grand Challenge**  
 Tues 11.30am–12.00noon, Room 121  
 Kamel Hawwash and Jenny Illingsworth

An overview of the Grand Challenge, a new innovative project which has been developed with funding from the HE STEM Programme. It is a 4-week intensive project module which runs in the summer vacation and involves teams from across all Schools in the College of EPS. Teams of 8 students work together to tackle a major challenge set by industrial partners and other external bodies. In 2011 2 challenges were set for the students, one by IBM on how to make Birmingham a smarter city, and one by Atkins and Birmingham City Council on how to develop strategies to bring Birmingham closer to a European Green Capital award. Another important aspect of the module was the development of employability skills through interactive workshops and the opportunity to reflect on these in a structured manner. Students were able to articulate their learning and the skills they had developed at employment interviews.

**Developing group-work skills for academia and employment**  
 Tues 11.30am–12.00noon, Room 122  
 Victoria Burns

Group work is an increasingly popular method of learning in higher education. Students are expected to develop their interpersonal and task management skills to succeed in these academic projects, and for future employment. There is evidence that only limited group-work skills are developed passively, by simply providing students with group-work opportunities; it is important for universities to provide appropriate interventions to facilitate such development.

The presentation will use the example of outdoor pursuits team skills courses at the

University's Raymond Priestley Centre, to explore how group-work skills are developed and what factors predict the extent to which they are subsequently used in academia. The implications of these findings for other types of training courses will also be discussed.

**Enhancing the teaching and learning experience using Panopto event capture software**  
 Tues 11.30am–12.00noon, Room 112  
 Dee Partridge

Aimed at staff new to event capture software, this session begins with a brief tour of the interface and viewer's experience of the Panopto system. This is followed by a close look at creating, editing and sharing recordings along with exploring some innovative options for its use in teaching and learning, highlighting how Panopto can enhance the learning experience for all students and how it can increase accessibility and promote inclusivity for those where English is a second language or where a sensory impairment or other challenges to learning are present. The final part of the session will explore how Panopto can help students reflect on their performance in presentations and hone key employability skills linked to presenting and sharing information.

**Training for teachers of pupils with severe, profound and multiple learning difficulties**  
 Tues 12.05–12.30pm, Room 113  
 Penny Lacey

We have been running a distance education course for staff working with pupils and students with severe, profound and multiple learning difficulties for the last 20 years and the last update of the programme was in 2004. 2012 sees the advent of a fundamental revision of both content and delivery based on market research suggesting that the course is too expensive (especially for small special schools) and that staff do not like the lonely slog of distance education.

In response to these views, the resulting plan is to use blended learning, combining weekend face-to-face sessions on campus with online home study.

In this presentation I will outline and justify the plan for the revised programme and then invite questions.



### Biotechnology Masterclasses

Tues 12.05–12.30pm, Room 121

Leanne Smith

An overview of a new optional module for second year undergraduate Biosciences students: Biotechnology Masterclasses. The aim of these sessions has been to expose students to techniques required in many fields of research and cover material that is currently not covered in taught modules. Although most Biosciences undergraduates are exposed to some practical techniques within modules, these are brief introductions and limited to activities that can be completed by large numbers of students. By running small group workshops on a single technique and its applications, students will be more prepared for practical careers in science. Additionally, students are exposed to state-of-the-art technologies and advances that they would not otherwise learn about. Sessions have been entirely voluntary and non-assessed, encouraging enthusiastic students to apply a 'science for science's sake' attitude, rather than focusing on 'what will be in the exam?', and feedback for this optional module has so far been excellent.

### Use of YouTube videos in Teaching Law

Tues 12.05–12.30pm, Room 122

Dr Gulara Guliyeva

Recent studies in university teaching and learning reflect increased awareness of the benefits and challenges posed by technology enhanced learning. The vast majority of our students are immersed in the world of social media: YouTube videos, blogs, Facebook, etc. Should the way in which modern students access information i.e., through images, videos and instant messages, impact the way in which they are taught? Are there ways in which students' technological skills can be better applied in an academic context?

This presentation explores potential benefits of using YouTube videos in teaching law, beginning with a brief example of the use of short video clips in delivering European Human Rights Law to LL.M. students. The case study demonstrates how the use of videos complements other teaching methods and promotes achievement of teaching and learning objectives of the course. The talk also highlights some limitations and challenges posed by the use of online video resources in Higher Education.

### Using Panopto to produce 'webcam lectures' for use on distance learning programmes

Tues 12.05–12.30pm, Room 112

Dr Crayton Walker

This presentation will discuss how the Panopto event capture system has been used by the Centre for English Language studies to create materials specifically for a distance learning audience. For example, Power Point materials originally developed for campus lectures have been adapted so that they now form the basis of a lecture delivered directly to the webcam, and downloadable activities have been added to make the lecture more interactive and easier to digest.

### Two types of written feedback on OSCE performance in undergraduate medical students: a randomised trial

Tues 13.30–14.10pm, Room 113

Celia Taylor and Kathryn Miller

Lack of feedback is often cited by medical students as a major concern. Two new modes of feedback – skills-based and station-based – were therefore developed and delivered to fifth year students after their November 2011 Objective Structured Clinical Examination (OSCE).



These new modes of feedback were evaluated in a randomised trial. The primary outcome measure was the change in OSCE performance from November to April. The secondary outcomes were student satisfaction with the new feedback and the cost-effectiveness of administering the feedback after exams. This session will outline the methodology employed to develop the feedback and the trial and then discuss questionnaire results received from over 70% of students, the effectiveness of the feedback, and the cost-effectiveness, while sharing lessons learnt.

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#### **From Text to Multimedia – EBL Case Study: Sharing Practice**

Tues 13.30–14.10pm, Room 121  
Danielle Hinton

The session will provide an opportunity to become involved in the creation of an EBL case study, developing it from initial text to a final multimedia format. Attendees will be encouraged to take part in the process of storyboarding, finding legal (and free) images and exploring how to utilise PPT and other free technologies to create a low cost high impact EBL trigger.

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#### **Working with final year undergraduate research project students to create resources for educational enhancement**

Tues 13.30–14.10pm, Room 122  
Natalie Rowley

I have been supervising final year undergraduate research project students in the area of Chemical Education since 2004. Project students create resources in areas of Chemistry which undergraduates typically find difficult. Although the project students work in broad

areas of the curriculum which have been specified, the projects are student-led in that the students are encouraged to create any resources which they feel would be appropriate to supplement the existing teaching in the relevant area, with technical support being given where appropriate. The project students are typically highly motivated and create innovative resources which have taken a variety of different formats and which usually involve the use of technology.

This presentation will outline the format of these projects, which include a literature survey and student interaction with peers through the use of questionnaires, and will show some of the resources which have been created.

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#### **Enhancing the Distance Learning Student Experience through Podcasting**

Tues 14.15–14.45pm, Room 113  
Erin Sullivan and Liz Wragg

During 2011/12 the Shakespeare Institute and Ironbridge Institute have been piloting an initiative to podcast special lectures and teaching sessions for PGT distance learning students, with the support of a CLAD large project teaching grant. In this presentation the project leaders at the two Institutes and the College of Arts and Law Distance Learning Manager will discuss their findings from this project, focusing in particular on the distance learning student experience. The speakers will address the challenges of creating a sense of inclusion and 'liveness' for distance learning students and will discuss the ways in which technology enhancements such as podcasts can help foster a greater sense of student community.



#### **Removing Cliff Edges: Progress with moving to a Grade Point Average System for classifying our degrees**

Tues 14.15–14.45pm, Room 122  
Paul Marshall and Clare McCauley

Since June 2011, the University, with a number of partners nationally, has been actively considering a move away from the traditional way of classifying our degrees and towards a Grade Point Average (GPA) system. This workshop will consider the background to this proposal, the work that has been undertaken with the University of Nottingham, and what benefits and challenges it would bring to our students and to us as a University.

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#### **Undergraduate Curriculum Review – Initial Conclusions**

Tues 15.15–15.45pm, G15 Lecture Theatre  
Paul Marshall and Clare McCauley

In January, we embarked on an ambitious project to take a root and branch review of the purpose and structure of our undergraduate curricula through the lens of assessment. Two workshops were held for each of four distinct themes covering: Curriculum Design, Employability and Skills, Research and Cultural Engagement, and Engaging Students. Led by a DPVC and Director of Education, the participants for the workshops were drawn from a wide range of staff, which enabled a creative and exciting look at what our curricula in the 21st Century should look like. This workshop will present some of the initial ideas and conclusions from those workshops and will give colleagues the opportunity to review the progress made so far and input into the future development of the project.

# Wednesday 27 June

## Timetable

09.30–10.00	Registration			
10.00–10.30	<b>Poll everywhere: no need for clickers!</b> Julia Lodge, Jeremy Pritchard  G15 Lecture Theatre			
10.30–11.00	Coffee – foyer			
11.00–11.25	<b>Embedding employability in Theology: a case study</b> Joan Cartledge, Andrew Davies  Room 113	<b>Marking in the 21st Century</b> Robert Jones  Room 121	<b>How 'entrepreneurial' do we want our students to be?</b> Dan Corlett  Room 122	<b>eLearning, Innovation and Information Literacy</b> Sarah Pittaway, Catherine Robertson  Room 112
11.30–12.00	<b>Enhancing the academic experience and employability skills through student-led projects</b> Esme Hookway, Richard Hughes, Maddie Kilminster, Catherine Dawkins  Room 113	<b>Pepping up Physics lectures with XNA graphics</b> Neil Thomas  Room 121	<b>Teaching: art or science?</b> Monica Singhanian  Room 122	
12.05–12.30	<b>Speed BSc: An innovative enquiry-based induction programme for undergraduates</b> Victoria Burns  Room 113	<b>Motivation of Engineering Mathematics students using formative and summative assessment and credit</b> Edward Tarte  Room 121	<b>Agreeing to disagree: an approach to encouraging independent learning in first year students</b> John Carman  Room 122	<b>eLearning drop-in session</b> CLAD eLearning Team  Room 112
12.30–13.30	Lunch with poster presentations – Room 112			
13.30–14.10	<b>Curriculum Innovation: choice and flexibility</b> Keynote Speaker Professor Debra Humphris, University of Southampton  G15 Lecture Theatre  Central to the strategic ambitions of the University of Southampton is a commitment to transform education and student experience. This presentation will set out the background and work to develop and deliver the University's Curriculum Innovation Programme and the feedback which has so far been received from students			
14.10–14.30	<b>Closing remarks and discussion</b> Karen O'Brien			
14.30	Close			



# Paper Abstracts

## **Poll Everywhere: No need for clickers!**

Wed 10.00–10.30am, G15 Lecture Theatre  
Julia Lodge and Jeremy Pritchard

Many of us are now successfully using TurningPoint to introduce an element of interactivity into lectures. However these devices have their limitations; you need to remember to book the kit, it takes time out of your lecture to hand out the devices and the responses from the audience are limited to choosing from a list of options.

Poll Everywhere is an audience response system that uses mobile phones, laptops and tablet computers in place of dedicated clickers. It is available free for up to 40 users and it allows participants to type or text as well as responding to multiple choice questions. In this presentation we will report on initial experiences of using Poll Everywhere in revision sessions in the School of Biosciences. We will also discuss ways in which it could be used in a wider teaching context. We will be using Poll Everywhere during the talk so come along and let us know what you think.

## **Embedding Employability in Theology: A Case Study**

Wed 11.00–11.25am, Room 113  
Joan Cartledge and Andrew Davies

This presentation will discuss the ways in which the Department of Theology and Religion has sought to embed issues of employability within its newly-redesigned curriculum, explaining some key features of the department's longstanding working relationship with Careers and Employability and highlighting two key modules which are designed to give students relevant work experience and some of the requisite professional skills for success after graduation. The presenters hope this will open some discussion on how employability skills can be embedded into teaching across the Arts disciplines in particular, and how collaboration between the Careers and Employability Centre and academic units might be developed across the institution.

## **Marking in the 21st Century**

Wed 11.00–11.25am, Room 121  
Robert Jones

There are an increasing number of options open to markers regarding the style and technology they can use for marking work and providing feedback to their students.

In this session we will discuss different approaches and the potential techniques available for online or electronic marking, highlighting tips for making it a trouble-free process, including a consideration of what might work and why.

I will suggest different options available to staff, from simply using the tools within Microsoft Word, to the potential of using screen capture or audio tools to provide feedback for students. I will also give an overview of how online tools such as Grademark in Turnitin can be used to enhance marking and feedback.

## **How 'entrepreneurial' do we want our students to be?**

Wed 11.00–11.25am, Room 122  
Dan Corlett

How 'entrepreneurial' do we want our students to be? The word may conjure up thoughts of cut-and-thrust power games, devious tactics, and an orientation towards money and greed. Yet entrepreneurship at its heart is about 'change, creativity, knowledge, innovation and flexibility – factors that are increasingly important sources of competitiveness in an increasingly globalised world economy.'

Recent guidance from the QAA suggests that entrepreneurial learning in the curriculum can lead to the development of qualities and skills such as conceptualisation, problem solving, internal locus of control, personal management, persuasion, perseverance, flexibility and handling ambiguity.

The presentation will summarise the QAA guidance, address implications of the recent Wilson Review of University-Business Collaboration, consider intra- and extra-curricular pathways that enable students to develop entrepreneurial behaviours, and discuss how enterprise and entrepreneurship (in its widest sense) can be a contextualised enhancement to the curriculum, rather than a distraction.

## **eLearning, Innovation and Information Literacy**

Wed 11.00am–12.00noon, Room 112  
Sarah Pittaway and Catherine Robertson

Whilst information literacy can and should enhance the student experience, teaching it in a way that engages students can often be a challenge. Library Subject Advisors have

been responding to this challenge by creating interactive eLearning modules using an open source tool, Xerte, and in this session experiences of using Xerte in the 2011/12 induction period will be discussed. Subject Advisors working with such diverse schools as Medicine, History and Business have prepared Xerte modules to address such training needs as deciphering reading lists, catalogue searching, using eLibrary and searching bibliographic databases. During the session some of these modules will be demonstrated, focusing in particular on some of the anticipated benefits of offering this material to students, including: the interactive tools that encourage 'learning by doing', its usefulness for distance learners and students with learning or visual disabilities, and the possibility of creating reusable learning objects.

## **Enhancing the academic experience and employability skills through student-led projects**

Wed 11.30am–12.00noon, Room 113  
Esme Hookway, Richard Hughes, Maddie Kilminster, Catherine Dawkins

This year, for the first time, CLAD has offered both undergraduate and postgraduate students the opportunity to apply for funds to carry out an educational enhancement project, and at the same time gain some valuable project management experience. Under the guidance of their academic mentors, several students from different colleges have developed exciting and innovative projects. This presentation will showcase two of our student led projects. Esme Hookway and Richard Hughes organised a series of field trips for Archaeology students with the aim of promoting discipline-specific interaction across UG year groups, and also giving third year students extra employability skills.

Maddie Kilminster produced a free magazine for the enjoyment and educational benefit of modern language students with the dual aim of uniting the language schools and providing a fun way in which students can practice their foreign reading and writing skills and learn about international affairs.

### Pepping up Physics Lectures with XNA Graphics

Wed 11.30am–12.00noon, Room 121  
Neil Thomas

Taught in the traditional way, nineteenth-century Physics can be pretty dull and uninspiring. So, to pep up my lectures, I've developed computer demonstrations that exploit the power of XNA graphics on a laptop PC. The simulations, written using Microsoft's Visual C# and XNA Game Studio, provide a striking visualization of molecular processes in gases and liquids.

Other staff may be interested to see how they could use these free software tools to make their own lectures more appealing to the 'Xbox generation'.

### Teaching: Art or Science

Wed 11.30am–12.00noon, Room 122  
Monica Singhana

Is teaching an art or a science? Are the skills required for teaching a large class the same as those needed for a small class? How can staff maintain an effective teaching style despite the anxiety that sometimes comes with addressing a large audience?

This session will identify some practical ways of revitalising and improving teaching technique, such as using real life examples to illustrate ideas, effectively framing the pivotal question you are attempting to answer, and most importantly being yourself and having fun.



### Speed BSc: An innovative enquiry-based induction programme for undergraduates

Wed 12.05–12.30pm, Room 113  
Victoria Burns

Effective induction programmes can reduce social isolation of students, manage expectations, and encourage independent learning.

The new 'Speed BSc' induction programme was developed in Sport and Exercise Sciences and is designed to take students through all the stages of a 'degree', including a graduation ceremony, in around 8 hours!

The students worked in groups to complete tasks that are representative of those that they will face during their degree programme. Senior students were involved in the design and delivery of the programme; this offered support to the first years, as well as giving the mentors the opportunity to develop their own skills.

The presentation will report on our systematic evaluation of the induction, giving recommendations for future programmes, as well as lessons learned about how to effectively evaluate such provision.

### Motivation of Engineering Mathematics students using formative and summative assessment and credit

Wed 12.05–12.30pm, Room 121  
Edward Tarte

Three years ago, in an attempt to improve examination performance, weekly tutorials with attendance bearing credit were added to a first year course in engineering mathematics. These were supplemented by periodic class tests to provide feedback to the students on performance. Examination performance improved significantly in the first year, but the class tests showed that student performance and engagement varied over the course of the

two semester module. This presentation will discuss these variations and examine their possible causes, and will also describe the effect of changing the periodic assessment from formative to summative in the third year.

### Agreeing to Disagree: an approach to encouraging independent learning in first year students

Wed 12.05–12.30pm, Room 122  
John Carman

The transition from school to university can be traumatic for some students, with the greater expectations for independent thought and control over their own learning that we place upon them often causing difficulties. Our task is to help them become adept independent learners and critical thinkers. One thing academics are good at is argument – indeed 'argument' makes a good collective noun for academics – but it is frequently this aspect of academic practice with which students are least familiar.

Accordingly, we have in the IAA been experimenting with team-teaching arrangements that emphasise differences of approach and differences of opinion as integral to the process. Although we agree on the core elements of the modules involved – what we think it is important to talk about – we do not necessarily agree on the specifics of each point. By involving students in the ensuing debates, we help them develop as scholars in their own right.

### CLAD eLearning Drop-In

Wed 12.05–12.30pm, Room 112

The e-Learning Team will showcase a range of technologies available to support teaching and learning, including plagiarism detection software, assessment tools, student voting and WebCT. There will be opportunity for hands-on experience and to ask any questions you may have.



## Poster Abstracts

### The use of a video diary room for collecting students' self-reflections during outdoor education team skills courses

Sam Cooley

The evaluation of training courses is always challenging, and the development of new tools to help understand participants' experiences is a key priority.

This poster will present an innovative 'video diary room' method of qualitative research, piloted during an outdoor groupwork skills programme. A room was made available for students to share their learning experiences. Participants were left alone with prompt cards containing predetermined questions, and were asked to read out, and then answer each card to a video camera. A total of 40 entries were collected during 9 courses.

The method yielded a rich data set, revealing a variety of perceived outcomes including: groupwork and task management skills, mental toughness, wellbeing, improved relationships with staff and students and internationalisation. Moreover the diary room appeared to provide students with a reflective-learning tool, prompting thoughts about what skills were being learnt and how these would benefit them in academic and/or employment settings.

### Active Learning in Civil Engineering

Pedro Martinez-Vazquez

Active Learning in Civil Engineering consists of a number of exercises to be implemented within the civil engineering undergraduate and postgraduate programmes in the form of laboratory sessions. This development does not modify the structure of the civil engineering programmes, but it will use existing contents to promote the active participation of individuals in their learning process, to introduce them to

new technical/technological developments in the field, and to measure their learning performance. The laboratory sessions will be accompanied by on-line tests, in addition to a number of questions directly related to the active learning work which are to be embedded in coursework and exams. This will help to monitor how students perform during the laboratory sessions, to measure the effectiveness of active learning in civil engineering students, and to generate material for undertaking further research in educational techniques.

### Future Pharmacy: Developing a new integrative undergraduate pharmacy curriculum

Anthony R Cox, Christine A Hirsch and John F Marriott

The practice of Pharmacy has changed in both primary and secondary care environments in response to patient demand, professional regulatory changes and developments initiated by the Department of Health. A further review of Pharmacy practice has been undertaken by the DH under the auspices of 'Modernising Pharmacy Careers' and outcomes are likely to be implemented over the next few years. Consequently there are now concerns that current undergraduate pharmacy curriculums are not aligned with the evolving professional roles of pharmacists, which crucially involve greater clinical contact with patients and other professionals. We will describe the development of a new 5 year pharmacy undergraduate course, which focuses on the integration of fundamental pharmaceutical and biomedical science into clinical practice. The role of the regulatory, professional and the patient safety agenda will be related to the curriculum development process and the pedagogical basis of our course.

### School of Clinical and Experimental Medicine and MDS College Hub

Mary Keen, Philippa McLeish and Alison Cooper

To better understand student expectations and experiences of transition to university, we have used a Turning Point interactive 'questionnaire' with new students in Week 2 of the BMedSc programme in both 2010 and 2011. The information gained has informed the way we approach our extended induction activities. One clear outcome of the first session was that the overwhelming majority of students expected their tutor to read draft assignments before submission and provide advice as to how these could be improved; it may be that the mismatch between this expectation and the reality contributes to students' poor impression of feedback at university. During the next induction period, we stressed the importance of independence and self reliance to university level study, and the majority of students in the second cohort did not expect us to comment on draft assignments. Thus it seems that it may be possible to alter student expectations quite profoundly by simple interventions at induction.

### The Linguist

Madeleine Kilminster

In the first year of University, thanks to the funding I received from CLAD, I have started a campus magazine called The Linguist for people interested in other nations and cultures. It gives students the unique opportunity to read and write articles in the languages which they study as well as learn about the world.

We are now an established and lucid team of editors, writers, designers and proof readers who are all very enthusiastic to expand the magazine. Having launched in December, we have already run to three issues.



**'Kind of Blue'.****Improvisation in marketing strategy**

Dr Louise Canning

Marketing strategy implementation requires that managers have the capability to respond to the dynamic context in which organisations operate. This necessitates in-depth understanding of a strategic marketing plan as well as the skill, knowledge and support within marketing teams to enable improvisation and deviation from that plan. For students without prior business experience, the link between plans and improvisation is not readily apparent. This poster reports on the in-class use of live jazz as a means to connect the dynamic nature of improvisational performance with marketing strategy implementation.

**Acting like a marketing manager: the use of computer simulations.**

Dr Louise Canning

This poster reports on the use of a computer simulation as a vehicle for learning and skills development in which the dynamic nature of strategic marketing is replicated and theory is blended with practice. The poster features student reflections of their experience of acting as marketing managers, making marketing decisions and the skills they developed in strategy formulation and implementation. The poster reports on the value that the simulation provides to students through experiential learning and the low opportunity cost incurred by the module leader in using a specific simulation package.

**New library, new systems!****Introducing the Resource Discovery System.**

Sarah Pittaway, Catherine Robertson

Library Services is currently in the process of planning for a world-class new Library and Cultural Hub. Alongside this exciting development, we are also purchasing a suite of new library management tools and a Resource Discovery System (RDS) to ensure that our digital spaces are as impressive and user-friendly as our physical ones. This poster will explain what an RDS is and how it impacts on and enhances learning, teaching and research and the experience of using the library collections.







# Exhibitors' details

You are invited to visit the following stands in the Muirhead foyer on Tuesday 26 June:

## Academic Services

Aston Webb Building  
University of Birmingham  
Edgbaston  
Birmingham B15 2TT  
t: 0121 414 3091  
[www.as.bham.ac.uk](http://www.as.bham.ac.uk)

## Epigeum Ltd

13 Princes Gardens  
London  
SW17 1NA  
t: 0207 5947365  
e: [info@epigeum.com](mailto:info@epigeum.com)  
[www.epigeum.com](http://www.epigeum.com)

## Centre for Learning and Academic Development (CLAD)

Watson Building  
University of Birmingham  
Edgbaston  
Birmingham B15 2TT  
t: 0121 414 2962  
e: [cladenquiries@contacts.bham.ac.uk](mailto:cladenquiries@contacts.bham.ac.uk)  
[www.as.bham.ac.uk/clad](http://www.as.bham.ac.uk/clad)

## Workplace Wellbeing

University of Birmingham  
Edgbaston  
Birmingham B15 2TT  
e: [healthandsafetycontacts@bham.ac.uk](mailto:healthandsafetycontacts@bham.ac.uk)  
e: [occupationalhealth@bham.ac.uk](mailto:occupationalhealth@bham.ac.uk)

## Library Services

Main Library  
University of Birmingham  
Edgbaston  
Birmingham B15 2TT  
t: 0121 414 5828  
e: [library@bham.ac.uk](mailto:library@bham.ac.uk)  
[www.library.bham.ac.uk](http://www.library.bham.ac.uk)

## People and Organisational Development (POD)

31 Pritchatts Road  
University of Birmingham  
Edgbaston  
Birmingham B15 2TT  
e: [pod@contacts.bham.ac.uk](mailto:pod@contacts.bham.ac.uk)  
[www.birmingham.ac.uk/hr/development](http://www.birmingham.ac.uk/hr/development)

## English for International Students Unit (EISU)

Westmere, University of Birmingham  
Edgbaston, Birmingham, B15 2TT  
t: 0121 414 5697  
e: [p.g.horton@bham.ac.uk](mailto:p.g.horton@bham.ac.uk)  
[www.eisu.bham.ac.uk](http://www.eisu.bham.ac.uk)



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