SESSION ABSTRACTS

NB: the abstract numbers correspond to the numbers on the parallel session schedule in this guide

1. WORKSHOP

The use of emerging technology in new learning environments
David Comiskey, The Belfast School of Architecture
Gareth Alexander, The Belfast School of Architecture
Diane Hazlett, The Centre for HE Research & Practice
Kenny McCartan, ICT Service Delivery
Louise O'Boyle, Belfast School of Art

This workshop will begin with an overview of traditional learning and teaching environments, such as classrooms and lecture theatres, and the technology used within them. It will then provide a summary of the 'work in progress' findings from a Learning Landscapes project, undertaken with Architectural Technology and Management students during semester one of the 2015/16 academic year. One of the aims of the project was to investigate how technology can impact upon the learning space and learning approaches both now and in the future. The workshop will outline the approach taken and demonstrate the technology used; including both tablet and cloud based technology, and discuss how this impacted upon the teaching experience, from an academic perspective, and student learning and engagement. There will also be an opportunity for those in attendance to have a go at using some of the technology discussed in the presentation to determine how it could be used within their own discipline areas.

2. WORKSHOP

Designing a flipped classroom – enabling active learning
Fiona McCloy, Office for Digital Learning
Aine MacNeill, Office for Digital Learning
Colette Murphy, Centre for Flexible & Continuing Education

Flipping the classroom is the reversal of traditional teaching, where students receive learning materials outside class, allowing active and collaborative learning to take place in the classroom, with support from the tutor and peers. This flipped learning model has been shown to have educational benefits for students and tutors (Hamden et al., 2013). This workshop aims to help with planning the learning design for a flipped classroom. It is an interactive session that will use the Ulster Jisc-funded Viewpoints framework for curriculum planning. This will involve using active learning cards and a timeline worksheet to map in class and out of class activities and how they link together in order to create a flipped classroom learning design. It will demonstrate how the digital learning environment can be used to support this, for example using video lectures, a virtual classroom or online activities. This can prepare students for the in class activities and inform staff about how prepared they are. The session will include a case study that used active learning cards and a timeline worksheet, to design active learning to flip the classroom. This will include reflections from the teaching perspective and evaluations from the student perspective.

3. WORKSHOP

Technology-enhanced learning (TEL) collaboration tools to enhance participation among students within class
Anne Moorhead, School of Communication
Kenny McCartan, ICT Service Delivery

Collaboration between students and their peers and tutors is encouraged to enhance the student experience. Technology-enhanced learning (TEL) can have role in enhancing this collaboration and participation. Online applications, Airplay and Montage, can assist staff to project their content from an iPad or Andriod or Surface Pro, so they are not fixed to a single position when teaching. In addition, students can log in and see content on their own tablet or they can be asked to project their content as participants rather than just watchers.

This workshop will showcase a range of TEL collaboration tools such as Airplay and Montage to enhance participation among students within class. Outline of the 50 minute workshop:
- Welcome and introductions
- Overview of TEL collaboration tools, Airplay and Montage
- Practical, delegates participate in two exercises using both Airplay and Montage
- Discussion on using these applications in class among different disciplines
- Wrap-up and concluding remarks

Delegates will be aware of and have an opportunity to use TEL during this workshop.

4. WORKSHOP

Cultural awareness: Preparing our indigenous students for international placement
Adrian Devine, Department of Hospitality and Tourism Management
Frances Devine, Department of Hospitality and Tourism Management
Gary Elliot, Department of Hospitality and Tourism Management

Are indigenous students prepared for international placement and future employment?
With at least 1 in 3 of our students in the Department of Hospitality and Tourism Management deciding to go international for their placement experience of 48 weeks at level 5, we decided to explore the need for cultural awareness education in the curriculum.

The main objective of the workshop will be to provide evidence on the lack of education in the curriculum on cultural awareness and to showcase some findings on the perceptions of students (level 5 and 6) especially those students returning from International placement (level 6). On feedback from the students (May to Sept 2015) the team have been producing learning materials to increase cultural awareness issues in the Hospitality and Tourism curriculum - especially for placement preparation sessions at level 5. We would like to showcase this module material and indeed an online virtual learning resurse pack University wide through the CHERP annual conference 2016.

We would also like to receive feedback and recommendations to further develop the resource pack and put forward a 5 credit point fun filled module for preparing students to become global citizens of the future, which can be tailored and used for any faculty in the University.

Module materials and resource pack will be presented to the audience for feedback and supportive comments on a way forward.

5. WORKSHOP

Improving student belonging, engagement and success through the development of effective partnerships: Outcomes from the HEA What Works? Programme at Ulster University

Roisín Curran, Staff Development Unit
Aine McKillop, School of Biomedical Sciences
Avril Honan, Student Engagement Manager, UUSU
Ian Montgomery, Faculty of Art, Design and the Built Environment
Jason Grogan, Student, Faculty of Social Sciences
Hazel Bruce, Belfast School of Art
Alison Gault, Belfast School of art
Claire McCann, Department of Accounting, Finance & Economics
Michaela Keenan, School of the Built Environment
Amanda Zacharopoulou, School of Law
Michaela Black, School of Computing & Information Engineering
Iain McGowan, School of Nursing
Terry Quigley, School of Creative Arts & Technologies

This workshop provides a synopsis of what works at Ulster in relation to improving student engagement, retention and success. Students and staff will draw on evidence from a comprehensive evaluation of interventions implemented in the first-year curriculum between 2013-2015 and demonstrate how a partnership approach is challenging the status quo to effect transformational change.

By the end of this session, delegates will be able to:
• Develop an understanding of the most effective interventions that improve students' sense of belonging, engagement and confidence in first year;
• Discuss routes for student success that focus on pre-entry information; induction; active learning; and co-curricular activities;
• Appreciate the importance of the student voice and have a greater understanding of the impact of student staff partnerships;
• Reflect and discuss the opportunities and challenges in improving student retention and success in their own areas.

6. CHANGE STORY

Enhancing employability: The case of "Language Made Fun"
Christina Sevdali, School of Communication

This presentation is designed to disseminate the main findings of the "Language Made Fun" (LMF) project to colleagues who would like to enhance the employability of degree programmes without an obvious vocational strand. Linguistics is often regarded as a theoretical discipline with no obvious vocation. This is becoming increasingly relevant especially in relation to the employability agenda of UK higher education institutions. Driven by a desire to enhance the employability of the Language and Linguistics graduates at Ulster University, Ulster Centre on Multiligualism (UCoM) (http://www.socsci.ulster.ac.uk/ucom/) in conjunction with Barnardo's NI have created "Language made fun" (LMF), a play-based language intervention programme for school-aged children of refugees and asylum seekers whose first language is not English. It aims to support the language skills of such children who may be vulnerable to exclusion and educational failure.

LMF is run by linguistics student volunteers who carry out language interventions, which are designed to be fun and motivating. Initial language assessment sessions are recorded and analysed by the students supported by the linguistics staff at Ulster. Children are assessed formally and informally pre and post intervention. The linguistic analysis of the recorded sessions allows students to apply their linguistic knowledge and along with staff identify main errors made by children. This then leads to the development of target intervention sessions. LMF has now run for two years and has external funding for five more, is an activity accredited for EDGE, and is envisaged to be an optional placement of the Language and Linguistics degree.

The presentation will focus on the establishment of such a programme, its day-to-day running and its focus in application of knowledge.

7. CHANGE STORY

The role of partnership working in assessing professional competence in social work education
Mary McColgan, School of Sociology & Applied Social Studies
Susannah McCall, Faculty of Social Sciences

This presentation will outline the challenges in developing and sustaining professional partnerships in the delivery of social work education with employers. The presentation will begin with the background to the assessment of work based learning assessment on Ulster's professional social work education program. An overview of the practice curriculum which focuses on the development of communication skills will be outlined briefly before detailing the model of assessment underpinning how judgements about professional competence are reached and how partnership practices achieve standardisation outcomes. Good practice guidance will be suggested, challenges will be identified and key lessons will be drawn out.

8. CHANGE STORY

Bridging the gap: Employer engagement in widening participation
Breda Friel, School of Sociology and Applied Social Studies
Alastair Scott-McKinley, School of Sociology and Applied Social Studies

This paper will outline our experience in developing partnerships with key sector employers (YouthAction NI, Belfast Unemployed Resource Centre (BURC) and WELB Youth Service) at region level. The partnerships support employers' direct involvement in the delivery of short courses on the Ulster University Certificate in Personal and Professional Development (CPPD) and Certificate in Community Youth Studies. The partnerships add value, which benefits individuals, and the wider economy, through addressing the Northern Ireland skills agenda by preparing and up skilling the new and changing workforce, in line with the key action point within Government Policy: Access to Success (DELNI 2012). The project targets potential part-time students which make up 40% of all higher education students in the UK (UUK, 2006) and 30% of students studying at Ulster (15% undergraduate) (Internal UU Statistics). UUK (2006) point out that "part-time higher education is a significant element in the continuing growth of the sector and plays a central role in extending higher-level skills, widening participation, and lifelong learning."

9. CHANGE STORY

The use of memoirs in learning and teaching: Experiences of teaching students about prison life
Agnieszka Martynowicz, PhD Student, Faculty of Social Sciences
Linda Moore, School of Criminology, Politics & Social Policy

The proposed presentation focuses on the authors' experiences of designing and delivering a final year module based on the study of prison-based memoirs. The authors' will discuss the findings of their research on student experiences of reflective learning through engagement with real-life narratives, and will consider the implications for teaching undergraduate students.

The authors will present the rationale for the development of the module, the reflective pedagogy on which the module is based, their experience of delivery, and findings of research conducted with students over two years of the running of the module. They will consider the implications for teaching particularly in the social sciences but also with relevance to other disciplines.
They will use brief extracts from the memoirs and cite student responses to these, to give a flavour of the learning and teaching strategies used. The authors will provide extracts for participants to respond to, and discussion questions to consider whether this method has anything to offer to their own practice. They will also invite questions on any aspect of their presentation.

10. CHANGE STORY

Making what we do count! Collaborative working across two modules of study in the BSc Hons pre-registration nursing programme
Liz Laird, School of Nursing
Bernie Reid, School of Nursing

In 2014/2015 academic year, the modules teams for two modules: NUR 371 Interprofessional and Collaborative Working and NUR372 Promoting Health and Wellbeing, developed an integrated learning strategy to maximise student engagement in active and meaningful learning. The strategy developed was that students working in groups would create a poster (for NUR371) in support of a Health Promotion Resource developed for NUR372. A further enhancement strategy was an increased use of clinical practice colleagues (the majority being student teachers), British Red Cross, Public Health Agency and the military to support learning.

The health promotion resources that the students developed were displayed at the Poster Exhibition held 9 June 2015. Each student group delivered an oral presentation to an audience of peers, School of Nursing academic staff, members of Institute of Nursing and Health Research, clinical practice colleagues, staff from NW regional college, PSNI and British Red Cross.
The review process comprised:
- Development of an expert and independent adjudication panel to judge the quality of the posters;
- A student survey to ascertain student perspectives about the integrated learning and teaching strategy;
- Research to evaluate the effectiveness of the poster development workshops on adult nursing students' perceptions about team working.

11. CHANGE STORY

Developing students as researchers: an exploration of the effectiveness of MA TESOL student teachers' classroom language
Barbara Skinner, School of Education

In this presentation I report on the use of an action research procedure to support firstly, second language student teachers' exploration of the effectiveness of their classroom language for second language teaching and learning to occur and secondly, to support the lecturer's examination of student teachers' awareness of the effectiveness of their own teacher talk. The data presented comes from two sources: firstly, an assignment which required student teachers to video record and transcribe a lesson, in order to reflect upon the effectiveness of their teacher talk and secondly, from stimulated recall interviews in which student teachers collaborated with their peers to explore their teacher talk practice. This action research and stimulated recall procedure are explained, and the advantages for both lecturer and students given.

12. CHANGE STORY

Brain+ a blended and open approach to learning and teaching
Richard Beggs, Office for Digital Learning
Greg Kelly, School of Health Sciences

Brain+ is an interactive learning tool that utilises a blended approach for the Post Graduate Certificate in Sensory Integration through Blackboard Learn. It is also pioneering by being Ulster University's first venture into this open area via 'Open Education Blackboard' as a free open educational resource.

This 'Change Story' session will demonstration the Brain+ digital learning project. Brain+ is an outcome of the 2014/15 Digital Learning Special call. Students studying sensory integration (SI) indicated that they were struggling with the neuroscience aspects of the course, which was affecting their exam results. After reflecting on current practice and student feedback it was identified that the learning and teaching practice had to be revised with more of a focus on the blended model. The solution was a 3D simulation of the brain and central nervous system that had integrated instructional videos and interactive lectures that visualised key concepts in manageable chunks that appealed to different learner styles. Every topic from the curriculum was included in the resource enabling the students to review the course content in a rich media solution any time anywhere and on any device. Outside the scope of the original project Brain+ has also been developed as an Open Educational Resource (OER) on Open Education Blackboard to attract new students not only to our SI programme, but also to other Ulster University programmes. This will allow them to experience online learning and a brief introduction to neuroscience before committing to enrolment on a programme of study. An interactive classroom app, Nearpod will be used to deliver the session, to gather feedback and encourage engagement in an active learning environment.

13. CHANGE STORY

Virtual stratified medicine lab - Intro to basic lab skills and C-TRIC tour
Philip O'Neill, Office for Digital Learning
Sarah Atkinson, School of Biomedical Sciences
Elaine Murray, School of Biomedical Sciences

The project developed digital content to provide students with a first hand interactive tour experience of stratified medicine laboratories, and an introduction to basic lab skills and techniques. The developed digital content also aimed to provide students with an insight into what is involved in research through VIP video interviews. The postgraduate Stratified Medicine courses (PgCert, PgDip and MSc) are fully online distance learning courses, providing flexible and distributed learning. Currently, for the distance learning Stratified Medicine postgraduate courses, there is a need for students to gain an insight into the laboratory techniques involved in research in this area as well as increasing knowledge of the research areas within stratified medicine at Ulster University.

It is essential for student employability that they have an in-depth knowledge of experimental techniques and this is not currently possible online without interactive digital content. Being a fully online course, it is not possible for UK and international students based outside of Northern Ireland to travel to the Northern Ireland Centre for Stratified Medicine to gain this essential experience. We developed a virtual laboratory to provide students with experience of the laboratories within the Stratified Medicine centre, allowing the students to view experiments within the lab and to improve understanding of the processes and interactions within the experimental methods. Assessment was used to enhance the learning experience of the students. The digital content also provides students with an insight into what is involved in research and Stratified Medicine through interviews with researchers and industry experts.

14. CHANGE STORY

"We no longer have an attendance problem and retention has greatly improved too!" – Improving attendance and retention: It's a (Physio) SNAP!
Mark Poulter, School of Health Sciences

Over the course of the past eight years, two different student non-attendance policies (SNAPs) have been employed with 1st year Physiotherapy students. A locally developed 'Physio SNAP' was used for the first 5 semesters. This was then replaced for the next 5 semesters with a reasonably standard 'Intervening SNAP' (of a type that might be found in use on other courses in the University); non-attendance rose dramatically and stayed high. In 2013-14, the Physio SNAP was re-introduced and non-attendance immediately fell across the board. The Physio SNAP has now been used continuously for the past 5 semesters. In all that time, the great improvements in non-attendance have remained. The number of early leavers has also fallen dramatically.

The Physio SNAP requires an email to be sent to every non-attendee after every missed class; this initially proved too onerous. In 2008-9, a computer-based tool (the Semi-Automated Attendance Monitoring Package – SAAMP) was created to facilitate implementation of the SNAP. Thanks to the SAAMP, the Physio SNAP is now very easy to implement.

This presentation will describe the Physio SNAP and the SAAMP and use graphs and tables to illustrate the improvements in non-attendance and retention that have been achieved with their use.

15. CHANGE STORY

Critical reflection on learning
Isy Hawthorne-Steele, School of Sociology & Applied Social Studies

This presentation considers one model of approaching the problem of students who find themselves in a liminal space when they realise they cannot understand the key threshold concepts that are fundamental principles of the topic being studied. The 'tool' is a feedback sheet that has a number of key questions that students complete and submit online or hard copy (they are assured of anonymity by the tutor). It is a useful tool for students to use that is non-threatening.

The first section of the feedback form is allocated for students to record the key terms, words and/or concepts discussed in class (or in a text) that they cannot understand. They are then asked to document what they actually did about this – so task orientated questions. Students state what sources they used to help them overcome this barrier to their learning - e.g. ask tutor/ peers or consult online or text sources. Finally the students consider whether this helped and/or can indicate if they would find it useful to have a group discussion or individual tutorial.

16. CHANGE STORY

Co-creating value: Stimulating active learning at level 7
Mark Durkin, School of Marketing, Entrepreneurship & Strategy
Darryl Cummins, School of Marketing, Entrepreneurship & Strategy

This presentation examines how the use of active learning classrooms can be used to facilitate teaching at masters level. A number of teaching rooms have been reconfigured as active learning classrooms. The authors' teaching was timetabled in these rooms and this augmentation really represented a formalisation of what the lecturing team had been doing informally in their teaching in these same rooms over many recent years (i.e. reconfiguring the desks themselves from lecture style to hubs, using A1 flipchart pages to capture and display student collaborative work on the walls etc, take video and photographs of these outputs and associated processes and upload to Blackboard for ongoing reflection).

Using design school thinking, experiential knowledge and feedback from students and business practitioners insights will be provided about how the new classroom model were used to facilitate more active and deep learning in two modules (Marketing on the MBA (MKT703) and Marketing Management on the MSc Marketing (MKT811). The 2 modules differed most explicitly in their delivery mode – the MBA module is taught in the conventional 12 week structure while the MSc module is taught in a 3 plus 1 block model (both 36 hour class contact).

17. CHANGE STORY

The Lens Model: A framework for gender conscious education
Ken Harland, School of Sociology & Applied Social Studies
Susan Morgan, School of Sociology & Applied Social Studies

This presentation will consider an interconnected five stage conceptual framework through which the complex relationships between gender and education and the everyday lives and social interactions of learners can be better understood. The Lens Model presented in this paper was conceived and developed by the authors with the aim of producing a more gender conscious approach to education and learning.

The session will begin with a short testing out of our audience experience in regard to how they learned about gender (hopefully with an IT software) that will show them instant results. Alongside this there will be opportunities for group discussion and sharing of practice experiences. We will also present a model for gender conscious practice and ask for specific feedback in regard to how the model could be used / developed within education.

18. CHANGE STORY

Fostering student engagement using a pre-arrival activity
Amanda Zacharopoulou, School of Law

The School of Law introduced a pre-arrival activity for all incoming law students. This comprises a case and journal article which new students have to read and be prepared to discuss as an ice-breaker activity, with studies advisors during the newly structured week 0 induction programme.

This was a focused programme of change and meetings were set up with the course team to reflect upon the activities used and to consider the evaluation results. Listening to the student voice has been critical and in light of student feedback the pre- arrival activity was amended in the 2014/15 academic year. Focus group feedback had indicated that students initially struggled with the pre-arrival activity. In order to make the pre-arrival activity more relevant it was amended to include a case and journal article for students to read prior to week 0 induction. Further, to clarify the activity for the students, specific guidance was drawn up on 'how to read a case' and 'how to read an article'. Rather than using a random case, the case was chosen specifically as it would be explored in the semester 1 Introduction to Law module, a core module for all law students and one that laid the foundations for their law studies. It would also be explored in a semester 2 module, Criminal Law. This was to ensure that the students would see the relevancy of undertaking the pre-arrival activity in relation to the continuation of their law studies in general. Also the case was chosen specifically because it was so interesting (it involved cannibalism and the defence of necessity) and was likely to capture the students' attention thus helping to motivate them to read.

19. CHANGE STORY

Service learning - Beyond the classroom walls
Edel Griffin, Department of International Business

The student learning experience should not be restricted by walls. This research provides a case for connecting with communities to create an engaging and authentic learning experience through the adoption of a Service Learning approach.

The experience of aligning learning to solve community problems is as relevant today as it was when it first emerged in literature in the early 1900s. This research advocates the importance of service learning (SL) as a teaching tool to connect learners, academics and the wider community. Firstly, the research highlights the movement of knowledge creation and validation from within universities to sites outside the campus settings where knowledge is exchanged between key stakeholders. The review of the literature also identifies the synergies between this new 'entrepreneurial' focus for universities identifying linkages to the theories of situated learning and service learning.

Secondly this research charts four years of SL integration, delivery and reflections within a second year module of the BSc Advertising programme, where students worked in the community to develop advertising solutions for community partners. The research will focus primarily as a reflection of the experience to date and will attempt to identify the value of the experiences from the learner, community partner and academic perspectives. It is envisaged that this research will be the first step in the development of a new framework for the implementation of service learning at Ulster.

20. QUICK FIRE PRESENTATION

Using Nearpod to enhance active learning in lectures
Stephen McClean, School of Biomedical Sciences

Nearpod is a web-based tool which adds interactivity to the traditional PowerPoint lecture. The lecture is delivered using the Nearpod site and students may follow it on their mobile devices, complete quizzes, participate in polls and answer open-ended questions. A PDF report of each session is generated so that the lecturer can monitor engagement.

The session will commence with a brief overview of the pedagogy underpinning the use of Nearpod to enhance engagement in lectures. The majority of the time will be used for a demonstration of the Nearpod tool. Delegates will be encouraged to follow the presentation on their smartphones or tablets so that the interactive features can be demonstrated. Those who have downloaded the free Nearpod app may be able to participate more fully, however this is not a requirement for taking part in the session.

21. QUICK FIRE PRESENTATION

Infographics as companions to traditional module documentation: Promoting the deepening of student engagement with assignment briefs and other module documents through graphical cues
Brian Bridges, School of Creative Arts & Technologies
John Harding, School of Creative Arts & Technologies
Terry Quigley, School of Creative Arts & Technologies

This practice–based presentation centres on the use of infographics to reinforce students' awareness of module learning outcomes for the BSc Creative Technologies degree. We will present examples of infographics which have been used to complement 'traditional' assignment briefs and module descriptors, aiding students' ownership of learning processes and outcomes.

We have piloted the use of infographics to reinforce students' awareness of learning outcomes for a selection of BSc Creative Technologies modules and topics (CRE317, a theory module, CRE305 a practical module in interactive systems, CRE104 an introductory digital audio module). Infographics have been introduced in the context of our new VLE, RandomTwist, based on the assumption that students may be more likely to apply 'skimming' techniques in web–based learning environments and therefore may suffer from missing crucial information on requirements and recommendations if it is only presented using traditional textual means. This usage is not intended to replace the traditional assignment brief; rather, it is to serve as a comlement, providing at–a–glance references to requirements, reinforcing awareness of requirements/ learning outcomes and the relationships between them, i.e. scaffolded approaches. Some key questions are whether codification of a graphical language for subject areas is helpful and whether infographics are most successful when accompanied by discussion.

22. QUICK FIRE PRESENTATION

Learning places: constructing sustainable active learning environments
Louise O'Boyle, Belfast School of Art

As educationalists the learning spaces we create for our students need not be bound by physical or time constraints. How we shape, re-shape, use and re-use spaces can be transformative to the students learning experience. This paper will discuss the pilot activities and projects that have been on-going as part of the wider university change management project 'Learning Landscapes'.

This paper will examine the integration of space, teaching approaches, facilities and resources to support student learning across the Faculty of Art, Design and the Built Environment. The 'Learning Places' project includes a number of activities that engages both staff and students in their design and implementation. These include; the design and fitting of a pilot classroom to test the SCALE-UP (Student Centred Active Learning Environment with Upside-down Pedagogies) approach to teaching large groups of students; student compilations of their learning experience through the use of 'Photo-voice', print and digital publications; networking events; project website and blog. All of the activities will investigate the role of the learner as an active agent in

their learning experience and consider the role of the teacher as an expert facilitator of learning (Race, 2011). Our professional challenge is to build a sense of belonging and community among students. Space becomes place when endowed with value (Yi-Fu Tuan). The construction of learning places that foster high quality learning through inclusivity and equity of all learners is dependent upon our understanding of and responsiveness to how students use such places. Assessing the elements, structure and impact of those places (physical and/or digital) through discussion with both staff and students will inform the pedagogies for the future.

23. QUICK FIRE PRESENTATION

Redesigning practical activities to enhance student engagement and achieve deeper learning
Lindsay Shaw, School of the Built Environment
Ursula Walsh, School of the Built Environment

A lack of student engagement during laboratory sessions was identified as an issue. The design and delivery of laboratory classes and assessment was critically examined with regard to their contribution to effective student learning. A review was undertaken to enhance engagement and promote deeper learning of scientific concepts.

A fundamental review was undertaken of the acoustic laboratory experiments carried out by BSc Environmental Health students. Barriers and challenges hindering the engagement of students in carrying out laboratory work were identified. Challenges to tutors in making changes were also identified. Learning outcomes were re-evaluated to ensure continuing relevance and to the development of professional (and employability) skills as well as ensuring appropriate academic principles of relating theory to practice. Laboratory activities were overhauled to introduce practical activities that were relevant to professional practice rather than purely theoretically based. The design of any associated assessment was also reviewed to ensure that appropriate learning outcomes were being considered. In addition the sequence of teaching was reviewed to ensure frontloading of material applicable to the laboratory work. The changes were well received and written submissions showed an elevated standard of engagement with theory and deeper learning. Observations during the sessions also showed greater engagement with books and other relevant literature provided as reference material.

Can other disciplines introduce this concept to review their own laboratory sessions to increase deeper learning and active engagement?

24. QUICK FIRE PRESENTATION

Evaluation of the use of the "3Doodler 2.0 pen" in the learning, teaching and assessment of anatomy: A study within undergraduate allied health professions
Andrea Jones, School of Health Sciences
Lucia Ramsey, School of Health Sciences
Cathal Breen, School of Health Sciences
Iseult Wilson, School of Health Sciences
Joan Kennedy-Lundy, School of Health Sciences

Numerous authors have bemoaned the reduction of the use of cadavers in anatomy teaching. A variety of teaching resources (e.g. 3D plastic models and computerised anatomy software) have been shown to be a useful replacement and have been adopted by the majority of academic institutions. Many authors have called for anatomy teaching to further evolve to include increased use of haptic teaching methods, such as body painting, due to the numerous pedagogical benefits offered by this.

The 3Doodler 2.0 pen is the world's first 3D printing pen which allows the creation of highly detailed 3D objects. This project aimed to evaluate use of the "3Doodler 2.0 pen" in the learning, teaching and assessment of anatomy within undergraduate Allied Health Professions and to explore how tutors can use this information to inform learning and teaching techniques and provide tailored feedback to students regarding their learning and understanding of the topic.

25. QUICK FIRE PRESENTATION

Building community resilience and enhancing nursing leadership in disasters and catastrophic emergencies
Pat Deeny, School of Nursing
Debbie Goode, School of Nursing
Simon Smith, School of Nursing

An enhanced approach to simulation of disaster and catastrophic situations provided 230 nursing students with a real-life leadership experience held at the Magee campus in June 2015. Working with local agencies and community leaders, students had an opportunity to test personal leadership ability and facilitate development of local community resilience plans.

While simulation of disasters have been a feature of the undergraduate nursing curriculum at Ulster, it was felt that a new focus on leadership and community resilience was required. Such development coincided with the creation of community resilience plans by Derry City and Strabane District Council. A 12-hour simulation on the Magee campus exploring nursing leadership at a school bus crash, cluster suicide, evacuation during flooding, setting up an emergency treatment facility and a triage area, e-coli outbreak and evacuation of a nursing home, provided a real–life experience for the students. Teams of students were asked to respond to scenarios and received feedback on their leadership ability from experts. Community leaders and local emergency planners also had an opportunity to reflect on their own resilience plans. A specially

formulated questionnaire using a time-series design (T1, T2 & T3) was used to evaluate the impact of the experience on the self-perceived leadership ability of the students. Community leaders and local emergency planners contributed to the evaluation. Findings indicate that students found the experience had a positive impact on their leadership ability in disaster and catastrophic situations and their role in community resilience. Community leaders and emergency planners also gained from the experience.

26. QUICK FIRE PRESENTATION

Supporting transition - Prewriting activities for first year students
Marian Norwood, Department of International Business

This presentation will report on the implementation of a number of prewriting activities used with year one undergraduate students. It will explore the use of a 'Four Corner Debate' (FCD) to improve writing skills and understanding of referencing protocols. The methodology of using a FCD will be outlined using an advertising context. Evidence will be provided to compare results for the first assessment task to explore the success of the approach. Early results indicate a significant improvement in first assessment results.

27. QUICK FIRE PRESENTATION

Creating a professional identity
Sharon McClements, School of the Built Environment
Mark McKane, School of the Built Environment
Gervase Cunningham, School of the Built Environment

In creating a professional identity for first year BSc Hons Quantity Surveying and Commercial Management students we created a number of activities designed to enhance students understanding of the key roles of professional quantity surveyors. The activities were delivered during the induction week for year 1 students. In total, four activities were designed to impart knowledge on the professional roles of quantity surveyors and to gain a greater appreciation of the content and delivery of the year 1 modules. The tasks included video sessions, professional presentation at the RICS headquarters, project site visits and guest lectures. A TurningPoint survey was used to capture the levels of knowledge before and after the series of activities.

28. QUICK FIRE PRESENTATION

AEI to AEI: Using accreditation of prior learning to enhance the transition of direct entry to year 2 of the BSc (Hons) nursing programmes at Ulster
Tracy Mullan, School of Nursing
Stephanie Dunleavy, School of Nursing

In the BSc (Hons) Nursing programmes an Accreditation of Prior Learning (APL) process is used for direct entry to year two of the programme. To facilitate and streamline this process a mapping tool was designed based on the pre-registration nursing programme outcomes used by student nurses transferring from one academic educational institution (AEI) to another AEI.

APL is the process of accrediting learning that has its source in experience, either formal, non-formal or/and the informal learning context. For theory and practice learning, APL has been introduced into pre-registration nursing programmes by the Nursing and Midwifery Council (NMC) (2010) in relation to transfers from one NMC approved programme to another. To determine the amount of learning accredited within the NMC requirements the AEI must demonstrate for each student how prior learning is mapped to the programme outcomes. This process is initiated by the student wishing to APL into Ulster's programme and is supported by the pre-registration academic lead within the School of Nursing at Ulster. The student must map all elements against the relevant programme's learning outcomes for which he/she is seeking credit. An APL mapping tool was designed for pre-registration level 4 adult/mental health fields of nursing to ensure all essential components for registration/qualification were met. The aim of the tool was to determine the feasibility, validation, reliability and assessment of student learning to meet Ulster's Guiding Principles for Accreditation of Prior Learning (2012, revised 2015).

29. QUICK FIRE PRESENTATION

'How was it for you?' Assessing the impact and colleagues' perceptions of the value of engaging with faculty UKPSF leads in preparation for HEA fellowship
Brian McGowan, School of Nursing
Isobel Hawthorne-Steele, School of Sociology & Applied Social Studies
Louise O'Boyle, Belfast School of Art

This presentation will discuss a pilot study which has been undertaken to assess the impact and perceived value of colleagues' engagements with UKPSF leads in three of the university's faculties. The role of the UKPSF leads within each of the faculties was to support colleagues attaining HEA Fellowship and in doing so raise the profile of learning and teaching within their faculty. This paper will present the results of a pilot study undertaken with staff in three of the university's faculties: Art, Design and the Built Environment; Life and Health Sciences; and Social Sciences. An invitation to complete an online questionnaire was sent to staff that have engaged with their faculty UKPSF lead in preparing an application for HEA Fellowship. Staff completed the questionnaire anonymously and this paper will present the emerging themes from the data collected. The faculty UKPSF lead role is temporary and this paper will propose recommendations for future routes of engagement with colleagues that will: enhance professional activities in learning and

teaching; promote the sharing of good practice; and encourage wider discourses around learning and teaching.

30. QUICK FIRE PRESENTATION

Policies, opportunities and concerns: An outline survey of UK university policies on essay proof reading for students with dyslexia
Sue McBean, Faculty of Life & Health Sciences

This presentation will demonstrate lack of consensus on proof reading and highlight a crucial need for clear, and public, policy. Some Universities routinely permit academic proof reading of draft essays as a formative process in academic development. A Disability Support Allowance will fund proof reading for spelling, grammar and punctuation where there is dyslexia. Both these approaches seem to be currently uncommon in many universities. Proof reading of content by anyone other than the author is frowned upon by strict policy guidelines in a number of universities. Commentary on that kind of proof reading is usually made adjacent to warnings about plagiarism. It seems the age-old advice to recommend that a relative do proof reading or an ex-graduate in your subject is now potentially dangerous. All proof readers (formal or informal) and students would be advised to keep a track changes copy of what impact proof reading made, perhaps for years.

A number of universities seem so concerned about proof reading that it is not allowed even for students with dyslexia. University applicants with dyslexia may demand to see the policy on proof reading before applying to a particular Institution.

31. QUICK FIRE PRESENTATION

"Wow it's like IKEA": The case of transforming Ulster University's Media, Film and Journalism School's learning facilities
Colm Murphy, School of Media, Film & Journalism

The transformation of Ulster University's School of Media, Film and Journalism physical learning space is outlined and evaluated in this presentation. It has created a world-class facility to equip students with the skills to lead the next generation of media development. It opened in late 2015 in I Block, Coleraine.

The rationale, stakeholder engagement, literature review undertaken, research undertaken, study tours, learning and teaching issues will be outlined. So too an evaluation of how the new facilities have helped improve student engagement and development of both technical and teamwork skills in students.

32. QUICK FIRE PRESENTATION

Counsellor skills training: A transformative learning experience
Pauline Irving, School of Communication
Maggie Long, School of Communication

This presentation provides an outline of counselling skills training carried out in communication skills laboratories, which is embedded in a counselling theoretical framework and underpinned by the pedagogy of experiential learning, alongside 30 years of experience in facilitating the development of core skills in a range of professional contexts.

Postgraduate counselling students undertake counsellor skills training as a core component of their programme. The skills training is facilitated in small groups of 4-5 students in the communication skills laboratories. Each student records one-to-one simulated 'real play' counselling session with a student who works as their "client" over the duration of the module. Students develop their skills practice according to the core skills of the Egan (2014) "Skilled Helper" model, which includes exploration, challenging and goal-setting. The focus is the development of the core relational qualities of congruence, respect and empathy. The development of these qualities has long been regarded as problematic within a purely behavioural skills context. This training incorporates broader conceptual and affective relational aspects within a holistic framework. Theoretical content of the module is covered in lectures/seminars, following which students engage in active, experiential learning through the application of skills in practice sessions. The emphasis is on the development of self-evaluation and reflective skills which are transferable into a range of professional contexts. The model builds on a range of interpersonal skills training models and the Irving and Dickson (2006) conceptual model of the core facilitative conditions, which provides a robust framework for change and development.

33. QUICK FIRE PRESENTATION

Towards a partnership approach: Making feedback work for students
Shirley Barrett, Department of International Business
Helen Shiels, Department of International Business
Ms Clodagh Hegarty, Department of International Business
Ms Claire Scott-McAteer, Department of International Business

Feedback is a prevailing issue for both staff and students. It has challenged staff who wish to make feedback a more meaningful activity for students. However, frequently students' perceptions and experiences of feedback are very different to those perceived by staff. Despite significant emphasis and effort to enhance the value of the feedback process for students, in many cases the experience of the feedback-giver and feedback-recipient is misaligned.

Worryingly, this is often only revealed through formal channels such as the NSS Student Survey. Although results and grades provide an indication of performance, students also need opportunities to recognise their specific strengths and weaknesses, and how they could improve upon their performance in future assessments (Smyth, 2004). This is supported by Laurillard

(1993: 61), where 'action without feedback is completely unproductive for the learner', highlighting the critical role of feedback in learning and improving outcomes for students. The role of feedback cannot be overstated, and when done right can act as an enabling mechanism that allows students to understand expected performance standards and encourage them to become life-long reflective, deep learners. This research seeks to explore the practice of feedback from the perspective of those for whom feedback is most crucial, the student. Using a partnership approach with students, this research is the first stage in a broader study which will inform the design and implementation of feedback mechanisms that aim to optimise the student learning experience.

34. QUICK FIRE PRESENTATION

Technology-enhanced learning (TEL) tools in enhancing group work both within and outside of class
Anne Moorhead, School of Communication
Kenny McCartan, ICT User Services

Background: It has been well documented that students reported group work to be challenging but collaboration between students is encouraged to enhance their learning experience. Technology-enhanced technologies (TEL) can have a role in enhancing this collaboration.

Objective: To investigate use of Blackboard Learn tools to enhance participation and collaboration during group work both within and outside of class among students.

Methods: This is a current exploratory study among 30 undergraduate students. Students completed a baseline questionnaire in Week 1 (start of the module) on group work including the use of technology; they were also invited to use a range of tools on Blackboard for group work during the seminars and private study each week, and then asked to complete an evaluation questionnaire in Week 12 (end of the module). Ethical approval was obtained from the School of Communication Filter Committee.

Results: Baseline questionnaire results revealed that the students would like to participate in more group work and to use technologies. The presentation will include the findings from both student questionnaires.

Discussion/Conclusion: Blackboard tools have greater potential to enhance participation and collaboration during group work both within and outside of class. Recommendations on using TEL for group work will also be presented.

35. POSTER PRESENTATION

Developing an interactive infographic for use in the pre entry phase to enhance student understanding of course identity and increase clarity of course content and structure.
Terry Quigley, School of Creative Arts & Technologies

As part of the Student Retention & Success (SRS) What Works? Programme, Creative Technologies (CT) identified potential issues with course identity and clarity of information available to applicants during the pre-entry process. In response, CT staff and existing students explored how infographics, visual design principles, technology and interactivity could be used to redesign course content and information with the aim of making it more accessible, succinct and user friendly to applicants.

36. POSTER PRESENTATION

UK Higher Education is assessment-led
Tim McLernon, School of the Built Environment

It is argued that higher education in the UK is assessment-led and that the emphasis of assessment lies with 'certification' and, specifically, with the grading of students. Government policy, the higher educational system and the institutional regulatory framework implicitly impose a teaching and learning regime that is, in the main, through assessment, directed towards a final numerical mark that is used to signify relative attainment. The individual tutor does not have the freedom to operate outside these boundaries and with assessment-led learning, there may be a conflict between learning and grading with overriding pragmatic considerations.

This poster presentation will illustrate some traits, behaviours, attitudes, likes and dislikes of students and academic staff in the Built Environment discipline that suggest assessment-led education.

CONSULTATION ON THE STUDENT LEARNING EXPERIENCE PRINCIPLES

What are the Principles?
Six principles have been developed covering the following areas:

- The Ulster Learning model. This is the fundamental principle and incorporates both the pedagogic approach to learning and the commitment to meaningful student engagement in learning and teaching.
- Employability
- Internationalisation
- Digital Literacy
- Research/Teaching nexus
- Ethics and Sustainability

For each principle, there is further information defining it in more detail, explaining the breadth and range of the principle and providing links to external resources. Questions for course teams have been developed to assist with implementation and case studies will be available. The principles should remain a living document reflecting the development of strategies and the organisational learning as strategies and the principles are implemented. Consequently, they will be regularly reviewed and refreshed. In addition, focus groups will be held periodically with student representatives to ensure that the principles are, and continue to be, meaningful for the student body.

Why develop Principles?

- Define what we mean by the student learning experience at Ulster to provide a shared understanding across disciplines;
- Brings together a range of current Learning and Teaching strategies;
- To realise the University's graduate qualities in all students;
- Not new, but in implementation can provide useful impetus for discussion amongst course teams;
- Principles can be applied in any discipline, at any stage of the student journey and define a common learning experience which will be brought to life in different ways across different disciplines;
- They are independent, indivisible, and inalienable.

Using the principles

Each of the principles includes a section on implementation which considers how the individual principle might be implemented and suggests questions to prompt discussion within course teams. In terms of the set of principles as a whole, course teams are asked initially to consider the following questions:

      i.   In which of the principles is the course strong and where could we do more?
     ii.   What should we highlight to students pre-entry and during the induction phase?

iii.   What does the student learning experience on the course look like against these principles throughout the student journey in the achievement of the graduate qualities? What should it look like for this discipline in year 1, year 2…?

iv.   What is the (a) knowledge and understanding and (b) the behaviours that students in the discipline should be able to demonstrate and where are these developed?

v.   How do we ensure students are aware that they are developing their skills and are able to articulate their learning in relation to each of the principles?

vi.   What is the expertise of the course team in developing these and what good practice exists within the University or the discipline that could usefully be used to inform thinking and stimulate course team discussions?

Resources being developed for course teams:

•   Questions for course teams and a set of viewpoints cards;
•   Website repository with good practice examples, case studies and exemplars;
•   Links to a range of useful resource websites;
•   Network of mentors who can be called upon to provide "critical friend" mentoring role;
•   Monitoring and evaluation tools.

Student Learning Experience Principles Implementation Group:
Roisin McEvoy (Chair), International Student Experience
Roisin Curran, Staff Development Unit
Conan Meehan (Student, UUSU VP, Belfast)
Shauna McCloy, Careers/ Employability Unit
Ursula Quinn, Department of Hospitality & Tourism Management
Matthew Heath (Student)
Colette Murphy, Centre for Flexible & Continuing Education
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Rebecca Brennan (Student)
Adam Melvin, School of Creative Arts & Technologies
Rosemary Moreland, School of sociology & Applied Social Studies
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