



University
of Glasgow

10th Annual University of Glasgow Learning and Teaching Conference

30th March 2017



Welcome to the tenth annual University of Glasgow Learning and Teaching Conference

Some years ago, a joke went round a conference that I attended on higher education that every book or paper on universities for the last twenty years had begun with some variant on 'higher education is in a time of unprecedented change'. Today it is certainly true that our sector and our profession is in flux and facing a wide range of challenges, perhaps challenges from more directions than for some time. So, I think it is important to remember what one of the fundamental purposes of higher education is: the education and development of students and their learning. The title of this year's conference 'Enhancing the student journey' enables us to take stock and to think for a short but focussed time on how we can work to enhance and improve the experience students have whilst they are studying with us, whether that be for a single term as a visiting student, a year as a fulltime taught postgraduate student, or for longer as a part-time student or full-time undergraduate. Not forgetting, of course, our growing number of students at a distance, those studying fully online distance learning courses as well as those studying with partners overseas.

The ways in which we teach are changing, the ways in which we assess students and give them feedback on their work are changing, and the ways students consume and engage with learning are changing. Sessions in this conference will address very different aspects of these issues, but all through the lens of the journey students take from application, through enrolment, to arrival; from their first learning experience, through assessment, to graduation and then out into the world of work or further study.

Please take the opportunity the Conference provides to explore and reflect on the part you play in the students' journey through university with colleagues from across the University and the Higher Education sector. We are once again fortunate that the event will be enriched by the presence of external delegates, to whom I would like to extend a particular welcome, and I hope that every delegate today will find something which lights that little spark in them to say 'ah, that's something I could try', or 'yes, I could do that better', or even 'I'd love to try that, but I'm not sure quite how yet'.

We have made some changes to the conference this year. We have lightning talks either side of lunch where staff can talk in a shorter period about practical issues they grapple with, we will be hearing the best student presentations from our recent 'Let's talk about [X]' undergraduate research conference, and we have a panel discussion at the end of the day. I hope you find these interesting and useful additions to the programme, and look forward to hearing your views on how successful they were.

As a University, we can be justifiably proud of the excellent and truly innovative practice that continues to keep our student learning experience amongst the best in the world and the quality of our annual conference underlines this.

I hope that you have a very productive day and that you leave our Conference with renewed inspiration to continue to enhance the learning experience of your students.

Best wishes



Dr Matthew J. Williamson

Director, Learning Enhancement and Academic Development Service (LEADS)

Keynote Address

“Reimagining the affordances of the lecture theatre”

Professor Simon Lancaster, University of East Anglia

The key to assessment for learning is the nature of the question. Our goal is not to determine what our students know or even what they can do but to present an opportunity for them to learn. We will use technology to engage everyone in active learning. Misconceptions will be revealed and challenged. The lecture theatre will be transformed into a social and vociferous space for colleagues to practice their presentation and debating skills. You will provide and receive feedback on topics you might never have considered before. Our ambition is nothing less than that you are inspired, provoked or simply challenged to reimagine how you might use the university’s time and space.

Biography

Simon’s chair is in Chemistry. His chemistry background is rarely apparent in his keynotes but his discipline background has left him a pragmatist with genuine empathy for the research-focused academic. His record of innovation is reflected by the Royal Society of Chemistry’s (RSC) Higher Education Teaching Award (2013) and a Higher Education Academy National Teaching Fellowship (2013). He is president-elect of the RSC Education Division Council and since 2014 has been UEA’s Pedagogical Innovation Ambassador. Simon started capturing his lectures in 2006, lecture flipping in 2010 but only dates his interest in evidence-based pedagogy to 2011. His ambition is achieve impact through providing colleagues short-cuts to his own ten year journey.

Learning & Teaching Conference 2017 – Abstracts

Abstracts: Presentations and Workshops

	Page
1A How does an electronic Portfolio enhance the student journey? Insights from the Vet School experience <i>Jennifer Hammond, Amanda Root and Nadia Wojciechowski, Veterinary Medicine</i>	9
1B Preparing for the journey: supporting students to make successful transitions into and out of taught postgraduate study <i>Nicolas Labrosse, Physics and Astronomy and Jessica Bownes, SUERC, Science and Engineering</i>	10
1C Live Analogy: Feeding Back on Communication Skills <i>Alexandra Pitt, Middlesex University</i>	11
1D Facilitating student engagement with external organisations through credit-bearing placements. Staff, student and external organisation perspectives <i>Bethan Wood, Hannah Haddad, Interdisciplinary Studies and Alaina Macri, RZSS Edinburgh Zoo</i>	12
1E Digital Identity: Understanding how students view their digital identity Working in partnership with students to develop a positive digital identity <i>Aileen Linn, Dentistry and Nursing</i>	13
1F Enhancing assessment and feedback practice: a place to (re)start <i>Jason Bohan, Psychology, Moira Fischbacher-Smith, Social Sciences, Elina Koristashevskaya, Learning Enhancement and Academic Development Service (LEADS), Kate Powell, Students' Representative Council (SRC), Maxine Swingle, Psychology and Amanda Sykes, Learning Enhancement and Academic Development Service (LEADS)</i>	15
2A Sometimes Students Make the Best Teachers: Developing and Enhancing Graduate Skills <i>Ann Gow, Humanities</i>	16

2B	Supporting Successful Transitions of WP Students through Online Engagement	17
	<i>Daniel Keenan and Neil Croll, Widening Participation</i>	
2C	Dialogical feedback and self-regulation: Do you get what you give?	18
	<i>Minmin Du and Alvise Favotto, Adam Smith Business School</i>	
2D	Activating communities through meaningful engagement	19
	<i>Helen Martin, Sinead Gormally and Anne McGreechin, Education</i>	
2E	SharedThinking and Collective Inquiry: A new model for Clickers	20
	<i>Nicholas Bowskill, University of Derby</i>	
2F	How can I enhance anything if I don't have enough teachers?	22
	<i>Michael P McEwan, Learning Enhancement and Academic Development Service (LEADS) and Peter H Sneddon, Physics and Astronomy</i>	
5A	Enhancing the student journey: Supporting student retention and success	23
	<i>Alison Browitt, Marketing, Recruitment & International Office, Donald Ballance, Engineering, Carlo Rinaldi, Interdisciplinary Studies and Chris Finlay, Life Sciences</i>	
5B	Developing teachers of the future: a novel Undergraduate Certificate in Veterinary Medical Education as a platform for public engagement and developing veterinary graduate skills	24
	<i>Neil Hudson, University of Edinburgh</i>	
5C	Active Student Participation in Assessment of and for Learning	25
	<i>Susan Deeley, Christopher Barlass, Margaret Carson, Claire Murray and Jack Tully, Social and Political Sciences</i>	
5D	Where paper and technology meet: Active engagement of students (and staff) using standardised feedback sheets and feedback e-portfolios	26
	<i>Victoria Paterson, Life Sciences, Salma Corcoran (Undergraduate Student), Nicole Hamre (Undergraduate Student) and Hamish Hepburn (Undergraduate Student), Life Sciences</i>	

5E	Into the Woods: Building opportunities for undergraduate dissertation students to conduct research in applied community settings	27
	<i>Niamh Stack, Maxine Swingler, Psychology, Emily Cutts, The Children’s Wood, Derick Moore (Student) and Hayley McRae (Student), Psychology</i>	
5F	LGBT- University campus climate and representation in the course curriculum	28
	<i>Jason Bohan, Psychology, Amanda Sykes, Learning Enhancement and Academic Development Service (LEADS) and Mhairi Taylor, Equality and Diversity Unit</i>	
6B	Skills for learning and work – promoting graduate attributes through diverse approaches to assessment	29
	<i>Karen Thompson, Culture & Creative Arts and Angela Jaap, Learning Enhancement and Academic Development Service (LEADS)</i>	
6C	“How To Fail Your Research Degree”: Evaluation of a serious game for postgraduate skills	30
	<i>Daisy Abbott, Glasgow School of Art</i>	
6D	The Graduate Performance Management Programme: Developing graduate skills and engaging with employers	31
	<i>Dickon Copey, Karen Clancey, Social Sciences, Alec Pearson, Pearson Communication and Greta Gavsinaite, GPMP Participant Student, Social Sciences</i>	
6E	Student-Led Development of Chemistry Lab-Techniques Films	32
	<i>Blair Collins, Kelly McComb, Louise McGrath and Jacqueline Reilly (Fourth Year Undergraduate Students), Chemistry</i>	
6F	Evaluation of YACRS on the students’ learning experience in Singapore	33
	<i>Idris Lim, Engineering</i>	

1A How does an electronic Portfolio enhance the student journey? Insights from the Vet School experience

Jennifer Hammond, Amanda Root, Nadia Wojciechowski, Veterinary Medicine, MVLS and Niall Connell, Royal College of Veterinary Surgeons

In 2013 the School of Veterinary Medicine introduced an electronic Portfolio which has now rolled out across all 5 years of the BVMS Programme. The Portfolio is a key element of our professional competency assessment, focusing on supporting students in learning from their clinical experiences, through a process of reflection and professional development planning. Although the Portfolio meets many of the requirements of the professional organisations who accredit the Veterinary Programme, the student response to the Portfolio has been mixed. Here we reflect on how the Portfolio enhances the student journey and describe the challenges which we have encountered. The presenting team represent different perspectives:

Two undergraduate portfolio peer advisers present the outcomes of a student evaluation project asking current undergraduates to tell us 'what works (and what doesn't)' based on their experiences of developing their own e-Portfolio.

The Vet School Portfolio coordinator describes implementing and supporting a portfolio assessment process and the particular challenges associated with balancing the learning and assessment roles of the Portfolio.

A member of the Veterinary profession who is also one of our Portfolio assessment team considers how the Portfolio is viewed by employers and the wider veterinary profession and asks what an e-Portfolio can add to employability and postgraduate continuing professional development.

Drawing on these diverse perspectives we present and explain three key messages for others considering the use of an e-Portfolio: 'make it easy', 'make it useful' and 'make the case'.

1B Preparing for the journey: supporting students to make successful transitions into and out of taught postgraduate study

Nicolas Labrosse, Physics and Astronomy, Jessica Bownes, SUERC, Science and Engineering, David Forrest, Geography and Earth Sciences, David MacTaggart, Mathematics and Statistics, Euan McGookin, Engineering, Ron Poet, Computing Science, Surajit Ray, Mathematics and Statistics, Hans Senn, Chemistry, Moira Fischbacher-Smith, Adam Smith Business School, Maria Jackson, Dentistry and Nursing, Michael McEwan, Learning Enhancement and Academic Development Service (LEADS), Gayle Pringle Barnes, Social Sciences and Nathalie Sheridan, Learning Enhancement and Academic Development Service (LEADS)

The growth in postgraduate taught (PGT) students at the University of Glasgow has illustrated the need to focus on a distinct student journey: the challenging transition into and out of PGT study. PGT students come from a wide variety of backgrounds, and are likely to have a range of needs in terms of support for transition that needs to be better understood and supported (O'Donnell et al, 2009). In order to better support PGT students into and out of PGT study we examine students' individual needs for support during transition throughout PGT study, assess the efficacy of the current support systems, and explore whether students feel they are integrating and feel 'at home' in their subject area.

We present findings from survey and focus group research that investigates students' experiences of a range of transitions, including transition between disciplines, transition to UK study from abroad, transition to postgraduate study, returning to study from the workplace, and transition mid-programme during January entrance. Such insights are designed to guide interventions that will enhance students' engagement with the learning community, inform curriculum design and develop and embed graduate attributes. In our presentation, we will set out some initial thoughts on where, when and how to integrate various forms of support into programme delivery.

The study focuses primarily on students within the College of Science and Engineering, but has been designed in collaboration with colleagues across the University so as to maximise the relevance and transferability of the recommendations. By enhancing the PGT journey through improved understanding of the experience it is hoped that this work could act to shape the support for the PGT community across the University and enhance the student experience and learning environment, especially for PGTs.

1C Live Analogy: Feeding Back on Communication Skills

Alexandra Pitt, *Middlesex University, University Services*

The use of analogy as a teaching tool is something that practitioners cannot fail to engage with as it is a ubiquitous feature of communication, but I explore here how this can be done with greater diversity and consideration. I work with students from across the university in academic writing enhancement and short one to one tutorials constitute a large part of our work. This means we have to quickly understand a wide range of assignments, genres and disciplines, and also evaluate and feedback on the student's own writing, potentially from a position of having only just met them. This can be challenging and one major concern is how we provide transformative learning in a short time frame that is both efficient and effective and suited to each individual. It is the aim that students leave the tutorial feeling heard, and that they have improved understanding that will make them better writers for the future and not just for the one assignment presented on the day – in essence we need short term efficiency for long term learning. The use of analogy provides that benefit as existing understanding can be harnessed from other domains and transferred to that of writing and communication skills, rather than laboriously explained. However, this does rely upon us tapping into the best possible prior experience, which can be difficult when the student is unfamiliar to us. I explore here my engagement with Live Analogy, a process in which communicative acts simulate reader response in the student and create experience in the moment of the tutorial to be drawn upon as an analogy for learning. This presentation shares specific examples of how this was used, what learning experiences were created, and also what emotional impact students experienced.

1D Facilitating student engagement with external organisations through credit-bearing placements. Staff, student and external organisation perspectives

Bethan Wood, Hannah Haddad, Interdisciplinary Studies, Social Sciences and Alaina Macri, RZSS Edinburgh Zoo

The challenge of providing work related learning within the confines of an undergraduate curriculum has always generated considerable discussion. The University of Glasgow's BSc Environmental Science and Sustainability is unusual in that it offers students the opportunity to undertake a 60 credit placement in lieu of a dissertation at level 3. Based upon 10 years of organising and assessing these environmental placements, this presentation aims to present the benefits and challenges of having this option on an undergraduate programme - both from the staff, student and an external placement provider's perspective. How placements are set up and assessed will be briefly presented; the student and placement provider will then share their perspective on the opportunities and difficulties a placement represents. Our experience of engaging employers and students in these short-term placements has proved not only to enhance dialogue between the two organisations, but has also been found to benefit:

- the student: through enhanced employability, experiencing the real world and learning new skills, the opportunity to link graduate attributes with work, the offer of work or a position on completion, putting theory into practice, networking;
- the external organisation: through recognition of the transferable skills/knowledge of our students, the potential recruitment of future employees, the opportunity to utilise the student's up-to-date knowledge and skills in their placement work e.g. social media, publishing, academic writing, computing;
- and the University of Glasgow: enhanced engagement with organisations through: proposals to be specialist guest speakers, offers of voluntary/paid work for students, requests to have another student the following year, field class and visit opportunities; internationalisation of the curriculum, and enhanced reputation and employability of our students.

1E Digital Identity: Understanding how students view their digital identity Working in partnership with students to develop a positive digital identity

Aileen Linn, James Boyle, Dentistry and Nursing, MVLS, Mary McVey, Life Sciences, MVLS, Robert McKerlie, Rhian Noble-Jones, Dentistry and Nursing, Fiona Dowell, Gordon McLeod, Veterinary Medicine, MVLS, Dickon Copsey, Social Sciences and Jo-Anne Murray, Digital Education Unit, MVLS

Social media usage is omnipresent with the number of people with online digital profiles now in its billions. Every tweet, post, like or tag produces a digital footprint that can be connected perpetually to your digital identity. Many students will have started their digital footprint before they have even begun their University experience. But do our students know what they should or shouldn't post on social media and the consequences that any ill-considered posts may have on their future employability, particularly for those considering professional degree pathways? Do they understand the value of a positive digital profile for improving employability, promoting professional networking, encouraging access to collaboration in education and as a method for wider and greater dissemination of research?

Within the College of MVLS there are several degree programmes which have associated Professional bodies that publish guidelines for social media use and misuse. But how do our students actually feel about the advice and guidance that is provided to them? Can they apply these guidelines to their own experiences in University? What are the motivators for our students to pursue their identity management and what are the challenges that they currently perceive with behaving professionally in a digital environment?

The undergraduate schools within the College of MVLS have recently developed student partnerships aimed at improving the use of technology to enhance learning and teaching. These partnerships are currently working on a project to focus on digital identity, wellbeing and professionalism. The student voice is an integral part of this project and a needs analysis study will provide an opportunity for students to identify areas they feel would benefit from additional resources for learning and teaching to enable them to thrive in a digital environment.

This presentation, delivered in collaboration with the student partners, will present the results of the study identifying the areas for development that will encourage student reflection on both their personal and professional development as they transition through their degree programme enhancing their digital profiles and increasing their awareness of their digital wellbeing,

to helping student to understand how to balance their usage of their always connected devices and their other developmental needs, consequently preparing them for global employment and citizenship.

1F Enhancing assessment and feedback practice: a place to (re)start

Jason Bohan, *Psychology*, **Moira Fischbacher-Smith**, *Social Sciences*, **Elina Koristashevskaya**, *Learning Enhancement and Academic Development Service (LEADS)*, **Kate Powell**, *Students' Representative Council (SRC)*, **Maxine Swingler**, *Psychology* and **Amanda Sykes**, *Learning Enhancement and Academic Development Service (LEADS)*

High quality assessment and feedback is vital in higher education in order to engage students in “deeper learning” (Biggs, 1999). Despite this, students often say that they do not understand the reason why some assessments are used and they have difficulty in using feedback from one assignment to improve the next (O'Donovan, Rust, & Price, 2016; Winstone et al., 2016). To date, feedback quality has consistently received the lowest satisfaction ratings in the UK National Student Survey and feedback is a common issue raised by students in course evaluations and in staff-student meetings.

In this workshop we will ask delegates to reflect on their own practices and discuss key issues and share good (and bad!) practices related to assessment and feedback. There will be the opportunity to explore features of the newly launched Assessment and Feedback toolkit (www.glasgow.ac.uk/aftoolkit) and to discuss how the Toolkit can support the (re)design of future assessment and feedback strategies. Whether you teach, or are a student in, classes of 3, 30 or 300, we hope that this workshop will serve as the beginning of a conversation to enhance assessment and feedback practices across the institution that we would encourage you to continue beyond the Conference.

2A Sometimes Students Make the Best Teachers: Developing and Enhancing Graduate Skills

Ann Gow and Matthew Barr, Humanities, Arts

This paper demonstrates good practice in developing and enhancing the graduate skills and experience of Senior Honours students in Digital Media and Information Studies by engaging these students as demonstrators for the computer-based lab sessions that form part of the DMIS Level 1 courses.

The presentation will be delivered by both programme staff and students taking part in the scheme this year, and include input from previous years' cohorts to demonstrate the effectiveness of the activity on employability. This input will be as videos embedded in the presentation to demonstrate the international impact from students who were demonstrators last year and now work in overseas. Preliminary results from a current year-long study are presented, providing qualitative evidence for the efficacy of the scheme from the perspective of both student and demonstrator. For example:

"I just wanted you to know how helpful [named demonstrator] has been in my labs over the last few weeks. She's guided me in some detail through what happens in Year 2 and at Honours level which has probably convinced me to keep going with DMIS."

"It's been extremely useful to get some specifics from someone who's already been through it, and I didn't even have to ask - it was just born out of a chat. "

– Feedback from 2015-16 DMIS 1B students.

The paper reflects on the success of embedding the University's graduate attributes into this scheme, including: 'Subject Specialist', 'Confident', 'Effective Communicators' and 'Resourceful and Responsible'. This study demonstrates that development of these attributes is achieved not only through classroom activities but through the application of training and accreditation, in the form of University of Glasgow GTA training, Subject meetings, and support to apply for Associate Fellow of the HEA. This training and support is aligned to the Chartered Institute of Library and Information Professionals (CILIP) professional accreditation for the Single Honours DMIS degree, ensuring our demonstrators graduate with a firm set of graduate attributes and employability skills.

2B Supporting Successful Transitions of WP Students through Online Engagement

Daniel Keenan and Neil Croll, Widening Participation, University Services

The WP team works with a large number of targeted applicants across its pre-entry programmes. Transition to HE can prove particularly difficult for these students, most often with no family or peer network experienced in HE, and retention lags behind the overall cohort (Browitt & Croll, 2015). In 2015/16 the WP team made a successful LTDF bid to develop online materials to complement and enhance our programmes, and help better prepare WP applicants for transition to UoG.

As part of this project we created 25 Camtasia screencasts, covering three main themes: study skills, induction & orientation at UoG, and the importance of engagement with wider 'Student Life'. We also created 6 short films, featuring Year2 students, Academic staff, and Student Services staff. These resources were combined to form a four-week 'Academic Skills' module, on Moodle, for participants on the UoG Summer School. Seven assessments were designed using Moodle 'Quiz', and students were also assessed on a 'Reflective Exercise' and through participation in an assigned 'Study Group' (facilitated through Moodle Forums and 'Choice' questions). 312 'on-campus' Summer School students completed the Academic Skills module, alongside two academic subjects. A further 34 completed a separate 'online only' iteration of the module.

This presentation will introduce delegates to the created materials and will provide insight into the development of the module format as well as its facilitation. We will provide analysis of student feedback on the module, and an indication of how we will further adapt the materials and modular format, to engage with other WP cohorts.

Key to our original bid was an emphasis on the multi-applicability of the materials, and the potential of the modular model to be employed for the benefit of students across UoG. This presentation will allow us to showcase the resources and disseminate the pertinent information widely.

2C Dialogical feedback and self-regulation: Do you get what you give?

*Paul Ahn, Minmin Du and Alvis Favotto, Adam Smith Business School,
Social Sciences*

Dialogical forms of feedback appear to enhance active participation and foster constructive student learning (Nicol, 2010; Yang & Carless, 2013). However, individuals may take different approaches in contributing to the dialogues. For instance, a person may take a more proactive approach or instead s/he can choose to be a passive receiver. The approach adopted by each participant will ultimately affect the efficacy of such dialogues.

Research in social psychology indicates that how people think and act is controlled by their self-regulation systems (Vohs and Baumeister, 2004). In particular, Regulatory Focus Theory (Higgins, 1997; 1998) suggests that strategic inclination is determined by two distinct self-regulation systems – promotion focus and prevention focus: individuals with promotion focus prefer eager strategies when engaging in dialogical tasks whereas those with prevention focus prefer vigilant strategies (Faddegon et al., 2009).

Informed by research and findings on regulatory focus, this study aims at investigating students' attitudes towards peer feedback. In particular, we investigate whether and how regulatory focus orientation affects the way in which (1) students provide feedback to their peers, (2) students make use of the feedback received from peers, and (3) students interact with peers in a dialogical process.

We test our hypotheses experimentally on a sample of undergraduate students enrolled in an accounting course at the University of Glasgow. This study may contribute to research on students' engagement with peer feedback mechanisms and provide insights into reciprocal behaviours entailed by these mechanisms. Although data gathering is still in progress at the time this proposal has been written, our findings may inform colleagues considering the use of peer feedback in their teaching and offer advice on some practical design issues.

2D Activating communities through meaningfully engagement

Helen Martin, Sinead Gormally and Anne McGreechin, Education

This presentation explores how the Community development programme and the Activate community based course facilitates student engagement with the community and supports community activists to engage in educational programmes.

Activate is a partnership programme between local communities and the University, specifically designed for community activists, volunteers and practitioners. The Activate programme currently runs throughout Scotland including with communities of interest, in geographical communities and in a prison setting, to name but a few. This programme starts with the lived experiences of participants and offers an introduction to community engagement and community development. Many of the graduates from the activate programme will continue their engagement with academic studies through college courses or attendance on the BA/MEd community development programmes.

The community development programmes work with students and communities to ensure meaningful engagement and synergy between the university and the communities in which they work. The programme prides itself on working with community based practitioners and facilitating their progress through various educational levels to become fully qualified professional practitioners and university graduates. On this professionally qualifying programme students actively engage with the community in every year of study. This engagement consists of 300 hours per year of professional practice in community development, youth work and/or adult education. Students in these positions take on roles of responsibility, become an asset for community based projects and create lasting social change.

This presentation will hear the stories from students who have completed the Activate programme, continued their higher education journey and are now tutors for Activate. It will also challenge the participants on their conception of community, engage them in interactive activities on power, listening and meaningful engagement.

2E SharedThinking and Collective Inquiry: A new model for Clickers

Nicholas Bowskill, *University of Derby, Social Sciences*

Clickers (also known as Audience Response Systems and Electronic Voting Systems) are a classroom technology used for voting. Individuals respond to multiple choice questions usually set by the tutor. To do this, learners use individual handsets and the votes are aggregated and shared in a digital display at the front of the class.

A number of useful models have been identified for using clickers in classrooms (Draper, 2009). They include: Asking Directly; Peer Instruction (Mazur) and Constructive Interaction; and Learner-Authored Test Questions. Most operate on the assumption there is a right and wrong answer to the questions posed. Tutors can use these models to check understanding at scale. We can classify these models as technology used for efficiency and assessment.

This paper explores SharedThinking as a technology-based method for Collective Inquiry and as an additional model for clickers. In this respect, 'Collective Inquiry' marks out an opportunity to re-think the potential of this technology for pedagogy and research at the collective level.

Reflection is an individual level construct often reduced to a view of skills and competencies to be assessed. This is limiting and free of context. On the other hand, critical reflection is a social and context-sensitive construct (Ohlsson, 2016).

This paper will show how Collective Inquiry can support critical reflection through dialogue and visualisation of the group-perspective. Learners can come together and critique assumptions within and about the social and disciplinary context (Knapp, 2010).

This begins with 'groups meeting to address questions that matter to them' (Weinbaum, 2004). As per Weinbaum, SharedThinking is an open-ended process driven by the participants. Using the technology, learners work together in the development of a 'shared practice' (Brew, 2012).

Rather than seeing clicker questions as a tool for assessment, we can re-think questions as a starting point for reflective dialogue (Ross, 1990) and a device to generate multiple perspectives. This is no longer a search for consensus or the right answer. The tutor can respond to address flaws, develop key points and curate different relational views (for instance, one group relative to other groups).

This approach prioritises partnerships between students and among different collectives. Using the charts generated by the technology in this way, affords

a relational collective pedagogy. This can be used to co-construct meaning in grounded and engaging ways. It can support the development and amplification of the student voice at a collective level.

Building upon inter-disciplinary doctoral research at University of Glasgow, SharedThinking and Collective Inquiry will be introduced as a distinctive system for re-imagining clickers. A relational and collective pedagogy will be discussed along with implications for research. Examples will be provided from practice to show how this technology can be used differently. This is based upon shared understanding and critical reflection rather than just efficiency and assessment.

2F How can I enhance anything if I don't have enough teachers?

Michael P McEwan, *Learning Enhancement and Academic Development Service (LEADS)*, **Peter H Sneddon** and *Student contributor*, *Physics and Astronomy, Science and Engineering*

Higher education in Scotland has had a number of key enhancement themes over the past decade including a strong focus on embedding graduate skills development in curricula through the themes of employability (QAA, 2004-06), graduates for the 21st century (QAA, 2008-11) and the current theme of student transitions and the student journey. However, embedding graduate skills in curricula can often require, or at least be perceived to require, additional resources. In a world of increasing 'efficiency savings' and austerity such resources are often hard to come by. But there is an often untapped resource for enhancement: students.

This presentation reports on a model of enhancement adopted in the School of Physics and Astronomy that involves peer tutoring. Specifically, one particular model of peer tutoring is presented whereby senior undergraduate students tutor more junior students on a regular basis for academic credit. Moreover, the results of a small research project investigating the motivations behind senior students in choosing to become a peer tutor as part of their studies as well as evaluating the use of, and benefit to, peer tutors in becoming a tutor are presented. This project demonstrates that genuine employability skills, graduate attributes and subject understanding can coexist, even in the most traditional of disciplines!

5A Enhancing the student journey: Supporting student retention and success

Alison Browitt, *Marketing, Recruitment & International Office, University Services*, **Donald Ballance**, *Engineering, Science and Engineering*, **Carlo Rinaldi**, *Interdisciplinary Studies, Social Sciences*, **Chris Finlay** and **Maureen Griffiths**, *Life Sciences, MVLS*

The University of Glasgow participated in the What Works? Student retention & success change programme; a Paul Hamlyn Foundation initiative working with the Higher Education Academy, Action on Access and 13 UK universities over three years, building on the findings of What Works? phase 1 (Thomas, 2012).

The programme now complete, the project team will give a brief overview of the national programme and activities at the institutional level and in three Schools; where initiatives to promote student engagement and belonging were designed under the three programme themes of Active Learning, Induction and Co-curricular Activity.

The School of Life Sciences expanded induction and used Moodle to enhance induction and self-assessment; Engineering developed active learning opportunities in a new course in the redesigned first year curriculum, with an introduction to careers in Engineering and graduate skills; and Interdisciplinary Studies implemented a peer mentoring scheme across Dumfries campus. The institution-level focus was on improving data as indicators for student retention and success.

Student participation in the institution and discipline teams delivered invaluable insight throughout project development and evaluation. This interactive workshop provides the opportunity to hear about the initiatives and impact on the student cohorts as they transition in to first year in Higher Education, and to discuss with colleagues ideas for change to promote student engagement and belonging – towards the Learning and Teaching strategic objective of improving the retention and the success of our students through effective, evidence-based intervention (University of Glasgow, 2015, p5)

5B Developing teachers of the future: a novel Undergraduate Certificate in Veterinary Medical Education as a platform for public engagement and developing veterinary graduate skills

Neil Hudson, University of Edinburgh

A key responsibility of healthcare professionals is the education of clients/patients, colleagues, students and the general public such as school pupils. In order to formally recognise the important role that students play in our teaching and learning processes and foster students as partners in education, Edinburgh's Veterinary School developed and introduced a novel Undergraduate Certificate in Veterinary Medical Education (UCVME), believed to be the first of its kind in the veterinary sector.

The UCVME is a modular programme and students can enrol in the third year of the veterinary degree. There are core and elective components, with completion over the final three years of the veterinary degree.

The UCVME has been embraced by students, with 116 students currently enrolled since its inception in 2014. Activities receiving credit have included: peer assisted learning (PAL) sessions, widening participation educational workshops with schools (encouraging and raising aspirations in school pupils) and veterinary client education. In addition, a subset of students is being mentored towards application for Associate Fellowship of the Higher Education Academy.

The programme has provided opportunity for students to become involved in designing and delivering outreach workshops to schools. In the first year of the programme, 26 students were involved in 10 outreach educational activities to over 900 school pupils in the UK and USA. An illustration of this is the ongoing delivery of science workshops (cardiology, radiology, gastroenterology, neurology, anatomy) for high school science pupils. Successful working partnerships have been forged with local schools, charities, other educational institutions and professional associations.

This presentation will detail experiences with the programme, including feedback and reflections from student participants and stakeholders including partnership school teachers.

We believe that this programme facilitates transitions in to and through university, the educational training of students and ultimately develops key graduate skills for the veterinarians of the future.

5C Active Student Participation in Assessment of and for Learning

Susan Deeley, Christopher Barlass, Margaret Carson, Claire Murray, Jack Tully, Social and Political Sciences and Catherine Bovill, Learning and Teaching Centre

If assessment is central to learning as Taras and Davies (2012) assert, there is a clear rationale for constructing summative assessment in ways that maximise opportunities for student learning. This approach could be deemed efficient and effective because summative assessment would then serve a dual purpose, that is, of learning and for learning. Changing the nature of summative assessment in this way may create a more democratic relationship between staff and students and thus may challenge the traditional power structure within the classroom (Cook-Sather, Bovill, and Felten, 2014; Higher Education Academy, 2014; Deeley and Bovill, 2016). The genre of partnership working can be further extended between students through peer learning and peer review, thus creating an inclusive community of learners.

Enabled by a Technology Enhanced Active Learning (TEAL) space, a traditionally taught academic course in the Social Sciences was converted into a course utilising a more progressive and engaged pedagogy. Although the essential course content remained similar, its mode of delivery, assessment and feedback were transformed to focus on and enhance students' active participation. To ensure constructive alignment with this new approach (Biggs and Tang, 2011), assessment involved the co-creation of essay and exam questions, online peer reviews of students' essay précis where the reviews were assessed, and co-assessment between staff and students of the students' active participation throughout the course. In effect, the assessment and feedback of this course was integral to students' metacognitive understanding of assessment and feedback literacies that were newly embedded within the course.

We report on the findings from a research study to explore staff and student perceptions of teaching and learning in a TEAL space and the possibilities of extending partnership practices in learning, teaching, and assessment of and for learning.

5D Where paper and technology meet: Active engagement of students (and staff) using standardised feedback sheets and feedback e-portfolios

Victoria Paterson, *Life Sciences, MVLS*, **Salma Corcoran** (*undergraduate student*), **Nicole Hamre** (*undergraduate student*) and **Hamish Hepburn** (*undergraduate student*), *Life Sciences, MVLS*

Engagement and the use of technology for providing feedback are an integral part of learning and teaching (Hepplestone et al. 2010), especially since national results from the National Student Survey indicate that feedback is not meeting student expectations (Higher Education Academy 2013).

Staff and students often have differing ideas of what makes 'good' feedback (Price et al. 2010), therefore there is a strong need to align these expectations and provide a way for staff and students to engage with the process in a current and user friendly approach.

L3 Animal Biology students were given a feedback workshop in September 2016. A new standardised feedback sheet (SFS) is currently being used to provide feedback for all L3 summative assignments for this current academic year (2016-17). The SFS consists of instructions for staff and students that states how the current assignment could be improved provide advice how to improve future work (feeding forward), and to provide a rationale for the grade. Boxes are provided for 3-5 feedback points as to the strengths, areas to improve on, and a PS box, that provides more generic feedback that is not ILO linked.

Students had a tutorial on how to use OneNote (Office 365) as an e-portfolio platform to collect and collate their feedback . A standardised layout was provided to each student that mirrored that of the SFS. Additional information within the e-portfolio provided them with links to the University of Glasgow feedback toolkit and writing support within MVLS. A member of staff monitors student engagement of the e-portfolio, with notice given to students via a Moodle.

Initial findings indicate that staff find the SFS user friendly, as it provides helpful direction and cuts back on marking/feedback time as the feedback is more focused. Students find the SFS easy to engage with, and that the feedback provided is relatable to current and future work, therefore feeding forward. Engagement of the e-portfolios is high, however variable. On going consultation and evaluation with staff and students is ongoing. The results indicate that there is positive engagement as to how feedback is given and received with the use of paper (SFS) and technology (e-portfolios).

5E Into the Woods: Building opportunities for undergraduate dissertation students to conduct research in applied community settings

Niamh Stack, *Maxine Swingler*, *Psychology, Science and Engineering*, **Emily Cutts**, *The Children's Wood*, **Derick Moore** (Student) and **Hayley McRae** (Student), *Psychology, Science and Engineering*

Across Higher Education 'embedding employability' in the curriculum is increasingly emphasised (HEA, 2015). For example, undergraduate programmes are encouraged to provide learning opportunities that integrate theoretical knowledge and understanding with active engagement in local and global challenges and issues (Marshall, in Healey, Lannin, Stibbe and Derounian, 2013). Final year projects and dissertations are a key element in the process of engaging students not only in the active process of knowledge creation, but also in supporting students to develop an understanding of how their learning and knowledge can contribute to key stakeholders (e.g., businesses, communities) in society. However social science research within Higher Education institutions is often criticised for over reliance on university students as participants (cf. Peterson, 2001). One way to extend research opportunities for our undergraduate students and facilitate use of representative samples is through partnerships with applied community settings in final year projects.

This presentation will provide a review of a number of psychology projects that have been completed through partnership with the Children's Wood, including contributions from supervisors, students and the community partner. The Children's Wood is a community initiative in a wild green space that aims to provide opportunities for all children within urban settings to engage in the benefits of natural environments. We will discuss the role of research collaborations within community settings in the context of: 1) developing of graduate attributes; 2) the QAA enhancement theme of 'student transition' (QAA 2016), 3) University of Glasgow's 2020 vision where our mission is 'to provide an intellectually stimulating learning environment that benefits culture, society and the economy' (p 7).

5F LGBT- University campus climate and representation in the course curriculum

Jason Bohan, *Psychology, Science and Engineering*, **Amanda Sykes**, *Learning Enhancement and Academic Development Service (LEADS)* and **Mhairi Taylor**, *Equality and Diversity Unit*

While recent decades have seen huge improvements in the rights of sexual and gender minorities, LGBT (lesbian, gay, bisexual and transgender) people still continue to face discrimination and social exclusion in places like universities. Therefore the current study aimed to look at the perceived LGBT campus climate, inclusion and attitudes towards LGBT people at the University of Glasgow. It was hypothesised that there would be differences in perceptions and attitudes between different gender identities, sexual orientations, academic years and disciplines of study. The research was done using an online questionnaire and both students and staff took part in the survey. Overall the campus climate was seen as fairly positive and attitudes towards LGBT individuals were very affirming. However, views on inclusion were more neutral. The campus climate was perceived as more negative by people who identified as LGBT+, especially if they identified as transgender or non-binary or if they had experienced harassment and by those who were in their later academic years. Classroom and curriculum inclusion was rated higher by students who were in later academic years or studying people-based disciplines. Furthermore, attitudes towards LGBT individuals were found to be more positive among those who identified as LGBT+, who were non-religious and who saw sexual orientation and gender identity as genetic. The qualitative analysis highlighted the overall positive views on LGBT campus climate while also noting that sexual minorities are more widely accepted than gender minorities.

6B Skills for learning and work – promoting graduate attributes through diverse approaches to assessment

Karen Thompson, Frances Lennard, Culture & Creative Arts and Angela Jaap, Learning Enhancement and Academic Development Service (LEADS)

Graduate attributes naturally align with the aims of MPhil Textile Conservation programme. It is a 2-year programme that leads to a professional career in the heritage industry that requires a balance of academic and professional skills. The nature of the programme, with its focus on enhancing employment skills, has cultivated the development of creative and diverse ways to use assessment in teaching and learning to promote student learning. The breadth and range of assessment is designed not only to provide a means to develop the students' learning and indicate progress but also fosters a wide range of transferable skills which support the students' development of the skills required for professional careers and which closely align to the University of Glasgow's Graduate Attributes.

Textile conservators need a wide range of skills which we aim to develop through the programme. Throughout the two years of study, students engage in a variety of assessment tasks, including: reflective writing, literature reviews, open exams, presentations to peer groups and outside organisations, research proposals, object focused projects, posters and blogs, and collaborative projects, all of which are devised to promote transferrable skills that students will use in the world of work and connect to different dimensions within the University's Graduate Attributes framework.

While these assessment approaches have been utilised with small classes, we believe that many of the approaches could be easily adapted for larger groups. This paper will illustrate how alignment of the Graduate Attributes and programme aims can provide an effective means to develop a wide range of course assessments. The paper will show how for textile conservation students this approach promotes active engagement and the development of informed decision making and enables the students to become independent, reflective and adaptable lifelong learners.

6C “How To Fail Your Research Degree “: Evaluation of a serious game for postgraduate skills

Daisy Abbott, Glasgow School of Art

Serious games are games with a purpose beyond entertainment and are widely acknowledged as fruitful tools for learning and skills development across multiple domains, including specifically educational enhancement. ‘How To Fail Your Research Degree’ is a serious game developed to deliver knowledge and understanding of research processes and techniques, within the context of a postgraduate training programme at Glasgow School of Art which guides students transitioning from undergraduate to Masters. Development focussed on encouraging creativity and risk-taking within a safe game environment and learning by (potentially) failing. Intended learning outcomes (ILOs) are to: highlight various risks of research projects and suggest their impact on projects; reinforce dependencies between tasks at different stages of research; directly reinforce the interrelations of different risks with the activities taken to negate or ameliorate them; and replicate the time-critical nature of short research projects. Game characteristics were based on implementation within a postgraduate course and emphasise player agency, working within a time limit, and humour.

Quantitative and qualitative evaluation was performed to provide evidence of the effects of the game within teaching and learning practice. This was achieved through a series of direct interventions in which students (n=66) played the game within a tutorial context and provided feedback. Game effectiveness on meeting the ILOs was evaluated using a 5-point Likert scale. Game experience was evaluated within the theoretical framework of Keller’s Attention Relevance Confidence Satisfaction (ARCS) model. Qualitative data was sought in free text responses. Qualitative data was also collected to assess knowledge retention over time.

Evaluation shows that the game is extremely successful at delivering all of the ILOs and emphatically succeeds at Attention, Relevance, and Satisfaction, with moderate success at increasing Confidence. This serious game is an effective, innovative, and enjoyable complement to postgraduate training on research skills.

6D The Graduate Performance Management Programme: Developing graduate skills and engaging with employers

Dickon Copsey, Karen Clancey, Social Sciences, Alec Pearson, Pearson Communication and Greta Gavsinaite, GPMP Participant Student, Social Sciences

Organisations are voicing concerns about the general workplace readiness skills of graduate applicants (CBI, 2011; CMI, 2014). 9 out of 10 employers state that employability skills are the top attributes they look for when hiring (CBI, 2016).

While the needs of the workplace are diverse and the value of higher education extends far beyond workplace preparation, we recognised in 2012 that our students would benefit from more advanced-level workplace preparation programmes that combine longer term training with professional accreditation.

As a result, over the succeeding years the Adam Smith Business School (ASBS) has supported the ILM accredited Graduate Performance Management Programme (GPMP), a practical, scenario-based workplace readiness programme which has been delivered to approximately 1000 UG and PGT students to date. GPMP is delivered by an ILM accredited trainer and the College of Social Sciences Employability Officer with input from a range of graduate employers.

The programme is now a key part of the ASBS's wider focus on skills, workplace preparation and the practical application of learned theories. It complements the strategic objectives of the University and helps the School meet external accreditation requirements.

GPMP introduces students to the attributes of effective presentations, effective teamwork, leadership and management behaviours, assertiveness, office etiquette, excelling in the workplace and self-marketing to employers (including personality assessment). Upon completion of the course each student receives an ILM certificate which they can use as the first building block for formal professional development.

This practice-based presentation will explore the founding principles, format and impact of this workplace preparation programme and will include feedback and testimony from participating employers and students. It will demonstrate the transformational effect of the programme on students and how the GPMP team supports and leads them to develop and demonstrate these essential higher level skills.

6E Student-Led Development of Chemistry Lab-Techniques Films

Blair Collins, Kelly McComb, Louise McGrath and Jacqueline Reilly (Fourth Year Undergraduate Students), Chemistry, Beth Paschke and Ciorsdaidh Watts, Chemistry, Science and Engineering

As students we observed an increase in the complexity of techniques, and the degree of independent working required on transitioning from 2nd to 3rd Year in organic chemistry. Organic 3 labs introduced new, challenging procedures and staff demonstrators raised concerns that students were unprepared for experiments. Feedback from our peers also confirmed that there was a need for new teaching resources and support in Organic 3 labs.

We therefore began a project to co-create curriculum in collaboration with staff. This involved us designing, filming, and producing short pre-lab films demonstrating key techniques encountered in Organic 3 labs. In order to keep students engaged with content, the films had to be edited to a high standard, comparable with other media sources. We produced quality films using the editing programme Camtasia, and our work was standard-checked by Learning Science Ltd., specialists in online science learning resources.

Our project was awarded external funding from AldinHE and the films are now required viewing (Moodle) for the 3rd Year organic labs. We envisage these resources will improve the learning experience of students by supporting varied learning styles and we hope that this will be reflected in student feedback (evaluation underway) compared to previous years.

We are clear that the project is an example of innovative use of technology in teaching, and co-creation of curriculum by students, for students. For these reasons, we hope to share our work with academics and students from other disciplines, to encourage development of similar resources out-with the School of Chemistry.

The project has also helped us, as final year students, to develop graduate attributes, including team working, creativity, critical thinking, and effective presentation skills.

6F Evaluation of YACRS on the students' learning experience in Singapore

Idris Lim, Engineering, Science and Engineering

This study is conducted to evaluate the students' learning experience with Yet Another Classroom Response System (YACRS), so as to develop effective learning and teaching approaches with technology in Singapore. With vast improvements to hardware and software technology landscape today, there is renewed interest in the use of technology in learning and teaching. It is reported in the NMC Horizon Report: Higher Education Edition (2016) that 42% of colleges and universities in the US have implemented the Bring-Your-Own-Device (BYOD) strategy in 2014. In addition, it is also discussed that BOYD policies have enabled lecturers to come up with new ways to assess students' learning. Currently, the majority of the students on the campus in Singapore are wirelessly connected to the internet through their own devices. In addition, there is excellent network connectivity in the lecture theatres on the Singapore campus. Hence, the Singapore-based lecturer would like to evaluate the use of a classroom response system, YACRS for teaching using the students' own devices. Two questionnaires have been designed with a combination of open-ended and closed format questions, which enhances the quality of the feedback. The questionnaires were conducted to evaluate the students' learning experience after their first experience with YACRS and whether their learning experience has changed after using YACRS for one semester. The areas evaluated with YACRS are as follows: (i) Level of experience and satisfaction with YACRS, (ii) Accessibility to YACRS through a smart device, (iii) Design of the question and answer format, (iv) Frequency of in-class quizzes, (iv) Students' self-evaluation of themselves as a learner, and (v) Any suggested improvements. Based on the evaluation study, a summary of positive feedback and necessary improvements is presented. Last but not the least, a comparison between the perception of the students in Singapore and Glasgow on the usefulness of technology in their learning is drawn.

Recognising Excellence in Teaching (RET)

Recognising Excellence in Teaching (RET) is the University of Glasgow's Continuing Professional Development Framework and Recognition Scheme. RET is aligned with the UK Professional Standards Framework and is accredited by the Higher Education Academy. RET has been designed to promote career-long engagement in CPD around learning and teaching across the University, and to support and encourage those who teach and/or support learning to gain formal recognition for their practice. In addition to being a scheme that enables the formal recognition of good practice that relates to the UK Professional Standards Framework (UKPSF), RET is also a framework for all of the University's CPD activities (both formal and informal) and one of the purposes of RET is to promote and encourage participation in such activities.

The University currently has approximately 100 Associate Fellows and 680 Fellows of the HEA. The number of staff holding the newer titles of Senior and Principal Fellow of the HEA has grown since their introduction in 2011. As of January 2017 the following individuals have been recognised as Senior or Principal Fellows of the Higher Education Academy. Those names accompanied by an asterisk have received Senior Fellowship recognition through the RET scheme and, therefore, Senior Fellowship of both the HEA and RET.

Principal Fellows

Thomas Anderson *	Moira Fischbacher-Smith	Matthew Williamson
Vincent Bissell *	Jo-Anne Murray	Bethan Wood
Denis Fischbacher-Smith	Hazel Scott *	

Senior Fellows

Vivian Binnie *	Lee Dunn *	Daniel Price *
Jason Bohan *	Nyree Finlay *	Aidan Robson *
Tara Brendle *	Joseph Gray *	Gayle Pringle Barnes *
Rhona Brown	Angela Jaap	Helen Purchase
Joanne Burke *	Maria Jackson *	Paul Rea *
Anne Campbell	Margaret Jago *	Dot Reid *
Morag Casey *	Susan Jamieson *	Aidan Robson *
Gordon Curry *	Catherine Kellett *	Ian Ruffell *
Vicki Dale	Carole MacDiarmid *	Peter Sneddon *
Susan Deeley	Leah Marks *	Maxine Swingler *
Rob Dekkers	Michael McEwan	Joanna Wilson *
Tim Dempster *	William McGuire	* RET scheme
Carol Ditchfield *	Janis McIntyre Davidson	
Robert Doherty *	Robert McMaster	

For further information about the RET Scheme please go to:
www.glasgow.ac.uk/learn

Notes:

Learning Enhancement and Academic Development Service (LEADS)

www.glasgow.ac.uk/learn

The University of Glasgow, charity number SC004401