Bournemouth University

FLIE
Centre for Fusion Learning Innovation & Excellence
Bournemouth University

Fusion Learning Colloquium 2022

Proceedings

Contents

Foreword

Bournemouth University's vision is to be recognised worldwide for inspiring learning, advancing knowledge, and enriching society, through the fusion of education, research and practice. This requires us all to innovate and develop excellent teaching practices.

For this 2022 Fusion Learning Colloquium, our key themes are:

- Inclusivity & Sustainability in the Curriculum
- Pedagogies for Engagement
- Assessment & Feedback
- Teaching Large Cohorts
- Employability

I hope that you find this selection of posters and abstracts to be inspirational.

Dr Geli Roushan Associate Professor
Head of the Centre for Fusion Learning Innovation and Excellence (FLIE)

Section 1 - Posters

POSTER 1

Inclusive Curriculum for Mechanical and Electronic System Design

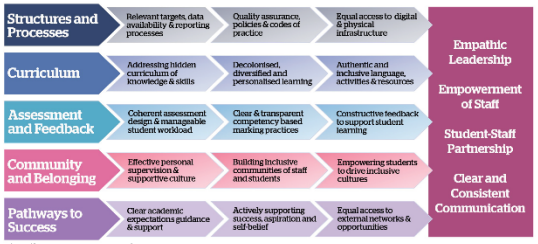
Bournemouth University

Dr Roya Haratian, Dr Mehran Koohgilani
Design and Engineering Department, Science and Technology Faculty

Introduction Highly technical final year UG 40-credit unit for Design Engineering Course as merger of two former 20-credit units: Advance Mechanics and Electronics

Framework

Athena SWAN Bronze Award — Gender Charter



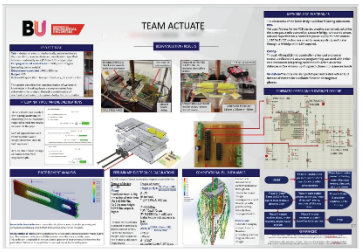
(Hull University 2021)

Institution of MECHANICAL ENGINEERS

Methodology

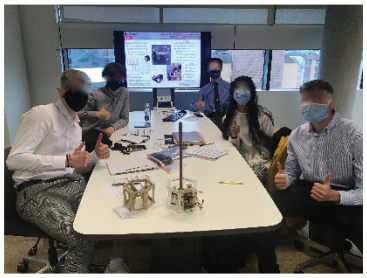
Structures and Processes

- Blended Learning: Pre-uploaded weekly slides, recorded lectures and demos on the VLE
- 12X2 Lectures (Mechanics & Electronics): Core knowledge transfer
- 6X2 Design Clinique: Groupwork monitor, feedback & feedforward
- 6X2 Workshop/Lab Sessions: Practical experience
- Use of Advanced Simulation Tools: Solidworks, MATLAB, Proteus



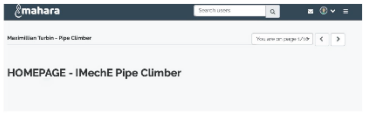
Curriculum

- Problem/Project based pedagogy (Institute of Mechanical Engineering (IMechE)'s national design challenge)
- Group based learning /Social constructivism pedagogy



Assessment and Feedback

- Group Mechatronics Project (40%): Prototype Competition, Poster, Presentation for the IMechE Design Challenge
- Individual Mechatronics e-Portfolio (60%): Mathematical System Modelling, Critical Thinking, Analysis and Interpretation of results
- Peer review (Self, group members and other groups assessment)
- Regular bespoke formative and summative feedback and Rubric



Community and Belonging

- Mixed groups of students (gender, ethnicity, neurodiversity and etc)
- Collaborative Environment (group sessions and virtual platforms)
- e-Platform to facilitate effective communication between groupmates
- Monitored supervision journal/forums to address questions

Pathway to Success

- Weekly announcements on VLE reminding each week plan
- e-Portfolio individual assignment submission: potential to be as evidence of expertise in support of their CV
- Research informed education practice
- Soft skills training (Critical Thinking, Group work, e-Portfolio & etc)

Outcome

100% pass rate with mean mark of 62 out of 100; High student engagement.

Future Plan

Next year Robotics will be added to the curriculum

References

Hull University, 2021, Inclusive Curriculum Framework
Lev Vygotsky, 1931, Adolescent Pedagogy development of thinking in adolescence

POSTER 2

Bournemouth University

Finding the Key to Successful Doctoral Supervision

Dr Martyn Polkinghorne, Dr Julia Taylor & Dr Fiona Knight

Introduction

Although not part of the traditional taught provision, research degrees are a crucial component in the portfolio of educational courses offered by UK universities. Building upon the Higher Education Academy's (HEA) UK Professional Standards Framework (UKPSF) for Research Degree Supervision [1], the UK Council for Graduate Education (UKCGE) have furthered this work to create their own Good Supervisory Practice Framework. This relates to Research Degree Supervision is based on evidence, experience and reflection [2].

The key elements required for successful supervision of PGRs draw upon this work, related sources [3,4,5] and the learning gathered from the authors' own experiences. These have been synthesised and then summarised below:

References

1. Taylor, S., 2011. *UK Professional Standards Framework (UKPSF) Dimensions of the Framework for Doctoral Supervisors*. York: Higher Education Academy.
2. Taylor, S, 2019. *Good Supervisory Practice Framework*. Lichfield: UK Council for Graduate Education (UKCGE).
3. Taylor, S, 2016. *Enhancing Practice in Research Supervision*. Lichfield: UK Council for Graduate Education (UKCGE).
4. Taylor, S., Kiley, M. and Humphrey, R. 2018. *A Handbook for Doctoral Supervisors*. 2nd Ed. Abingdon: Routledge.
5. Lee and Bongaardt. 2021. *The Future of Doctoral Research*. Abingdon: Routledge.

POSTER 3

Rapid Response Research: Real-time recording of Mass Graves in Ukraine

The purpose of this project is to catalogue, in real-time, mass graves reported in Ukraine. In doing so, we are tracking what protection and investigation, if any, is afforded to mass grave sites capturing relevant information in relation to the effective identification and return of mortal remains as well as evidence collection for prosecutorial purposes.

Authors: Melanie Klinkner; Chiedozie Nwagu; Natalia Garcia-Campo; David Biggins; Jonathan Whittle
Contact: magmap@bournemouth.ac.uk

Background and rationale:

News reports from Ukraine and elsewhere on the discovery of mass graves can raise two major concerns: (1) Are deaths suspicious? The individuals contained in the mass grave, did they die due to an illegal act? (2) Were the bodies disposed of with or without observing the applicable legal and socio-cultural norms? In the context of the ongoing armed conflict between Russia and Ukraine, mass graves have seemingly become synonymous with the possible commission of war crimes. BU is at the forefront of mass grave protection and investigation research and this project sits within this broader ambit. The project is premised on the assumption that documentation and protection go hand in hand and can lead to effective investigations.

Method and data collation:

The method comprises open-source research in media outlets, including social media, also through the help of google translate function and relevant keywords.

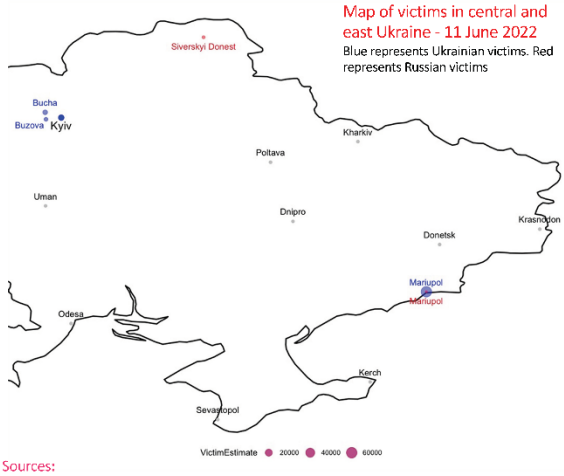
Language	Mass Grave	Mass Burial	Missing Persons
Ukrainian	братська могила (brat·s'ka mohyla)	масове поховання (masove pokhovannya)	зниклих безвісти (znyklykh bezvisty)
Russian	братская могила (bratskaya mogila)	массовое захоронение (massovoye zakhoroneniye)	пропавшие без вести (propavshiye bez vesti)
Spanish	fosa común	entierro masivo	personas desaparecidas
French	charnier	enterrement de masse	personnes disparues

The data is collated in Excel with data-entry on geolocation, information on the creation of the mass grave (why and by whom); who may be buried in the structure, what protection measures are afforded and, progressively, what investigative measures are taken.

Preliminary findings: To date, we have recorded 23 alleged mass grave sites; 4 of these have a high confidence level of reporting with a further 4 at medium confidence level. Our data also reveals the speed at which investigations are conducted. Our records provide an important overview of the complexity of mass graves and the associated level of evidence collection and analysis required. This in turn may assist identification of human remains, leading to their return and reburials, as well as future prosecution efforts.

Visualisation:

A geographical and temporal representation of the data highlights the key aspects of mass grave location, number of victims, nationality.



Map of victims in central and east Ukraine - 11 June 2022
Blue represents Ukrainian victims. Red represents Russian victims

Co-Creation: the project is an example of co-creation whereby students and staff are working together for the benefit of collating societally relevant information. Through this, the project has an explicit link to the UN sustainable development Goals (UNSDG 16) whilst being clearly aligned with the University's fusion model and thus an innovative showcase of Fusion Learning on behalf of students and staff.

Agenda for future research to optimise and safeguard its utility:

- Continuation project 'Follow the mass grave evidence to Identification, Return, Commemoration, Reparation & Accountability Processes';
- Transferability of the data collation method to other on-going conflicts, such as in Syria and Yemen;
- Data examination from non-legal perspectives: mass grave reporting in different media outlets.

Sources:

- Airwars (2021) 'Methodology' https://airwars.org/about/methodology/
- Association for the Advancement of Science (March 2019), 'Location-Based Data in Crisis Situations. Principles and Guidelines' https://www.aaas.org/sites/default/files/2019-04/VGI%20Principles%20and%20Guidelines_FINAL%20%28002%29.pdf
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- Klinkner, M. and Smith, E. (2020) 'Bournemouth Protocol on Mass Grave Protection and Investigation' https://issuu.com/bournemouthuniversity/docs/the_bournemouth_protocol_on_mass_grave_protection_/8

Credits: Logo by BU student Conor Byrne; image by Lina Ghaibeh and George Khoury; infographic and cover by BU Design Unit.

POSTER 4

The Missing Persons Indicator Project

Authors: BU staff: Melanie Klinkner; David Biggins; Jonathan Whittle; Melissa Bowden. **BU students:** Hannah O'Sullivan; Hayden Corby; Charlotte Quenault; Shaina Snashall; Siobhan McClatchey; Boluwatife Ojikutu; Mercy Adegbenro; Jumoke Ajileye; Lydia Gee; Eve Daley
Contact: indicators@bournemouth.ac.uk

Project Purpose: Many people go missing every year, causing great distress to families, friends and loved ones. Collating data that will help better understand the way States engage with, and seek to solve, missing persons cases will be of great utility to those involved in missing persons efforts.

Definitions:
What is a missing Person? A person missing as a result of conflict, human rights abuses and/or organised violence.
What are indicators?
Indicators are commonly understood as an observable and measurable characteristic that evidence changes over time. In the context of human rights, it is data (quantitative and qualitative) relevant to the enjoyment of a specific human right. To be meaningful, indicators should be valid, reliable, objective, precise and timely but also be clearly aligned with policy goals, feasible in the sense that generating or acquiring the data is not too resource-intensive (UN Women 2010 and Riedel 2006).
What is a structural indicator?
Structural indicators are examining the legal, regulatory and institutional structures in place. A state who has signed and ratified a human rights treaty has expressed commitment to a certain set of human rights (Klinkner 2021).
→ Our structural indicator 1 captures a state's recognition of Missing Persons and associated rights at international and regional level.

Applicable Rights:
Right to know the truth about what happened to a missing person; Right to an effective investigation; Right to seek and share information; Right to family life and family unification; Right to an effective remedy and reparations; Right to privacy; Equality and non-discrimination.

Process:
Through an application, shortlisting and interviewing process a diverse, international, inclusive group of student researchers was assembled. Training on research techniques, integrity and validity of research and data storage was provided by a team comprising law subject librarian, data expert and legal scholars. Supported by MS Teams, a designated space on Campus facilitated on-hand support throughout the term to guide and direct the students.

Data entry for structural indicator 1 consisted of:
5 international human rights instruments;
1 international criminal law instrument;
2 international humanitarian instruments;
2 soft law documents; and
1 applicable regional human rights treaty
against all countries listed on the UN Treaty Body System.

Data Visualisation offers important overviews, facilitates comparison and captures trends, as exemplified here in the Americas.

Co-Creation: Students are at the core of this project. Through their voluntary extra-curricular engagement, they are gathering the data for sustained, high quality knowledge transfer. At the same time, participation equips students with a plethora of transferable skills and valuable research skills while contributing to a real-life societal problem with the overarching aim of alleviating missing persons cases.
'As a first-year law student, I am proud to be a part of this project. It guided me in broadening my research abilities allowing me to support ICMP's mission of finding missing people.' (Hayden Corby)

Addressing a Global Challenge through engagement with an International Organisation:
The Missing Persons Indicator Project is a collaboration between the International Commission on Missing Persons and BU. The project is designed to progressively develop comprehensive data on states and their relationship with missing persons. It will engage in continuous, global mapping of legal avenues, policies, institutions and mechanisms that are designed to address the issue of the missing, to respond to missing persons reports and to effectively investigate persons going missing or disappearing.

Sources:
- Klinkner, M, (2021) 'The Development of Indicators on Missing Persons.' *Global Report on Missing Persons.* International Commission on Missing Persons 161-175.
- Riedel, E, (2006) 'The IBSA Procedure as a Tool of Human Rights Monitoring', In: Universität Mannheim, Schlussbericht. Messung von Entwicklungen bei der Realisierung des Rechts auf Nahrung durch Indikatoren: Das 'IBSA'-Verfahren (2006) 59-86.
- UN Women Virtual Knowledge Centre to End Violence against Women and Girls, 'Indicators', last updated 31 October 2010, available https://www.endvawnow.org/en/articles/336-indicators.html.
- UNOHCHR, (2012) Human Rights Indicators. A Guide to Measurement and Implementation, UN Doc HR/PUB/12/5.

Credits: Logo by BU student Conor Byrne; image by Lina Ghaibeh and George Khoury; certificate by BU Design Unit.

POSTER 5

Bournemouth University

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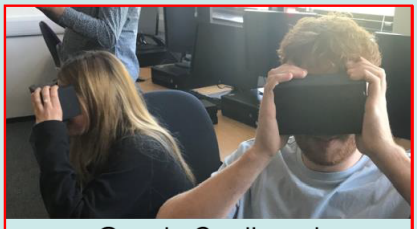
Simulation in Education and Training

What is it and how does it work?

- Simulation allows users to practice and repeat scenarios in a controlled and safe environment
- Virtual reality (VR) immerses users in a fully artificial digital environment. This can be rendered from the real world (360 video) or using CGI
- Augmented reality (AR) overlays virtual objects on the real-world environment
- Mixed reality (MR) not just overlays but anchors virtual objects to the real world and interacts in a responsive way (JISC 2019)

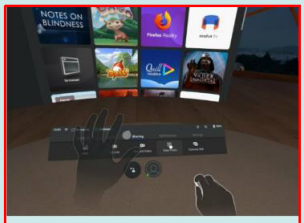


Google Cardboard

Replicable

Experiential

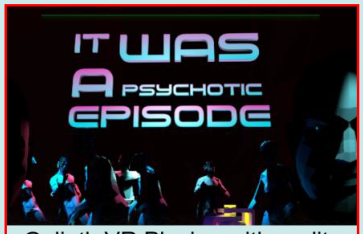
Memorable



Virtual Reality - Quest

Why does it work?

Key benefits of simulations are the immersive, engaging learning experience and the opportunity for situated/experiential learning that is not otherwise possible. It inspires innovative approaches to teaching and improves learning outcomes (JISC 2019).



Goliath VR Playing with reality

Empathy

Wellbeing

Healthcare

Godzilla – Casualty simulation

How could it work in the future?

- Simulation-based learning offers a wide range of opportunities to practice complex skills in higher education and to implement different types of scaffolding to facilitate effective learning.
- Knowledge application in realistic situations has been shown to be important for the development of complex skills (Kolodner, 1992).
- "the place of simulation in industry and commercial sectors outside of health and care is described, highlighting examples where this has led to improvements in safety, resilience and wellbeing, efficiency and productivity, and the opportunity to innovate and transform at scale." (Chernikova et al 2020)

References:
https://www.jisc.ac.uk/guides/getting-started-with-immersive-technology
https://www.jisc.ac.uk/reports/augmented-and-virtual-reality-in-learning-and-teaching-2019
https://www.hee.nhs.uk/sites/default/files/documents/National%20Strategic%20Vision%20of%20Sim%20in%20Health%20and%20Care.pdf
https://goliathvr.io/
Chernikova O, Heitzmann N, Stadler M, Holzberger D, Seidel T, Fischer F. Simulation-Based Learning in Higher Education: A Meta-Analysis. Review of Educational Research. 2020;90(4):499-541. doi:10.3102/0034654320933544

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Scan to Explore

haloco.de/xm6vuv5

Powered by Halo AR

Dave Hunt & John Moran, Learning Technologists, FLIE - 2022

POSTER 6

Bournemouth University

Assessment & Feedback

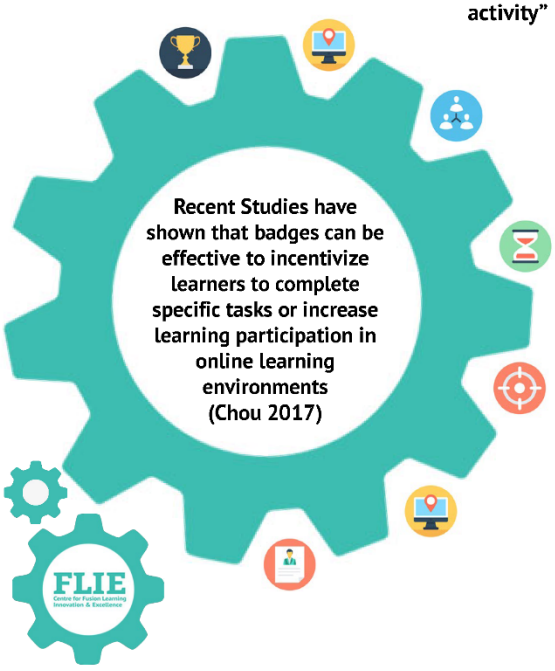
Role of Digital Awards in Learning

Mike Mallia
FLIE Learning Technology Team

Tracey Webb
FLIE Learning Technology Team

Awards are traditionally thought of as physical objects, like a badge that we can pin onto clothing, but within a Virtual Learning Environment (VLE) these digital markers have introduced a new engagement tool in education.

"A digital badge is a representation of an accomplishment, interest or affiliation that is visual, available online and contains metadata including links that help explain the context, meaning, process and result of an activity" Gibson (2015)



Digital awards usually have no physical value, but can act as proof of an acquired skill or to encourage engagement and participation.

Hickey (2012) proposes four functions of badges:

1. **Recognising Learning**
   Badges as credentials not assessments
2. **Assessing Learning**
   Formative or summative functions
3. **Motivating Learning**
   Positive and negative consequences
4. **Evaluating Learning**
   Great to evaluate content

How are awards currently used on Brightspace:

- 2021/22 108 active awards on BS units
- Recognition for completing formative learning activities
- Engagement with Discussion forums
- High scores in formative and summative assessments
- Validation for mandatory learning
- Completion of self-directed learning modules
- Monitoring completion of checklists and surveys

Ideas for digital pedagogies using awards

Badges and certificates in Brightspace are created based on criteria determined by instructors. They do not contribute to grades but celebrate accomplishments and foster engagement facilitating success in the unit.

- Celebrate academic excellence
- Recognise attendance at extra-curricular events
- Surprise students who go the extra mile with a hidden award
- Award a certificate for achieving a milestone or multiple badges
- Manually allocate a one-off award as a pat-on-the-back
- Monitor engagement with intelligent agent reporting against awards

Top tips

- Setup to award automatically
- Don't 'over-badge' content so they have value
- Use with bite-sized content such as training guides or pre-arrivals activities
- Share with colleagues and use across units

References

- Bournemouth University, 2020. Media Skills Passport – Using Badges and Awards in Brightspace [online]. Poole: Bournemouth University - FLIE. Available from: https://brightspace.bournemouth.ac.uk/content/BSR-dpt/Media%20Skills%20Passport%20Brightspace%20Awards%20Case%20Study.pdf?_&d2lSessionVal=F7BH78Epj0Gi6ueDLj0cj8I5d&ou=18315 [Accessed 23 May 2022]
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POSTER 7

Bournemouth University

A critical exploration of the sustainability change agenda in the context of undergraduate illustration creative programmes.

Harriet Mummery BA, MA, AFHEA

With the pressure to navigate global drivers necessitating the need to integrate Education for Sustainable Development to the next generation, how can we enable clear and empowering approaches to ensure our learners understand the United Nations Sustainability Goals? ESD helps develop "cognitive, socio-emotional and behavioural learning" (UNESCO, 2017) and the awareness of the individual is key (Paassen, 2022).

The teaching of UNSDG's needs to be course specific as political, socio-cultural realities, diversities and challenges all lead to the necessity for distinctive contextual grounding. I propose organic integration into projects for successful ESD, using the example of AUB's BA (Hons) Illustration recent Risograph Print Exhibition.

Integration of sustainable behaviours

Small, organic and accessible changes in studios and the wider campus by staff and students.

Memorable learner-centered projects

Create opportunities for learners to challenge the importance and sustainability of their own practice.

Recognition of informal approaches

Promote, encourage and reflect on non-assessed projects/ outcomes that integrate sustainable practices.

Example project: "Risograph Showcase" Exhibition

- Paper made from coffee cups as standard
- Eco inks and printing process
- Plastic-free Private View
- Curation with Sustainable focus
- Respectful use of materials

- Initial Exhibition in Pen Gallery, Poole
- Following exhibition in The Gallery, AUB
- Prints showcased at SaveSoil Expo, London
- Prints now in permanent window display in Poole

- Encouraged all learners to submit for public exhibition
- Gained recognition of exhibition from public and AUB
- Works purchased by High Sheriff Dorset

References

Paassen, B., 2022. *People Vs Inequality: Climate Justice NOW- What's next for the movements?*. [Sound Recording] (Elizabeth Mainer).

UNESCO, 2017. *Education for Sustainable Development Goals: learning objectives*. Paris: United Nations Educational, Scientific and Cultural Organization.

POSTER 8

Bournemouth University

9 Dimensions of Quality Education

Dr Martyn Polkinghorne & Dr Milena Bobeva

Introduction

Education is important for growing knowledge capital, and creating bonds within communities based upon shared values and understanding. Individuals who are better educated, have improved cognitive skills and so are more able to escape poverty and achieve their personal and professional ambitions [1]. As a result of this increase in upward socio-economic mobility, people, communities, organisations and societies prosper. In recognition of this, the United Nations (UN) Sustainable Development Goal 4 (SDG-4) relates to the provision of Quality Education (Fig 1).

Figure 1. The 17 UN Sustainability Goals [2]

What is Quality Education?

UN SDG-4 is about ensuring inclusive and equitable quality education, and the promotion of lifelong learning opportunities to everyone [3]. The Association for Supervision and Curriculum Development (ASCD) details Quality Education as being one that is "pedagogically and developmentally sound and educates the student in becoming an active and productive member of society" [4]. With a focus upon the quality of the available educational provision, to drive this agenda forward requires good teachers, the provision of high-quality learning resources, and the establishment of a safe and supportive learning environment in which students can thrive [5, 6]. These criteria apply equally to Higher Education as they do to other learning contexts.

Figure 2. 9 Dimensions of Quality Education

References

1. Lövdén, M., Fratiglioni, L., Glymour, M., Lindenberger, U. and Tucker-Drob, E. 2020. Education and Cognitive Functioning Across the Life Span. *Psychological Science in the Public Interest*, 21 (1), 6-41.
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POSTER 9

Bournemouth University

What does 'student experience' mean to paramedic students?

Peter Phillips and Iain Darby

Introduction

There are many benefits to providing a good student experience: achievement, retention, engagement, community, rounded development (Trotter and Roberts 2006; Mann 2001).
A unified definition remains elusive (Benckendorff et al 2009).
Sought to identify what 'student experience' means to paramedic students on a level 6 unit

Methods and Results

Focus group
Convenience sample of 8 students who took part in level 6 unit

Pedagogical Approach
Social Learning
Blended Learning

Academic Support
Timely support
Trusted advisors

Increasing Confidence as Paramedic
Improved application of skills to practice

Potential to reduce transition shock
Help newly qualified paramedics to integrate into workforce
Help to successfully navigate the 'flakey bridge'

References

Benckendorff, P., Ruhanen, L., & Scott, N. 2009. Deconstructing the Student Experience: A Conceptual Framework, *Journal of Hospitality and Tourism Management*, 16(1), 84-93.

Health Education England. 2018. RePAIR Project. Health Education England. UK.

Mann, S. 2001. Alternative Perspectives on the Student Experience: Alienation and engagement, *Studies in Higher Education*, 26 (1), 7-19.

Trotter, E. & Roberts, C. 2006. Enhancing the early student experience, *Higher Education Research & Development*, 25 (4), 371-386.

POSTER 10

Models for incorporating a modified Objective Structured Clinical Examination (OSCE) in assessing nurse practitioner students

Ahmed Khattab & The Nurse Practitioners Team

Faculty of Health and Social Sciences, Bournemouth University, BGB Building, St Paul's Lane, Bournemouth, Dorset. BH8 8GP.

Introduction

The assessment of clinical competence in Nurse Practitioner (NP) programmes has been greatly advanced over the last 20 years by the widespread use of Objective Structured Clinical Examination (OSCE). The aim of this poster is to examine three models of modified OSCEs (based on Bournemouth University OSCE), currently being used at three different universities as a measurement of clinical competence in physical examination and as a certification tool.

Results

All models comprised procedure stations, requiring students to perform a physical examination of the subject. Furthermore, models "A" and "B" contained question stations in the form of viva voce, involving various cognitive activities.

Model "A" (BU OSCE): This model was developed at Bournemouth University to standardise the evaluation of examining skills of nurse practitioner students by using healthy volunteers. It was structured in such a way as to serve both as an examination and a means of self-assessment and learning. It consisted of (i) station one "a procedure station", requiring students to perform a 'whole' examination of the subject, involving general examination, examination of the cardiovascular, respiratory, nervous and musculoskeletal systems and of the abdomen and glands; and (ii) station two "a question station", comprising two forms of viva voce.

Model "B" (used by another UK University): consisted also of two stations. This model enables isolated components of the long BU OSCE to be examined (For example, instead of examining the whole nervous system, candidates may be asked questions such as: examine the cranial nerves only, or examine the heart of this patient instead of examining the whole cardiovascular system). It may be limited by its reductionist approach to clinical performance. When using model B, consideration should be given to the weight of mark allocated for the different components.

Model "C" (translated from BU OSCE and used by a European University): comprised examination of station one only. It allows students to video record their OSCEs. The video-recording can then be assessed by staff or students or peer reviewed by external examiner/practitioner. It relies heavily on the active participation of students in preparing, video-recording and assessing their performance. This saves a substantial staff time and space. However, it requires video-recording facilities.

Conclusion

The intention of this poster was not to present 3 different formats of assessment but to review the modifications and adjustments which were introduced to an already existing model (i.e., BU OSCE Model) in order to suit the needs of that particular institution. It is also expected that the poster will open a debate about the impact of such modifications on the validity and reliability of different OSCE models. It is worth noting that BU OSCE articles (listed below) have been cited in more than 160 papers of different disciplines.

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POSTER 11

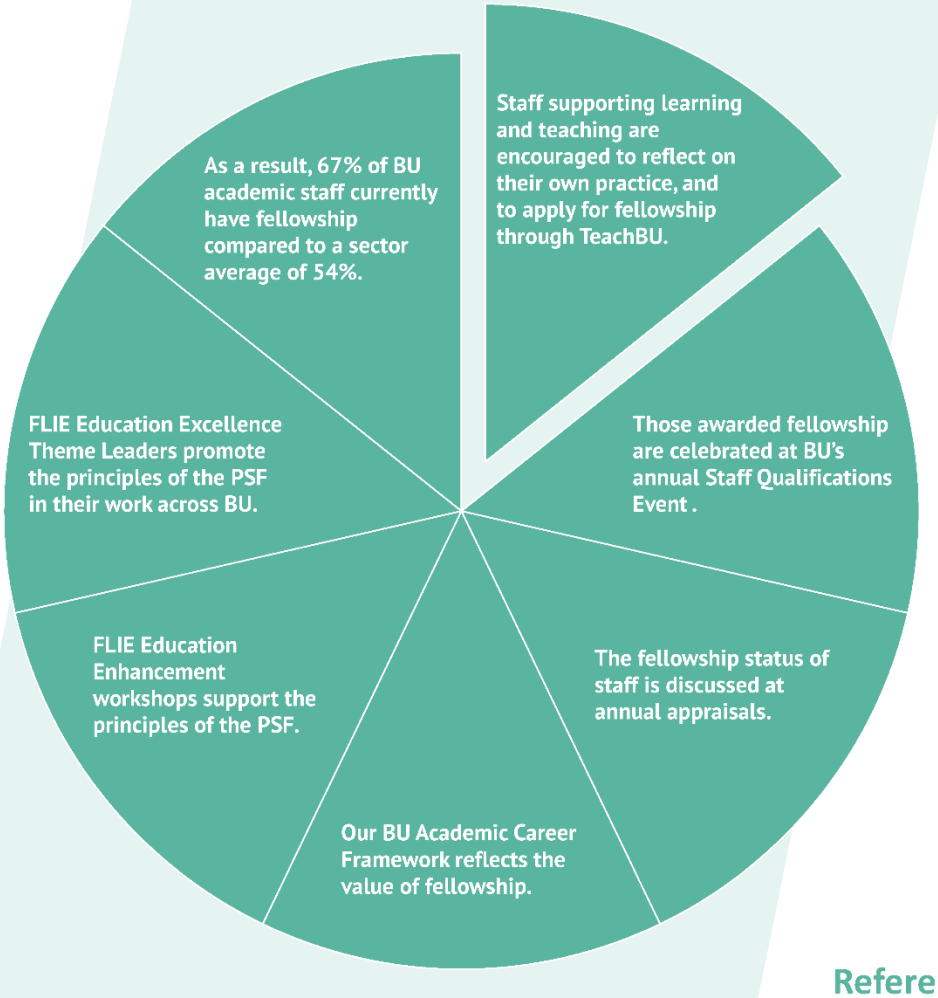
Bournemouth University

Maximising our use of the UK Professional Standards Framework

Dr Martyn Polkinghorne, Dr Gelareh Roushan & Dr Mel Hughes

Introduction

The UK Professional Standards Framework for Supporting Teaching and Learning in Higher Education (PSF) was developed by the Higher Education Academy (HEA) in 2011 [1], and alongside the descriptors for the D1 (Associate Fellow), D2 (Fellow), D3 (Senior Fellow) and D4 (Principal Fellow) categories, it is used as a tool to assess applications for HEA Fellowship [2]. The PSF continues to underpin our Advance HE accredited TeachBU programme through which both academic and professional services staff can apply for fellowship in an appropriate category (D1 to 3). To assist academic staff to recognise the relevance of the PSF, BU embeds its principles across the university in the following ways:



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POSTER 12

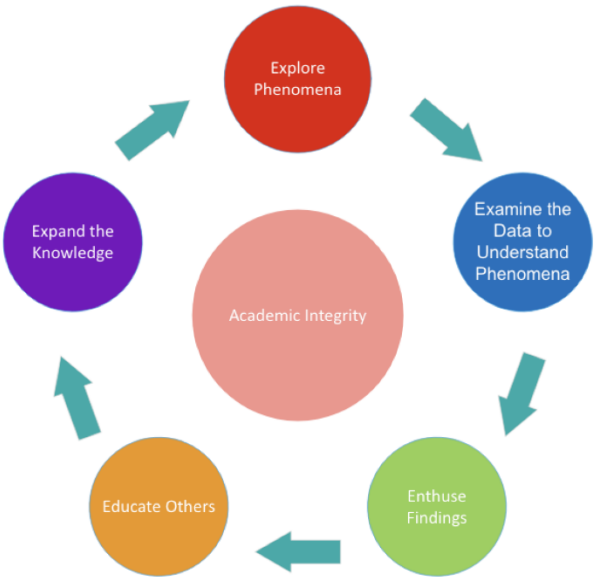
Bournemouth University

Academic Integrity: Explore, Examine, Enthuse, Educate and Expand

Dr Steph Allen, Dr Marian Mayer, Dr Ed Bickle

Academic Integrity is critical to a meaningful and well-rounded education.

How is this understood as education emerges from Covid-19, the greatest global disruptor in HE?
What are the fused ways in which Academic Integrity can be recognised, engaged, and practiced in Assessment and Feedback?
How can BU ensure that Academic Integrity is at the ♡ of academic life across all stakeholders?
What could Academic Integrity look like in the future?



Expected outcomes:

Raise awareness of the issues that affect academic integrity.
Enhanced student experience, increased self recognition, and establish esteem.
Exemplary student outcomes: honesty, trustworthiness, credibility, and employability.
Extended research. Enriched society.

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POSTER 13

Bournemouth University

Reviewing the Role of the Academic Adviser

Helen O'Sullivan & Martyn Polkinghorne

Introduction

Academic Advisers support student learning through the provision of personalised assistance [1,2,3]. At Bournemouth University, the Academic Adviser (AA) role has been in place since 2014/15 to provide guidance to students. This research investigates the AA role in the Bournemouth University Business School to identify how it could be evolved in the future to ensure a more optimal experience for both staff and students.

Research Design

This research used a survey strategy as the data collection tool. Data was collected in September 2021 and included both quantitative and qualitative elements. Participants were restricted to academics from the Bournemouth University Business School who were experienced in working as Academic Advisers. All participants volunteered to be involved. Ethical approval was from Bournemouth University (Ref 39192).

The Academic Perspective

The AA role is to:

- Provide a helpful point of contact
- Signpost students to relevant support
- Provide generic academic advice
- Discuss progress, feedback and options

The Student Perspective

The AA role is to:

- Create a sense of belonging and identity
- Signpost students to relevant support
- Provide generic academic advice
- Help with mental stress and wellbeing

Enhancing the AA Role for Academics:

- Timetable AA time
- Combine AA and PC* roles
- Train staff to undertake AA role
- Ensure AA teaches on the course

* PC = Project Co-ordinator (Year Tutor)

Enhancing the AA Role for Students:

- Ensure students know who their AA is
- Ensure students understand the AA role
- Manage student expectations of their AA
- Enthuse staff to become a good AA

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POSTER 14

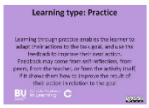
Bournemouth University

LEAP: tools and techniques for visualising and building an aligned curriculum

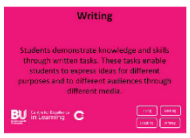
David Biggins, Debbie Holley and Anne Quinney

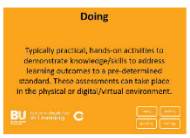
Introduction: LEAP (**Learning Excellence Acceleration Programme**) is a BU initiative for designing and enhancing units and programmes – including new programmes, revalidation of units or programmes or changes to incorporate a more blended or online format. LEAP is underpinned by Biggs and Tang's (2011) classic work on constructive alignment in curriculum design and Laurillard's (2012) work on learning types.

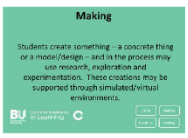
Working collaboratively, with a set of LEAP tools, teams develop a visual storyboard of the type and sequence of learning activities to meet unit learning outcomes, creating an aligned curriculum for any discipline.

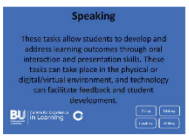


Learning types (acquisition, investigation, collaboration, discussion, practice and production) with associated conventional and technology-enhanced learning activities are identified, supported by the *50 ways to assess* resource in the BU Assessment & Feedback Toolkit. By following this methodology, a curriculum that is aligned both horizontally and vertically, with a mix of learning activities and a balance of assessment types is designed, enhancing the learning and teaching experience of students and staff.









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POSTER 15

Bournemouth University

Achieving the UN SDGs through knowledge exchange: an example from the Business School Students, Educators and businesses

Dr Kaouther Kooli & Dr Ediz Akcay

Introduction

"Knowledge Transfer (Exchange) Partnerships is a UK-wide programme that has been helping businesses for the past 40 years to improve their competitiveness and productivity through the better use of knowledge, technology and skills that reside within the UK Knowledge Base."

How can KTP be implemented to achieve the UN SDGs an the University strategy?

What are the outcomes for students, clients and the community?

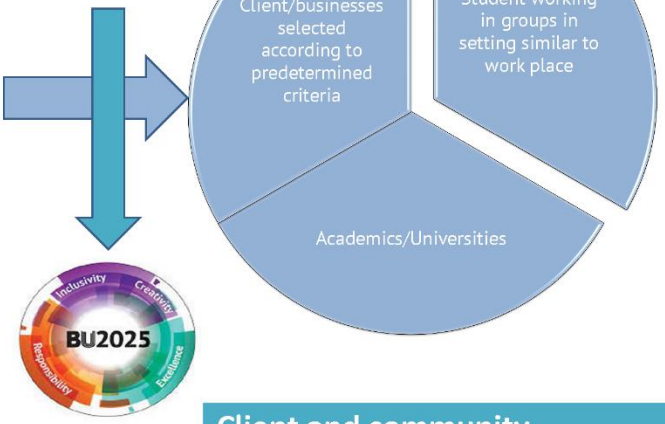
Knowledge Exchange partnership to achieve the UN SDGs

Strategy

Constructivist learning + Socio-cultural theories:

1. Learners are active in the learning process, learning is the result of interaction with a problem context learners construct their own knowledge.
2. Learning is not just an individual matter, it develops within social environment.

Real problems, real clients= live case study



Outcomes

Education

- Students motivation and engagement
- students confidence
- Excellent students experience
- Enhanced student employability
- Relevant education

Client and community

- Businesses free access to knowledge
- Increased profitability for business partners
- Improved quality and operations
- Increased sales and access to new markets.
- Educator and businesses joint development of skills
- More inclusive community

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POSTER 16

Bournemouth University

Understanding Research Methods: a Portal for Students

Dr Joanna Thurston & Dr Martyn Polkinghorne

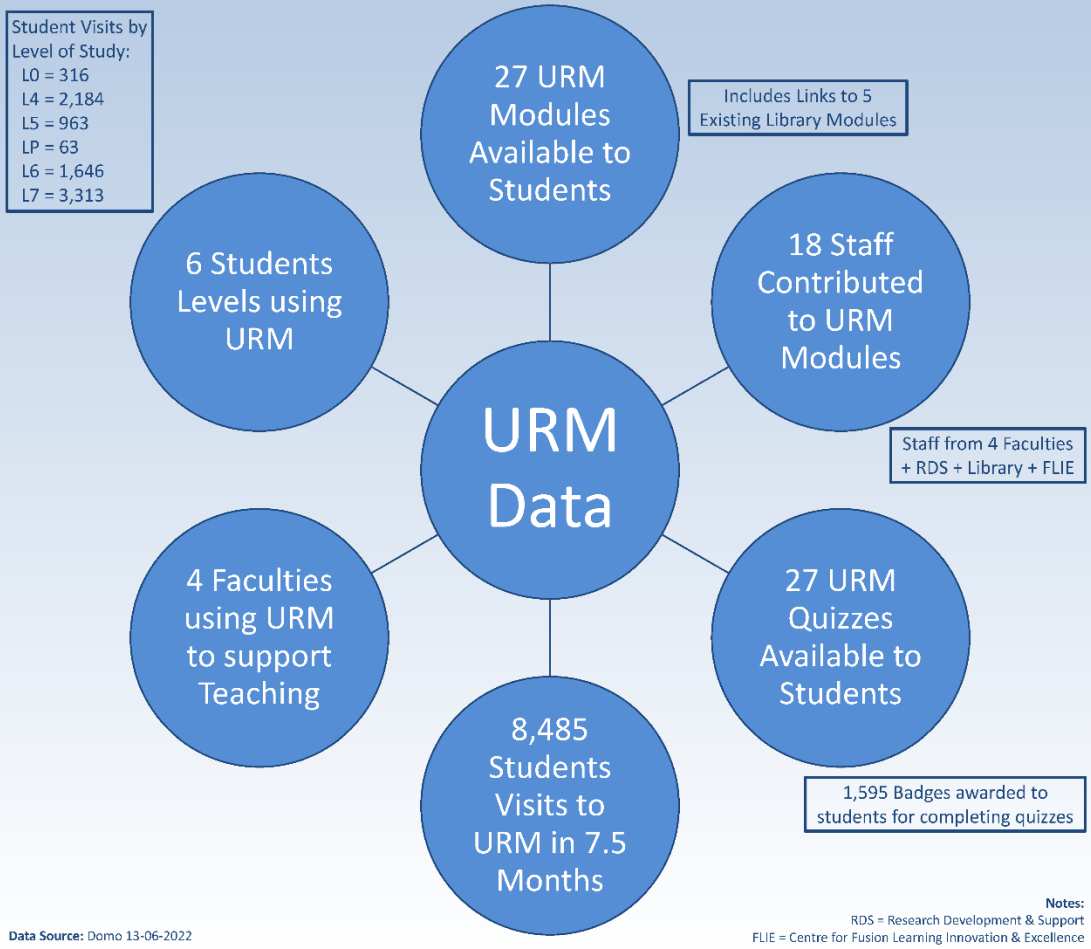
Introduction

Launched in November 2021 as part of the *Fusion Learning Project*, *Understanding Research Methods* (URM) has been created to support BU students with the development of their research skills.

Located on Brightspace, available modules include fundamental, intermediate and advanced levels of research methods. Where appropriate, *Understanding Research Methods* also links to key library resources. Materials in each module have been created by BU colleagues from across the Faculties and the Professional Services.

Badges

After using the research methods materials in each of the provided modules, students are offered the opportunity to undertake a quiz to gain a badge. Badges are only unlocked when students complete the relevant quiz with a mark of 100%. Whilst the quizzes are optional, many students really appreciate this element of their learning, and so earning the associated badge is important to them.



POSTER 17

Enhancing Pedagogical Practice using Emerging Technologies

Bournemouth University

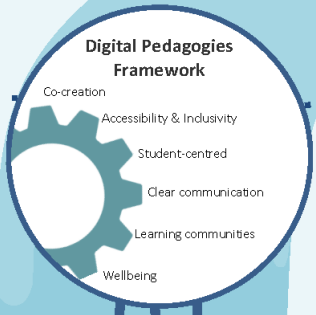
FLIE

Innovative digital technologies – such as the 360 degree camera, the VR headset and the eye-tracker – can enhance educators' ability to enable students to achieve their learning outcomes, maintain their engagement and develop a range of skills. Looking through the lenses of Bloom's taxonomy (adapted for the use of digital technologies), the Universal Design for Learning principles, and elements of FLIE's Digital Pedagogies Framework, in this poster we highlight some of the ways in which these technologies are being used in learning at BU. Our aim is to nurture a conversation about the potential uses of these tools in teaching practice.

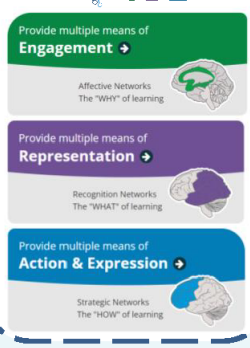
Bloom's Digital Taxonomy

Bloom's Taxonomy is a framework for classifying different levels of thinking skills. It is used in determining learning objectives. In this poster we use it to highlight the stage(s) of thinking that are evident in the example projects below.

Digital Pedagogies Framework



UDL

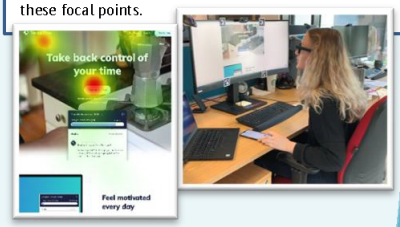


The three principles of Universal Design for Learning are that students should be provided with multiple modes of representation, action and expression, and engagement in order to give all students equal opportunities to learn in a given situation.

Eye-tracking Technology – Pupil Invisible Glasses

Eye-tracking has a variety of means to enhance learner engagement and understanding. What does it mean to visualise how an experienced practitioner **analyses** a scene, versus how a new learner might analyse a scene? Eye-tracking can be used to provide options for **perception** and **comprehension** under UDL's means of **Representation** by highlighting patterns in information and guiding information processing; easing the translation of understanding into practical application.

Here in Bournemouth University, we have had the chance to support a student's thesis research by providing our Pupil Invisible glasses as a means to visualise her project with a new, visual form of data analysis, exploring what draws the eye on a webpage and generating heat maps as supporting evidence of these focal points.



Check out our PIL tech demos at the Fusion Learning Colloquium!

VR & 360° Camera Technology

The Godzilla simulation made use of the 360 camera with data being subsequently edited for use in VR headsets by future paramedics and nurses. Health and Social Sciences are the leading users of these technologies at BU, reflecting their rapid take-up in medical education. The simulation enabled students to demonstrate their skills in **evaluating**, **analysing** and **applying** thinking [see Bloom's] and learning in an **active, authentic learning** scenario. In relation to the UDL principles, the simulation was particularly effective in stimulating student **engagement**, and in presenting information and content in different ways. The simulation illustrates several aspects of the FLIE Digital Pedagogies Framework, particularly the emphases on co-creation, student-centred learning, and learning communities.

Where to from here?

These technologies are being used in some inspiring teaching and research projects in various disciplines in other universities around the UK. We encourage you to have a look at these projects and come and talk to us about how to incorporate innovative technologies in your teaching and research practice at BU.

VIRAL – an Erasmus-funded partnership of archives and institutions across Europe that uses virtual reality, augmented reality and 360 technology to safeguard memories of local industrial heritage.

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Created By:
Stephen Pyne, Ben Goldsmith & Oliver Moore

POSTER 18

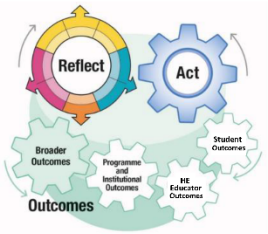
Bournemouth University

Adapting the Equity Compass Tool for Higher Education

Dr Uma Patel

Introduction

The Equity Compass [1] is a tool to facilitate critical reflection, action framing and evaluation to support effective and socially just learning and teaching. The tool has been widely taken up in the informal science sector, in schools, by policy makers and funders.
Here it is interpreted for higher education.



Equality means treating everyone the same and providing everyone the same opportunities.
Equity approach advocates for differential treatment of people according to need, while also recognising and valuing differences between people.
A **social justice** approach sets out to change the structures and practices that create and maintain inequalities.

PRIORITISING MINORTISED COMMUNITIES

Q How does curriculum address the issues of equity and social justice? Is there a positive culture of healthy and respectful critique and rebuttal in considering whose interests, needs and values drive strategy, teaching and curricula – those of powerful (e.g., leadership, industry, government) and socially privileged communities (e.g., white, mate, heterosexual, able-bodied, etc.) or those from minoritised communities? **Are these conversations allowed, encouraged and actively nurtured?**

Q To what extent does the organisation pay attention to the **wider needs** of minoritised members (e.g., social isolation, homesickness, wellbeing, safety, additional learning needs, assistive technology use) that are necessary for them to teach, learn and participate fully in professional learning and life?

Q When, where and how are students/learners (and particularly those from minoritised backgrounds) and staff given **opportunities for feedback on their experiences** in different parts of the teaching and learning activity and environment; and in other places in the environment (e.g., breakout spaces, workshops, labs, accommodation, travel, arrival and exit experience, and placement /internships)? What processes are in place for acting on feedback and reporting back to students/learners, staff and faculty?

LONG TERM

Q Are specific equity initiatives and experiences (e.g., diversity awareness events, diversity 'celebrations', careers education, mentoring, role-models, academic advice and award applications) **one-off, short term, or longer-term?** How can we tell if these are having an equitable impact?

Q How does the department **track the whole learning experience** to monitor equity issues and the impact of equity work.

Q Is the level of feedback, analysis, action and monitoring broad brush and high level or more like **creative research** to really find out. Is the data both **qualitative and quantitative**? Is there robust **critical discussion** of how the **data is interpreted and the action planned.**

COMMUNITY/ SOCIETY ORIENTATION

Q To what extent does teaching predominantly support the outcomes of unconsciously chosen students/learners? Does it also support more collective, community-oriented outcomes?

Q To what extent might **particular actions behaviours** predominantly support the outcomes of specific, individual staff and students? How might it also support more collective, community-oriented outcomes ?

Q Are **intersectional communities** recognised and part of the planning around community-orientated outcomes?

Q How might department leaders' **actions and behaviours** have equity implications for department ethos and the wider field of teaching and learning?

TRANSFORMING POWER RELATIONS

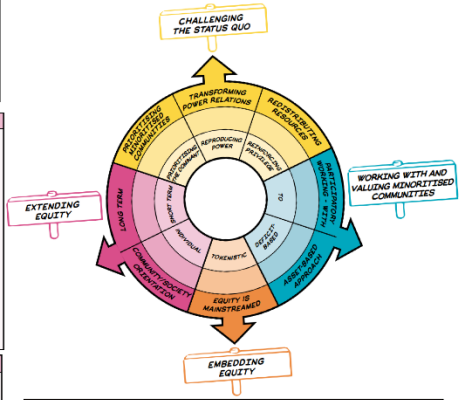
Q To what extent is this department a place where all students/learners and staff (but particularly those from minoritised communities) **feel** that injustice in all forms (e.g., racism, sexism, ableism, class and LGBTQI+ prejudice, and so on) is being addressed and challenged?

Q To what extent are knowledge practices (i.e. curriculum knowledge and processes) **inclusive** and are the students/learners taught to **call out/critique** legacy practice which rely on privileged authority.

Q How are students/learners and staff from more privileged communities supported to **constructively understand** and address their privilege and how their privilege impacts others?

Q How easy is it to **challenge** 'dominant', hierarchical power relations. Are conversations around race, racism and intersectional dynamics normal or is there **silence for fear of consequences** or 'getting it wrong'.

Q Are social injustices being **reproduced, disrupted or transformed** by the organisations' values, practices and strategy? What is the evidence.



EQUITY IS MAINSTREAMED

Q How mainstreamed and intentional are equity issues in the department community, including the leadership and subcommittees? Are equity issues **everyone's core business, threaded through all strategy, policy and practice** – or are they minor, tokenistic and peripheral concerns (e.g., restricted to special programmes or a few passionate individuals)?

Q Are equity issues embedded across all practices, e.g., coaching, mentoring, supervision in time tabling, lecturing, online activity, seminars, tutorials and assessment or is the drive piecemeal and **one-off, occasional, outsourced and/or extra curricula** only? How is this monitored? What is the impact?

REDISTIRBUTING RESOURCES

Q How are minoritised students/learners and staff being supported in gaining resources?

Q Are opportunities predominantly directed at more privileged students/learners, thereby reinforcing privilege? For example, **do 'raising stars' tend to get more opportunities?** Are some staff, students/learners or groups (and not others) invited to participate in certain activities, opportunities and events? On what basis? How equitable are the decisions (and decision-processes) regarding who has access to what? Is it based on the confidence they arrive with or is there a concerted effort to nurture and enable others and all?

Q How do department leaders understand the reasons for different outcomes between groups of students/learners? Is it the **wider societal agenda on diversity, equity and social justice regarded as a threat or an opportunity?**

PARTICIPATORY WORKING – WITH

Q How participatory is the - department/unit/programme - development plan process? Is the work senior leadership primarily being **done 'to', 'for' or 'with' educators**, wider staff body, and students/learners? Are there opportunities to work 'with' others and to co-design policies, practices and systems, particularly those from minoritised communities?

Q To what extent do staff, particularly those from minoritised communities, **feel that they are meaningful and respected partners**, with an important presence in the department community?

Q Does the organisation/programme have 'rights and responsibilities' policies and practices and to what extent are these developed **'for' or 'with'** students/learners?

ASSET-BASED APPROCHES

Q How is the department valuing minoritised students/learners' and staff's identities and experiences? How might some knowledge and experiences get valued more than others?

Q Does the department vision and values adopt an 'asset-based' approach? For example, are minoritised students/learners' and staff's identities and experiences being recognised and valued through everyday department life? **Are some students/learners and staff seen or treated as lacking the 'right' interests, knowledge, behaviours, identities and resources (i.e., a 'deficit-based' approach)?**

Contact: Uma Patel, Lecturer Education and Technology, Centre for Fusion Learning Innovation and Excellence, Bournemouth University profile: Uma Patel
Linkedin uma-patel

[1] co-developed by researchers and educators as part of a five-year partnership yestem.org)

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Section 2 - Abstracts

1. Simulation: Creating and Sharing Reusable Learning Resources with our Students

Adam Bancroft, Ursula Rolfe, Heidi Singleton, Debbie Holley, John Moran

"Evolving technologies, such as virtual reality and other immersive technologies, will allow learning to be self guided and personalised, deliverable on a larger scale and hence more efficient in terms of time and cost. The learner experience can be further enhanced if simulation faculty are involved in clinical supervision, as this gives a more extensive and holistic approach to training and learning" (Topal 2019, p.26).

Within our faculty we are taking a strategic approach to integrate simulation into our curricula in line with key NHS and professional standards guidance.

Paramedic students have had to overcome the restrictions Covid 19 with many of their clinical skills moving online, limiting opportunities to engage with clinical practice partners, a key requirement of their professional programme. Social distancing has been challenging to overcome and the paramedic teaching team's solution was to offer a university underground carpark to stage a simulated Casualty Clearing Point for a Major Incident Martian Attack! (Bancroft et al. 2022).

We have since enhanced and shared this work across the wider faculty, running Godzilla over 2 days in March 2022, which offered the production of filmed reusable learning resources for the wider faculty and their Simulated Based Education.

Filming with our new 360˚ camera has enabled a unique perspective relating to the fundamental communications of clinical students / patient handovers. Framed in the context of managing time, with critical patients in the pre hospital environment, a series of learning scenarios were co created with students. The final 360˚ video production have been made accessible on our VLE Brightspace for whole cohorts to learn from the peer review of each other's patient handovers. Our work embodies key aspects of the FLIE digital pedagogies framework. This presentation will show that:

a) how we reconceptualised our simulation practise at BU,
b) how we talk about lessons learnt whilst engaging our students with an authentic, reflective, and clinical skills based experience,
c) how we share good practice when creating 360˚ video content for student assessment and learning,

are key drivers supporting the NHS / Health Education England (HEE) National Vision 2020. This report states:

> "NHS organisations should invest in their existing workforce to develop specialist digital skills, including the assessment and commissioning of digital technologies…" (p.14)

and our work is creating excellent learning opportunities as we network our fused partnerships with professional practice.

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2. Group Dissertation Supervision: Characteristics, Benefits and Challenges

Miguel Moital

The number of undergraduate students I've been given to supervise doubled this year, due to a one off circumstance that increased the number of students going into final year. This posed challenges, but also an opportunity the opportunity to try out a different supervision system. This new system involved scheduling a regular weekly group session in addition to the one to one meetings. Students were receptive to the idea and these sessions run from October until the supervision cut off date (end of March).

The purpose of this presentation is to explain the characteristics, benefits, and challenges of implementing group dissertation meetings. More specifically, in this presentation I will explain:

a) the schedule and types of sessions that were included,
b) the set of facilitators that made running these regular sessions a natural step for me,
c) the benefits for me and for students (in my perspective and in theirs),
d) the challenges I faced and how I tried to resolve them.

Deploying innovative solutions brings uncertainty, and their effectiveness can only be ascertained after full implementation. Both my reflections and student feedback support the decision of scheduling these regular group meetings. The effectiveness of these meetings exceeded my expectations. Not only was attendance at sessions good, but the discussions we've had were found to be relevant and interesting to student. These sessions will now become part of my supervision and in this presentation, I will share some of the changes I plan to implement next year. I will also offer some reflections on how the structure I adopted might be difficult to entirely replicate by others.

3. Achieving the UN SDGs Through Knowledge Exchange: An Example from the Business School's Students, Educators and Partners

Kaouther Kooli, Ediz Akcay

Adhering to the fusion concepts, to BU SIAs and the UN SDGs have shaped our education, research and professional practice. One of the outcomes of fusing these areas of our activities is the 'knowledge exchange partnership'. This presentation showcases how we implemented the live case study method to lead our PG students, partners i.e., clients, charities, and other businesses, and implement knowledge exchange partnership project, which has resulted in a significant contribution to the UN SDGs and quality education for the benefit of the industry, the community, and the planet at large.

Using the live case study method has proven to be an excellent approach to achieve this as showcased by our experience of our BU PG students. The method facilitates knowledge exchange between different stakeholders i.e., students, businesses/clients and academics. Therefore, it enhances inclusivity and sustainability, pedagogies for engagement and employability.

We will showcase how the UN SDGs, and the university fusion concept, could be incorporated in curricula through promoting knowledge exchange between students, clients/businesses, and academics. The presentation also explains the outcomes for each of these stakeholders.

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4. Using Film to Enrich the Student Experience

Demetra Andreou

The use of popular science textbooks and film was explored to enhance the learning opportunities and experiences of level 6 students within the degrees of Biological Sciences and Ecology and Wildlife Conservation. This approach was applied to the unit Parasitology and Epidemiology. Alongside the standard peer reviewed publication based delivery, the students were encouraged to read and discuss (in seminars), relevant public health and parasitology based popular science textbooks. Delivery and assessment were further enriched using the film (Parasite by Bong Jonn ho) to discuss the topic of parasitology within popular culture and draw parallels to societal attitudes and trends. This encouraged students to engage with literature on film and social sciences, with impressive analysis and critical thinking displayed in their work. The feedback on material accessibility and increased understanding was very positive and reflected in high Mid Unit Student Experience (MUSE) survey scores.

5. Incorporating UNSDGs into Academia

Maria Musarskaya

The Sustainable Development Goals (SDGs) were adopted in 2015 by the 193 United Nations (UN) member states. There are 17 goals which address economic, environmental, and social impacts, and are designed to form a blueprint for good growth, nationally and internationally, by 2030. As an educational institution, it is our duty at Bournemouth University (BU) to instil these values and goals in our students in order to prepare them for their careers, as well as to help them be good citizens of this planet. Additionally, as academics, we must keep in mind our BU2025 strategy's Key Performance Indicators (*) and BU Climate and Ecological Crises Action Plan (**) goals:

*all programmes are aligned to at least one of the UNSDGs by 2025

*all Research & Knowledge Exchange projects are aligned to 1 or more UNSDGs

*all UG and PG year dissertations/projects aligned to 1 or more UNSDGs

**include the climate and ecological crisis goals (SDG #7, #13, #14, #15) in all levels of programmes in the indicative content of at least one unit per level by 2022/23.

Thanks to our collective efforts, as a university we are now ranked 42nd out of 1,406 global universities in the THE Impact Rankings 2022, which assesses our contribution to the UN Sustainable Development Goals. However, there's still room for improvement.

As part of the Fusion Learning Colloquium, I will present a case study (good practice) of how UNSDGs and CECAP can be incorporated into curriculum. This presentation will showcase how a Level 4 unit with 450 students is able to incorporate all 17 UNSDGs in both teaching and assessment elements of the unit while:

- Enabling students to work on a live assignment brief meaning that their assignment is linked to a real problem provided by a real business/ charity owner,
- Allowing students to choose a business for their assignment that links to their own interests and career aspirations. This in turn helps students to stay engaged and more vested into their learning experience and assessment,
- Having students to come up with UNSDG related solutions to real world problems,
- Providing students with an opportunity to present their assignment to the business/ charity owner via a presentation and a report and to then get feedback about their presentation skills as well as their solutions to the problem,
- Enabling business/ charity owners to select students who provided the best solutions and creating short term work experience opportunities for these students to allow them to implement their solutions. This is an invaluable experience which can then be reflected in students' CV as well as help businesses/ charities gain fresh perspectives on how to improve their operations.

The goal of this presentation is to provide colleagues across Bournemouth University with further understanding of UNSDGs and CECAP, and to support them in incorporating these goals into their teaching for next academic year.

6. Challenges and Practice in HE for Sustainability Development

Ruijie Wang

The 17 UN Sustainable Development Goals (SDGs) aim at solving the acute global issues for a better world, and a positive future, through environmental sustainability, social justice and economic prosperity (UN 2015). They are universally applicable, integrated and indivisible with interconnections between the economic, social, and environmental factors of sustainable development (UN 2015). Education for Sustainable Development (ESD) supports all learners to take informed decisions and responsible actions for sustainable development (UNESCO 2017). The new UK ESD guidance (QAA and Advance HE 2021) emphasises that HEIs should adopt an institution level strategy to enable students from any discipline to acquire relevant knowledge and skills to take actions and play a leading role in progressing the world towards the SDGs as a starting point of a sustainable future.

However, there are various challenges and barriers faced by universities in the process of ESD integration. Staff might simply perceive sustainability concepts to be purely driven by environmental issues and climate change, and thus could not see the implications on their curricula and the overall development of their institutions. Also, ESD implementation may be compromised by workload pressure from other higher priorities and a lack of resources allocated within their institutions (Fiselier et al. 2018). A further challenge involves the timescale and accreditation requirements of certain undergraduate programmes (SDSN 2017; Price et al. 2021). Furthermore, there has been a lack of clarity about the scope and extent of HEIs' commitments, and how sustainability outcomes are assessed and linked to an institution's overall success (Haddock Fraser and Gorman 2020).

Currently HE practices for ESD seem to put great value on the climate change and ecological crisis, and staff tend to misinterpret the SDGs by simply equating them to environmental issues. Thus there is a lack understanding about the importance and relevance to their academic practice. Bournemouth University (BU) is a thought leader in sustainability, and ESD practice is promoted across BU through the fusion of practice, research, and education. For example, Academics have been regularly encouraged to participate in the SOS UK SDG Teach In campaign (SOS UK 2022) to incorporate the SDGs into curricula of all disciplines through appropriate pedagogies and contextualisation of subject specific content. To facilitate this process, the SDG Unit Mapping tool (BU 2019) has been developed to help academics embed ESD into curriculum design, with the target of ensuring all programmes align to the SDGs by 2025. In addition, both students and academic staff are encouraged to propose and participate in "Living Lab" projects (BU 2020) to address real world sustainability issues through collaborative research.

In the future, ESD may be included in the validation and review processes of programmes for quality assurance and enhancement process, and commitment to the SDGs should be reflected in every level of HE practices through Fusion, supported by agreed national regulations and standards, to empower the next generation with knowledge and skills for achieving the SDGs. Universities also need to look beyond the SDGs and seek for creative ways, and their own directions, for transforming and strengthening HE systems to support quality education and sustainable development.

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7. Decolonising the Curriculum: Developing a Pedagogical Resource for the Humanities

Tabitha Baker

What have decolonial pedagogies looked like in practice? How might we implement decolonised teaching material? How do we handle confrontational students who express opposition or even hostility to postcolonial and decolonised teaching material and methods? As educators, it can be challenging to manage biases whilst facilitating open discussions around these sensitive topics, especially when students seem unwilling to engage in perspectives and narratives outside their comfort zones. This presentation will outline how I have worked to develop a pedagogical resource for decolonising the curriculum. As the resource is currently a work in progress, the presentation will discuss how we can engage educators at department level to work together to find the best way to navigate the implementation of a decolonised curriculum, whilst also exploring the classroom dynamics that have evolved from this, ensuring students are able to engage with post colonial and decolonised ideas.

8. Enhancing Student Nurses' Engagement and Learning of Applied Pathophysiology with Team-Based Learning

Ryan Muldoon, Jonny Branney

Introduction Student nurses can find the biosciences that underpin effective nursing care difficult to learn. To promote learning and classroom engagement, a 6 week applied pathophysiology unit (module) was transitioned from traditional teaching (with some flipped classroom) to entirely Team based Learning (TBL).

Methods The applied pathophysiology unit was transitioned to TBL by a team of nine nurse academics, one of whom was a certified TBL Consultant Trainer. Three of the team had never used TBL before, whilst the other six had some experience delivering a short TBL seminar. TBL is a form of flipped classroom that facilitates regular feedback and promotes both individual and team learning, thus introducing the teamwork associated with healthcare professions into the classroom. The TBL version of the unit was delivered to all year 2 BSc (Hons) student nurses (n 289) in academic year 21 22. Student evaluation data, virtual learning environment (VLE) analytics, and exam performance were compared with that of students (n 265) who studied the predecessor applied pathophysiology unit in academic year 20 21, which was largely traditionally delivered by lectures and semi structured seminars.

Results

- Student Evaluations: Both units were evaluated half way through using the institutional Mid Unit Student Evaluation (MUSE) survey. Responses for five of the eight 5 item Likert scale questions were greater for the TBL unit evaluation, with 76% 94% of students 'definitely' or 'mostly' agreeing that they worked hard, could explore concepts in depth, that staff gave good explanations and made the subject interesting, they could contact staff, understood assessment criteria, and felt part of a learning community. The lowest result for the TBL unit was where only 64% of students indicated they had received helpful feedback, however that represented a 20% increase from the previous year. Where responses favoured the traditionally taught unit, these were no more than 5% greater with the largest difference relating to being able to contact staff when needed (81% for traditionally taught versus 76% for TBL). Two of the staff on the team were new and part time, therefore less accessible, which might explain this finding at least in part,
- VLE analytics: For the traditionally taught unit students spent on average 51 hours 31 minutes engaging with online learning materials compared to 77 hours 37 minutes with the TBL unit. Students spent on average 7 hours 42 minutes engaged with the eleven quizzes to which they were given unlimited access after class,
- Exam performance: The mean (SD) exam score for the exam after the TBL unit was 68% (14) versus 56% (16), and the fail rate was 1% versus 17%, compared to the traditionally taught applied pathophysiology unit.

Conclusion Students more highly evaluated the TBL version of the applied pathophysiology unit, had greater engagement with online learning materials outside of class, and demonstrated improved exam performance compared to the predecessor traditionally taught unit.

9. Allyship is a Verb: Creating an Allied Community

Toluwa Atilade

Over the last couple of years, higher education institutions, and their respective Student Union, are becoming more intentional with respect to their equality and diversity initiatives. Bournemouth University is doing its part via their different equity charters, inclusivity focused approaches to academia, and the phenomenal work of the EDIC. However, the concept of 'allyship' is still relatively new. Allyship is defined as "being an advocate or a support system for a marginalised group within society, not as a member of the group, but in solidarity with them'.

The Student's Union at Bournemouth University (SUBU) has done their part by creating The Allyship Hub, an online resource hub where the students and staff of Bournemouth University can learn to be authentic allies via different mediums (films, books, podcasts etc). Alongside this, SUBU has made significant strides with their allyship work from facilitating training for staff and students, to celebrating different liberation months with allied events and campaigns. Whilst it is unsurprising that discussions on unconscious bias and privilege can leave people feeling uncomfortable, as a students' union we encourage these conversations so people can learn and become better citizens for the future. Students are already in an environment to learn and develop skills, so as a Student's Union we want to give them the opportunity to diversify their knowledge.

SUBU has recently pledged to the Allyship Commitments and Strategy proposed by the Vice President of Welfare & Community 2020 22. There are seven commitments for the Students' Union to adhere to with an accompanying strategy that'll lay out the actions necessary to fulfil the commitments. One commitment refers to the university embedding allyship within the curriculum where relevant. This will include, but isn't limited to, course content, academic interaction, diverse placement opportunities and staff agendas. In practice, this will mean each faculty will work to infuse allyship within the curriculum for the students.

All this work, if carried out with intentional action and engagement from everyone, will boost the university, and the Students' Union's engagement, and evolve their standing as a good university. Introducing students to the concept of allyship will support the BU2025 strategic plan for making the campus more inclusive and diverse. By championing allyship within the whole institution, all students will flourish during their time at university, and subsequently out in the wider world.

Allyship is a journey that requires patience, intention, and grace to take off, but when that takes place, it gives room for knowledge to expand, and cultures to be celebrated. It is everyone's responsibility to be an authentic ally.

Contributing Authors:

Adam Bancroft
Ahmed Khattab
Anne Quinney
Ben Goldsmith
Boluwatife Ojikutu
Charlotte Quenault
Chiedozie Nwagu
Dave Hunt
David Biggins
Debbie Holley
Demetra Andreou
Ed Bickle
Ediz Akcay
Eve Daley
Fiona Knight
Gelareh Roushan
Hannah O'Sullivan
Harriet Mummery
Hayden Corby
Heidi Singleton
Helen O'Sullivan
Iain Darby
Joanna Thurston
John Moran
Jonathan Whittle
Jonny Branney
Julia Taylor
Jumoke Ajileye
Kaouther Kooli
Lydia Gee
Maria Musarskaya
Marian Mayer
Martyn Polkinghorne
Mehran Koohgilani
Mel Hughes
Melanie Klinkner
Melissa Bowden
Mercy Adegbenro
Miguel Moital
Mike Mallia
Milena Bobeva
Natalia Garcia-Campo
Nurse Practitioners Team
Oliver Moore
Peter Phillips
Roya Haratian
Ruijie Wang
Ryan Muldoon
Shaina Snashall
Siobhan McClatchey
Steph Allen
Stephen Pyne
Tabitha Baker
Toluwa Atilade
Tracey Webb
Uma Patel
Ursula Rolfe

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