UNIVERSITY OF
LIVERPOOL

Centre for
Innovation
in Education
Support | Engage | Innovate

Learning & Teaching Conference 2021

Reflect | Revise | Reimagine

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Virna Rossi

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Workshop 2.3

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Dr Denise Preece & Jennifer Johnson

Keynote Speaker

Virna Rossi

Virna Rossi | Ravensbourne University London, UK

Biography

I am a passionate teacher, with over 20 years teaching experience in all educational settings: Primary, Secondary, College (FE), Adult Education, Higher Education. I have taught in over 10 different institutions of all types and sizes.

My primary specialism is Languages: English, Italian and French. However, after completing the Master of Teaching (MTeach) in 2007 at the IoE, now part of UCL, London (UK), I realised that teacher education was my 'call' and I became an educational developer. Since 2016 I have been the Course Leader of the Post Graduate Certificate in Creative Courses at Ravensbourne University, London.

I am interested in all things education. I am particularly interested in inclusivity: inclusive learning design, inclusive assessment as learning, and feedback for learning. I am currently co-creating a book on inclusive learning design with over 70 contributors from all the continents. My motto is 'learn to thrive'.

Abstract

If inclusive Learning Design was important pre-COVID19, now it is imperative. As Lucie Cerna, Analyst in the Directorate for Education and Skills of the OECD, pointed out: a holistic, inclusive approach to education – that addresses students' learning, social and emotional needs – is crucial, especially in times of crisis.

How can enduring accessibility needs be tackled? To face such challenges, teachers need to be intentionally inclusive in their learning design, at every stage of the learning design process. In this keynote, I propose a practical and broad definition of inclusivity, which highlights Universal Design for Learning principles. I then discuss the 3 Rs of inclusive learning design. For each one of them a case study is presented, live, by a colleague. This international keynote aims at inspiring colleagues to embed inclusivity in all aspects of learning design.

▶ Keynote speaker - Virna Rossi, Ravensbourne University. Charles Wachira, Nokuthula Vilakati, Cassandra R. Stevenson, Alice S. N. Kim, Camille Dickson-Deane.

Co-Presenters

Charles Wachira - USA

Nokuthula Vilakati - Eswatini

Cassandra R. Stevenson and Alice S. N. Kim - Canada

Camille Dickson-Deane - Australia

Charles Wachira

Charles Wachira is the Director of Teaching & Learning at the Johns Hopkins Carey Business School. He focuses on online learning, including course development, program production, and project management. His interests include exploring how education drives technology innovations and the impact that emerging technologies have on teaching, learning, and research.

During the keynote Charles will discuss and present a case study regarding the use of Universal Design for Learning principles.

Nokuthula Vilakati

Nokuthula Vilakati is currently undertaking a PhD in Education research with the Centre for Innovation in Learning and Teaching, University of Cape Town. Her research focus is on academic staff development for working on curricula for distance and blended learning environments. She works for the University of Eswatini, where she has been part of a team undertaking a cross-national research project on rural student transition into higher education.

During the keynote Nokuthula will discuss and present a case study regarding the use of culturally respectful pre-course needs analysis.

Cassandra R. Stevenson & Alice S. N. Kim

Cassandra is a recent graduate of York University, holding a Specialized Honours Bachelor of Science in Psychology. Her career aspirations in Clinical-Developmental psychology are rooted in collaborative research and equity, with a strong passion for accessible education.

Alice is the Managing Director of Teaching and Learning Research In Action, a not-for-profit research organization focused on conducting and publicly disseminating research on teaching and learning. Her research is focused on factors that impact students' learning trajectories, including student engagement, and application of cognitive learning principles in course design.

During the keynote Cassandra and Alice will discuss and present a case study regarding their own experience of a small scale action research where they implemented the students-as-partners model.

Camille Dickson-Deane

Camille is a Senior Lecturer Higher Education Learning Design at UTS, in Australia. Her core research area includes how individual differences are influenced by the pedagogical usability of online learning environments. She is an invited IBSTIPI scholar, an elected member of the AECT Board and serves as an editor for two top-tier journals ETR&D and JCHE.

During the keynote Camille will discuss and present a case study regarding the importance of bridging studies and real life, making learning relevant.

Abstracts

Lightning Talks 1.0

Neil Thomas

Maria Limniou, Destiny Kumari, Naser Sedghi & Waleed Al-Nuaimy

Niamh Thronton

Neil Thomas | Innovative redevelopment of teaching approaches in a human anatomy dissection module and the lessons learned

Group dissection is an integral part of the Anatomy & Human Biology BSc. One of our primary teaching methods, it is renowned for its effectiveness due to its collaborative, interactive nature and exposure to real 3D human tissue. Group dissection was not possible this year and substantial changes reduced student contact time by two-thirds. In order to mitigate this and preserve the quality of the educational experiences normally provided by a core part of the degree programme, an innovative module redesign was carried out which aimed to modernise the curriculum that would not only allow us to operate in 2020, but improve normal practise beyond covid.

Without altering the syllabus, all elements of the module – learning resources, teaching delivery and assessment – were changed. All students received a study box in week 1 which contained all learning materials for the module. This included the kit and instructions for building their own series of anatomical models. These were based on the most challenging LOs and complemented by practical activities, quizzes and additional challenges. Low-fidelity models recreate the complex spatial arrangements that were lost from the lab and could be transferrable to other similarly practical courses. Collaboration was reintroduced through active learning practicals and online group projects involving application of knowledge to new situations, such as virtual dissection. This helped retain the shared social experiences of learning that could be lost in asynchronous-dominated blended curricula.

Despite losing dissection, student satisfaction for the module has been overwhelmingly positive and this redevelopment has been recognised with a Sir Alistair Pilkington award. Our new teaching approaches are here to stay and will complement dissection when it is able to return. The lessons learnt through this process will stay with us beyond the pandemic and shape future anatomy curricula.

▶ [Innovative redevelopment of teaching approaches in a human anatomy dissection module and the lessons learned](#)

Maria Limniou, Destiny Kumari, Naser Sedghi & Waleed Al-Nuaimy

Student Learning Engagement

In this session, we will discuss how a research project on student learning engagement topic has been designed in order to allow us to reflect our strategy, revise and reconsider our teaching strategies and reimagine how student involvement could enhance their own learning process.

Part of this research project is the partnership with the second-year student who has positively contribute to the recruitment process and findings interpretation which have been retrieved from two departments
1. Psychology
2. Electrical Engineering and Electronics

In this presentation, an overview of the initial findings will be provided in order to assist University/ Departments to adopt an effective hybrid learning approach and the attendees will have the opportunity to reflect their own teaching practices.

▶ Student Learning Engagement

Niamh Thornton

The Potential of Play, Gaming and Gamification to Create New Pedagogic Models

Gaming is often understood as an activity removed from social interaction, engaged in through a screen and indoors. Such narrowly conceived imaginaries ignore the multiple ways it has been employed with and beyond the screen. Pervasive gaming, now more commonly called ubiquitous gaming, is one such form that invites participants to engage with others in real world scenarios that are active and are about creativity and play (McGonigal 2011). Play is understood as less structured than games (Mead 2003). Gamification can enable this link between learning and play using some of the structuring devices of games (Kim et al 2021). The emphasis in ubiquitous gaming in pedagogic research is often one of using alternative devices or screens (Bennis and Amali, 2019). With the over-saturation of online spaces and the negative consequences this has on students during the pandemic, this paper wishes to draw on the work of Jane McGonigal and consider what non-technological solutions are available to create opportunities for gamified and playful learning at University level.

Bennis, Lamyae, and Said Amali. 2019. "From Learning Game to Adaptive Ubiquitous Game Based Learning." International Journal of Emerging Technologies in Learning 14 (16): 55–65. doi:10.3991/ijet. v14i16.10701. Kim, Sangkyun, Kibong Song, Barbara Lockee, and John Burton. 2021. Gamification in Learning and Education: Enjoy Learning like Gaming. Advances in Game-Based Learning. Cham: Springer. McGonigal, Jane. 2011. Reality Is Broken New York: Penguin Press. Mead, George Herbert. 2003. "The Self" edited by Linda Martin Alcoff and Eduardo Mendieta, in Identities: race, class, gender, and nationality Oxford: Blackwell Publisher.

Lightning Talks 2.0

Elliot Adderton & Sarah Mckernon

Gita Sedghi & Cate Cropper

Waleed Al-Nuaimy

**Elliot Adderton
Sarah Mckernon**

Suturing at home

In 2019 the Covid-19 pandemic led to University students studying at home. This presented particular challenges for dental students who have a practical element of their degree that is required by external regulatory bodies such as the General Dental Council here in the UK.

One such practical element is clinical stitching or "suturing", students gain experience using simulation before they demonstrate their skill on patients during supervised clinical sessions.

The flipped classroom approach of "Suturing at Home" has been introduced which sees students practicing suturing away from the dental school and at their residence. To do this we created new online learning resources and a way for students to upload videos of their suture skills for personalised feedback.

Importantly, although we have adapted our delivery of suturing, students are using the same materials and learning that same skills as they would if they'd been in the dental hospital. Additionally, the personalised feedback is published to their longitudinal portfolio as normal. This allows us to continue using our evidenced, based best practise approach for giving feedback.

Almost all students offered the opportunity took part and students performed more simulated sutures than previously seen in past cohorts and the complexity of the type of sutures that they had been practising increased.

A review of the feedback from students found an increase in deliberate practise and confidence.

▶ [Suturing at home](#)

Gita Sedghi
Cate Cropper

A reflection on the hybrid delivery of practical courses

Practical skills are a fundamental part of undergraduate courses in science. They play a crucial role in enhancing the student learning experience, increasing motivation and enjoyment of learning. Hands-on experiments introduce new apparatus to the students, train them in practical skills and safety issues, as well as improving their data interpretation skills. Consequently, the students will be able to understand and apply scientific concepts for the duration of their degree and beyond.

In 2011, the online pre-lab tutoring system was implemented in the Department of Chemistry to allow students to get the full benefit of the learning opportunity on offer through practical courses. The evaluation of the system showed the significant impact this additional innovative support made on the students' performance and experience.

Due to the disruptions caused by Covid-19, we temporarily switched to online delivery for undergraduate labs in the academic year 2019-20. The pre-lab activities played an even more significant role in our practical courses and allowed student learning to continue during these troubling times. Having reflected on the online delivery, we organised synchronous online marking in the academic year 2020-21 to ensure interaction with students and instant feedback on the experimental reports. The dialogue between the markers and students during the online sessions showed a significant impact on students' reflection on the experimental theory, procedure and data analysis, hence, improved the quality of the experimental reports.

We will present the evaluation of pre-lab activities, virtual experiments and synchronous online marking and how the outcomes were analysed and utilised to plan the hybrid delivery of practical courses in future years. Furthermore, we will reflect on the advantages and disadvantages of online, face-to-face and hybrid lab delivery and replace traditional practical courses with hybrid labs.

▶ [A reflection on the hybrid delivery of practical courses](#)

Waleed Al-Nuaimy | Digital Assessments as Examination Replacements

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▶ Digital Assessments as Examination Replacements

Lightning Talks 3.0

Rebeca Jones

Bryony Parsons & Heather Johnston

James Gaynor

Rebecca Jones

Preparing R students for the future: Using R to develop programming and quantitative analysis skills in a cohort of 400 undergraduate biologists, enhancing the employability of Liverpool graduates

The talk proposed above fits nicely with the theme for this conference. Through changing the second year statistics module, we had to reflect on the skills our students now require, revise the whole module, both delivery and assessment, and re-imagine the skills are students need in a world of big data. Attendees can expect information on how we re-developed a statistics module with over 400 students to fit in with C2021 themes.

Bryony Parsons
Heather Johnston

Getting KnowHow resources into your courses: Making the most of Canvas Commons

As early adopters of Canvas, the KnowHow team were keen to take advantage of new features which allowed as many students as possible to access our academic skills tutorials. Created in Articulate Storyline, these interactive tutorials cover topics including academic writing, finding information, managing time, learning in a hybrid manner, statistics, note taking, academic integrity and creating presentations. With many students learning entirely online, we wanted to reimagine how students learn and ensure they could easily access our content at a time convenient to them.

In this talk we will demonstrate how we share these materials through Commons, and show how colleagues can embed these academic skills materials at relevant points in their own courses. We will also explain how we use the Blueprints option to allow us to push out new content across three faculty KnowHow courses, which all students are automatically enrolled on.

▶ [Getting KnowHow resources into your courses: Making the most of Canvas Commons](#)

James Gaynor | Not just another escape room – students building OneNote escape rooms

The boom in using escape rooms as a form of gamification in education has been fascinating, particularly for the avid escape room enthusiast, like me, frustrated by the pandemic. Day 2 of the 2020 L&T conference, which used Canvas as an escape room, was inspiring and paved the way for work here.

Rather than creating an escape room for students to complete, we placed students into the role of content-developer and had them develop their own spectroscopy escape rooms. This resulted in 33 virtual spectroscopy escape rooms of varying quality, with the initial idea to have an element of peer review (this unfortunately didn't happen in the end).

Various tools are possible for creating virtual escape rooms, such as Google Forms, which probably have a more dynamic output than OneNote. However, OneNote was the clear choice as it is part of the Microsoft suite with escape room templates available. OneNote is also a tool that has wider uses in employment and for remote-learning organisation, so the opportunity to show students a new piece of software was desirable.

Supportive material was developed by a summer student with helpful advice given by colleagues in CIE. We had a scaffolding session where students completed a a OneNote escape room; this was in week 1 of the academic year and was where we realised that OneNote can be a little temperamental. We will discuss the limitations of OneNote and want to share our experiences of what needs to be considered before others consider similar activities. Feedback from the activity was highly mixed; lots of students saw the benefit of the activity but issues with OneNote (and normal issues of group dynamics) were a little restrictive. But with a little reimagining, this activity could work throughout the institution.

▶ Not just another escape room – students building OneNote escape rooms

Lightning Talks 4.0

Helen Orton, Amanda Deaves, Vikki Barnes-Brown, Chris Edge, Jo Sharp & Denise Prescott

Mr Prince Josiah Joseph, Dr Sumirat Keshwara & Dr Gita Sedghi

Gianluigi Giorgioni

Helen Orton
Amanda Deaves
Vikki Barnes-Brown
Chris Edge
Jo Sharp
Denise Prescott

Blended practice-based learning: time to reflect, revise and reimagine

The presentation will focus on the need to reflect, revise and reimagine the structure of practice-based learning to address placement capacity issues for second year physiotherapy and a mixture of first, second- or third-year occupational therapy learners.

Practice-based learning via clinical placement is pivotal for the education of all health care learners to ensure that the graduate is fit to practise as a competent entry-level practitioner. To achieve this, learners require authentic learning experiences to bridge the theory-practice gap to facilitate their development to ensure they meet the standards of proficiency and fulfil the 1000 successful hours of placement (Chartered Society of Physiotherapy (CSP), 2016; Royal College of Occupational Therapists (RCOT), 2019).

Securing sufficient practice-based learning opportunities for pre-registration healthcare learners is a long-standing and well documented problem subsequent to expansion of learner numbers. This was further challenged by the COVID-19 pandemic which led to the UK lockdown on 23rd March 2020. The resultant placement embargo, challenges around social distancing and cancellation of placements, meant that healthcare learners were unable to complete their usual practice-based learning. This was a wake-up call requiring reflection, revision and reimagining of practice-based learning to address placement capacity.

Subsequently, the School of Health Sciences instigated blended practice-based placements whereby two physiotherapy or one or two occupational therapy learners shared the clinical placement week within each practice area, thereby gaining 2.5 days of clinical experience. For the other 2.5 days, they were involved in a project or service delivery activity which generally focused on the needs of the placement or specialty area.

The presentation focuses on reflections, utilising a range of mini-soundbites from physiotherapy and occupational therapylearners; comments from the practice educators involved and observations from academics involved in practice placements ontheir redesigned and reimagined blended practice-based learning placements.

▶ [Blended practice-based learning: time to reflect, revise and reimagine](#)

Mr Prince Josiah Joseph, Dr Sumirat Keshwara Dr Gita Sedghi

Peer-assisted Learning in Medicine

Peer-assisted learning (PAL) is becoming recognised as a beneficial adjunct to higher education. At the University of Liverpool, student societies offer peer teaching for medical students. However, this is usually lecture-based teaching with little longitudinal teaching through the year. PAL has been established for some students in Liverpool; however, not for medical students. Therefore, a PAL programme (PAL-Med) was developed to facilitate small-group, interactive, peer-assisted learning that takes place regularly through the academic year. Following the COVID-19 pandemic, the PAL-Med scheme has been revised to provide a PAL experience without in-person teaching.

In this session, we will share the strategies we used to provide PAL online for over 280 medical students. We will discuss the methods used to facilitate communication between tutors and students and the use of online facilities to deliver sessions. We will share how we developed novel, interactive resources to encourage student participation. The authors will provide feedback from 149 participants highlighting the success of the PAL-Med scheme.

Gianluigi Giorgioni | Proposal for a new textbook as a form of assessment: the example of Issues in Development Finance

Issues in Development Finance is a module offered to students who do not possess strong prior knowledge of finance (i.e. nonspecialists).

The module was delivered with the traditional combination of lecture and fortnightly seminars and the assessment was divided into two components: 30% mid-term and 70% unseen final exam.

REFLECT
However, I wanted to re-organise the relationship between the teacher and the students as an "academic communities of practice" where the students could become creators of knowledge rather than simple "consumer" and to move away from a "students as audience/teacher-focused approach" to one more student focused that saw students as participants

REIMAGINE
This year, both components of assessment were fully replaced by a (100%) proposal for a new textbook. Students were expected to critically evaluate the textbooks recommended for the module and suggest a new textbook supported by a critical evaluation of the extant literature.

Students were offered individualised, written, formative, feedback (peer-review style) on the proposed topic and on a draft of the FULL proposal

Although students were offered an indicative structure (title, table of content, brief literature review of topics, book reviews), I decided NOT to provide students with examples as I did not want to influence their creativity (for the topic and approach to the new textbook) and spontaneity (for the book reviews).

Students responded very well (100% pass rate) and produced outstanding proposals ranging from feminist to natural disaster, environmental, financial inclusion, fintech and de-colonisation perspectives.

ACTIVE PARTICIPATION ATTENDEES CAN EXPECT.
I plan to talk very briefly and allow attendees to actively participate by sharing their own experience of practice with a particular focus on scalability to a larger cohort (currently there are only 25 students).

Workshop 1.0

Will Hardman & Rob Playfair

Dr Matt Murphy, Nick Bunyan & Clare Casey

Cathy Fletcher, Cath Gordon & Mathew Savage

Will Hardman
Rob Playfair

"You need to believe your opinion is valuable": a guided reflection on international students' experiences of online seminars at the University of Liverpool

Our recent research into international students' experience of online seminars at the University of Liverpool found that a number of factors had an impact on their participation in seminars including preparation time, use of cameras, their understanding of the purpose of seminars, and negative perceptions of their ability when comparing themselves with "home" students.

In response, we created a course titled "Speaking at University" open to all Liverpool students via KnowHow (English Language Centre), which comprised 8 weekly one-hour interactive sessions. Consciously avoiding a deficit or remedial approach, our course aimed to empower students by encouraging them to reflect on their experiences of seminars, using the findings of our research as a starting point. The goal of each of the sessions was to come up with a set of views or suggestions for students, lecturers and the wider university. We see this Learning and Teaching workshop as an opportunity to invite you to reflect on these students' perspectives and discuss how they might apply to our own teaching contexts.

In this workshop, participants will be divided into breakout groups to discuss a selection of the students' viewpoints and suggestions that arose from interviews and discussions with students. The aim is to raise participants' awareness of the experiences of international students in seminars the University of Liverpool and provide an opportunity to reflect on our own practice through group discussion.

By discussing the students' views in this way we hope to foreground the student voice and challenge an assimilationist (Kendi, 2019) view of international students in which they are expected to adapt to imagined and often arbitrary notions of "standard" academic practice (Turner, 2018). Ultimately, we hope this session can make a contribution to making seminars a more inclusive, participatory and equitable setting where learning can best take place.

References
English Language Centre. KnowHow Academic English Classes.
Kendi, I. X. (2019). How to be an antiracist. One world.
Turner, J. (2018). On Writtenness. Bloomsbury.

Dr Matt Murphy
Nick Bunyan
Clare Casey

Developing the University's Education for Sustainable Development Action Plan

The aim of the ESD Working Group is to develop and implement a programme to educate, activate and enable students, graduates, and staff to make their own contribution to a sustainable future.

EDUCATE: learning experiences targeting knowledge, understanding and skills development important to sustainable development

ACTIVATE: activities designed to develop awareness, attitude and ambition of our community to make their own contribution to sustainable development

ENABLE: opportunities for students & staff to initiate their own sustainable development projects and initiatives, or to join existing activities internally, locally, nationally, and internationally

The working group has been collaborating with staff and students from across the University to develop a preliminary work programme in pursuit of our aim. We have been addressing themes such as collating current best practice in ESD; defining learning outcomes relevant to sustainable development; developing curricular and co-curricular learning experiences; developing crossdisciplinary project opportunities; creating a database of work, volunteering and project opportunities; enhancing student and staff engagement through networks and events.

In this session you will form small groups to review our work packages; to provide feedback to help us improve; and to contribute your own creative ideas. Participants will be invited to participate in a range of projects and events during academic year 2021-22; and we hope you will bring your own suggestions for additional exciting activities.

Cathy Fletcher
Cath Gordon
Mathew Savage

A simulated apprenticeship tripartite review

Workshop Topic: A simulated apprenticeship tripartite review which is a process that is unique to an apprenticeship programme and whose focus is on linking academic theoretical teaching and learning to clinical practice.

How the workshop will run: The workshop will consist of one apprentice; one mentor and one academic staff member who will be sitting at a table. Encircling the table will be attendees who will be given points within the simulated tripartite review to ask questions and interact with the tripartite review process. This can be facilitated either face to face or via Teams or Zoom.

How it will benefit attendees from other departments: The workshop will give attendees the opportunity to gain knowledge of a key apprenticeship programme process, the tripartite review. This will provide a greater understanding of the unique requirements of an apprenticeship programme which will benefit all staff but particularly those staff who may be looking to develop an apprenticeship programme.

▶ A simulated apprenticeship tripartite review

Digital

Demonstration 1.0

Dr Monica Chavez, Dr Chris Edmonds, Clive newton & Dr Robert Treharne

Dr Monica Chavez
Dr Chris Edmonds
Clive Newton
Dr Robert Treharne

'We are the Champions': a virtual community of practice in times of online teaching

To create digitally fluent academic staff, who are able to teach online following the Hybrid Active Learning principles as dictated by the Senate at University of Liverpool (Hybrid Active Learning Support, 2020) it is crucial that colleagues are able to create a dynamic ecosystem for learning by making use of the available technologies.

Higher education studies have reported barriers such as lack of time, lack of support, competing priorities, the complexity of technology, and the return on investment for using technology as the main reasons affecting in the uptake of technology for teaching by academic staff (Ertmer 1999; Lederman 2017; Watty, McKay, & Ngo, 2016; Johnson, Wiśniewski, Kuhlemeyer, Isaacs & Krzykowski, 2012). Additional considerations include the availability of staff training, peer support, community of practice and the emphasis on experimentation (Lammers, Bryant, Michel & Seaman, 2017).

To address this challenge, an institutional virtual community of practice (VCoP) was created to address the barriers to the use of technology in teaching. The work of the 'Champions' in this VCoP has been crucial in implementing and sustaining this community because of the culture of collegiality, experimentation, and peer to peer learning and networking they enable for and via the community (Lave and Wenger, 1991; Samarawickrema and Stacey, 2007; Terosky & Heasley, 2014; Kopcha 2010; Dougherty, 2015).

This digital demonstration has two parts:
Part 1 - In this brief introduction, Monica will take the audience through the trials, tribulations and successes of developing and managing a VCoP in the context of academia (5mins).

Part 2 - Chris, Clive and Rob, as champions of this community, will demonstrate how they have use digital tools in their teaching
(30 mins).

This session connects to the theme of the conference 'Reflect, Revise and Reimagine' from two perspectives:

1. The implementation of a VCoP after a process of reflection on and reviewing of organisational learning and change strategies, and the articulation of a vision to upscale digital capabilities in academic staff.
2. The champions' professional and learning journey of reflecting on their own teaching practice, finding alternative ways of teaching using technology, and redesigning their modules.

Lightning Talks 1.1

Jenny Callender, Dr Pete Bridge, Daniel Blair, Flora All-Samarraie & Pauline Pilkington

Anna O'Connor, Zainab Hussain, Flora Al-Samarraie, Pauline Pilkington & Jugnasa Mehta

Marieke Reiethof

**Jenny Callender,
Dr Pete Bridge,
Daniel Blair,
Flora Al-Samarraie
Pauline Pilkington**

Monitoring student mental wellbeing: Reimagined through use of emojis

There are significant challenges to social and academic development facing students entering higher education; and it was anticipated that these would be exacerbated as a result of the 2021/21 'lock-down' restrictions employed in the UK. Radiotherapy students within the School of Health Sciences not only suffered isolation during online teaching but were also required to attend clinical placements that may be remote from family support networks. It was crucial therefore, that the programme team try to understand their feelings and the impact of the situation on their mental wellbeing.

This project aimed to identify the key factors impacting on student mental health and learning during lockdown conditions using a novel approach for data collection. Participating students were asked to provide anonymous daily emojis and weekly SMS messages. Gathering thoughts and feelings of young people is best achieved by engaging them in a meaningful way aligned with their culture, behaviours and values. This is particularly relevant when loss of control over situations such as lockdown, and associated feelings of anxiety or depression can lead to apathy and avoidance in participation. It was hypothesised that 'WhatsApp' messaging, believed to be used by around 80% of adults aged 18-24 in the UK, would be a free, low burden data collection method for harvesting student wellbeing data. In turn, it was hoped that this method would increase engagement and response rates, compared to traditional in-depth survey methods.

The responses from students regarding both their wellbeing, and the data collection method are informing communication strategies moving forwards. The session will be used to discuss our experience of implementing this method for eliciting student response, and to share outcomes and feedback from students about both wellbeing and the method of communication.

▶ [Monitoring student mental wellbeing: Reimagined through use of emojis](#)

**Anna O'Connor,
Zainab Hussain,
Flora Al-Samarraie,
Pauline Pilkington,
Jignasa Mehta**

How can we reduce the award gap between Black, Asian and Minority Ethnic students and white students in Orthoptics?

Black, Asian and Minority Ethnic (BAME) students in Orthoptics are 25% less likely than white students to be awarded a 1st or 2:1 degree. To determine how to reduce this gap, a review of the programme is being undertaken. The aim of this talk is to demonstrate the strategies being used for our reflection on this attainment gap, share the revisions made to the programme and considerations on future improvements

All undergraduate orthoptics students were surveyed and preliminary analysis demonstrates that BAME students were less likely to agree that the course content reflects opinions of a wide variety of people. In addition, a third of all students were neutral or did not agree that the content of the course included content related to health and ethnicity. The free text boxes indicated areas to explore, such as challenges to feelings of belonginess and self-confidence; responses showed that white students were much more likely to expand on areas within the free text boxes.

Staff recognise that although the profession of orthoptics has a high proportion of BAME staff and students this is not reflected in lecturers and external, invited speakers. We have also specifically identified assessments where BAME students are awarded marks on average 20% lower than white students in their cohort.

Implemented actions include an increase in the representation of BAME professionals delivering teaching. Changes in content relevant to BAME patients are also being made within the curriculum.

How can we reduce the award gap between Black, Asian and Minority Ethnic students and white students in Orthoptics?

Marieke Riethof

Teaching human rights through virtual visits to memory sites in Latin America

Learning and teaching about a region and experiences that are often far removed from students' realities is a challenge. This is particularly challenging when the topics are sensitive (e.g. human rights violations, repression, dictatorships, and civil war in Latin America). Moreover, these topics require careful contextualization because they continue to be controversial and open to misinterpretation. In an online/blended setting, an additional challenge is that the students often access the learning resources asynchronously, so this contextualization needs to be carefully planned. To develop a new approach to these challenges, I designed a series of virtual visits to memory sites in Latin America (Argentina, Brazil, Chile, and Peru). These include both formal, state-sponsored sites - such as the Museum of Memory and Human Rights in Chile - and sites with strong involvement of civil society and the victims of the dictatorships (e.g. Memorial da Resistência in São Paulo). Using short videos about the sites, video interviews and virtual tools (e.g. Google Maps and Arts & Culture) as well as readings, this activity invites students to explore the different narratives about the traumatic past represented in these sites. In this lightning talk, I will discuss how I developed the visits and how I plan to use this activity in the future based on this year's experience. Attendees will be able to view the virtual visits and consider whether they can use them as an example to bring the world into the (online) classroom.

Lightning Talks 2.1

Jonathan Marsden, Matthew Cripps & Kathryn Fox

Charlotte Lewis

Lucy Yeatman & Helenor Birt

Jonathan Marsden
Matthew Cripps
Kathryn Fox

Clinical Simulation reimagined through contextualisation of clinical cases – e-portfolio, pre-clinical activities and self-reflection

Due to the effects of the COVID-19 pandemic, dental students were no longer able to undertake clinical treatment on patients. Therefore, in order to ensure that they still developed the clinically applied knowledge and operative skills required, clinical replacement activities were developed. During the first term of the academic year, students in their 4th and 5th year of study were provided with a series of simulated patient cases. The cases consisted of pre and post-clinical simulation activities, which were completed remotely by the students through an e-portfolio. In addition to related supervised clinical simulation activities, undertaken using customised 3D-printed high-fidelity training models. This presentation focuses on the e-portfolio workbook and pre-clinical remote learning activities.

The pre-clinical activities were released to students via an online e-portfolio software, PebblePad. The e-portfolio workbook for each simulated case was divided in to 5 sections: History & Examination, Special Investigations, Risk Assessment, Diagnosis & Treatment Planning and Reflection. Following completion of the pre-clinical activities, students then viewed an asynchronous case discussion video and following the simulated clinical session, completed the relevant self-reflection activities.

A survey was distributed to all those who participated in order to gain insight into the broad areas of the learning support provided and student self-reported confidence. The results of this feedback will be discussed together with how this innovative teaching practice could be transferable to other disciplines.

This was part of a project that won a Faculty Learning, Teaching and Student Experience Award 2021 within the Faculty of Health and Life Sciences. Further information regarding this project can be found in the session 'Clinical Simulation reimagined through contextualisation of clinical cases - realisation using 3D printing, self-reflection and goal setting'.

▶ [Clinical Simulation reimagined through contextualisation of clinical cases – e-portfolio, pre-clinical activities and self-reflection](#)

Charlotte Lewis | Using Focus groups to Reflect on and Revise the Current Assessment Methodologies within the School of Dentistry

A focus group study was carried out in the school of dentistry to determine what final year students perceived as the purpose of completing a case report assessment in paediatric dentistry. A primary aim of the study was to assess participants' understanding of how the assessment would contribute to their future practice, aligning with the learning outcomes defined by the professional regulator. Dental professionals are required to continually reflect on their work, therefore skills in reflection need to be implemented at undergraduate level. The case report assessment supports deliberate practice by assessing the undergraduate's ability to comprehensively treatment plan child patients, whilst also assessing the undergraduate's ability to provide written reflections on their work.

Participants identified that completion of this assessment enhanced their treatment planning skills, encouraged critical thinking and consolidated their prior learning. Some participants discussed the long-term benefits of becoming a reflective practitioner, showing awareness of how reflection would impact on their future practice. Others thought the reflective aspect was a 'box ticking exercise', showing little understanding as to why they were being asked to reflect. All participants agreed they found the reflective section of the assessment difficult.

This study has enabled development of the assessment design, to ensure students are understanding and achieving the desired learning outcomes of the assessment. It has also allowed staff to revise prior learning and support provided to students, to ensure they are confident and equipped to complete the task.

Attendees will discover how focus groups can be used to gain feedback from students and assess students deeper understanding of tasks. They will also be aware of the benefits of self-reflecting on feedback given by students to improve quality of teaching. No active participation is required for this session.

▶ [Using Focus groups to Reflect on and Revise the Current Assessment Methodologies within the School of Dentistry](#)

Lucy Yeatman
Helenor Birt

Reimagining student groups in a virtual world

In the Law Clinic third year law students work with practicing solicitors to provide legal advice to real clients. Students collaborate in small teams of 6 or 7 throughout the semester. The team has weekly tutorials with their supervisor and are expected to meet at least once a week between tutorials. In order to protect client confidentiality, the Law Clinic has a dedicated computer suite and 4 collaboration rooms. Before March 2020 students were only allowed to work on client cases in the Clinic rooms. As well as protecting client data this helped to facilitate group work and enabled students to get to know one another.

In September 2021 we moved the Law Clinic completely online. One of our worries was whether the students would manage to work together and build the type of supportive groups that we had facilitated in the building.

The online group work went better than we had hoped and this talk will reflect on our experience of supporting and enabling student collaboration in an online environment. We will give a brief overview of steps we took, the student feedback and what we will keep when we go back to face to face teaching next year.

▶ [Reimagining student groups in a virtual world](#)

Lightning Talks 3.1

Yasser Ibrahim

Helen Braid

Prof. Xin Tu & Dr Shan Luo

Yasser Ibrahim | Virtual Reality assisted teaching in medical education

The Coronavirus pandemic has affected undergraduate medical education drastically in several ways, ranging from reduced faceto-face teaching to limited hospital placements in order to reduce the risk for medical students to contract the disease. For this reason, medical lecturers have experiment with several ways to try and reduce the impact of the pandemic on medical education. Usually, medical educators used remote teaching to combat the new challenges through the use of the multiple online platforms available. Unfortunately, this method of teaching lacks the clinical aspects that the student acquires from attending hospital placement, this is more so in surgical placements. A relatively new method was employed at Liverpool University Hospitals in the Trauma and Orthopedics Department with the aid of Virtual Reality, to keep the students engaged and informed regarding operative management of neck of femur fractures.

The aim of my talk would be to portrait the session plan that we developed, which includes the usage of virtual reality as an example of a practical application of this teaching modality and a novel technique to face educational challenges imposed by the COVID 19 pandemic. In addition to sharing the session plan and learning objectives, the feedback that was collected from students will be shared with audience.

▶ [Virtual Reality assisted teaching in medical education](#)

Helen Braid | The use of simulations for teaching practical clinical skills to veterinary students

The talk will be a summary of the use of simulations for teaching practical clinical skills to veterinary students. The theme fits with Reflect, Revise and Reimagine because the use of simulations reduces the need for live animals in practical teaching, which benefits animal welfare and allows us to provide consistent teaching of practical tasks to our students. For a 21st century curriculum, I believe that the use of simulations is incredibly beneficial both for student teaching and for improving animal welfare. The use of simulations enables the demonstration and teaching of practical skills in a socially distanced manner during COVID-19, without risk to a live patient and without students feeling under time-pressure or pressure from clients, as is experienced in real-life clinical teaching scenarios. I believe that simulations will become used more frequently as the field develops, particularly with the advent of virtual reality and the opportunities it may provide for teaching. My talk will focus on the use of practical simulations for teaching practical, "Day One" clinical skills, including injections, suturing and diagnostic techniques.

▶ [The use of simulations for teaching practical clinical skills to veterinary students](#)

Prof. Xin Tu
Dr Shan Luo

Coding and Robotics Society

The Coding and Robotics Society has been dedicated to engaging students across the Faculty of Science and Engineering with electronics, coding and robotics at all levels, from complete beginners to cutting edge research, since it was established in 2018. It has close ties with UoL's sister university in China, with whom students in the Society competed in the DJI Robomaster competition in Shenzhen, winning a 3rd prize in the competition. The students also organised a summer robotics camp at XJTLU in 2018, participated the AI Challenge Competition among many other robotics training, collaboration and competition activities, demonstrates a good level of success with the activity;

This year, in the wake of the pandemic, we will be adjusting our approach, reflecting, revising and reimagining our strategies in organising the activities in the society. We will continue our introductory electronics courses online, initially using simulators, and eventually moving to physical components. Our guided project will be an R2-D2 build, with participants learning CAD, electronics, and the robotics behind it, with the aim to either provide resources for members to build their own individually, or for us to come together in semester two and assemble them as a society. For the advanced members, those who wish to participate in Robomaster, and those more interested in AI and programming robots, we will be running sessions on using ROS, the Robot Operating System, as well as exploring other related technologies such as Tensorflow and OpenCV.

Over the past years, the Society has over 170 registered society members and 75 full members across the Faculty now. It has success in attracting funding to further grow the society and its activities (£4K awarded from Alumni and Friends Fund in 2019; £4k travel support from DJI). It has also actively engaged with industry, e.g. Sensor City and DJI, providing students an opportunity for Prof. Xin Tu & Dr Shan Luo real world experience and insight into how technology is shaping the modern world as well as networking opportunities.

▶ [Coding and Robotics Society](#)

Lightning Talks 4.1

Dr Jay Vickers

Gemma Wattret & Jennifer Delaney

Lisa Brennan

Dr Jay Vickers

Using Blended Enquiry Based Learning to teach principles of service improvement in undergraduate occupational therapy education

This session details how an andragogical approach of Online Enquiry Based Leaning was used within final year undergraduate occupational therapy training to teach students the key principles of quality assurance, entrepreneurship, service improvement and business planning to facilitate development of a service improvement project.

OCCU373 Improving Occupational Service (2020/21) required students to reflect upon the unique contribution of occupational therapy to service provision and consider innovative approaches to service improvement; however, undergraduate health student placements normally focus on core competencies required for qualification and professional registration, with evaluation of service delivery and understanding of strategic planning not usually experienced at undergraduate level. Online Enquiry Based Leaning was used to scaffold learning using asynchronous & synchronous learning, task-based workshop, and group work to facilitate knowledge acquisition and skill development to think at a service level. Through three Online Enquiry Based Leaning cycles, students were set groupwork tasks based on a real case study that required them to research, collaborate and present back to their cohort; this allowed for students to develop skills in appraising and critiquing at an organisational level. Students were able to transfer this learning to a real case of their own choice and their study of a proposed improvement being summatively assessed.

Qualitative and quantitative data drawn from 2020/21 module evaluation, as well as achieved student grades, will be included to disseminate learning experiences from this cycle of the module.

▶ [Using Blended Enquiry Based Learning to teach principles of service improvement in undergraduate occupational therapy education](#)

Gemma Wattret
Jennifer Delaney

Using technology to develop commercial awareness and digital interview skills for Life Sciences Students

With digital technologies being used more in the hiring and selection of new employees, it's becoming increasingly common for employers to ask candidates to complete a video interview as part of their job application process. Employers are also wanting graduates who are able demonstrate commercial awareness, a skill which many graduates lack.

This lightening talk will showcase how we embedded digital interview technology and commercial awareness into Year 2, Life Sciences module called Essential Skills for the Life Sciences 2 (LIFE223) which aims to develop students transferable and employability skills. This year, we introduced students to commercial awareness and replaced the face-to-face mock job interviews with an asynchronous mock video interview using the video interview software Shortlist.Me. We brought employers onto the module to offer insights and key learning points for students in relation to these transferable skills and linked the activity to Life Sciences Employability Week to ensure the assessment was authentic.

Our aims for students were:
1. To engage with employers on digital platforms during life sciences employability week and carry out research to develop commercial awareness.
2. Create high quality tailored applications for live vacancies incorporating their knowledge of the sector and organisation.
3. Develop digital interview skills and understand its importance in the application process.

Of the 430 students registered for the module, 395 students completed a digital video interview and 329 students connected with employers during Life Sciences Employability Week to help with this task (62% increase on those that attended last year without attached assessment). Preliminary results also indicate that has been an increase in student confidence in performing a video interview and in demonstrating commercial awareness. The results from this study will allow us to refine the assessment for the next academic year.

▶ [Using technology to develop commercial awareness and digital interview skills for Life Sciences Students](#)

Lisa Brennan | Developing an online Professional Learning Community with teachers

The cross-departmental initiative of CTELL (Centre for Teaching Excellence in Language Learning) has aimed to bring together language teachers from across the university for the past three years. With the change to our working patterns, and the sudden lack of face to face communication, it was time to reflect on the professional community we had created so far and what we hoped to develop in the future. We needed to revise a range of our previous practices, including how we communicated with each other, how we arranged and delivered CPD opportunities, and how we created space for teachers to explore their professional interests and develop a community.

In this talk, I will specifically focus on how we worked to reimagine CTELL as a professional learning community, and the steps we have taken so far to establish and develop that community in a fully online setting.

Workshop 1.1

Nicola Gregory & Catherine McManamon

Helen Wallave & Mr Rebecca Hamm

Charlotte Ford, Gita Sedghi, Dominique Mansley & Alexis Nolan-Webster

Nicola Gregory
Catherine McManamon

Reinvigorating Reading Lists for Learning and Teaching

The sudden shift to online delivery at the onset of the pandemic necessitated a renewed focus on the availability of online materials. In their response, the Library's Academic Liaison team recognised that the features of Reading Lists @ Liverpool (the online reading list system) could be better harnessed to enhance the student experience and enable students to engage more effectively and critically with reading list content. The library's reading list training approach was revised to focus on pedagogy, rather than practical elements, emphasising how to maximise the impact of reading lists and increase student engagement.

During this workshop, participants will critically evaluate, and feedback on, a sample reading list. They will gain inspiration and learn about techniques to enhance pedagogic use of Reading Lists @ Liverpool, with the opportunity to discuss and share best practice with colleagues. Participants will reflect on their current practice to determine whether their reading lists meet their pedagogical aims and will be invited to reimagine their own reading lists and explore possibilities of how to improve them. Each participant will produce a brief action plan outlining changes they have been inspired to make to enhance their lists. Participants will also be directed to additional support they can access beyond the workshop.

Helen Wallace
Ms Rebecca Hamm

Tough Topics in Medicine (Made Easy): a digital learning resource to facilitate learning of challenging physiological concepts

The Tough Topics learning resource was created just before the pandemic hit, after reflecting on student assessment performance and feedback on the MBChB programme. Students repeatedly struggled with the same challenging physiology concepts, which were taught primarily in the traditional large lecture environment. We created a standalone digital learning resource using different learning approaches including learning through acquisition, investigation and practice. The emphasis of the resource is to explain complex physiological concepts in simple terms, which are then applied to clinical scenarios to provide context. We also wanted to create a reliable, accurate, peer reviewed platform for learning.

The resource includes animations, interaction tools, demonstrations and different formats of self-assessment throughout, to help students test their understanding. There is a quiz at the start, and then the same questions are asked at the end of the topic where the answers are revealed to the student. Student performance on the quiz questions and self-assessment can be monitored on the SCORM learning platform. It is also a valuable revision tool for the students with a menu to flip between different parts of the resource. As a result of the pandemic, the learning resource has become an even more valuable tool to accompany asynchronous and synchronous teaching sessions, and to monitor student engagement and learning.

This session will demonstrate the resource to participants and will enable them have a go at the interactive element of the topic themselves. Participants will learn how we can utilise digital technology to facilitate learning of challenging concepts. We will also demonstrate how the resource can complement other methods of teaching, including linking it to live sessions or workshops using a flipped classroom approach, or used simply as a standalone optional learning resource to accompany lectures or asynchronous material.

Charlotte Ford
Gita Sedghi
Dominique Mansley
Alexis Nolan-Webster

Embedding equality, diversity & inclusion in Year 1 Chemistry

Embedding EDI into Chemistry has been an opportunity to reimagine EDI from an employability context to an entire first year Chemistry cohort. This curriculum activity was created following the University signing the Race Equality Charter; the collaboration between Dr Gita Sedghi and Careers & Employability is a step forward in decolonising the curriculum.

By drawing on the Royal Society of Chemistry's 2025 Race and Equality Strategy, it provided the ideal framework for the different components of this employability task within the module to fit together; learning objectives are related to the wider CHEM180 module (developing key skills to be a chemist), employability is deeply embedded into the student experience and, most importantly, the students are challenged and informed about a critical issue that will impact the rest of their professional and personal lives.

Students used digital platforms to work in small groups to not only discuss and reflect on their own understanding of EDI, but vitally, hear the stories of others. Students were provided with mentors and supported with developmental sessions on teamwork and self-reflection. The concept of digital storytelling enabled students to present their groups' discussion in an interactive and meaningful way and helped prepare them to articulate their skills and experience to employers in the future.

Attendees will be taken on a journey from the fun ice breaker session to the 9 hats reflection with a video or two to showcase the students' stories. Finally, attendees will understand how to revise this EDI task to their discipline, which can be tailored to the requirements of any programme.

▶ Embedding equality, diversity & inclusion in Year 1 Chemistry

Digital Demonstration 1.1

Dr Gemma Ahearne

Dr Gemma Ahearne

Strip it Down: Micro-learning and the Sex Industry as a Dyslexic Teacher

Micro-learning pedagogies reimagine how we engage students within a digital and/or hybrid landscape. Each lecture is a small number of self-contained units that guide students through distinct tasks. The module is presented as a complete course from the start of semester, meaning that students have control over their pace and direction of learning. This is an important inclusive device for neurodiverse learners and those with caring responsibilities and digital inequalities.

▶ [Strip it Down: Micro-learning and the Sex Industry as a Dyslexic Teacher](#)

Lightning Talks 1.2

Vicky Hughes

James Gaynor

Dr Dave McIntosh & Dr Waleed Al-Nuaimy

Vicky Hughes

An Independent Study Option – Creating 21st century practitioners in Diagnostic Radiography

Integration of theory and practice, with development of autonomous, reflective practitioners, are central to 21st century healtheducation – especially with the rapid technological advances within professions such as Diagnostic Radiography.

In a new 'Independent Study Option' module, students select an imaging modality of personal interest (e.g. Computed Tomography), and a specific medical condition, for which their modality assists in diagnosis. The independent topic choice enhances motivation, and clinical days enable practice engagement.

Group seminars provide academic support and collaborative peer learning. Assessment is via an assignment critically evaluating modality application within the chosen pathway, and verbal presentation.

The module supports Curriculum 2021 through engaging students in discipline related enquiry and active learning in the clinical environment. Authentic assessment is achieved through meaningful application of knowledge to a particular patient pathway, and the presentation additionally develops communication skills expected of a graduate-level professional. Digital fluency is developed, through critical analysis of a protocol involving specialist equipment.

It also embraces Strategy 2026, through supporting the 21st century needs of students, employers and professional bodies, as demand for graduates interested in practising within specialist imaging modalities is increasing.

Evaluation of the first iteration of the module will be reflected upon, with future recommendations.

▶ [An Independent Study Option – Creating 21st century practitioners in Diagnostic Radiography](#)

James Gaynor | Including industry professionals in our curriculum: two models using student-led interviews and short videos

Chemistry has involved external speakers in our key skills modules (and beyond) for over 10 years. We are midway through a curriculum re-shuffle and both our year 2 and year 3 students have undertaken a group research-based mini-project looking at commercial awareness and sector skills. Topics covered are entirely student-led and wide ranging, from Chemistry-specific employment to wider sectors such as environmental, cosmetics, patent law and the military. Due to the pandemic, we embraced our new working environments and changed our model of involving external speakers.

For year 3 (semester 1), groups were tasked of using their LinkedIn profiles, or other means, to contact real professionals and arrange interviews. Groups had scaffolding sessions with tutors prior to making contact, and we made a call out on LinkedIn to alert professionals this was happening. The response from professionals was impressive with at least a dozen offering to act as a reserve interviewee, if required. 25 of the 28 student groups managed to secure at least one interview, or at least an e-mail exchange, with approximately 45 professionals involved.

For year 2 (semester 2), we made a call on LinkedIn for professionals to record a 4-5 minute recording covering the aforementioned topics, with 8 recordings being received ranging in sectors (mostly science) and experience (CEOs to recent graduates). One example can be seen here: Recording by Paul Colbon.

Both models have their benefits and drawbacks, which will be discussed in the session. Students clearly liked to personalise their group work, but not getting a professional to interview was frustrating for the year 3 groups who didn't manage it. The activities were well received but running entirely online group work did lead to some friction in semester 1, which we learned from for semester 2 delivery. These points will be discussed and suggestions for improvements sought.

▶ [Including industry professionals in our curriculum: two models using student-led interviews and short videos](#)

Dr Dave McIntosh
Dr Waleed Al-Nuaimy

Project SMILEY - Student feedback in real time

Project SMILEY is a low-threshold regular survey system implemented with Google Forms in the Departments of Electrical Engineering & Electronics (EEE), and Computer Science (CS), designed to track student mood and identify both positive trends and negative "pain-points" in real-time while it is still possible to bring about change relevant to the participants. Although conceived and initially ethically approved in 2019-20, the project found its first full deployment in the 2020-21 academic year and proved uniquely suited to one of the main challenges faced by the University during the pandemic: empowering and engaging student voice in the absence of face-to-face interaction.

An alternative name for the project is "360o Feedback Tracker", with the ultimate objective being to set up a continuous feedback loop in a "You Said, We Did" style, so that positive responses to feedback can be reported back to students The aim is twofold: (1) to help any Department understand the student mood and its drivers before final year students reach the NSS (at which point, any response is retrospective and often irrelevant for the group who made the comments); (2) to encourage a culture of belief among the student body that their opinion is valuable to their parent Department and is capable of informing constructive change.

This project was initially targeted at students, but can be utilised to gauge the experiences of visitors at special events e.g. Open Days. The format is not only suited to online deployment, but adaptable to in-person interactions using a proposed 'feedback pod'; the project is also transferrable to other departments. We are working with Admissions Tutors and other colleagues to embed this initiative into external events, broadening the impact and usefulness of the real-time data we can gather from both online and face to face interactions.

▶ Project SMILEY - Student feedback in real time

Lightning Talks 2.2

Dr Carolyn LEES

Zelda Chatten & Zoe GibbsMonaghan

Naser Sedghi, Waleed AlNuiamy, Dave McIntosh, Ali Al Ataby, Stuart Thomason, Valerio Selis & Danieal McGuinness

Dr Carolyn LEES

The challenges of online teaching within the context of switching post graduate international students from taught sessions on campus to online delivery of a Masters in nursing programme

The number of international students who study at post graduate level in the United Kingdom (UK) has almost tripled in the last 20 years, with 160,145 in 2018 registered at UK universities (Higher Education Statistics Agency, 20019). International students' mobility has significantly increased with most students choosing to study in the UK spending time engaging with the culture and their new educational setting. It appears that for those students a sense of belongingness is essential for their learning and personal development (Dunbar and Carter, 2017; Gillen-O'Neel, 2019) as they often measure their learning experience by a sense of belonging and engagement with their academic environment. The COVID 19 pandemic has resulted in many post graduate international students having to return to their home country to complete their studies and the response has been educational approaches from UK universities focusing on online delivery intended to create engaging, high quality student experiences.

Although the quality of online teaching across universities and disciplinary settings can vary, evidence suggests that the teaching methods significantly influence students' learning and engagement (Cadez et al., 2017). This presentation aims to engage in the debate on the challenges of online learning within the context of switching post graduate international students from taught sessions on campus to online delivery of a Masters in nursing programme. This will be done while adopting a critical, reflective approach and an exploration of my own revised teaching practices. What I have learned from this experience may enable other academics to consider the approaches of their own online teaching style and to examine the impact this might be having on students.

Zelda Chatten
Zoe GibbsMonaghan

We did it our Sway: self-paced presentations for asynchronous library teaching and induction

Over the past year, we have all had to adapt quickly to continue to deliver presentations virtually that would usually have been delivered face-to-face. Early on, the Liaison Librarians began to experiment with Sway, which is available to all members of the University as part of Microsoft Office. We have found it to be a flexible tool, which has solved the problem of not being able to go to lecture theatres and classrooms to deliver our inductions and workshops. We talk about how it can be used here: https://libguides.liverpool.ac.uk/blog/Sway-3-top-tips-from-the-Liaison-Librarians. In this lightening talk we will outline the benefits of using Sway, give practical examples of how we have used it and share our creative content so you can go away and create your own.

▶ [We did it our Sway: self-paced presentations for asynchronous library teaching and induction](#)

Naser Sedghi
Waleed Al-Nuiamy
Dave McIntosh
Ali Al Ataby
Stuart Thomason
Valerio Selis
Danieal McGuinness

INSPIRE: Identifying Best Practice in Asynchronous Delivery Methods for Remote Learning

During the COVID-19 pandemic, remote learning and teaching have become a necessity in higher education. The University has developed a new hybrid, synchronous and asynchronous, teaching model applied to the delivery of modules this year. The collaborators of this study in the School of Electrical Engineering and Electronics and Computer Science have made some provisions for remote asynchronous teaching and have created and applied some activities into asynchronous teaching to provide further help to students and to enhance their learning during this difficult time. The extra support materials include screencast or pencast short videos, animated gif images, splitting recorded lectures into short videos based on the topic, creating a menu for the recorded lectures, in-lecture simulation, and so on. In this study, we aim to catalogue, compare, identify and disseminate the most effective strategies and styles for asynchronous delivery of teaching. By identifying which aspects of our varied (and dynamic) portfolio of activities are found most effective by students, we can tailor our activities more effectively. This dynamic nature of the study is in line with the 'reflect, revise, reimagine' theme of the conference. The finding of this study not only can be used to enhance hybrid teaching in the next academic year, but also can be disseminated as examples of good practice to enhance asynchronous teaching delivery in the future. The attendees for this session will learn about the impact of the activities on the students' learning and implement in their practice. No active participation is planned because of the short presentation time.

▶ INSPIRE: Identifying Best Practice in Asynchronous Delivery Methods for Remote Learning

Lightning Talks 3.2

Stephen Deboo, Nicholas Longridge & Michael Aspden

Matthew Cripps, Elliot Adderton & Pete Smith

Dean Harris & Anthony ManningStanley

Stephen Deboo, Nicholas Longridge Michael Aspden

Clinical simulation re-imagined through contextualisation of clinical cases - realisation using 3D printing, self-reflection and goal setting

Following disruption of dental undergraduate teaching during the COVID-19 pandemic, clinical sessions had to be re-imagined to meet the learning outcomes of the curriculum. During the first term of the academic year, students in their 4th and 5th year of study were provided with a series of simulated patient cases.

This session will focus on how clinical activities were developed and implemented as part of the overall contextualisation of clinical cases. In addition, explanations will be given as to how self-reflection and goal setting were used as an important strand that ran throughout the activities provided to enhance student experience and engagement.

The use of 3D printing as well as other methods of innovation to simulate common dental problems, in the absence of patients, will be discussed as well as how we met with the challenges of providing a largely clinically-based course in the world of social distancing.

▶ [Clinical simulation re-imagined through contextualisation of clinical cases - realisation using 3D printing, self-reflection and goal setting](#)

Matthew Cripps
Elliot Adderton
Pete Smith

Problem based learning in a hybrid teaching model

Problem based learning (PBL) is a key aspect of the dental curriculum and has a tried and tested methods of delivery and feedback. As a result of the covid pandemic PBL has been "reimagined" to fit the hybrid model by moving to fully online delivery. In order to do this, we have created online collaborative spaces, using Microsoft OneNote and Teams for student to interact, collaborate (using ClassNote Books) create mind maps, write intended learning outcomes and generally share knowledge and findings.

A key aspect of PBL is feedback. Tutors who would traditionally observe these sessions in person and provide written/verbal feedback using the Liftupp platform and relied on having access to specialist hardware (iPads) and software (Liftupp iOS App). We have overcome these obstacles by developing an online tool for tutors to provide feedback in the same detail as before but from the comfort of their own home. This has been integrated seamlessly with the existing feedback mechanisms the school uses, allowing the long standing existing feedback tools, analysis and QA cycles to continue to be used to inform student development. As a result of the successful implementation of this "remote forms" tool for PBL other disciplines within the school have developed hybrid teaching activities such as the "Suturing at home" project which has allowed student to undertake clinical activities at home and receive detailed feedback just as they would receive if they were on clinic in the dental hospital.

The key to the project was to develop a way to capture feedback in line with our "normal" feedback cycle. Remote forms allow staff and students to have a familiar experience to what they are used to and still allow for the bespoke feedback which Liftupp was developed for.

Feedback shows that staff enjoy the flexibility provided by the remote forms and comprehensive review of staff feedback planned for the end of the academic year.

▶ [Problem based learning in a hybrid teaching model](#)

Dean Harris
Anthony Manning-Stanley

Medical imaging simulation for undergraduate Nursing education before and after Covid-19

This lightening talk will describe a project conducted under the umbrella of the School of Health Sciences simulation project which is being put forward as the University's sole team submission for the national Collaborative Award for Teaching Excellence (CATE) to AdvanceHE.

A gap was identified in nurses' training in medical imaging, despite these students regularly encountering modalities such as CT or MRI while on clinical placement. The diagnostic radiography and nursing programme teams jointly collaborated to develop simulated teaching sessions in this area.

The first iteration was delivered face-to face. The student nurses underwent a pre and post test in medical imaging. Students rotated through various stations related to MRI, CT, ultrasound and X-ray. The activities included an opportunity to use an ultrasound scanner on a simulated bladder or gain experience with X-ray equipment in the University's X-ray room. The session was a success and evaluation demonstrated that the intervention led to an improvement (pre- to post-test) of 38% (range: 34-40%), with a mean score of 9.17 (out of 16) improving to 12.6 (p-value <0.001).

This lightening talk integrates well with the "Reflect, Revise and Reimagine" conference theme. In response to the pandemic, the second iteration was redesigned to be delivered as an online synchronous session. This talk will describe how we implemented this transition and how it could be enhanced for online teaching in the future. An unexpected benefit of the move to online teaching is that it has presented opportunities to provide a remote learning training package for undergraduate Nursing programmes at other HEIs who have already expressed a firm interest in these simulated activities.

▶ [Medical imaging simulation for undergraduate Nursing education before and after Covid-19](#)

Lightning Talks 4.2

Rob Playfair

Lynn Sudbury-Riley

Helen Orton

Rob playfair | Languagizing the University

In this talk I will reflect on my perception that language learning is often marginalised at the university, as has been observed elsewhere (Bond, 2020). This is in ironic contrast to the university's prominent internationalisation and widening participation strategies, which have resulted in a greater cultural and linguistic diversity of students than ever before. Despite these changes, I suggest there is a risk that we "uncontroversially and unproblematically" continue to deliver our teaching and learning as before (Turner, 2018).

Reflect
I view this context from the perspective of my first year as an English for Academic Purposes teacher on the English Language Centre's in-sessional programme (English Language Centre). Since I am new to this context, I have found rules of thumb - or maxims - to be a useful starting point for reflection on my practice. After a brief introduction to the in-sessional, I will present, and then question, some language-related maxims that I have encountered in my role this year:

- Only international students need language support
- In-sessional teachers should 'fix' students' language problems
- Teach language, not content

I will explore these by asking: What beliefs about language might underpin these maxims? How much do they stand up to my experiences of teaching this year? And finally, do they help or hinder students and staff in the quest for the "advancement of learning and ennoblement of life" (University of Liverpool)?

Revise and Reimagine
I hope that this session will be a springboard for attendees to reflect on their own beliefs and practice. I also hope they will be inspired to join a university-wide discussion about the different ways that a greater focus on language could benefit our own practice.

References
Bond, B. (2020) Making Language Visible in the University: English for Academic Purposes and Internationalisation. Multilingual Matters.
English Language Centre. In-Sessional English.
Turner, J. (2018) On Writtenness. Bloomsbury.
University of Liverpool. About us.

Lynn Sudbury-Riley | Blueprinting Student Engagement Innovations at Scale

Reflecting the work for which I won a Faculty Learning, Teaching and Student engagement award, this session will examine how I implemented HAL principles and a range of theoretical perspectives when revising a module delivered to 600 First Year Undergraduates. Given the lockdown, A Level debacle, and foretold student mental health problems, I was determined to ensure engagement, enthusiasm, a sense of belonging with the University. I achieved this, as evidenced in the extremely positive (and high scores) in the module feedback. Importantly, these innovations increased the module mean mark from 61% to 67.9% with half of all students attaining a First Class grade and a further 23% attaining an Upper Second.

▶ [Blueprinting Student Engagement Innovations at Scale](#)

Helen Orton | Revising negotiated work-based learning in response to COVID-19

Negotiated work-based learning (NWBL) is offered as a 20-credit postgraduate module within the School of Health Sciences for students and apprentices as part of the MSc in Advanced Practice in Healthcare and Advanced Clinical Practitioner programmes respectively. It facilitates the development of bespoke roles that are required to address the views and plans of health care organisations. NWBL also enables education to be delivered in partnership with increased collaboration between the education providers and the clinical environment as part of a tripartite agreement and thereby facilitating learning across boundaries to conceptualise open learning and inter-professional practices. The NWBL projects are diverse, ranging from the acquisition of advanced and specialist clinical skills; interventional radiology to the development of care pathways and specialist educational and competency documents, all of which are consistent with authentic learning approaches.

▶ [Revising negotiated work-based learning in response to COVID-19](#)

Workshop 1.2

Konstantin Luzyanin

Eli Saetnan, Tunde Varga-Atkins, Danai Christopoulou, Liz Crolley, Matthew Flynn, Joel Haddley, Diana Jetter, J'Annine Jobling & Jennifer Klunder-Rosser

Dr Denise Preece & Jennifer Johnson

Konstantin Luzyanin | Chemistry - Adaptive teaching modules in Chem

Science and Engineering Rapidly changing academic environment requires adapting our teaching modules via the appropriate module design. Analytical chemistry is one of the core chemistry knowledge, that in the last years regain popularity driven in many situations by the future employment requirements. In this context, the use of problem- and case-based learning scenarios have shown to be beneficial bringing several important benefits: develop rational thinking, team-work and collaborative skills, and promote higher level of cognition. In this report, we recognise and discuss another important benefit that comes through the appropriate design of student activities: it ensures inclusivity and develop interpersonal skills through increased social interaction, particularly important in the modern diverse world. Student feedback and results of the short interviews are used as support evidence.

Eli Saetnan
Tunde Varga-Atkins
Danai Christopoulou
Liz Crolley
Matthew Flynn
Joel Haddley
Diana Jeeter
J'Annine Jobling
Jennifer Klunder-Rosser

Responding to challenges of hybrid/online learning

Ways of engaging students effectively had already been the focus of many curricular designs. The rapid switch to online in response to Covid19 made this an even greater priority. In this workshop, we will facilitate discussion and sharing of teaching practices to support student engagement. As part of a collaborative autoethnography project, a small group of eight lecturers and developers from across a range of disciplines reflected on their teaching experiences during the Covid pandemic, collating challenges and opportunities to student engagement in their different disciplines. During this participatory workshop, we will act out case scenarios collated by this group to stimulate discussion, inviting workshop participants to debate and suggest alternative solutions to the issues posed. Finally, we will bring some of these solutions together in a padlet in a final whole-group discussion and summary as a tangible outcome for all participants.

The session aims to draw out effective practices of engaging learners in a digital setting, with implications for learning design. Lecturers, programme leaders, educational developers will be invited to reflect on their own teaching practices, including challenges and opportunities, with the aim of gaining some practical ideas and tips to support students' engagement in the hybrid/online classroom.

Dr Denise Preece
Jennifer Johnson

Transitioning undergraduates for the contemporary workplace and increase employability

Overview of the skills workshop structure Post covid-19 contemporary work place and space - diagnostics Diary of evidence - Reflection on self to enable the leader within
CV builder
Networking for work
Finding the job and gaining confidence and knowledge to apply
Mapping the skills gaps to employment
filling in the skills gap for the contemporary workplace
Transition to the workplace.