HETL 2023

Re-Imagining Education: Collaboration and Compassion

12 - 14 June 2023

1495
UNIVERSITY OF
ABERDEEN

HETL
International
Higher Education
Teaching & Learning
Association

Contents

Welcome

Dear Delegates

On behalf of the University of Aberdeen and HETL, we are delighted to welcome you to the International Higher Education Teaching and Learning (HETL) annual conference in Aberdeen. We are thrilled to have educators and students from multiple universities from several countries across the world attending this important conference and social events.

Over the three days, we will have the opportunity to learn with and from each other, to share good practices, and to create networks that will help us to enhance our own practice in our organisations. With Sustainable Development Goal (SDG) 4, firmly in focus, we as educators across the world are tasked with the challenge of ensuring inclusive and equitable quality education and providing lifelong learning opportunities for all. Long-term partnerships between educational institutions are one way to address the challenges in the global educational landscape with cultural sensitivity, greater reciprocity and collaboration. The title of our conference underpins our choices on collaboration and compassion. The four themes give us focus for the conference: Inclusive, Interdisciplinary, International, and Sustainable. Our presenters have used these themes well, allowing us to create a vibrant and stimulating scientific programme. Our conference and the entertaining social events will bring together our community of leading educators in a safe and fun space where we will network and collaborate to initiate nurturing strong relationships beyond our own universities with the global teaching community.

We are very much looking forward to sharing these days with you, and to welcoming you all in Aberdeen in June.

Dr Amudha Poobalan,
Chair of HETL conference
steering group

Professor Ruth Taylor,
Vice-Principal for Education

Welcome

Dear Conference Participants,

On behalf of the global education community, I welcome you to the HETL 2023 Conference, hosted by the University of Aberdeen. Scotland is a wonderful location with a rich and diverse history, culture, and set of attractions. During your stay, I hope that you will take some time to enjoy what Aberdeen has to offer. The 2023 HETL conference theme on reimagining education, collaboration and compassion, provides us an opportunity to learn from each other on how we can make education at all levels more relevant to the lives of everyone around the world. Education is vital to the ongoing economic and social development of society as well as to the sustainable development of the planet. The achievement of these goals begins with a value system based on collaboration and compassion. Collaboration is important because humanity will only be able to move forward by working together to solve the most critical issues before us, like climate change, extreme poverty, and human rights violations. Compassion is important because life on planet Earth is interconnected and interdependent so compassion provides us the motivation to work towards the betterment of humanity. In short, compassion is the fuel that drives collaboration. I wish you safe travels and an enjoyable stay in Aberdeen. Please visit the HETL website (**hetl.org**) to learn more about our activities and how you can get involved.

Regards,

Dr. Patrick Blessinger
President, HETL Association

Information on HETL

The vision of HETL is to advance the scholarship and practice of teaching and learning in higher education and beyond. To achieve its vision, HETL works with educators from all institutional types and missions committed to improving and transforming teaching and learning, including related areas such as curriculum, assessment, research, service, and community engagement, as well as related leadership areas such as governance, management, policy, strategy, and decision-making at all levels.

Since its founding, HETL has fostered international understanding and cooperation by building spaces for educators to come together for dialogue and collaboration through our international conferences, webinars, and publications. Thus, by creating a participatory culture of learning, HETL aims to give voice to the common needs, concerns, and aspirations shared by the global education community. As a global community for research and innovation in teaching and learning, HETL seeks creative solutions to the toughest challenges confronting higher education and the world. HETL addresses these challenges collaboratively through dialogue, research, and dissemination of best practices.

To join HETL, please go to **https://members.hetl.org/**

Journal of Applied Research in Higher Education

Journal of
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anthology

Provider of holistic ecosystem of EdTech solutions designed to open a world of possibilities for your institution and your learners.

evasys

Supplier of evaluation and assessment solutions.

emerald PUBLISHING

Publisher of the Journal of Applied Research in Higher Education.

BLACK IMPACT — STRENGTH & SOLIDARITY

A student network that seeks to empower and support the leadership development and career aspirations of Black students across the UK.

Advance HE

Advance HE is a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students and society.

University of Strathclyde Glasgow

Staff from the University will facilitate the first networking session using Lego Serious Play. You can find out more from those at their stand.
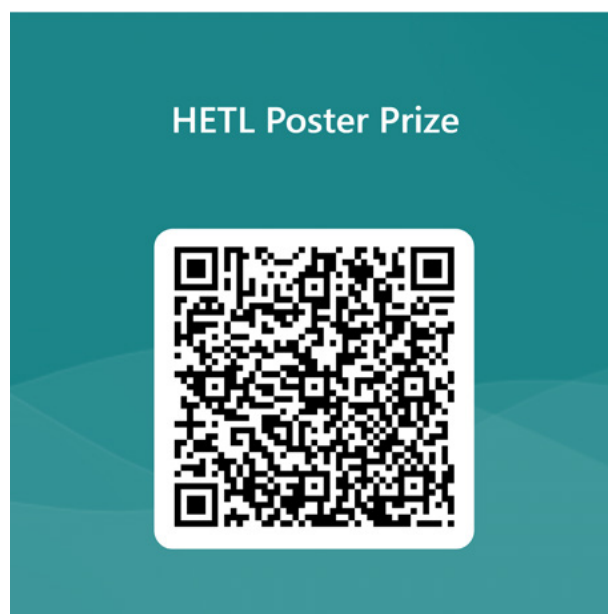

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Established to serve the north-east of Scotland, today our university is a global presence in higher education. A dual focus on our region and the wider world is as important to us today as it was five centuries ago. The four key areas of focus for the University; International, Inclusive, Interdisciplinary and Sustainable have been adopted as the themes for the conference.

Prizes

The University of Aberdeen are sponsoring the Poster Prize – registered delegates will have the opportunity to vote for their favourite poster displayed at the conference. There will be a First Prize and two Runners Up Prizes.

Use the QR Code below to cast your vote – remember only one vote per person will count – we'll only include your first selection.

HETL Poster Prize

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Programme

Outline Prgramme

Monday 12 June 2023

08.30 – 09.00	Registration and Coffee
09.00 – 09.05	**House Keeping**
	Dr Amudha Poobalan
09.05 – 09.15	**Welcome and Introduction**
	Professor George Boyne.
	Principal University of Aberdeen
09.15 – 10.15	**Plenary Session introduced by Professor Ruth Taylor**
	Professor Mona Siddiqui
	Inclusion in an Interdisciplinary context
10.15 – 11.00	Refreshment and Networking Break
11.00 – 12.30	**Parallel Session One**
12.30 – 13.30	Lunch
13.30 – 15.00	**Parallel Session Two**
15.00 – 15.30	Refreshment Break
15.30 – 17.00	**Parallel Session Three**
18.00 – 19.30	**Civic Reception**
	Town House, Union Street, Aberdeen

Tuesday 13 June 2023

08.45 – 09.15	Registration and Coffee
09.15 – 09.30	**Opening Remarks – Introduced by Patrick Blessinger**
	His Excellency Dr Ibrahim Bin Saleh Al-Naimi
09.30 – 10.30	**Plenary Session introduced by Professor Steve Tucker**
	Professor Ruth Taylor and Heather Innes
	Enhancement Themes
10.30 – 12.00	**Parallel Session Four**
12.00 – 13.00	Lunch
13.00 – 14.30	**Parallel Session Five**
14.30 – 15.00	Refreshment Break
15.00 – 16.00	**Parallel Session Six**
16.00 – 17.30	**Poster Session**
19.00 for 19.30	**Conference Dinner**
	Beach Ballroom, Beach Esplanade, Aberdeen

Wednesday 14 June 2023

09.00 – 09.30	Registration and Coffee
09.30 – 10.30	**Plenary Session – Introduced by Dr Amudha Poobalan**
	Professor Susan van Schalkwyk
	Curriculum Reinvigoration
10.30 – 11.30	**Parallel Session Seven**
11.30 – 12.30	**Parallel Session Eight**
12.30 – 13.30	Lunch
13.30 – 14.15	**Plenary Debate – Introduced by Professor Kirsty Kiezebrink**
	Academic Institutions' Commitment to Sustainability – should be mandatory
	Chair: Sirkka-Liisa Marjatta Uusimäki; **For:** *Farah Sabah;* **Against:** *Anupam Mehta*
14.15 – 14.30	**Conference Close**
14.45	**Optional Site Seeing Tour**
	Haddo House, National Trust for Scotland

Detailed Programme

Monday 12 June 2023

08.30 – 09.00	Registration and Coffee

09.00 – 09.05   **House Keeping**
Dr Amudha Poobalan

09.05 – 09.15   **Welcome and Introduction**
Professor George Boyne.
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09.15 – 10.15   **Plenary Session introduced by Professor Ruth Taylor**
Professor Mona Siddiqui
Inclusion in an Interdisciplinary context

10.15 – 11.00   Refreshment and Networking Break

11.00 – 12.30   **Parallel Session One**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	**INCLUSIVE**		
CHAIR: Martin Barker, University of Aberdeen			
Session	**Time**	**Ox Abs**	**Title and Author**
1A1	11.00	199	**The Evaluation of an Internship in Leadership Preparation for Inclusive Education** *David Young*
1A2	11.20	200	**Acting Out: Using Boalian Theatrical Techniques to Rehearse Conflict Resolution** *Jennifer Wooten*
1A3	11.40	206	**A digital accessibility toolkit for STEM subjects** *Morgiane Richard*
1A4	12.00	027	**Institution-wide support for first-year students to promote inclusivity** *Nosisana Mkonto*
	12.20		**Discussion**

ROOM B:	MEETING ROOM 4		
TITLE:	**SUSTAINABLE**		
CHAIR: Lindsay Tibbetts, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
1B1	11.00	120	**Social presence efficacy in developing shared leadership in virtual teams to enhance team performance** *Tariq Hussain*
1B2	11.20	173	**The urban field: advancing inclusion and employability for geographical and earth science students** *Edward Curley*
1B3	11.40	031	**Building a sustainable Education Focused Academic track** *Anita Laidlaw*
1B4	12.00	185	**Caring for Our Planet: A World Apart or Same Difference? A Global Music Collaboration** *Pauline Black and Emily Wilson*
	12.20		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	**INTERNATIONAL**		
CHAIR: Flora Gröning, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
1C1	11.00	114	**The Community Of Inquiry, Shared Metacognition And Student Engagement In Online Learning: A Systematic Review** *Sune Mare*
1C2	11.20	177	**Intercultural Relations In Curriculum Development Within A Collaborative Online International Learning Environment** *Siyanda Ntlabathi*
1C3	11.40	040	**Capacity Building in Educational Inclusion: A decolonial perspective on intercultural collaboration** *Catriona MacDonald and Amy McFarlane*
1C4	12.00	064	**Teaching Science Online Worldwide** *James Brown*
	12.20		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	**WORKSHOP 1**		
Session	Time	Ox Abs	Title and Author
	11.00	129	**Equitable Learning Gains for Students on Four Continents through Transparency in Learning and Teaching (TILT): An Interactive Session with Examples, Research, and Applications to Your Own Teaching/Learning Contexts** *Mary-Ann Winkelmes, Raymond Emekako, Mike Klaasen & Kimikazu Sugimori*

ROOM:	MEETING ROOM 2		
TITLE:	**WORKSHOP 2**		
Session	Time	Ox Abs	**Title and Author**
	11.00	108	**Embracing Relationality and Positionality in Science Research Literacy Workshops** *Bronte Chiang*

12.30 – 13.30   Lunch

ROOM:	MEETING ROOM 3	
Special Session	12.30	**Open Source and Open Access – this special session will feature lightening talks from a range of global speakers** *Rebecca Hardin*

13.30 – 15.00   **Parallel Session Two**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	**INTERDISCIPLINARY**		
CHAIR: Pauline Bremner, RGU			
Session	Time	Ox Abs	**Title and Author**
2A1	13.30	098	**Open-Source Global Justice Investigations Lab: Opportunities and Challenges in Deigning an Interdisciplinary, Skills-based Lab Aimed at Addressing Global Justice Concerns** *Brianne McGonigle Leyh*
2A2	13.50	119	**Learnings from an international interprofessional health immersion in the Indo-Pacific region** *Karen Richards*
2A3	14.10	149	**Educating change agents for sustainability: the value of interdisciplinary challenge-based learning** *Yvette Baggen*

ROOM:	CONFERENCE SUITE 2A		
TITLE:	INTERDISCIPLINARY		
CHAIR: Pauline Bremner, RGU			
2A4	14.30	234	**Case-based learning – online, live, and interdisciplinary!** *Owen Dempsey*
	14.50		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	INCLUSIVE		
CHAIR: Faye Hendry, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
2B1	13.30	086	**Inclusive academic teaching and personality diversity of students** *Vanessa Torres van Grinsven*
2B2	13.50	087	**The co-production of graduate knowledge and skills. An exploration of experiential training in Public Administration and Management** *Enaleen Draai*
2B3	14.10	212	**Development and use of a community-based approach to quality enhancement** *Steve Tucker*
2B4	14.30	215	**Enhancing asynchronous student engagement in online learning: Reflections from short-learning programmes at the University of Johannesburg** *Carina van Rooyen*
	14.50		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	SUSTAINABLE		
CHAIR: Patrick Blessinger, HETL Association			
Session	Time	Ox Abs	Title and Author
2C1	13.30	081	**Sustainability and inclusivity in teaching English courses in higher education: An action research approach** *Harri Salovaara*
2C2	13.50	085	**Student disciplinary policies at a distance and online university in South Africa: Educational sustainability** *Ingrid Marais*
2C3	14.10	106	**Developing a competency-based approach to facilitate teaching and learning of antimicrobial stewardship as part of environmental sustainability in higher education** *Antonella Tonna*

ROOM:	MEETING ROOM 7		
TITLE:	SUSTAINABLE		
CHAIR: Patrick Blessinger, HETL Association			
2C4	14.30		
	14.50		Discussion

ROOM:	MEETING ROOM 3		
TITLE:	MIXED		
CHAIR: Patrick Blessinger, HETL Association			
Session	Time	Ox Abs	Title and Author
2D1	13.30	230	**Teaching statistics with disciplinary identity using a user-friendly and interactive interface** *Mintu Nath*
2D2	13.50	330	**The crux of decolonising the curriculum** *Ceewhy Ochoga*
2D3	14.10		**Tbc**
2D4	14.30		**Tbc**
	14.50		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 3		
Session	Time	Ox Abs	Title and Author
	13.30	157	**Belonging through Compassion: Developing a digital resource to foster a sense of belonging in higher education through compassionate pedagogies and practices** *Vikki Hill & Liz Bunting*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 4		
Session	Time	Ox Abs	Title and Author
	13.30	248	**Equalising the curriculum: Blended Synchronous Learning** *Anthea Groessler, Emma Price & Tiffany Winchester*

15.00 – 15.30   Refreshment Break

15.30 – 17.00   **Parallel Session Three**

ROOM:	CONFERENCE SUITE 2A
TITLE:	INCLUSIVE

CHAIR: Kirsty Kiezebrink, University of Aberdeen

Session	Time	Ox Abs	Title and Author
3A1	15.30	028	**When and how to involve a 'Named Trusted Person' when serious concerns are raised about a student's well-being** *Katrina McKay*
3A2	15.50	047	**Healing a Community of Scholars: A Case Study of Inclusive and Compassionate Leadership** *Patricia Crain de Galarce and Amy Rutstein-Riley*
3A3	16.10	052	**Let's slow it down so that we can re-imagine Higher Education** *Janet Jarvis*
3A4	16.30	219	**Building Resilience to Disinformation: An Instructional Toolkit for Engaging Students in Information Literacy** *Susan Beatty*
	16.50		**Discussion**

ROOM:	MEETING ROOM 4
TITLE:	SUSTAINABLE

CHAIR: Steve Tucker, University of Aberdeen

Session	Time	Ox Abs	Title and Author
3B1	15.30	159	**Emerging pedagogical approaches for working with Wicked Problems in university teaching** *Jenny Scoles*
3B2	15.50	168	**Medicine and Pharmacy students' interdisciplinary agreements on medicines information communications** *Dixon Thomas*
3B3	16.10	170	**Student Agency & Arts-based Instruction: building an Inclusive Community Centered on Student Creation** *Bridgette Gunnels*
3B4	16.30	019	**Exploring first-year students' perceptions about the use of Virtual Reality and Augmented Reality in Health Professions Education** *Simone Titus*
	16.50		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	INTERDISCIPLINARY		
CHAIR: Ruth Taylor, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
3C1	15.30	233	**A new normal for whom?** *Wendy Freeman*
3C2	15.50	241	**Helping Faculty Turn Ideas into Action: An Inclusive Teaching Framework** *Bruce Lenthall*
3C3	16.10	244	**Exploring the Application of College Student Role Models in Service-Learning Pedagogy** *Diane Burt and Eloho Ifinedo*
3C4	16.30	122	**Co-creating compassionate classrooms for international students - Equity + Wellbeing + inclusion = Student Success** *Leila Neshat Mokadem*
	16.50		*Discussion*

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 5		
Session	Time	Ox Abs	Title and Author
	15.30	163	**Building Resilience Through Timely and Effective Feedback** *Bohan Jason, Branigan Heather, Hutchison Jacqui & Kirtley Clare*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 6		
Session	Time	Ox Abs	Title and Author
	15.30	020	**Taught and assessed (credit bearing) in HE at last:The Cogntive Skills of Compassion in Team/group work** *Theo Gilbert*

18.00 – 19.30   **Civic Reception**

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08.45 – 09.15	Registration and Coffee

09.15 – 09.30   **Opening Remakrs – Introduced by Patrick Blessinger**

His Excellency Dr Ibrahim Bin Saleh Al-Naimi

09.30 – 10.30   **Plenary Session**

Professor Ruth Taylor and Heather Innes

Enhancement Themes

10.30 – 12.00   **Parallel Session Four**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	**INCLUSIVE**		
CHAIR: Kirsty Kiezebrink, University of Aberdeen			
Session	**Time**	**Ox Abs**	**Title and Author**
4A1	10.30	068	**Reducing the colonial footprint through tutorials: A South African perspective on the decolonisation of education** *Salochana Hassan*
4A2	10.45	107	**A Knowledge Exchange Programme: Bringing together student pharmacists and school pupils** *Antonella Tonna*
4A3	11.00	091	**Student preferences on assessments depending on their learning styles** *Shima Pasdar*
4A4	11.15	094	**The Role of Compassion in Antiracist Assessment Ecologies in Higher Education Classrooms** *Asao Inoue*
	11.30		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	**INTERDISCIPLINARY**		
CHAIR: Jason Bohan, University of Aberdeen			
Session	**Time**	**Ox Abs**	**Title and Author**
4B1	10.30	171	**Re-imagining assessment design in an artificially intelligent post-pandemic world** *Jon Yorke*
4B2	10.45	024	**Critical Acting: Student Empowerment Through Applied Critical Thinking** *Wolfgang Marx*

ROOM:	MEETING ROOM 4		
TITLE:	INTERDISCIPLINARY		
CHAIR: Jason Bohan, University of Aberdeen			
4B3	11.00	252	**Integrated First Year Curriculum in Undergraduate Business** *Thomas Ruf*
4B4	11.15	266	**Making Sense of Transdisciplinary education: Conceptualization, Configuration, and Competencies** *Hussein Zeidan*
	11.30		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	INCLUSIVE		
CHAIR: Shahida Shahana, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
4C1	10.30	099	**Language Technology in the workplace: an A.I. student co-creation project** *Andrew Gargett*
4C2	10.45	118	**'Here I am five years later...': Conceptualising the barriers faced by widening access students** *Kathrine Gibson Smith*
4C3	11.00	255	**Standardised assessment rubrics - Help or hindrance to feedforward?** *Leone Craig*
4C4	11.15	268	**Facilitating online teaching and learning through pedagogical peer support. Learnings of a digital pedagogy development project in Finland** *Helena Kantanen*
	11.30		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 7		
Session	Time	Ox Abs	Title and Author
	10.30	205	**Developing an Institutional Skills Recognition Framework** *John Barrow, Kate Robertson & Tracey Innes*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 8		
Session	Time	Ox Abs	Title and Author
	10.30	062	**BodyMind Approaches for Resilient Learning Com** *Lisa Clughen*

12.00 – 13.00   Lunch

13.00 – 14.30   **Parallel Session Five**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	**SUSTAINABLE**		
CHAIR: Jacqui Hutchison, University of Aberdeen			
Session	**Time**	**Ox Abs**	**Title and Author**
5A1	13.00	277	**An inclusive strategy to enhance equity and quality of research-led teaching experience** *Janet Kyle*
5A2	13.15	227	**Embedding sustainability into the curriculum through wicked problems and interdisciplinary teamwork** *Uwe Matthias Richter*
5A3	13.30	175	**Role Of Virtual Environment In Sustainable Engineering Education** *Abid Ali Khan*
5A4	13.45	003	**Can Classroom Modality Explain Student Fear and Flow in an Undergraduate Environmental and Sustainability Film Course?** *Michael Everett*
	14.00		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	**INCLUSIVE**		
CHAIR: Jennifer Walklate, University of Aberdeen			
Session	**Time**	**Ox Abs**	**Title and Author**
5B1	13.00	164	**Improving Equality, Diversity and Inclusion in academia: Reflections of an academic school within a University** *Asha Venkatesh*
5B2	13.15	165	**The effectiveness of WhatsApp towards first year's students with disabilities on their orientation to the universities: A case study of Reakgona Disability Centre at the University of Limpopo** *Refiloe Rangata*
5B3	13.30	117	**EduAssist: A Technology-based Inclusive Learning Environment for the Students with Specific Disabilities** *Murad Hasan*
5B4	13.45	158	**The Human Spectrum - A Position Paper** *Gail Hopkins*
	14.00		Discussion

ROOM:	MEETING ROOM 7		
TITLE:	INCLUSIVE		
CHAIR: Faye Hendry, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
5C1	13.00	276	**Compassionate Feedback: How to foster belonging through compassionate assessment practices** *Vikki Hill and Liz Bunting*
5C2	13.15	280	**Can We Level the Playing Field for Rural Applicants to Medicine?** *Morven Wilson*
5C3	13.30	281	**Decolonising academic literacies: Towards an embedded hybrid model for holistic student development and support** *Lutasha Ndesi*
5C4	13.45	288	**Can a Medicine Wheel be used to teach Linear Programming? My journey of indigenizing a quantitative business course** *Trent Tucker*
	14.00		**Discussion**

ROOM:	MEETING ROOM 3		
TITLE:	MIXED		
CHAIR: Beena Giridharan, Curtin University			
Session	Time	Ox Abs	Title and Author
5D1	13.00	290	**Learning for sustainability: Towards a theoretical framework linking business process management with process safety management in occupational health and safety curricula** *Elriza Esterhuyzen*
5D2	13.15	254	**Let's Connect, Create, Celebrate! Using a Global Citizenship Framework of 3 Cs** *Leila Neshat Mokadem and Aisling Kerr*
5D3	13.30	025	**Delivering care and Compassion through professional values. Doctoral research examining the Clinical Placement Experiences and the Professional Values of Graduate Entry Nursing Students** *Devi Nannen*
5D4	13.45	294	**Understanding the Impact of Covid-19 on Ethnic Minority Students: a Case Study of Open University Level 1 Computing Modules** *Dhouha Kbaier*
	14.00		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 9		
Session	Time	Ox Abs	Title and Author
	13.00	213	**Pioneering pedagogy: An innovative and inclusionary approach to global education via a virtual study abroad model** *Jay Woodward & Michelle Kwok*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 10		
Session	Time	Ox Abs	Title and Author
	13.00		

14.30 – 15.00   Refreshment Break

15.00 – 16.00   **Parallel Session Six**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	MIXED		
CHAIR: Amudha Poobalan, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
6A1	15.00	063	**Teaching empathy: a storied approach** *Nicole Klenk*
6A2	15.15	100	**Virtual Exchange for Social Inclusion** *Mirjam Hauck and Ana Beaven*
6A3	15.30	133	**A self-directed interactive learning environment to conduct dose-response analysis** *Mintu Nath*
	15.45		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	INCLUSIVE		
CHAIR: Zoe Tompkins, The Open University			
Session	Time	Ox Abs	Title and Author
6B1	15.00	291	**Feedback on Feedback: Reimaging assessment practices to promote inclusion and equity** *Sukaina Walji*
6B2	15.15	295	**Developing inclusive learning communities and building staff competencies** *Heather McClean*
6B3	15.30	138	**A case to part ways with the "Universal Model" of the Human Form: Diversifying and Decolonising the Anatomy Curriculum** *Asha Venkatesh, Raeleen Araneta and Vinci Pabellan*
	15.45		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	MIXED		
CHAIR: Lindsay Tibbetts, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
6C1	15.00	176	**Respecting The Learning of a Generation With Unique Experience** *Abid Ali Khan*
6C2	15.15	075	**Global Co-Opting: Student GeoPolitical Activism through COIL** *Catherine Roche*
6C3	15.30	088	**Teaching models to educate change agents: A systematic literature review and conceptualization** *Frank van Rijnsoever*
	15.45		**Discussion**

ROOM:	MEETING ROOM 3		
TITLE:	INCLUSIVE		
CHAIR: Steve Tucker, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
6D1	15.00	043	**Exploring students' levels, understanding and style of Independent Learning and its relationship to mindset, academic performance, and engagement** *Katrina Forbes-McKay*
6D2	15.15	142	**Enhancing student experience through alumni engagement – Building a lifelong community** *Katherine Burgess*

ROOM:	MEETING ROOM 3		
TITLE:	INCLUSIVE		
CHAIR: Steve Tucker, University of Aberdeen			
6D3	15.30	180	**Surviving or thriving? Insight into developing and running an undergraduate resilience course.** *Amy Irwin*
	15.45		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 11		
Session	Time	Ox Abs	Title and Author
	15.00	022	**Towards Lifelong Learning – Applying the T-shaped Model to reposition the Scholarship of Teaching and Learning (SoTL)** *Earle Abrahamson, Michelle Eady, Mayi Arcellana-Panlilio, Corinne Green, Lisa Hatfield & Nina Namaste*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 12		
Session	Time	Ox Abs	Title and Author
	15.00	050	**The Peer Support Program: An Inclusive, Student-Driven Approach for Collaboration, Compassion, and Retention** *Ahmad Samarji & Farah Sabbah*

16.00 – 17.30   **Poster Session**

19.00 for 19.30   **Conference Dinner**
Beach Ballroom, Beach Esplanade, Aberdeen

Wednesday 14 June 2023

09.00 – 09.30   Registration and Coffee

09.30 – 10.30   **Plenary Session – Introduced by Amudha Poobalan**
Professor Susan van Schalkwyk
Curriculum Reinvigoration

10.30 – 11.30   **Parallel Session Seven**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	INTERDISCIPLINARY		
CHAIR: Stuart Durkin, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
7A1	10.30	044	**Innovative pedagogical approaches for developing students' mindsets to enhance their learning experience and future employability** *Pauline Bremner*
7A2	10.45	144	**Protest.mp4 - a collaborative, co-designed learning space for decolonising archival and visual representations of the Brixton uprising of 1981** *Ian Jackson and Jodie Silsby*
7A3	11.00	193	**Can Liberal Arts Help Global Students? Reimagining Liberal Arts** *Renee Aitken*
	11.15		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	INTERNATIONAL		
CHAIR: Jon Yorke, Curtin University			
Session	Time	Ox Abs	Title and Author
7B1	10.30	150	**Transforming railway operations education in South Africa through a work-based, transnational collaboration: lessons learned, impact and future plans** *Christopher Smith*
7B2	10.45	256	**Multicultural global collaboration in education through advanced communication technologies** *Tariq Hussain*
7B3	11.00	273	**Redesigning Global Health Education by embedding Transdisciplinary collaboration and compassion** *Amber Mers*
	11.15		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	INCLUSIVE		
CHAIR: Ruth Taylor, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
7C1	10.30	076	**Questioning questions - should we use questions to help launch the building of neuron clusters?** *Yusuf Islam*
7C2	10.45	238	**Evaluating Alternative Pathways** *Suzanne Lettieri*
7C3	11.00	220	**Collaboration and Compassion: Building Resilience, Community and Reflection into the Teacher Training Supervisory Process** *Shirley Gonsalves*
	11.15		**Discussion**

ROOM:	MEETING ROOM 3		
TITLE:	MIXED		
CHAIR: Amudha Poobalan, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
7D1	10.30	299	**Future teachers' perspectives on the purpose of internationalisation** *Liisa Uusimaki*
7D2	10.45	292	**A Campus-Wide Initiative to Promote Mindfulness through Experiential Learning, Scholarship, Interdisciplinarity, and Community** *Jacquelyn Lee*
7D3	11.00	250	**Mindful compassion in foreign language teacher training: Action research** *Agni Connor*
	11.15		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 13		
Session	Time	Ox Abs	Title and Author
	10.30		

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 14		
Session	Time	Ox Abs	Title and Author
	11.00	172	"Peer-learning in Playful Places": Insights from the WhatsApp Group Chat *Dot Powell*

11.30 – 12.30   **Parallel Session Eight**

ROOM:	CONFERENCE SUITE 2A		
TITLE:	INCLUSIVE		
CHAIR: Jennifer Walklate, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
8A1	11.30	231	**Harnessing features of a web browser to develop an effective, efficient and integrated teaching environment to deliver course** *Mintu Nath*
8A2	11.45	162	**An Inclusive Virtual Learning environment – how we have learnt and developed based on the pandemic** *Patricia Perlman-Dee*
8A3	12.00	308	**A Regional University Business School and Indigenous Institution's Collaboration as a Contribution to Indigenous Self-Determination in the British Columbia Interior, Canada** *Michael Henry*
	12.15		**Discussion**

ROOM:	MEETING ROOM 4		
TITLE:	INTERDISCIPLINARY		
CHAIR: Martin Barker, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
8B1	11.30	143	**Teaching about, Training in, and Acting with Compassion – Mindful Compassion in the Academy** *Graeme Nixon*
8B2	11.45	269	**Interdisciplinary and international Community Service Learning (iCSL): An innovative educational module to address global challenges** *Muniz Pereira Urias*
8B3	12.00	132	**Meta-comprehension and Mathematics Assessments: Breaking Disciplinary Silos** *Dianna Sand*
	12.15		**Discussion**

ROOM:	MEETING ROOM 7		
TITLE:	INCLUSIVE		
CHAIR: Flora Gröning, University of Aberdeen			
Session	Time	Ox Abs	Title and Author
8C1	11.30	226	**What does it mean to decolonise Computing and IT - Another dumb buzzword or re-envisaging all cultures and knowledge systems for how the world is framed?** *Zoe Tompkins*
8C2	11.45	313	**Telecollaborative Ubiquitous Feedback and ELF Intralinguistic Mediation** *Soraya García-Sánchez and Bianca Manuela Sandu*
8C3	12.00	183	**Producing a collaborative learning experience for large chemical engineering classes** *Nuno Reis*
	12.15		**Discussion**

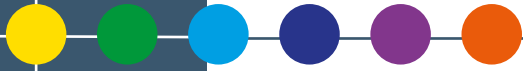| ROOM:	MEETING ROOM 3		
TITLE:	MULTIPLE		
CHAIR: Patrick Blessinger, HETL Association			
Session	Time	Ox Abs	Title and Author
8D1	11.30	045	**Compassionate Research Methods: The case for teaching failure, fallibility and vulnerability to doctoral researchers** *Joanna Ferrie and Miriam Snellgrove*
8D2	11.45	207	**Active Assessment in Postgraduate Applied Health Sciences: Embedding University Practices that Connect with the 'World Outside'** *Heather May Morgan*
8D3	12.00	018	**Developing sustainable spaces for Graduate Assistants at a Historically Disadvantaged Institution (HDI): Driving knowledge through inter- and trans-disciplinary approaches** *Simone Titus*
	12.15		**Discussion**

ROOM:	MEETING ROOM 1		
TITLE:	WORKSHOP 15		
Session	Time	Ox Abs	Title and Author
	11.30	305	**Pedagogic methods in teaching for developing entrepreneurial and innovative mindsets** *Chris Moule & Pauline Bremner*

ROOM:	MEETING ROOM 2		
TITLE:	WORKSHOP 16		
Session	Time	Ox Abs	Title and Author
	11.30		**Sustainable citizens, applying knowledge and skills to global sustainability challenges** *Kay Hack*

12.30 – 13.30   Lunch

13.30 – 14.15   **Plenary Debate – Introduced by Kirsty Kiezebrink**

Academic Institutions' Commitment to Sustainability – should be mandatory

Chair: Sirkka-Liisa Marjatta Uusimäki; **For:** *Farah Sabah;* **Against:** *Anupam Mehta*

14.15 – 14.30   **Conference Close**

Poster Presentations

Poster Board No. 1   Submission No. 89

Juhar Abamosa

Disruptive Pedagogy as a Complementary to Pedagogy of the Marginalised: Challenging False Generosity in Western Countries' Education Systems

Poster Board No. 2   Submission No. 36

Musharrat Ahmed-Landeryou

Developing an evidence informed decolonising the curriculum wheel for collaborative deep interrogation - a reflection

Poster Board No. 3   Submission No. 311

Tatiana Argounova

Educational collaborative project: conference for students

Poster Board No. 4   Submission No. 261

Martin Barker

Informality in staff-student communications: a student perspective

Poster Board No. 5   Submission No. 274

Pauline Black

Tensions with Criticality in Music Teaching Post-COVID

Poster Board No. 6   Submission No. 72

Adriana Boffa

Solidarity in Place: Considerations for an In Situ Ethics and (Digital) Pedagogy

Poster Board No. 7   Submission No. 161

Jason Bohan

Building Resilience Through Timely and Effective Feedback

Poster Board No. 8   Submission No. 242

Diane Burt

Exploring the Application of College Student Role Models in Service-Learning Pedagogy

Poster Board No. 9   Submission No. 46

Charmaine Chandler

Contemporary considerations for Occupational Therapy education: sharing international perspectives

Poster Board No. 10   Submission No. 249

Grasia Chisango

The efficacy of e-portfolios as digital pedagogical devices in a selected undergraduate course:
A phenomenological approach

Poster Board No. 11   Submission No. 192

Emma Clayes

Reimagining the social sciences: Applying theory across disciplines and places to current issues

Poster Board No. 12   Submission No. 259

Alexandra Cleland

Support international PGT students to overcome language barriers

Poster Board No. 13   Submission No. 153

Charlotte Collins

A Longitudinal Assessment: Student and Staff Impact Review of International Mobility

Poster Board No. 14   Submission No. 155

Charlotte Collins

An Innovative Approach to Skill Acquistion in Transcontinental Activity Led Learning

Poster Board No. 15   Submission No. 156

Charlotte Collins

An International Cross-Disciplinary Undergraduate Collaboration

Poster Board No. 16   Submission No. 148

Ann-Therese Dalbakk Nomerstad

Internationalization at Home - a greater ability to integrate intercultural dimensions into teaching

Poster Board No. 17   Submission No. 104

Helen Damon-Moore

Mindful Community-based Service Learning: A Gateway to Compassion and Social Justice

Poster Board No. 18   Submission No. 93

Clare Depasquale

Using authentic learning environments to bridge the theory-practice gap in pharmacy education

Poster Board No. 19   Submission No. 198

Pearl Erasmus

Re-Imaging Education: Sustainable Career Tracks

Poster Board No. 20   Submission No. 57

Chukwunonye Ezeah

Exploring Opportunities for Upscaling of Blended Learning in Nigerian Public Universities: Experiences from Alex Ekwueme Federal University (AE-FUNAI)

Poster Board No. 21   Submission No. 314

Tomisin Fadamoro

Blended learning: Gain for higher education

Poster Board No. 22   Submission No. 74

VG Gasa

The implications of digital divide on South African rural student population enrolled in Open and Distance e-Learning (ODeL) institutions

Poster Board No. 23   Submission No. 95

Beena Giridharan

Introducing Multidisciplinary Micro-credentialing: Rethinking Learning and Development for Higher Education-Industry manifesto

Poster Board No. 24   Submission No. 126

Flora Gröning

Anatomy PALs: a student-led learning community

Poster Board No. 25   Submission No. 121

Faye Hendry

Evaluating and Co-developing the Teaching of Assessment Skills for First Year Education Students

Poster Board No. 26   Submission No. 115

Jacqui Hutchison

Supporting Advanced Entry student transitions with online toolkit

Poster Board No. 27   Submission No. 196

Melissa LaDuke

Meeting Students Where They Are: Reflections from an International Online Education Program

Poster Board No. 28   Submission No. 287

Jacquelyn Lee

The Case for the Compassionate Campus: Centering Compassion in Service of Wellbeing, Belonging, Dialogue, and Democracy

Poster Board No. 29   Submission No. 140

Cellan Liiv

Relay is Faster than Going Solo: Developing Foundation Year Assistantships using a Novel Quality Improvement Approach

Poster Board No. 30   Submission No. 34

Kathryn Malherbe

Male mentorship program for undergraduate students in Health Sciences

Poster Board No. 31   Submission No. 146

Sune Mare

The Effect Of Self- And Co-Regulation On The Community Of Inquiry Presences For Collaborative Online Learning

Poster Board No. 32   Submission No. 232

Newlin Marongwe

Impact Of Learning Barriers On Academic Performance Of Learners In Selected Secondary Schools In Mtata

Poster Board No. 33   Submission No. 253

Newlin Marongwe

Exploring Challenges in Promoting Accessibility to Rural Distance Education Using Modern Teaching Tools: A South African Case Study

Poster Board No. 34   Submission No. 83

Julie Mathers

Evaluation of a University Peer Exercise and Community Activity Placement (PECAP) model.

Poster Board No. 35   Submission No. 236

Sean McCarthy

Learning compassion through writing the self: portfolio assessment in collaborative, interdisciplinary, social innovation teaching and learning

Poster Board No. 36   Submission No. 209

Heather May Morgan

Graduate Attributes from the perspectives of students

Poster Board No. 37   Submission No. 278

Bongo Mqukuse

Professional Practice Students' perspective on the support of developing an e-portfolio as a means of developing their work experience through evidence based practice

Poster Board No. 38   Submission No. 151

Zeinab Mulla

Implementing blended learning in an International cohort of Masters students

Poster Board No. 39   Submission No. 285

Nathunathi Mvunge

Undergraduate Students' Perspective on the Blackboard Assistance Provided by Technology Enhanced Learning (TeL) Student Assistants.

Poster Board No. 40   Submission No. 147

Jordan Napier

Expanding definitions and breaking silos in the teaching of healthcare improvement for medical students

Poster Board No. 41   Submission No. 123

Leila Neshat Mokadem

The Global Citizenship Framework - Our people, Our planet, Our profession

Poster Board No. 42   Submission No. 208

Kay Penny

Enhancing resilience through reflective thinking and writing support for MSc research project students

Poster Board No. 43   Submission No. 216

John Pillai

Impact of Internationalization on Oman Engineering Graduate Learning Outcomes

Poster Board No. 44   Submission No. 271

Karen Porter

Collaboration and Compassion comprise half the story of effective emotional engagement in education. Considering those two alongside CURIOSITY and CHALLENGE enables us to tell the full story of internal motivating factors involved in teaching and learning.

Poster Board No. 45   Submission No. 296

Jason Puchalla

Classroom Community Building for Introductory Physics

Poster Board No. 46   Submission No. 139

Juuso Pursiainen

I Can Dig IT! Using technology-focused project learning to strengthen special education pupils' self-efficacy, collaboration, and interaction skills

Poster Board No. 47   Submission No. 222

Suzanne Regan

EcoCriticism as Educational Imperative

Poster Board No. 48   Submission No. 84

Rosemary C. Reilly

Trauma-sensitive and compassionate teaching in higher education: Legacies from a global pandemic

Poster Board No. 49   Submission No. 260

Morgiane Richard

Creating Accessible STEM Teaching & Learning Resources

Poster Board No. 50   Submission No. 21

Bidita Sadiq

Reconceptualising ReflectivePractice Paradigms in Changing Times

Poster Board No. 51   Submission No. 96

Claire Savage

Developing a Multidisciplinary Rural Advanced Practice Education Pathway

Poster Board No. 52   Submission No. 135

Shahida Shahana

A Nationwide Study to Analyse the Adaptation of Anatomy Teaching and Assessment Methods in the UK Universities Before and During the COVID-19 pandemic.

Poster Board No. 53   Submission No. 272

Zeshu Shao

Evaluating the learning experience of taught postgraduate students

Poster Board No. 54   Submission No. 263

Ketan Dhillon

Evaluating the impact of classroom and online teaching on student behaviour: A Scoping Review from an Indian Perspective

Poster Board No. 55   Submission No. 97

Antonella Tonna

Co-designing the learning experience: seeking student pharmacists' opinions of and recommendations for patient and carer involvement in active teaching in the undergraduate curriculum

Poster Board No. 56   Submission No. 286

Nobulali Tsipa-Booi

Examining the Accessibility of e-Portfolios on Blackboard Learning Management System (LMS) for Experiential Learning

Poster Board No. 57   Submission No. 251

Hermes Varini, PhD

Ex Igne Overman

Poster Board No. 58   Submission No. 258

Sophie Ward

Compassionate Inquiry: Digital Storytelling and the Ethics of Care

Poster Board No. 59

Liam Brady

Programmatic Assessment: An Overview of Approaches in UK Higher Education
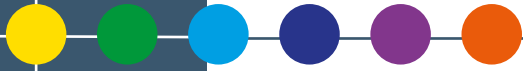

Poster Board No. 60   Submission No. 103

Nath Mintu

Does following an "excellent" candidate in the Objective Structured Clinical Examination (OSCE) affect your checklist score?

Poster Board No. 61

Felicia Ileladewa

Utilizing Q-methodology to examine university students' attitudes towards academic integrity

Keynote
Speakers

Professor Mona Siddiqui, OBE

Professor Siddiqui - will speak on the value and limits of empathy: re-thinking interdisciplinary and inclusive education.

Mona Siddiqui, OBE is an internationally renowned academic, cultural commentator and broadcaster on BBC Radio, based at the University of Edinburgh. She is a scholar of Islamic law and ethics and Christian Muslim relations and currently the Jane and Aatos Erkko Professor at the Helsinki Collegium. Her books include Christians, Muslims and Jesus (Yale UP 2013) and Hospitality in Islam (Yale UP 2015). She is a Fellow of the Royal Society of Edinburgh and the American Academy of Arts and Sciences. In April 2019, she received the Archbishop of Canterbury's Hubert Walter Award for Reconciliation and Interfaith Cooperation. She is an honorary member and first speaker of the Royal Scottish Academy and in October 2021 she was elected Vice-President International at the Royal Society of Edinburgh.

Abstract

An interdisciplinary team is not a group of people trained in "interdisciplinarity". It's a group of people who have extensive knowledge of their disciplines but who also recognise the limits of their knowledge and experience and have the humility to reach out to other people's expertise. The word is contentious because higher education does not generally support meaningful interdisciplinarity for structural and intellectual reasons. The concept demands listening, empathy and engagement with a more diverse range of voices which add depth and texture to all subjects.

Professor Susan van Schalkwyk

Susan van Schalkwyk, M Phil, PhD., is Professor in Health Professions Education and Director of the Centre for Health Professions Education in the Faculty of Medicine and Health Sciences at Stellenbosch University, South Africa. Apart from her involvement in postgraduate studies, two main strands of work relate to doctoral education, specifically doctoral writing, and curriculum renewal informed by transformative learning theory. Susan is a B-rated researcher with the South African National Research Foundation and a Fellow of the international Association of Medical Educationalists (AMEE). She serves on the editorial boards of several health professions education journals and has authored or co-authored more than 90 peer-reviewed articles and book chapters.

Curriculum reinvigoration through transformative learning and co-design

A curriculum is tantamount to a blueprint for learning. Many definitions of curriculum speak to issues of purpose (aims and objectives); content (subject matter/canon); method and procedure (teaching and learning activities); and assessment. However, this understanding belies the complexity within which curricula are made manifest - the principles upon which they are built, the affordances they offer in terms of enabling learning and the constraints they may impose in this pursuit. Curricula are seldom benign. Their enactment resides in the hands of the teacher, who themselves function within a system or structure that is determined by a mix of institutional cultures, philosophical or ideological principles, and disciplinary discourses which in turn determine what 'counts as knowledge'. And then there is the learner - the student - who is often positioned as 'the receiver' or object of the curriculum. In this complex context, 'reinvigoration' is a task that requires considerable thought, care and attention.

This talk will seek to unravel some of the intricacies of curriculum renewal, asking questions about purpose, about knowledge, and about the nature of learning. Using transformative learning as a theoretical lens, and co-design as a pedagogic principle, a framework for curriculum reinvigoration that acknowledges notions of collaboration and compassion, being and belonging, will be proposed.

Professor Ruth Taylor

Professor Taylor - will speak on the Enhancement Themes.

I am Vice-Principal Education with responsibility for leading the effective delivery of the University's strategic objectives for Education. I am particularly proud of our National Student Survey results in 2022 in which we are ranked 4th out of 122 UK universities - a reflection of the focus of our university on the student experience.

I am the chair of the University's Equality, Diversity and Inclusion Committee, and lead the University's work on our Antiracism Strategy, the Race Equality Charter, and on Decolonising the Curriculum. I am deputy chair of the QAA Scotland Enhancement Theme (Resilient Learning Communities), and deputy chair of a QAA Scotland project on the Anti-Racist Curriculum.

My research interests have included student retention, the first-year student experience, social capital in the context of the student experience, compassion in healthcare practice, and student leadership in healthcare practice. These interests inform my approach to leadership and to working with students with a focus on compassion and partnership working.

Heather Innes

President at the Highlands and Islands Students' Association and New Student Theme Leader

Heather is the current President at the Highlands and Islands Students' Association and this is her first term in the role of Enhancement Themes Student Lead and SHEEC member after sitting on the Student-Led Project Steering Group last year. She has 7 years' experience in the student movement, having been involved with HISA, NUS Scotland and a number of other organisations. During this time, Heather has worked with and represented students right across the tertiary spectrum, from access courses through to PhD. Heather is passionate about continuing the develop the tertiary education sector. In particular, Heather is a champion for accessible learning, and the rights of people to learn in whatever method is most accessible to them.

Abstract
The presentation focuses on Higher Education in the context of political change in Scotland at a time when the recently completed Scottish Funding Council's Review of Coherent Provision and Sustainability is leading us towards a framework for tertiary education that encompasses both higher (university) and further (college) education. Taking a partnership approach, the sector is involved in, and influencing the development of the framework, and working together through the transition. As a sector, Scotland's Higher Education has taken an Enhancement-Led approach which has enabled the embedding of enhancement in Education within universities and across the sector through its Quality Enhancement Framework which has now been in place for 20 years. We consider the Enhancement Themes which have involved programmes of activities across the whole of the Scottish HE sector which have led to innovation through collaboration across our universities. Their evaluation is described including impact at institutional and sector levels, and the impact of the approach on the ongoing work to develop an approach to tertiary enhancement activity is explored. A partnership approach is central to our presentation – students as co-leaders of our Enhancement Theme approach is an embedded aspect to our Quality Enhancement Framework and is drawn out in our presentation.

Oral Abstracts

The Evaluation of an Internship in Leadership Preparation for Inclusive Education

David Young, Monica Williams

St. Francis Xavier University, Antigonish, Canada

Abstract

The knowledge, skills, and habits of mind of leadership practice are best taught and learned in authentic conditions wherein educational leaders confront real problems and face real people with the support of their peers (Elmore, 2008). Consequently, calls have grown for major changes to leadership preparation, especially stronger connections between leadership preparation and practice in the form of problem-based learning, internships, mentoring, coaching, job shadowing, and leader induction (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010; Hernandez & Martinez, 2016; Wilson & Xue, 2013). In Nova Scotia, more than three-quarters of the respondents to a 2016 survey of principals and school board leaders identified coaching and mentoring as their top choices in leadership preparation (Williams, 2018). Therefore, beginning in 2020 an internship course (Education 543) was included in two new Master of Education (MEd) cohort programs in inclusive education at St. Francis Xavier University. The Internship course was redeveloped to accommodate: a) online graduate studies; b) different school systems across the country; c) varied student interests and work assignments; and d) the pervasive impact of the Covid-19 pandemic on educators, schools, and school systems. The goals of the Internship course are to enable students to: a) connect graduate coursework with key aspects of their daily work; b) research and address significant problems in their professional practice; c) conduct applied research on topics of interest; d) design new products for use in classrooms and schools; and/or e) extend their practical knowledge and skills. This paper will discuss the internship course and incorporate feedback from a survey administered to participants (N = 120) from both the 2020-2021 and 2021-2022 cohorts. The survey results informed the extent to which the course outcomes were realized, areas for ongoing course improvements, and provides further insight in regard to the scholarship on leadership preparation for inclusive education.

Acting Out: Using Boalian Theatrical Techniques to Rehearse Conflict Resolution

Jennifer Wooten

University of Florida, Gainesville, USA

Abstract

Teaching is a social practice dominated by relationships with others, including students, colleagues, and administrators. Though power-laden conflicts often arise, a critical understanding of the relational aspect of language teaching is seldom addressed in teacher education. Indeed, it is rare for teachers in professional development contexts to perform lived experiences, explore alternative scripts, and collaborate with others to prepare themselves for recurring opportunities to speak and act critically when conflicts arise.

Merging the scholarship of critical pedagogy and teacher discourse with the theatrical, activist work of Augusto Boal, especially Theater of the Oppressed (TO), novice teachers in a university seminar in education performed professional conflicts in a collective rehearsal for transformation. What, then, were the qualities of novice language teachers' lived experience of conflict in professional contexts? How did these language teachers address relational conflicts with others, e.g., the apathetic language learner, the overinvolved parent, or misunderstanding principal? What critical, reflexive skills are needed when communicative conflicts arise between those of different races, cultures, genders, language proficiencies, etc.?

Teachers noted that performative exploration specifically and the body generally are absent in teacher education programs, one teacher saying, "This is something the classes don't teach." Data analysis focused on the embodied discourses of language teachers using performance as a way to collectively reflect on power relations and to rehearse critical communication. Findings show teacher agency increased through these critical collaborative enactments.

A digital accessibility toolkit for STEM subjects

Shazia Ahmed[1], David Hodge[2], Morgiane Richard[3]

[1]University of Glasgow, Glasgow, United Kingdom. [2]Glasgow Caledonian University, Glasgow, United Kingdom. [3]University of Aberdeen, Aberdeen, United Kingdom

Abstract

Universal Design for Learning (UDL) has been developed as a set of guidelines for staff to produce accessible teaching resources. Yet, little attention has been given to technical texts, and particularly mathematical text which is quite prominent in STEM subjects.

Creating accessible mathematical equations is technically challenging. LaTeX, the most efficient tool for typesetting mathematical text, is widely used by the STEM community. However, the PDF output does not meet Accessibility Regulations 2018 accessibility criteria, for instance, it is not compatible with text-to-speech software. To this end, the Universities of Aberdeen, Glasgow Caledonian and Glasgow have initiated, with the support of the Scottish Maths Support Network, a collaboration to address this issue.

This collaboration aims to create a bank of resources, provide training and the sharing of best practice to support colleagues across the sector in moving their learning resources into accessible formats. The aim is to disseminate knowledge and facilitate to use of HTML and alternative markup languages such as RMarkdown, which meet accessible criteria, to write STEM teaching and learning resources. We will give an overview of what has been achieved so far and how you can contribute to and/or access the resources. In particular, we will discuss how two student-staff partnerships at the University of Aberdeen and the University of Glasgow have initiated the creation of the toolkit.

Institution-wide support for first-year students to promote inclusivity

Nosisana Mkonto, Luvuyo Kakaza
Cape Peninsula University of Technology, Cape Town, South Africa

Abstract

Globally, higher education institutions are facing high dropout and failure rates, especially at the first-year level. In order to improve the situation, higher education institutions need to move away from viewing students from the deficit model and provide support to first-year students based on their learning needs and goals. This can be done by knowing who our students are, what kind of needs they have, the type of support that the university provides, and whether the support is in line with the student's needs and goals.

A survey, interviews, and focus group discussions were used to collect data from a sample of randomly selected 50 first-year students. The theoretical lens used to analyze and interpret the data was guided by Kalsbeek's (2013) 4P framework for student retention which identifies student profile, progress through their studies, universities process, and alignment between a university's promises and the student experience of its delivery on those promises as components of an institution-wide strategy to improving student retention and success. This study focuses on student profiles and university promises. The findings of this study revealed that students come from different familial, educational, and socio-economic backgrounds and therefore have different needs and goals. Successful implementation of appropriate student support initiatives will make a meaningful contribution to student retention, and overall student success in the university.

Social presence efficacy in developing shared leadership in virtual teams to enhance team performance

Hussain Al Rashidi[1], Rabiah Abdul Rahim[2], Tariq Hussain[1,3]

[1]Military Technological College, Muscat, Oman. [2]Universiti Tenaga Nasional, Putrjaya, Malaysia. [3]Keele University, Stratfordshire, United Kingdom

Abstract

The new era of sustainability for academic leadership has been opened by virtual reality. A virtual team is made up of people from different locations working, communicating, and collaborating through technology such as video conferencing and email (Han and Hazard 2022). Even though one individual remains in charge, shared leadership involves sharing power and impact. It helps to improve organizational quality, teamwork, and performance(Carvalho, Alves et al. 2022). It is built on transparency, autonomy and openness to others' opinions and thoughts. Social presence theory refers to the idea of in what way "being with other individuals" in a team is affected by digital technology. That means to what level individuals perceive the presence of other members of the team during interaction and communication. The theory claims that technology's capability to provide the social perception of individuals in teams is different from F2F or physical presence (Biocca, Harms et al. 2003). This study aims to investigate key aspects of shared leadership through virtual working and assess its influence on virtual teams. A framework or model will be used to evaluate the relationship between shared leadership and virtual teams in order to enhance team efficiency by using social presence theory. Using social presence theory to improve team performance and engagement in virtual teams will be examined to promote shared leadership.

Biocca, F., C. Harms, J. K. J. P. T. Burgoon and v. environments (2003). "Toward a more robust theory and measure of social presence: Review and suggested criteria." 12(5): 456-480.

Carvalho, A., H. Alves and J. J. I. J. o. E. M. Leitão (2022). "What research tells us about leadership styles, digital transformation and performance in state higher education?".

Han, S. J. et el. "Shared Leadership in Virtual Teams at Work: Practical Strategies and Research Suggestions for Human Resource Development."

The urban field: advancing inclusion and employability for geographical and earth science students

Edward Curley, Pamela Campbell

University of Glasgow, Glasgow, United Kingdom

Abstract

An interest in social and environmental altruism attracts many students into the fields of geography and geoscience (Carter et al., 2021). However, the role of a 'geographer' is rarely referred to in employment opportunities, despite intrinsic links with geographic knowledge, skills, and technologies (Adams et al., 2013). In the School of Geographical and Earth Sciences (GES), University of Glasgow, we aimed to address this by embedding professional and practical skills informed by postgraduate employers, in our innovative second year module in the undergraduate geography programme. 'Urban Ecology and Development' is a multi-disciplinary project-based module enhanced by staff-student partnerships and input from interdisciplinary academics and local environmental and geotechnical employers.

Here we present a case-study of promoting environmental sustainability in the curriculum, aligning student research-led projects with the University's 'Glasgow as a Living Lab Accelerating Novel Transformation (GALLANT)' project, involving academics from across GES in partnership with Glasgow City Council and private sector organisations. GALLANT comprises interdisciplinary efforts to design, implement and test a translatable whole-system approach to urban environmental and wellbeing challenges, towards the delivery of social priorities outlined in the UN Sustainable Development Goals, whilst assisting Glasgow in becoming carbon neutral by 2030. We share our interdisciplinary approach to the course design and highlight the multi-faceted benefits of co-creation with stakeholders, student partnerships, and reflect on student feedback.

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Building a sustainable Education Focused Academic track

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Abstract

Drivers such as REF and TEF place increasing in pressure on UK Universities to enhance excellence in both research and teaching. This has resulted in the separation of research and teaching activities. Institutions who are more research intensive increasingly have a large proportion of their academics on Education Focused (EF) contracts. There has been little research to understand the experiences of these EF academics. The aim of this research was to understand the career pathway for an education focused academic in research intensive UK Universities.

This research conducted semi-structured interviews with EF academics in UK research intensive Universities. Two theoretical frameworks provided a lens through which to understand the data. Transcripts of the interviews were initially deductively coded using a framework based on the two theories, then inductively coded using thematic analysis.

Interviews with 43 education focused academics were conducted (12 male, 31 female) across 12 UK research intensive Universities. Theme one related to the definition of EF roles with subthemes a) lack of agreed definition, b) the workgroup leaders definition of the role and c) agreement of core concept of EF role. Theme two related to the value of educational expertise with subthemes a) perceived relevance of education to work group and organisation goals, b) value of education within promotion criteria and workload models and c) allocation of resource to education activity. Theme three focused on the career development, with subthemes a) importance of cross-organisational groups, b) promotion criteria fit, c) structural barriers for promotion and d) mentors.

Our research suggests the lack of an agreed sector level definition of an EF role has significant implications for the experiences of academics on EF contracts within research intensive universities. Sector agreement on core aspects of the EF academic role would be beneficial for organisations and individuals in EF academic roles.

Caring for Our Planet: A World Apart or Same Difference? A Global Music Collaboration

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Abstract

The sudden shift to online learning during COVID-19 presented many challenges but also unexpected opportunities in music education. One of these was using cloud-based online collaborative digital audio tools for creating music, which seems to have been efficacious to support engagement and wellbeing during the pandemic. We suggest that a collaborative online international music learning experience may also contribute to sustainable development education more broadly which we have observed as music teacher educators in Higher Education in Aberdeen, Scotland and Melbourne, Australia.

The impact and collective threat of climate change is of key concern to all, highlighted by the 2022 United Nations Climate Change Conference (COP27). Music and arts education can play a role by responding to the ongoing climate crisis through the creation of artworks as activism.

10,427 miles and 11 hours apart, music education students undertook a collaborative online project, working in groups with a mix of Aberdeen and Melbourne in each group. Each student collected video footage that captured their experience of climate concerns related to their environment. In groups students combined and edited the footage then collaboratively composed music to accompany the footage.

This research was conceived as a collaborative self study project undertaken by us as music teacher educators. In this presentation experiences of facilitating the project will be shared along with project outcomes, both musical and extra-musical, as well as challenges.

We argue for greater attention to the affordances of digital collaborative music technology tools to facilitate creative projects as well as the need to reimagine musical experience, drawing together strands of music, wellbeing, climate change education and technology as well as global citizenship. We will share how music students are developing their practice as educators for school and community contexts embedding learning for sustainability, thus enabling them to develop as active citizens.

The community of inquiry, shared metacognition and student engagement in online learning: a systematic review

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Abstract

Although the community of inquiry is a crucial theoretical framework for understanding students' academic performance and achievement, little is understood about how shared metacognition and student engagement play a part in online learning settings in higher education. The covid-19 pandemic rapidly increased the importance of an effective online learning environment. We searched the Web of Science Core Collection and EbscoHost (ERIC) databases for peer-reviewed and pre-print English-language literature between January 2015 and November 2022. For this systematic review, the PRISMA protocol was used. We analysed studies which consider the relationship between the community of inquiry, shared metacognition and student engagement in online learning. After the literature review, the data gathered was synthesised to understand the dynamics in collaborative online learning environments. Preliminary results indicated that little attention is paid to both self- and co-regulation and student engagement, while most studies concentrated on the community of inquiry framework. It is recommended that further research on the impact of shared metacognition and student participation in the community of inquiry should be done to increase our understanding of student online collaboration. For students to be more successful in online learning, particularly in the post-covid era, teachers and module designers should focus more on implementing shared metacognitive and student engagement learning strategies to enhance a community of practice.

Keywords: Community of inquiry, shared metacognition, student engagement, collaborative learning, online learning, systematic review, higher education

Intercultural relations in curriculum development within a collaborative online international learning environment.

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Abstract

Collaborative Online International Learning (COIL) is an emerging phenomenon in the South African Higher Education context. Lecturers enrolled for a curriculum development module gave their experiences on a online classroom interaction with intercultural students in an International University. The paper explores the lecturer's experiences on curriculum responsiveness to COIL. The collaboration involved a class of lecturers at a South African University doing a Curriculum Development module and a group of Amsterdam University students doing a course in Intercultural studies with a specific focus on South Africa. So all the six processes in the COIL course development were followed, which include a) Identifying partners internationally and engage with them; b) Sharing ideas and objectives for the course to be offered; c) Developing courses jointly with the partners; d) Identification of online tools to be used; e) Course implementation and; f) Post course activities: reflection and evaluation. The researcher explores a group of six lecturers from different disciplines giving their understanding and experience of what enablers and constraints they came across in collaborative online international learning context. The study is conducted within an interpretive paradigm, using a qualitative research approach. Data was sourced through interviews and open ended follow-up questions. The data was analyses through thematic analysis. The findings reflected positive and negative intercultural barriers that have to do with time, language, technology complexities.

Capacity Building in Educational Inclusion: A decolonial perspective on intercultural collaboration.

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Abstract

Using a decolonial framework, this paper provides a critique of a joint Capacity Building Programme (CBP) in Educational Inclusion undertaken by 4 researchers from the University of Aberdeen in partnership with 4 Cambodian researchers from the University of Battambang, Battambang Teacher Education College and a Cambodian education NGO. The purpose of the CBP was to create opportunities to mutually explore Inclusive Practice in Cambodian Schools in a manner that was collaborative, reflexive, culturally sensitive and beneficial for all.

In this paper we explain the decolonial framework and decolonizing methodologies applied during the programme, and reflect critically upon their impact on interculturality i.e. the endeavour to recognise and engage with different ways of being and knowing across cultural boundaries and to address barriers to reciprocal understanding. Using qualitative methods, we analysed perceptions of interculturality across our partnership.

A key affordance of this intercultural collaboration was that the Scottish and Cambodian teams both acted as 'more knowledgeable others' (Vygotsky 1978) enabling mutual understanding of perceptions of inclusion. However, joint resolve to critically challenge Western orthodoxies was vital. Another affordance was the development of an inclusive communication environment that reduced language and translation effects, strengthened voice and reduced potential for the marginalisation of Cambodian ways of knowing and being.

A key challenge, however, was fully implementing decolonial methodologies due to asymmetries in research expertise and access to funding. This privileged Scottish partners who, as a corollary, had greater control over project organisation, data analysis and knowledge production and dissemination. This, in turn, generated power inequities that undermined, to some degree, our quest for equity and epistemic justice.

However, key insights were that barriers to interculturality can be creatively negotiated given ongoing respect, co-agency and trust. Indeed, we propose that interculturality evolves over time and that flattening power hierarchies is a gradual process.

Teaching Science Online Worldwide

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Abstract

Since the COVID-19 Pandemic hit in 2020, a "brave new world" has been developed to place highly interactive science courses online using a combination of virtual and hands-on laboratories to reinvent the science experience. Collaborative discussions have been created using the A, B, C approach in which "A" represents the instructor acknowledging the students' input, "B" represents the instructor and other students building on students' ideas by adding content, perspectives, experience, reference to the readings, etc., and "C" represents concluding the discussions with a focused follow-up question for the class.

Labs can be done individually by each student or by through a collaborative group effort where students thousands of miles apart can work together. Major projects can include a "peer coach" review step in which a fellow student assesses the first draft of a colleague's report. Crossword puzzles and games are other ways to enhance learning and make the course more enjoyable.

Online courses offer convenience and flexibility while saving the time and costs associated with commuting. Coursework, including the laboratories, can be done anywhere and at any time, allowing students the ability to manage work and family responsibilities. Online laboratories can provide a robust experience for students, allowing a high-quality opportunity to explore concepts. Well-designed laboratory experiences develop problem-solving and critical-thinking skills and provide exposure to reactions, materials, and equipment. Taking advantage of both virtual and hands-on labs has created wonderful opportunities for instructors who are interested and skilled in creatively using innovative technology. In doing so, students can be reached across the globe.

Open-Source Global Justice Investigations Lab: Opportunities and Challenges in Deigning an Interdisciplinary, Skills-based Lab Aimed at Addressing Global Justice Concerns

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Abstract

Globalization and the growth of digital technology has meant that knowledge and information can spread like never before. This also means that misinformation and fake news are on the rise, making it more important than ever that students develop skills of critical inquiry that cross disciplinary boundaries. Through open-source intelligence (OSINT) and investigation techniques, students can learn to identify, document, verify, analyze, and evaluate open source material such as news reports, social media posts, and satellite images. Their work can also contribute to reporting and advocacy around the Sustainable Development Goals (SDGs) by tackling issues such as food security and deforestation as well as human rights and international justice. Working together with societal partners on real-world projects, Utrecht University is setting up a UU Open-Source Global Justice Investigations Lab, which aims to combine digital innovation with new media literacy. The Lab includes interdisciplinary university-wide BA and MA courses that provide an innovative and ground-breaking way to (1) equip students with the interdisciplinary skills and ethical considerations required to learn how to conduct opens source investigations and evaluate open source material (relevant across disciplines); and (2) bring students, teachers, and societal partners (e.g., technology companies and civil society organisations) together to work towards addressing global challenges to drive SDG progress. The Lab is both about learning something new (digital knowledge and skills to become critical global citizens) and about innovative ways of learning: through an international and interdisciplinary community of students, teachers and societal partners. Drawing from scholarship and practice on interdisciplinarity, this paper will reflect upon and shed light on the opportunities and challenges in designing and setting up such a program across geographic and disciplinary boundaries. Specifically, we will focus on collaboration and integration around learning objectives, activities, and assessments, as well as the practical limitations of university structures.

Learnings from an international interprofessional health immersion in the Indo-Pacific region

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Abstract

Background: Collaborative and culturally aware health practice is required to deliver effective healthcare. Healthcare students need learning opportunities to prepare for collaborative practice and working with people from diverse cultural backgrounds. An interprofessional health immersion program was developed in order to help equip graduates with the attributes they need to work effectively in this context. These attributes include awareness of global citizenship, collaborative interprofessional practice, an international healthcare perspective and cultural capabilities.

Objective: This presentation will describe how a team of interprofessional educators collaborated to design and implement an international interdisciplinary student mobility program within two intercultural contexts. The practicalities of facilitating this innovative program will be shared along with learnings for consideration in future iterations of this program.

Educational Approach: XX University has been taking interprofessional groups of undergraduate health students to the Indo-Pacific region since 2016. The groups have varied in size from 10 - 24 students per country and students have been recruited from eight health disciplines. The program involves pre-departure sessions, a one week orientation (in country), workshops (in country) and a three week placement with a health NGO (in country). Students are expected to complete a range of assessment tasks and reflections based on their interdisciplinary and cultural learning and experiences. Learning outcomes include elements of XX University's Collaborative Care Curriculum Framework.

Outcomes: The presentation will discuss practical considerations for running an international interdisciplinary program such as staff support models, use of third party providers, funding, security considerations and operating in the world of COVID. It will also compare the challenges of a 'face to face iteration' to an 'online iteration'. It will outline the positive student learning outcomes.

Conclusion: An international interprofessional health immersion program is an effective way to expose health students to other health disciplines and other cultures.

Educating change agents for sustainability: the value of interdisciplinary challenge-based learning

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Abstract

Higher education has the responsibility of educating change agents who can take the lead in tackling sustainability-related issues. This requires innovative, interdisciplinary educational programs. A promising approach in this regard is Challenge-Based Learning (CBL) in which students with different backgrounds tackle real-world challenges in collaboration with peers and stakeholders including teachers, coaches and organizations in society holding different perspectives. In this study, a Delphi method has been applied to identify key characteristics and learning outcomes of CBL at a university in the Netherlands that offers extra- and in-curricular challenges to its students. Hereby, we aimed to explore the potential of CBL for educating change agents for sustainability and the potential of different forms of CBL (i.e., those for which students receive credits and those in which students participate on a voluntary basis).

Data were collected in two rounds (round 1: N=47; round 2: N=29) from teachers, coaches, educational developers and other stakeholders involved in CBL. The following five key characteristics were identified:

1. The challenge is a complex problem with multiple solutions
2. Students can develop themselves both professionally and personally
3. Students work in interdisciplinary teams
4. Coaches are available for individual, team and process support
5. The challenge is a real-life problem commissioned by an external stakeholder

The results suggest the multiple value of extra- curricular CBL (compared to in-curricular CBL), including: a higher degree of autonomy, a deeper level of engagement of external organizations and a rich personal and interdisciplinary professional development of students as change agents.

The results show that CBL supports a process of value creation for society in education in which students, in collaboration with other stakeholders, can manifest their agency to bring forward novel ideas for tackling sustainability challenges.

Case-based learning – online, live, and interdisciplinary!

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Abstract

During their final year, our final-year medical students participate in clinical placements scattered across Scotland, including Orkney, Shetland, and the Western Isles. We regard this 'remote and rural' training as a strength of our programme, and it is highly valued by students. Nonetheless, it can be difficult to retain a sense of community and shared interdisciplinary learning. We are keen to promote this and ensure geographical equity of learning, regardless of where our students are placed. We have developed an online case database (CaseBase) of nearly 500 cases, each mapped to the General Medical Council curriculum 'content map.' We have over 10,000 points of feedback and our students clearly want more cases. We supplement these online cases with a monthly online Teams session ("Case-based learning – Live!"), inviting a patient with a chronic health condition to our Medical School to share their health story. Members of the interdisciplinary team, including Primary Care colleagues, attend with the patient, and the online students (potentially several hundred) gain insight into how healthcare professionals work collaboratively. Logistically little effort is required other than ensuring a room is available with excellent I.T- and that our patient partner team welcomes the patient and arranges travel. Interactivity with our students is remarkably easy using online polling software (**www.slido.com**) utilising a range of question types including quizzes. Feedback thus far has been terrific and, as student numbers continue to increase in all medical schools, we suggest this hybrid style of learning (patient live + technology) is an incredibly useful tool in our educational toolbox requiring little infrastructure and cost.

Inclusive academic teaching and personality diversity of students

Vanessa Torres van Grinsven

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Abstract

In academic educational settings, personality diversity in the Extraversion/Introversion dimension seems to be a form of diversity that has not been amply addressed, though some research has been done. This may lead to exclusion of certain personalities from the teaching process.

Recently, I carried out an innovation teaching project with the goal to explore how the educational design can be adapted to better take into account the diversity in personalities as regards the Extraversion/Introversion dimension. Concretely, the goal was to design the teaching meetings in such a way as to create inclusive meetings that are positive and comfortable experiences not only for people with extraverted personality traits but also for people with introverted personality traits, and that stimulate to participate and interact actively in the teaching activities.

The teaching was designed in a co-creative way with the students from the start. Several feedback methods were implemented and woven into the teaching process. The opinions of the students were in this way used to adjust and steer the teaching. As part of this, two questionnaires were implemented. The results of both questionnaires show a preference of most students towards non-traditional teaching methods, tools and techniques that don´t entail verbal interaction in groups, but instead give room for other types of communication and interaction, such as the use of an anonymous online tool to write instead of speak and "backchannel communication", and a disinclination towards verbal participation in groups. There were significant correlations found between some of the preferences and the short Extraversion scale.

I will present the innovation project, the teaching tools and methods used, including the feedback methods and results, and discuss implications for an inclusive educational design that takes into account personality diversity as regards the Extraversion/introversion domain.

The co-production of graduate knowledge and skills. An exploration of experiential training in Public Administration and Management.

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Abstract

Experiential training seeks to prepare impending and new graduates for the job market by establishing a link between theory and practice. Establishing this link requires a relationship with several stakeholders and partners to assume and impart a holistic experience that defines professional acumen. Experiential training creates a link and an opportunity to co-produce the learning experience and revitalise the curriculum and praxis. Students are able to conceptualise, put into action and reflect on information and skills learnt. The exposure that students convey during and on completion of in-service training is vital to co-producing the learning experience.

This paper explores experiential training in the discipline of Public Administration and Management. Critical analysis is situated in the context of the Experiential Learning theory and the advantages accrued by expounding on skill enhancement and competence for a professional public service. Furthermore, the discussion explores the relevance of experiential training in fostering intergenerational relations between prospective public officials and career public officials. The assumption is that experiential training creates an organisational learning opportunity to revitalise the public service and co-produce a new organisational culture through sharing new ideas to coexist with the embedded institutional practices.

This paper assesses the experience of two groups of students exposed to experiential training. The first and primary group includes undergraduate students required to complete a practice module as part of their curriculum pursuing a qualification in public administration and management at a comprehensive university. Secondly, a select group of graduates who pursued internships within the public service. A qualitative approach to data collection was pursued with semi-structured interviews and snowballing. The findings show a critical link between short-term experiential training, attitudes and aptitudes developed for the workplace and finding placement in a constrained economy. Secondly, the relationship between the curriculum and workplace requirements informs employability.

Development and use of a community-based approach to quality enhancement

Steven Tucker, Joy Perkins, Patricia Spence

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Abstract

The enhancement-led approach to quality assurance in the Scottish higher education sector strives to continually develop and improve teaching and learning. It focuses on institutional, as well as sector-wide initiatives that aim to improve student learning experiences across all levels and types of provision.   This approach is unified across the higher education sector in Scotland through the Quality Assurance Agency (QAA) Scotland Enhancement Themes; programmes of work, which typically run for 3 years involving all Scottish higher education institutions. The current theme is Resilient Learning Communities (2020-2023), key priorities in this theme are the provision of accessible and flexible learning, and equality, diversity and inclusion.

The University of Aberdeen's Learning and Teaching Enhancement Programme (LTEP) was established in 2007 to provide funding to support projects aligning with the QAA Scotland Enhancement Theme. The funding is allocated on a competitive basis, with initiatives required to involve students as partners and co-creators of emerging resources. Throughout the current Resilient Learning Communities Theme, the programme has supported projects from across an array of Schools and Professional Services at the University with over 20 projects currently funded. These initiatives cover varied aspects of the undergraduate and postgraduate student experience including assessment and feedback, inclusivity and accessibility, student mental well-being, direct-entry transitions, development of student resilience, intersectionality, employability resilience, ethics, and reflective practice. Emerging as a product of these individual areas of work is a broader community of practice, with project teams collaborating, sharing practice, developing solutions to challenges, and providing a collective approach to the Enhancement Theme work. This presentation will discuss the approach taken to encourage applications for funding, showcase some of the work being undertaken, and demonstrate the value of this community-based approach to the University of Aberdeen and the broader higher education sector in Scotland and beyond.

Enhancing asynchronous student engagement in online learning: Reflections from short-learning programmes at the University of Johannesburg

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Abstract

Even before the COVID-19 pandemic, and the shift to remote emergency learning, blended learning has increasingly been practised at universities; currently, hybrid and online courses are attracting attention from students, lecturers, and university administrators. In all these, student engagement is crucial for successful learning (Northey et al 2015) and online spaces (Chiu 2021; Everett 2015).

In online learning two types of learning modalities can be used, namely synchronous and asynchronous learning. Given that one of the critical advantages of online courses is their flexibility, they tend to be overwhelmingly asynchronous. But unless consciously designed for, asynchronous learning can easily only involve passive content consumption. Creating a sense of community, and making sense and meaning asynchronously together is challenging. In this paper, we reflect on our use of various design elements to enhance asynchronous student engagement in short learning programmes offered by the University of Johannesburg. This context requires fully online courses designed for low bandwidth, given the high cost of data and its unreliability in various contexts across Africa, where the majority of enrolled students are from.

We drew on Garrison and colleagues' (2000) community of inquiry model to design for social, cognitive and teacher presence in the fully online courses, and we included Costa's (2022) additions of regulatory and existential presence. This involved what Leslie (2020) calls the trifecta of student engagement, namely interacting with the course content, engaging peers, and engaging the learning facilitators. We reflect - with a social justice lens - on, amongst others, the use of text-based and video-based content discussion forums, 'tea-room' discussion forums, regular personalised course announcements, audio and video feedback on assignments, social annotation, and a Twitter hashtag for the course, to enhance student engagement asynchronous and ensure learning. Surveys and focus group discussions were used to gather data from course participants.

Sustainability and inclusivity in teaching English courses in higher education: An action research approach

Harri Salovaara

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Abstract

It is vital for higher education institutes to adopt eco-pedagogical practices to address the environmental crisis (Deetjen & Ludwig, 2021). Further, higher education students' diverse backgrounds affect their responses to teaching, and inclusive teaching methods are therefore needed (Barrington, 2004). Accordingly, the purpose of this presentation is to discuss approaches to teaching environmental and sustainability issues in higher education from the viewpoint of inclusivity, and considering the diversity of student backgrounds. The material analyzed in the presentation consists of course contents, course planning, and student feedback from higher education English as a foreign language (EFL) courses that engage with sustainability issues and attempt to do so in an inclusive, compassionate, and hopeful manner inspired by, for example, the work of Rebecca Solnit (2016). Methodologically, the presentation applies a practice-oriented action research framework to teaching, and critically reflects on the concrete action research steps outlined by Kemmis et al. (2013). The presentation argues, first, that diversity of students (e.g. race, gender, sexuality, political views, class background, language and study skills, [dis]abilities, learning styles, technological capabilities) should ideally be reflected in diverse, and consequently inclusive, teaching that addresses diverse needs and fosters commitment to sustainability. Second, the presentation discusses practical, action research-derived eco-pedagogical approaches to discussing sustainability issues in an EFL classroom.

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Keywords: action research, course planning, English as a foreign language (EFL), inclusivity, sustainability

Student disciplinary policies at a distance and online university in South Africa: Educational sustainability

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Abstract

The presence of academic integrity is a key part of educational sustainability as the core of the academic project is threatened if universities, and the academics and students in them, does not take the quest to achieving academic integrity seriously. If other universities, business and the general public loses trust in a specific university due to perceived lack of academic integrity of the university, and its qualifications, this holds a thread to the sustainability of the university. In this paper I evaluate student disciplinary policies and codes from a distance education university at the hand of the core elements of an exemplary academic integrity policy as argued for by Bretag et al (2011). The five elements identified by Bretag et al (2011) is access, approach, responsibility, detail and support – the universities policies were evaluated against these elements and rated on whether it has been achieved or not. This analysis is done both at the policy level but also based on the experiences of this university during COVID-19, and how policies played out when a major challenge applied. Apart from the policy analysis, this paper is based on ten months of fieldwork during 2021 where 28 people were interviewed, an analysis of policies as well as an analysis of five years' worth of records from the student disciplinary records. I argue that the elements for effective student disciplinary policies needs to be present for institutionalisation of academic integrity to occur.

Developing a competency-based approach to facilitate teaching and learning of antimicrobial stewardship as part of environmental sustainability in higher education

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Abstract

The environmental impact of the inappropriate use of antimicrobials and antimicrobial resistance (AMR) is recognised by global organisations such as the World Health Organisation and the European Union. Antimicrobial stewardship (AMS) is one strategy to promote appropriate use of antimicrobials to minimise AMR and is a priority for the NHS to ensure sustainable prescribing. It is therefore imperative to support and empower future health care professionals by providing them with the knowledge to be leaders in the field of AMS. National consensus-based competencies for teaching AMS to undergraduate healthcare professionals in the UK were launched 2018. This generic framework includes competencies relating to specific aspects of antimicrobial prescribing, infection control and emphasizes the importance of collaborative interprofessional working.

The aim of this project is to determine which AMS competencies are required to be met by student pharmacists. This pedagogic approach will provide a guiding tool for curricula development and will allow identification of gaps and strengths within the undergraduate pharmacy curriculum.

To enable the development of a UK-wide national AMS competency framework specifically for student pharmacists, a working group of academics and pharmacy practitioners with expertise in AMS was set up in September 2022.

The diverse background of group members allows a healthy mix of ideas with academics informing the group of what may be achievable within the constraints and professional requirements of the pharmacy curriculum, and pharmacy practitioners providing input into essential AMS competencies for early career pharmacists. Student pharmacists from a national organisation are being invited to join the group to encourage co-designing of this curriculum.

Considering the UN commitment to act on global antimicrobial resistance and the NHS Sustainable Development management plan, this project is timely and of great importance to support development of future pharmacists as leaders in environmental sustainability.

Teaching statistics with disciplinary identity using a user-friendly and interactive interface

Mintu Nath

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Abstract

The knowledge of basic statistical principles, application of appropriate statistical tools and interpretation of outcomes are essential components for many disciplines. Most statistical references include examples unrelated to students from a specific subject area. Moreover, stand-alone examples and exercises limit interactivity; those limit explorations through 'what if' scenarios. ABACUS (Apps Based Activities for Communicating and Understanding Statistics) considers an interdisciplinary approach to communicating basic statistical theories and concepts, which is inclusive, user-friendly and interactive. It allows tutors to integrate examples from their disciplines and build a story that students can associate with easily. Discipline-specific user inputs contextualise the problem scenarios and maintain the disciplinary identity to communicate with learners. The application simulates multiple datasets to create varying scenarios of a problem, integrates graphical interfaces to visualise the statistical concepts, and allows interactive inputs from users, thus providing complete control to users in their learning process. ABACUS provides a framework for essential statistical tools that tutors from any discipline can employ with a range of dynamic learner-driven activities to teach introductory statistics. It combines the best practices for presenting statistical outputs with graphical interpretation of results that are often inconspicuous in standard statistical programs. ABCUS follows a learning hierarchy, from introducing the concept (demonstrate, summarise and understand) to advancing the knowledge (theorise, interpret, infer and illustrate). Hence, it aligns with Bloom's taxonomy of educational learning objectives into the cognitive domain intertwined with learning outcomes, activities and assessments. ABACUS is free; it can be accessed as a web interface (**https://shiny.abdn.ac.uk/Stats/apps/**) on multiple platforms, including tablets and smartphones, or offline mode by the local installation of the R package. We have successfully integrated the application into training programs and courses teaching basic statistics. Web analytics data demonstrate that intended users worldwide access both the web interface and package.

The crux of decolonising the curriculum

Ceewhy Ochoga

Black Impact

Abstract

From human life to education, nothing has been immune to the effects of colonisation. How we gain an understanding of the world will have been grounded in cultural views that have either ignored or been antagonistic to knowledge systems that sit outside those of the colonisers.

The curriculum is a complex and ever-changing entity. It is not just about what is taught but also how it is taught, and how learners are assessed for their learning.

The decolonising of the curriculum requires us to interrogate the ways in which teaching practices reproduce colonial values and norms embedded in classrooms. The focus must be on how schools and universities continue to reproduce colonial ideas and practices that justify racism, sexism, and other forms of oppression.

We must look at the ways in which history, literature, and all other subjects are taught so that they accurately reflect the history of Africa and Africans. For example, when African history is taught, is the only focus on slavery? What about resistance? What about their contributions to world civilisation?

Decolonising is not about deleting knowledge or histories that have been developed in the West or colonial nations; rather it is to situate the histories and knowledges that do not originate from the West in the context of imperialism, colonialism and power; and to consider why these have been marginalised and decentred.

So how do we decolonise education?
There is no universal template. How we take forward decolonising the curriculum has to be contextual to each discipline/subject area. Rather than condensing the issue to a definition, decolonising the curriculum could be viewed as an approach. Some recommendations are:

- Developing an understanding of why decolonising the curriculum is important as part of our commitment to justice and racial equity.

- Assess our individual disciplines to identify alternative canons of knowledge that have been marginalised or dismissed because of colonialism that should be included and discussed with students.

- Reflecting the diversity of student groups in learning content to move beyond western to global frameworks.

- Engage diversification as a pathway to decolonising – creating inclusive reading lists, engaging various voices and perspectives in the curriculum to reflect wider global and historical perspectives.

When and how to involve a 'Named Trusted Person' when serious concerns are raised about a student's well-being.

Katrina Forbes-McKay, Sarah Henderson

Robert Gordon University, Aberdeen, United Kingdom

Abstract

The mental wellbeing of university students is of growing concern. HESA (2022) reported 122,530 students with a recorded mental health condition in the UK in 2016/17, whilst the Office for National Statistics reported 319 suicide deaths amongst HE students between 2017 and 2020. Evidence suggests people with mental health issues recover better with social support, and most students appear to approve of a university emergency contact scheme (ECS); however many universities have not implemented an ECS. Recent guidance from PAPYRUS 2022, however, is urging Universities to develop clear policies on the involvement of trusted contacts when serious concerns are raised about a student's health or safety.

This study aims to investigate the relationship between student well-being and social support, and to explore student perspectives on the introduction of an ECS. One hundred and thirteen Applied Social Studies students recruited via opportunistic sampling completed a JISC online survey including the Interpersonal Support Evaluation List shortened version (Cohen et al. 1985), Warwick-Edinburgh Mental Wellbeing Scale (Tennant et al. 2007) and questions about an ECS.

Findings indicated a significant positive correlation between mental wellbeing and social support. Most students (96%) supported an ECS, and of those opposed, there were concerns over a loss of agency, worries about identifying a potential contact, or the contact worsening the situation. In terms of the scheme's format, the preferred name was 'Named Trusted Person' (NTP) Scheme, the preferred NTP was parent/guardian or partner, and the preferred contact was Personal Tutor via text/call to mobile phone. Students felt contact should be made after a period of 14 days of disengagement and when there were serious concerns about their mental health, physical health, or personal safety. To conclude, Universities should seriously consider the implementation of NTPS to support student wellbeing.

Healing a Community of Scholars: A Case Study of Inclusive and Compassionate Leadership

Patricia Crain de Galarce, Amy Rutstein-Riley

Lesley University, Cambridge, USA

Abstract

In March 2020, our university campus, like campuses across the globe, closed in response to the emergence of the COVID-19 pandemic. Together, as leaders of our graduate school, we quickly pivoted to the online environment to deliver programs to our students and continue the daily work of our organization with our faculty and staff. Simultaneously, another pandemic of racial injustice and violence, political divisiveness, and intolerance erupted on the streets, in the media, and in our classrooms. Graduate students, faculty, and staff reported feelings of isolation, anxiety, and a lack of motivation during the 'dual pandemics.' We recognized that the return to campus would be accompanied by heightened stress and its negative impacts on learning. We were particularly concerned about the emotional and cognitive fatigue people would continue to experience.

This case study documents our compassionate approach to resetting, healing, and reconnecting as a community of scholars. We describe the design, approach, and outcomes of our change process as our community moved from a culture of fear and isolation to a culture of connection, compassion, and advocacy. Our approach to inclusive and compassionate leadership navigated change with both disruption and healing and resulted in shared understanding and action, including the establishment of shared community norms and values, use of more welcoming and inclusive language, increased opportunities to connect across disciplines and groups; use of community meetings to engage in brave dialogues; and inclusive design of learning and work environments. We co-constructed opportunities with environmental safety to speak back to racism and decenter whiteness while decolonizing the curriculum for our graduate school and the communities we serve. We detail the generative community-wide planning process, theory of action, change frameworks, and the challenges faced throughout the year of our community's focus on inclusion, equity, belonging, healing, and care.

Let's slow it down so that we can re-imagine Higher Education.

Janet Jarvis

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Abstract

Teaching & learning in a neoliberal university is, inter alia, characterised by performativity and increasing student input and throughput. This paper argues for a different approach that allows for the possible re-imagining of higher education that lasts beyond the end of a module and that has the potential to impact personal, professional and social life. Located within a Slow Movement conceptual framework, Slow Pedagogy provides the opportunity for a thoughtful, value-driven and intentional approach to education. Slow does not refer to speed but rather, it emphasises the thought and attentiveness required to bring about new meanings through depth of engagement, in a way that is differently productive, focusing as it does, on the curriculum as lived. This paper presents empathetic-reflective-dialogical re-storying as a teaching-learning strategy that, in embodying Slow Pedagogy, allows for significant learning experiences and transformed teaching praxis. Also serving a decolonial agenda, this teaching-learning strategy adopts a transdisciplinary approach, encouraging disciplinary boundary talk that engages in the space between, across and beyond academic disciplines. In addition, students are empowered to become agents of their own learning as they find their voices and shape a lived curriculum that is contextually meaningful, consciousness raising and critical. A relational ontology is central to this teaching-learning strategy. Students engage in self-dialogue and self-narrative to create open space stories when approaching content that is relevant to their lived experience. Self-narrative can also be visually represented. Empathetic group dialogue and reflection provide the opportunity for the re-storying of previously held narratives informed by dominant discourses in society. By slowing it down, education can be re-imagined so as to provide an opportunity to engage with what really matters, in a way that can lead to transformation that is also sustainable.

Building Resilience to Disinformation: An Instructional Toolkit for Engaging Students in Information Literacy

Justine Wheeler, Susan Beatty, Renee Reaume, Diane Lorenzetti, Robert Tiessen, John Wright, Bronte Chiang, Matthew Halajian

University of Calgary, Calgary, Canada

Abstract

This presentation discusses the challenges, considerations, and approaches we encountered in building an educational disinformation toolkit to support students across disciplines in confidently navigating the information landscape and developing the information literacy skills required to critically assess and distinguish between accurate information and disinformation.

The ability to analyze information, and arguments, for credibility is one of the hallmarks of critical thinking (Leeder, 2019; Nygren & Guath, 2021). However, a growing concern over the increasing dissemination of disinformation and misinformation on social media has raised concerns among educators regarding students' ability to assess the credibility and accuracy of this information (Chen et al., 2015; Tseng, 2018). Librarians have long been leaders and advocates for teaching information literacy and developed expertise in guiding students through discussions on complex topics such as emerging ethical and social issues facing our community (Weiss et al., 2020). Our research team created an open educational disinformation toolkit to support faculty in building student resilience to false information and increasing their capacity to assess the trustworthiness of the information they encounter on social media and elsewhere. The design of this toolkit was informed by data collected through an extensive research process involving focus groups, a literature review, classroom piloting and stakeholder feedback.

In this interactive presentation, we will share our learnings on how students encounter and engage with disinformation in the current information landscape, how bias and positionality influence responses to information, our approach to developing the toolkit, and the feedback it has received from our community. Participants will be able to engage with the modules and provide feedback.

By supporting students to build their skills in information literacy and identifying false information, we aid in building resilient learning communities that can assess the credibility of information they encounter and navigate the information landscape proactively and confidently.

Emerging pedagogical approaches for working with Wicked Problems in university teaching

Jennifer Scoles[1], Velda McCune[1], Rebekah Tauritz[2], Paul Hanstedt[3]

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Abstract

This presentation makes visible a number of pedagogical approaches that have emerged in courses and programmes designed to address complex, real-word concerns, such as climate change, global food and agriculture, and conservation biology. Often termed 'wicked problems' (WP), these real-world issues are messy problems which cannot be fully defined, and have no single, obvious solution (Rittel and Webber, 1973). There has been a recent surge in Higher Education scholarship, particularly Geography education, highlighting positive and practical frameworks for teaching about the elusive and complex nature of WP, for example, through 'hopeful approaches' (Sharp, Fagan, Kah, McEntee & Salmond, 2021) and 'futuring approaches' (Hoffman, Pelzer, Albert, Béneker, Hajer & Mangnus, 2021). This study contributes to these offerings by identifying pedagogical approaches that have emerged from teachers' lived experiences across a breadth of (inter)disciplines.

The authors interviewed 35 university teachers from a range of subjects and with different levels of expertise at a Scottish university. Through qualitative analysis, we identified 22 participants who described their course or programme in terms that resonate broadly with Rittel and Weber's WP concept. We found that these participants referred to five key characteristics when teaching about WP - regardless of the subject discipline - that fundamentally shaped the teaching-learning :

1. WPs are embedded in a complex context;
2. WPs propagate plural ontologies;
3. WPs throw into question who is the 'expert';
4. WPs invite different and multiple ways of knowing;
5. WPs engender relatable, human experiences that live outside the classroom

Taking each characteristic in turn, we returned to the data and, along with reference to existing literature, we identified emerging pedagogical approaches that the teachers adopted in their practice to address these characteristics. Our hope is that by surfacing these approaches, they can be incorporated more formally and thoughtfully into university teaching, and encourage deeper student engagement.

Medicine and Pharmacy students' interdisciplinary agreements on medicines information communications

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Abstract

Background: Clinical rotations in the final year of medicine and pharmacy programs in the United Arab Emirates are not considerably interdisciplinary, while the practice of these professions is collaborative. This study's objective was to assess the impact of an interdisciplinary clinical rotation by a medicine and pharmacy student regarding their agreements on the quality of medicines information communications.

Methods: The study was conducted in the Fall of 2022 at the Gulf Medical University campus hospital in Ajman, United Arab Emirates. A final-year medicine and pharmacy student rated the quality of 50 written medicines information communications provided initially to physicians by a clinical pharmacist in the previous year. The rating was performed before and after their three weeks of rotation with interdisciplinary ward rounds and discussions. The agreements between the medicine and pharmacy students and of themselves were assessed (intraclass correlation, Wilcoxon signed rank test) before and after the rotation using SPSS version 27 (Armonk). Institutional review board approval was obtained for the study.

Results: Intraclass correlation coefficient was 0.9 or more in application and resources domains after the rotation, while presentation domain agreements were 0.72 and 0.81. None of the agreements were 0.6 or more before the rotation. While agreements with their own ratings changed, medicine students had a difference with a p-value of <0.05 for three items (resources and presentation), and pharmacy students showed a p-value of <0.05 only for one presentation item.

Conclusion: The findings show that the rotation was impactful in reaching a higher agreement between medicine and pharmacy students on the quality of medicines information. The agreement was excellent in the application and resources domains. More studies are required to assess if such agreements in medicines information result in more collaborative decision-making by medical doctors and pharmacists.

Student Agency & Arts-based Instruction: building an Inclusive Community Centered on Student Creation

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Abstract

The 2001 version of Bloom's Taxonomy, included in A Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives (2001) utilizes the following action words to describe the cognitive processes that students undertake and utilize when encountering new content: Remember, Understand, Apply, Analyze, Evaluate, Create. Creation is at the tip of the taxonomy, with the gerunds generating, producing, and planning as transfer goals for students. This presentation illustrates the use of arts-based pedagogies in an intermediate language classroom that develop these specific skills in students.

Successful use of the arts-based pedagogies described allow for students to create from early stages in the learning process, and incorporate methods that allow for multiple levels of cognitive interaction with a text, with peers, and with the instructor. The techniques described in this presentation illustrate how to identify goals that ascend Bloom's Taxonomy of Learning, activating multiple levels simultaneously, with the aim of reaching creation in L2 that includes not only language production but also creative artifacts in multiple forms, from the creation of physical artifacts, to dramatic performance, and finally metacognitive reflection and self-analysis.

The case studies introduce two concrete approaches: the PreText Protocol (Harvard Cultural Agents Initiative) and instructor use of student photography in public art displays. By understanding students as both natural curators and creators of content, professors can incorporate critical social issues into curricula in ways that are profoundly meaningful and encourage community between students and professors. The PreText case study illustrates how the class engaged with biculturalism and identity. The photography case shows how the class curated images taken by students throughout the semester into a photo essay that illustrated various realities of immigrants in the United States during the past year.

Exploring first-year students' perceptions about the use of Virtual Reality and Augmented Reality in Health Professions Education.

Simone Titus

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Abstract

The future of higher education is characterized by a combination of technologies which merges the physical, digital, and biological spheres, which offer the potential to improve the quality of life across the globe. Thus, in health professions education, virtual reality (VR) and augmented reality (AR) are promising vehicles to facilitate students' active participation and engaged learning in core modules such as anatomy and physiology. The aim of this research was to explore first-year students' perceptions about the use of virtual and augmented reality to learn anatomy and physiology and to further understand the benefits for interprofessional education.

Quantitative data was collected from 321 (N=321) first-year health science students using a cross-sectional survey. Participants were sampled from the Nursing, Dietetics, Physiotherapy, Sport Science, Social Work and Occupational Therapy departments. Data were analysed on SPSS v25 using descriptive and inferential statistics.

This study found that the majority of participants had not tried AR or VR before in any capacity and even fewer had used it for educational purposes. Despite a large majority of students having never used AR or VR for anatomy and physiology, many were of the opinion that it was a useful way to teach the subjects. This paper concludes that if used correctly, students perceive that AR or VR has the potential to improve learning experiences in learning and teaching.

A new normal for whom?

Wendy Freeman

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Abstract

Over the last three years, an unprecedented global health crisis continues to unfold. The impact on higher education was immediate and revealed the effects of taken-for-granted norms in relation to place, technology, and equity (Czerniewicz et al., 2020). In Canadian universities, where this project is based, policies regarding course completion were reconsidered temporarily, assessment practices were adjusted, with a focus on access, and courses were re-examined in light of online delivery. As Emergency Remote Teaching (ERT) persisted through 2020 and much of 2021, attempts to re-introduce some in-person learning emerged. Hybrid, blended, and hyflex teaching (Hodges et al., 2020) were explored alongside ERT. As the impacts of COVID-19 have evolved, so too have the approaches to policy and practice related to teaching, and as we return to normal, the discussion of transition and possible futures for higher education have been inflected with the experiences of 2020-2021. This discourse, centering the transformative potential of technology is not new (e.g. (Facer & Selwyn, 2021; Selwyn, 2013; Weller, 2022); however, this moment, replete with discourse positing possible futures for learning, teaching, and policy in higher education offers a unique opportunity to reflect on perceptions of what was lost and gained, and for whom (Knox, 2019), as normal becomes a object of longing or a representation of past inequalities and exclusions (Ladson-Billings, 2021; Veletsianos & Houlden, 2020). This project explores possible futures of teaching with technology through an analysis of the "sociotechnical imaginary" (Ross, 2023, p. 25). A timeline of changing imagined hopes, values, and expectations for teaching, as expressed by faculty, students and administrators in blogs, newsletters, and websites during the radical shifts of the holds the potential to offer context for the messy role of technology within the complexity of higher education.

Helping Faculty Turn Ideas into Action: An Inclusive Teaching Framework

Bruce Lenthall

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Abstract

As higher education increasingly prioritizes inclusive teaching, we need to ensure we equip faculty to turn that abstract value into specific classroom practices. Too often faculty find the call for inclusion to be overwhelming or amorphous. This paper will explore how the Center for Teaching and Learning at the University of Pennsylvania works with faculty to develop a framework for thinking about what inclusive teaching means, and, in turn, helps faculty to determine specific teaching approaches that make sense for their own courses.

That framework asks us to think proactively about inclusive and equitable teaching. It encourages us to recognize that because our students come to our classes from different contexts, we must act positively to create equitable classrooms. This presentation will examine that framework and how it develops over the course of a year-long faculty seminar. This program considers three major dimensions of inclusive teaching. Drawing from social psychological research, the concept of student belonging anchors the program. In this presentation we will consider what belonging means and how make that meaning actionable. Building on discipline-based educational literature, we will consider the idea of course structure and active learning as a tangible technique for inclusion — and how to enact those principles. Finally, working from sociological research, we will introduce the importance of connecting a course with diverse students' values and consider ways of doing so. Taken together, these lenses often ask faculty to examine their mindsets around diversity and their own roles in promoting inclusion. In elaborating this framework, this paper will also consider the question of how we have explored these ideas with faculty and what faculty have done with them. No matter what understanding of inclusion we have, we need to communicate it in a way that faculty can hear and that empowers them with specific strategies.

Exploring the Application of College Student Role Models in Service-Learning Pedagogy

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Abstract

Service learning is a widely accepted pedagogy that is grounded in the experiential learning theory established by Dewey (1963). It can enrich the learning experience for students while they apply their technical and employability skills to meaningful community service. Prior studies have focused on the associated benefits of service learning for institutions, organizations, or communities for whom the service is offered; in comparison, fewer studies have focused on the learning experience of the participating students. This study investigates the pedagogy of service learning, the impact on college students in developing the skills and capacities needed by employers, and ultimately how service learning enables them to function as global citizens.

This research applies the lens of service-learning pedagogy by deploying college students to a community center as role models for the delivery of Science, Technology, Engineering, Art, Mathematics (or STEAM) programs to youths living in a priority neighborhood on the east coast of Canada. Priority neighborhoods refer to communities that are predisposed to poverty. Studies suggest that low educational interest or achievement are offshoots of issues surrounding poverty. On the other hand, STEAM related activities and mentoring are instruments that can be used to motivate and support economically disadvantaged communities towards educational aspirations.

Data was collected through open-ended survey, observation notes and a focus group after the first phase of program delivery. The collected data was analyzed qualitatively. The findings describe the outcome of the college students' experiences in service learning with respect to their development of skills in leadership, social justice, diversity, communication, and generally tacit knowledge harnessed from working with underserved communities. In addition, the research reveals challenges and provides recommendations. The research contributes to the wider service-learning conversation for policy makers, faculty, and administrators of higher education and may improve the employability and civic responsibility of college students.

Co-creating compassionate classrooms for international students - Equity + Wellbeing + inclusion = Student Success.

Leila Neshat Mokadem

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Abstract

The impact of co-creating compassionate classrooms with international students will be explored through the student success formula - equity + wellbeing + inclusion.

It is well-known that many postgraduate students are balancing professional working lives, their caring responsibilities; childcare, family and financial commitments with the demands of undertaking Higher Education. These challenges are often compounded for international students, as they are away from their usual support networks. This inequity can potentially lead to poor mental wellbeing and engagement, despite a desire and drive to partake in their courses. "Every night my kids plead with me to come back home... the call ends in tears, then I have to sit and write my assignment. It's really hard". Student lived experience testimonials like this highlight an urgent need for compassionate pedagogy and flexible course design that takes into account student's diverse learning and wellbeing needs. In this session delegates will be able to gain insight into how capturing students protected characteristics and caring responsibilities can successfully ensure equity measures are put in place across the student journey from induction to alumni engagement. The session aims to help educators reflect on their own teaching practices and empower them to work in partnership with minority background students to nurture a sense of belonging within an inclusive learning environment.

Reducing the colonial footprint through tutorials: A South African perspective on the decolonisation of education

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Abstract

The purpose of this paper is to report on the potential of tutorials as a tool to decolonise education and promote inclusivity, in South Africa, through the framework of Bourdieu's Social field theory and Activity theory.

Students (most of whom are black) are protesting against the colonised education system that alientates them. Although student protests have placed the spotlight on promoting inclusivity, social justice and the decolonisation of education, higher education is poorly prepared to adequately address these matters. There needs to be a paradigm shift from stereotyping black students as inferior and academically wanting to acknowledging and promoting black habitus as part of the decolonisation of education and social justice agenda.

The tutorial field, as found in this study, was instrumental in providing academically nurturing spaces where black tutees felt comfortable and thrived largely because of the symbolic capital and habitus of tutors with whom they identified. Therefore, tutorials are academically rigorous spaces that would better prepare black graduates to take their rightful place as citizens in a racialised society such as South Africa.
The application of decolonised pedagogical tools such as the tutees' mother-tongue, and the use of group work during tutorials, could potentially contribute to the improved integration of black tutees within academia. In the study described in this paper, the approachability of tutors, including collaborative, participatory teaching and learning methods, were central to the integration of tutees into the university. It must be recognised that all students should be made to feel accepted, and attempts to decolonise education must guard against the formation of linguistically homogeneous groups that could exclude students on the basis of "otherness".

A Knowledge Exchange Programme: Bringing together student pharmacists and school pupils

Antonella Tonna, Clare Depasquale

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Abstract

Knowledge exchange is described as "a process that brings together academic staff, users of research and wider groups and communities to exchange ideas, evidence and expertise." This knowledge exchange programme uses peer education as a pedagogical approach where student pharmacists are the educators sharing their expertise with the learners – primary school 8 to 9 year-old pupils. The programme contributes to widening and enhancing the educational experiences of student pharmacists, while supporting their development of communication skills with diverse populations.

The aim of this research was to develop the content, pilot delivery and evaluate the effectiveness of an innovative Medicines Safety School Programme delivered by student pharmacists to primary school pupils.

A collaborative approach between academic staff and primary school teachers developed an interactive workshop focusing on benefits of medicines when used correctly and harmful effects associated with misuse of medicines. Following piloting by academic staff in this same school, student pharmacists delivered the programme. A post-placement online survey explored student pharmacists' views on how involvement supported their professional development. Classed as a service evaluation, ethical approval was not required.

The pilot was delivered to 72 pupils. Results from pre- and post-workshop surveys completed by pupils showed an increased understanding post-workshop of the benefits and potential risks associated with medicines. Post-workshop evaluations completed by teachers rated the workshop as excellent in aspects including topic presentation and effective linking to school/national curricula. Seventy-seven student pharmacists delivered the programme to 296 primary pupils. Student pharmacist responses to a post-placement online survey showed that completing this placement had benefited their professional development and increased their confidence when interacting with young children.

Initial positive stakeholder responses indicate the success of this knowledge exchange programme supporting plans for integration within the undergraduate pharmacy curriculum.

Student preferences on assessments depending on their learning styles

Shima Pasdar, Rosa Moreno Lopez

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Abstract

Background

A vital element of students' academic performance relates to the outcome of their summative examinations. There are many factors which affect the grades of students in these examinations. One of these factors are the variety of different learning styles students foster to understand and retain information from their course. There are several different learning preference inventories used to identify the individual learning styles and learning approaches the student adopts. Whilst there are numerous studies identifying different teaching methods to suit the students' individual learning styles, there is little research which looks at investigating the impact of changing assessment types to suit student learning styles. The aim of this systematic review was therefore to assess the value of changing assessment types to suit different learning styles in healthcare students.

Methods

Six databases were searched including Medline, Embase, PubMed, Web of Science, Cochrane Library and ERIC. The papers identified were subsequently title and abstract screened by an independent reviewer. Full text screening of the papers was carried out by two independent reviewers. Papers were screened based on pre-determined inclusion and exclusion criteria. Study quality was assessed using the CASP checklist.

Results

Of the relevant papers identified, the different learning styles and learning approaches found in studies included the Kolb Learning Style Inventory and VARK (Visual, Aural, Read/Write, Kinaesthetic). Studies used different assessments including written, practical and oral examinations. Whilst initial screening showed various learning preferences to be associated with objective measures of academic achievement, weak correlations between different learning styles and different assessments were found among most studies.

Conclusions

There is inconsistent evidence that different assessments to suit learning styles may be associated with higher academic achievement. Further robust prospective studies are required to determine this association.

The Role of Compassion in Antiracist Assessment Ecologies in Higher Education Classrooms

Asao Inoue

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Abstract

This presentation explores how higher educational teachers might assess the language performances of their students in compassionate ways, ways that also contribute to socially just outcomes in their courses and students? In our increasingly raciolinguistically, sociolinguistically, and culturally diverse classrooms, conventional ways of evaluating students' written performances can end up unintentionally participating in elitist and white language supremacist practices and outcomes. These conventional assessment practices end up harming already marginalized students and privilege those who come into those courses with language habits that already match the language expectations of the course. Building on his own established, award-winning ecological assessment theory, the presenter offers ways that compassion, as a set of negotiated habits that students and teachers work to understand, define, and use together, can offer a framework in classroom language assessment processes that have social justice goals and that seek to be fair to all students. The presenter shares:

- his antiracist ecological assessment theory, which has seven designable elements;
- the collaborative assessment practices that the assessment theory encourages;
- explanations for how this theory of classroom assessment honors the wide range of language habits and heritages in any course; and
- some common compassion practices that often are used in his courses.

Ultimately, the presenter argues that socially just language assessment in higher education classrooms must be ecologically designed, collaboratively negotiated with students, and compassionate in nature. The antiracist writing assessment ecological theory offered in this presentation has been tested and practiced successfully in many university language classrooms in the U.S., particularly ones with racially and culturally diverse students, as well as students from language backgrounds that have marginalized them in classrooms.

Re-imagining assessment design in an artificially intelligent post-pandemic world.

Jon Yorke, Lesley Sefcik

Curtin University, Perth, Australia

Abstract

Even the most cursory review of contemporary issues in higher education will immediately highlight a number of emergent challenges to the integrity of assessment. Although the pandemic has challenged existing approaches, the rapidly increasing prominence of artificial intelligence is now raising profound questions for teaching and learning in higher education. As this presentation will argue, some of these challenges are by no means new.

Set in a context of assessment integrity, this presentation will explore some of the issues/risks associated with student use of text generation through artificial intelligence (e.g. ChatGPT), online translation and paraphrasing tools, and contract cheating services. Whilst some of these issues/risks may relate to the perceived inappropriate use of a technology, others are more clearly problematic, as is the case with contract cheating. All of these issues represent fundamental challenges to assessment and the assurance of learning.

We will describe methods within which assessment risk profiles and programmatic assessment design are used to promote assurance of learning in a way that is easy to understand and minimally bureaucratic. The approach is cognisant of workload implications, and retains academic freedom and judgement for teaching staff. It involves the use of risk rankings to define the assessment process, ensuring that students have demonstrably met the required learning outcomes. Here, assessment types are classified based on an appraisal of integrity risk, taking into consideration issues that span student identification, hurdle assessment, confirmation checks and viva voce assessment approaches. We will describe our experience to date, and analyse policy implications for this approach.

Critical Acting: Student Empowerment Through Applied Critical Thinking

Wolfgang Marx

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Abstract

Critical thinking lies at the heart of third-level education in any discipline. This presentation postulates that it ought to be complemented by "critical acting", or explorations of how to apply the results of critical thinking fruitfully in different practical situations. It outlines the concept behind a module devised to facilitate the learning of critical acting at University College Dublin (first taught in 2021-22) and reflects on its outcomes.

The module is interdisciplinary with regard to both delivery and participation: it is open to PhD students from all disciplines and team-taught by eleven "critical acting practitioners" from a broad range of subjects in sciences, social sciences, arts and medicine (plus a former students' union president). It is also inclusive as students are invited to participate in the designing of the learning experience, while increasing resilience is a core goal of developing critical acting skills. Decolonising curricula and making teaching, learning and research sustainable were "case studies" specifically discussed by some of the colleagues facilitating the classes; the main assessment component were group projects devising means to improve the situation of PhD students at University College Dublin in a practical and immediate way.

The presentation's final section focuses on the module's results: the group projects developed by the students, yet also their learning outcomes in general as reflected in their feedback, and also their suggestions to improve future iterations of the module. The conclusion reiterates the need to develop the concept of critical acting further and use it to complement the teaching of critical thinking.

Integrated First Year Curriculum in Undergraduate Business

Christine Mathies, Thomas Ruf, Janis Wardrop

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Abstract

There is growing international consensus that business schools are struggling to produce future-ready graduates because degrees follow a traditional formula of content-focused introductory courses taught in disciplinary silos, followed by specialisations that further partition the disciplines. This collective "failure to interrelate and integrate the curriculum" has substantial negative impact on student learning and employability. An integrated curriculum that breaks down the disciplinary silos has been advocated as the future of business education despite its early critics.

This paper summarises the approach we took to redesign a large undergraduate business degree with approx. 8000 students to start with a fully interdisciplinary integrated first year (IFY) curriculum. The IFY comprises eight mandatory courses drawing on the foundational disciplines, grouped into three themes: business management, business ecosystem, and business skills. The intrinsic design of these courses—the simultaneous presence of multiple disciplines—closely resembles contemporary workplace settings, in which employees work with diverse colleagues with different sets of expertise. The redesign also integrates critically important professional skills that are best learned within this more authentic experience.

The IFY is going into its third year. Student evaluations affirm the effectiveness of the IFY approach, with student satisfaction higher than before, and particularly with authentic assessments. By embedding professional skills learning within a transdisciplinary environment, we have also been able to significantly increase achievement of program learning outcomes related to professional skills, such as teamwork, global and cultural competence, and responsible business practice.

After initial hesitancy, staff report increased familiarity with the concepts, tools, and teaching practices of other disciplines, leading to a more holistic and cohesive learning environment for students when they specialise in their majors. Crucially, adopting an integrative approach requires academics to fundamentally alter their thinking about teaching their disciplinary content, but as our experience demonstrates the payoff is worth it.

Making Sense of Transdisciplinary education: Conceptualization, Configuration, and Competencies

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Abstract

The complexities of problems facing society in the 21st century require us to "re-imagine" how we prepare the next generation of researchers and professionals. Scholars have been advocating for transdisciplinary thinking and competencies-based education to break the knowledge-based disciplinary silos. A growing diversity of courses in higher education are offering transdisciplinary education (TDE) where students learn from and with "real-world" problems. These courses are adapting a knowledge exchange and production paradigm that bridges science (academicians, students) and society (industry, community actors). However, there exists no consensus on how to train for transdisciplinarity and/or what competencies are needed or achieved. Through a scoping review and thematic analyses, this study focused on assimilating insights from existing studies on how TDE is conceptualized and configured (design elements) in higher education institutions (HEI), and what competencies are trained among the students. The findings of this study were structured into three domains: conceptualization, configuration and competencies. This study found that the term "transdisciplinary" – as a concept – is still fuzzily and blurrily used in the context of education. However, this diversity of interpretations informed a wide range of didactics and teaching practices. These courses also present varied outcomes of TDE in the form of student competencies, such as collaboration, intercultural communication, reflexivity, critical thinking and analyses, etc. These competencies are presented as direct products of the courses. Yet, the evaluation methods adopted to assess the development of these competencies maintained a "blackbox" effect, where the competencies appear as indirect "by-products". This study asserts the importance of clear conceptualization and a guiding framework to support transdisciplinarity in higher education. It also recommends taking competencies as the main focus for designing transdisciplinary courses and developing robust methods to monitor the development of these competencies in students

Language Technology in the workplace: an A.I. student co-creation project

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Abstract

We will report on a Test and Learn project rooted in the Equality, Diversity, and Inclusion strategy of our institution. We are collaborating with students from an access and widening participation background to co-create a course in Artificial Intelligence, more specifically on "Language Technology in the Workplace".

We are working towards faculty targets for Black, Asian, and Minority Ethnic students, students with a declared disability, and students who reside in IMD (Index of Multiple Deprivation) Q1. We want to enhance completion and module good pass results for IMDQ1 students in particular, but also for both Black and Asian students, and for students who declare a disability including mental health difficulties, i.e., across all three APS characteristics.

In parallel, the A.I. sector worldwide has historically low participation rates for women, as well as for people from a range of minority groups, including Black, Asian, and Minority Ethnic groups and members of LGBTQ+ communities, due to entrenched attitudes and practices within IT.

Our work integrates established design principles into co-creating the curriculum, ensuring more effective collaboration within a complex team (from student stakeholders to faculty and curriculum specialists). Through a series of workshops, participants journey through a typical design cycle: from (1) pre-workshop preparation, to (2) participating in conceptualising and developing curriculum material, then (3) post-workshop critical reflection, and (4) iterating through (1) to (3) several times.

We aim to:

- Create a methodology for developing technology courses that account for interests and study preferences of as wide a range of learners as possible.
- For staff to better understand motivations and interests of students from a variety of backgrounds.

An important outcome is that students feel their views and contributions are valued and that their identities and backgrounds are reflected in the course content.

'Here I am five years later...': Conceptualising the barriers faced by widening access students

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Abstract

Background: There have been increasing developments in widening access (WA) to higher education in recent years and significant resource has been invested in developing initiatives to support students who have experienced disadvantage in pursuing their career aspirations. Despite this, there is still limited understanding, amongst both students and educationalists, regarding what specific barriers WA students may face.   This study aims to conceptualise the barriers experienced by students who have completed a pre-medicine 'gateway' course to further understand the challenging circumstances which they often have to navigate.

Methods: Focus groups and semi-structured interviews were carried out with 'gateway' students from six consecutive cohorts. Data were collected on an audio-recorder, transcribed verbatim and analysed thematically.

Results: Several themes pertaining to key barriers which may be experienced by WA students have been identified: Lack of knowledge of widening access initiatives (e.g., school not signposting); Lack of encouragement to apply to university (e.g., expectation do not want to leave rural community); Challenges accessing specific and relevant advanced subjects (e.g., having to travel to study; lack of teacher expertise; subjects not available for study); Lack of social capital (e.g., to facilitate gaining relevant work experience); Lack of family support (e.g., estranged from family); Lack of confidence in ability (e.g. not feeling good enough).

Conclusion: This study has outlined the complex barriers which WA students face in pursuing their career aspirations. Although this initial study was derived from medicine, the challenges experienced can be translated to other WA students regardless of career aspiration. Since many difficulties do not instantly disappear when a student enters University, it is crucial for educational professionals to gain a better understanding of the obstacles that students experience in order to ensure that the right support systems are in place. This is particularly important in terms of both student outreach and retention.

Standardised assessment rubrics - Help or hindrance to feedforward?

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Abstract

The use of rubrics to provide grades and feedback to students is widespread and perceived as advantageous for both students and academic staff. However, there is also criticism of feedback provision using rubrics and, internationally, there is sector-wide dissatisfaction amongst students with provision of effective feedback. Recent literature emphasises the importance of 'feedforward': providing constructive feedback along with indicators/guidance that feeds into the next assessment. It also stresses the importance of including student perceptions when seeking to improve the effectiveness of feedback for learning.

We carried out a qualitative study to understand the perceptions of students and academic staff within our multidisciplinary School of Medicine, Medical Sciences and Nutrition (SMMSN) at the University of Aberdeen, North East Scotland, on the purpose and use of an existing set of standardised assessment rubrics. We aimed to evaluate their usefulness in providing constructive 'feedforward' guidance to students.

All SMMSN postgraduate taught (PGT) students and academic teaching staff were invited to participate in focus group discussions (FGDs). Purposive sampling was utilised to elicit views from both home and international students, from staff with varied marking experience, and across the range of postgraduate programmes delivered within SMMSN. All FGDs were audio-recorded and transcribed verbatim, then thematic analysis conducted. Data collection began in August 2022 and is due to be completed in early 2023. To date, four focus groups (2 student; 2 staff) have been conducted with a total of 16 participants (8 students, 8 staff).

Emerging themes relate to barriers and facilitators around the use of rubrics for both students and staff; timing of student engagement with rubrics and feedback; and usefulness of rubrics for feedforward. This insight from both students and staff will determine improvements to the rubrics, as well as informing guidance on using them most effectively.

Facilitating online teaching and learning through pedagogical peer support. Learnings of a digital pedagogy development project in Finland

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Abstract

The COVID-19 pandemic challenged societies, organizations and individuals to an extent not seen since World War II. Therefore, for the sake of higher education futures, the antecedents and consequences of the pandemic will continue to be thoroughly examined from different viewpoints. This paper explores an innovation introduced by a Finnish university for the further development of the digital skills adopted during the pandemic. The goal of the innovation was to re-imagine the post-COVID higher education by advancing the best practices of online learning based on relevant research. Five experienced lecturers were recruited from different faculties and the Language Centre to work as pedagogical support to their peers at a 50 % work-time allocation during 2021–2024. The successes and challenges of the first two years have now been reported. First, the digital facilitator team has bridged the gap between the different support services available for instructors by sharing grassroots needs with support staff, and, on the other hand, by informing colleagues about these services. The team has had an interpretative role particularly when communicating the ICT or facilities related needs between different expert groups. Secondly, the team has produced relevant support material for online teaching, the most important of which has been a web-based toolkit for online teaching with both pedagogical principles and practical tools for the newcomer, explorer, and expert levels. Thirdly, the team has been involved in developing a more advanced organization of pedagogical leadership at the university. Furthermore, the team has had an intermediary role in communicating the national Digivisio 2030 developments to their colleagues. Moreover, the team has promoted the visibility of the challenges in online teaching, including digital skills gaps so that nobody is left behind.

An inclusive strategy to enhance equity and quality of research-led teaching experience

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Abstract

Research-led teaching is fundamental when training postgraduate students, a component of which is successfully assigning master's research projects. Matching students with supervisors based on mutual competencies and interests allows efficient targeted delivery of projects. With increasing student numbers and diversity, the manual allocation of projects became unmanageable. Historically, matching involved students reviewing and ranking research projects offered by named supervisors, before staff finalised the allocation. Although effective for small numbers (<100 students), this approach led to suboptimal/incompatible matching and subsequent discontent among both students and staff. Limitations included unconscious bias during matching, selection bias, and a lack of transparency. When combined with substantial growth in the number of programmes offered, a more efficient and transparent approach was needed. After consultation with project supervisors and other higher education institutions, an in-house semi-automated text-based quantitative system was developed. It provided a simple and inclusive strategy to match health and medical sciences students, from 18 disciplines, with supervisors, based on keywords and weighted scoring of potential matches.

The new approach asks supervisors and students to complete a web-based questionnaire indicating their main research topics and methods from a predefined list of keywords. Data are then analysed for matching keywords, conditional on other criteria such as discipline preferences, project types, and research methods. For each student, a weighted score is calculated for each matched supervisor. Finally, depending on the number of students a supervisor can supervise, the best student-supervisor combination is identified and listed. The matching process is reiterated until all students are allocated to supervisors.

Evaluation of this approach to matching, over 3 academic years, has proved successful with positive feedback from both students and supervisors. The process is simple (readily implementable), efficient (resources and time), inclusive (accessible to students irrespective of their background) and interdisciplinary (encompasses requirements of multiple disciplines).

Embedding sustainability into the curriculum through wicked problems and interdisciplinary teamwork

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Abstract

This presentation explores the approach to embedding sustainability into the curriculum of an undergraduate breadth module on 'Where do you belong in this city?' in the winter semester of 2021/22 and 2022/23. The module taught entirely online, asked students to explore a specific wicked problem of their university cities in interdisciplinary teams. The team projects concluded with a virtual exhibition of the teams' digital artefacts. The module was part of a suite of breadth modules newly introduced in 2021 in the second year of undergraduate degrees at a UK university.

Sustainability in this module was framed by the United Nations Sustainability Development Goals (SDG), in particular, SDG 11: Sustainable Cities and Communities. Students were asked to investigate sustainability as part of addressing a wicked problem in a team project. The project resulted in an assessed digital artefact focusing on sustainable solutions to a wicked problem and a reflection as part of their individual assessment.

The presentation will look at how sustainability was introduced in the module and how students explored sustainability as part of their interdisciplinary teamwork. The author undertook a thematic analysis of students' reflections on sustainability in their project. The results indicate that the concept of sustainability varies across different disciplines and contexts and is addressed in different depths or complexity. The presentation concludes with recommendations on how to scaffold the embedding of sustainability in a course.

ROLE OF VIRTUAL ENVIRONMENT IN SUSTAINABLE ENGINEERING EDUCATION

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Abstract

Engineering education is committed to preparing its graduates for managing the most demanding situations of life (Khan, Hussain, Ashraf, Siaybi, & Shibli, 2021). The engineers are required to handle and manage the vital resources that are vital for innovation and technology development (Feisel & Rosa, 2005). It has been established that engineering graduates are essentially required to be equipped with different competencies or skills to deal with the challenges of modernisation (Khan, 2018).

The pandemic forced the world to transform and continue an uninterrupted/sustainable educational process. E-learning posed a unique challenge to the delivery of engineering programs where substantial practical work was mandatory. Although, publications on E-learning claimed that blended learning somewhat mitigated this shortcoming (Alqahtani & Rajkhan, 2020). Various alternative methodologies developed were suited to programmes with the primary objective of data generation and its analysis. However, these processes do not fulfil the needs of programs such as Aeronautical, Automotive, Marine, Civil etc. which required the development of fault diagnosis and troubleshooting skill through practical work (Khan, Siyabi, Ashraf, Hussain, & Fakhim, 2021).

Technical programmes now acknowledge that the development of this partially lacking competency is possible through the virtual environment, which is not only cost-effective but also resource-friendly and sustainable. Equipment models are generated to the level of components and integrated systems. The learner can remove/install components for full system comprehension. In operation, faults can also be generated for Aeronautical learners for in-flight visualisation.

This work discusses the virtual environment processes with examples that have played an important role in the development of this competency. The validation and verification of designs with a sustainable technique simulate the real-life environment through futuristic methods in engineering education. The validation/ verification through this futuristic approach has paved the way forward for sustainable education and delivery of hard-core engineering subjects.

Can Classroom Modality Explain Student Fear and Flow in an Undergraduate Environmental and Sustainability Film Course?

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Abstract

At a time when environment and sustainability is embedded in many student conversations, understanding the relationship between flow experiences and students' fears provides an opportunity to better inform instruction. Operationalizing flow and fear in learning through film is one way to better identify motivation for learning and instances where students: (a) have a perceived level of skill and associated challenge to a particular skill; and (b) have experiences that quantify fear associated with film content. The purpose of this research was to determine if there were relationships between students who took the course using an online or in-person modality where flow and fear were measured based on course content during a university environmental and sustainability film course. Flow occurrences occurred most when students were watching content and participating in the course in an online setting. Concomitantly, anxiety was the most predominant factor associated with students attending and watching films in-person. Conversely, levels of fear for online students were higher (M = 14.95, SD = 7.13) as opposed to in-person students in the course (M = 13.77, SD = 6.23). Results indicate that online students had more experiences with flow and correspondingly higher levels of fear indicating that lack of instructional facilitation may have resulted in both flow and fear in relation to film content. Additionally, in-person students who lacked flow experiences, had lower levels of fear. The authors recommend further research to better support instructional practices and modalities that increase flow while decreasing fear in undergraduate learning experiences with film.

Improving Equality, Diversity and Inclusion in academia: Reflections of an academic school within a University

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Abstract

Academic Institutions that constantly improve Equality, Diversity and Inclusion (EDI) will attract and retain the best students and staff. 2020 was a watershed year with EDI coming into the spotlight. We find at our university that post-2020, unlike before, EDI has continued to be prioritised. We reflect on changes within our university, our school and its staff and student community, to understand what evidence in literature underpins this sustainable change of culture. One of our first observations was that a top-down and bottom-up approach was adopted. Senior leadership buy-in can facilitate change through harnessing resources and role-modelling EDI values. Inclusion is a key pillar in our University's strategy (Aberdeen 2040) effectively ensuring prioritisation of EDI. This was paired by organisational re-structuring resulting in EDI Leads who were at par with leads for teaching and for research being appointed in all Schools. A safe space for staff and student conversations through equality networks, open-sessions, blog-posts and appointment of champions facilitates EDI conversations. Charter marks such as the Athena Swan are esteem indicators and though they require dedicated resources, literature suggests that they enable positive change. We also developed a School EDI strategy articulating our values, mission and outcome measures. This will hold us accountable with regards key EDI performance indicators thus enabling change. Students are powerful agents of change, through their feedback on our policies and practices, participation in the work of EDI committees and becoming co-creators of curricular EDI content.

Finally many protagonists find the slow pace of change frustrating, however we believe this is okay within reason as EDI is an "evolving conversation" and keeping it going will ultimately result in a paradigm shift in EDI.

While by no means an exhaustive list we hope that these reflections, provide tips for other institutions and departments on similar journeys.

The effectiveness of WhatsApp towards first year's students with disabilities on their orientation to the universities: A case study of Reakgona Disability Centre at the University of Limpopo.

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Abstract

WhatsApp is a social media messaging program that enables users to exchange messages on cheap price. It is compatible with the iPhone, BlackBerry, Android, Nokia, and other Windows smart phones. WhatsApp features include one-on-one chat, group chat, push notifications, sending and receiving both video and audio files. By April 2014 it was estimated that WhatsApp had approximately 500 million users, who send and receive more than 64 billion messages a day (Trenholm, 2014). Abraham and Funny (2019) states that WhatsApp's primary function is communication, which makes it one of the quickest and most efficient communication routes that takes place in the classroom between students and teachers. The researcher realized that the first year's students experience difficulties in adapting to the universities. Some of them end up failing their tests and exams because they are new from their secondary schools and is hard for them to adapt at universities.

The purpose of this study is to examine the effectiveness of WhatsApp towards first year's students with disabilities on their orientation to the universities. The focus is on Reakgona Disability Centre at the University of Limpopo, hence the above-mentioned research. The study will use qualitative research methodology and the data will be collected through direct observation. The WhatsApp group will be created for only first years students with disabilities and the researcher will form part of the group to observe them.

The data will be analyzed through thematic analysis and presented through themes. Purposive sampling under non-probability sampling will be used to select the participants because the researcher has knowledge and experience of first years. The population of the study are University of Limpopo first year's students with disabilities. The total number of 40 students are part of the participants.

Keywords: WhatsApp, SWDs, First Year, Universities and Social Media

EduAssist: A Technology-based Inclusive Learning Environment for the Students with Specific Disabilities

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Abstract

The idea of inclusive education has brought the concept of equity in the approach for the education of the disabled people by allowing them exhibit their diverse abilities. It is now necessary and also challenging to modify traditional classrooms into inclusive classrooms. Particularly in a country like Bangladesh, there are not enough accessible educational tools, strategies, or technologies for the blind, mute, and deaf individuals. As a result, the majority of the people living with those disabilities do not acquire a proper education. To adapt the contemporary and digitalized environment, we then aimed to connect them to current technologies. So, we have come up with a feasible solution which will transform traditional classroom into inclusive classroom by removing educational barriers of deaf, mute and blind students. In this paper, we are proposing a system called "EduAssist" which is the combination of a website and a synchronized mobile application. The learning and assessment system of EduAssist can make the students' learning process highly effective. The use of AI and Machine Learning in our system will assist them in both education and communication. Audio-visual learning resources that have been converted into sign language will be available for the deaf and mute students. We invented braille to vibration system called "Digital Braille", a new technology to assist blind people in their learning. The training materials are being designed and developed as per the standard and compliance requirements of the students with learning disabilities in the proposed system. Through this system, people with certain difficulties can get a complete educational environment. This paper is fully based on the current educational condition of specific disabled people. The findings show that the EduAssist system can be a potential component of the transition toward a complete online educational platform for deaf, mute, and blind individuals.

The Human Spectrum - A Position Paper

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Abstract

Through pedagogical research Higher Education teaching has evolved from didactic approaches to more inclusive use of online and blended learning, group discourse and kinaesthetic learning. Whilst education in this sector is improving, there still needs to be a shift in thinking regarding types of learners. A significant proportion of the population is neurodiverse which means that throughout the population there are people with different cognitive profiles and models of thinking. Whilst there have been efforts to adapt teaching styles or make reasonable adjustments for these learners there is still a barrier to inclusivity. Education has a role in enhancing inclusivity within and outside of the education space.

This paper considers the autistic population and inclusivity within education and society. It discusses how autism is presented in the research literature in terms of a linear spectrum of abilities and the problems this can lead to. It also discusses how attempts made by society to encourage acceptance, not necessarily inclusion, of autistic people can reinforce the idea of stereotypes and consequently be unhelpful. Autistic people experience challenges with social communication and may need additional support, but existing research models can present them with barriers. This paper uses an alternative model of the autistic spectrum with multiple facets of cognitive abilities, and from this a paradigm is proposed, the Human Spectrum. The paradigm considers the whole population in terms of cognitive abilities and difficulties and uses this to provide an argument for inclusivity, not just acceptance. The paper describes some examples from society to persuade the reader that they could adapt their model of thinking with respect to autistic people and consequently reduce the barriers within education and society. The paper concludes by proposing this paradigm shift as a way forward for education and for consequent better inclusion in the workplace and society.

Compassionate Feedback: How to foster belonging through compassionate assessment practices

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Abstract

This paper presents work developed from the QAA Collaborative Enhancement Project 2021 Belonging through assessment: Pipelines of compassion, in which the three participating institutions – University of the Arts London, Glasgow School of Art and Leeds Arts University – reflected on how considering assessment through the lens of compassion can help address social justice, belonging, and inclusion towards resilient learning communities.

A core strand of our collaborative work focused on feedback as a critical area where the emotional impact of assessment is at play (Falchikov & Boud 2007; Rowe, Fitness & Wood 2014; Winstone & Carless 2020) and where compassion can be a primary driver towards more inclusive practices. Our objectives were to develop definitions of what compassionate feedback might look and feel like and devise guidance and support for approaches to compassionate feedback within the art and design disciplines in collaboration with academic staff. What advice might we give to ourselves, colleagues, and students for a compassionate approach to feedback? By developing discursive workshop models, we also aimed to explore how existing structures and processes may be adapted and modified to enable compassionate feedback, bearing in mind the potential cost for staff of the 'emotional labour of feedback' (Spaeth 2018), including issues of workload. This forms the basis for a resource for utilising the principles of compassionate pedagogy in assessment and the construction of feedback.

Responding to Jan McArthur's call to restore 'joy' in assessment (McArthur 2018) by furthering approaches that are both manageable and compassionate, we interrogate our findings and situate our work within the collaborative production of the Belonging through assessment: Pipelines of compassion online resource: **https://belongingthroughassessment.myblog.arts.ac.uk/**

Can We Level the Playing Field for Rural Applicants to Medicine?

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Abstract

Background: Numerous observational studies show that for clinicians intending to work in a rural area, a rural background is key. (1) But recruitment challenges to medicine from rural communities are widely reported. (2) Medical School application is a competitive process with rural applicants reporting to us that they face additional challenges throughout. This project focuses on identifying barriers in applying to medicine from a rural community and to consider possible solutions. The Scottish Government funds ring fenced places in all Scottish medical schools, for applicants meeting Widening Access Criteria to address inequalities in admissions.(3) However, for rural applicants the effect may have been curbed as pockets of deprivation are not readily identified by postcode criteria.

Method: A medical student, employed on a summer student bursary programme explored the journey for applicants from rural areas in the North of Scotland. He examined admissions criteria, outreach activities, met with students from a rural background and visited schools in the regions speaking with senior and guidance staff.

Results: Several factors that could make the rural applicant's journey more complex were identified. These include but are not limited to lack of exposure to role models and healthcare experiences; increased costs; and deficiencies in local and regional infrastructure. Limited knowledge of alternative routes to study medicine such as gateway programmes was evident and may also limit rural applications. To address the issues identified we have proposed a series of interventions to improve the application process for rural students.

Summary: An exploration of the pathway to apply to medicine from a rural context in the North of Scotland has identified additional barriers to applicants from this background. These barriers include cost, career awareness, the application processes, pathways, and infrastructure.

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Decolonising academic literacies: Towards an embedded hybrid model for holistic student development and support

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Abstract

Students accessing institutions of higher learning are faced with a number of challenges, such as limited cultural capital, language barriers, adjusting from high school to university, having to meet high academic demands and expectations about a heavy workload and effective time management skills, acquiring self-efficacy and using their agency to become self-regulating students. This paper reports on a PhD study that developed an embedded hybrid academic literacies' model that can be used to decolonise academic literacies' courses at universities. The question we attempt to answer is: What were the academic literacies practitioners' pedagogical approaches at a historically Black university in South Africa? The study was positioned in a qualitative research paradigm with a participatory evaluation research design. Its theoretical underpinnings were derived from the strengths of the three academic literacies' models of Lea and Street (1998) and the hybrid practice language model of Gutiérrez (1992). Gutiérrez (1999) states that the concept of 'hybridity' provides an alternative way to understand and appreciate diversity in education. She explains that hybrid-learning spaces in classrooms are fundamentally social spaces of educational communities where meaning-making occurs and consists of three different spaces: official, unofficial, and educational.

Based on the concept of 'hybridity', we argue that regularly reviewing and overhauling academic literacies' curricula are imperative for providing decolonised and holistic academic support to incoming students. This can be achieved by providing hybrid-learning spaces where indigenous knowledge and multilingualism are embraced, the students' agency and self-efficacy are strengthened, and their academic progress is enhanced through collaboration with cognate discipline academics.

Keywords: First-year students, agency, self-efficacy, academic literacies, decolonisation, embedded hybrid model, cognate disciplines

Can a Medicine Wheel be used to teach Linear Programming? My journey of indigenizing a quantitative business course.

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Abstract

Thompsons Rivers University embarked this past year on a new MBA program. What is truly novel about it are its students. The cohort consists of 19 working professionals from local first nations in Secwepemcúlucw — the traditional lands of the Secwépemc people. The cohort includes executives, band council leaders, economic development agents, entrepreneurs, lawyers, and others. Its delivery is also novel — a traditional 13-week face-to-face course is compressed into seven weeks and delivered in a mix of online sessions and three intense 3-day weekend sessions at our partner institution — the Nicola Valley Institute of Technology in Merritt, British Columbia. I teach the required (and dreaded) quantitative "Decision Analysis & Modelling" course. For this cohort, we redesigned the course to include a "quant bridging" component delivered months before the main course — to identify quantitative skill areas (numeracy, statistics, spreadsheets) and provide remediation / just-in-time teaching to the students — some of whom only have a high-school education. The overall course itself was redesigned using an Anishinaabe medicine wheel approach. Unlike other courses (leadership, marketing) in the MBA curriculum where there are a sufficient number of teaching cases about indigenous leaders or companies, there is a dearth of materials on the quantitative side. There are also philosophical implications to using quantitative data in teaching such a course — "nothing about us / without us" — the principles of ownership, control, access, and possession (OCAP) that guide information / data processes for first nations in Canada for example. That's the context. This presentation will explore how I was able to indigenize the quantitative curriculum to make it more relevant to this cohort of learners while respecting the traditional indigenous ways of knowing and sharing knowledge with others. Kukwstsétsemc (Thank You)

Learning for sustainability: Towards a theoretical framework linking business process management with process safety management in occupational health and safety curricula

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Abstract

Occupational Health and Safety (OHS) has been catapulted to the forefront of business sustainability discussions since the outbreak of the Covid-19 pandemic. Even though businesses were cognisant of OHS, the importance thereof was often underrated until the pandemic wreaked havoc in many businesses and society as a whole. OHS cannot be separated from sustainability. The Sustainable Development Goals of the United Nations are seen as the blueprint to achieve a better and more sustainable future for all. OHS is an important aspect to consider in the achievement of various SDGs, including good health and well-being (SDG3), quality education (SDG4), decent work and economic growth (SDG8), as well as industry, innovation and infrastructure (SDG9). Incorporating sustainability goals into the curriculum of OHS education should thus be confirmed. To assist students to become leaders in sustainability, it is suggested that the essential components (leadership, project management, and people change management) of business process management (BPM) be included in OHS curricula. The 14 elements of process safety management, a risk management tool, aimed at the proactive identification, evaluation mitigation or prevention of failures in processes, procedures, or equipment, will be investigated. This paper will make use of a systematic literature review aimed at combining BPM with the PSM elements to provide a theoretical framework for enhancing students as leaders in learning for sustainability with a particular focus on OHS.

Let's Connect, Create, Celebrate! Using a Global Citizenship Framework of 3 Cs.

Leila Neshat Mokadem

Robert Gordon University, Aberdeen, United Kingdom

Abstract

With increasingly international and wonderfully diverse cohorts in our Universities, it's now vital more than ever that we nurture Equity, Diversity, Inclusion (EDI) alongside Sustainability and Global Citizenship and not in isolation. Our graduates need to be prepared for a world of work where diversity of thought and celebration of culture brings us together to solve wider societal inequities. The **Global Citizenship Framework (GCF)** was co-designed, piloted, implemented and evaluated with undergrad, postgraduate, home and international Pharmacy students to embed EDI and the UNSDGs in healthcare curricula. GCF encompasses 3 Cs – **Connect** (*connecting learners with community*), **Create** (*co-creating diverse curricula*) and **Celebrate!** (*celebrating personal, professional and global identity*). The rationale behind this framework is to raise awareness of inequalities aligned to the UN SDGs and to help foster students' sense of belonging to each other, their course and profession. The framework provides educators and learners with a flexible and adaptable structure to focus efforts within and beyond the classroom in nurturing the skills, values, and compassionate thinking required if EDI & sustainability are to be part of our day-to-day culture and not just a tokenistic add on. The branches of the framework and practical examples of each such as, alumni mentoring programme, together with Impact testimonials, will be shared with delegates with the opportunity to reflect on their own approaches to creating inclusive communities for empowered learning.

Delivering care and Compassion through professional values. Doctoral research examining the Clinical Placement Experiences and the Professional Values of Graduate Entry Nursing Students.

Devi Nannen

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Abstract

Healthcare workers, including nursing students, must understand and operationalise their professional values to a high standard because they are a vital component of delivering quality healthcare. Time should be invested in explicitly identifying, developing and sustaining nursing students' professional values. The development of professional values is critical for student nurses, especially Graduate Entry Nursing (GEN) students on an accelerated nursing programme. This research sought to identify and examine the relationship between the clinical placement experiences and professional values of GEN Students.

A qualitative methodology with a social constructivist paradigm was adopted within a single exploratory case study design. Data were generated from two focus groups and 12 semi-structured interviews, that were analysed using Thematic Analysis (TA).

The findings suggest that a complex interdependent relationship exists between the clinical placement experiences and professional values of the participants. The participants found that their clinical placement experiences allowed them to put into practice their professional values. In turn, their professional values allowed them to approach and understand their clinical placement experiences. This research further suggests that professional values influence how student nurses deliver patient care and maintain patient safety and that clinical placement experiences change professional values. An unexpected finding was the emotional implications identified from the clinical placement experiences on their professional values as future nurses.

The GEN student group is viewed as unique because of their life experience, background, previous education, and skill set. As such, this research adds new knowledge regarding GEN students' understanding of their professional values and capacity to identify clinical placement experiences which were related to their professional values. Finally, this research provides a unique view into the GEN students' emotional awareness and management when working within the constraints of the current NHS. Professional values are a part of nursing and are here to stay.

Understanding the Impact of Covid-19 on Ethnic Minority Students: a Case Study of Open University Level 1 Computing Modules

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Abstract

As reported in [1] *'Of the disparities that exist within higher education, the gap between the likelihood of White students and students from Black, Asian or minority ethnic backgrounds getting a first- or upper-second-class degree is among the starkest'*. In the Open University (OU) for example, a recent research [2] found students from ethnic minorities to be at least 20% less likely to achieve excellent grades and to spend 4-12% more of study time to achieve the same performance as white students. Moreover, with the advent of COVID-19, a growing body of research suggested that students from these groups of the population, suffer disproportionally from the impacts of the pandemic [3], which inevitably impacts on their study experiences. However, recent research in the OU found that some COVID-19 arrangements such as the change of examination mode and change in work-life patterns have impacted students from ethnic minority backgrounds differently. In this paper we present findings from a project aiming to understand the impact of COVID-19 on ethnic minority students' study experiences and performance. By means of a combination of qualitative and quantitative data analytics we first analysed the study performance and the patterns of progression, then by conducting focus groups with the teaching staff we assessed the impact of COVID-19 on the lived experiences of the students.

[1] Black, Asian and Minority Ethnic Student Attainment at UK Universities (2022). Available at: https://www.universitiesuk.ac.uk

[2] Nguyen Q., Rienties B. Richardson J.T.E. (2020) Learning analytics to uncover inequality in behavioural engagement and academic attainment in a distance learning setting, Assessment & Evaluation in Higher Education, 45:4, 594-606.

[3] Arday, J. and Jones, C. (2022) "Same storm, different boats: The impact of covid-19 on black students and academic staff in UK and US higher education," Higher Education. Available at: https://doi.org/10.1007/s10734-022-00939-0.

Teaching empathy: a storied approach

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Abstract

Empathy is an emotion that is generative of care for others, be they human or non-human. In sustainability education, empathy is considered a crucial skill to develop in order to understand and be responsive to the complex problems facing humanity and the natural world. Appropriate and just individual and collective decisions are not just a matter of responsibilities and obligations, they are about being in good relationship with each other and the land that sustains us. Empathy is integral to being in these right relationships. Teaching empathy, however, is not a straightforward undertaking. Students frequently arrive to class exhausted, stressed and concerned about just getting through their degree in order to move on to their careers. They may listen attentively during the lecture, take on project briefs with resolve, answer questions when prompted, but are they disposed or able to shift beyond the cognitive grasping of a concept such as empathy into the actual feeling of the embodied experience of it? To feel and be reflexive about empathetic knowing and relating involves being open to and welcoming a shared vulnerability with others. This is no small ask of students experiencing precarity as they face difficult social-environmental and employment futures. This paper speaks to how we, educators from across the arts and sciences, mentor students through the use of a wide range of storytelling practices.   Through dialogue as well as practices of making, we instigate situations in which students are able to acknowledge their positionality, bringing their own stories, histories and desired futures to co-create meaningful experiences that build skills for empathy. The different stories and forms of storytelling that we engage with help students (and ourselves) to begin to carefully and compassionately practice empathy, to care WITH one another about the histories, and current and future lives of all beings.

Virtual Exchange for Social Inclusion

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Abstract

Virtual exchange (VE) stands for "pedagogically-structured online collaborative learning between groups of students in different cultural contexts and/or geographical locations" (O'Dowd, 2018). It is a research-informed practice and a strong catalyst in advancing the internationalisation of HE curricula, known as Internationalisation at Home. VE can prepare for, deepen, or extend physical exchanges or, as shown by COVID-19, it can also emulate them. VE projects are known to prepare students for the globalised digital workplace as they focus on transversal skills development (Crawford, 2021). However, VE and VE-based IaH are not inherently equitable and inclusive. Like other forms of online or blended education, they are prone to Western hegemonies and influenced by inequalities in access to and experience with technology, institutional constraints, gender, race, age, English language dominance, and socio-political and geopolitical challenges (Helm, 2020). Critical VE (CVE) (Hauck, 2020; Klimanova & Hellmich, 2021) aims to ensure more equitable, inclusive, and purposeful student exchange experiences. These are characterised by the following elements:

- The use of low-bandwidth technologies
- A focus on students underrepresented in IaH
- Student exchange project topics informed by the UN Sustainable Development Goals (SDGs)
- Wherever possible, integrating local student outreach work with businesses, NGOs, and charities.

This approach to VE also aligns with critical Global Citizen Education (GCE) (Andreotti 2006), which has notions of power, voice and difference at its core.

Finally, CVE is informed by critical digital literacy (CDL), which leverages digital technologies for social justice-oriented action and change (Darvin, 2020; Nicolaou, 2021). CDL is also about finding out how power operates in digital contexts; how it shapes knowledge, identities, and social relationships in ways that privilege some and marginalise others (Darvin, 2017).

In this contribution we will introduce a framework for CVE and present and discuss current examples.

A self-directed interactive learning environment to conduct dose-response analysis

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Abstract

Pharmacology is an applied discipline; it combines data from carefully designed experiments with the rigours of statistical modelling. The dose-response analysis is a fundamental component of the pharmacology curriculum and an understanding of principles, methodologies and interpretation is essential for students and researchers. Pharmacokinetic/pharmacodynamic modelling is identified as a priority area by the Association of the British Pharmaceutical Industry. We developed the interactive user-friendly web-based application iDRUG (interactive Dose-Response User Guide) - an all-inclusive self-learning environment for dose-response analysis - aligning with the British Pharmacological Society (BPS) Core Curriculum. It integrates practical pharmacological techniques and detailed data analysis steps in a dose-response experiment. The availability of multiple scenarios enhances the opportunities for learners to visualise and investigate experimental data from wide-ranging pharmacological experiments that might otherwise be difficult to replicate in a standard laboratory class due to limited time, space and resources. The iDRUG application can operate as a stand-alone exercise or be integrated with practical activities to provide a complete and immersive experience and serves the blended approaches to teaching and learning. The application is freely available online (shiny.abdn. ac.uk/Stats/apps/iDRUG) and can be accessed and used on any browser-supported devices including tablets and smartphones meaning it is flexible, inclusive and accessible across the student community regardless of geographical location, onsite or online status. We have received positive comments from peers. We are currently working towards integrating the application with the course curriculum and conducting a survey to understand elements of iDRUG design, development, and learning experience with a variety of student cohorts. Overall, iDRUG is an innovative tool that encourages inclusive and interdisciplinary learning, with this project aligning with the international (a learning experience that is globally available), interdisciplinary (spanning pharmacology, data science and statistics), inclusive (a tool that is accessible for all) and sustainable (a future-proofed innovation).

Feedback on Feedback: Reimaging assessment practices to promote inclusion and equity

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Abstract

Students in higher education often view assessment as daunting yet it drives their learning behaviour. Many students consider assessment as something that is punitive and may approach summative assessment tasks with trepidation and anxiety. Discourses to make assessment more humane, compassionate, relevant and meaningful form part of staff development activities and course and assessment design approaches. Given the diverse students entering South African higher education it is vital to promote inclusive teaching and assessment practices that promote equitable learning outcomes. However, assessment cultures, norms and practices are often difficult to change, while structural conditions such as disciplinary conventions, the influence of accreditation bodies and institutional rules often constrain moving away from traditional assessment practices towards more innovative and compassionate assessment designs. An important driver for assessment change and acceptance is to involve students in assessment design, centre students' voices and acknowledge the various resources, values and ideas that students bring into teaching spaces. We report on emerging findings from a project at the University of Cape Town (UCT) entitled "The UCT Assessment Project: Enabling Student Success Through Transformed Programmes of Assessment". This paper will focus on a single component of the broader research project, specifically focus groups and interviews with undergraduate students that explore their experiences of assessment at UCT. Taking as a point of departure that assessment practices are social practices informed by institutional cultures and history, we are specifically interested in students' perceptions of factors that influence assessment performance, the learning effects of assessment, and their perceptions of assessment culture and climate at UCT. The aim of the research is to influence assessment design and policy changes at UCT that take into account students' lived experiences of assessment and to consider ways of collaboratively designing and enacting assessment that contributes to equitable student success.

Developing inclusive learning communities and building staff competencies

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Abstract

How can we ensure that all students, regardless of their linguistic or cultural background, feel included in – and can succeed in UK academic life? Many students struggle to cope with dense academic texts and academic lectures, and even have difficulty understanding module handbooks and assessment requirements. Others come from cultures where concepts such as critical analysis, justifying opinions, and academic integrity are unfamiliar. Academic staff may not have the knowledge and skills needed to make their teaching more accessible, for example learning to grade their language, create successful intercultural group dynamics, and ensure that meaning has been conveyed.

This session will draw on research conducted at University for the Creative Arts (UCA), which assessed academics' intercultural competence and their ability to convey knowledge effectively to international students. It will explore how, with clear knowledge and skills gaps identified among academic staff, English for Academic Purposes (EAP) practitioners can step in and help staff fill these gaps. The session will examine the effectiveness of three EAP-led initiatives based on this research: introducing regular training workshops for academic staff; establishing an EAP/subject lecturer peer observation programme, and incorporating team-teaching sessions into the curriculum. It will also provide recommendations for further developments.

A case to part ways with the "Universal Model" of the Human Form: Diversifying and Decolonising the Anatomy Curriculum

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Abstract

Decolonising a curriculum implies identifying, acknowledging, and challenging, where appropriate, the impact of colonialism in what is taught. We investigated whether there was a case to think about decolonising the study of Human Anatomy. It may be argued that underneath the superficial skin, everyone's Anatomy remains the same. Surface Anatomy is the study of external features and teaches students how to recognise the location of anatomical structures on the surface for example what anatomical landmarks to use to palpate for the gall bladder. This is a core anatomical skill for healthcare students. Traditionally Anatomy textbooks have images predominantly from toned, slim built, white male individuals. This does not represent the diversity of our healthcare students nor the patient population they will serve.

At our institution we analysed our teaching materials used in our MBChB Anatomy curriculum. Images of surface anatomy were audited to assess not only skin tones but also gender, and body types. To categorise this objectively we used the Fitzpatrick scale which is a numerical classification scale for skin colour developed by a Dermatologist. It ranges from Type I (pale) skin to Type VI (deepest pigmentation). Our audit revealed an over-representation of Fitzpatrick Type I, male, and slim models and a complete absence of images representing Fitzpatrick Type VI. There was also no image representing individuals with disabilities. These findings support the need for the creation of a bank of surface anatomy images which are more inclusive and normalises the presence of diverse models of the human form. The next phase of this project that we are now embarking upon involves recruiting diverse volunteers from our student and staff population to build a more representative bank of images that can be used in teaching and assessment within Anatomy.

Respecting the learning of a generation with unique experience

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Abstract

The pandemic environment forced the education sector to rely on sustainable educational processes to continue an uninterrupted delivery. Compared to any other sector, the transition to E-learning delivery presented multiple challenges for the education sector. This transformation by Educational Institutions around the world faced criticism and built a narrative of learning loss during the effective time. This narrative was further strengthened through numerous publications at different levels.

This work is based on the realization that propagation of such a narrative may end up with psychological issues of low self-esteem and loss of hope for the learners of this generation[1-3]. Learning theories established that learning is never linear. Learners of pandemic time are believed to be more robust and enduring as compared to pre and -post-COVID eras [4]. Authors believe that pandemic learning is distinct and remote learning has tutored new learning and knowledge. The generation experienced with such learning has developed essential attitudes and attributes that are important for their future accomplishments. The learners have become independent and have liberated themselves from the culture of dependency[5]. The learners have developed sophisticated and high-tech talents.

This article explains the different positive accomplishments of these challenging times for organisations, educational institutions, and students. It believes that learners of this generation with distinct experiences may achieve success and accomplish in their life irrespective of their educational start as they are willing to deal with any future challenges. It also emphasizes that during the pandemic learning did not stop or move backwards, thus it continued practically to the same degree as earlier.

Keywords: E-Learning, Online Education, Program Delivery, Graduate Attributes, Impact of Pandemic.

Global Co-Opting: Student GeoPolitical Activism through COIL

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Abstract

Relentless struggles of people and entire civilizations in history have been deployed through military action and warfare. In our contemporary geo-politically polarized landscape, power for some continues to be associated with hostility, aggression, and bloodshed. Although some leaders continue to espouse these menacing, oppressive tactics as their dominant strategy, implementing soft power can be more effective and sustainable. Using soft power enables a nation to focus on the intrinsic power of persuasion to strengthen economic stability, political gain, and geocultural reputation in globalization.

The digital natives in today's classrooms dominate virtual spaces through connection and conversation with peers around the world. Images of human rights violations, racial and gender inequities, and ubiquitous climate change permeate their world and serve as a catalyst to action.

Students are cognizant that only through partnerships can these complex problems be addressed and solved. Every nation and individual has competitive advantages that can be leveraged and integrated to devise an acceptable solution.

A solution that can disseminate soft power in higher education is engagement and empathy in an international collaboration. Project-based applied learning tasks that address one or more of the 17 UN Sustainable Development Goals can provide students with an opportunity to cooperate and explore potential solutions on a local or global level.

Session participants will learn how to design geo-political collaborations that encourage students to reflect on their role in activism and their ability to be empathetic. Presenters will share examples of how they have scaffolded a high-impact project. This was achieved by developing basic intercultural competencies including empathy and then progressing to the development of 21st century skills such as cooperative problem solving, critical thinking, and decision making through the UN SDGs. Acquisition of these soft skills will enhance students' positive influence in the world contributing to soft power and diplomacy.

Teaching models to educate change agents: A systematic literature review and conceptualization

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Abstract

Universities are increasingly held responsible to educate change agents, which are individuals who facilitate change processes to tackle grand societal challenges (GSCs). Different educational approaches have been developed at universities to enable students to tackle GSCs. However, a coherent teaching model for change agents education is lacking. Two promising approaches that can help educate change agents are social and sustainable leadership education (SLE), and social and sustainable entrepreneurship education (SEE).

In this review, we compare both approaches, with the main purpose of designing an overarching teaching model to educate change agents. Data were collected from the Scopus database. From an initial number of 2081 articles for SEE and 561 articles for SLE, the number of articles has been reduced to 108 resp. 20 based on different selection criteria.

Both approaches capture social and sustainable value-creation. However, the approaches are part of different disciplines. Leadership has its focus on personal development, while in entrepreneurship opportunity-seeking behaviour is key. The teaching model framework of Fayolle and Gailly (2008) has been used to systematically map SLE and SEE. The teaching model departs from the idea that the purpose of education (i.e. ontology) should be consistent with its design - the why, what, for whom, for which results and how – resulting in constructively-aligned educational programs.

At the ontological level, both in SLE and SEE, the main focus of education is perceived as educating compassionate, engaged change agents for sustainability via experiential, social learning approaches. SEE much more developed than SLE, but empirical work discussing constructively-aligned educational programs is rare in both literatures. Most empirical studies only focus on one or a few aspects from the teaching model framework. We use insights from both approaches to come to an evidence-informed, constructively-aligned model for change agent education.

Exploring students' levels, understanding and style of Independent Learning and its relationship to mindset, academic performance, and engagement.

Katrina Forbes-McKay, Pauline Bremner, Pam Johnson

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Abstract

There is increasing interest in the role of independent learning (IL) in higher education (Thomas, 2015). Indeed, several studies demonstrate the impact of IL on students' academic achievement (Difrancesca et al. 2016). Research also suggests that motivational beliefs (such as growth mindset) can foster and support IL (Yan et al. 2013), which in turn enhances academic progression, retention, and student experience (Pintrich, 2004). There is, however, no simple definition of IL (McKendry & Boyd, 2012) and many students fail to understand what is expected of them.

Aims: To explore students' levels, understanding and style of IL and its relationship to mindset, academic performance, and engagement.

Methods: One hundred and twenty-three University students recruited via opportunistic sampling completed a JISC online survey to measure: understanding of IL, Motivated Strategies for Learning (Duncan and McKeachie, 2005), and Growth Mindset (Dweck, 2000). Interaction with the University Virtual Learning Environment (VLE) and academic grades were also measured.

Findings: Whilst most students: considered themselves an IL (74%), had heard of the term (85%) and understood what IL was, 82% erroneously believed it meant learning on their own. Growth mindset was positively associated with level of IL, Self-Efficacy, Rehearsal, Elaboration, and Organisation. Further, results indicated a positive relationship between level of IL and average grade. A-grade students engaged in significantly more IL and used more strategies of rehearsal than B-grade students. Those attaining higher grades (A/B) interacted with the VLE significantly more frequently and regularly than those attaining lower grades (C/D). The C/D grade students' interaction was more sporadic with peaks around assessment submission deadlines. To improve academic progress and the student experience, therefore, educators need to enhance students' understanding of IL, employ an e-learning platform that is engaging, whilst enhancing the growth mindset and independent learning strategies of its learners.

Enhancing student experience through alumni engagement – Building a lifelong community

Katherine Burgess

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Abstract

During academic session 2022/23 a graduate engagement project was undertaken for the BSc (hons) Applied Sport and Exercise Science course at Robert Gordon University.

The aim of the project was to enhance students' knowledge of possible career pathways, enhance student engagement through relatable real-life applications and to create a lifelong community for our students and graduates.

The project began by contacting all graduates from the course since its commencement in 2012 (n=329) through the use of emails, LinkedIn and snowballing techniques and asking them to complete a short survey and indicate willingness to be involved further. As a result, 108 responses to the survey were collected. Outputs from the survey have included: the creation of a graduate journey's document, to assist current students in identifying potential career pathways and employability skills, and the creation of an advice document for current students, containing words of wisdom to apply to their studies. In response to the survey 59 graduates expressed an interest in finding out more about hosting student placements which has resulted in eight new placement providers for academic session 2022/23 and two interested in offering placements for 23/24, 10 investigated further but their employer was not in a position to take on placement students at this time. Eighty-three respondents expressed an interest in finding out more about guest lecturing. Further contact with these 83 graduates lead to 21 indicating which aspects of the course their expertise and job role best aligned. From this 13 were selected to present to current students spread across the full range of stages and modules on the course. All students and graduates were invited to join a LinkedIn group to create a lifelong learning community. In this presentation an evaluation of this project and its impact will be presented.

Surviving or thriving? Insight into developing and running an undergraduate resilience course.

Amy Irwin, Heather Branigan, Joy Perkins, Ceri Trevethan

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Abstract

A definition of student resilience in Higher Education is 'a dynamic process of positive adaptation in the face of adversity or challenge. This process involves the capacity to negotiate for, and draw upon, psychological, social, cultural, and environmental resources'. This highlights the role resilience plays in enabling students to adapt successfully to periods of adversity, and ideally, allowing students to not only survive these periods, but to grow, learn and further develop skills and resilience into the future. A mechanism for supporting student resilience is embedding resilience materials within the curriculum. The aim of this presentation is to share our experience of developing, and running, a resilience micro-credential short course for undergraduate students in the 2022/23 academic year.

Following a systematic review of the literature, and a series of student focus groups, we developed a five-week, online micro-credential resilience course. The course features five core areas: introducing resilience, dealing with adversity, strategies to support resilience, social connections and study-life balance. Materials were co-created in partnership with student interns and were presented using an innovative approach, encompassing animated videos, podcasts, blogs and infographics. Students completed activities designed to enhance resilience each week, then reflected on their experiences via a resilience journal.

The course was completed by 12 undergraduate students during the first academic semester, each of whom completed a self-assessment of resilience at the start and end of the course, with the results indicating an overall increase in resilience level. The resilience journal entries suggest that the majority of students found activities based on self-care, metacognition, and physical wellbeing engaging and rewarding. Activities designed to enhance social networks, including joining a Students' Association society, were perceived as more challenging.   Moving forward, the course materials and learning activities will be updated to address student feedback before the next iteration of the course.

Innovative pedagogical approaches for developing students' mindsets to enhance their learning experience and future employability.

Dr Pauline Bremner, Dr Carol Air, Chris Moule

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Abstract

The development of students entrepreneurial and innovative mindsets requires varied methods of teaching in degree programmes to be successful. The Robert Gordon University (RGU) Innovation Award adapted with permission from the Scottish Institute for Enterprise SISA (Scottish Innovative Student Awards) seeks to do this via a three-tiered programme. At RGU the level two transdisciplinary workshop seeks to develop initiative, integrity, interdisciplinary and influencing skills in our participating students. By working with local businesses on a 'wicked problem' the students encounter 'real world' issues that they will be faced with.   Being transdisciplinary by nature has made the level two participants recognise the benefits including collaboration, innovative decision-making approaches, improving their presentation skills, and giving them confidence to co-collaborate out with and across their disciplines.

Breaking down barriers via this pedagogic approach prepares RGU graduates for the fourth industrial revolution. This future proofing aids in the emergence of new employment opportunities (Davidson, 2020) and considers the top ten skills required (World Economic Forum 2022), where critical thinking and problem solving are important. Taking into account the QAA (2018) framework and the Sustainable Development Goals (2022) the award has created entrepreneurial mindsets with qualitative interview feedback from a small sample garnered from award holders. Analysis of the rich data has highlighted confidence, student preference for transdisciplinary teaching methods and design thinking as key to their learning experience. This is something universities need to consider in their teaching strategies to take students out of silos. Longer term examples of graduate's attributable enhancements include the development of Sustainable Fashion Scotland, a vertical wind farm in Wales and entries into the RGU Supply Chain (CIPS) Symposium. It is clear that transdisciplinary methods of teaching have aided in these students' entrepreneurial development and future proofed their careers.

Protest.mp4 - a collaborative, co-designed learning space for decolonising archival and visual representations of the Brixton uprising of 1981.

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Abstract

This presentation communicates the findings of a project entitled Protest.mp4, a collaborative inquiry between Year 3 BA (hons) Graphic Art students at Winchester School of Art, University of Southampton; the Parliamentary Archives of the Houses of Parliament, and Museumand: The National Caribbean Heritage Museum.

Protest.mp4 enabled students to explore representations of Black British history through social and political archives related to the 1981 Brixton uprising. Through dialogue and research with Museumand and the Parliamentary Archives, a co-designed learning experience initiated a more critical approach to design practice beyond a visual first approach. From this, students were able to analyse and reframe the societal and media perception of what was historically termed the Brixton riots and to explore and examine shifting contemporary parallels.

Students were able to articulate informed narratives, as well as position their empathic opinions and debate into appropriate visual responses. Students creatively communicated these opinions and ideas through contemporary visual interpretations in animated poster formats.

From a design perspective, Protest.mp4 challenged the traditional medium of activism; the poster. Visual outcomes extended the poster beyond the printed page into contemporary digital formats to explore how this medium of active communication is still relevant today within the context of social and political debates. From an educational perspective, Protest.mp4 provided students with a model for interdisciplinary dialogue to explore perspectives around decolonisation, race, speculative practice, technology, and activism.

Can Liberal Arts Help Global Students? Reimagining Liberal Arts

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Abstract

Growing students into well-rounded individuals no matter what the major has long been a staple of the Liberal Arts/General Education programs. In the past 10 years, colleges and universities have been reducing the gen ed requirements to add more program-specific courses. While students may need the program information to obtain a position in their field, sometimes the skills and knowledge learned are so specific it may not be applicable if the student changes fields or the subject itself changes.

If a student has a strong liberal arts/gen ed background, they will have the ability to adapt. To illustrate this point, consider the impact the Internet has had on the world. Students in the 1970s could not have imagined it, but many found work in the field because of their ability to learn and think critically - things they learned in their liberal arts education.

This paper investigates the history of liberal arts/gen ed and looks at reimagining it so that students can take interdisciplinary courses that prepare them to be educated and not just trained. Students need to learn how to become global citizens and not just obtain information about their field.

One consideration includes being able to combine subjects in a cross-disciplinary way to facilitate critical thinking and encompass ideas from multiple areas to solve problems. For example, communication is important for everyone. Clearly expressing ideas in papers, presentations, and team assignments work in any profession. Yet, most institutions teach communication separately from reading, writing, and math. A cross-disciplinary project that combines these skills, taken by all students, can only improve their skills in whatever they intend to do and gives them a leg up if they decide to change careers.

The presentation will make recommendations on the concepts and provide the opportunity to share ideas.

Transforming railway operations education in South Africa through a work-based, transnational collaboration: lessons learned, impact and future plans

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Abstract

A suite of work-based railway operations programmes has been delivered to Transnet employees since 2012 through a collaboration between Glasgow Caledonian University (GCU), University of Johannesburg (UJ) and Transnet Academy; Transnet is Africa largest rail company headquartered in South Africa. These programmes transformed larger-scale access to university-level education for working South Africans, providing an inclusive, accessible and progressive route to professionally- and organisationally-relevant learning, and ultimately to an internationally recognised qualification. 1400 undergraduate and postgraduate GCU awards have been made in these last 10 years, but the effect goes beyond numbers – to the impact on individuals and their families, their teams and to Transnet itself.

The programme is about to enter its third iteration in 2023, following on from a periodic programme review. An evidence-informed, inclusive co-design process (with Transnet as the client, programme alumni and current students, as well as staff from GCU and UJ) was used to inform the updated undergraduate and postgraduate programme design. This presentation will first outline the successes of the existing programmes from the student and client perspective (based on questionnaire and focus group findings). Thereafter the strategic drivers (Sustainable and digital transformation) and lessons learned about resilience and flexibility in the approach and the collaboration that sustained the delivery of this programmes during the COVID-19 pandemic will be detailed. Evaluation of student responses to different forms of hybrid learning (over 2020-2021 period) will illustrate the rationale to adopt a new enhanced blended learning delivery model, as well as the required collaborative development work of GCU and UJ staff, as well as students.

As such, the presentation aims to share key success factors in developing a resilient and flexible transnational, collaborative educational approach that provides working students an ability to access glocal (international and local) education, and the transformative impact that this has.

Multicultural global collaboration in education through advanced communication technologies

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Abstract

The recent past disaster due to COVID-19 pandemic has ushered in a new era of face-to-face (F2F) education worldwide. Higher education institutions have increasingly integrated computer communication technologies into their curriculums. Due to COVID-19, a generation of academics with a unique online teaching experience is ready to transform brick-and-mortar institutions into virtual institutions. Virtual platforms also offer motivated learners the possibility to acquire intercultural skills and competencies regardless of their geographical location due to their collaboration capabilities. The teaching, research, and services of higher education institutions prepare their students to work in a cross-cultural environment. Pakistan's Allama Iqbal Open University (AIOU) and Anadolu University in Turkey recently began international collaborations. Teaching and learning expertise and experiences were exchanged between the two countries using a virtual platform. Because the use of virtual platforms is available and acceptable, this collaboration has only been made possible. Using virtual collaboration with other institutes around the world, this study explores the impact of this collaboration and its future. The results of a pilot study aimed at achieving this goal are under consideration.

Redesigning Global Health Education by embedding Transdisciplinary collaboration and compassion

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Abstract

To address complex global health challenges, global health professionals need to work across disciplinary boundaries. Within global health education, this requires more societal engagement and transdisciplinary collaboration to help students connect with the society and learn competencies to deal with complex local/global challenges. At Vrije University Amsterdam, we redesigned the global health minor program open for all Bachelor level students, by embedding the Transdisciplinary Global Health Challenge. As part of the challenge, students from different disciplines worked together with societal partners on five real-life health-related projects for a period of five months. The transdisciplinary challenge followed the principles of the challenge-based learning framework. In parallel, to support their exploration, students followed global-health related lectures and workshops on ethics, reflection, transdisciplinary collaboration, intersectionality, data collection, etc. A reflexive monitoring and evaluation approach, including qualitative and quantitative methods, was used to illustrate how the transdisciplinary challenge/project impacts student learning and competencies development. The findings highlight various positive changes in students, especially in the following domains: reflexivity, transdisciplinary collaboration and social attunement/compassion. Students learnt to work and co-learn in interdisciplinary teams and collaborate with societal partners. Through regular active reflection assignments (individual and group), students developed reflexive competencies to analyze collaboration, positionality, and intersectional and systemic influences. In addition, students showed social responsibility and empathy towards the communities they worked with. In regard to the design elements, there existed several shortcomings, e.g., a lack of clear protocol/guidelines, lack of a cohesive structure between theory/lectures and project. The redesign of the global health minor fostered a positive transformation among students-especially in regard to transdisciplinary collaboration, personal compassion and social responsibility. However, there is a need to further adapt the program in the future iterations and develop a robust framework to guide and advance transdisciplinary (global health) education.

Questioning questions - should we use questions to help launch the building of neuron clusters?

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Abstract

The fact that questions and questioning play a significant role in the process of teaching and learning is established by the variety of teaching and learning models available. While the questioning process in the Socratic Learning Method (SLM) and the student queries in the Flipped Classroom method are found to be effective yet results are not always consistent. On the other hand, scientific research confirms that questions captivate the brain's neurons to look for answers. With all this knowledge, and given the idea of knowledge construction in the brain (Theory of Constructivism), a methodological question arises: at which point in the lesson delivery should the teacher "include" or start "collaborating" with the student's brain to launch "construction" or knowledge building in the brain? This research looks to support the classroom/online teaching methodology with the following questions: a) At which point of communicating with the student should the first question be asked? b) What type of question should the launching question be? c) What relationship does this question have with subsequently constructing knowledge in the brain? d) How and where would learning be constructed in the brain? To find answers the literature review includes a study of Holy Scriptures to create a basic data model of how questions can help "construction", i.e., build neuron clusters on top of existing knowledge. Using this brain engaging model a lesson plan was developed to train n = 394 tertiary level teachers in a number of batches on the questioning methodology. By way of assessment, the nature of questions asked by the participating teachers at the end of the training was thematically analyzed. 51% of the queries were metacognition type of questions while 33% were application questions. The thematic analysis indicated a willingness to carry the learning further.

Evaluating Alternative Pathways

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Abstract

As architecture departments attempt to increase diversity through pathway programs, how can we evaluate current efforts and push for more radical, human-centered, processes? The college application process evaluates students based on academic performance, searches for signs of creative thinking, and gauges candidates' potential. Rather, the proposed essay calls for new curricular measures that prepare students to evaluate institutions and the discipline at large, beckoning for the provision of tools purveyed to unlock genuine interest and think critically about a future in and of architecture.

In an attempt to increase diversity, early-learning and pre-college educational models have begun to blur the boundaries between secondary and higher education (as evidenced by the high school architecture initiatives of Princeton University, the University of Michigan, and the University of Southern California School of Architecture). There is no doubt that these programs are meaningful (and often progressive in their approaches), but they are finite and cannot easily address the long-term trajectory of the student.

In response to the lack of diversity within the field, the National Organization of Minority Architects president, Jason Pugh, challenges educators and institutions to consider "milestones" throughout the student's journey. Large-scale change will rely on accumulating several smaller-scale initiations that, most importantly, provide continuity and extended support beyond what a singular introductory course can offer. The full paper will explore a sequence of co-conceptualized projects and prototypes that could serve as a repository of ideas for design milestones and infill mechanisms. These strategies include early design-exposure programs, design-build events, engaged syllabi, student-led initiatives, and non-hierarchical teamwork that double as opportunities for students to expand and solidify their support networks and embrace alternative educational pathways.

Collaboration and Compassion: Building Resilience, Community and Reflection into the Teacher Training Supervisory Process

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Abstract

This paper explores mindfulness training as a stress inoculation tool in building resilience amongst those training to join the teaching profession. It will discuss the application of mindfulness in supporting student teachers and their mentors in community building skills through collaboration and resilience training prior to entering the teaching profession.

The Guardian (2018), described an 'epidemic of stress' being suffered by teachers. Work by Jalongo and Heider (2006), reported that occupational stress affects teachers especially in their early years of work, the rates for leaving the profession are thought to be as high as 46% in the first five years. Further, in a study on student teachers' anxieties by Hart (1987), the process of supervision for student teachers was regarded as highly stressful.

Roeser et al., (2013), reported that 89% of teachers found mindfulness training to be effective as has work by Birchinall, Spendlove, et al., (2019). This research paper will adapt the work of Crane, Kuyken, et al. (2010), in using mindfulness techniques in the context of teacher training as well as drawing on lessons learned from an online pilot project, SMILE (Skills in Mindful Innovative Learning Environments), that supports building resilience skills among student teachers, newly qualified teachers (NQTs) and their mentors in the workplace by using mindfulness techniques including, self-compassion and mindful movement. It incorporates 'reflection' and 'inquiry' to support the supervisory process for trainee teachers and their mentors. Early results from the pilot indicate that training in mindfulness techniques is beneficial, however, it's challenging for students already on their school placements to complete mindfulness training. It is suggested that students embark on a resilience building training programme at the stage of their induction, as this will provide them with some skills prior to the start of their course.

Future teachers' perspectives on the purpose of internationalisation

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Abstract

Future teachers' perspectives on the purpose of internationalisation are largely unknown. Their perspectives are important because as teachers in a globalized world, they will need to understand what internationalisation is and its various processes and consequences for the teaching profession. With an understanding of internationalisation, they can actively work with internationalisation in their teaching practice rather than be passive adapters. In this narrative study, we present the responses of 12 international future teachers who studied at a major Swedish University in 2021 and 2022. They originated from countries such as Japan, Germany, Belgium, Spain, The Netherlands, Switzerland, and Japan and were between 24 and 40 years old. Their perceptions on the purpose of internationalisation were analysed using Stier's (2003; 2004; 2010) framework of internationalization ideologies, which consists of three categories: idealism, instrumentalism, and educationalism. In our results, we show how the future teachers' perceptions are illustrative of the ideologies. Our preliminary findings also show that their perceptions are more complex than these three categories. For example, we found that their perceptions relate to more than one ideology and that these complex perspectives are generally related to their experiences of and reflections on a changed educational context due to technological advancement and the Covid-19 pandemic. To illustrate, several of the future teachers connected their understanding on the purpose of internationalisation to increased digitalisation, as well as the advantages and disadvantages of globalisation in the context of a global pandemic.

A Campus-Wide Initiative to Promote Mindfulness through Experiential Learning, Scholarship, Interdisciplinarity, and Community

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Abstract

Mindfulness is the practice of purposefully paying attention to the present moment with an attitude of curiosity, non-judgment, non-reactivity, and compassion. The pause accompanying observing and naming one's inner experiences (i.e., thoughts, feelings, and physical sensations) can disrupt the automaticity of mental, emotional, and behavioral habits, positioning us to make more conscious, deliberate choices in how we respond to ourselves, others, and the world around us. Mindfulness is both a way of relating to our internal experiences and a skill.

The benefits of mindfulness practice are consistent and robust, with notable physical, cognitive, psychological, and even social improvements outlined in the literature. For example, scholarship of teaching and learning focused on mindfulness reports improved cognitive and academic performance with the enhancement of attentional and processing skills (Shapiro, Brown, Astin, 2008). Research shows mindfulness practice decreases stress, anxiety, and depression as well as promotes emotion regulation and more positive mood states (Shapiro, Brown, Astin, 2008); these findings are particularly important given the connection between emotion and learning. An increase in creativity, effective interpersonal skills, empathy, and self-compassion are other benefits of the practice (Shapiro, Brown, Astin, 2008).

This presentation describes the development, implementation, and assessment of an interdisciplinary campus-wide initiative designed to increase mindfulness practice among students, faculty, and staff across curricular, co-curricular, and workplace spaces. The initiative aims to: 1) build a community of students, faculty, and staff engaged in mindfulness practice; 2) increase knowledge of mindfulness-based pedagogy; 3) increase knowledge of mindfulness-focused scholarship and establish a network of scholars incorporating mindfulness into their research; and 4) create of an inter-institutional network. After attending this session, participants will be able to: define mindfulness and its central components; describe the framework for a campus-wide approach; and consider the benefits of and strategies for integrating mindfulness in participants' various contexts.

Mindful compassion in foreign language teacher training: Action research

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Abstract

Modern education tends to enhance a competitive self-focus and an excessive need to succeed, often strengthening one's self-perception as not being good enough both professionally and personally (Gilbert & Choden, 2013). Foreign language teacher education may have a particularly negative effect on the self-perception of non-native speaker trainee teachers, as they are not only forming their teacher identity, but also redefining their identity as foreign language speakers (Skrzypek & Singleton, 2015). As negative self-perception and self-criticism have been shown to be inversely related to self-compassion, one may argue that creating educational conditions where non-native trainee teachers can develop and utilise their compassion skills could promote a more resilient and sustainable learning community (Connor, 2021). With this in mind, the current action research employs a mixed method design with a view to exploring the impact of compassion-based pedagogical practices at MSc for foreign language trainee teachers at the University of Aberdeen on constructs negatively related to well-being (stress and foreign language speaking anxiety) and constructs positively related to well-being (compassion skills, reflective practice skills, language teacher efficacy and language teacher identity). In the course of this study, an eight-week training in compassion called Compassionate Mind Training (CMT; Irons & Beaumont, 2016) is implemented in foreign language teacher education (CMT-FLT), with qualitative data collected throughout the training and quantitative data collected at three time points (pre-training, post-training and at a three-month follow-up).

Harnessing features of a web browser to develop an effective, efficient and integrated teaching environment to deliver course content

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Abstract

Many educational institutes administer, deliver and manage courses using integrated web-based virtual learning environment systems. However, multiple types of content, such as slides, notes, tables, audio and videos, are presented as static and stand-alone content with inadequate integration. We implemented an integrated approach to deliver course content, harnessing a web browser's powerful content delivery and presentation features. The course content, created in the hypertext markup language (HTML), represents a single document that seamlessly embeds, hyperlinks and integrates static and dynamic sources like texts, data, graphics, images, multimedia, animations, external resources and interactive elements. It includes search, reference and indexing facilities, thus making it easier for students to navigate the document easily and efficiently. The dynamic and interactive features enhance the explorative and immersive experience of the content. High-quality typesetting of mathematical formulas blended with the narrative texts and programming scripts make it ideal for teaching mathematics, statistics and other quantitative disciplines. Tutors can organise, manage and present the complete content as hyperlinked chapters and sections with controlled viewing options. The web-based environment is also accessible to any browser-supported devices, including tablets and smartphones, making it flexible, inclusive and accessible beyond the classroom. Besides the feature-rich web-based content option, tutors can transform the entire content into an alternative format for offline access as a static ebook using the portable document format (PDF) or electronic publication (EPUB) option. The environment can be designed and developed using one of the free programming languages (R, Python and Julia) in an integrated development environment (IDE) like RStudio, Jupyter Notebook and Quarto. The proposed integrated learning environment approach provides an effective and efficient model of an inclusive, interdisciplinary and sustainable approach to manage and support the content delivery mechanism for tutors and to enhance and reinforce students' learning experience.

An Inclusive Virtual Learning environment – how we have learnt and developed based on the pandemic

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Abstract

The pandemic completely changed the way we approach teaching and learning. Overnight were catapulted into a fully virtual learning environment. Changes had to be made, and the reliance on technology was immense. Even though a virtual learning environment (VLE) has been part of higher education for an extensive period, the pandemic made us change how we approach the usage of these platforms.

This lightning talk will enhance the listeners with learning's of how efficient and thoughtful restructuring of the traditional VLE (in this case Blackboard) made the student learning experience a far more inclusive and accessible environment to support learning.

The audience will take away a set of practical implementations of making their VLE a more flexible and inclusive learners' tool, building on from changes implemented during the pandemic. The talk will not focus on technical skills, but more of how changes that were initially made as a response to of the pandemic, created an opportunity for more inclusive learning.

Through and post the pandemic, additional changes were made, building further on these initial smaller tweaks. The result is that the usage of the VLE in the courses today is not just a "place to keep resources", but a place where learning is a truly inclusive experience. Besides using a range of learning resources and content, the usage of VLE is also structured in a manner where all learners are included, but at the same time create a high level of individuality, catering to different learning style as well.

A Regional University Business School and Indigenous Institution's Collaboration as a Contribution to Indigenous Self-Determination in the British Columbia Interior, Canada

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Abstract

Canada's history of colonialization is a troubled past that included restricted mobility, civil and economic participation for Indigenous peoples.   The strategy of assimilation and cultural genocide was, in large part, the rationale for sending Indigenous students away from their communities and families to residential schools.

The Canadian constitution of 1984 enshrined previously denied rights to, among other things, self-determination. (The country was previously governed by the British North America Act, which was repealed and replaced by a Canadian-owned constitution).

The Government of Canada established a Truth and Reconciliation Commission that issued its final report in 2015. Among the calls to action are several calls for action to support economic self-determination and self-reliance. Indigenous communities have been given rights to land and resources but are still subject to a myriad of approvals and oversight by the national government and all funding for natural resource extraction or preservation activities and all education, health and social welfare require annual budget approval and reporting to the national government. As a step towards economic self-determination, the national government enacted a provision for ten-year block funding agreements, giving Indigenous communities substantively more control over their finances and dispensing with annual approvals. A condition of these agreements includes upgrading Indigenous organizations' finance directors with MBA degrees.

In 2021, the Nicola Valley Institute of Technology (NVIT), an Indigenous institution and the Bob Gaglardi School of Business & Economics at Thompson Rivers University (TRU) agreed to collaborate in delivering the MBA on the NVIT campus to an Indigenous cohort of finance officers from five first nations, members of the Nicola Valley Tribal Council (NVTC). This paper explores the process of indigenizing the MBA curriculum, context delivery and the complex nature of a colonial institution (TRU) working respectfully with an Indigenous institution (NVIT), Indigenous students and Indigenous communities (NVTC). The partnership and shared learning have led to significant student success and interest in all parties to offer this to additional cohorts.

Teaching about, Training in, and Acting with Compassion – Mindful Compassion in the Academy

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Abstract

Since 2010, the University of Aberdeen, Scotland, UK, has offered an MSc in studies in mindfulness degree programme within its School of Education. The programme has attracted over 500 students from multiple professional contexts such as Health, Education, Business, Creativity, Social Work, Sport, and Criminal Justice. The paper initially creates a picture of the current UK 'studies in mindfulness' landscape by describing the established programmes at UK universities. This demonstrates that Mindfulness programmes and Mindfulness Based Interventions (MBI's) have various positions about the role of compassion training, something which the Aberdeen programme includes as a core experiential and academic module. Possible reasons for this are discussed, including debates about the secularity or otherwise of MBI's as they have developed. The approach taken on the Aberdeen programme is informed by evolutionary psychology as well as positions adopted on compassion by diverse wisdom traditions. In this paper it is argued that such training in compassion is possible and important, particularly in light of failings by multiple institutions and organisations to uphold compassion as a core value or to go beyond these values serving tokenistic or decorative purposes. The University of Aberdeen's programme perhaps represents a move towards more holistic, pastoral and multi-professional applications of mindfulness. This contrasts with the clinical, pathological settings for mindfulness to date. This paper is also informed by the testimonies of 3 cohorts of students on the MSc programme who share their experiences and how the training has impacted their personal and professional lives.

Interdisciplinary and international Community Service Learning (iCSL): An innovative educational module to address global challenges

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Abstract

To address complex societal problems, a research process is needed, which facilitates integration of knowledge from different disciplines and collaboration between stakeholders from both science and society. Societal actors need to be involved in all phases of the co-creation cycle from co-design and problem identification to co-production and co-dissemination. In spite of the calls for more inter and transdisciplinary educational programmes in HEIs to address global issues, most of the programmes reported in literature do not involve students in all those phases.

 In this study, we describe a very innovative educational approach – the Interdisciplinary and International Community Service Learning (iCSL) module. The module has two courses, which are open to masters students of any master programme within the VU Amsterdam and beyond through international collaboration. The iCSL1 course aims to get master students acquainted with conducting joint-problem identification, definition and analysis in a multi-stakeholder setting. The definition of the issue and corresponding research questions constitute the end product of the course, which is addressed in subsequent 'iCSL2' course. The iCSL2 is a five-month course in which each member student devote their own thesis, research project or internship to the societal challenge. The teamwork is guided by an expert in inter- and transdisciplinary processes. Community members are involved throughout the process to ensure the relevance of the project. In a public event students present the project results to a multi-actor audience, and facilitate discussion about how to continue work on these topics beyond the course.

 Through iCSL, we make two contributions: first, we prepare students to address complex societal issues through inter and transdisciplinary approaches; second, we develop a structure, method, and processes that contribute to forging a culture of collaboration across academic disciplines and with communities and societal actors through all stages of the research.

Meta-comprehension and Mathematics Assessments: Breaking Disciplinary Silos

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Abstract

Colleges and universities use placement test scores as a standardized method of evaluating students' academic strengths and weaknesses. Placement scores also establish a criterion to predict students' academic achievement in rigorous postsecondary study environments (College Board, 2018). Test scores used in such ways contribute to the construct of college readiness (Flippo et al., 2018).

College placement assessments have underperformed in predicting college readiness, especially in mathematics (Ngo & Melguizo, 2016). Strategic preparation for placement testing assists in placement decisions. Little research has explored the intersection of mathematics and meta-comprehension skills in relation to college readiness assessments.

Meta-comprehension refers to metacognitive processing while reading (Garner,1987); its application during assessments is essential for meaningful course placements. Meta-comprehension of word problems is critical for proper interpretation of mathematics placement tests.

Our research examined the effectiveness of a meta-comprehension intervention on mathematics placement scores, course placement, and course outcomes for students. It included qualitative (n = 30) and quantitative (n = 118) analyses. We utilized an experimental design with a randomized control trial to permit causal inferences. Inferential analyses examined mean differences of comprehension monitoring scores, remedial and Algebra course placement, and success in those placements. We utilized content analysis of students' self-reflections on a meta-comprehension inventory.

Results indicated that participants who used more comprehension strategies obtained higher placement scores, placed out of college developmental mathematics courses, and were over-represented in higher-level math course placements. Findings demonstrated a positive and significant effect on assessment scores and placement for intervention participants (p < .01), with a stronger effect for those with higher levels of readiness. For those who received the intervention, we found no significant differences in total ACCUPLACER math scores when we compared regular and conditional admits to the university, suggesting the intervention is effective for marginalized communities.

For full references available upon request.

What does it mean to decolonise Computing and IT - Another dumb buzzword or re-envisaging all cultures and knowledge systems for how the world is framed?

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Abstract

There is widespread discussion in higher education (HE) of 'decolonising' the university and curricula, which arguably grew from the 2015 Rhodes Must Fall movement. This direct action against institutional racism has its roots in the humanities and social sciences yet there is now a growing interest in how to understand decolonisation in science and technology and what might it mean to decolonise a technical subject such as computing and information technology education?

Computing is arguably one of the trickiest areas for such work for several reasons. Firstly, we argue that computing needs to be viewed as a sociotechnical field. Secondly as university educators we unconsciously adopt a Eurocentric/West-centric perspective in production of knowledge and teaching content. Thirdly decolonial change should not be mistaken as an Equality, Diversity and Inclusion initiative as decolonisation goes further and deeper in challenging the Europe/USA centred colonial lens.

Acknowledging the power and privilege of the white majority in the West, requires reflection on identity, to consider values and to question and ultimately transform what we think and know. As educators, we have a particular role and responsibility in influencing future computing practices. Our students will go on to design, build and maintain the devices, artifacts, and infrastructures of the future. It is imperative that educators are equipped and supported to recognise and challenge colonial legacies and neo-colonial tendencies in what we teach and how we teach it.

Decolonisation is therefore a complex challenge for HE change and there are many ways of framing, imaging and enacting the decolonisation of higher education within the discipline of computing and IT. Yet as a contested term what does it mean to decolonise? This article will consider our practical experiences of the research project undertaken as we strive to commit to decolonial ethics and politics.

Telecollaborative Ubiquitous Feedback and ELF Intralinguistic Mediation

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Abstract

Mediation can be described as a social, lifelong learning activity and strategy that English language learners must face in different professional or daily life situations they may encounter in order to make meaning. This qualitative research analyses the communicative function of mediation following the most recent descriptors of the CEFR CV (2020). It also investigates the type of peer-to-peer (P2P) feedback provided by the participants of two different masters' degrees (Content Language Integrated Learning - CLIL and Telecommunications Engineering – Telecoms). The intralinguistic mediation task (English to English) was, therefore, set in a telecollaborative and ubiquitous learning environment for postgraduate English language learners using English as a Lingua Franca (ELF) and the digital tool Flipgrid. Flipgrid was the online video recording and video discussion platform chosen to engage learners in communicative mediation and co-constructive feedback. The oral mediation task was projected towards the production of videos addressing different topics and two types of communicative tasks: dialogues and monologues. The results suggest that Flipgrid served as a purposeful telecollaborative platform that provided students with the use of both a general and a more personal approach when constructing their mediation task. Regarding feedback, CLIL postgraduate students chose oral feedback through the recording of another video while Telecoms participants preferred using written feedback, also posted on Flipgrid. In general terms, their P2P comments mainly addressed understanding of well-elaborated messages, non-verbal communication, and clear pronunciation. This study concludes discussing the benefits of implementing the intraliguistic mediation task in a telecollaborative learning environment to allow participants to expand their social and professional lifelong learning using ELF.

Keywords: Mediation, telecollaboration, feedback, ubiquitous learning, English as a Lingua Franca, speaking, Flipgrid

Producing a collaborative learning experience for large chemical engineering classes

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Abstract

The ability to apply critical thinking to solve complex problems, and work as part of a team are among the top skills making chemical engineering graduates highly desirable by employers. To maximise success of our graduates, it is paramount to enable students to develop these deeper level learning and core skills in the classroom. Class sizes have expanded greatly in the past 10-15 years, in the case of intakes at Bath cohorts have gown from 30-50 to 100-150 students over same period. With this research, we have tested the feasibility of producing an active collaborative learning environment able to deliver a positive learning experience in large (70-120) chemical engineering classes.

Using methodologies like Problem Based Learning, Research Based Learning, Entrepreneurial Minded Learning, we have created an innovative and effective classroom learning environment. By focusing on specific learning objectives, we have turned students into active learners by giving out a set of problems and requesting a level of independent reading from peer-reviewed references (called literature 'toolbox'), which triggered collaborations within and outside the classroom. Through a 'flipped' teaching approach, we have collaboratively solved (lecturers and students) three classroom activities and four problem sheets over the period of 11 weeks. Students reported sessions to be more engaging than traditional lectures; enjoying the focus on problems; a good mix between group work and lecturing; amongst other benefits. A set of confidence sheets and quizzes repeated before and after each problem sheet demonstrated, both qualitatively and quantitatively, remarkable improvement in the student's performance. In some questions >95% of class answered correctly the question linked to a specific learning objective, without a period of revision. This approach based on collaborative learning with the lecturer could be applied to a range of technical state-of the-art technical subjects, especially in modern education of engineering students.

Compassionate Research Methods: The case for teaching failure, fallibility and vulnerability to doctoral researchers

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Abstract

In the social sciences, the apprenticeship model of doctoral research is not collaborative. It operates in traditional structures governed by supervisors who guide their student re-producing firm hierarchies of knowledge. Students report their experience to be alienating, lacking in compassion. We position research methods courses that underpin doctoral research as part of the problem, and champion a move away from method/skill-oriented 'research methods', taught to large (200+) interdisciplinary classes: to 'research practice'. This paper will argue that for students to develop as autonomous learners, they must first be taught and given space to practice engaging with difficulties in their research as properties of doing difficult research, rather than problems with themselves (often understood as imposter syndrome or internalizing failure). This paper examines compassion in this context and critically engages with using, as educators, our experiences of failure, fallibility and vulnerability as pedagogical devices. In short, we must expose our researcher practice in very different ways to the clean, linear and without complication version of 'doing research' taught through textbooks and journal articles. We will present examples of exposing the emotional labour inherent in knowledge production to demonstrate: some failures are structural; vulnerability (and humour) is the keystone for empathy and building rapport with participants; and fallibility is a given, where research cannot be 'perfect'. We will outline how in exposing our limitations as researchers we can co-produce and create collaborative solutions transforming the ways in which research is both taught and done. Such an approach challenges the ways methods is taught at doctoral level, stressing the need for the messy, creative and risky spaces that students and teachers need to inhabit. We recognise that this is time consuming and unappreciated work, but argue that such transgressive spaces (hooks, 1991) remind us of alternative ways to learn and do knowledge.

Active Assessment in Postgraduate Applied Health Sciences: Embedding University Practices that Connect with the 'World Outside'

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Abstract

Work-based learning courses provide students with opportunities to apply their knowledge and skills in an external environment. Placements with civic, government, industrial, public, research or voluntary health and/or development sector organisations allow postgraduate Applied Health Sciences students to explore and develop professional identities while undertaking meaningful tasks, related to their degree programme, with real world impact. However, much of their focus was on university assessment through traditional academic means, which was how student performance was measured, instead of facilitating and valuing immersive experience, reflection, and genuine professional development.

Recent changes implemented in two work-based learning courses represent a contribution to the transformative experience of education. Rather than focusing solely on host/staff-graded academic outputs for the purpose of university assessment when 'measuring' work-based learning, the introduction of two types of active assessment to the portfolio (of five) has emphasised collaborative teamwork and communication and furnished students with responsibility for grading each other. By actively involving students in their assessments, including providing written feedback to peers and using rubrics to assess each other's performances in relation to the course intended learning outcomes, students are more engaged in processes and less focused on outcomes. The assessments provide more meaningful data and address professional competencies, including how to articulate these in a workplace setting, to complement academic work.

This presentation will offer insights into how embedding these assessments genuinely enhances four outward-looking Aberdeen graduate attributes domains: learning and personal development; academic excellence; critical thinking and effective communication; and active citizenship, and how it demonstrates transformative teaching.

Developing sustainable spaces for Graduate Assistants at a Historically Disadvantaged Institution (HDI): Driving knowledge through inter- and trans-disciplinary approaches

Simone Titus, Subethra Pather, Danica Sims, Lorraine Hassan, Moira Bladergroen, Mervyn Coetzee, Samuel Lundie

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Abstract

Graduate assistants (GAs) are usually post-graduate students who support academic staff within the classroom. Their responsibilities differ across year levels and subject content, however, their main role is to work alongside academic staff in supporting undergraduate students' independent learning. Although the GA's are attached to specific departments and perform varying functions across the faculties, their interaction with experts in the discipline allows them to develop their professional skills and advance their knowledge production in the field. UNESCO's Agenda 2030 suggests that there is a need to create sustainability in higher education institutions (HEI's) by transforming spaces where they are able to critically reflect on their role in moving towards inter- and trans-disciplinary modes of production and circulating knowledge. This paper considers how an HDI has created sustainable spaces for graduate assistants by using inter- and trans-disciplinary approaches which foster democratic knowledge sharing through diverse cultural and indigenous knowledge systems.

Using a qualitative approach, focus group discussions will be conducted with GA's from seven different faculties across the selected HDI in South Africa. The findings of the study will be discussed at the conference making use of Egestrom's Activity Theory as both an analytical and conceptual framework.

This paper will argue that the use of inter- and trans-disciplinary approaches facilitates a shift in transforming spaces within the institution to take into account the development of sustainable spaces for knowledge production.

Workshop Abstracts

Equitable Learning Gains for Students on Four Continents through Transparency in Learning and Teaching (TILT): An Interactive Session with Examples, Research, and Applications to Your Own Teaching/Learning Contexts

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Abstract

International collaborators from institutions on 4 continents (Africa, Asia, Europe, North America) are proposing to co-facilitate a highly interactive oral presentation/workshop session in which they will share insights about the impact of transparency in learning and teaching (TILT) in their contexts and engage participants in planning their own applications of transparent instruction. TILT is a small and sustainable evidence-based teaching innovation that offers a framework for engaging students and teachers in compassionate communication about learning and teaching experiences. TILT has demonstrated gains for students' success that are statistically significant and equitable – with traditionally underserved and non-traditional students receiving the greatest benefits. It has also increased teachers' satisfaction and effectiveness. In transparent instruction, students' diverse expertise about how they learn best is respected, invited, and applied to co-designing a learning experience that explicitly and intentionally combats the intersectional inequities embedded in higher education.

After a brief summary of recent pedagogical research findings and peer-reviewed publications on transparent instruction, session facilitators will engage participants in analyzing and critiquing teaching materials from their 4 contexts to offer specific examples of the equitable benefits that students' input achieved in these transparent, resilient and intercultural learning communities: 1) a traditional teaching, learning, research and community engagement university in South Africa,, 2) an innovative and interdisciplinary project-based institution of applied sciences in the Netherlands 3) a traditional research university and an education-oriented private university in Japan, 4) a cohort of Minority-Serving 2-year and 4-year institutions of higher education in the United States. Session participants will work with facilitators and each other to start applying a transparency framework for teaching to their own teaching materials and contexts. They will leave the session with concrete tools and time-saving strategies for co-creating equitable, easily sustainable, transparent learning experiences with diverse populations of students at their own institutions.

Embracing Relationality and Positionality in Science Research Literacy Workshops

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Abstract

Within academia, librarians have been leaders and advocates for teaching research and information literacy. They are often asked by professors to instruct students on how to find and retrieve information in their field for assignments and future research. Research literacy instruction is a valuable space to collaborate with students and empower them with skills, ideas, and strategies to find and ethically use research materials. When students are asked to be impartial researchers, they are asked to ignore their own knowledge and lived experiences and to ignore opportunities to dig deeper into why they ask questions the way they ask questions. Taking the time to discuss with students why information is not neutral, and how we connect with and explore the role of information is crucial for creating equitable and inclusive spaces inside and outside academia.

In this session, we'll look at how the presenter built the discussion of relationality and positionality into their science literacy instruction at the University of Calgary through the use of a pedagogy of empathy by making room for students to share their stories and lived experiences, creating a sense of community, and we will discuss opportunities to do it within your own teaching practice.

At the end of this workshop, participants will be able to identify opportunities to implement the topic of bias and positionality when discussing research literacy, and build awareness of the power of storytelling in connecting with students. We can rise to the challenge of inspiring respectful researchers by holding space for conversations about relationality in academia and their own positionality as researchers.

Belonging through Compassion: Developing a digital resource to foster a sense of belonging in higher education through compassionate pedagogies and practices.

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Abstract

This workshop presents the research and development of a website resource that aims to create cultures of belonging and compassion within learning and teaching. As two educational developers, we take compassion as our guiding principle – to reduce distress and harm (Gilbert, 2017) and have developed our website to bring to together different contributions that have helped to guide, shape and challenge our collective thinking about compassionate pedagogy and belonging. Belonging is social and relational built on human and nonhuman connection. In our website we explore principles of trust, care, respect and self-compassion in developing nurturing educational relationships as a place to unfold transformative paths.

In January 2022, we received a University of the Arts London (UAL) supported seed fund from the Teaching, Learning and Employability Exchange to develop a resource to support the work of the Academic Enhancement Team. We present our Action Research which included semi-structured interviews with educational developers and learning designers to enquire: How do staff experience and use synchronous and a-synchronous educational enhancement digital resources?

We built the website with content which was brought together from our learnings of working collaboratively with 13 course teams across UAL and to actualise our key aims:

- Widen the conversation in response to structural inequalities, to position compassion and belonging within pedagogies, policies and practices
- Create polyvocal, affective resources to support student success and staff & student wellbeing in learning environments

In this workshop we invite participants to explore the website and take part in a collaborative discussion to consider how this could impact their own teaching and learning contexts.

Website access here: **https://belongingthroughcompassion.myblog.arts.ac.uk/**

References

Gilbert, T. (2017). 'When Looking is Allowed: What Compassionate Group Work Looks Like in a UK University'. In Gibbs, P. (Ed.), The Pedagogy of Compassion at the Heart of Higher Education, Cham: Springer, pp. 189-202.

Equalising the Curriculum: Promoting a Community of Inquiry in Blended Synchronous Learning.

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Abstract

Blended Synchronous Learning (BSL) has gathered momentum in recent pandemic times as universities fluctuate between being open, shut, blended and flexible, alongside a rush to improve online learning. As a large regional Australian university, blended synchronous learning presents an opportunity to unite on campus and online learners--some of whom are disadvantaged by remote location, socio-cultural, and/ or personal circumstances--to maintain 'presence' with their peers.

The BSL Connected Classroom initially focussed on classroom audio-visual infrastructure and ICTs, however, academic support staff saw the need to consider how effective teaching occurs in these complex spaces rather than simply the functions of technologies (Cowling and Birt, 2019). In planning BSL sessions, staff were asked to consider the notion of 'presence' in a virtual and physical environment using the Community of Inquiry (Garrison and Archer, 2000) framework where students' overall learning experience are influenced by social, cognitive and teaching presence. Further, that there is a need to move away from direct lecture to designing for active learning and avail of ICTs for timely feedback and engagement.

This paper reports on a qualitative study to determine the challenges and benefits experienced by academic staff teaching in a BSL environment and whether they perceived they made a 'pedagogic shift' in terms of their 'agency' (Atunes et al, 2021). Results of this pilot indicate polarised perceptions around the efficacy of BSL for individual teachers and the perception of 'shift' is equivocal. We also present contextual information in terms of technical infrastructure, academic professional development and case examples of teachers' experiences teaching in these complex environments.

Building Resilience Through Timely and Effective Feedback

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Abstract

Academic resilience is the ability to 'bounce back' or 'cope' with stressful situations such as assessments and engaging with (sometimes critical) feedback. There is compelling evidence to suggest that quality feedback is the most powerful single influence on student outcomes (Brown & Knight, 1994; Hattie, 1987; Hattie and Timperley, 2007), and can help develop a student's academic resilience. Millian et al. (2020) suggest that it is important educators understand what students find useful in feedback; how feedback is used in future assignments; and how students psychologically respond to the feedback they receive.

Given the importance of feedback to support students in achieving their best outcomes it is concerning that we consistently see low student satisfaction with both the timeliness and quality of feedback, often reflected in the results of the National Student Survey (NSS). One potential reason for this may be the gap in knowledge between what students perceive to be timely and quality feedback (i.e., their assessment literacy) and how this differs from what staff believe students want from and how they use feedback.

In this workshop we will explore issues surrounding timely and effective feedback. We will draw on results from our recent research investigating the similarities and differences between staff and student perspectives on assessment and feedback and the value of consistency and transparency in creating a feedback culture. We aim to collate examples of good practice surrounding assessment and feedback; and explore how to develop the academic resilience of students.

Taught and assessed (credit bearing) in HE at last:The Cogntive Skills of Compassion in Team/group work.

Dr Theo Gilbert

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Abstract

Twenty years of empirical studies of compassion - from neuroscience, group psychotherapy, clinical psychology and anthropology - confirm that no matter what emotion(s) may accompany compassion, it is not itself an emotion, but an evolutionarily-determined psychobiological motivation. In other words, it's an intention to: notice, not normalise, the distress or disadvantaging of self and/or others and do something smart/wise about it (The Compassionate Mind Foundation). The implications of this - in relation to enhancements to student wellbeing and individual performance at criticality in team/group work – have been found in studies to be clear to see compared to controls, and not least in relation to awarding gaps around criticality. These factors are why this approach to staff and student development is part of University of Hertfordshire's 5 year 2020-2025 Strategic Plan, why it formed the keynote to the 2020 NTF/CATE Annual Synposium, and why it won the award for Most Innovative Teaching 2018 from Advance HE/Times Higher. In the classroom, the strategies for teams that use compassion in its smartest, cognitive aspects to build and bond high performance teams, are easily taught, very practical, and fit well into authentic, employer-appreciated assessment that you may like, especially if your essay marking workload is getting heavier. Many of the skills are non verbal. This session will show you how you can change your students' ways of thinking about working together, whatever their discipline, for more productive and satisfying outcomes than they may have experienced before in the HE factory, whether working offline or online in groups and teams. To all teaching staff: for your students, no one could do this better than you.

Developing an Institutional Skills Recognition Framework

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Abstract

As part of our Aberdeen 2040 strategic plan the University of Aberdeen aims to "prepare our graduates to thrive in the diverse workplaces of the future". Employability is one of the main drivers for students to enter higher education so they can leave and gain highly skilled graduate-level roles. Now more than ever graduates need to be adaptable, resilient and have the necessary skills that are required by employers who are facing workforce challenges and skills shortages – this has only been magnified post Covid-19 and now, as we face domestic economic downturn and global challenges in energy security and environmental sustainability.

One way we can enable our graduates to prepare for this future world of work is to equip them with the necessary skills and, more importantly, have them realise they have these skills so they can articulate them clearly. The overall aim is to create a holistic approach to students documenting, reflecting and developing their skills while they are with us.

This session will deliver an interactive workshop that aims to prompt discussion on what we have learnt as an institution through developing employability skills in our students. The session will be a structured discussion on what aspects of skills development the audience view as important and provide a forum for sharing of best practice from across the sector.

Possible outputs (on agreement with the group on the day) could be:

- The creation of a community of practice providing a collaborative space for institutions to network during and after the conference.
- A resource toolkit available to partner institutions.
- Development of collaborative learning opportunities and sharing of best practice between those individuals participating.

BodyMind Approaches for Resilient Learning Communities: The Role of Mindful Movement in Supporting Student Resilience

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Abstract

That human embodiment is a core consideration in resilience studies and practices is an exciting idea that is gaining widespread acceptance globally. The need for resilience is, after all, embodied: it is felt in the body. Issues that lead to an awareness of this need – for example, stress, anxiety or trauma – are deeply felt, deeply embodied. As the eminent Psychiatrist, Bessel Van Der Kolk puts it, 'the body keeps the score.' A crucial and extremely hopeful note in resilience research and practice, though, is the idea that body can also help us to develop resilience. Somatic approaches to resilience are a burgeoning part of therapeutic and many other contexts that promote resilience and are a key interest in academic research into reslience. Scientists from the Greater Good Science Center at the University of California, for example, argue that 'tuning into your body can make you more resilient' and advocate body-based practices as part of an individual's resilience strategy. Compassion is also core to resilience. Having compassion for ourselves and then working with the body to develop self-compassion is a common body-based practice for resilience. This awareness of the body's role in cultivating compassion for oneself and resilience during challenging times frames this paper. Participants will be introduced to the role of the body in developing resilience and, more specifically, the role of movement in this regard. Movement is a key body-based approach to resilience and the speaker will present her recent research projects that introduced mindful movement into Higher Education contexts. Student feedback on how the mindful movements trialled related to issues that affected their own resilience will be presented. Participants will also be invited to trial some sample mindful movements for themselves and experience why one participant said 'Well, it felt like my stress was just leaving!'

Pioneering pedagogy: An innovative and inclusionary approach to global education via a virtual study abroad model

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Abstract

In this presentation, the effectiveness of incorporating transformational learning practices into global education will be conveyed. As Kegan (2009) asserts, only when the form itself is at the risk of change then true transformational learning can occur. Using the tenants of this notion as a guide, this workshop will highlight and expand upon a revolutionary approach to global education. Though the COVID-19 pandemic grounded the majority of study abroad programs, an alternative, virtual way to elicit the growth and gains that global education provides was conceived at Texas A&M, which was facilitated remotely and enhanced with face-to-face classroom interaction.

YouTube link that featured our program is here (fast forward to 13:56):
https://youtu.be/brkik2prMt4

Using the tenants of this notion and related theories as a guide, this workshop will actively engage participants in the innovative delivery methods; inclusionary practices; interactive modes and mediums; and immersive learning that was effectively incorporated into this pioneering model. Practical ways to infuse these tenets into existing course structures from ANY domain or discipline will be shared with exemplars of assignments, rubrics, and course artifacts used as evidence for eliciting critical thinking and expanding students' cultural awareness and literacy.   Evidence from two grant-funded projects related to increasing diversity, equity, and access in higher education will be shown, with advice for how these can be replicated in other university settings.   Techniques to increase collaboration and communication in college classrooms will be demonstrated. Methods of structuring assignments and project-based learning that transcend and transform traditional assessment methods will be revealed.   Implications of these best practices to professionals in higher education will be communicated. Participants who will benefit from this session are faculty, administrators, and instructional designers who are interested in transforming and/or increasing access to global education initiatives in their classrooms or on their campuses.

Towards Lifelong Learning – Applying the T-shaped Model to reposition the Scholarship of Teaching and Learning (SoTL)

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Abstract

Amongst a range of changes that have taken place within tertiary education, perhaps the most revolutionary has been a shift to student-centred approaches focused on lifelong learning. Accompanying this approach to holistic higher education (HE) has been a growing interest in, and understanding of, the Scholarship of Teaching and Learning (SoTL). SoTL has, at its core, a deep concern with student learning, and is therefore well-aligned with HE's renewed focus on the whole student. The focus of this work-in-progress session is the application of our proposed model (Authors, 2021) which repositions SoTL to complement and support the concept of the T-shaped person (Guest, 1991). Our model views SoTL as both the fulcrum and the fluid multiple threads of discourse that are intricately entwined around both the discipline knowledge (vertical stroke) and cross-domain non-academic skills and knowledge (horizontal bar) of the T-shaped person. How is this conceptual model applied in practice? What are the challenges and benefits of the application across culture, curricula and context? We intend to use the session to explore, through personal and collective experiences, how the T-shaped model is applied and how the application informs the value, impact and reach of SoTL in the development of lifelong learning and learners. The session will foreground the work of 6 international scholars and share experience and practice to align with the conference theme of sustainability and lifelong learning. It is anticipated that the discussion with participants will generate deeper understanding for how the model can be interpreted and used. . Through the interactive session we will actively engage with the audience inviting their input and contributions. Our work is collaborative and International. We pride ourselves on being inclusive and most prominently working in partnership with students.

The Peer Support Program: An Inclusive, Student-Driven Approach for Collaboration, Compassion, and Retention

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Abstract

Peer support, tutoring, mentoring, and coaching are amongst the various terms in education literature to describe "student-to-student" support within educational institutes. This practice has proven to be valuable in higher education; nonetheless, its importance is sometimes overlooked at strategic and institutional levels, leaving the practice running in a semi-formal or ad hoc manner at departmental levels or a course level. In a challenging and rapidly changing world recently impacted by the pandemic that has already catalyzed problems and complexities, peer support is needed more than ever to ensure an inclusive and compassionate learning environment. This presentation showcases the "Peer Support Program" (PSP) at a Lebanese university and how such a program emerged as an English Department initiative to become a structured and aligned program across various departments and majors of the university. The presentation will highlight how PSP has grounded an inclusive learning environment and prompted collaboration, engagement, and student ownership in their learning journey; it has also fostered compassion and increased student retention. By highlighting the academic gain, self-satisfaction, and personal and professional growth that students and instructors have gained from establishing PSPs, the presentation shall hopefully inspire other higher education institutions to establish their own.

"Peer-learning in Playful Places": Insights from the WhatsApp Group Chat

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Abstract

This study explores communication between members of six virtual study groups via the group chat software, WhatsApp. The study is notable in its use of unconventional analytical techniques from Interactional Sociolinguistics (Tannen, 2008; Rampton, 2019) to generate new insights. Specifically, line-by-line analysis of text was employed to "illuminate the ways in which intersubjective understanding develops" (Rampton, 2019, p. 15). This analysis yielded an unexpected finding. Within the group chat interaction records I observed a large number of extended multi-turn interactions, each involving several members of the team. These "communicative events" (Saville-Troike, 2003) were quite unlike the linear series of "interstitial" (Licoppe and Smoreda, 2005) messages traditionally associated with tools such as WhatsApp. Furthermore, their content was largely relational in nature, rather than being focussed on the completion of shared tasks.

It swiftly became obvious that the group chat was being co-constructed as a shared place in which members could encounter one another at all times of the day or night. Furthermore, a striking feature of these virtual "third places" (Oldenburg, 1999) was their playfulness. The study theorises the significance of this playfulness for peer-learning in virtual study groups and has potential implications beyond the virtual study group to include all contexts in which students spend time informally learning "from and with each other" (Boud, Cohen and Sampson, 2013, p. 4 italics added).

Playfulness, the study finds, enables students who are struggling to seek out help and support in indirect and less face-threatening ways, facilitates the development of supportive study relationships, and (most interestingly) leads to symbolic convergence (Bormann, 1975, 1982, 1996 etc.) on threshold concepts, which are 'played with' such that they become part of the lingua franca of the group. This workshop will provide participants with the opportunity to extend their understanding of the role of playfulness in peer-learning.

Pedagogic methods in teaching for developing entrepreneurial and innovative mindsets

Chris Moule, Pauline Bremner

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Abstract

The workshop aims to:

1. Outline the RGU Innovation Award three levels highlighting the pedagogic aspects of design thinking
2. Engage delegates in a technique to use with students to develop an innovative mindset. This technique is used in the level 2 workshop for the Innovation Award.
3. Obtain feedback from delegate as to what they will do moving forward in their own practices (miro board)

The workshop will begin with an introduction to the RGU Innovation Award. There are three levels. Level 1 - Exploring innovations of the future through subject-focused workshops, Level 2 - Putting innovation into action through participating in an interdisciplinary challenge event, Level 3 - Leading innovative ideas through completing individual tasks to plan and reflect on a concept.

Brief summary of the levels

Level one seeks to enhance the following competencies creativity, curiosity, communication, collaboration and critical thinking. This is completed by students through an accredited module within various degree programmes at RGU and the successful submission of a 100 word statement on future thinking. Level 2 is achieved through the Innovation Challenge Workshop, where students are invited to attend an interactive transdinsplinary event which will focus on an innovation theme which may be set by an employer based on real issues their organisation faces. Teams will pitch ideas to the host for the chance to win prizes and gain feedback. It is during this session that design thinking pedagogy is used to really get the mindsets open and enthused into working on a problem and ideating towards a solution. Level 3 is a self-directed reflective piece of work which develops analysis, accountability, and adaptation in the future context. All levels take into account the meta skills, World Economic Forum Competencies and Entrecomp competencies.

Time 10-45 minutes – The delegate tasks

- Time 10-20 mins persona description
- Time 20-25 mins persona feedback from 3 only teams
- Time 25-30 minutes Crazy eights description
- Time 30-40 mins Crazy eights task Crazy Eights method for brainstorming & design sprints [Template & guide] (conceptboard.com)
- Time 40-50 minutes feedback on crazy eights summing up

The activity

The teams will be asked to develop a persona for a future situation which makes them start thinking about the development of the future and how it will impact on everything.

As individuals and using the design thinking pedagogy the crazy eights scenario task will be completed, where delegates will be put under pressure to complete this in 8 minutes.

Summing up the session and gaining reflective feedback.

Miro board activity to get feedback on how this session has changed their ideation, mindset and what they will do differently in the future with their teaching and development of student's ideas.

Sustainable citizens, applying knowledge and skills to global sustainability challenges

Kay Hack

Advance HE

Abstract

Sustainable citizens, people who can apply their knowledge and skills to global sustainability challenges, are increasingly in demand. Employers, professional bodies, students and the public recognise the need for everyone to have greater understanding of our impact on the planet and the skills to alleviate it. In the Education for Sustainable Development (ESD) Guidance, published by the QAA and Advance HE in 2021, learning outcomes and teaching and assessment practices were framed around the UNESCO key competencies for sustainability. This means asking what students should be able to know, do, and be in order to 'leave the world better than they found it'.

Many of these competencies are key attributes for graduate success and employability, including how we work with others, within and across disciplines to solve complex problems using critical, systems and future thinking. They also include values-based competencies, or ways of being.

In this workshop, facilitated by Dr Kay Hack, Lead Consultant (Education), Advance HE, we will encourage delegates to consider how institutions and academics support students to reflect on their values and develop the self-awareness needed to understand and evaluate how their beliefs and experiences inform how they act.

Poster Abstracts

Disruptive Pedagogy as a Complementary to Pedagogy of the Marginalised: Challenging False Generosity in Western Countries' Education Systems

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Abstract

The era of colonialism has long gone in virtually all nation-states in the world, except for some Non-Self-Governing Territories. Even though, it is longer acceptable to declare a sovereign country as another country's colony to oppress the people of the colonies, this discontinuation has never been a guarantee for the absence of some key practices characterising colonialism. The continuation of colonial practices, albeit, in hidden and subtle ways, is documented in many areas including the education sector. For example, adult asylum-seekers and refugees have few choices, if any at all, in influencing the curriculum, instruction methods, and even the goal of education they attend in Western host countries through the integration processes. They are expected to (uncritically) accept the established system of pedagogy, and even in some cases they are trained to be submissive and docile in host countries rather than pursuing their own goals. The ultimate purpose of such practices is to keep refugees in the low-paying labor force. Hence, the contemporary education provision to these groups of people can be broadly categorised as false generosity. Although host nations appear generous to refugees and asylum seekers, they are keen in keeping the status quo intact. In the process, the established systems exploit and hinder the refugees' pursuit of self-affirmation as responsible persons (Freire, 1970/2005). Therefore, it is vital to critically examine the continuation of oppressive education policies and practices to empower refugees and to challenge structural injustices that produce and reproduce social inequalities by denying refugees opportunities for self-realisation. As an academic from a refugee background who faced an "oppressive education system" in a host country, I will employ collaborative autoethnography method to suggest disruptive pedagogy as a central focus of modern education systems to complement pedagogy of the marginalised.

P2

Developing an evidence informed decolonising the curriculum wheel for collaborative deep interrogation - a reflection

Musharrat Ahmed-Landeryou

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Abstract

This presentation critically reviews the development of an evidence-informed decolonising the curriculum reflection wheel, and evaluates how the wheel relates to decolonising, and its benefits and differences to existing toolkits/checklists. Decolonising are acts of resistance to disrupt coloniality in the current higher education systems, which discriminate and disadvantage Black and Global Majority student populations. Core to decolonising is centring and collaborating with Black and Global Majority student populations to start, develop, monitor, and evaluate change co-creatively/co-productively. Decolonising the curriculum is about knowledges and pedagogies, and the wheel is an application of decolonial praxis, actions start by exploring questions for unlearning and re-learning the curriculum, such as, what content is centred or pushed to the margins or hidden? - who is doing this and why? - why and how are policies, processes and culture/s enabling this? Decolonising is political, anti-fascist, anti-racism, anti-discrimination, anti-oppression, and for reparations, equity, and justice. The decolonising the curriculum wheel is a framework to guide deep interrogation and facilitate collaborative participation in actions, to develop re-imagined ways forward to disrupt the colonial replay in current curricula.

P3

Educational collaborative project: conference for students

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Abstract

This paper presents an international collaborative educational project that combines efforts of educators from Yakutsk, Siberia, Russia and Aberdeen, Scotland, UK. The Argunovskie Chtenia, an annual conference organised jointly by colleagues from the Arctic State Institute of Culture and Arts h**ttps://agiki.ru** in the city of Yakutsk with staff from University of Aberdeen and for nine years brings together students from various educational institutions in the region, including higher educational institution and colleges. The conference provides an opportunity for students to present their papers, diploma projects and share their research ideas, as well as provides an opportunity for a publication of their long abstract afterwards **https://e. nlrs.ru/open/46976**. The broad interdisciplinary scope provides inclusivity and representation from many social science disciplines: history, sociology, journalism, pedagogics, cultural studies, law and politics. The conference's dual delivery gives an opportunity for a wide international reach of participants. In this paper we will reflect on learning experiences of students, the collaborative aspects and diversity and versatility of such educational project.

Informality in staff-student communications: a student perspective

Martin Barker

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Abstract

An inclusive learning environment is one in which staff and students are able to interact with mutual respect. But how does this work when students and staff communicate via email and in teaching interactions?

We conducted a survey of 119 undergraduate students. The Likert part of the survey gave insights into the formality of staff-student communications. Students mostly prefer to use informal greetings but only after receiving a cue from staff this was acceptable. Most students hold back from using staff first names because of risks of offending staff. Students generally prefer personal and informal greetings from staff.

Thematic analysis of open comment from the survey indicates that the style of communication between students and staff is highly contextual and dynamic. Factors involved appear to include size of class, stage in the degree, development of the staff-student relationship, and the student's cultural identity.

Students appreciate the effort that staff made in teaching in learning students' first names. Informal communication "boosts confidence" and makes it easier to engage. Personalised communication indicates that staff are interested in what the student has to contribute. Staff who are more familiar and friendly are regarded as being more approachable. This might be reassuring if a student is struggling. Relaxed ways of communicating are regarded as a means to "build relationships" and reduce the social distance between students and staff. In contrast, one student reported that some staff "could not be bothered with that, which I find rather insulting". Another student stated that "it is very important to me that I'm treated with equal respect" in a reciprocal relationship with staff. Not being acknowledged by name can feel "cold and unwelcoming" and being made anonymous.

We recommend that working in staff-student communication could yield benefits for both in an inclusive learning community.

P5

Tensions with Criticality in Music Teaching Post-COVID

Pauline Black, Ryan Humphrey

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Abstract

The COVID-19 pandemic significantly impacted education in all sectors and many of these impacts are still felt three years since the pandemic began. As music teacher educators in Higher Education in Scotland, we work collaboratively with colleagues in secondary schools to support students in developing the skills, knowledge and disposition required to become resilient music educators who can adapt to the changing educational landscape.

This has meant re-imagining a curriculum as goal posts have continued to shift, which helps students understand how to teach music whilst also supporting them to think critically about their practices and the key issues relating to their work.

Although many of the restrictions teachers faced in the classroom have been removed, a range of barriers were in place for a sustained period, and confidence to make music together has been low. Music teachers in schools often face a lack of time and support to critically reflect on their role and how they can challenge barriers that may prevent student engagement and support more inclusive music-making environments.

Since COVID-19, we have found ourselves almost working in tension when trying to promote critical thinking through our courses. Whilst we recognise the need to encourage critical thinking to ensure that our students can become resilient and inclusive music educators, the educational landscape that we are supporting students to enter does not always appear to support opportunities for criticality. This tension causes questions on the role of music education programmes and what should be covered within such programmes.

This presentation is a reflective self-study undertaken by us as music teacher educators. We argue for greater emphasis on critical thinking to support the development of resilient music educators. We will discuss what the sector might do to move forward to enable students to enter these new educational environments.

Solidarity in Place: Considerations for an In Situ Ethics and (Digital) Pedagogy

Adriana Boffa

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Abstract

I draw from my doctoral dissertation project findings to invite and provoke educators, school stakeholders, and education policy-makers to consider how to make place for minoritized, marginalized, and racialized individuals in their class-spaces in such a way that their diverse multiplicities and ethno-cultural identities are not effaced.

My research project considered the question: *How might Newcomer|Immigrant (N|I) youth, as digital subjects, make place—on and offline—considering the contemporary techno-digital educational transformations and the current socio-political realities?* Specifically, I envisioned this question in the grander context offline, in relation to the concept of solidarity, the feeling of *la comunidad*, and the drive to express one's stories in order to propel action towards a common cause. As revealed throughout my research study, place|making in the *digi-sphere* becomes a collective experiencing that emerges between an assemblage of desires (intensities), those of the connected territory (e.g., TikTok), the standardizing flows (e.g., technocapitalism (Suarez-Villa, 2009) and algorithmic coding), and the subjectivities or collective enunciations that are constructed (e.g., N|I youth, content creators, users). What might emerge from place|making are expressions that speak against a perceived or felt majoritarian discourse, as exemplified by the four content creators with which I observed in this study, Vince, Leila, Sasho, and Mahasti, and in doing so, planted the "seeds" for new modes of thinking in those who connect with them (Deleuze & Guattari, 1980/1987, p. 106). The findings of my study necessitated for N|I youth to have spaces to create impact and place|make on and offline with others. Also, it inspired an *in situ, as singularity* ethics and digital pedagogy that goes beyond a superficial and representational engagement with content and those who connect with it.

P7

Building Resilience Through Timely and Effective Feedback

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Abstract

Academic resilience is the ability to 'bounce back' or 'cope' with stressful situations such as assessments and engaging with (sometimes critical) feedback. There is compelling evidence to suggest that quality feedback is the most powerful single influence on student outcomes (Brown & Knight, 1994; Hattie, 1987; Hattie and Timperley, 2007), and can help develop a student's academic resilience. Millian et al. (2020) suggest that it is important educators understand what students find useful in feedback; how feedback is used in future assignments; and how students psychologically respond to the feedback they receive.

Given the importance of feedback to support students in achieving their best outcomes it is concerning that we consistently see low student satisfaction with both the timeliness and quality of feedback, often reflected in the results of the National Student Survey (NSS). One potential reason for this may be the gap in knowledge between what students perceive to be timely and quality feedback (i.e., their assessment literacy) and how this differs from what staff believe students want from and how they use feedback.

This poster will report the results of a study investigating the similarities and differences between staff and student perspectives on assessment and feedback, from both a staff and student survey as well as the main themes generated from student focus groups and a staff workshop. We will present recommendations for delivering timely and effective feedback, such as a 'mission statement' to enhance a feedback culture within the School, and an explicit 'submission lifecycle' resource to enhance transparency about the assessment and feedback process. Recommendations will be discussed in relation to supporting the development of academic resilience.

P8

Exploring the Application of College Student Role Models in Service-Learning Pedagogy

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Abstract

Service learning is a widely accepted pedagogy that is grounded in the experiential learning theory established by Dewey (1963). It can enrich the learning experience for students while they apply their technical and employability skills to meaningful community service. Prior studies have focused on the associated benefits of service learning for institutions, organizations, or communities for whom the service is offered; in comparison, fewer studies have focused on the learning experience of the participating students. This study investigates the pedagogy of service learning, the impact on college students in developing the skills and capacities needed by employers, and ultimately how service learning enables them to function as global citizens.

This research applies the lens of service-learning pedagogy by deploying college students to a community center as role models for the delivery of Science, Technology, Engineering, Art, Mathematics (or STEAM) programs to youths living in a priority neighborhood on the east coast of Canada. Priority neighborhoods refer to communities that are predisposed to poverty. Studies suggest that low educational interest or achievement are offshoots of issues surrounding poverty. On the other hand, STEAM related activities and mentoring are instruments that can be used to motivate and support economically disadvantaged communities towards educational aspirations.

Data was collected through open-ended survey, observation notes and a focus group after the first phase of program delivery. The collected data was analyzed qualitatively. The findings describe the outcome of the college students' experiences in service learning with respect to their development of skills in leadership, social justice, diversity, communication, and generally tacit knowledge harnessed from working with underserved communities. In addition, the research reveals challenges and provides recommendations. The research contributes to the wider service-learning conversation for policy makers, faculty, and administrators of higher education and may improve the employability and civic responsibility of college students.

P9

Contemporary considerations for Occupational Therapy education: sharing international perspectives

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Abstract

The World Federation of Occupational Therapists minimum standards, reinforce the importance of a global perspective and understanding within the occupational therapy curriculum, to prepare students to work with diverse populations (WFOT, 2016). Online technological accessibility, enhanced through the Covid pandemic, has enabled online collaboration with worldwide higher education providers. Occupational Therapists share the same philosophical assumptions but delivery of occupational therapy practice can vary. We are a global profession with similar values and beliefs but differences exist in political, cultural, historical backgrounds, and interpretation. Higher education programmes are designed by individual institutions to reflect the national and local context (due to placements and commissioning for example) and, although they do not deliberately seek to overlook the international agenda, this might occur, and recommendations have been made to avoid this (Carey et al, 2019). In response, an Occupational Therapy international education group was developed to enrich student experience and employability, develop links with Occupational Therapy higher education providers, to share experiences, and enhance cultural and global awareness. An inaugural annual conference was attended by academics and students across the world, to share key knowledge and experiences, to network, and build relationships. Between the annual conference, an online community has been established, meeting quarterly to foster collaborative working and to continue to build relations and understanding between the different countries represented in the group. This presentation will share the development and evaluation of the Occupational Therapy international education group, to provide insight into the project and the impact that it has had on international understanding, education and relationship building.

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P10

The efficacy of e-portfolios as digital pedagogical devices in a selected undergraduate course: A phenomenological approach

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Abstract

The use of educational technologies at institutions of higher learning in South Africa and the world over continues to increase at an accelerating rate. There is widespread empirical evidence that the use of educational technologies can enhance learning, teaching, and assessment. Electronic portfolios(e-portfolios) are one of the many educational technologies that have emerged in the higher education landscape in contemporary times. E-portfolios are digital repositories that allow learners to collect, exhibit and disseminate evidence of their learning using multiple media types such as audio, video, text, and graphics. The purpose of this study is to investigate the efficacy of e-portfolios as pedagogic devices to enhance students' lifelong, deep, authentic, and significant learning. E-portfolios allow students to collect evidence of their learning overtime and as such they can inspire the students to reflect upon the learning, teaching, and assessment process. Furthermore, the use of e-portfolios affords learners the invaluable opportunity to integrate their newly acquired knowledge, lifelong sustainable assessment, focused feedback, and evidence of their achievement. This year, we started using e-portfolios as pedagogic and learning devices in our undergraduate class which has a cohort of thirty students and therefore this study seeks to reflect on this experience. Using a phenomenological approach, the researchers conducted five focus group discussions with the thirty students involved in the course to establish whether e-portfolios are effective pedagogical devices for effective teaching, learning and assessment. Each focus group comprised of six students. The data collected in this study was analysed using thematic and narrative analysis. The results of this study revealed most students felt that e-portfolios enhanced ownership of their learning and that they could track their progress in a systematic way. These findings will be used to inform future pedagogical practices and technology-enhanced learning and assessment within the course.

Reimagining the social sciences: Applying theory across disciplines and places to current issues

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Abstract

The MSc Applied Social Sciences: Globalisation and Crime course is a unique multi-disciplinary programme that allows students to explore critical issues (globalisation and crime) using the disciplines of psychology, sociology, criminology, and politics. At a time of increased nationalism and immigration as a result of globalisation and 5G technology accelerating the next stage of the technological age, both issues overlap with the prevalence of crime in our society, and it is critical to explore these issues in terms of how they affect individuals and society. We aim to emphasise throughout the programme how the social sciences can be applied to both local and global issues, both in in terms of module content, and student research.

Students are encouraged to base assignments around local issues in their immediate community. The applied research project module seeks to build specific links with local organisations and employers. The dissertation module allows for in depth research focussed on an existing issue, relating to crime and/or globalisation and drawing on several disciplines.

For examples of the above, research relating to globalisation and crime are explored in several modules in terms of human trafficking and organised crime. Students have used this content to explore local issues, and a student this year is using the applied research project module to investigate how small businesses in a rural area in the North East of Scotland have been affected by increased migration. Another student conducted a case study of the Mexican cartels in the Politics of the Developing World module. Students have completed projects on cybercrime, exploring public and police perceptions. Dissertations this year include topics on social media vigilantism and desensitisation of crime in the Netflix era. The course is inspired by the interdisciplinary genius Patrick Geddes's motto of 'think global, act local.'

P12

Support international PGT students to overcome language barriers

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Abstract

Language barriers present a challenge to many international students, not least because there is a gap between the language skills required to pass language admissions requirements and the skills required for academic writing. This is particularly an issue for taught postgraduate (PGT) students, who have only a relatively brief time to acculturate to a new education system. Indeed, a US-based study found that language barriers are among the factors contributing to a relationship between perfectionism, acculturative stress, and depression in international students, and furthermore may prevent students from accessing psychological help for depression (Hamamura & Laird, 2014).

The University of Aberdeen has a range of support services available to international students (including the Student Learning Service, the Language Centre, and Student Experience, as well as School-specific support). Our pilot work in the School of Psychology at the University of Aberdeen found that awareness of these services was high among our international students, and that those who made use of the services observed improvement in their academic writing. However, we also found that use of the services was relatively low, even though 50% of our respondents felt that University of Aberdeen should provide more support for academic writing.

Here, we report the results of a project that aimed to (1) understand the language barriers experienced by our international PGT students, (2) evaluate our international PGT students' awareness and use (or lack of use) of existing language support at the University of Aberdeen, and (3) understand what our international PGT students would like to see in terms of academic writing support. The project combines focus group and questionnaire methodologies to provide a rich dataset on the language barriers experienced by our PGT students and their use of and views on language support services.

A Longitudinal Assessment: Student and Staff Impact Review of International Mobility

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Abstract

Aerospace engineering is a globally dominant working environment. It is essential that Coventry University (CU) aerospace engineering graduates gain the required employability skills whilst studying to interact and excel within this international environment.

CU staff have designed teaching experiences to embed the CU Graduate Attribute Framework. Utilising strong international partnerships such as Emirates Aviation University (EAU) in Dubai. The students have been given a chance to engage in an international learning experience networking with other students and aerospace businesses.

The development of the international mobility opportunity has enabled students to learn and embed the employability skills embedded in the Graduate Attribute Framework. A review of the impacts of the international mobility opportunity has been considered by student and staff with a reflection on why students take part, their expectations and short and long-term impacts.

Here we show the student's views from cohort analysis and impacts on the taught modules specifically the topics feeling part of an academic community and opportunities for collaboration. This also includes interviews from students now working in the aerospace sector, reviewing the short and long-term impacts. Focus groups with staff have highlighted effects on module quality, delivery and workload impacts.

Students were highly motivated to participate when the organisation of the trip was performed, funding requirements were low and other peers were involved. Both community and opportunity metrics decreased when the international mobility option was removed due to Covid-19 and increased with increased student numbers. Students recognise the importance of being able to engage with students and employers internationally in the short term and understanding the impacts on their employability skills long term.

We anticipate our research to be a starting point for a wider University longitudinal review of the student needs, expectations as well as short and long-term influences on graduate attributes.

P14

An Innovative Approach to Skill Acquistion in Transcontinental Activity Led Learning

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Abstract

Higher education has sought mechanisms to work more closely with partners around the world, to enable students to obtain the skills for effective communication upon graduation.

This paper presents an example of finding an innovative opportunity to engage with multiple partners around the world. These namely being Coventry University in the United Kingdom, Emirates Aviation University in the UAE, and Deakin University in Australia. The fieldtrip would be hosted in Dubai, halfway from the United Kingdom and Australia.

The aim of the project was to get students to work together and build a robot that would navigate around an arena, staying on the black areas whilst avoiding the white ones. Whilst navigating, the robot would have to interact with different coloured cubes, picking up the blue and leaving the red. This was intended to simulate tasks that an agricultural robot may need to accomplish.

Students were successful as a team in order to achieve this task, managing the time zone changes to effectively communicate prior to the visit.

During the run up to the event, online tools where utilised to share content such as CAD models, computer code and circuit schematics. This enabled each partner to work effectively on designing sub-systems and components that could then be transported to Dubai for the final build and test. The students also undertook bonding events such as visits to Global Village, old Dubai and Dune bashing, to improve their working relationships.

After the trip, the students had the communications and technical skills that allowed them to move onto Graduate Engineer roles and helped them to work effectively during the COVID lockdowns.

Field trips should be considered a valuable addition to retention strategies and student engagement in a way that is promotes good edutainment value to the students.

P15

An International Cross-Disciplinary Undergraduate Collaboration

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Abstract

Exchange programmes are designed to encourage and promote cultural exchange and team working, which are invaluable skills that the students will need as they progress.

This paper presents a method of getting students from different subject areas to work together to solve a real-world problem. These subject areas namely being computer science, electronic engineering and mathematics. Similar students were selected from all universities to work together, these being Coventry University in the United Kingdom and Laurea and Metropolia Universities in Finland.

The activity aim was to create a process to help people with disabilities, working with teenagers from a local College to design a custom solution to help improve their lives.

Students successfully worked on an Internet of things (IoT) approach using sensors, software and other technologies to create devices to exchange data to achieve the desired task.

Feedback on the devices was given by the college students showing how useful they were for further iterations. Students spent 1 week in the United Kingdom and 1 week in Finland, during which they undertook bonding exercises such as a selfie challenge, to help improve their communication and team working skills. They also obtained skills in the use of online tools to share resources in the build-up to the event.

The exchange programme was so successful that students regularly go back to Helsinki to re-join their Finnish counterparts, and some have taken the "Study Abroad Year" module as a result of taking part in this exchange.

Programmes such as this offer students the opportunity to learn about a subject in a more hands-on and immersive way than they can in the classroom. Alumni have even fed back that the skills they have learnt on the exchange have aided them in their job, post graduation.

P16

Internationalization at Home - a greater ability to integrate intercultural dimensions into teaching

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Abstract

This paper aims to examine how Internationalization in teacher education comes forth through the course plans and the teaching plans in the study programs, and how the students get prepared for and develop intercultural competencies. Based on the growing interest in internationalization in Higher Education (HE) generally and teacher education specially, we aim to identify how study plans, course plans and teaching plans support student mobility and internationalization at home. In the paper, we also want to pay attention to the importance of sustainable education and teaching for diversity.

There is a call for more inclusive, ethical, and qualitative internationalization in HE and the need to increase the scope of involvement in internationalization. Students' mobility has had problems taking root in teacher education (Pedersen, 2021), which results in few students traveling abroad. With this background, we wish to promote internationalization at home as an alternative to student mobility. Internationalization at home is a targeted integration of international and intercultural dimensions for all students (Beelen and Jones, 2015).

The study has a qualitative approach. The data is based on document analysis, of a selection of course plans and teacher plans for primary school teacher education grades 1-7 and 5-10 at one of the teacher educations in Norway.

Preliminary results show that student mobility is more explicitly stated through the study plans, and the course plans. Internationalization at home is more prominent in the teaching plans. In order to find alternatives that take care of the students' potential to develop intercultural competence and intercultural mindset, we see it as necessary to promote internationalization as a theme throughout the study programs. The underlying aim of this paper is to contribute to strengthening the study program's and the teachers' competence on Internationalization at home towards a more sustainable teacher education.

Mindful Community-based Service Learning: A Gateway to Compassion and Social Justice

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Abstract

Mindful Community-based Service Learning: A Gateway to Compassion and Social Justice

DePaul University, Chicago, IL, USA

The past several decades have witnessed increasing interest in mindfulness practices in higher education, with a growing body of scholarship chronicling the positive impacts of mindfulness to enhance student learning and well-being. Our proposed paper presentation contributes to this scholarship, with a focus on mindfulness in community-based service learning. We take up questions of how mindfulness practices such as learning the power of the mind, meditation, and emotional intelligence can enhance traditional approaches to service learning, as we work collaboratively toward the development of ethical and compassionate community partnerships, as well as meaningful progress toward social change.

Our work is grounded in feminist approaches to engaged pedagogy and anti-oppression education. We also build on research demonstrating how mindfulness helps students develop connections to classroom material, deepen their contemplation and introspection, and develop agency over their learning and career aspirations in their field.

Our presentation will explore a university curriculum that foregrounds mindfulness practices such as meditation and mindfulness-based emotional intelligence to promote student learning, healing, growth, and compassion. We also consider the potential that yoga and meditation have for animating community-engaged practices to eradicate violence and work toward social justice. Our presentation further explores a collaborative university-community partnership that brings college and high school students together to cultivate mindfulness practices and to foster critical self-awareness in their work toward social justice.

P18

Using authentic learning environments to bridge the theory-practice gap in pharmacy education

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Abstract

Creating authentic learning environments highlights real world relevance to students and contributes to their readiness for practice. Student pharmacists dispensing prescriptions in a simulated community pharmacy environment, presented academics at Robert Gordon University an opportunity to embed patient safety teaching in the curriculum through the introduction of a reflective exercise at the end of the dispensing process. In practice, pharmacy professionals complete an entry into a "Near Miss Error Log" when an error is recorded. A similar log was included in the Student Record Book; student pharmacists were instructed to complete an entry if a member of staff identified an error during the final accuracy check of the dispensed medication. Additionally, student pharmacists were asked to reflect on the error with the aim of identifying any contributing factors and modifications that could prevent the same error from re-occurring.

An evaluation of the impact the activity had on student pharmacist learning aimed to explore the views of student pharmacists with regards to how completing the activity influenced their personal and professional development. Data collection involved student pharmacists completing two surveys. Classed as a service evaluation, ethics review by the School of Pharmacy and Life Sciences Ethics Review Committee was not required.

Research findings showed that of the 75 student pharmacists completing evaluation surveys, 64% (n=48) recorded less errors in semester two when compared to semester one. Respondents considered the exercise helpful in highlighting the need to pay more attention to detail; they referred to the exercise as helping to identify trends in their dispensing process allowing them to avoid making similar errors in future. An overall positive response to personal and professional development was noted, with student pharmacists commenting that the exercise had facilitated reflective learning and helped to bridge the theory-practice gap.

Re-Imaging Education: Sustainable Career Tracks

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Abstract

Higher education institutions have been identified as a key vehicle in the education of change agents for the future that will contribute to the successful implementation of the United Nations' Sustainable Development Goals (SDGs).

However, for this to be realised, all stakeholders including academics need to understand their role in driving the agenda for this to become a reality, creating awareness and a support system for academics, is needed.

Building sustainable career tracks are often spoken about in the higher education sector. the focus is primarily on the end user, our students, with little focus on the academics that need to prepare for different ways of being sustainable in an environment that has become competitive with words such as "publish or perish", world university rankings and innovation being key buzzwords.

How do we prepare mid-career academics for the new way of work, from discipline-specific to interdisciplinary, from competition to collaboration? We share a program currently implemented in a resource-restrained university that aims to empower and capacitate mid-career academics to make impactful changes in their careers in order to become sustainable in the next 10 years of their academic career.

Findings of the program implementation reflect on the personal and professional success influenced by the contents of a leadership program for mid-career academics implemented over a one year period.

Key Features of the Program:

- Buy-in from University Leadership;
- Participants are from different faculties and disciplines;
- Program promotes collaboration and peer support;
- Access to resources to develop personally and professionally.

P20

Exploring Opportunities for Upscaling of Blended Learning in Nigerian Public Universities: Experiences from Alex Ekwueme Federal University (AE-FUNAI)

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Abstract

Blended Learning (BL) as an adapted teaching and learning method came into prominence in the late 1990s. Recently, there has been a global upsurge in BL adoption and implementation in Higher Education environments, primarily driven by several factors: the disruptive impacts of COVID-19 global pandemic, the subsequent economic lockdown, changes in lifestyle and preference for deployment of technology for teaching and learning for sustainable development. BL implementation marks a paradigm shift from traditional and limiting face to face method of learning to a technologically driven alternative. Implementation and deployment of BL in publicly owned Higher Education Institutions (HEIs) in developing countries like Nigeria has however been challenging. Using a multi-methods approach, incorporating Desktop Study, Online Questionnaire Survey and Key Informant Interviews, this research aims at developing a framework for implementation and deployment of BL in AE-FUNAI, a typical Nigerian public university. Findings indicate that deployment of BL in public HEIs in developing countries could help alleviate critical resource problems such as staffing, classroom and other learning infrastructure, increase student interactivity, ensure student collaboration and inclusivity in learning as a means of achieving module learning outcomes and excellent student experience.

P21

Blended learning: Gain for higher education

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Abstract

Blended learning is becoming more popular as a method of accommodating an increasingly varied student body while adding value to the learning environment through the use of online teaching resources. Blended learning, also known as hybrid learning, is a type of learning that mixes traditional classroom instruction with online instruction.

Finding efficient and adaptable delivery methods has been aggressively supported in higher education to give all students easier access to high-quality learning opportunities than is achievable with just standard on-campus programmes. Today, blended learning is suggested as one option to fulfil both student learning and organisational needs in higher education. Blended learning is often characterised as the merging of traditional face-to-face and online approaches to instruction. The benefits of both traditional and electronic learning methods are combined in a blended learning environment, including the benefits of face-to-face interaction. Face-to-face learning environments offer the social connection necessary for learning, whilst e-learning environments guarantee the flexibility and efficacy that cannot be obtained in a classroom setting.

Due to the fact that emergency remote learning was the only method to ensure that students continued their education during the COVID-19 pandemic, many schools all across the world abruptly switched to remote online learning. While the majority of the global north's nations were able to smoothly move into the online learning mode, this was not the case in the majority of the global south's nations, which had infrastructure problems. Due to its many benefits, blended learning has been a part of post-pandemic education for the majority of higher educational institutions since the pandemic's aftermath.

The purpose of the research is to demonstrate and highlight the benefits of blended learning and the reasons that higher education curricula should fully support it.

P22

The implications of digital divide on South African rural student population enrolled in Open and Distance e-Learning (ODeL) institutions

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Abstract

When compared to the semi or urban student population, the rural student population in South Africa is far behind with technological advancement. Only a small percentage of rural student population in South Africa enjoy access to technology. This digital divide is exacerbated by the uneven distribution of resources among urban and rural areas. The rural communities continue to be the most disadvantaged due to their remoteness, the ills of the past, poverty, low income, and less access to technology. On this note, a survey of rural student population registered in a selected Open and Distance e-Learning (ODeL) institution was conducted to determine the implications of digital divide on these students. The data was collected from 150 students through focus group interviews. The findings revealed that the students staying in rural communities are mostly disadvantaged due to the inaccessibility of online systems. They are isolated by their context, infrastructure, and limited access to electricity and internet services. The inaccessibility of online systems in their areas makes their learning objectives impossible to achieve. The challenges drawn from the findings indicate a need for alternative support measures. Therefore, a conglomeration plan is recommended.

P23

Introducing Multidisciplinary Micro-credentialing: Rethinking Learning and Development for Higher Education-Industry manifesto

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Abstract

Instead of censuring the current concerns and pre-existing conditions of Higher Education (HE), this book acknowledges that we currently are in very well-defined circumstances to rethink learning and development due to unprecedented adjustments required to accommodate rapidly rising requirements of the pandemic world. In an environment where employers are spending less on training and focusing more on innovating, the degree to which present forms of higher education offer a sense of self-sufficiency is highly reduced. Entering HE as a disruptive force, micro-credentials that are innovated in multidisciplinary links and intersections, multidisciplinary micro-credentialing (MdMc) features an industry necessitated learning and development platform to deliver affordable and incremental credentials. Operationalised on bite-sized skill-building courses, MdMc allows cross-breeds among different disciplines and, thus, versatility in job markets for job seekers and employees. Hence, the learning component of the topic directly deals with emerging HE trends that seize the opportunity of time to test innovative ways of learning to lessen the distance between the learner and the provider. Focusing on different challenges of both (a) people on the job who need specific competencies to continue to grow as well as (b) people who are in the job market where most jobs demand dynamic competencies which typically are not offered through conventional degree programmes. Hence, the development component of this book interrogates anomalies among various credentialing models and proposes levelling them through lessons learned for better MdMc outcomes. This book uses in-depth discourse analysis presented in peer-friendly language that facilitates rethinking academia-industry futures for self-sufficiency.

P24

Anatomy PALs: a student-led learning community

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Abstract

Students of Medical Sciences subjects often find their human anatomy courses challenging as it is necessary to learn many new terms and to understand complex spatial relationships. This poster aims to showcase our student-led peer-assisted (PAL) learning scheme to support students on these courses.

In this scheme, PAL tutors, who are 3rd- and 4th-year Biomedical Sciences students, support the learning of their 2nd-year peers. Following their induction, PAL tutors sign up for anatomy practical classes using an online spreadsheet. For a typical class size of about 40 students, we aim for two to three PAL tutors per class in addition to two staff members. PAL tutors do not replace staff members but provide additional assistance for students. As a response to the COVID-19 pandemic, PAL tutors created additional online material for self-study and self-assessment and initiated a 'buddy scheme', where each PAL tutor provides personalised support for up to three students.

The PAL scheme has received very positive feedback from students over the years. They find the PAL support and the resources created by the PAL tutors effective for their learning. The PAL tutors benefit by reinforcing their own learning, gaining teaching experience and developing transferrable skills. Finally, staff members obtain additional student feedback via the PAL tutors and gain new insights into students' study techniques that can inspire their own teaching.

To conclude, the PAL scheme provides an additional support structure and 'safe spaces', in which students feel comfortable asking questions. Thus, it has helped to create a more resilient learning community.

P25

Evaluating and Co-developing the Teaching of Assessment Skills for First Year Education Students

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Abstract

Students in Year 1 of the MA Primary Education programme at the University of Aberdeen undertake a range of assessments, including presentations, essays and reflections on evidence gathered during school-based practicum. Evaluation of assessment outcomes and course evaluations indicated a need to build students' academic skills further and enhance their confidence and resilience in undertaking assignments.

In order to build academic skills and improve attainment, ensuring a fruitful transition into Higher Education, the teaching team introduced skills inputs (20-30 minute mini-workshops) into weekly tutorials. Strategic placement of these inputs in three first-year Education courses allowed us to cumulatively and systematically address key skills which become increasingly important over the course of the students' first year.

In order to gather data around the efficacy of these skills inputs, and their impact on students' confidence, resilience and attainment, we asked current second year students to evaluate them in a focus group. Using a situational analysis approach to grounded theory (Clarke, 2003; Clarke 2005; Clarke et. al., 2018), students' responses were coded and analysed before being turned into messy and ordered situational maps which allowed the emergence of key themes.

We then employed an action research methodology (McNiff, 2013) to further develop the skills input materials, in line with identified themes. Our research team, including student interns, worked on the workshop materials and enhanced these in line with student feedback, sharing them again with students in a second focus group to gather data around their perceptions of the new and updated materials.

Emerging implications, pertinent not only for skill development in Education but in other disciplines, included students' appreciation of exemplars, modelling, and interactive approaches to skill development. The process of co-constructing course materials with students also raised interesting questions about how we can use student feedback in active and collegiate ways.

P26

Supporting Advanced Entry student transitions with online toolkit

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Abstract

This poster describes our new online student toolkit developed to support students who enter university directly into second or third year. Here we describe the toolkit and discuss the subsequent evaluation of this resource.

The articulated route via college entry has been identified as a pathway for widening access in education. Evidence suggests Advanced Entry (AE) students often feel under-prepared as they transition to university (Christie et al., 2013) and this lack of preparedness has been connected to a problem with retention (Longden, 2006). Anderson et al. (2006) suggest a connection between resilience and transitions with resilience being argued to play a key role in successful student transitions (MCGhie, 2017).

To understand the experiences of AE students, we initially conducted focus groups exploring perceived challenges or barriers for students in transitioning into and throughout university. Analysis highlighted perceived gaps in existing support for AE students as well as challenges around accessing existing support (e.g., where to find on website, timing of when support is offered). To address these issues, we developed an online student toolkit hosting a suite of resources. A unique feature of this toolkit is that it is made for students, by students to support AE student transitions. The toolkit is designed to be an accessible, inclusive, and sustainable platform which can be updated with ease, as and when necessary. The content includes resources such as short videos and blogs where previous and current AE students discuss academic/social experiences and challenges, with a view to highlighting how any challenges can be overcome. We present an overview of the toolkit and our subsequent student evaluation of this new resource.

P27

Meeting Students Where They Are: Reflections from an International Online Education Program

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Abstract

In this submission, I will share personal experiences within my own online classrooms that shaped my educational practices. The mission of this online school is to provide quality higher education to students that do not typically have access. The student body as a whole is comprised of students from over 200 countries and territories. The setting for this lessons-learned submission is online thesis classes within an accredited Masters of Education program. Classrooms within this program are comprised of students with a variety of ethnic, cultural, socio-economic, professional, and personal experiences. These dimensions of diversity then create learners with unique intersectionalities that causes them to address classroom assignments and receive feedback in different ways. This submission will review common themes exhibited by learners within this environment using dimensions of diversity as an exploratory lens. A reflection on how the author addressed the issues will be presented followed by a discussion of other options that could have been used to achieve student learning goals. Additionally, ideas will be given on how to design curriculum and classroom activities to benefit a variety of online learners while creating an intercultural learning community.

The Case for the Compassionate Campus: Centering Compassion in Service of Wellbeing, Belonging, Dialogue, and Democracy

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Abstract

Researchers understand compassion as the emotional experience that arises from encountering the suffering of others and a subsequent interest in relieving that suffering (see Strauss, et al., 2016 for a review). A leader in this area of study, Kristin Neff (e.g., 2003a, 2003b, 2011, 2012) focuses on self-compassion, which similarly requires the acknowledgement of (one's own) suffering (i.e., mindfulness of stress, discomfort, pain, unease) and taking action address it, a practice she names self-kindness (versus self-criticism). Importantly, both compassion and self-compassion highlight the concept of common humanity, a term that captures the normalcy of suffering as a part of life and the often-forgotten truth that we are not alone in experiencing it. With a rise in attention to wellbeing and resilience in higher education, a shift toward considering the role of compassion in the academy is not surprising; yet, the benefits of compassion may be more far-reaching than anticipated. Our presentation aims to advance the notion of a "compassionate campus," underscoring not only the expected connection to wellbeing and resilience but also the critical role of compassion in cultivating a sense of belonging, promoting constructive dialogue, and strengthening civic learning and democratic engagement (thereby reducing instances of extremism, bigotry, and bias). This model also has the potential to enhance overall student success by foregrounding lived experience in the wider context of educational institutions. As such, inclusivity and interdisciplinary are woven into this approach. This presentation will offer an in-depth understanding of compassion as a theoretical concept and manner of being, its evolutionarilyy driven role, and important consequential outcomes. The presentation will offer a framework for the compassionate campus and review strategies relevant to its operationalization throughout curricular, co-curricular, and institutional contexts.

P29

Relay is Faster than Going Solo: Developing Foundation Year Assistantships using a Novel Quality Improvement Approach

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Abstract

Background

Final Year Assistantships (FYA) are apprenticeship placements affording medical students' opportunities to contextualise their academic knowledge through a clinical attachment. Students are expected to emulate a newly qualified doctor through following similar shifts and undertaking similar tasks. Quality Improvement (QI) is a methodology for creating realistic solutions to existing problems in the workplace and its application in healthcare is makes it QI an essential part of undergraduate medical curricula. The methodology can be extended to creating sustainable improvement in the delivery of medical education.

QI Methods

In their healthcare improvement block, final year students worked to improve the existing FYA offered to Scottish Graduate Entry Medical (ScotGEM) students. Three teams of students worked in series to identify and address limitations to learning using QI methodology. The project used a co-design approach to improve learning experiences.

This unique approach to QI enabled the same project to be handed over to a new team after a month, ensuring the outgoing team could summarise their own work and incoming members could give fresh perspectives. Incoming members were able to continue existing work, drop failed avenues, and suggest new solutions. Three teams over three months created a relay effect which enabled more Plan-Do-Study-Act Cycles of Change to be completed versus using one team alone.

Findings

Self-rated student confidence and competence, inclusion and resources available for students all increased. Effective reporting between students, supervisors and FYA facilitators enabled issues to be addressed, and peer-to-peer collaboration both as QI undertakers and FYA students and furthermore allowed resolution without use of a third party. We believe this QI in-series is a useful approach for students and medical course designers alike.

P30

Male mentorship program for undergraduate students in Health Sciences

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Abstract

Introduction

Mentoring in the current era is known as a process where an experienced individual assists another to reach their goals and develop skills through a series of one-on-one conversations.

Aim and objectives

Is to examine student self-esteem and perceptions of student-mentor relationships following a male peer mentorship program (mmp). The objectiveof the current study is:

- Promote self-esteem and academic development of mentees through in person mentorship program.

- Compare self-esteem and academic development of mentees before and after male mentorship program

Methodology

Action based research so that the quality, impact, and justice of standard education methods is solved through implementation of mmp. The study will deploy convenience purposive sampling, through active marketing with the transformation and marketing offices of up to invite all male undergraduate students under the auspices of school of healthcare sciences to attend.

Significance of study

The use of a mentorship program such as mmp would promote an increase in academic achievement and overall student self-esteem rates.

Conclusion

Based on previous research, there is a need to develop an intervention program for the group identified as less served and most in need of mentorship, specifically targeting mentors of an older demographic age and standing.

P31

The effect of self- and co-regulation on the community of inquiry presences for collaborative online learning

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Abstract

New global trends toward more online and self-directed learning coincided with the Covid epidemic and the quick shift to remote learning. A call for more research on the dynamics of shared metacognition (self- and co-regulation) on the three community of inquiry (CoI) presences (teaching, cognitive and social) has been issued to advance online collaborative learning environments. Self-regulated learning in a CoI should be linked with a co-regulative function because it is both a personal and social responsibility in order for a collaborative inquiry to be monitored and managed effectively. This paper aimed to determine the effect of self-and co-regulation on the CoI presences for collaborative online learning. A quantitative survey on a sample of (N = 626) enrolled honours students in a South African University was used. Multiple regression analyses were used to determine the effect of self and co-regulation on the CoI presences. The results indicated that self and co-regulation related with the community of inquiry presences. In addition, the results revealed that self and co-regulation influence the CoI presences. Encouraging student self- and co-regulation may enhance their online teaching, cognitive, and social presence when studying online. It may also enable teachers to provide a more collaborative and interactive online learning environment and promote productive online communities.

Keywords: community of inquiry, teaching, cognitive and social presence, self-regulation, co-regulation, shared metacognition; online learning

P32

Impact of learning barriers on academic performance of learners in selected secondary schools in Mtata

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Abstract

Learners have a right to education regardless of their limitations. However, there are still schools that are struggling to address learning barriers. This paper explores the impact of learning barriers on academic performance in selected secondary schools in Mtata, South Africa. The study was guided by the Ecological System and Inclusion Theories. A qualitative approach and case study design was adopted. Convenient and purposive sampling techniques were used to select 3 schools and 18 participants respectively. Data were gathered through semi-structured interviews. Thematic frames and thick descriptions were used to analyse data. Findings indicate that teachers and learners with learning barriers faced myriad challenges including lack of resources, inability to attend to learners with challenges due to overcrowded classes and inadequate inclusive education training. The paper concludes that learning barriers have a negative bearing on the academic performance of learners. Effective inclusive education policies, teachers' training, parental involvement and psychological support for learners are a necessity. The use of technology in South African rural schools should be a priority. Providing learners with digital tools and skills to facilitate learning is important as technology in the classroom will facilitate teaching methodology variation and management of overcrowded classes.

Keywords: Learning barriers, academic performance, inclusion, parental involvement

P33

Exploring Challenges in Promoting Accessibility to Rural Distance Education Using Modern Teaching Tools: A South African Case Study

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Abstract

With the emerging modern teaching tools, access to higher education has been made possible regardless of an individual's geographical location. The purpose of this study was to explore challenges faced in promoting accessibility to distance education using modern teaching tools by Postgraduate Certificate in Education students at a rural university in Eastern Cape Province, South Africa. van Dijk's model of access; skills access, motivational access, usage access and material access, informed the study. A qualitative approach and a case study design were adopted for the study. Students and lecturers were identified using purposive sampling technique. Research ethics were adhered to in this study. Data was collected through face-to-face interviews and focus group interviews. A thematic approach was adopted for data presentation and analysis. The study findings revealed that it was difficult for lecturers and students to migrate from the traditional approach of teaching and learning to use of Blackboard platform as a new approach to learning. Additionally, both lecturers and students were not adequately trained to confidently use information and communication technology tools. The paper concludes that some lecturers and students are still encountering barriers that slow and affect the quality of education, defeating the purpose of online classes. The study recommends that both lecturers and students should receive extensive training on how to use ICTs and internet, avoiding one-size-fits all approach.

Keywords: South Africa; Higher education; Digital divide; Information and communication technology; Pedagogy; Modern teaching tools

P34

Evaluation of a University Peer Exercise and Community Activity Placement (PECAP) model.

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Abstract

Gilligan (2014) indicates the most memorable learning occurs on placement, where students integrate and apply knowledge, skills, attitudes, and values to real situations facilitating re-scaffolding of knowledge and deep learning. Challenges in providing adequate practice-based learning (PrBL) experiences were reported prior to the COVID-19 pandemic which has worsened the situation. This has led to the development of a University Peer Exercise and Community Activity Placement (PECAP) model which has been supported by Scottish Government Funding

Aims:

1.   To evaluate the effects of the PECAP model on student confidence.
2.   To investigate student experiences of the PECAP model.
3.   To explore alternative PrBL placement model

The PECAP model was designed to include community outreach, specialist projects (NHS Walking Programme) and Student-Led Exercise Groups, exposing students to core areas of practice with the addition of development of clinical resources and attending Master Classes including Simulation. Students were supervised by University PrBL lecturers. Students rated their confidence in core clinical competencies at the start and end of the placement using a self-developed questionnaire with Likert scales. A separate survey about their experience was completed at the end of the placement.

Between September 2021 and November 2022, 8 placements ran with a total of 63 students, usually 1:6 ratio for supervision, indicating this model is a cost-effective method for delivering high quality placement learning experiences.

Analysis of self-reported confidence indicates a 15% improvement across all domains. Students reported development of professional skills and a better understanding of managing a variety of projects and benefiting from expert clinician's feedback.

PECAP increases confidence in physiotherapy students in core clinical competencies. This provides a model for developing and enabling Physiotherapy students to attain clinical competence and confidence and transferable skills in a non-traditional setting. This initiative provides opportunity for the development of the wider skills required of clinicians and could be adapted across other healthcare professions.

Learning compassion through writing the self: portfolio assessment in collaborative, interdisciplinary, social innovation teaching and learning

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Abstract

In its call to allieviate the suffering of others, compassion has, by definition, immense potential in relation to *social innovation* — the term scholars across several disciplinary perspectives use to direct innovation theory and practice to explicitly and inclusively serve socially beneficial outcomes (eg. Haugh & O'Carrroll, 2019; Moulaert et al., 2013). This paper argues that to mobilizing students' compassion in an ethical and practical way requires what Baxter Magolda (2001, 2004, 2007, 2008) has comprehensively called self-authorship: "the internal capacity to define one's belief system, identity, and relationships" (p. 69, 2007). To be compassionate, in other words, requires a clear way to understand one's positionality and capacities to act within a larger social system. To enact self-authorship among students, Baxter-Magolda introduces the closely related idea of the learning partnership model, which provides pathways for understanding and implementing learning practices that promote self-authorship within collegiate curricula and environments. Fundamental to this model are high quality student-faculty interactions which operate on the essential insight that self-authored learning and development is a dynamic, complex process of co-creation rather than simplistic self-expression.

This paper explores the use of an evidence-based portfolio assessment system called the Learning Record (LR) (Syverson 1999) as a tool that scaffolds way to explore students' journey to self-authorship. Specifically, the paper will use examples of how the LR has been adapted to serve as a learning partnership tool that promotes self-authorship in team-taught, problem-focused social innovation courses in a US undergraduate institution that focus on topics such as income inequality, gaming and neurodiversity, and inclusive design for differently abled bodies. Such a model of guided evidence-based reflection, it will be argued, can profoundly shape faculty-student interactions as well as students' capacity to be both compassionate and innovative.

P36

Graduate Attributes from the perspectives of students

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Abstract

Designed to instil values, and maximise life and employability skills, Graduate Attributes (GAs) are a worthy framework to graduate prospects. They do, however, present some intrinsic challenges. The first issue is that their meaning can be hard to effectively discern, as they often appear cliched. The second is that their usefulness can be difficult to judge. And third, there is a dearth of systematic knowledge about how they are viewed by students. In short, though created to benefit students, GAs have not been designed with their perspectives in mind.

This study aimed to address these challenges by investigating three lines of inquiry: (1) the value of GAs from students' perspectives, (2) understanding how far students feel their courses have incorporated the GAs, and (3) exploring how important individual GAs are to them. It is localised to taught postgraduate students on Applied Health Sciences programmes who undertook a work-based placement offered by the School of Medicine, Medical Sciences and Nutrition at the University of Aberdeen in June 2022. This cohort was drawn from a variety of masters programmes (public health, global health, nutrition, etc.) and its members had different academic and professional backgrounds, as well as career aspirations.

The study applied both Q methodology and focus groups. The former was designed to allow students to rank different aspects of the GAs incorporated into the placement module, whilst the latter provided a forum for discussion of their perspectives and how they feel GAs can be more effectively implemented.

The student narrative is a core aspect of this study; giving voice to their understanding of GAs allows a deeper understanding of the practical effects of these attributes and how they can be more effectively implemented.

P37

Professional Practice Students' perspective on the support of developing an e-portfolio as a means of developing their work experience through evidence based practice.

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Abstract

Student portfolios can be utilized as a pedagogical strategy to support reflective and experiential learning among students. The process of creating an e-Portfolio of evidence is extremely challenging, complex, and time-consuming. Teacher and social work students had to go through their school experience and field work to qualify in their respective fields. Additionally, these students are required to create electronic evidence portfolios as proof of their professional practice conducted. This study presents the systematic literature review method on the challenges to successful application of e-portfolio pedagogical affordances in professional practice programmes in university. The aim of this study was to analyse the affordances of supporting the development of e-Portfolios by students in the professional practice. The students provided data through a qualitative survey in which their accounts and evaluations of interactions and support in which they received from the portfolio development team at the University of Fort Hare. Content analysis was used to extract meaning units, which were then assigned to the topics and categories recommended by the affordances framework. This study reports on the usefulness of the framework to evaluate support as well as the affordances that are most and least served by supporting the students. Recommendations on how to effectively use e-portfolios in practice to fully take advantage of all of its benefits and to improve the development of e-Portfolios for students pursuing professional practice are provided.

Keywords: e-Portfolio, e-Learning Ecologies, Affordances, pedagogical

P38

Implementing blended learning in an International cohort of Masters students

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Abstract

The pandemic has sped up the delivery of blended learning (BL) in Higher Education. Now that the fast paced reactive implementation has taken place, allowing hybrid/blended to be more firmly established as a model, the focus can shift to refining and streamlining to make improvements. This paper reflects on the implementation of BL and adaptations made in response to feedback from students and collaboration with student representatives and faculty. Feedback to BL was mixed. A survey of Masters students (n = 39) in the School of Public Health at Imperial College London (ICL), found that students favoured the following aspects: 1) flexibility 2) ability to learn at own pace 3) exposure to learning materials before class. Delivery across modules was seen as less consistent and the following was disliked: 1) online content being an "information dump" and poorly integrated with in person sessions 2) too much online content. The course team realised the critical roles of student representatives, and facilitated successive staff-student consultations, enabling negotiated adjustments. These include clear signposting of essential pre-reading and video lectures for asynchronous learning (avoid 'dumping'), enabling live-dictation on online zoom lectures, and re-scheduling assessments based on students views of 'bottle-necks'. The collaboration with and recognition of student representatives' critical role has enabled necessary and productive adjustments towards optimal outcomes. This, in part, was due to the extra-ordinary context of a pandemic and compassion extended to the difficulties faced by an international cohort (18 – 25 countries are represented in cohorts of 65 – 85 students per year) who were enduring lockdowns in a new city, London. Socio-cultural factors such as the learning contexts that students are accustomed to should be considered when designing BL session to maximise engagement. BL should be a negotiated new model that incorporates diverse student views to allow for more inclusivity.

P39

Undergraduate Students' Perspective on the Blackboard Assistance Provided by Technology Enhanced Learning (TeL) Student Assistants.

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Abstract

The Technology Enhanced Learning Student Assistants (TeL Assistants) programme support students in the university with Blackboard LMS and Turnitin. The programme was established in 2021 since there was a need to assist students on how to navigate the LMS. With Covid, the university moved to strictly online and that became a challenge to the students. With most undergraduate students coming from disadvantaged high schools and backgrounds with limited knowledge to computers, there was a need for the programme. The TeL student assistants are well-trained by the Teaching and Learning Consultants. The aim of this study was to evaluate how the impact of the support provided by the TeL student Assistants to support the students of the University of Fort Hare on how to navigate Blackboard LMS. The undergraduate students submitted data through a qualitative survey in which they narratively conveyed their perspectives on support provided for Blackboard LMS by the TeL Student Assistants. Content analysis was used to extract meaning units, which were then assigned to themes and categories. The findings of the study directly benefit the university and higher education because they will provide information upon which recommendations will be provided as means to improve the support provided to students by the TeL Student Assistants to provide a more sustainable programme, retention, and throughput of students at the University of Fort Hare (UFH).

Keywords: Blackboard, TeL students Assistants, Retention

P40

Expanding definitions and breaking silos in the teaching of healthcare improvement for medical students

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Abstract

Within our Undergraduate Medical Programme at the University of Dundee, we aim for every student to gain exposure to the practice of healthcare improvement (HI). We give students opportunities to explore HI in a variety of ways and in diverse settings, with involvement from a plethora of disciplines, including many out with healthcare.

Our teaching widens the scope of HI education to include design principles, human factors, change management, community engagement, green health, sustainability & health inequalities, as well as patient safety and Quality Improvement methodologies.

Through Student Selected Components (SSCs – modules selected by students) we work closely with students to empower them to work with teams to bring about positive changes for the benefit of patients, relatives, clients, and communities. Examples of this are students contributing to the re-design of services, developing educational resources, collecting client experience data as well as implementing small changes to practice to lead to measurable improvements.

Our team is breaking disciplinary silos by facilitating health professions education for future doctors in settings out-with the hospital and primary care environments– within community gardens, ballet classes, art galleries, community hubs, third-sector agencies and more. We are breaking disciplinary traditions by equipping our students with skills beyond audit and QI, and encouraging wider thinking about the role of the doctor within society with the core message that 'taking care of the community's health is more than healthcare'.

We'd value the opportunity to present collated case studies of how we're facilitating learning within our higher education setting, which breaks the rules and expands definitions of healthcare improvement.

P41

The Global Citizenship Framework - Our people, Our planet, Our profession

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Abstract

- A novel teaching framework – The **Global Citizenship Framework** (GCF), was designed in partnership with students and alumni to embed EDI and sustainability in healthcare curricula. The rationale for this was in response to student and staff lived experience feedback and HE sector recommendations and wider societal calls to de-colonise curricula, tackle inequalities and nurture a sense of belonging amongst minority background students. The framework facilitates a holistic approach to inclusive curricula design and delivery and encompasses 3 Cs – **Connect** (connecting learners with community), **Create** (co-creating diverse curricula) and **Celebrate!** (celebrating personal and global identity). The rationale behind this framework is to raise awareness of inequalities aligned to the UN SDGs and to help nurture student's sense of belonging to their course and future profession. Through a collaboration with the University Race Equality champion, module leaders and student partners, innovative Global Citizenship seminars exploring personal and professional identity, protected characteristics, UN Sustainability Development Goals and meeting the needs of diverse populations have been designed, piloted, delivered and evaluated at undergrad and postgraduate level within the School of Pharmacy and Life Sciences. Impact testimonials and evaluation of student learning shows an overwhelming positive impact both in terms of sense of belonging and the beginnings of emerging as future global citizens. This session aims to provide delegates with: 1.insights into EDI challenges faced by minority background students,2.the opportunity for delegates to reflect on their own curricula within and beyond the classroom, and 3. to explore how they can adapt this flexible and easy to use framework within their own disciplines.

P42

Enhancing resilience through reflective thinking and writing support for MSc research project students

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Abstract

Within the School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, there are a diverse range of students undertaking research projects online and on-campus from various backgrounds. These students begin their MSc studies with varying degrees of experience and understanding of reflective thinking and writing, but information on this is currently not captured. Teaching and supporting students to openly reflect on the difficulties and successes in their learning can help students to adapt to challenging setbacks, cope with stress related to their studies and help establish active coping strategies, which are crucial processes in resilience building. The aim of this study is to assess MSc students' perceptions of reflective thinking and writing and to gather information on their learning needs and support preferences for reflective thinking and writing during the MSc research project. An understanding from a student's perspective and the exploration of barriers and facilitators to adopting these behaviours will further support the development of appropriate and effective teaching tools. Students' understandings of reflective thinking and writing and their views on their support needs for the MSc Project is evaluated following two online surveys, one administered before and another after completion of the MSc research project, as well as semi-structured interviews. Initial findings illustrate that some students appear to lack an understanding of what the terms reflective thinking and reflective writing mean and have difficulty differentiating between the two. Students also suggest that more in-depth, step-by-step examples would help them with reflective writing. Further development of reflective thinking and writing skills before students embark on the MSc project may be helpful. Terminology should be clearly defined, and examples and activities related to reflective thinking and writing should be provided to aid student understanding.

Impact of Internationalization on Oman Engineering Graduate Learning Outcomes

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Abstract

Like other GCC countries, the Omani higher education system has been reformed to meet the challenges of globalisation [1]. A global curriculum and English as medium of instruction are considered key contributors for success in higher education. Internationalisation is perceived as a modern form of "cultural imperialism" in which western culture dominates [2]. However, from an economic rationale, building human capital to meet the skill requirement at a global standard is essential.

Internationalisation policy focuses on updating of curriculum at home as one of the essential components of this process [3]. Omani Institutions endeavour to implement international standards and undertake foreign accreditation to ensure high-quality global standards for their institutions. There is minimal research focusing on engineering programmes and evaluating the pressure on students to meet international quality standards. and assessment of additional efforts required from the students to meet graduate learning outcomes (UKSpec). Although the programmes are internationally recognised, but the low-level English competency affects their learning and understanding of lectures taught by mostly expatriate lecturers and comprehending assignments, examinations and graduation projects. Thus, it impacts the graduate's overall learning outcomes and attributes set by UK professional engineering bodies, alongside deprivation of the skill set that a globalised knowledge-based economy demands. This study uses data analysis to explore key stakeholders' expectations and perceptions of the quality of assessment to meet international standards.

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P44

Collaboration and Compassion comprise half the story of effective emotional engagement in education. Considering those two alongside CURIOSITY and CHALLENGE enables us to tell the full story of internal motivating factors involved in teaching and learning.

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Abstract

The HETL conference focus on collaboration and compassion encompasses two primary drives that motivate engagement in teaching and learning, although publications may use the terms COOPERATION and CARE respectively. Psychological literature defines COOPERATION as a basic emotional percept motivating engagement with communities for a common purpose, and CARE motivates us to share limited resources with others in need.

Two additional emotional percepts are CURIOSITY and CHALLENGE. CURIOSITY promotes engagement with perceptions, ideas and situations that we find interesting, while our responses to CHALLENGE shape our capacity to address difficulties.

How each of us experiences the four emotional drives depends on individual, cultural and social factors, including our stage of development. They each act distinctly and interactively to shape the degree of agency we experience in each of our encounters as teachers or students.

Having goals to support our own and students' well-being require teachers to prepare students to exercise judgement and act with agency to help them to fulfil their potential. How then should we consider our efforts to show CARE, encourage COOPERATION, promote CURIOSITY and develop the skills to address CHALLENGE appropriately? And how do we measure the effects of our actions?

Although external pressures may tempt us to prioritise formal qualifications resulting from education, other outcomes are equally important. Crucially, we also need to consider how students develop the practice of choosing appropriate courses of action through their ability to envision their roles in society and their understanding of affordances and limitations of that society, now and in the future.

Linking psychology and sociology disciplines, I propose that awareness of the four percepts can encourage internal reflections that help to illuminate how teachers communicate with students, how we model our experiences of what motivates us, and how we inspire students' passion for learning.

P45
Classroom Community Building for Introductory Physics

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Abstract

As colleges and universities work to increase the inclusivity of their student body and curriculum, the increased range of past academic experiences has become a focus for discussion. This, in turn, has helped highlight that some of the classic learning pathways in physics and other STEM departments may benefit from significant restructuring and collaborative efforts. Introductory physics courses are seminal to nearly every life science degree and the somewhat nebulously defined premedical pathway. While the introduction of targeted, biologically relevant content has been widely explored, the implementation of foundational curricular changes and pedagogy that help address the increasingly diverse academic backgrounds has been limited. Here, I report on a multi-year rollout of an alternative class structure at Princeton University for our life sciences and prehealth students that overturns the classic physics teaching paradigm in favor of classroom community building and leveling the landscape of prior experience.

P46

I Can Dig IT! Using technology-focused project learning to strengthen special education pupils' self-efficacy, collaboration, and interaction skills

Juuso Pursiainen, Sampo Forsström

University of eastern Finland, Joensuu, Finland

Abstract

Rantakylä Teacher Training School is one of the three teacher training units of the University of Eastern Finland (UEF). Teacher training schools are administratively parts of education faculties, applying educational theory and expertise in practice. In addition to various cognitive and perceptual affordances, inspiring physical learning environments, social interaction, and warm relationships between members of our community are highly valued. At its best, our learning ecosystem nurtures agency, enhancing both co-operation and shared ability.

The school offers the whole basic education continuum – from primary education to lower secondary school. The learning environments of the school are divided into unified and open spaces, which are called cells. Each cell (about eighty pupils) has its own small group space for pupils with special educational needs (e.g., behavioral problems).

The study will consist of the pupils (about twenty) with special educational needs doing different projects that emphasize cooperation and interaction skills. The contents are various technology-focused projects that are planned and conducted by a team of experts. The participating pupils will share their expertise within the school community.

Developmental research will be done for six months. The method of this research is a descriptive study. The inclusive pedagogies used during this study are strategies for engaging all learners in computing, makering and STEAM-content, connecting the content to students' interests and experiences, and offers opportunities to gain recognition and help in growing one's own self-esteem. We will also collaborate with The Department of Teacher Education during the study.

The data will be collected by (1) observing, (2) the questionnaires distributed to pupils and teachers, (3) interviews conducted in an informal setting, (4) documenting. Data will be analyzed using descriptive qualitative methods. The findings and experiences of this study will be used to develop technology-based pedagogy and inclusive education in the future.

P47

EcoCriticism as Educational Imperative

Suzanne Regan

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Abstract

Going beyond traditional textual analysis Eco-criticism offers powerful tools to evaluate and contextualize a narrative's characters within the natural and built environments that support and define them. As the world warms and populations struggle, the relationship of human activity and environmental change increasingly becomes critical to academic research and the education of our students.

Film and television programming has long presented built environments as areas for humans to concentrate their abilities to create and control. The world outside of controlled environments are often portrayed as unwelcoming and dangerous. For women especially the areas outside the built environment of "home" are often depicted as particularly threatening. Accurate representation of the environment as nurturing and sustaining is important if global warming is to be competently addressed.

When Thelma and Louise held hands and escaped over the lip of the US Grand Canyon (Thelma and Louise, dir. Ridley Scott 1991) they dramatically performed female resolve to escape patriarchal control. The plunge into the Canyon was cinematically thrilling, displaying a symbolic return the Mother's womb when their artificially constructed world failed them.

When Thelma and Louise held hands and escaped into the chasm that is the US Grand Canyon, they dramatically performed their feminine resolve to escape. This association of the upbuilt with escape and death is answered thirty years later in Nomadland (dir. Chloe Zhao, 2020) when main character Fern joins fellow voyagers experiencing the open landscapes of the American West. Fern's journey allows her an alternative to the confinement she experienced as wife, mother, and caregiver. Fern is "Unhoused" not Unhomed.

The representation of the world's unbuilt environments as threatening and associated with suicide begs for deconstruction if global warming is to be competently addressed. Fern starts that journey. More work needs to be done.

P48

Trauma-sensitive and compassionate teaching in higher education: Legacies from a global pandemic.

Rosemary C. Reilly

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Abstract

On April 7, 2020, Emily Arbelo, a student at Cornell tweeted:

My TA fully said her friend died and began to cry on zoom and the professor responded by saying that's why we still have assignments, to get out minds off tragedy. Sir, what?

More than 600 replies revealed stories of similar insensitivity from other professors, who were unable to effectively respond to the losses experienced by their students.

However, this is only a partial picture of the grief and trauma university students faced as a result of the pandemic and quarantine. Collective grief was a common theme on social media; news articles documented the social costs of the pandemic. There was also fear of exposure and carrying the virus home to more vulnerable family members, since many worked on the frontlines of essential services that could not close.

In addition, many were experiencing anticipatory grief- the feeling when what the future holds for us is uncertain. All of these losses compounded the current levels of trauma experienced by students in post-secondary contexts- 66-85% report lifetime traumatic event exposure, especially true for racialized, low socio-economic, and trans- and non-binary individuals.

Trauma-sensitive and compassionate teaching practices (TCCT) provide a bridge that allows students to successfully negotiate the social-emotional challenges that grief, trauma, and loss pose which block learning. They acknowledge the role trauma plays in the lives of students and teachers, and forefront compassionate practices designed to foster human connection, communication, and wellbeing. They build educational spaces that centre healing and maintain positive engagement in interactions. They expand an instructor's role to include awareness and responsibility for the well-being of students.

This presentation highlights a qualitative research project describing TCCT practices developed during the pandemic and currently in use. Students' lived experience demands practices that respond to this reality.

P49

Creating Accessible STEM Teaching & Learning Resources

Murilo da Silva Baptista, Benjamin Martin, Nir Oren, <u>Morgiane Richard</u>

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Abstract

The accessibility regulations from 2018 imply that higher education institutions must upload course material on their Virtual Learning Environments (VLE) in an accessible format. This is technically difficult for STEM disciplines, as documents are traditionally written in LaTeX which generates PDF that do not meet all the accessibility criteria. A suitable alternative is to upload documents in HTML format.

In this presentation, we will describe the results on two subsequent projects at the University of Aberdeen, working on solutions to make STEM course material accessible. Firstly, we focused on identifying most effective solutions to convert existing LaTeX documents into HTML format. Various software have been developed by the STEM community, but not all are performant for converting all types of documents. Our results showed that two software, LaTeXML and Chirun produced more satisfactory outputs.

Then, we secured funding from the Council of Professors and Heads of Computing (CHPC) to recruit three students to design guides and templates for educator volunteers to:

- convert LaTeX documents to HTML format using LaTeXML for notes, and Chirun for notes and slides, and
- use a selection of alternative markup languages to write HTML outputs: Pandoc Markdown and Rmarkdown for notes and slides, and Bookdown for notes.

Our students designed a questionnaire to quantify the amount of effort taken to prepare new teaching material and update existing teaching material in LaTeX, and the trade-offs between effort and accessibility coverage obtained.

We also recruited a pool of student volunteers to collect feedback on the user experience of the HTML outputs thus produced.

P50

Reconceptualising ReflectivePractice Paradigms in Changing Times

Bidita Sadiq

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Abstract

Cultures of reflective practice are dependent on the relationship between the school leader (principal) and the teachers. My paper asks whether teachers and principals can, in fact, collaboratively develop a clear understanding of what reflective practice should look like in teaching and learning. Using a social constructivist approach, I will consider how teachers and school principals can share autonomy and standardise a clear and competent profile of a reflective practitioner. The challenges in determining the value of such a partnership entail a dynamic process of examining the knowledge, understanding, and beliefs that underpin teacher and principal professional responsibilities and whether this necessarily guarantees that reflective practice is attainable. The paper defines and examines reflective practice from its foundational roots through the reflective cycle theoretical models created by Gibbs and Schon; these models signpost ways in which reflective practice can build competence and expertise and examine whether their design, from a practical standpoint, continues to be pedagogically useful in changing times.

P51

Developing a Multidisciplinary Rural Advanced Practice Education Pathway

Claire Savage[1], Trish Gray[2]

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Abstract

Background

The Remote and Rural Healthcare Education Alliance (RRHEAL) and the Scottish Rural Medicine Collaborative (SRMC) have initiated a programme of work across Scottish Remote, Rural and Island Boards to develop a new multidisciplinary Rural Advanced Practitioner (RAP) education pathway.

In Scotland some twenty percent of the population live in remote or rural areas spread across ninety-four percent of the land mass. Offering health & social care education in remote, rural or island environments leads to increased retention of those professionals.

There is global recognition that Higher Education institutions need to ensure that educational programmes meet the needs of the population, delivering evidence based, socially accountable3 health education.

Methodology

RRHEAL in partnership with SRMC, facilitated monthly meetings to involve stakeholders and maintain momentum of this work.

Consulted with Universities in Scotland, the UK and Internationally to identify gaps in education provision.

Surveyed and facilitated focus group sessions with all remote, and rural NHS boards, to identify additional educational competencies.

Collaborated with stakeholders, via a seminar to inform them of the identified competencies and provide opportunity to review these.

Aims/Objectives

Support remote, rural and island practitioners, to provide safe and effective care.

Establish an accessible, affordable, and inclusive educational pathway that meets the changing needs of the remote and rural healthcare workforce.

Increase access to rural advanced practice education, ultimately supporting the G.P. Primary Care Contract, the Transforming Roles Programme,5 supporting integrated multidisciplinary team working.

Results/Outcomes

The project outcomes and/or conclusion accurately reflect the evidence presented and draw appropriate conclusions.

A national perspective is being developed across Scotland's Universities and Remote, Rural and Island NHS Board areas to deliver evidence based, socially accountable health education that focuses on addressing inequities and addresses the evolving needs of the population.

P52

A Nationwide Study to Analyse the Adaptation of Anatomy Teaching and Assessment Methods in the UK Universities Before and During the COVID-19 pandemic.

Tasneem Baabbad, Jack Miller, Heather Morgan, Shahida Shahana

University of Aberdeen, Aberdeen, United Kingdom

Abstract

Anatomy education in the United Kingdom (UK) faced changes in responses to the COVID-19 pandemic. As a result, staff and students had to adapt rapidly to this challenging environment and demonstrate resilience. Some learning approaches from this period have affected current teaching practices, and some changes are sustained, shaping future anatomy education.

We aim to address the nationwide adaptation of anatomy courses before and during the COVID-19 pandemic to understand how teaching/assessment methods evolved and assistance provided to students with special learning needs (SLNs).

Data were collected on anatomy teaching and assessment methods from UK university catalogues before and during the pandemic (total N=47,UG=34,PG=13). We emailed Freedom of Information (FOI) teams (58 universities=71 courses) with five close-ended questions, a checklist, and one open-ended question.

Use of on-campus anatomy teaching methods reduced significantly (e.g., Learner-centered methods/ Constructivist Approach, Content-focused methods, Interactive/participative methods, Small-Group Instruction, Project-Based Learning, Flipped Classroom, Cooperative Learning, Problem-solving sessions etc.). Teacher-centered method usage also decreased (57% to 34%) during the pandemic (non-significant). Lab work was the most method that decreased in use (45%), and most schools (98%) shifted their classes to online/ webinars (asynchronous/synchronous) during the pandemic. Overall, all types of assessments were reduced during the pandemic (UG, PG). The UG anatomy courses primarily relied on exam-based assessments (MCQ-based=74%,SBA-based=21%,VSA-based=23%), PG courses used research, and writing-based projects and most universities in the UK helped their SLN students by giving them extra time for assessments during this period.

Our study demonstrates how nationwide anatomy teaching and assessment methods evolved in a rapidly changing, challenging environment. Response to challenges faced during the pandemic has caused lasting changes in Higher Education. Our data open avenues for future research to understand which teaching/ assessment changes were sustained in the post-pandemic period and the correlation of these adaptations to NSS data.

Evaluating the learning experience of taught postgraduate students

Zeshu Shao, Mirjam Brady-Van den Bos, Clare Kirtley

University of Aberdeen, Aberdeen, United Kingdom

Abstract

Over the past few years, the number of postgraduate taught (PGT) students has increased sharply at UK universities. However, it is still unclear how PGT students develop academic resilience skills. According to Morales (2008), academic resilience refers to academic achievement despite challenges that may arise from the individuals' circumstances, including their background. This is particularly challenging for PGT students who often have diverse background knowledge and skills, varied expectations for a PGT degree, and distinct social and cultural norms (Coneyworth et al. 2019; Ingram & White 2020). They also need to manage pressures and challenges in the educational process, such as producing high-quality coursework under tight deadlines, or building self-confidence when studying in a foreign language. Therefore, to understand how PGT students build up their resilient learning skills, it is crucial to first evaluate and understand their learning experience.

The current project aims to address this question. Our participants are PGT students who are taking a full-time one-year Psychology conversion programme. Two questionnaires (i.e., the Academic resilience scale and the General Academic Self-Efficacy Scale) are used to evaluate students' academic resilience. Semi-structured interviews are used to further explore how PGT students' academic resilience is related to their educational background (e.g., their previous knowledge and skills and education systems), academic and personal challenges (e.g., changing of education and living environment, cultural conflicts, language barriers, mental health issues, etc.), and their learning expectations (e.g., reasons for pursuing a PGT degree, plans for future employment and study, etc.). The rich dataset gained by both questionnaires and interviews will shed light on the contribution of different factors (e.g., educational background, academic and personal challenges, and learning expectations) in enhancing or hindering the development of resilient learning skills in PGT students.

P54

Evaluating the impact of classroom and online teaching on student behaviour: A Scoping Review from an Indian Perspective

Ketan Dhillon[1], Kusum Singal[2]

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Abstract

For thirty years, colleges and universities have introduced new online courses, but the integration of online teaching and learning into on-campus programmes has lagged. In response to the COVID-19 epidemic, educational institutions began moving toward the internet in early 2020. Some people view this type of temporary online shift during a crisis as emergency remote teaching, as opposed to online learning, which entails purposeful planning for online delivery. Fully online, mixed, or hybridized modalities are still being deployed in response to changing COVID-19 health advisories two years into the pandemic. Although learning resources were made asynchronously accessible through lecturers' equity strategies for learning access, having access did not guarantee that students could successfully self-direct their own learning. This scoping review's objective is to examine, from an Indian perspective, how students have responded to both classroom and online instruction. The review was carried out through topic and content analysis of papers published between January 2020 and June 2022 that focused on students' responses to the classroom and online instruction. It talks about how classroom instruction and online competencies might be improved for students in higher education.

P55

Co-designing the learning experience: seeking student pharmacists' opinions of and recommendations for patient and carer involvement in active teaching in the undergraduate curriculum

Antonella Tonna, Julia Subedi, Oluwafunmilola Akinoso and Leila Neshat-Mokadeem

Robert Gordon University

Abstract

There is an imperative for a collaborative, partnership working approach throughout Higher Education. This project supports engagement with stakeholders including students and diverse service users. To support patient and carer involvement in undergraduate teaching, a module was launched embedding an innovative teaching method within a pharmacy curriculum. Patients and carers are actively involved in the delivery of the curriculum by sharing their experiences of their condition and its management with final year student pharmacists.   This current delivery has been very well received as evidenced by the results of qualitative research aimed at exploring student pharmacists and pharmacist trainee perceptions of this form of teaching.

This pedagogic approach of authentic teaching is supported by UK Higher Educational Bodies (e.g. Advance HE) and links teaching to future practice allowing students to remember more by viewing the learning as significant and relevant. Staff are very grateful to these volunteers for their valuable contribution but know this is not a reflection of the wide diversity of patients, students are likely to meet in practice; for example, all are white, patients are all elderly and carers are all female.

Looking forward, staff would like to have more diversity and inclusivity amongst volunteer patients and carers to support de-colonisation of the curriculum and make the learning a more authentic reflection of patients likely to be met in practice. This will support the development of a pharmacy workforce that is likely to be more willing to embrace diversity. To involve students further in co-designing the curriculum, student pharmacists will be invited to share their perspectives of current teaching and to provide recommendations for a future direction relating to diverse patient populations to interact with. In this way, students will be able to influence and inform future planning of the curriculum delivery by voicing their perspectives and opinions.

P56

Examining the Accessibility of e-Portfolios on Blackboard Learning Management System (LMS) for Experiential Learning

Nobulali Tsipa-Booi, Bongo Mqukuse, Nathunathi Mvunge

University of Fort Hare, East London, South Africa

Abstract

Student portfolios can be used as a pedagogical approach to promoting students' reflective and experiential learning. In the latter years, there has been a shift to online and mobile learning to increase student access to learning so as the utilization of e-Portfolios in experiential learning. In 2019, the University of Fort Hare's Teaching and Learning Centre (TLC) Portfolio Development Team introduced e-Portfolios through the use of Google Sites which proved to be a success. In 2022, a new Portfolio module on Blackboard Learning Management System (LMS) was introduced which compelled the portfolio development team to start rolling out trainings e-Portfolios using Blackboard LMS to the institution. As evidence of their professional activity, students must build e-Portfolios to showcase and evidence their work. The aim of this study was to examine how the use of the e-Portfolio component in Blackboard LMS promotes accessibility in experiential learning for students. This study assessed the accessibility of students' work in building e-Portfolios on the Blackboard LMS using the global e-learning framework as a guide. A qualitative survey was administered where undergraduate students provided feedback on the online questionnaire and a thematic analysis was used to aggregate and categorise responses into themes based on the research questions. This study examines the accessibility of students' work using Blackboard LMS e-Portfolios for Students' Experiential Learning. Recommendations will be made as a result of this study's examination of the Global e-Learning Framework's effectiveness in assessing the accessibility of learning.

Ex Igne Overman

Hermes Varini

University of Trento, Trento, Italy

Abstract

In reference to Heraclitean terms, and beyond-Heraclitean even, the Overman embodies both eternal becoming and an infinitely increasing in power physical-metaphysical force (as sheer δύναμις) from an infinite physical-metaphysical source of transformation and differentiation. The process focuses on individual will as Will-to-the Overman under the garb of an ultimate cosmic outcome as ἐκπύρωσις. The latter proves at length to have mirror-like traits as a self-recurring catalization, wherefrom the antithetical superhuman originates ("Ex Igne", Latin for "out of the Fire"). A deductive scheme is propounded along with literary suggestions, mostly in archaic Scots.

Hermes Varini

Philosopher, writer, lecturer and artist. I graduated in Philosophy from the University of Verona, Italy, with a dissertation on Medieval Metaphysics and Cosmology, and attended courses at the University of Paris 1 Pantheon Sorbonne, France, and at Santa Clara University in the United States. As an expert in ancient Greek and Latin, I authored two philosophical essays, Fire Within the Universe-A Philosophy of Energy (2002) and Condition of Power-Ontology and Anthropology beyond Nietzsche (2015), together with a historical novel on the theme of the Doppelgänger or double, The Great Adversary (2007). Several articles of mine, one of which won the first prize for best philosophical work, and compositions in a novel form poetry have also been published. I lectured in European and Russian universities.

P58

Compassionate Inquiry: Digital Storytelling and the Ethics of Care

Sophie Ward, Laura Mazzoli Smith, Teti Dragas

Durham University, Durham, United Kingdom

Abstract

In this paper we identify the use of Digital Storytelling as a mode of undergraduate assessment aligned with an ethics of care. Building on Bozalek et al's (2016) research into how an ethics of care may be used to analyse the dialogic aspects of feedback, we consider how Digital Storytelling, as summative assessment, may foreground care ethics such as attentiveness, responsiveness, and trust. The dialogic nature of Digital Storytelling makes it of particular value in this regard, as it enables students to bring to their consciousness the dynamic forces that shape their values, behaviours and motivations in educational contexts and beyond (Ward et al, in press). By expressing themselves in narrative form (i.e., telling stories about their lives) students can 'reshape, reassess and reconstruct particular events' (Alterio, 2002, p.3). Furthermore, students can learn from discussing their educational experiences with others, who 'may raise alternate views, suggest imaginative possibilities, and ask stimulating questions' (ibid). This pedagogic activity raises questions, however, around the facilitation of safe spaces. We reflect on Sykes and Gachago's (2018, p. 83) recommendation that educators using an ethics of care should be mindful of their own 'gendered, classed and raced subjectivities and how they play out in the classroom'. In this paper we argue that Digital Storytelling, as a form of inquiry by students into their own lived experience of education, also requires educators to be both self-aware and attentive to their need for 'self-care' (ibid). In so doing, Digital Storytelling acknowledges that we are always 'entangled in each other and in the world' (ibid, p. 95) and helps both students and educators to respond to this entanglement with compassion.

P59

Programmatic Assessment: An Overview of Approaches in UK Higher Education

Liam Brady, Joy Perkins, Mary Pryor, Kirsty Kiezebrink

Abstract

Assessment and feedback are essential components of higher education, providing students with crucial information about their progress and areas for improvement (Gibbs & Simpson, 2005). As a method of assessment and feedback programmatic review, Transforming the Experience of Students Through Assessment (TESTA) has been introduced across many UK universities. The TESTA process involves gathering qualitative and quantitative data from both academic staff and undergraduate students. Data are collected via course reviews, student questionnaires, and student focus groups, with findings discussed at programme-level meetings of teaching teams.

Traditional approaches to assessment and feedback practices have been limited in scope, due to the emphasis on each individual module. This has been the focus rather than considering the holistic pattern of assessment and feedback across the entire degree programme. Previous TESTA findings have identified issues such as overassessment, lack of formative assessment use, and overlap of assessment types between modules.

Key drivers for university involvement in the programmatic level review process, include internal teaching reviews, module evaluation forms, the possibility of improving National Student Survey (NSS) outcomes, and the potential to increase staff marking efficiency.

Alongside the identified drivers, TESTA also offers a number of potential benefits for both staff and students, including enhancing assessment and feedback literacies, expanding awareness and use of various methods of feedback and feedforward in order to support learning. For students it also broadens their knowledge and develops their academic and employability skills through varied assessment practices that are transferable beyond the university context.

This poster presents a comparative content analysis of TESTA and its variants. These include IPA (Integrated Programme Assessment, Brunel University), LEAF (Leading Enhancement in Assessment and Feedback, University of Edinburgh) and PASS (Programme Assessment Strategies, University of Bradford).

P60

Does following an "excellent" candidate in the Objective Structured Clinical Examination (OSCE) affect your checklist score?

Craig Brown, <u>Mintu Nath</u>, Wendy Watson Mary-Joan Macleod

University of Aberdeen

Abstract

The Objective Structured Clinical Examination (OSCE) is regarded as the gold standard of competence assessment, however, a host of internal and external sources of variations contribute to the checklist marking scheme including station effects, patient effects, examiner effects and, expectedly, student effects. We assessed if the average checklist scores differed depending on who a candidate follows accounting for different sources of variations. We evaluated retrospective assessment data from the final year MBChB OSCEs 2017-2019 at the University of Aberdeen and categorised each candidate based on who they followed for each station. Candidates were categorised into three levels based on the preceding candidate's examiner awarded global score: followed an 'excellent' candidate (global score awarded within the station as 'excellent'), followed an 'unsatisfactory' candidate and followed 'other' (who did not follow either an 'excellent' or 'unsatisfactory candidate'). We modelled the data using a linear mixed model incorporating appropriate fixed and random effects. A total of 349 students appeared in the OSCEs resulting 3838 examination encounters. The predicted mean (95% confidence interval) score for students who followed an 'excellent' candidate was 21.6 (20.6, 22.6), followed 'other' was 21.5 (20.5, 22.4), and for those who followed an 'unsatisfactory' student was 22.2 (21.1, 23.3). When accounted for individual, examiner and station levels variabilities, students following an 'excellent' candidate did not have different mean scores compared to those who followed 'other' (p=0.829) or 'unsatisfactory' candidates (p=0.162). Students who followed an 'unsatisfactory' student scored slightly higher on average compared to those who followed 'other' (p=0.038), but the difference in predicted mean scores is of little practical relevance. Further studies including multiple centres and larger sample sizes with predefined limits of equivalence may be warranted to assess the effect size more rigorously and assuring the perceived fairness of the OSCE examination to candidates and educators alike.

Utilizing Q-methodology to examine university students' attitudes towards academic integrity

Felicia Ileladewa, Sara Preston, Catherine Ogilvie Kirsty Kiezebrink

University of Aberdeen

Abstract

The poster presents a study utilizing Q-methodology to examine university students' attitudes towards academic integrity, with a specific emphasis on contract cheating. Aberdeen University, a signatory of the QAA academic Integrity charter, and is committed to implementing its principles and working with staff and students to preserve academic integrity and address misconduct. This study aims to address two research questions: 1) What are the perceived barriers and facilitators of using assignment writing services, and what support is deemed most effective in deterring their use among university students? 2) Are there any differences in perceptions of barriers and facilitators among students based on their academic and sociodemographic characteristics?

A combination of qualitative and quantitative methods, have been used to explore the subjective perspectives of students directly involved in the topic. This methodology allows us to identify common viewpoints and determine the most important factors for students when designing future interventions. We are also able to identify common academic and sociodemographic characteristics of participants with the same viewpoints, in order to tailor and target these interventions effectively.

General Information

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Oral Talks: Conference Suite 2A
Posters: Conference Suite 2B
Conference Dinner & Ceilidh: Town House, Union Street
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McCunney, Dennis

McFarlane, Amy

McGhie, Venicia

McGonigle Leyh, Brianne

Mers, Amber

Middleton, Sally

Millar, Angela

Miller, Jack

Milne, Louise

Mir, Kamran

Mkonto, Nosisana

Moran, Paul

Mordi, Nony

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Moreno Lopez, Rosa

Morgan, Heather

Morgan, Heather May

Moule, Chris

Mqukuse, Bongo

Mtika, Peter

Mulla, Zeinab

Muniz Pereira Urias, Eduardo

Murphy, Lisa

Mustain, Umam

Mutezo, Ashley

Mvunge, Nathunathi

Myint, Phyo

Mynott, John

N

Namaste, Nina

Nannen, Devi

Napier, Jordan

Nath, Mintu

Ndesi, Lutasha

Neshat Mokadem, Leila

Neshat-Mokadeem, Leila

Nixon, Graeme

Nomerstad, Ann-Therese

Ntlabathi, Siyanda

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Oren, Nir

P

Paajanen, Vesa

Pabellan, Vinci

Parr, Shelley

Pasdar, Shima

Patey, Rona

Pather, Subethra

Penny, Kay

Perkins, Joy

Perlman-Dee, Patricia

Pillai, John

Pillai, John Regan

Pitsoane, Enid

Poobalan, Amudha

Porter, Karen

Powell, Dot

Price, Emma

Pride, Mychelle

Puchalla, Jason

Pursiainen, Juuso

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Rai, Sarju Sing

Raju, Rini

Ramage, Magnus

Rangata, Refiloe

Ravet, Jacqueline

Read, Laura

Reaume, Renee

Regan, Suzanne

Reilly, Rosemary C.

Reis, Nuno

Richard, Morgiane

Richards, Karen

Richter, Uwe Matthias

Robertson, Hannah

Robertson, Kate

Roche, Catherine

Root, Helen

Ruf, Thomas

Rutstein-Riley, Amy

S

Sabbah, Farah

Sadiq, Bidita

Salines, Emily

Salovaara, Harri

Samarji, Ahmad

Sand, Dianna

Savage, Claire

Scoles, Jennifer

Sefcik, Lesley

Shahana, Shahida

Shao, Zeshu

Sharma, Arvind

Shemilt, Kate

Siitonen, Piia

Silsby, Jodie

Sims, Danica

Sing Rai, Sarju

Singal, Kusum

Sitzler, Silas

Smith, Christopher

Smith, Georgie

Snellgrove, Miriam

Spence, Patricia

Stevens, Thea

Stewart Knight, Fiona

Stewart, Gordon

Steyn, Sanet

Subasinghe, Chamila

Subedi, Julia

Sugimori, Kimikazu

Szobonya, Patricia

T

Tadesse, Henock

Tai, Joe

Tassone, Valentina

Tauritz, Rebekah

Taylor, Lisa

Teise, Victor

Tho, Cassandra

Thomas, Dixon

Thoroughgood, Christopher

Tickle, Andrew Jason

Tiessen, Robert

Tipping, Sally

Titus, Simone

Tompkins, Zoe

Tonna, Antonella

Torres van Grinsven, Vanessa

Tredwin, Lilian

Trevethan, Ceri

Tsipa-Booi, Nobulali

Tucker, Steven

Tucker, Trent

Tully, Vicki

Turner, Heather

Tyers, Mark

U

Umoke, Chukwudum Collins

Urias, Eduardo

Uusimaki, Liisa

V

van Rijnsoever, Frank

van Rooyen, Carina

Varini, Hermes

Vassend Holm, Åshild

Venkatesh, Asha

Vinokurova, Uliana

Vonnak, Daniel

W

Walji, Sukaina

Walker, Kim

Walker, Steve

Ward, Sophie

Wardrop, Janis

Watson, Wendy

Webster, Erin

Weir, Corina

Wesselink, Renate

Wheeler, Justine

Williams, Monica

Willis, Alette

Wilson, Emily

Wilson, Morven

Winchester, Tiffany

Winkelmes, Mary-Ann

Woodward, Jay

Wooten, Jennifer

Wright, John

Wright, Marty

Y

Yorke, Jon

Young, David

Z

Zeidan, Hussein

Zorn, Alina

Zubhari, Shaheer