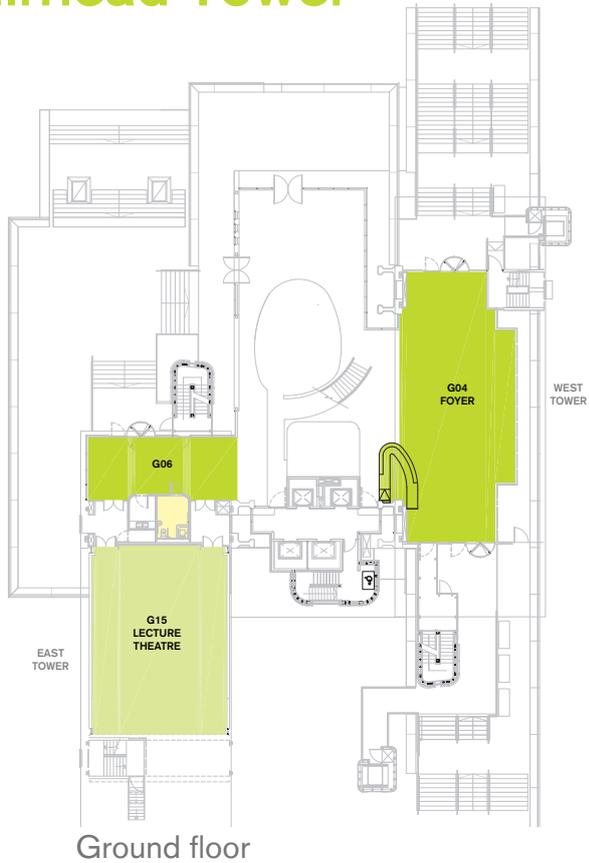


Muirhead Tower



Welcome

This year is the 11th Teaching and Learning Conference at the University of Birmingham; an event that provides an exciting opportunity for staff from across all disciplines, to discuss current developments in teaching and learning, as well as share experiences and good practice.



The theme for the conference this year is Educational Innovation, and in addition to a number of presentations under this theme, we will be concentrating on three key areas of innovation.

Virtual laboratories enable the user, whether student or staff member, to watch or carry out 'virtual' experiments, practise the techniques and make mistakes, before they step into the 'real' laboratory. The University of Bristol is at the forefront of developing these virtual resources, and we are pleased to welcome Dr Gus Cameron as a guest speaker to tell us about their exciting work.

We are also delighted to have Dr Holly Shiflett from Deltak-Wiley with us to share their

experience in supporting International and Distance Learning.

Finally, we welcome Dr Samantha Pugh, from the University of Leeds, who will lead the session on Student-owned Learning, the third key theme of the day.

As part of each of these sessions, University of Birmingham staff have been invited to present their own innovative work and experiences in each area.

In addition to these plenary sessions, there is a fourth open session that features presentations running in parallel across three rooms. These will cover the three themes as well as a wide range of

other teaching and learning topics. Staff were asked to register in advance for the open session presentations that were of particular interest and all presentations will be made available to attendees after the event. This booklet contains the running order for the conference as well as the abstracts for each of the talks.

I hope that you find the event both interesting and enjoyable and that the featured presentations will enhance and inform your own contribution to teaching and learning at the University over the coming academic year.

Professor Jonathan Green
Deputy Pro-Vice-Chancellor (Education)
and Director of the Teaching Academy

Timetable for the day

| Time | Event | Location | | | |
|---|---|---|---|----------------------|------------------------------------|
| 9.00–9.30am | Registration and refreshments | Muirhead Foyer | | | |
| 9.30–9.40am | Welcome and opening remarks Prof. Jonathan Green, Deputy Pro-Vice-Chancellor (Education) | | | | |
| 9.40–11.00am | Dr Holly Shiflett – Deltak-Wiley (to include University of Birmingham respondents) | G15, Muirhead | | | |
| 11.00–11.15am | Refreshments Break | G15, Foyer Area, Muirhead | | | |
| 11.15am–12.35pm | Dr Gus Cameron, University of Bristol (to include University of Birmingham respondents) | G15, Muirhead | | | |
| Moving from Ground Floor to First Floor for lunch | | | | | |
| 12.40–1.30pm | Lunch | Split across First Floor Foyers – east and west wings | | | |
| 12.40–1.30pm | Poster presentations | Room 113 and 122, First Floor, Muirhead | | | |
| 1.35–2.50pm | Open sessions (15 minute talks) | 1. Room 112, First Floor, Muirhead | | | |
| <i>see separate schedule on Page 10 for further details</i> | <table border="1"> <tr> <td>1. Student-Owned Learning</td> <td>2. International and Distance Learning</td> <td>3. Open Topic</td> </tr> </table> | 1. Student-Owned Learning | 2. International and Distance Learning | 3. Open Topic | 2. Room 121, First Floor, Muirhead |
| 1. Student-Owned Learning | 2. International and Distance Learning | 3. Open Topic | | | |
| | | 3. Room 118, First Floor, Muirhead | | | |
| Moving from First Floor to Ground Floor | | | | | |
| 2.55–3.10pm | Refreshments Break | G15, Foyer Area, Muirhead | | | |
| 3.10–4.30pm | Dr Samantha Pugh, University of Leeds (to include University of Birmingham respondents) | G15, Muirhead | | | |
| 4.30–5.00pm | Final discussion and closing remarks | | | | |

Keynote speakers: biographies and abstracts



Dr Holly Shiflett

Deltak-Wiley
Chicago, USA

Dr Holly Shiflett gained her PhD in Higher Education Management at the University of Pittsburgh, USA. Until June 2013, Holly worked as Director of Online Programs and Associate Director for the Center for Instructional Development and Distance Education. At Pittsburgh, she was responsible for initiating the institution's first online programs (www.online.pitt.edu). She has held the role of Senior Director of Academic Services and provided strategic planning and support services for a number of higher education institutions as well as corporate partnerships including Yahoo! Search Marketing, Coors Brewing Company and Thales Avionics. Holly is currently employed at Deltak-Wiley in Chicago as a Learning Solutions Consultant.

Keynote address: Developing innovative online courses to build community, engagement and retention

Time: 9.40–11.00am

Room: G15, Muirhead

Distance education originated in the UK as a correspondence method of study. Today, internet-based programs (both blended and fully online) are pervasive in the US and UK. Along the way, the process of developing an online course has evolved as well. It is interesting to consider that the development of distance education modules has changed in some ways (for example, the use of technology and new delivery methods) but remained the same in others (requirements for process and planning).

This presentation will provide an overview of the distance education landscape in the United States and share insights into current course development approaches and innovations. The session will discuss best practices related to online development with a focus on student retention, engagement, community and quality.

The Wiley process for collaboratively developing online modules and programmes will be shared along with an overview of common approaches and best practices for online delivery. The session will conclude with a summary of frequently asked questions about the development process and an opportunity to inquire about commonly used methods and approach.

This session will seek to answer the following questions:

- What are the best practices related to online development?
- How is online delivery different from face-to-face instruction?
- How can quality be evaluated in an online course?
- What does a faculty member need to know to develop an online module?

University of Birmingham perspective:

Dr Matthew Bridge, School of Sport Exercise and Rehabilitation Sciences; Dr Glyn Watson, Director of Education, College of Social Sciences and University Director of Alternative Modes of Delivery



Dr Gus Cameron

University of Bristol

Following completion of his PhD in Proteolytic Enzymes, Dr Gus Cameron moved to the USA in the late 1990s to take up a post in Iris Lindberg's laboratory studying post-translational neuropeptide processing. A couple of years and several published papers later, Gus moved to the School of Biochemistry at the University of Bristol to take up a position on a joint collaboration with GlaxoSmithKline designing inhibitors of plasmodial lactate dehydrogenase. Following a lectureship and wanting to improve large-scale practical teaching, Gus developed eBiolabs in 2009 on the back of a £200,000 JISC grant. This online system 'flipped' practical teaching so that students spent time thinking about the experiment before entering the laboratory. The system is now one of the flagship teaching and learning projects at the University of Bristol.

Keynote address: Flipping Labs

Time: 11.15–12.35pm

Room: G15, Muirhead

Two Centres for Excellence in Teaching and Learning at the University of Bristol, AIMS and ChemLabS, are dedicated to improving the student experience in the laboratory. One of their main findings is that the key to success is to reduce the cognitive overload that often occurs when students encounter an unfamiliar environment and new techniques. When this occurs, the typical response is that the student focuses excessively on the current step of the protocol with the consequence that they are unable to describe the overall purpose of the experiment or respond to unexpected results. Frustration and disillusionment with laboratory work can quickly follow.

To reduce these phenomena – and increase student achievement and satisfaction – we developed eBiolabs, a Dynamic Laboratory Manual, using a combination of online resources, assessment strategies and practical classes.

This system is one of the most integrated and advanced set of resources for laboratory teaching currently in use in higher education. The online tools include interactive simulations and videos, together with formative and summative tests allied to innovative administrative systems to manage the online submission, marking and return of coursework.

eBiolabs currently supports over 2000 students who collectively spend over 150,000 hours in the teaching laboratories and submit over 100,000 pieces of coursework online. Since the introduction of flipped practical teaching, feedback to students is more consistent, more extensive and more timely, and the marking and administrative burden has been reduced. Members of staff have reported improved student performance in the laboratory and data show student satisfaction with laboratory work has increased.

University of Birmingham perspective:

Peter Rainger, College of Medical and Dental Sciences; Dr Ian Shannon, School of Chemistry



Dr Samantha Pugh
University of Leeds

Dr Samantha Pugh is deputy chair of the Leeds Enhancing Educational Practice Network (LEEP), which brings together colleagues across all disciplines to develop evidence-based practice and impact evaluation in the enhancement of student education at the University of Leeds. She also co-leads an international series of activities to support those wishing to begin pedagogic research within the STEM disciplines in higher education. In addition to her STEM work, Samantha implemented a successful Peer-Assisted Learning Scheme within all Schools across the Faculty of Mathematics and Physical Sciences. This has created a strong student-led community within those Schools, addressed transitional issues such as confidence and adjustment to university life, and provided an excellent development opportunity for mentors using a philosophy of empowerment through ownership.

Keynote address: Integrating Successful Student-Owned Learning with a Research Intensive University

Time: 3.10–4.30pm
Room: G15, Muirhead

There is currently much dialogue within higher education regarding the role that learners can have in enhancing their own learning experience and the opportunities that universities should provide to enable them to do so. Whilst this debate can focus upon ensuring a learning experience that meets student expectations, it is also often motivated by the need to consider how students can more successfully develop the graduate attributes necessary for the workplace or further study. There is, quite rightly, increasing recognition of the importance of the 'student voice'; however the role that students can play in influencing the design and content of the higher education curriculum, for example, is hotly contested amongst many academic staff, and evidence exists that many learners do not always fully appreciate the overall nature of their programmes of study until

some years after graduation. This therefore gives rise to the question, how can we as universities successfully involve students in the learning process in a meaningful way?

Student-owned learning offers one perspective for achieving this in a mutually beneficial and meaningful manner. It involves placing learners in direct control of their learning process, but within a broad academically defined framework that offers sufficient flexibility for the students themselves to determine the overall direction and nature of the activities that they will undertake, either as individuals or as a group. If implemented successfully, student-owned learning provides a balance of activity that enables students to learn deeply, but perhaps more significantly to effectively develop their higher-order skills – that is, those skills deemed essential for the workplace and further study such as problem solving, critical analysis and resilience.

This presentation will describe the concepts and key features of student-owned learning through

the consideration of several examples of activities that have been successfully integrated within the Faculty of Mathematics and Physical Sciences at the University of Leeds. It will highlight that student-owned learning is not a concept that exists in isolation within an academic programme, but one that brings together a range of concepts including peer support, social and personal contexts, reflection, assessment, feedback, learning resources and materials, as well as contact time and facilitation of learning by academic members of staff. It will explore the benefits that student-owned learning offers to both staff and students, and will conclude by offering practical advice and guidance for those wishing to explore how their learning activities may become more 'student owned'.

University of Birmingham perspective:

Elliot Yates, studying Medicine(MBChB);
Dr Jeremy Pritchard, School of Biosciences



Open Session Timetable

| Time | 1. Student-Owned Learning Room 112 | 2. International and Distance Learning/ Virtual Laboratory Room 121 | 3. Open topic Room 118 |
|---|---|--|---|
| 1.35-1.50pm | The Birmingham Project: Engaging Students, Enhancing Employability | Using Canvas with Distance Programmes; A Birmingham Case Study | Revolutionising mathematics examples classes: from demonstrator to facilitator |
| Five minutes to move to next session | | | |
| 1.55-2.10pm | Student-led learning on the Personal Skills Award | Development of an online induction module (OIM) for postgraduate students | Technology-enhanced fieldwork learning |
| Five minutes to move to next session | | | |
| 2.15-2.30pm | An introduction to the College of Arts and Law Bank of Assessed Work | Using discussion boards in Canvas | Lecture Recording: A way to support students with learning difficulties |
| Five minutes to move to next session | | | |
| 2.35-2.50pm | Sharing Good Practice at grass roots level: An EPS student forum | eLabs: remote education with Virtual Instrument Platforms in EECE Labs | A study of video case deployment in undergraduate business teaching |

1. Student-Owned Learning

The Birmingham Project: Engaging Students, Enhancing Employability

Time: 1.35pm

Room: 112

Format: Interactive

The Birmingham Project, one of the flagship elements of the University's Curriculum Review, pilots in 2014, with its first delivery having drawn to a conclusion at the end of June. In the light of the pilot process, the project team will offer an introduction to the Project, explain its creative and innovative features (in particular its engagement with external organisations and its teamwork and personality analysis focuses) and talk through the project challenges that our pilot groups and academics have been tackling. We will also present some of the work produced by the students in the pilot challenges, and provide plenty of opportunity for questions and discussion about the Project and its future potential.

Presenters

Andrew Davies, Michelle Herron
and Emma Thompson

Student-led learning on the Personal Skills Award

Time: 1.55pm

Room: 112

Format: Interactive

The Personal Skills Award (PSA) – currently celebrating its 10th anniversary – provides students with an opportunity to take ownership of their own employability development; a principle that is embedded into the structure of the programme.

The PSA allows students to participate in a way that supports and develops their individual learning style, through offering a choice of pathways for engagement. We support students in developing reflective practice, and enable them to use their personal interests and experiences as the foundation for their learning. Collaborative, blended approaches – and encouraging engagement with peers through discussion and group-work – are also key features of the programme.

Over the past few years, further educational innovation has taken place, and we are beginning to work with students as 'partners'. We have recruited a number of student-staff members to co-create educational resources, and co-deliver (or independently deliver) workshop sessions. Students who partner with us have an opportunity to develop key skills (such as presentation, communication and interpersonal skills); whilst other students benefit from the 'real voices' perspective of their peers.

This takes the concept of 'student ownership' to the next level; allowing students to create learning opportunities for others, in addition to taking responsibility for their own development. This session will look in detail at three initiatives recently introduced by the PSA Team:

1. PSA 'Student Ambassadors' delivering information and induction sessions
2. PSA 'Student Presenters' sharing their own experiences at skills-based workshops
3. The use of peer-to-peer assessment (in both face-to-face workshops, and in our new e-learning module)

By attending this session, participants will gain an insight into the key benefits – as well as challenges – of our approach, which may be used to inform practice elsewhere. We will also share some 'real voices' feedback from students who have participated in our initiatives.

Presenter

Ellen Shobrook

An introduction to the College of Arts and Law Bank of Assessed Work: how examples of real pieces of work can help students to actively engage with the marking criteria and feedback in order to improve their approach to assessments.

Time: 2.15pm

Room: 112

Format: Presentation

The Bank of Assessed Work is a collection of anonymised UG and PGT essay and exam answers with feedback across the mark range and including pieces of work from all five College

of Arts and Law (CAL) schools. This resource has been created with funding from the Alumni Giving Fund further to a TESTA recommendation and has been a joint endeavour involving collaboration between the Student Experience and CAL Education Technology teams.

Currently, there are over 300 pieces of work on the Bank in total and this is growing. Invitations to use the Bank have been accepted by over 5,000 staff and students. Since its launch in Canvas in late November 2013, there have been over 65,000 individual page views and formal feedback (via the online questionnaire and further to joint college Academic Writing Advisory Service/Bank sessions) and incidental feedback have both been incredibly positive.

This presentation will provide an overview of the Bank as it stands and how the college plans to develop it to include:

- Interactive materials to help students improve aspects of their writing (phase 2)

- Other assessment formats, namely audio and visual (phase 3)
- Self-reflective content from students to accompany their work with regard to how they approached an assessment and how they responded to their feedback in future assessments (phase 3).

This session is proposed with a view to encouraging colleagues across the university to consider developing a similar resource.

The Bank supports the strategic priorities of the institution with regard to expanding the effective use of technology-enhanced learning, enhancing assessment and feedback and developing resources that support an inclusive curriculum. It is also aligned to the College's Education Strategy with regard to supporting students to enable them to reach their full potential.

Presenter

Helen Murray

**Sharing Good Practice at grass roots level:
An EPS student forum**

Time: 2.35pm

Room: 112

Format: Presentation

The year-two undergraduate representatives within the School of Physics and Astronomy successfully applied for CLAD funding to run an EPS College student forum. The motivation was to spread a knowledge of educational and administrative good practice between the undergraduates in Schools in the College. The forum was planned by the student reps with planning guidance from within the School provided by Dr Nicola Wilkin, and from outside by Mr Michael Grove and Mr Daryl Davies.

Within Physics we have a number of systems (with distinct benefits) for discussing both administrative and academic staff issues that arise within each year group. We felt that we had many good ideas and practices to share, but certainly not a monopoly of wisdom! So, we

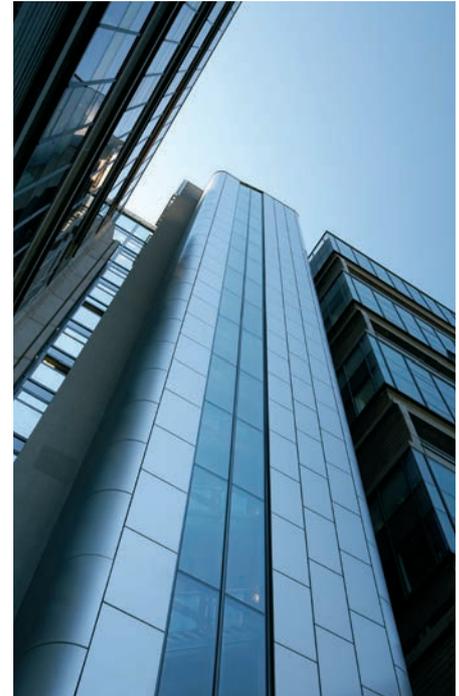
wanted to know what happens in other Schools across the College of Engineering and Physical Sciences (EPS) and to share ideas for improvements to current practice.

The workshop ran on the 19th February and was very successful. We would like to discuss and share the findings – which are not EPS specific. In particular how can reps most effectively communicate with the year groups? Should we use Facebook or Canvas for communication? How do you know you have the views of the year group and not only those who 'shout the loudest'?

All who had informal rep meetings with academic and/or administrative staff valued them highly. We will discuss the possible formats for these and scheduling issues, particularly clashes with AVDs.

Presenter

Adam Greenhill, Helen Ansell
and Dr Nicola Wilkin



2. International and Distance Learning/ The Virtual Laboratory

Using Canvas with Distance Programmes: A Birmingham Case Study

Time: 1.35pm

Room: 121

Format: Interactive

In this session we will be sharing our experiences of what happens when Canvas, 'an all-singing, all-dancing VLE', meets a well-established and successful distance-learning programme.

Our programmes started 18 years ago with paper and then moved on to being largely computer-based some eight years ago. Now, it seems, our students want to be able to learn 'on the move' utilising whatever electronic device they happen to have to hand.

In this case study we will look at how existing materials can be adapted and enhanced in order to make full use of the facilities offered by

Canvas. We will examine how Canvas influences materials development and look at how the delivery of the distance programmes is being adapted in order to make full use of modern technology.

This is also a case study in how 'the academic' works with 'the technician'. We would like to take this opportunity to share some of the things we have learnt from working together on what is turning out to be quite a major project. What are the do's and don'ts of a successful collaboration?

This session will be of particular interest to anyone who is working with Canvas and particularly those working in the area of distance or blended learning.

Presenters

Dr Crayton Walker and Oliver Ireson

Development of an online induction module (OIM) for postgraduate students.

Time: 1.55pm

Room: 121

Format: Presentation

This presentation will report on a CLAD-funded project on the development of an online induction module (OIM) for part-time, postgraduate distance students.

The project utilises flexible pedagogies to break down many of the traditional barriers to learning faced by distance-learning students, and accommodate variations in mode, place and pace of learning. For example the OIM is created and delivered in Canvas, and utilises a range of content, media and activities to engage students in the induction process and avoid the need for face-to-face induction at a specific time.

The project will consider the contributions of OIM to the experiences of this group of students through auditing and evaluating student learning at different stages, including induction, engagement with learning, and assessment and feedback arrangements.

The format of the presentation will involve verbal presentation with Powerpoint, examples of the OIM content and activities from Canvas, and will include:

- An explanation of the OIM structure for generic and programme-specific strands
- An overview of the OIM materials and the process undertaken in design
- A discussion of implications of OIM for an under-researched group of learners: PGT students beginning their masters-level study for professional development
- Details of how colleagues can use the materials for their own courses

We will also demonstrate how the OIM addresses the relationship between Quality

Assurance and Quality Enhancement and 'shifts the emphasis from quality assurance to quality enhancement' where 'quality enhancement is taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students.' (QAA 1997)

That is, the OIM seeks to take student learning beyond maintaining quality of standards of HE, to enhance the quality of their preparation to learn and equip them for their subsequent masters-level learning programme.

Presenters

Deidre Martin and Geraint Evans

Using discussion boards in Canvas

Time: 2.15pm

Room: 121

Format: Interactive

The use of online discussion boards in HE settings to promote teacher-student and student-student interaction has gathered

increasing attention thanks to their potential in blended- and distance-learning environments (eg. Moreno, R. I. G. (2011). The Role of Discussion Boards in a University Blended Learning Program. *Profile: Issues in Teachers' Professional Development*, 13/1). This session will look at ways in which discussion boards on Canvas can become a useful part of both onsite and distance course delivery, using examples from the English for Academic Purposes modules within the BFA Foundation course for international students. The session will provide a brief rationale for the use of discussion groups for purposes other than 'discussion' and take a look at some examples of the way in which this tool can be used to promote critical analysis and as a stepping stone to useful and effective peer review of written work.

Presenter

Jane Sjöberg

eLabs: remote education with Virtual Instrument Platforms in EECE Labs

Time: 2.35pm

Room: 121

Format: Interactive

Traditionally, Electrical Engineering is taught using three different tools: textbooks and lecture, software simulation, and testing in the laboratory. With no correlation between the tools, students often struggle to transition from the classroom to the laboratory, and from theory to implementation. These gaps of each phase in the learning process today inhibit students from gaining the experience they need to be successful engineers and scientists of tomorrow.

A virtual instrument platform provides a way of interfacing a special reconfigurable circuit board to a PC. Any test instruments required are defined and created as virtual instruments on the PC screen using software. Many industry-standard tools are formed in this way,

so experience of virtual instruments is of great benefit for engineers during their training. Files of data from such instruments can be generated also from remote PCs for display and/or processing purposes. Therefore, the laboratory experience can be not only more interactive, but can continue outside the normal teaching hours. In fact, the use of virtual instruments, located in an 'eLab', offers great opportunities for creating, from a limited hardware base, a wide range of different laboratory experiences, exploiting the data capture and reconfiguration features that this approach offers.

The presentation will show the concept of the eLabs for laboratories in engineering disciplines and will give a demonstration on how students can remotely conduct experiments and control instruments. The experiments will be physically present in the EECE laboratories and available 24/7, increasing the learning experiences and research tools available to students. Two different circuits will be available for an

interactive demonstration and the authors will be present to show the main features of the new learning environment.

Presenters

Christopher Hicks, Ivan Krastev,
and Pietro Tricoli



3. Open Topic

Revolutionising mathematics examples classes: from demonstrator to facilitator

Time: 1.35pm

Room: 118

Format: Presentation

First-year mathematics is a cornerstone double module within the Physics degrees. A deep understanding of the concepts and techniques presented is a key to success in all the physics modules.

It is run as a combination of lectures (200+ students) and examples classes, where the students work on problem-based learning. The lectures are delivered, by student preference, on the visualiser and blackboard. At last year's end-of-session feedback session students expressed dissatisfaction with the compulsory examples classes associated with the module. Non-attendance correlates strongly with poor attainment in examinations.

Students arrive with very good grades (typically an A* or, at worst, an A in A-level Mathematics, and often in Further Mathematics). However, despite this success, they have taken a wide range of possible modules within A-level Mathematics, which vary in their utility in preparation for university physics. They will all have been top (or close to top) of their cohort pre-university, thus some find it difficult to acknowledge that they would benefit from help compared to their University peers.

Discussion with the demonstrators indicated that they found it hard to prise questions out of the students, which were often improperly associated with the assessed questions. Concluding that the issue was a lack of constructive dialogue, I decided to change the tenor of the examples class. The question style was altered to one that required group discussion (two to four people ideally) and input from a demonstrator. (Based on the premise that a group asking for help would feel less intimidating.)

This talk will explain the effectiveness of the new-style sessions, as evidenced by the results of a questionnaire for both undergraduates and demonstrators. Fine-tuning will occur in response – but it is clear this is a major improvement to our mathematics delivery within the School.

Presenter

Dr Nicola Wilkin

Technology enhanced fieldwork learning

Time: 1.55pm

Room: 118

Format: Interactive

Fieldwork is an essential component of Ecological Education and iPad technology provides an opportunity to both improve the fieldwork experience, and enable immediate data analysis and interpretation allowing assessment to be carried out in the field. We will report on an ongoing CLAD project that

used iPads within an existing Field Ecology module jointly run by Biosciences and GEES to enhance fieldwork learning. This will be an interactive session and you will be able to experience how using 'apps' such as i-movie, GeoMeasure, Geolog, Skitch, and FieldtripGB can help to engage students in outdoor learning.

Presenters

Lesley Batty and Jeremy Pritchard

Lecture Recording: A way to support students with learning difficulties

Time: 2.15pm

Room: 118

Format: Interactive

Supplementary lecture recording (eg. Powerpoint slides and audio) is used widely in HE, but its impact on student learning remains unclear. Here we summarise the findings of two studies on this approach with a focus on their ability to support students with learning difficulties:

1. A large cohort study in Years 1 and 2 Medicine
2. A small 'controlled' study to examine whether lecture recordings support dyslexic (and neurotypical) students' learning.

We use a combination of questionnaire, focus group, download 'analytics' and exam data, to show that lecture recordings are used by a large proportion of students, but are more heavily used by students that face academic difficulties, notably by dyslexic students. Focus group discussions suggest the approach allows these students to control the pace of their learning, and helps compensate for their difficulties in note taking in lectures. Whether this approach has an impact on academic performance remains unclear due to the small numbers of students involved. However, our data does suggest that dyslexic students prefer to access lecture recordings than textbooks for independent study, and learn from these materials as assessed by increased grades. These data suggest that this approach

is a potentially important component of learning support.

Ideally, the session will develop into a broader discussion to explore the audience's experience of using technology to support students with learning difficulties, and inform further development of these ongoing studies.

Presenters

Karl Nightingale, Vikki Anderson and Sue Onens



**A study of video case deployment
in undergraduate business teaching**

Time: 2.35pm

Room: 118

Format: Presentation

This presentation describes an experiment using online video case studies as the basis (variously) for formative in-class and online forum activity and assessment of group coursework and via case-based exam.

Fundamental concepts underpinning the action research design were Learning styles (Fleming, 2001), Student engagement (Skinner at al., 1990) and Group work (Gatfield, 1999).

The research sought to observe and explain student engagement behaviours when faced with innovative teaching methods using: observation, data collection on student interactions with the videos, focus groups and

via a short survey. The methodology developed as the project progressed in order to widen the scope of enquiry and to avoid Hawthorn issues that can be associated with pilot projects and subjects under scrutiny.

On the key question of learning development the findings are unimpressive. Although different features were used in the teaching and assessment over the period of the study, and it would be difficult to separate the effects of each, it remains that the overall quality of student work remained significantly unchanged.

However, student satisfaction with the module remained high and qualitative comments and focus group discussions underpinned the behavioural and emotional engagement that the videos were designed to foster.

In a complex area, with numerous potential factors affecting student behaviour the findings

are, at best, tentative. However, student ability to cope with and master new techniques was illustrated.

Implications for practice are to continue to innovate, engage and introduce flexibility in order to keep pace with or even exceed student expectations of engagement. The status quo is not a sensible strategy but just how far to travel down the road of innovation is undecided.

Further research is, of course, desirable in order to tease out specific factors that enhance engagement whilst at least maintaining satisfaction and learning.

Presenter

Dr Keith Pond

Posters Presentations

The posters will be located in rooms 113 and 122, first floor of Muirhead Tower

| Name | Title | Session |
|-----------------|--|-------------------------------------|
| Pete Rainger | Demonstration on virtual lab | Virtual Laboratory |
| Sarah Loveridge | NICE Evidence Search Student Champion Scheme: an example of student-owned learning | Student-Owned Learning |
| Christine Szwed | Lessons learnt from international collaboration – strategic and ambivalent cosmopolitan | International and Distance Learning |
| Ruth Whittle | Promoting student-owned learning in Modern Languages students | Student-Owned Learning |
| Liz Wragg | An exploration into the development, analysis and learning design of MOOCs at the University of Birmingham | International and Distance Learning |
| Hassan Hemida | Make PowerPoint-based lectures fun for engineering students | Open Session |
| Shamil Haroon | The Research Cloud: Professional web profiles for Postgraduate Researchers | Open Session |

Lunch

Lunch will be served on the first floor of Muirhead Tower, in the east and west wing foyer areas.



Sponsors

Instructure

We are delighted to announce that Instructure are sponsoring the Teaching and Learning conference this year, and will be travelling to the University in order to exhibit on the day.

A University of Birmingham partner, Instructure is a technology company committed to making teaching and learning easier. Instructure provides teaching staff and students modern tools that empower and improve the student learning experience. Instructure offers Canvas, the open and cloud-native VLE, as well as Canvas Network, and index of open online courses by academics everywhere.



Resources

Canvas

All delegates who have registered to attend this year's Teaching and Learning Conference will have access to the accompanying conference resources course within Canvas, the University's new virtual learning environment. The course includes the presenter profiles, abstracts, presentation media and Panopto recordings from the conference sessions. All staff registered to attend the conference will be enrolled onto the course, which can then be accessed by choosing 'Teaching and Learning Conference' from the 'My Courses' list when using Canvas.

To log in to Canvas, go to

intranet.birmingham.ac.uk/weblearn



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