# UoL Learning & Teaching Conference 2020 Session Abstracts

Workshops 40 minutes
Lighting Talks 10 minutes per presentation
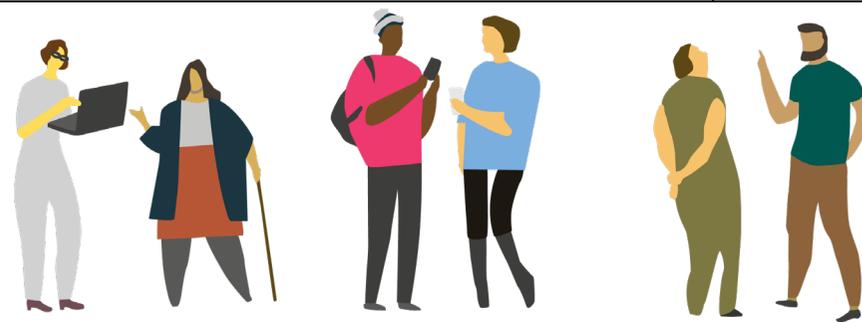
| Type/Time | Title and description | Presenter(s) |
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| **11:00 Workshop (Session 1)** | *Embedding UN SDGs in the Curriculum*<br><br>In January 2020 the University and the Guild of Students signed the UN SDG Accord which makes a public commitment to placing the <u>United Nations Sustainable Development Goals</u> at the heart of all of the University's activities, including education.<br><br>As part of this the Guild carried out a UN SDG curriculum mapping project involving almost 60 students from different academic disciplines. The students received training and coaching in <u>Sustainable Development Goals</u> (SDG) curriculum mapping and mapped over 300 individual coarse modules. Many of the students were motivated to take part in the mapping project as a way of being able to influence curriculum development to increase sustainability content.<br><br>This session will include:<br><br>1. A brief introduction to the UN SDGs, the University's commitment and its relationship to Curriculum 2021.<br>2. An overview of the mapping project and the findings.<br>3. A discussion about the insights arising and their implications for curriculum developments (active participation).<br>4. A discussion about how attendees could implement similar initiatives with their own course modules and the benefits (active participation).<br>5. The way forward and next steps (active participation) | **Fiona Brannigan & Dave Wheatley. Nick Bunyan** |

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| | The session will be co-delivered by a student(s) involved in the mapping project and this will allow students and educators to explore in partnership the role of SDGs in the curriculum and the way forward. This will include active participation in group discussions as identified above. | |
| **11:00 Lightning Talk (Session 1)** | *Working with Students as partners and collaborators on extra curriculum employability activity – The Department of Computer Science and Careers and Employability 'Ignite Your Future' employability week.*<br><br>The Department of Computer Science and Careers and Employability 'Ignite Your Future' (IYF) series of events acts as a model for how departments can work with students as partners and co-creators in extracurricular programmes. In 2020 the second year of the programme ran for one week from 8th to 13th February.<br><br>IYF provides project-based initiatives for students to develop events for their peers, work collaboratively, increase their skills and sector awareness and make industry contacts. Through student driven events, individuals and societies take responsibility from idea conception through to programme co-creation, event promotion and delivery. The events produce positive relationships and increased student buy-in through students' awareness about what other students want, the skills they would like to develop and the industry leaders at the top of their priority list. This student led initiative and peer knowledge, in turn, leads to an uptake in events and student attendance. This student participation building and enhancing the employability of students throughout the whole process.<br><br>Attendees to this session will learn about:<br><br>• How the IYF programme works and considerations for the organisation of the week<br>• How students develop ideas and decide on the events to run<br>• What it's like to hand over the organisation of events to students – the ups and downs faced<br>• The results from the week, lessons learnt and changes to be made moving forward with IYF 2021<br>• How IYF similar events could be developed across departments to enhance employability and develop confidence in students | **Alexis Nolan-Webster & Florence Picciuto** |

| 11:00 Lightning Talk (Session 1) | *Establishing student-led, formal-informal Peer Assisted Learning: Lessons from the PALMED study.*<br><br>Background: Peer Assisted Learning (PAL) is increasingly being recognized as a valuable asset to higher education, with a multitude of benefits for teacher and student. Formal PAL consists of clear learning objectives and activities. Alternatively, informal PAL allows students to determine their own learning. A combination of formal and informal PAL remained unexplored.<br><br>Case-study: Student doctors at the University of Liverpool developed a formal-informal, longitudinal PAL programme. 3rd-year and 5th-year student doctors were invited to voluntarily participate in the programme at the beginning of the 2019-2020 academic year. Small groups were developed consisting of approximately two 5th-year students (tutors) and five 3rd-year students (tutees). 31 tutors and 92 tutees enrolled on the programme. Small groups met approximately every fortnight at a time and place of the group's choice. Tutors were given session resources. Sessions resources consisted primarily of clinically-focused and practical tasks. Tutees would complete tasks and tutors were available to provide guidance and assist tutees. Whilst session outlines and resources were provided, small groups were given flexibility and tutors encouraged to adapt the teaching to suit the learning goals of their group (formal-informal structure) and completion of all tasks was not necessary. Attendance to the scheme was monitored and an end-of-programme feedback survey was released to evaluate the scheme as part of 'The PALMED study'.<br><br>Lightning talk: the study team discuss experiences of developing a student-led, formal-informal PAL programme. Furthermore, results from tutor and tutee feedback will be presented, highlighting the reported benefits and effectiveness of the scheme. Members of the audience will be asked to discuss the concept of formal-informal learning in pairs and asked to volunteer their thoughts on this learning method. Results from this will be used in assessing evaluating the feasibility of formal-informal PAL programme in other courses and universities nationwide. | **Sumirat Keshwara & Benjamin Shelley, Alan George, Deepthi Balaji.** |
| 11:00 Lightning Talk (Session 1) | *The benefits and challenges of scaling up a near peer writing support service.*<br><br>This academic year, the Writing@Liverpool scheme has expanded, allowing students from all faculties to book a one to one appointment with one of 20 academic writing tutors, who are all current postgraduate students from across | **Heather Johnston & Wenyue Zhu, Alexandra Claridge, Jasmin Nessa  - all PhD** |

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| | the university. The service has been extremely popular, with over 550 appointments attended in semester one alone. Feedback from the students has also been very positive, with students regularly commenting that they find the tutors friendly and supportive. This session will explore the successes and challenges of developing this peer support scheme, as well as discussing the perspectives of three of our current Writing@Liverpool tutors, who will also explain the benefits it has had to their own personal and professional development. Find out how Writing@Liverpool can complement your curricula and help your students develop their confidence in academic writing. | **students and Writing@Liverpool tutors.** |
| **11:00 Lightning Talk (Session 1)** | *Team Time - delivering Schwartz Rounds remotely with Zoom.*<br><br>University Schwartz Rounds are a well-established multi-disciplinary forum for healthcare professional students to reflect on the emotional and social challenge aspects of their work.<br><br>Working with the Point of Care Foundation, the virtual Team Time initiative is in response to the immediate pressures brought on by the Covid-19 crisis. Whilst Team Time is a new and distinct initiative, many of the mechanisms underpinning the model mirror Schwartz Rounds; sharing stories in a protected and boundaried space to bring about the normalising of emotions, promote connectedness, change narratives, create a culture of openness and develop resilience. The overall aim of the intervention is to reduce stress and isolation, strengthen teams and increase compassion for ourselves and each other.<br><br>The sessions, lasting up to 45 minutes, commence with two story tellers, stories focusing on the recent past rather than the more distant past and which, particularly in the current climate, will result in unprocessed emotions being shared and explored which are likely to evoke strong emotions.  Two facilitators will then open up a reflective discussion and attend to the emotional aspects of care; draw out meaning and themes underlying the discussion and manage the challenges and uncertainty that are likely to arise.<br><br>The presentation will report on the introduction of Team Times, using Zoom, to support final year health professional students, many of whom are working on the frontline of health care delivery.  Initially, within the pilot, only those stu- | **Helen Orton & Laura Golding, Gundi Kiemle, Mark Gabbay and Richard Latten.** |

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| | dents who attended previous Schwartz Rounds were invited with the story tellers being experienced healthcare professionals and the numbers bening limited to thirty, considerably smaller than those present at standard Rounds. Feedback from the initial pilot will shape further Time Teams. It is hoped that as the Team Times initiative develops, students will be the story tellers, thereby ensuring students are seen as partners. | |
| **13:00 Workshop (Session 2)** | *Embedding Employability in Mathematics.*<br><br>A new final year mathematics module has been developed and delivered by the Department of Mathematics and the Careers and Employability Service. This module explicitly embeds the development of employability skills. This goal is achieved through group projects which are set and delivered in collaboration with employers. In this session, the development of the intended learning outcomes and the assessment strategy will be described. The development emphasises personal skills awareness and collaborative working. The focus on skills development alongside discipline-specific content allows space for all students to reflect on their own skills and contributions to mathematical project work.  Throughout the activities and discussions, it will become clear that the strong collaboration and preparation between academics, careers professionals and employers are the essential ingredients in the success of the module.<br><br>Attendees will participate in short activities which are used in the module. These activities are examples of how students are encouraged to develop awareness and competence with a range of skills. Many of the activities will be relevant to a range of disciplines, not just mathematics.<br><br>Through their group investigations, students are working on genuine problems from industry which have not already been solved by others. By working together and trying a range of different approaches, students are able to bring their creativity to the projects. Students also become aware of and develop their own skills through the sustained focus on reflection in the module. The process of building solutions and strategies for the projects creates a sense of ownership of the final outputs and the module feedback indicates that many students believe that the module has boosted their confidence. This will also be discussed in the session. | **Ewan Russell & Charlotte Ford** |

| 13:00 Lightning Talk (Session 2) | *Perceptions of Quantitative Skills in Life Sciences.*<br><br>Feelings and attitudes of students and staff in Life Sciences towards Quantitative Skills (i.e. maths, statistics, data handling/analysis and coding) have been surveyed. The survey questions have two distinct dimensions: "Affective" (e.g. How do you feel when learning/being taught QS?) and "Instrumental" (e.g. How important do you think QS is for your future?)<br><br>This lightening talk will highlight the following conclusions from the survey:<br><br>1. What key affective and instrumental relationships do students across programmes in Life Sciences have with Quantitative Skills?<br>2. Is there a perception mismatch between staff and student attitudes towards QS?<br>3. What demographic information (e.g. incoming qualifications) shows a strong correlation with varying affective/instrumental relationships with QS?<br>4. Is there a correlation between affective/instrumental relationship scores and final module score?<br>5. Can students be categorised into "tribes" based on their relationships with QS?<br><br>Using this "students as partners approach", the results of this study will inform module leaders in Life Sciences at the University of Liverpool, and beyond, on how best to develop their QS teaching for large cohorts of students.<br><br>Preliminary results indicate a strong preference for active learning approaches by students when learning quantitative skills subjects compared to traditional "lecture based" teaching. Such approaches are credited with dramatically reducing feelings of anxiety (a key barrier to knowledge transfer) when studying QS. | **Rob Treharne** |
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| 13:00 Lightning Talk (Session 2) | *Evaluation of the New Psychology Curriculum: Findings from the first year of delivery.*<br><br>Psychology was awarded the 'Greatest Contribution to Student Experience' Team Award (Staff Awards, 2019) following their pioneering work on a new psychology curriculum. Undergraduate psychology programmes have moved up | **Susan Giles & Warren Donnellan, Patrick Evison, Charlotte Hardman** |

| | 47 places from 86 (2018) to 39 (2020) in the Guardian League Table and 19 places in the Complete University Guide over the same time period (55 in 2018, 36 in 2020).<br><br>An 8-year evaluation plan has been developed to track the team's progress against the University's educational vision and values (Curriculum, 2021; Strategy 2026). The evaluation seeks to identify strengths, areas for development and learning costs involved in transformational change. During this presentation attendees will learn about the findings from the first year evaluation report. Structured around six broad outcomes (improved sector position, admissions data, student satisfaction with assessment and feedback, curriculum, employability and staff satisfaction) we provide headline findings from our analysis of educational data, 61 staff surveys, 38 student surveys and 3 student focus groups. Students have played a vital role in the development of the curriculum throughout. They, along with staff, welcomed the increased contact time and shift towards a 'cognitive apprentice' model including authentic assessments. They provided a range of positive feedback, but crucially, a number of improvements have been suggested. Staff outlined the considerable learning costs involved in transformational change (time taken away from research/scholarly activity) and suggested how processes could be streamlined or contributions reflected in workload models. This development phase has helped to establish a baseline against which future outcomes can be considered. We outline practical recommendations that should help us sustain positive momentum towards improved sector position and student outcomes. The findings from this evaluation, particularly learning costs and lessons learned, will be of value to any School thinking about transformational change. | |
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| **13:00 Lightning Talk (Session 2)** | *Developing undergraduate's awareness and preparedness to examine preschool children.*<br><br>Experience of dental decay impacts the lives of young children. Across the UK, there are variable levels of this preventable disease, and inequitable access to care. The emerging workforce have a key role in increasing dental attendance of young children with a view to preventing dental decay. Limited opportunities exist for dental students to examine pre-school children, and this may affect new graduates' confidence in providing preventive care when practicing independently. A 3-year study was conducted to establish final year dental students' awareness and preparedness to provide dental care for pre-school children. | **Emma Morgan** |

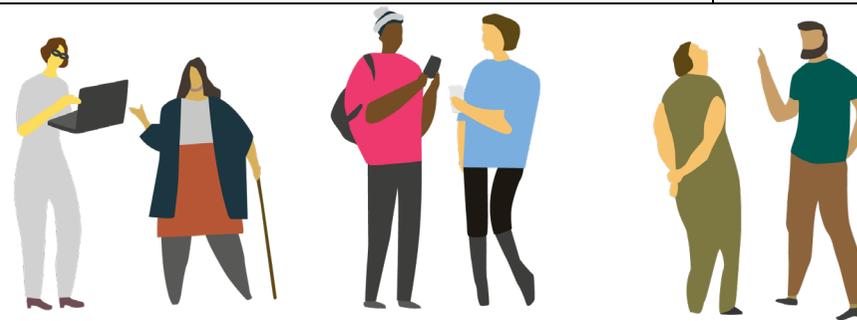| | | |
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| | The results have directly informed curricula development, and the undergraduate students have been involved in implantation of the resulting initiatives. This has had great impact on the confidence levels of final year students, with students reporting increased confidence in providing all aspects of preventive care. In 2020, over 96% of students reported they would be willing to examine a pre-school child, a great result for all!<br><br>Students identified the undergraduate dentistry programme as their preferred source of information to help them manage childhood decay; highlighting the key role of educators in preparing emerging workforce. Students also identified social media as a favoured resource, and this has provided insight to allow us to signpost students to social media that provides reliable, evidenced-based information, that can be used as a contemporary adjunct in their teaching. Novel large and small group teaching has been introduced that focuses on the provision of preventive care for young children, and this has been complemented with student-led, online resources.  We have provided teaching much within the context of independent practice within a primary care setting and have focussed on providing teaching which will complement clinical experience and improve students' self-perceived knowledge and confidence. | |
| **13:00 Lightning Talk (Session 2)** | *Interprofessional educational partnership within the School of Dentistry.*<br><br>The University of Liverpool, School of Dentistry has come to the end of the first year of the Centennial Curriculum. An innovative, fully-integrated curriculum created for the interprofessional education of dentists and dental therapists. The two cohorts work and learn together seamlessly,   developing their skills and knowledge base. This collaborative learning environment aims to foster mutual respect, understanding and team working for the single purpose of enhancing the quality of patient care. This approach comes with challenges because Bachelor of Dental Surgery (BDS) and BSc Dental Therapy students have different entry requirements and educational backgrounds, yet have come together as one cohort, within the collaborative learning core (CLC) of the first three years of the Centennial Curriculum. In the CLC all students learn the scope of practice of a Dental Therapist, before they diversify, with the BSc students graduating as Dental Therapists and the BDS students continuing on with the final two years of their programme. | **Joanne Bowles** |

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| | Student partnership is fundamental to the operation of the Centennial Curriculum. This presentation will give an overview of how the Centennial Curriculum has been designed to enable this outcome, so far, through active discussions over how:<br><br>• Students work in partnership using innovative learning outcomes<br>• Collaborative Staff Student Liaison Committee (SSLC) partnerships enable active and effective dialogue to inform ongoing curriculum development<br>• The provision of longitudinal and regular coaching style feedback, allows staff-student co-constructive learning and student reflection using aligned portfolios<br>• An Academic Adviser system requires partnership through supported reflective practice.<br>• We have aspirations to enable students to engage as peer teachers to work with junior colleagues.<br><br>Early data will be presented that indicates that the design is working and leading to good outcomes and satisfied students, despite differences between entry requirements and backgrounds. | |
| **14:00 Workshop (Session 3)** | *Developing a curriculum change evaluation plan: Lessons learned from Psychology.*<br><br>Evaluation research explores need and responsive programmes and other interventions to determine if they are justified and if they are having the intended effect on the target populations. Increasingly, we are asked to demonstrate innovative teaching practises whilst also evaluating the impact we have on students. Whilst academic staff make for natural evaluators they may not have necessarily had formal training in evaluation techniques, curriculum change activities can vary widely in scale, complexity and novelty and you might not know what data is available to you beyond EVASYS and NSS Student Survey. Drawing upon our experience developing the new Psychology undergraduate programme evaluation, a detailed six week process involving consultations with academics, Student Experience Team, Data Sciences Team and the Careers Service, Dr Susan Giles will walk you through relevant education outcome frameworks, setting measurable outcomes, available data and the value of combining outcome and process approaches (understanding what works and how/why it works). Students have actively contributed to the design and evaluation of the new Psychology curriculum. Dr Warren Donnellan and Patrick Evison will reflect on their experiences designing and delivering student focus groups and surveys – principally what works well and what to avoid. | **Susan Giles & Warren Donnellan, Patrick Evison** |

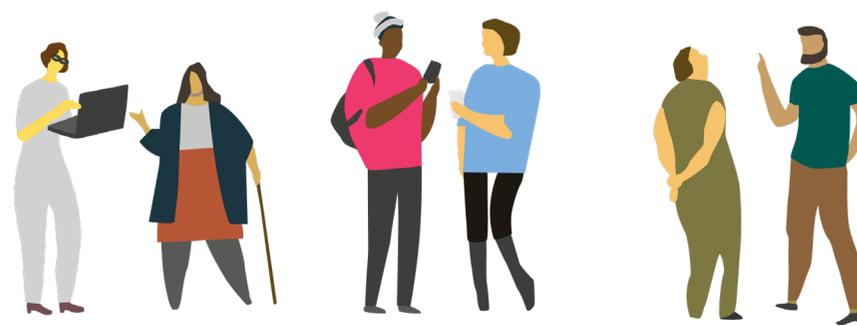| | | |
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| | Active participation is encouraged throughout; a) attendees are invited to email particular questions in advance of the session to spgiles@liv.ac.uk, b) attendees can download an evaluation workbook, that follows the structure of the workshop, and guides attendees through the process of formulating a realistic and achievable evaluation plan for a curriculum change activity they are currently working on or plan to work on in the future. Attendees will have the opportunity to ask questions during the workshop and we encourage you to contact us afterwards if you would like further assistance developing your evaluation plan. | |
| **14:00 Lightning Talk (Session 3)** | *Lecture attendance and Pod Casts: A comparison of students' perceptions and usage patterns for introductory information in a skills-based tutorial module.*<br><br>This project aimed to improve student engagement with the introductory lectures in a Year 2 skills based tutorial module (class size 430 students) to ensure students are better prepared for the small-group tutorials. Typically these lectures are poorly attended, with only up to 50% of the class present. This study introduced and evaluated the use of video podcasts as an alternative method of delivery to improve student engagement and also explore whether they could be used as a replacement for lectures. In addition to the live introductory lecture and lecture capture, several short video podcasts were also made available on VITAL. Attendance was recorded at the lectures and statistics tracking enabled within VITAL for the lecture capture and video podcasts. A focus group was used to explore students' usage and perceptions of the live lectures, lecture recordings and video podcasts in the module. Attendance at the live lectures ranged from 17% to 57% of the class, with stream capture viewed by up to 19% of the class and podcasts up to 17% of the class.  The focus group revealed that most students perceived the live lecture to be of limited use with the majority of students not attending the live lectures. Students did recognise the benefits of the video podcasts particularly in allowing them to receive the required introductory information in a shorter time period. However further improvements are needed before they could be used to replace the live lecture as students felt the format of the video podcasts was still too long and could be further condensed. | **Gemma Wattret** |

| 14:00 Lightning Talk (Session 3) | *Problem- and case-based learning for teaching analytical chemistry.*<br><br>Problem and case-based learning are attractive forms of active learning that place students in front of the teaching process. Implementation of the problem- and case-based learning for the teaching of analytical chemistry modules allows us to bridge the gap between the theoretical core knowledge, characteristic for academic teaching, and more applied and practical approach, used in employment. In chemistry, the application of these enquiry-based strategies remains rare, and the major reasons accounted for that are the lack of trialling models providing reliable outcomes and the requirements for additional resources and investment in staff training. In our studies, we developed a new two-stage approach for the trialling of problem- and case-based learning using a partnership between postgraduate and undergraduate students. Our approach incorporates a continuous feedback from students as partners in this trialling model and allows the direct translation of the findings into the curriculum design. In this talk, we would like to share our ideas about the trialling and the integration of problem- and case-based strategies in teaching of analytical chemistry focused on the benefits that our approach brings into everyday practice. | **Konstantin Luzyanin** |
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| 14:00 Lightning Talk (Session 3) | *Understanding postgraduate taught students' needs: student-led, semi-structured study session to increase retention and engagement.*<br><br>Over the past couple of years, the increased number and diversity of PGT students has led to new challenges in HE. The home and international students gather from various countries and universities to study a one year programme. Teaching this diversified student body has brought up several debates, in regards to providing these students with appropriate support to tackle the current issues.<br><br>In the academic year 2017-18, the number of PGT students in the Department of Chemistry tripled. However, a high proportion of students withdrew from the course halfway through their studies; this incident was unexpected and raised the academic's concern. The reasons for course withdrawal appeared to be the difficulty of adapting to a Masters' level as well as integrating into a new cohort. This resulted in the students losing the motivation to continue their studies. We tackled the issue by providing extra support to students' transitioning to our PGT programme. | **Gita Sedghi & Amy Lloyd, Sarah Pitman** |

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| | Peer assisted learning, where higher year students give subject support to lower year students has been implemented and sustained over the past eight years in our department. This supports undergraduate students with the transition between school and university. Given that a PGT programme is a one year course implementing PAL in a standard structure was not possible. Therefore, we came up with a new initiative of organising semi-structured study sessions coordinated by a couple of students from the same cohort. An introductory session to the scheme was held in Welcome Week. Students were also split into small groups; we ensured that each group was a mix of international, home, Liverpool and non-Liverpool graduates. These groups were invited to attend a lunchtime event in Welcome Week to socialise and get to know each other before the study sessions.<br><br>At the conference, the two student coordinators and I will talk about the initiative and how the support given through the student-led study sessions enhanced PGT students' performance and experience. | |
| **14:00 Lightning Talk (Session 3)** | *Assessing the impact of placements: finding a framework.*<br><br>Many UK universities, including the University of Liverpool, are expanding the range of programmes through which undergraduate students are able to engage in long-term placements. This short talk will briefly highlight key findings from pedagogic literature on the impact of placements, before setting out a framework for an institution-wide longitudinal study of the impact of placements on the student experience, graduate prospects, academic performance and social mobility.<br><br>There is a growing body of scholarly literature exploring the impacts of placement programmes including a broad consensus that placements improve graduate employment prospects, as well as accelerate final year academic performance, in many cases by several percentage points, across a range of academic disciplines. Notably, one recent study demonstrated a final year boost of, on average, 3.3%, across an entire institution, amongst students engaging in placements. There is also emerging evidence that placement schemes are good for gender, race and class equality, because they are part of a wider shift from an informal, nepotistic system of awarding placements and other opportunities towards more transparent, meritocratic selection procedures. | **Kerry Traynor** |

| | However, there are few studies that take a holistic and longitudinal approach to analysing the impacts of placements on graduate prospects, academic performance, social mobility and the broader student experience. This talk will propose a new framework to enable long-term analysis of the impacts of placements on these elements of the student experience, enabling critical reflection on the value of placement programmes within the undergraduate curriculum. | |
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| **Digital Demonstration (Available to view all day)** | *Microsoft Teams in Layers.*<br><br>This session will demonstrate a three-way layered approach to the use of Microsoft Teams for teaching and assessment: Varying classroom dynamic in the physical classroom, authentic assessment via the use of discussion groups and collaborative wiki production, day-to-day student-to-tutor-to-student interaction. It will also 'add-on' a reflection on the use of Teams for online teaching. | **Clive Newton** |
| **Digital Demonstration (Available to view all day)** | *Producing Pencasts: A Practical Guide.*<br><br>Pencasting is a form of free-hand sketching animation commonly used in e-learning videos, the digital version of sketching out ideas on a piece of paper or overhead projector. The approach is particularly associated with e-learning non-profit Khan Academy, whose YouTube channel has more than 5 million subscribers and whose videos, often covering complex STEM topics, are regularly watched by millions of viewers.<br><br>In a study analysing student engagement across 6.9 million video watching sessions across edX affiliates MIT, Harvard and UC Berkeley, researchers found that e-learning videos produced using pencasting were more engaging than those using PowerPoint slides, keeping students watching for longer and attempting post-video problem-solving more frequently. | **Kerry Traynor** |

| | This digital demonstration will show examples of e-learning pencasts, including some produced by students at the University of Liverpool, before a practical demonstration showing how you can produce them using software freely available through the University.<br><br>*Please note that pencasting works better when you are able to use a digital stylus with a touchscreen device, or an external graphics tablet and pen, in place of a mouse. Some affordable recommendations can be offered during the demonstration, if required. | |
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| **Digital Demonstration (Available to view all day)** | *Peer evaluation of groupwork using Buddycheck and Canvas.*<br><br>Groupwork is an important component of active learning, and authentic assessment of groupwork can be facilitated by peer evaluation of the contribution of individual group members to the process and to the quality of the assessed output.  Along with others in the university, I have previously used a rather imperfect online tool for this process, WebPA.<br><br>With the advent of Canvas, I have had the opportunity to pilot Buddycheck (yeah, I know, terrible name!), a peer evaluation tool that integrates extremely well with Canvas, and allows modification of the basic marks for an assessed group exercise by a multiplication factor derived from the evaluation of the contribution to the group process and output by a group member's peers.  This allows students to be brought into partnership in the assessment process and helps to ensure that students perceive the assessment of groupwork to fairly reflect their contribution to the group's success.<br><br>This session will provide a hands-on demonstration of the use of Buddycheck in the context of a Canvas module, and would be helpful for anyone who is contemplating assessing any output from a piece of groupwork. | **Andy Bates** |