



Fusion Building, Talbot Campus, Bournemouth University.

Hosted by the Bournemouth University Centre for Excellence in Learning (CEL)

Conference Handbook with Abstracts.

Keynote Speaker: Professor Dai Hounsell.

Learning to Excel: *How creative assessment can help students to make the most of their studies at BU*

What are the most important things *BU* students learn from their degrees? And how can we design assessment and feedback that helps them to give of their best?

This keynote will explore contrasting ways of thinking about the learning journeys of our students, and what each might imply in terms of three aspects of assessment and feedback: progressively enlarging choice; devising breadth and diversity of challenge; and enhancing students' capacity to learn with and from one another.

Conference Chair: Anne Quinney; CEL Theme Leader for Innovations in pedagogy, assessment and feedback.

CEL Conference Committee: Anne Quinney; Curie Scott; Debbie Holley; and Jacqueline Priego

Outline Programme (see pages 3 and 4 for a 2 page mini-programme)

- 9.30 – 10.00 **Registration and coffee**
F104, Fusion Building, Talbot Campus.
- 10.00 – 10.15 **Welcome and opening remarks**
Professor Debbie Holley, Director of CEL, and Alison James, Head of Learning and Teaching, Winchester University.
Inspire lecture Theatre, 1st Floor, Fusion Building, Talbot Campus.
- 10.15 – 11.00 **Keynote Speaker: Professor Dai Hounsell.**
Learning to Excel: How creative assessment can help students to make the most of their studies at Bournemouth University
Inspire Lecture Theatre, 1st Floor, Fusion Building, Talbot Campus.
- 11.15 – 12.15 **Parallel session 1 (see pages 5-9 for abstracts)**
F201, F105, F108, F109.
- 12.15 – 1.15 **Parallel session 2 (see pages 9 -12 for abstracts)**
F201, F105, F108.
- 1.15 – 2.00 **Lunch**
A light lunch will be provided in F104. Please take the opportunity to view the posters in the refreshment room (see pages 7-12 for abstracts)
- 2.00 – 2.30 **The Student Voice**
Inspire Lecture Theatre, 1st Floor, Fusion Building, Talbot Campus.
- 2.30 – 3.30 **Parallel session 3 (see pages 18-21 for abstracts)**
F201, F105, F108, F109.
- 3.30 – 4.30 **Parallel session 4 (see pages 21-25 for abstracts)**
F201, F105, F108, F109.
- 4.30 – 5.30 **Refreshments and Education for Sustainability Awards**
Join us for tea and scones in F104.

9.30-10.00	CELebrate 2017 Registration and coffee F104			
10.00-10.15	Welcome and opening remarks Inspire Lecture Theatre (1 st Floor Fusion Building) Debbie Holley, Director of CEL and Alison James, Head of Learning and Teaching, Winchester University.			
10.15-11.00	Keynote: Professor Dai Hounsell Inspire Lecture Theatre (1 st Floor Fusion Building) Introduced by Anne Quinney, CEL			
	Room F201	F105	F108	F109
Parallel Session 1 11.15-12.15	Workshop: An Introduction to Team-based Learning (Jonny Branney)	Workshop: Getting to Grips with MyCareerHub - mastering the tools and resources that support employability (Sonya Harvey)	Paper 1: The impact of moving to an online practice portfolio on assessment feedback to students in placement (Ian Donaldson) Paper 2: Blended, Flipped and Fried: Creating sizzling businesses using practitioner feed-forward and authentic assessment (Keith Pretty)	Paper 1. The value of formative feedback in simulation – the learning gain for students (Dawn Morley, Ashley Spriggs, Simon Bettles) Paper 2. Real-time Assessment and Feedback through Cyber Security Hackathons (Edward Apeh)
Parallel Session 2 12.15-1.15	Workshop: What Can I Say? Giving Feedback that Makes a Difference (Dai Hounsell, Anne Quinney)	Paper 1. Reflecting on Assessment and Feedback in Placement: co-creating a new model for the BA in Communication and Media (Vianna Renaud, Salvatore Scifo) Paper 2. Academic innovation and student creativity: a powerful combination bringing together the art and science of midwifery through assessment (Susan Way, Jen Leamon)	Paper 1. Reflections on the development of clinical leadership for nurse consultants: assessment and feedback on the use of an action learning set. (Elizabeth Rosser) (Paper 2. Panopto for Assessment Brief Dissemination, Feedback and other things. (Wez Nolan)	
12.15-2.00 Lunch F104				

Poster viewing				
2.00 - 2.30	The Student Voice (Students Union) Inspire Lecture Theatre (1 st Floor Fusion Building)			
	F201	F105	F108	F109
Parallel Session 3 2.30 - 3.30	Workshop: Teaching and learning qualitative research methods: The challenge of assessment beyond evidence portfolios (Jacqueline Priego)	Workshop: Questioning the grade: understanding the complexity of student grade enquiries in Higher Education (Steph Allen)	Paper 1: Motivating the unmotivated: a case study in STEM (Debbie Holley) Paper 2. Some reflections on using video feedback at Bournemouth University (Ambrose Seddon)	Paper 1. What is ilnnovate is telling us about assessment and feedback (David Biggins) Paper 2. Exploring and utilising students' perspectives on feedback (Peter Hills)
Parallel Session 4 3.30 - 4.30	Workshop: Industry competitions: embedding them in student assessment (Melanie Gray)	Paper 1. "It was all in your voice": Student perceptions of alternative feedback models – a qualitative literature review (Clare Killingback) Paper 2. Placement assessment and feedback: Preparing students for graduate employment (Sue Eccles, Vianna Renaud)	Paper 1. A pedagogical approach to fostering assessment for learning and student engagement through the use of smartphones: a practitioner experience (Marcellus Mbah) Paper 2. A new approach for feedback on artefacts (Alain Simons)	Paper 1. Using audience response systems for engagement and feedback (David Biggins) Paper 2. Encouraging Creativity in Assessment: a virtual environment case study (Liz Falconer)
4.30 - 5.00	Refreshments and Education for Sustainability Awards F104 Please join us for tea and scones			

11.15 – 12.15 Parallel sessions 1

Room: F201**Workshop: An Introduction to Team-based Learning. *Jonny Branney*****Abstract:**

Come to this Team-based Learning (TBL) workshop to experience TBL first-hand and find out how you might implement this strategy to boost student engagement in your own classes. Student-centred active learning approaches are considered to be effective ways for promoting students' engagement with their learning, but lecturers wishing to use such approaches often face challenges. Teaching in universities has traditionally had an emphasis on knowledge transmission from the expert to the learner such as in the use of lectures (teacher-centred) which arguably make learners dependent on lecturers (Jarvis 2010). Further, lectures have been criticised as promoting passivity and potentially boredom in students (O'Neill and McMahon 2005). However, breaking with tradition is rarely easy. A further challenge to the use of student-centred active learning has been the continuing increase in the number of students attending university. This pressurises the ability to deliver approaches which typically rely on smaller groups of students. Team-based Learning (TBL), a collaborative learning and teaching strategy, might be a way of facing down some of these challenges. Based on the study of more than 20,000 students, Astin (1993 cited in Saville et al 2012) identified three specific types of student involvement that best predict academic success: (1) time on task; (2) student-student interactions; (3) student-staff interactions. TBL promotes these three keys to academic success through the promotion of both independent learning and team-learning. It allows the facilitation of small-group working even in the large group setting (for example, a full lecture theatre) and has been successfully utilised across many undergraduate and postgraduate courses including education, social work, law, psychology, mathematics, engineering, nursing, medicine, physiotherapy and public health (Haidet et al 2014). There is evidence that TBL facilitates team participation and greater knowledge retention over traditional lectures (Haidet et al 2014) and promotes the development of critical thinking (Branson et al 2016) and decision-making skills (Kim et al 2016). If TBL sounds like it's for you, see you there

References:

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- Haidet, P., Kubitz, K. and McCormack, W. T., 2014. Analysis of the Team-Based Learning Literature: TBL Comes of Age. *Journal on Excellence in College Teaching*, 3&4 (25), 303-333.
- Jarvis, P., 2010. *Adult Education and Lifelong Learning: Theory and Practice*. 4th London: Routledge.
- Kim HR, Song Y, Lindquist R, Kang HY (2016). Effects of team-based learning on problem-solving, knowledge and clinical performance of Korean nursing students. *Nurse Education Today*, 38:115-118.
- O'Neill, G. and McMahon, T., 2005. Student-centred learning: What does it mean for students and lecturers? [online]. Dublin: All Ireland Society for Higher Education (AISHE).
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Room: F105

Workshop: Getting to Grips with MyCareerHub - mastering the tools and resources that support employability: *Sonya Harvey*

Abstract:

This session involves participants using an App to engage in a set activity in small groups. Through this activity, they will gain feedback and assessment from the tutor, peers and themselves on how they have interacted with and absorbed the knowledge and understanding and how that can be used in the future to support them in recognising the benefits of using MyCareerHub to support their career planning skills.

Room F108

Paper 1: The impact of moving to an online practice portfolio on assessment feedback to students in placement. *Ian Donaldson*

Abstract:

The research this paper is based upon set out to evaluate the difference in feedback and feedforward between online and print based practice assessment tool in the BSc (Hons) Adult Nursing course with the aims to:

- Evaluate the quality and timeliness of assessment feedback from mentors to students
- Evaluate the impact of mentor feedback on future learning plans

A sample of 40 year one students, 20 using the print based practice assessment portfolio and 20 using the online version were included. Following transcription the entries from mentors and students were analysed. A framework from Hatton and Smith (1995) was used to evaluate the students written response to mentor feedback from mid term and final interviews. The results concluded the mentor feedback in the online portfolio was of a greater quantity and quality with some of the print based feedback being illegible or absent. In the print based group no students made any written comment, reflection or identified future learning plans based on the mentors feedback. All students using the online portfolio reviewed and commented upon the mentors feedback. Over 50% of the online students wrote higher level reflections based on the mentors feedback indicating they had identified key learning to take forward into their next placement. The research concluded the online portfolio resulted in better quantity and quality of mentor feedback and there was improved engagement and higher depth of reflection by the students reviewing the feedback and identify future learning in subsequent placements so building upon the feedback obtained.

References:

- Andrews, T. Cole, C. 2015. Two steps forward, one step back: The intricacies of engagement with eportfolios in nursing undergraduate education. *Nurse Education Today*. 35. 568-572.
- Chin-Yaun, L. Cheng_Chih, W. 2016. Promoting nursing students' clinical learning through a mobile e-portfolio. *Computers, Informatics, Nursing*. 34, 11, 535-543.
- Douglas, T, Salter, S. Iglesias, M. Dowlman, M. Eri, R. ****. The feedback process: Perspectives of first and second year undergraduate students in the disciplines of education, health science and nursing. *Journal of University Teaching and Learning in Practice*. 13, 1. Available at <http://ro.uow.edu.au/jutlp/vol13/iss1/3>
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- Pelgrim, E. Kramer, A. Mokkink, H. van der Vleutin, C. 2013. Reflection as a component of formative assessment appears to be instrumental in promoting the use of feedback; an observational study. *Medical Teacher.* 35. 772-778.
- Pollock, C. Rice, A. McMillan, A. 2015. Mentors' & Students' perspective on feedback in practice assessment: A literature review. Available from http://www.nes.scot.nhs.uk/media/3288312/mentors_and_students_perspectives_on_feedback_in_practice_assessment.pdf
- Torkildsen, L. Erickson, G. 2016. 'If they'd written more ...' – On students' perceptions of assessment and assessment practices. *Educational Inquiry.* 7, 2, 137-157.

Paper 2: Blended, Flipped and Fried: Creating sizzling businesses using practitioner feed-forward and authentic assessment. *Keith Pretty*

Abstract:

The Level 6 Business Development and Enterprise unit is focused on the creation of businesses in the digital sector, where 50-100 students study the unit each year. An open assignment brief is used, where students create a business plan based on an idea of their own, supported with my original Excel financial planning tool and extensive self-marking guidance. The new businesses must be feasible in the real world, based on research and analysis, dovetailing into a detailed three-year financial plan. The assignment is used as a vehicle to apply what they have learned from the start, gradually building their own plans each week. The overall unit is split into three steps Generate, Explore and Create. At each step, practitioners come in to work with the students in small groups and one-to-one, supporting activities and a full day at each step, specifically to offer input and feed-forward on their assessments. This presentation shares the challenges, solutions and my evolving Blended, Flipped and Fried approach to creating sizzling learning and assessment experiences in this diverse subject area.

Room: F109

Paper 1: The value of formative feedback in simulation – the learning gain for students. *Dawn Morley, Ashley Spriggs, Simon Bettles*

Abstract:

Simulation is a rapidly developing area of pedagogy which enables students to safely practice skills and develop knowledge in a monitored learning environment that closely replicates real life practice (Cook 2014). An under developed aspect of this pedagogic approach is understanding how students use formative feedback following simulation to feedforward into their own professional practice. Shinnick et al (2011; 2012) stress the importance of the debriefing following the simulation. It is argued that gains in knowledge are only achieved following the feedback as this socio constructivist approach to learning enables students to develop their own understanding and knowledge by engagement and dialogue with others (Wenger 1998) and enables them to identify

their unique developmental needs. The importance of students using formative feedback to promote their own ongoing sustainable feedback skills (Carless at al 2011) mirrors moves within HE for students to develop their own self-regulation in interpreting academic feedback (Murtagh and Baker 2009). This presentation discusses two case studies, one from Bournemouth University and one from the University of Surrey, that aims to critique the value of the formative debriefing. The first case study discusses a targeted simulation with second year student nurses that forms part of their assessment in a second-year communication module. The challenges of gaining authentic assessment from the variety of partners and how this is subsequently used in a summative assignment are critiqued. The second case study is part of a current research project that requests student participants to identify their own strengths and weaknesses from a more complex clinical management simulation in the third year of a nursing programme. Future student focus groups will explore how this feedback has been used in students' last placement experience before registration. The common learning areas identified by students in the first part of the study are discussed.

References:

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Paper 2: Real-time Assessment and Feedback through Cyber Security Hackathons *Edward Apeh*

Abstract:

Rapid and constant changes in IT infrastructure have made it necessary that those responsible for managing and securing it be self-motivated knowledge seekers and learners. These are qualities which are usually instilled in lifelong learners. Traditionally, assessment of lifelong learners tends to be undertaken using traditional systems of marking – which tend to rely on “social comparison” of student performance (that is, comparison of each student’s performance with that of their peers). In order to keep abreast with new developments in the field of IT and cyber-security, cyber-security practitioners need to be not just lifelong learners who are self-motivated individuals but be self-assessors who are capable of tracking their progress toward learning goals, as judged through established criteria. Recently there has been an increase in hackathons where learners are provided with opportunities to benefit from learning beyond the classroom and experiencing the type of intensity and collaboration that is typical of a cyber-security practitioner’s working environment. Hackathons are set up to resemble a sporting event, although they are generally deemed to be a lot less competitive. Winners do receive prizes and sometimes money, but a lot of students go to the events to learn. Cyber s security education teaches students important fundamentals and the hackathons act as a supplement to this education. The hackathons show students they can be self-guided and gives students the opportunity to build something. The structure and activities undertaken in hackathons provide for real-time assessment and feedback. This presentation presents the following:

- How the structure and activities of hackathons enable the application of various types and

methods of assessment used in lifelong learning.

- How hackathons provide for the involvement of learners in the assessment process .
- How hackathons provide for meeting the requirements for keeping records of assessment in lifelong learning.

References:

- Artiles, J.A. and Wallace, D.R., 2013. Borrowing from hackathons: overnight designathons as a template for creative idea hubs in the space of hands-on learning, digital learning, and systems re-thinking. Cartagena: WEEF,
- Briscoe, G. and Mulligan, C., 2014. Digital innovation: The hackathon phenomenon. London: Creativeworks London Work Paper, 6.
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- Field, J., 2000. Lifelong learning and the new educational order. Stoke on Trent :Trentham Books
- Gardner, John N., and John Gardner, 2012. eds. Assessment and learning. London: Sage,
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12.15 – 1.15 Parallel sessions 2

Room: F201

Workshop: What Can I Say? Giving Feedback that Makes a Difference. *Dai Hounsell and Anne Quinney*

Abstract: Using a clear set of principles this workshop will help you to clarify your feedback priorities; focus your comments on what matters most; engage students in the feedback conversation and try out new ways of commenting.

Room: F105

Paper 1: Reflecting on Assessment and Feedback in Placement: co-creating a new model for the BA in Communication and Media. *Vianna Renaud, Salvatore Scifo*

Abstract:

The significant increase of students of the BA (Hons) in Communication and Media - BACOM (School of Journalism, English and Communication - JEC) choosing to undertake the sandwich placement option from 2015/16 onwards has shown evidence of the students' initiative to enhance their academic skills with practical work while increasing their chances of employability at the end of their studies. Undertaking a sandwich placement year is proving to be an area that offers exciting potential for the development of not only the BA degree and JEC, but for the overall Faculty. The number of students participating on the sandwich placement year has risen from 6 in 2014-15 to 44 in 2016-17. While it is too early to estimate for the next academic year, based on the above numbers the academic course could potentially see a full doubling of the numbers, or an 100% increase.

Part of a research project that aims 1) to engage with previous BACOM sandwich placement students about their experiences and 2) to consider the development of new forms of support for BACOM students in the context of increasing use of video interviews and other digital tools, the presentation will be based on the results of separate quantitative surveys that will collect data from students and employers, as well as academic and professional staff involved in the process for the BACOM. The surveys will, among other objectives, collect data to evaluate the current BACOM assessment method, the 'Placement Logbook', and its components, and eventual alternative methods to make this assessment more engaging, effective and functional for all stakeholders. The study will aim to contribute to the discussion of the placement within the wider context of the overall educational experience of students with BACOM professional and academic members of staff.

Paper 2: Academic innovation and student creativity: a powerful combination bringing together the art and science of midwifery through assessment. *Susan Way, Jen Leamon.*

Abstract:

Background: The practice of midwifery is an art and science. Women's experiences of midwifery care and the context within which it is provided is dynamic and evolving. Midwives must respond to these challenges, not only with knowledge they have learnt; the science, but also with compassion and creativity: the art. Health, Leadership and Innovation (HLI) is an innovative, new level 6 unit with an assessment that draws on the student's skill of reflective practice and story sharing. Focus: The ambition of this unit was to extend the student's oral skills of story sharing to the creation of an assessed four minute digital story. The story would consider how midwives can lead change and make a difference in order for women and their families to receive compassionate and competent care. Implementation of the innovation: The student selected topic area is pitched at an appropriate level to suit their chosen audience such as, fellow students, women and their families or other health care professionals. Key to the digital story is the ability to identify a contemporary midwifery philosophy that had a coherent person centred narrative involving image, text and sound. The marking scheme is shared in advance with the students, and the stories are assessed individually. The HLI unit has now been completed by two cohorts. Several digital stories will be shared at the conference by students. Key findings: Student stories and feedback about the assessment will be shared including what worked well and what steps have been taken to improve the student experience, such as:

- Students have shown extraordinary resilience in producing an assessment that for many was completely out of their comfort zone;
- They have demonstrated creativity and imagination that has brought the story sharing to life;
- Further IT support about the use of relevant software would reduce the stress for many students.

Room: F108

Paper 1. Reflections on the development of clinical leadership for nurse consultants: assessment and feedback on the use of an action learning set (ALS). *Elizabeth Rosser*

Abstract:

An action learning set (ALS) was introduced to five Consultant nurses in one NHS Foundation Trust in the SW England to offer peer support to enable them to succeed. Three of them were new in post joining two more established consultants.

The aim is to reflect on and evaluate the lessons learned gaining feedback from the process.

Methodology: Co-operative inquiry is a way of researching *with* rather than *on* people, of working with those who have similar interests and who wish to collectively understand their world and create new ways of exploring it. This approach helps also to learn how to change and enhance our working practices. With all active subjects fully involved as co-researchers in all research decisions, four cycles of discussion, reflection, analysis and action were completed, taking 18 months to complete. Data were analysed thematically.

Findings: Feedback focused on four themes. The ALS i) offered structure and support to keep focused ii) enabled a wider influence and iii) empowered them to succeed. Whilst they had grown considerably in confidence in their leadership role, they did not feel that collectively they fully embraced the four dimensions prescribed by the Department of Health for the role. Nevertheless, the co-operative inquiry helped them realise how much they had gained from their collective learning in the group (ALS) and how, from the group they feel empowered to lead. Their reflections helped them value the importance of the role for the organisation, their credibility within the organisation and were keen to retain their peer support to ensure its sustainability.

Conclusion: Assessment of the process of using an ALS to develop clinical leadership and the feedback received through the co-operative inquiry included an enhanced understanding of the importance of openness and trust of each other and a willingness to share and learn from each other in a respectful and confidential environment with a receptiveness to change.

References:

Department of Health (1999) *Making a Difference. Strengthening the Nursing, Midwifery and Health Visiting Contribution to Health and Healthcare*. Department of Health, London.

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Heron J. and Reason P. (2001) The Practice of Co-operative Inquiry: Research 'with' rather than 'on' People. In: Reason P. & Bradbury H. (2001) (Editors) *Handbook of Action Research: Participative Inquiry & Practice*. Chapter 16, Sage Publications, London

Paper 2. Panopto for Assessment Brief Dissemination, Feedback and other things. WeZ Nolan

Abstract:

WeZ has been experimenting with Panopto as a tool beyond simply capturing lectures. On the BA Media Production at Bournemouth University he trialled Panopto to deliver assessment briefs to students and to feedback on their submissions. WeZ used video as a research method for his ongoing EdD Creative and Media titled "PonderLogic: A digital ethnographic study of first generation students in Higher Media Education through a transformative learning theory lens". Having used video as an experience loop with students in his research it became WeZ's answer to the common academic gripe that "students just don't read the assessment brief". Well ok, maybe they'll watch or listen to it. Dr Timothy Leary once stated that, "the intellectual is so hung up on the disease of words that nothing exists unless he writes it down" (1965). If the students don't read the briefs... then why are we writing them?

This conversation is about sharing WeZ's experience of using the Panopto tool in other ways.

Hearing from students he trialled the video read through with, and invites discussion around written versus media alternatives for dissemination and assessment. There will be a few other bits to share also.

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References:

- Leary, T. 1965. Turn On, Tune In, Drop Out. Oakland, CA: Ronin Publishing Inc.
Pink, S. 2001. Doing Visual Ethnography. London: SAGE

Posters. These will be on display all day in the registration/refreshments room. **F104.**

1. Peer Assisted Feedback: *Philip Mathews*

The process of peer to peer feedback and development was steered by a workshop leader either a level 5, or 6 student who once trained would take responsibility for setting the parameters and guiding the process. All students across All levels of BA (Hons) Scriptwriting for Film and Television were able to participate and once the ground rules established there existed the opportunity for each student to facilitate and workshop lead a group of their own. This peer to peer developmental workshop approach to delivering formative feedback promoted teaching excellence, collaboration, student development, professional practice models and delivered a two way exchange of knowledge which enhanced Fusion to create an inclusive learning community where co-creation and co-production of knowledge was at the core. The poster will articulate the process of the peer to peer approach to development feedback and present student feedback on the process as well as a potential model to be utilised beyond scriptwriting.

2. Research Informed Teaching: Taking Students on a Personal Journey of Learning and Assessment: *Martyn Polkinghorne & Carly Lamont*

Research Informed Teaching supports the development of students into autonomous independent learners, capable of using and undertaking research, by employing a combination of research-led, research-oriented, research-based and research-tutored teaching techniques (Healey 2005). As

part of the Level 5 Business Simulation Unit in the Faculty of Management, an innovative form of problem based assessment has been created in which learning is structured around an ambiguous and complex problem. Tutors become facilitators, supporting and guiding students in their attempt to solve this real-world problem. Working in groups, students develop a funding application to be submitted to the government on behalf of a fictitious company. The students take a personal journey of learning in which they have to first understand the company, the sector in which it operates, the drivers and barriers that it faces, and the products/services that it currently delivers. The students then need to undertake their own research to develop novel project ideas using creative-thinking and innovation techniques. They work together to develop the details of their proposal, thinking about markets, competition, advertising, human resources requirements, funding needs, project planning, risk mitigation and value for money. Tutors on the unit bring professional practice experience developing research funding applications which ensures that the teaching is Research-Led, linking the students to external tools, techniques and data sources from which they can develop their ideas and be Research-Orientated, ensuring the students can see the wider context in which their university education is placed facilitates them being Research-Tutored, and supporting the development of their own research ideas ensures they are Research-Based. This is therefore a 'triple win' Fusion case-study using professional practice and research to underpin a novel method of teaching assessment.

Healey, M., 2005. Linking research and teaching: Disciplinary spaces, in: R. Barnett (Ed.) Reshaping the university: New relationships between research, scholarship and teaching, 30-42.

Maidenhead/Milton Keynes, UK: McGraw-Hill/Open University Press.

3. Self and Peer Assessment: Ensuring the Equitable Assessment of Group Work:

Mark Ridolfo and Martyn Polkinghorne

Team work is an essential element of good business and management practice, integrating skills and competencies, and ensuring that 'the whole is greater than the sum of the parts' so that business solutions developed will deliver true competitive advantage. Group work therefore plays an important part in the development of business studies students. Competent students complain that in group work, their grades are lowered due to the inclusion of lower ability students, without themselves recognising the diverse range of viewpoints that this opportunity offers. The lower ability students themselves fail to see the opportunity for raising their own personal grade profile by working with, and learning from, the more competent students. How such group work is assessed can be problematic (Gurbanov 2016), particularly when the assignment relates to problem based collaborative small groups, and employs self-directed learning and/or reflection or research seeking to acquire new knowledge. Teaching of business related topics in the Faculty of Management at Bournemouth University can involve cohorts of up to 400 students on a single unit. Efficient management of techniques for self and peer assessment of group members within such a large cohort is therefore essential (Kilic 2016). An appropriate mechanism for allowing students to successfully evaluate the contribution made by themselves, and also by other team members, needed to be developed to ensure confidence in the resulting performance grading obtained. Taking existing best practice, and evolving it into a bespoke solution that would be operationally effective for large cohorts of students, a novel method of addressing the issue of self and peer assessment has been created, and honed over many years, to ensure that it maximises transparency for the students, whilst minimising the complexities, administrative burden and resulting queries for tutors. This poster presents an overview of the process developed, highlighting the lessons learnt, and future developmental opportunities.

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Kilic, D., 2016. An examination of using self-, peer-, and teacher-assessment in higher education: A case study in teacher education [online]. *Journal of higher education studies*, 6 (1), 136-144.

4. Assessing Student Learning: A Comparison of Existing Methods for Evaluating the Learning Gain of Students: *Martyn Polkinghorne and Gelareh Roushan*

Evaluating the learning gain of students is a key metric for the Teaching Excellence Framework, for which there are different existing approaches (McGrath et al 2015). Student expectations of their own personal learning is driven by the on-going marketisation of Higher Education. The mission for learning excellence is to determine the scope of the environmental drivers required to achieve a local response at student level. How progress towards this goal is monitored is therefore likely to become an important future indicator of institutional performance. Measuring learning gain based upon grades is an objective method, however with most students obtaining a university undergraduate degree at levels 2:1 or 2:2, differentiation is limited. Examples of this approach include the Grade Point Average method and the Predicted Pass approach. Students can undertake standardised tests at controlled points throughout their university education. Such tests can be generic (using psychometric measures) or discipline based (making them subject specific). In both cases, these tests are even more objective and have greater validity when compared to other measures. Discipline based tests themselves are more accurate when compared to generalised tests. However, it remains difficult to compare disciplines together when the tests undertaken are bespoke. Students can self-report their own learning using a survey approach and this is a subjective method. In other cases, evaluation of learning and development is achieved using UK-wide surveys such as the National Student Survey (NSS) which only includes a few relevant questions. Surveys are vulnerable to mis-representation, and so an alternative approach is to undertake a skills audit, but again the information derived is subjective and open to influence. This research reports on a comparative study that considers the advantages and disadvantages of each of these key approaches for the assessment of student learning.

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5. Teaching and learning through 'real-life' simulation: *Emer Forde*

Training for health care professionals in managing emergencies typically takes place through formal lectures, and sometimes through role play in classroom based simulation. In this highly innovative educational project, we took simulation out of the classroom and into community environments where emergencies actually occur creating 'real-life' scenarios. Workshops were held in GP surgeries and all clinical staff were invited to attend (doctors, nurses and health care assistants). In these 'real-life' simulations, participants had to find and utilize the equipment in their surgeries and were asked to physically draw up the appropriate medication. Teaching included the practical management of meningitis, anaphylaxis, seizures, asthma, hypoglycaemia and cardiac arrest, and was led by a GP and a Consultant in Intensive Care Medicine. Participants' confidence in managing emergencies significantly increased after the workshops. Qualitative feedback illustrated the need for more realistic, high fidelity simulation based learning: "I hope this can be done regularly as it will make a huge difference to patient care", "Excellent - life like to make more memorable", " Good to use the actual surgery equipment". Many of the participants knew the theory of what to do but lacked the practical skills to efficiently manage emergency scenarios. We propose that clinical teaching through simulation needs to be taken out of the classroom and into real life environments. This is particularly important for 'time critical illnesses' where delays can have a direct impact on morbidity and mortality.

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Ramanayake, R., Ranasingha, S & Lakmini, S. Management of Emergencies in General Practice. *Journal of Family Medicine and Primary Care* 2014; 3(4): 305-308.

Watmough, S., Box, H., Bennett, N., Stewart, A. & Farrell, M. Unexpected medical undergraduate simulation training: Can unexpected medical simulation scenarios help prepare medical students for the transition to foundation year doctors? *BMC Medical Education* 2016; 14: 110.

Agel, A & Ahmad, M. High fidelity simulation effects on CPR knowledge, skills, acquisition and retention in nursing students. *Worldviews Evidence Based Nursing*, 2014; 11(6): 394-400.

Zinmaster, J & Vliem, S. The influence of high fidelity simulation on knowledge gain and retention. *Nurse Education Perspective* 2016; 37(5): 289-290.

6. Innovative pedagogic project: Teaching reflective practice through photography: Emer Forde

Health care professionals need to develop the skills, and commitment, to reflect on their clinical practice. Training programmes need to provide education to support the development of these skills. In this work, we describe a highly innovative pedagogic project that used photography a means to enhance GP trainees' reflective capacity and self awareness. Photography was used as a tool to develop GP trainees' skills in recognising and articulating the attitudes, feelings and values that might impact on their clinical work and to enhance their confidence in their ability to deal with these concerns/issues. We submit that photography is uniquely well suited for facilitating insight and self-reflection because it provides the ability to record 'at the touch of a button' those scenes and images to which our attention is intuitively drawn without the need for – or the interference of – conscious decisions. This allows us the opportunity to reflect later on the reasons for our intuitive attraction to these scenes. GP trainees were asked to carry a camera with them over the course of a month (e.g. on their smartphones). They were asked to take snapshots of scenes and images that caught their attention, and later to reflect on why the scenes resonated with them. Participants reflected through small group discussions in 2 workshops and a written exercise. The photographs generated discussion on a wide range of topics including career trajectories, perceived obstacles and barriers to professional and personal fulfilment, work-life balance, what 'being a doctor' meant to them and socio-political influences on healthcare. Teaching through the Humanities is a growing area within medical education, but often a voluntary 'add on' for the interested doctor. These photography workshops were a compulsory part of the GP training programme and, despite the participants' traditional scientific backgrounds, the results clearly demonstrate the willingness of participants to accept - even embrace - the use of Art as a tool for learning.

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Thresher, K., Boreham, L., Dennison, L., Fletcher, P., Owen, C., Smith, L. & Scallan, S. Exploring art with foundation doctors: reflecting on clinical experience. *Education for primary care*, 2013;24(3): 212-215.

7. Interview Assessment and Feedback for General Practice: Aurelia Butcher

Interviews can be considered to be the ultimate assessment: job offers are won or lost based on performance at interview. In addition to performance on the day, preparation is key. At the Dorset GP Centre (part of HSS at Bournemouth University), we support junior doctors who are training to become GPs (GP trainees). Towards the end of their final (3rd year) of GP training, we offer simulated interviews for the GP trainees in order to aid their preparation for applications for posts in General Practice. Our sessions also provide opportunity for reciprocal interviewing - both as an interviewee (asking questions and making assessments of the interviewers and the job on offer) and

also as a mock interviewer (GP trainees taking on the role of interviewer to gain an insight into being on the other side of the interview panel). The sessions we offered were facilitated by experienced GP Educators (who are also practising GPs) and the GP trainees were asked to provide feedback on the interview preparation sessions. We will present the feedback gathered from GP trainees in the few weeks following the interview preparation sessions and hope to gather further feedback after they have completed GP training and gained employment as a GP.

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GP Trainee - Interview Tips Wessex Local Medical Committee

<https://www.wessexlmcs.com/gptraineerinterviewtips>

GP Job Interview - How to Succeed. May 2011 R Sand, D Raj, B Jaiswal

<http://www.medicaljobinterview.org.uk/pdf/sample/1.pdf>

Getting that substantive job. November 2007 Clare Wedderburn

http://careers.bmj.com/careers/advice/Getting_that_substantive_job GP Partnership Interviews ISC Medical <https://www.medical-interviews.co.uk/topic/gp-partnership-interviews>

8. Providing face-to-face feedback on exam results: *Demetra Andreou*

All students at BU have the opportunity to receive individual feedback on their exams. This feedback is often delivered through a meeting with the unit leader where the exam paper is viewed and discussed. Records of feedback provided for the Biochemistry unit (delivered in SciTech) indicated that the students taking up this opportunity had an average grade of 71.3 % (n=20; over 2 academic years). None of the students that had failed the unit took up this opportunity. In response to this, I decided to pilot another approach. I emailed each individual student that had failed the unit and asked them to indicate a time they could meet with me to discuss their strategy for their biochemistry summer re-sit. I had 100% attendance to these appointments. In the appointment, the exam paper was discussed in detail with an overall discussion on what they needed to improve for their re-sit. For the first time I had re-sit students approaching me to ask question on the material prior to their re-sit exam and the pass rate was improved. The emotional response in these individual appointments was overwhelming and something I did not expect but I came away feeling that it was extremely beneficial to the students.

9. The 'Nature Table': improving species identification skills amongst post-graduate students: *Roger Herbert and Kathy Hodder*

This assignment was designed to assess species identification skills on the MSc Biodiversity Conservation programme. The acquisition and development of species identification skills is

essential for employees in environmental consultancies, agencies and the Research Councils and is a national priority. Students develop identification skills on a chosen group of organisms (e.g. seaweeds, small mammals, beetles) with an expert staff mentor. A formal 'Learning Contract' is developed between mentors and students to guide the learning process, preparation for assessment and, crucially, the marking team during assessment. This gave postgraduate students appropriate responsibility for defining the exact terms of their assessment within the bounds of the assignment brief, such as the level of expertise to be gained and number of specimens to be classified. Formative informal feedback is provided by mentors prior to the assessment.

The evidence assessed is open to a broad range of formats to suit the aspirations and skills of the students enabling a bespoke process. Students bring specimens, images, videos and identification keys at a Viva/Expo - also known as 'The Nature Table'. At the Viva, students are asked questions to test their identification skills, knowledge and understanding of their chosen group according to criteria and with reference to the Learning Contract. Importantly, the setting provides a real-world type format in which expertise in this important skill would need to be communicated by employees in the environmental industry. Students receive immediate 1:1 positive informal feedback by staff at the Viva and formally via the VLE.

Feedback from students revealed that 'gaining confidence', finding and working with a 'mentor' and a 'starting point' was key to success in skill development. The exercise has resulted in a favourable response from employers at interview which has led directly to internships and employment.

10. What it can add to a degree by partnering with Industry bodies : example of the Chartered Institute of Marketing: *Melanie Gray and Graham Goode*

The BU relationship with the Chartered Institute of Marketing (CIM), the professional body for the Marketing industry, has gone from strength to strength . Over the last few years we have seen this relationship provide mutual benefit for both the University and for the CIM itself. The relationship has been fostered within the CMC department within the Faculty of Media and now spans activities including: accredited degrees; additional qualifications offered for student study; running of the leading student led marketing event; and involvement in the national student competitions associated with marketing. The aim of the poster will be to showcase the valuable activities that are being achieved as a result of this partnership with the view to demonstrate the value of degree programmes working closely with industry bodies. The enhancement to the overall student experience is something that can be identified as a result of involvement in these additional, industry relevant, activities. Highlights that we will showcase include: 1/Additional learning and assessment leading to recognised industry qualifications. Now in the fourth year of running, the CIM Foundation Certificate for 1st year Marketing and Advertising students has seen 182 students having secured the Foundation Certificate. We are now into our second year of offering the CIM Certificate to 2nd year students to study the Integrated Communications unit; and our first year offering the CIM Certificate to students out on placement to study for the 'Marketing in Action' unit (an innovation in itself as all tutor support has been delivered using interactive webinars). 2/Annual student ran marketing event A team of final year Marketing Communications students organise, with CIM Dorset, the Mike Warne Event, an annual marketing communications lecture. Now in its 11th year, this is the only student run event in the CIM national events programme. The event consistently attracts high quality speakers to talk on the latest developments in marketing communications to a large professional practitioner and student audience. 3/ Participation in CIM student competitions including the national annual competition, 'The Pitch'. This year a team of Marketing students took silver in this prestigious competition, showcasing a unique student experience for students.

2.30 – 3.30 Parallel sessions 3

Room F201

Workshop: Teaching and learning qualitative research methods: The challenge of assessment beyond evidence portfolios, *Jacqueline Priego*

Abstract:

Qualitative research is gaining momentum in social sciences, education and health, with new developments appearing every year for gathering, analysing and disseminating data. This session will focus on the challenges of constructively aligning assessment with the intended learning outcomes and learning activities, when teaching the implementation of qualitative research methods. It will bring together different quality criteria schemes for qualitative research (e.g., Mays & Pope, 2000; Seale, 1999; Tracy, 2010), and engage attendees in thinking how we can use these criteria for evaluating students' learning and command of qualitative data elicitation, analysis and reporting. The objective is to come up, as a group, with practical options to evaluate qualitative research methods learning, which will hopefully go beyond the traditional options of portfolios and small projects.

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Room F105

Workshop: Questioning the grade: understanding the complexity of student grade enquiries in Higher Education, *Steph Allen*

Abstract:

This workshop investigates the perceptions and attitudes of undergraduates and academics towards grading within one UK university. It explores requests for grade uplift by investigating actual, perceived and anticipated student demands, in an increasingly market-driven higher education sector. The reported phenomenon of 'grade grubbing', whereby students demand an uplift of their grades, has been identified as a symbol of marketization and the student-as-customer. However, there is little formal research on this topic particularly in a UK context although there is more discussion about grade grubbing in a US context. Grade grubbing is a relatively unexplored phenomenon. A mixed methods approach involving the use of questionnaires, focus groups, interviews and concept mapping was used, together with an extensive literature review of marketization as an underpinning key concept, in order to gather empirical evidence about attitudes towards grade appeals. The perspectives of undergraduate students and academic staff were sought and compared. The key finding is that forms of student behaviour labelled as grade-grubbing have been over-simplified and misunderstood. Whilst the student voice indicates a consumerist attitude towards the student experience, grade grubbing itself, defined as seeking an uplift in the initial grade awarded, is ... Well, let me tell you what I found.

Room F108

Paper 1: Motivating the unmotivated: a case study in STEM, Debbie Holley

Abstract:

A significant issue for STEM (Science, Technology, Engineering and Mathematics) students, is where employers [ref], government [ref] and higher education policy makers [ref] have identified a lack of preparation in crucial soft skill areas such as presentations and team working. Moving first year gaming and computer science students from their individual ‘developer’ stance to appreciate the benefits of team working, and to document and evidence these skills in a meaningful way, many Universities require staff to design courses including a PDP element. This case study is a first year coding module with a pass/fail PDP element attached to it. This led to unforeseen consequences – students failed to attend PDP sessions, and did not submit their plans, leading to a backlog of students unable to progress to their Intermediate year of study. At this point, reengineering the PDP was required, underpinning it with sound pedagogical principles. The case Framed as a rich case study, [ref] and drawing upon two years of data [ref], in this paper we present an analysis of the ‘treasure hunt’ where 90 students, divided into groups, were offered the metaphor of the treasure hunt to go out and create their own augmented reality artefacts. This enabled an alternative approach to the meeting of Learning Outcomes, wherein the students were responsible for demonstrating the processes by which their groups met the LOs. This differs significantly from existing approaches which take a more standardised stance. Context. The treasure hunt metaphor has been used by numerous authors [ref] to explain ideas around engaging students with hunting, mapping, locating. This familiar concept was the focus for a student created game. The task is designed as a collaborative exercise that encourages students to explore the application of Augmented Reality technology and incidentally develop their soft skills.

References:

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Paper 2: Some reflections on using video feedback at Bournemouth University, Ambrose Seddon

Abstract:

The aim of this paper is to share and reflect upon my experiences using video feedback whilst teaching on the BSc Music Technology degrees at Bournemouth University. It seems that written feedback is not always the optimal way forward in terms of student engagement and the quality of

learning. Indeed, Race points out that in terms of learning pay-off for students, and time efficiency for staff, written feedback is not an ideal method (Race 2014, 139–140). Furthermore, a University of Leicester study further suggests that traditional forms of feedback are not engaging (2010, 1–2), with students often finding comments hard to understand, and failing to take feedback on to the next assessment. And from my own experiences teaching at HE level there often appears to be a degree of student disengagement with written summative feedback, with students often being less interested in reading their feedback after receiving their grade. Additionally, I often find myself wanting to be more detailed and personal but time constraints often will not allow for this (large cohorts; 3-week-turnaround for the return of grades and feedback). Within this context I will outline and reflect upon how I have practically implemented video feedback for Level 5 assignments at BU. I will deal with both my methodologies and the technologies used (Panopto), and will consider how I have managed this change in my approach. Through my own reflections and informal qualitative student surveys, I will contemplate some of the merits and challenges of this feedback technique, and consider why such technologies potentially resonate with our students.

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Room F109

Paper 1: What is iInnovate is telling us about assessment and feedback, *David Biggins*

Abstract:

Feedback plays a vital role in the experience of students in higher education, yet students often report that feedback is unsatisfactory. Concomitantly, lecturers routinely devote substantial time and effort into it. This HEA funded project aimed to explore and understand students' own feedback objectives and to develop a process of aligning the perspectives of students and lecturers. A longitudinal mixed-method approach was used and students' experiences of feedback over time were gathered through a systematic series of peer-led focus groups and an online survey among undergraduate psychology students. Data collection occurred in two phases; the first phase collected students' perspectives of the university feedback system and the results were fed back internally in order to inform the implementation of a new departmental feedback system for the subsequent semester. The second phase of data collection collected students' views and satisfaction with the newly implemented feedback system. Findings from both phases of the data collection are presented, identifying a number of perceived problems with feedback systems along with common misunderstandings between students and lecturers about the purpose of feedback and how to engage with it.

3.30 – 4.30 Parallel sessions 4

Room F201**Workshop: Industry competitions: embedding them in student assessment, *Melanie Gray and Elvira Bolat***

Abstract Industry competitions are an interesting way to build triadic engagement between academics, students and industry aligning closely with our blended fusion model of research professional practice and education. Competition and its use within learning can be seen as an effective way to motivate and increase student satisfaction (Regueras et al 2008). In addition, there is evidence to suggest that the combination of competitive and collaborative learning provides high levels of performance, motivation and a greater student engagement. (Tauer & Harackiewicz 2004). By drawing on case studies in Marketing and Advertising from the Faculty of Media & Communications and the Faculty of Management, we aim to showcase the use of competitions in assessment approaches at undergraduate and postgraduate level. Within the workshop there will be opportunity for discussion on the value that competitions provide in the assessment approach for both the academic tutor and the student. We will provide guidance on how to identify competitions appropriate for degree programmes and units of assessment and, in an interactive way, work through ways of embedding industry competitions into assessment design. Throughout the workshop we will consider variables relating to the use of competitions that can lead to, if not handled correctly, an unconstructive learning experience (Johnson & Johnson 2009) Ultimately, HE curriculum development and assessment approaches need to continuously innovate in order to meet societal, educational and industry demands. Industry competitions provide unique challenges and opportunities to both enhance the student learning experience and develop key skills.

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Room F105**Paper 1 : “It was all in your voice”: Student perceptions of alternative feedback models – a qualitative literature review, *Clare Killingback*****Abstract:**

Background Providing students with assignment feedback is an integral part of teaching and a potentially powerful enhancer of student learning. However, lack of engagement in feedback is common. Written feedback remains the most frequent method for communicating feedback. This has been criticised by students due to the vague nature of comments, impersonal text and lack of understanding of the meaning behind the text. In response to these criticisms, alternative models such as audio feedback, video or screen cast have been explored in tertiary education settings. To date, the views of students in relation to these alternative models of feedback have yet to be synthesised. This review seeks to address this gap.

Methods A search was carried out of five online scientific databases (ERIC, Education Source, PsycINFO, Teacher Reference Center, CINAHL Complete) from January 2010 to April 2017 to identify

relevant primary studies. Studies were included if they contained student views on non-text feedback methods. The findings of the included studies underwent thematic synthesis.

Results A total of 450 studies were identified through the search process. Of those studies 10 met the inclusion criteria. One study reported on the use of group podcasts, one on the use of screen cast, two on videos and six on individual audio. Four themes were identified in relation to student views of non-text feedback methods: belonging; added comprehension from non-verbal's; individualised and personal; technical / practical technology aspects.

Conclusion These alternative feedback models appeared to offer richer feedback with the added benefit of being more personalised by addressing the individual needs, strengths and weaknesses of the students. The greater sense of belonging and value noted by students highlighted that these alternative feedback models may offer more humanised means of providing feedback, thus enhancing the quality of the learning experience.

Paper 2: Placement assessment and feedback: Preparing students for graduate employment *Sue Eccles, Vianna Renaud*

This presentation explores how we can develop existing processes for assessing students on a sandwich year placement. This includes providing them with constructive, timely and developmental feedback which will enable them to build the emotional resilience needed to get the most from their placement experience and develop into confident and employable graduates. We focus on two broad areas – the written assessments and reflections that are recorded over the course of the placement and the coaching and mentoring undertaken by the Placement Development Advisor (PDA). Whilst the literature indicates that peer coaching amongst students can have a positive impact on their academic performance, what is less understood is the impact on work placement students coached by a PDA – a non-academic member of their university with a commitment to supporting students in their professional, cognitive, career and adult development. As Brooks and Youngson (2016) noted, the overarching purpose of work placements is to enhance the graduate employability of students through developing their skills, knowledge and ability. Other studies, such as Bullock et al. 2009, Gomez et al. 2004 and Mansfield 2011, suggested that placement students perform better academically in their final year and achieve higher final degree outcomes than non-placement students. The placement experience also provides 'added value' for students when seeking graduate employment through the demonstration and evidencing of relevant skills, experience and attributes (Brooks and Youngson 2016). Eden (2014, p. 268) argued that graduate employability should be 'about developing a whole, employable person who integrates skills, qualities, values and relationships – what has been called "graduateness" – with a personal history through the embodied experience of work'. We will discuss how this 'whole employable person' can be supported and developed through reflections on our own institutional practice. The literature and expertise of professional bodies such as ASET (the Work Based Learning and Placement Learning Association) informs how we can develop assessment and feedback which supports students in their transition into, through and out of a sandwich year placement.

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Room F108

Paper 1: A pedagogical approach to fostering assessment for learning and student engagement through the use of smartphones: a practitioner experience, *Marcellus Mbah*

Abstract:

Different types of assessment abound in existing literature. The focus of this presentation however is on Assessment for Learning which is formative in nature and can be strategised in different ways to enhance the student learning experience. Whilst different strategies for conducting assessment for learning exist, the one at the nexus of this presentation is 'engineering effective classroom discussions, questions... that elicit evidence of learning' (Williams, 2009). Such an assessment strategy can engender student engagement and readiness for learning. In certain circumstances, academics have used the audience response system known as clickers (Caldwell, 2007; DeBourgh, 2007; Martyn, 2007) to conduct formative assessment and engage learners. These clickers are user friendly handheld transmitter or technology used to foster active learning (Caldwell, 2007; Martyn, 2007). They provide opportunities for the presenter to poll responses from the audience on a variety of subjects or lines of enquiry. In a lecture setting, audience responses can be collected within the framework of assessment for learning and this can form the basis for discussion, introduction of new concepts and elicitation of collective engagement within a learning process. Recently, the use of clickers during lectures can be comfortably replaced with learners' mobile devices, in which case, Mentimeter, an audience response system using smartphones can be used. In an age of digital natives, the use of Mentimeter and Smartphones to enhance the learning experience of students may be considered worthwhile. Nonetheless, there is need to consider the pedagogical implications of this intervention. Drawing on an experiential account, this presentation will interrogate the complexities involved in using smartphones to conduct assessment for learning and boost student engagement. Presentation/poster/workshop title, *Presenter*

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Paper 2: A new approach for feedback on artefacts, *Alain Simons*

Abstract:

Getting learners interested in their feedback is a complex matter. Feedback is one off the components in the learning process that is most subject to criticism. Many emerging technologies couldn't suppress these criticisms over time. Especially feedback on artefacts has hard times. Criticisms on the feedback of written reports is a lot less making the proposed solution not to be an alternative for systems such as Turnitin. On the other hand, those systems could perhaps also learn from the proposed solution. Learned by the observation of different feedback, written feedback is

not very attractive to learners who submitted an artefact. In this case, feedback must be more appealing, more enjoyable to consult. Feedback is integrated in the learning process. The developed solution will also be a step forward for the feedback provider. Making use of a WYSIWYG system it will be for the feedback provider very clear how the feedback is presented to the learner. The proposed solution will combine different technologies to provide the feedback. Nice graphics, animations, movies and audio can be combined in one solution. Finally, the feedback solution will be close linked to an assignment creation tool to make sure that the foreseen learning objectives are the same in the assignment brief and those discussed in the feedback. In a first stage, different prototypes are developed and proposed to learners to find out how their attention can be drawn.

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Room F109

Paper 1: Using audience response systems for engagement and feedback, *David Biggins*

Abstract: This is a practical session where will demonstrate different audience response systems such as Mentimeter and Kahoot using our own devices. Attendees will gain a hands-on understanding of audience response systems that can be used in their own work.

Paper 2: Encouraging Creativity in Assessment: a virtual environment case study, *Liz Falconer*

Jarmon et al (2009) and Weicha et al (2010) comment that there is little literature on how virtual worlds might be used for assessment, particularly in relation to using the visualisation and creative affordances of these environments. This presentation describes and discusses using visual assignments in a virtual world to promote creativity amongst Master's students studying for an MA in Education in Virtual Worlds. In particular, the presentation focusses upon a case example of a summative assignment that required students to create a virtual learning space for their learners, which would enable an evocative and memorable learning experience. These assessments resulted in some highly creative work from the MA students, including law courts, hospitals and simulations of computer firewalls. An excellent example of the creativity students demonstrated whilst undertaking this assessment was a learning environment that supported students of English literature who were studying "Night" by Elie Wiesel, a personal recollection of a childhood scarred by interment in Auschwitz. This presentation will describe and discuss this example, commenting upon the learning value of this type of assessment, methods of tutor evaluation and how this approach might be used without requiring access to virtual worlds. The students were asked to keep a reflective journal as they prepared their assignments, and the following is a short excerpt from the reflective journal kept by the creator of "Night", demonstrating the emotional intelligence he applied to the assessment. "In many virtual spaces I have experienced a sense of immersion purely because of what surrounded me; the artefacts, the atmosphere, the soundscape, the lighting; all combining to provide a sense of being there that was beyond that of a spectator; I was emotionally there. I want to investigate how a build can actively engage students in literature at an emotional level and move their discussions beyond the abstract."

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We hope you enjoy the conference.

