

# CHANGE AGENT NETWORK CONFERENCE 2018

Championing Student-Staff  
Partnerships in an Age of Change



19<sup>th</sup>-20<sup>th</sup> April 2018  
University of Winchester

#CAN2018  
@CANagogy

## Welcome to CAN 2018

*We recognise the valuable initiatives students are involved in as change agents and in working as partners in transforming their educational experiences – whether this be in co-designing the curriculum, supporting staff and their peers with the development of their digital capabilities, working as student researchers, or in enhancing their employability. This conference offers a unique opportunity to showcase and celebrate this innovative practice, to share what works and to learn from each other. We are delighted to bring together the rich tapestry of practice across both further education and skills and higher education, and to have students leading this event.*

Sarah Knight, Head of change: student experience, Jisc

## Welcome to the University of Winchester

The University of Winchester is proud to be hosting the 6th annual Change Agents' Network (CAN) Conference, supported by Jisc. We are delighted to be taking the batten from the University of Exeter who hosted the successful 2017 CAN Conference. Winchester is a values driven institution and whole heartedly believe in supporting our students to be engaged active participants in their university experience.

The University of Winchester has excelled in student engagement practices since c.2012, championing student involvement at all levels of the university to enhance the student experience. Student engagement is a key priority in for the institution, which ensures innovation in the educational experience through a range of student engagement initiatives. One such initiative is the Student Fellow Scheme, which sees 60 students working in partnership with members of staff from across the institution to work on educationally developmental and student experience enhancing projects. The University of Winchester is excited to be hosting the CAN Conference once again, after a successful experience hosting in 2014. We warmly welcome our delegates to this historic university and beautiful city.



# CAN Conference Agenda Overview

## Day 1, Thursday 19<sup>th</sup> April 2018

Time & Location	Item
<b>9:30–10:00</b> Stripe Building Foyer	<b>Registration and Refreshments</b>
<b>10:00–10:15</b> Stripe Auditorium	<b>Welcome and House Keeping</b> Cassie Shaw
<b>10:15–11:00</b> Stripe Auditorium	<b>Keynote</b> Colette Fletcher, Assistant Vice-Chancellor, University of Winchester & Tali Atvars, Student Union President, Winchester Student Union
<b>11:00–12:00</b>	<b>Parallel Session 1</b>
SAB 001	<b>1.1 Animation, autonomy and a social learning space: The beginnings of learning partnerships</b> Dr Cindy Becker
SAB 002	<b>1.1 Understanding racial segregation in the classroom through a staff/student collaborative research project</b> Dr Jim Lusted and Carjez Best-Bryan
SAB 003	<b>1.2 Designing Academic Opportunities for Students</b> Amy O'Sullivan and Emily Stow
SAB 004	<b>1.2 How are we feeling today? – evaluating confidence levels of students engaging with a new study mentoring scheme</b> Karen Croft
Stripe Lecture Room	<b>1.3 Learning analytics in the student-centred university: perspectives and partnerships</b> Sarah Parkes, Helen Bardy, Penny Keeling, Rae-Ann Preece
	<b>1.3 Getting the blend right: listening to the student voice to enhance the online learning experience</b> Dr Agnieszka Herdan, Dr Dawn Reilly, Dr Liz Warren
	<b>1.4 Engaging with students' feedback on feedback: a staff-student co-design approach to the development of a VLE feedback portfolio</b> Dr Naomi Winstone, Emily Papps, Roger Rees, Dr Emma Medland, Irina Neculescu, Jasmine Law, Simran Nagpal, Adrian Garncarek
	<b>1.5 Increasing Student Engagement in the UK Engagement Survey</b> Juliet Williams, Stuart Sims
<b>12:00–12:15</b> SAB	<b>Coffee Break</b>
<b>12:15–13:15</b>	<b>Parallel Session 2</b>
SAB 001	<b>2.1 A mobile app and VR game to enhance learning and teaching: collaborative research with students</b> Dr Julie Prescott, Dr Duncan Cross, Pippa Illif, Dan Edmondson, Yves Fuala
SAB 002	<b>2.1 Staff and student partnerships for promoting digital inclusivity and innovation in the curriculum at City and Islington College</b> Kerry Vandersteen, Rebecca Morris, Julie Thornton, Arjon Kucaj
	<b>2.2 A Co-Constructed Curriculum: A Model for Implementing Total Institutional Change in Partnership with Students</b>





SAB 004	<p><b>3.3 Facilitating a community of practice, evidencing student engagement and encouraging advanced learning skills with Slack</b> David Watson, Student Representative</p> <p><b>3.4 Students as Partners in Staff Research</b> Dr Sabine Bohnacker-Bruce, Tina Newman</p>
<b>15:00-16:00</b>	<b>Parallel Session 4</b>
SAB 001	<p><b>4.1 Translator, signpost, colleague, friend: approaches to hearing and challenges of responding to, the student voice</b> Emma Lester</p> <p><b>4.1 Course Committees – can we work together to make them better?</b> Rebecca Rock, Stephanie Hargreaves, Dinh Vu (Kiki)</p>
SAB 002	<p><b>4.2 Employment Engagement Mosaic: a tool to capture scholarly engagement with employers</b> Jacqueline Brewer</p> <p><b>4.2 Postgraduate Education is Changing, How Can Universities &amp; SU's Keep Up? Views From a Postgraduate Sabbatical Officer</b> Ieuan Smith</p>
SAB 003	<p><b>4.3 How student staff partnerships can be adapted to support innovation and inclusivity</b> Samuel Geary, Ethan Connor</p> <p><b>4.3 Navigating the emotions in partnerships: Reflections on challenges for staff and students</b> Dr Ana Baptista</p>
SAB 004	<p><b>4.4 Publishing your work on Student Partnership</b> Rachel Forsyth, Simon Walker, Tom Lowe</p>
<b>16:00-16:30</b> Stripe Auditorium	<b>Closing Plenary - Stuart Sims</b>
<b>Free Time for Delegates to Check into Hotels</b>	
<b>18:00-20:00</b>	<b>Conference Dinner - Food Hall, University Centre</b>



## Day 2, Friday 20<sup>th</sup> April 2018

Time & Location	Item
9:30–10:00 Stripe Building Foyer	<b>Registration and Refreshments</b>
10:00–10:15 Stripe Auditorium	<b>Welcome and House Keeping</b> Tom Lowe
10:15–11:00 Stripe Auditorium	<b>Keynote</b> Tansy Jessop, Professor of Research Informed Teaching, Southampton Solent University
11:00–12:00	<b>Parallel Session 5</b>
SAB 001	<b>5.1 Students Shaping Strategy: Student Voice in the Learning and Teaching Strategy</b> Cassie Shaw, Emily Jordan
	<b>5.1 Closing the student feedback loop with Unitu</b> David Watson, Anish Bagga
SAB 002	<b>5.2 TEL Champion scheme: using technology to improve education, research and student life</b> Hannah Watts, Student Representatives
	<b>5.2 Researching and conveying the students' voice to inform practice and policy on improving digital capabilities</b> Aggie Molnar, Alyssa Pandolfo
SAB 003	<b>5.3 A Case Study into Student Experiences of Using Online Material to Support Success in A-Level Economics</b> Natalie McGuinness
	<b>5.3 Experiences of UCL ChangeMakers Student Fellows</b> Maisie Harrison, Manuela Irarrázabal, Octavian Maxim, Saul Wodak
SAB 004	<b>5.4 Developing digital teaching practices through staff-student partnerships</b> Alexandra Patel, Mark Van Der Enden, Bethany Cox
	<b>5.4 Stopping "Fake News": A digital mentor scheme to provide peer support and develop digital capabilities</b> Ruth Clark, Adam Fennell, Kath Hartley, Molly Schofield, Robert Davies
Stripe Lecture Room	<b>5.5 Improving learning and teaching through student-staff collaborative observation</b> Vanessa Cui, Samuel Geary, Matthew O'Leary, Ilana Pressick, Nathalie Turville, Andrew Walsh, Stacy Rogers and Aneesa Bibi.
12:00–12:15 SAB	<b>Coffee Break</b>
12:15–13:15	<b>Parallel Session 6</b>
SAB 001	<b>6.1 Innovating the Partnership: Student Staff Co-Creative Encounters in Self-Expression</b> Tina Newman, Student Play Champions
SAB 002	<b>6.2 Doing Induction: A Student Perspective</b> Sarah Graham, Ruth Payne
SAB 003	<b>6.3 Cooking up a perfect storm: Workshop on co-creating student-staff projects in digital learning</b> Anna Agnethe Back, Gloria Kabati, Jack Sherry, Jaime Summers, Madeline Grove, Anne Preston, Tania Fonseca, James Beardmore, Robert Stanley, Tara Shirazi

<p>SAB 004</p> <p>Stripe Lecture Room</p>	<p><b>6.4 Digital Capabilities for a Changing World</b> Sarah Knight, Helen Beetham, Student Representatives</p> <p><b>6.5 'No person is an island': a staff-student collaborative research project on group assessment as a mode of assessment</b> Gareth Bramley, Joseph Harrison, Luutsche Ozinga, Madawi Alahmad, Katrina Pinfold</p> <p><b>6.5 The challenges of realising inclusive partnership for all via the curriculum</b> Professor Colin Bryson</p>
<p><b>13:15-14:00</b> Food Hall, University Centre</p>	<p><b>Lunch &amp; Posters</b></p> <p><b>Partnership in Professional Doctoral Reflexivity; Action Research as a Driver in the Co-Construction of Knowledge</b> Dr Catherine Hayes, Sr John Fulton, Professor Alastair Irons, Stephen Capper</p> <p><b>Engagement and Partnership in the Development of Critical Thinking Skills</b> Hilary Wason, Cheryl Whiting</p> <p><b>Genius Hour</b> Raashi Shah</p> <p><b>Student-Staff workshop to make seminars for 'Research Methods and Analysis' more interactive and engaging for adult nursing students</b> Tine Panduro, Karen Sprod, Marion Waite, Jon Revis</p> <p><b>Architects of their experience: the role, value and impact of student academic representation systems in Higher Education in England</b> Dr Abbi Flint, Hannah Goddard, Ellie Russell</p>
<p><b>14:00-15:00</b></p> <p>SAB 001</p> <p>SAB 002</p> <p>SAB 003</p> <p>SAB 004</p> <p>Stripe Studio 1</p>	<p><b>Parallel Session 7</b></p> <p><b>7.1 Student Technology Mentors and staff working together to build digital capabilities</b> Lucy Bamwo, Samantha Clarkson, Sahar Khajeh and Bronwyn Scholes</p> <p><b>7.1 Digital Capabilities and Employability: Perspectives from Students, Staff and Employers</b> Sam Jenkins, Natalie Norton, Neil Curtin, Laia Auge Poch</p> <p><b>7.2 The Candid Student Voice in Academic Development</b> Joe Thorogood</p> <p><b>7.2 Clear and collaborative communication: how Cardiff Met embeds student partnership across the institution</b> leau Gardiner, Alex Smith, Sophie Leslie</p> <p><b>7.3 Can students contribute to the recruitment of staff? New approaches to partnership working at the University of Worcester</b> Dr Sarah Pittaway</p> <p><b>7.3 Making it worth your while; staff-student partnerships for more flexible learning</b> Jasper Shotts, Reece Taylor-Long</p> <p><b>7.4 Exploring 'Sense of Belonging' – Muslim Students at the University of Winchester</b> Maisha Islam, Tom Lowe, Gary Jones</p> <p><b>7.4 Students as Partners at Newman University</b> John Peters, Leoarna Mathias</p> <p><b>7.5 Students as Innovators: enabling students to lead the way in driving motivation, participation and progression in their Canvas Virtual Learning Environment</b></p>

	Natalie Norton, Jessica Jones	
<b>15:00-15:30</b>	<b>Student Panel</b>	Stripe Auditorium
<b>15:30-16:00</b>	<b>Closing</b> Sarah Knight	Stripe Auditorium



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9:30–10:00 Stripe Building Foyer	Registration and Refreshments
10:00–10:15 Stripe Auditorium	Welcome and House Keeping Cassie Shaw
10:15–11:00 Stripe Auditorium	Keynote Colette Fletcher, Assistant Vice-Chancellor, University of Winchester & Tali Atvars, Student Union President, Winchester Student Union
11:00–12:00  SAB 001	<p>Parallel Session 1</p> <p><b>1.1: <u>Staff-Student Partnerships to support Innovation and Inclusivity in the Curriculum</u></b>  <b>Animation, autonomy and a social learning space: The beginnings of learning partnerships</b>            Dr Cindy Becker  <i>University of Reading</i>            Formal partnership projects are based on a spirit of trust and innovation between students and academics; in this presentation I would like to talk not about any formal partnership project, but about the seeds of partnership. The presentation will explore a relatively minor innovation in a first-year module, 'Persuasive Writing', on which are enrolled approximately 100 students. Aware that new undergraduates can be wary about weak areas in their writing, I created an animated screencast quiz with just eight fairly straightforward questions and multiple choice options. Students are given the URL for the quiz in Week 1 of the Autumn Term and asked to come up with their answers by the Week 2 seminar.</p> <p><b>Understanding racial segregation in the classroom through a staff/student collaborative research project</b>            Dr Jim Lusted and Carjez Best-Bryan  <i>University of Northampton</i>            This presentation reports on a staff/student collaborative research project that investigated the extent to which ideas of 'race' influence group allocations in small class teaching. Previous research suggests BME (Black and Ethnic Minority) students tend to work with those they feel ethnically aligned to, either voluntarily (Villalpando 2010) or when allocated groups by tutors (McKeown et al. 2015). The research was part of the University of Northampton's Urb@n (undergraduate research bursaries at Northampton) scheme, which encourages staff-student collaboration on teaching and learning related research projects. Undergraduate students receive a £500 payment for approximately 50 hours of involvement in the research.</p> <p>Sport students were chosen because these courses have seen significant increases in BME students in recent years (now up to approximately 40% of the cohort) so teaching sessions on these courses are very ethnically mixed. Semi-structured interviews were undertaken with 6 current students from BME backgrounds - all Black British males. The interviews were completed by the student researcher, himself a current Sport student from a Black British background. This ethnic 'matching' of participants and researcher enabled the potential for more truthful data to be generated (Hoong Sin 2007).</p> <p>Results indicate that BME students are well aware of the racialised dynamics of the class and draw regularly on ideas of 'race' to interpret the allocation and experiences of working in small groups. The ethnic segregation of groups is mainly student rather than teacher led, based around existing friendships which are ethnically aligned. We argue for a 'race cognizant' rather than 'colour-blind' approach to be encouraged among teachers in their attempts to manage the multicultural classroom (Reason &amp; Evans 2007). We also reflect on the experiences of completing a staff/student collaborative project, particularly the benefits and limitations such a partnership can have on the research process.</p> <p><b>1.2: <u>Researching, Evaluating and Evidencing Effective Engagement and Partnership</u></b></p>

SAB 002

### **Designing Academic Opportunities for Students**

Amy O'Sullivan and Emily Stow  
*University of Lincoln Students' Union*

How to foster genuine student engagement is an important focus within Higher Education. In this session The University of Lincoln Students' Union aim to share and reflect on best practice around forming a true partnership between the University and the Students' Union with regards to facilitating an effective student engagement structure; specifically, the unique concept of Academic Opportunities '(Student Engagement Opportunities)' which reaffirms our strategic ethos of 'student as producer'

These partnerships have been integral to the success of our Academic Opportunities and provide many levels of support online and offline depending on need. We aim to share how we strategically develop our Academic Opportunities and set out to establish a robust system for students to engage in, lead on and take ownership of their own learning, teaching and engagement opportunities; allowing them to be true partners within and beyond their learning community.

Our online management system (SUMS) allows for regular contact with students', training, targeted emails and digital elections. This translates the successful delivery of an accessible network of opportunities, powerful insight to encourage change and an overall advanced student experience.

Through the success of the established opportunities, our rapport with the University has had a lasting and positive impact; encouraging retention and more collaborative work with members of staff. This has allowed us to be influential in our decision making with the University, shaping and developing our students' academic, social, and working life by providing services, advice, support and representation to all; preparing students for future employment.

### **How are we feeling today? – evaluating confidence levels of students engaging with a new study mentoring scheme**

Karen Croft  
*Leeds Beckett University*

The aim of this presentation is to explore the design and implementation of a scheme to measure the impact of student engagement with a new study mentoring scheme using a mixture of traditional and innovative techniques.

Skills for Learning, part of Libraries and Learning Innovation at Leeds Beckett University, had previously run a pilot study mentoring scheme during Semester One, 2016-17 to explore whether we could provide a different type of academic skills support using paid student mentors. The results from our evaluation told us we had a successful pilot, which had provided a really positive experience for the mentors. The mentors also reported that their mentees had a beneficial experience. However, our qualitative evaluation had focused on discovering and describing what the students' experience had been like; we had not focused specifically on establishing the impact of the mentoring on the students. More seriously, we had plenty of data from the mentors, but next to nothing from the mentees.

As a result, for the expanded 2017-18 scheme, working closely with our Planning and Marketing Manager we explored new ways of measuring the impact of the scheme by measuring mentee confidence levels and approaches to studying at the start and end of the scheme, using the mentors to collect data from mentees at their first and final meetings.

To do this, we used a UX (User Experience) influenced methodology based on the mentees selecting words to describe their feelings and confidence levels and doing a freeform planning exercise to map out what they needed to do next. Mentor confidence before and after mentoring was measured using anonymised online questionnaires with measures based on the Sanders academic behaviour questionnaire (Sander and Sanders, 2009).

SAB 003

### **1.3: Keeping Student Engagement and Partnership Relevant in an Age of Change**

#### **Learning analytics in the student-centred university: perspectives and partnerships**

Sarah Parkes, Helen Bardy, Penny Keeling, Rae-Ann Preece

Born from involvement in the HEA, Action on Access and Paul Hamlyn Foundation What Works? Student Retention & Success phase 2 programme (Thomas et al, 2017); Newman University Birmingham became aware that to better support student success, the University needed to better understand student engagement activity in order to facilitate

pro-active monitoring of students ... enabling earlier intervention by a range of academic and support staff (p.10). Thus since 2014, Newman has been part of the Jisc 'Effective learning analytics' project, designed to help institutions use and understand their data (Jisc, 2017) and in 2016, was awarded a small grant from the HEFCE Catalyst fund to develop pedagogic interventions based on such data, to facilitate student success.

In 2016/17, three subject areas (Sport and Wellbeing, Youth and Community work and English) utilised Newman's student partnership framework to develop, deploy and evaluate such activity. In a collegiate fashion, these student/staff partnership projects confirmed assertions in What Works that it is the 'human side of higher education that comes first' regarding academic success, and following initial consultative projects, continued to work together to install and evaluate pro-active tutor and group-led peer mentoring systems in 2017/18.

From the perspectives of those involved, this paper will:

- i. demonstrate the relevance of staff/student partnerships in age of change
- ii. discuss how institutions might respond to calls for 'big data' whilst ensuring they remain centred on the person before them;
- iii. reflect on how such collaboration can develop staff and student's digital capabilities;
- iv. discuss emerging findings from the partnership projects mentioned above.

### **Getting the blend right: listening to the student voice to enhance the online learning experience**

Dr Agnieszka Herdan, Dr Dawn Reilly, Dr Liz Warren  
*University of Greenwich*

The Teaching Excellence Framework has brought the retention of Year 1 students and their initial experience of Higher Education (HE) into sharp focus. This project provides the opportunity for students to act as change agents who are actively involved in the design of their programmes, and therefore empowered to enhance their experience, in the area of online learning. Online learning is used in HE for various reasons including because research suggests that students enjoy it (Owston, York and Murtha, 2013), to encourage a self-motivated approach to active learning, to provide a more flexible learning environment and because it is relevant in a technology driven age (Hamdi and Abu Qudais, 2017). However, despite its importance to the overall student experience, where it is part of a blended learning course design, online learning is not always focussed on in student feedback. This case study focusses on Year 1 students in three accounting and finance related programmes and explores students' experience of using online learning platforms in the areas of mathematics, writing and accounting.

Data is being collected throughout the 2017-18 academic year using online surveys to identify the student expectation of online learning at the start of the year and also to compare and contrast the actual student experience for the three different platforms. As well as these wide surveys of views across the cohort, depth is added via student discussion forums.

In this project, students have a real opportunity to make their voice heard to motivate change (Dickinson and Fox, 2016). Specifically, as a partner in the project, the provider has access to student feedback in order to improve their products based on the discussions in the forums. Further, course leaders will have greater knowledge on how to optimise the use of online products as part of a blended learning approach.

#### **1.4: Ensuring the Student Voice is Heard and the Feedback Loop is Closed**

### **Engaging with students' feedback on feedback: a staff-student co-design approach to the development of a VLE feedback portfolio**

Dr Naomi Winstone, Emily Papps, Roger Rees, Dr Emma Medland, Irina Neculescu, Jasmine Law, Simran Nagpal, Adrian Garncarek  
*University of Surrey*

Student satisfaction with assessment and feedback is the sector's "Achilles' Heel" (Knight, 2002, p.107). Students commonly report that the feedback they receive is not useful, often because it is not clear how to enact the advice, and how to synthesise comments across modules. Through a HEFCE-funded project, we engaged with students' perspectives on the utility of feedback in order to inform the design of a feedback portfolio within our VLE, which supports students to synthesise and act upon their feedback. This portfolio was developed in partnership with students using co-design methodology (Iivari, 2004).

SAB 004

<p>Stripe Lecture Room</p>	<p>In this workshop, we will invite delegates to participate in an interactive exploration of the co-design method, tracing the journey from the initial design workshops to the finished portfolio. In the first co-design workshops, students used creative media such as playdoh and post-it notes to represent their experience of receiving feedback. Having introduced them to the concept of learning analytics, we then asked them, both individually and in groups, to design their ideal feedback portfolio. We will invite delegates to explore artefacts from the design sessions, and to consider what is being voiced by the students through these artefacts. Student interns will be co-facilitators of the workshop, sharing their perspectives on the student voice. We will then demonstrate how students' perspectives are directly reflected in the design of the portfolio.</p> <p>Our evaluation of the process demonstrates that students felt ownership of the tool, and recognised that staff had listened to their views on feedback and taken them on board. We aim to give delegates insight into co-design methods as a way of engaging with the student voice to close the feedback loop. We will share ways in which we are currently using the method to develop a range of digital tools in partnership with students.</p> <p><b>1.5: <u>Ensuring the Student Voice is Heard and the Feedback Loop is Closed</u></b>  <b>Increasing Student Engagement in the UK Engagement Survey</b>  Juliet Williams, Stuart Sims  <i>University of Winchester</i></p> <p>The UK Engagement Survey (UKES) is a national survey co-ordinated by the Higher Education Academy (HEA) designed to provide detailed data on how students are engaging with their course (going beyond measures of satisfaction). Winchester has participated in UKES for the past three years and despite the attempt to make the UKES more than 'just another survey', participation remained low (around 12% of our UG students participated) and buy in from programme teams was minimal. In response to this, in we have developed a programme of workshops to enhance staff and student engagement with survey with a focus on using it as a reflective tool. This involves working with students and programme teams to break down key concepts around developing as critical, independent learners. This is structured around the survey itself, with the aim of increasing the usefulness of the survey for students, programme teams and the institution. This presentation will outline the three tiered approach taken to increasing engagement with the principles of the survey and will focus on general principles of using surveys to advance, rather than simply measure learning.</p>
<p><b>12:00-12:15</b> SAB</p>	<p>Coffee Break</p>
<p><b>12:15-13:15</b> SAB 001</p>	<p>Parallel Session 2</p> <p><b>2.1: <u>Student-Staff Partnerships to Support Innovation and Inclusivity in the Curriculum</u></b>  <b>A mobile app and VR game to enhance learning and teaching: collaborative research with students</b>  Dr Julie Prescott, Dr Duncan Cross, Pippa Illif, Dan Edmondson, Yves Fuala  <i>University of Bolton</i></p> <p>This presentation will reflect on, and discuss, a HEFCE Catalyst Fund project to engage students in student-led research to enhance learning and teaching through technology.</p> <p>The research had four main objectives. Firstly, to engage undergraduate students in an initiative to understand utilisation of technology in learning and teaching. Secondly, facilitate students in the research process to design and develop learning and teaching initiatives. Thirdly, to empower students in the delivery of training for staff. Finally, to employ students in the reverse mentoring of staff to enhance the learning and teaching environment.</p> <p>The presentation will discuss the research undertaken by the research team, a team that included academic staff and student researchers, in terms of the technological interventions (a university-wide mobile app- uBolt and a VR based resource) that were developed to enhance learning and teaching, as well as the evaluation of the interventions. Both interventions were co-created and designed with, and for, students.</p> <p>The App was a pilot of a university-wide mobile app (uBolt) aimed to be used by all students across the university. The app included an interactive map and games based on learning and students interacting with each other and the university campus. This mobile app developed by the students was then featured in the development process for</p>

university-wide implementation of the Campus M app. The second intervention was a VR therapeutic game for use with the counselling students at the university. Both interventions were designed by the research team, and input was sought from the wider student population at the university. Both resources were also developed by games students at the university. The interventions were then evaluated by the research team and this presentation will discuss and reflect on the whole research process with a particular focus on students as partners and the dynamics of change.

### **Staff and student partnerships for promoting digital inclusivity and innovation in the curriculum at City and Islington College**

Kerry Vandersteen, Rebecca Morris, Julie Thornton, Arjon Kucaj  
*City and Islington College*

We would like to deliver a presentation on creating staff and student partnerships for promoting digital inclusivity and innovation in the curriculum at City and Islington College.

Following a successful pilot of a Student Digital Ambassador Programme at City and Islington College in 2016-2017, we analysed the strengths of the programme and identified areas for improvement in 2017-2018.

At the end of the pilot, there was an increased awareness around the College about what our student digital ambassadors could offer. We had also built capacity for digital skills training and projects. However, we had worked mostly on ad hoc projects with enthusiastic teachers, business support staff and external partners. We wanted to make a better impact on the student experience for teaching, learning and assessment.

In the autumn of 2018, we launched a Staff Digital Leader Network. Each College Centre now has a nominated Staff Digital Leader whose role is to develop digital literacy and innovation in learning, teaching and assessment and to share case studies and best practice. Staff Digital Leaders are encouraged to work in partnership with student digital ambassadors whenever possible to deliver training to students and colleagues, to test and review new technology or innovations, and to create learning resources and user guides. Our staff and student digital leaders also contribute to a shared blog and take part in events and workshops together to get inspired and to build their own digital skills and knowledge.

During the presentation, I will explain how we facilitate partnerships to encourage a culture of digital innovation, inclusion and enterprise at City and Islington College. We will then hear about a few projects from two of our staff digital leaders and the student digital ambassadors that they have worked with. Finally, we will share lessons learned and plans for the future.

#### **2.2: Developing Digital Capabilities in an Ever Changing Landscape**

##### **A Co-Constructed Curriculum: A Model for Implementing Total Institutional Change in Partnership with Students**

Amy Barlow, Dr Harriet Sunbar-Morris, Angel Layer  
*University of Portsmouth and Portsmouth Students' Union*

In 2014 the University of Portsmouth set itself the ambitious task of co-creating an institutional vision for a 21st century university through a University-wide conversation with the many individuals who study and work within its walls. It then took this vision to heart: our Education Strategy commits us to providing a vibrant, supportive, collegial learning community of staff and students, and to revise our curriculum framework, working in partnership with our students, to ensure students are set for success in their future careers and acquire the Hallmarks of the Portsmouth Graduate during their Higher Education experience.

What do students expect to gain from their degrees, in the current climate of Higher Education? What do they expect from the individuals who are teaching them? This presentation outlines a methodology for implementing wide-ranging, innovative curriculum reform that begins with an authentic, co-constructed vision of what a university education should afford its students. This conversation has resulted in cohesive re-design of all undergraduate courses, to realise this shared vision for the purpose of Higher Education. Students and staff were enabled to co-create an overarching, ambitious vision for the Hallmarks of a Portsmouth Graduate, which is now being incorporated into course design. As part of this work and consultation a group of staff Hallmarks were also created which capture students' expectations of their educators, as

SAB 002



people, as well as the education they experience. It will explore how institutional buy-in has developed to create a sense of shared purpose between staff and student communities across a wide range of disciplines.

It will be useful to others who are considering co-creating a shared picture of graduate attributes with their students, one that impacts policy and major change initiatives. Positive aspects of the process will be celebrated, for those who wish to embark in these broad and principled conversations, alongside some lesson learnt.

### **"Involve me and I learn" – co-creating problem-based learning**

Nedelin Velikov, Mark Jalleh

*London School of Economics and Political Science*

We have an extensive training programme in MS Office and Web Design structured as series of 1-hour IT Practical Workshops. They run for 454 hours over 20 weeks, and last year were attended by more than 737 individuals, 576 of which were students.

The sessions flip traditional training on its head by presenting learners with a problem to be solved and encouraging them to use their prior experience, web searches, in-application Help programs, and their fellow students or colleagues to find the solutions.

One aim is to develop specific skills related to coursework and employment. Underpinning all sessions is the development of digital literacy, bolstering confidence through working collaboratively with others, researching and applying skills to real world situations. This enables long-term readiness as a self-sufficient learner when the technologies of today become outdated tomorrow. All sessions are delivered by Student Training Advisors (STAs).

Students are hired based on teaching or tutoring aptitude; technology expertise is secondary. Using the TAP methodology of training, we develop their coaching and mentoring talent, and ensure they have the technical skills to support the sessions. They own the successful delivery of the sessions, achieving satisfaction of more than 99.5%, and receiving regular qualitative feedback from the participants from evaluation forms. They use the feedback to improve their performance.

STAs are not merely supporting the courses, they are the driving force behind them, involved in all aspects of the programme. They are co-creators of content and help us with developing publicity, improving administration, induction of new STAs, and evaluation of customer feedback.

Our presentation will introduce the structure, reasoning and results of the programme. Mark Jalleh, a current STA, will share his experience as both a previous participant and advisor for the programme and its benefits for the LSE community.

### **2.3: Developing Digital Capabilities in an Ever Changing Landscape**

#### **A SMASHing approach for developing staff and student digital capabilities within a Community of Practice**

Sue Beckingham, Corran Wood, Jess Paddon, Abby Butler, Matty Trueman, Callum Rooney

*Sheffield Hallam University*

SMASH (Social Media for Academic Studies at Hallam) is a student-led group formed in 2017. Having attended inspiring sessions at the Social Media for Learning in Higher Education Conference, the students were motivated to look for ways to enhance learning and teaching in their own course. Mentored by their tutor they formed the founding group and went on to identify three key areas where social media is utilised: within learning activities, as a means of organising learning, and as a way of showcasing learning.

1. Helping staff to identify and use social media tools for communication and collaboration within and beyond the classroom (Learning Activities).
2. Helping students and staff to identify and use relevant social media tools to curate and organise information relating to learning (Organising Learning).
3. Helping students to prepare digital portfolios to openly share outcomes and projects to develop a professional online presence (Showcasing Learning).

Recognising that in order to introduce new digital capabilities, producing a toolkit which could be used by others to plan activities and case studies to demonstrate these in context (Conole 2007) would be useful. As the students developed and shared their ideas, they actively used social media themselves to communicate and plan, so that they were

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able to work virtually both synchronously and asynchronously in-between face to face meetings. Reflecting on their approach it became clear that a virtual community of practice (vCoP) (Kosh and Fusco 2008) was forming spontaneously, which aligned with Wenger et al's design principals (2002:191-195). This presentation will share the resources they've have created as well as the impact thus far on staff and students. With equal importance the group will also reflect on their experience and learning gained, and the sense of belonging and identify as a result of being part of this CoP (Wenger 2009).

### **Creative video creation for student assessment**

Matt Howcroft and Lewis Dunne.

*University of Derby*

The session will focus on how Technology Enhanced Learning (TEL) support services provided infrastructure and instruction for staff and students to instil within in them the skills and digital competencies needed to produce digital works of value to their subject area.

Video creation and media literacy has become an established part of assessment in HE over the past few years, where students become producers of media as part of their study.

This sort of assessment has pushed the creativity of the student from stale unimaginative PowerPoint presentations to creative informative productions, which give the opportunity for the student to give the information creatively with an appreciation of the affordances of using new media.

At the University of Derby, the production of videos created by students for assessment has grown over the last four years. This is due mainly to the TEL team creating a step by step instructional guide and a classroom workshop, where students can go through the creation process from planning productions to techniques for filming using their own mobile devices alongside online editing software.

This has been developed by looking at video creation as a structure and how students can use that structure in a simple and straightforward way. Therefore, the learner can concentrate on creativity for their video assignment without being inhibited by the complexity of learning and using professional video equipment and professional video creation software, and in doing this digital inclusion can be fostered across the whole cohort. We will also explain how we, as media professionals, support the process with learners, what is covered from a video production aspect and is what is excluded, to make the process as simple as possible. Attendees will also hear from a student who has gone through the process and how that process helped the student succeed at a high level.

### **2.4 PechaKuchas**

#### **The human element in the online assessment process**

Dr Caroline Stockman

*University of Winchester*

In 1974, the lack of 'the human element' in machine learning was a reason for rejection of the new technology at the time (Allen, 1974:1). Today, similar perceptions can be noted for modern-day processes, such as the adoption of online submission of assignments, followed by digital marking and return of feedback. The focus on assessment here is motivated through the sense of a critical nature of this element in the educational experience. A 2017 JISC survey showed that student attitudes towards e-assessment was positive in terms of convenience, but digital technology was least favoured for feeling connected to others (Newman & Beetham, 2017). This is especially important because student perceptions of interpersonal teacher behaviour have been found to determine learning outcomes (Van Petegem et al., 2008).

Following the introduction of mandatory online submission and return of grades, programmes must find new ways of bringing in a personal touch in the assessment cycle, while fully making use of the technological affordances. A deterministic approach may perceive technology to be a threat to a programme culture which draws strength from closely connected, personable staff-student relations. In contrast, a constructivist approach to technology acceptance postulates new tools can be adopted effectively and meaningfully, while continuing a positive programme identity and high student satisfaction in the assessment experience. The resulting project was a cooperation between staff and students, to find concrete mechanisms to 'bring in the human' for web-based assessment tools of a widely used virtual learning environment, Canvas. In doing so, it draws on the framework proposed by Garrison, Anderson & Archer (2000), especially the zone of 'setting climate' in the educational community, which is where social presence

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and teaching presence overlap. This represents the digital capability of educators to project themselves socially and emotionally, for the purpose of value-led use of technology.

### **Can you escape the digital challenge?**

Mark Hall

*Bishop Grosseteste University*

This PechaKucha is to promote the 'Digital Escape Room' which builds upon an idea by Dr Hannah Grenham who developed the 'Escape Room' concept at Bishop Grosseteste University as a method of promoting Learning Development. Formulated as a collaborative project between the Learning Development team and the Student Engagement Facilitator, students were engaged in consultative roles as part of a 'Students Creating Change' project.

The aims of this project were to maintain student engagement with Learning Development (often mistakenly regarded as a remedial service reserved only for students who are struggling academically) whilst also creating a greater awareness and development of digital capabilities. The event also afforded an opportunity to promote the services and skills of Digital Learning team available to students and academics. Tasks were based around typical escape room activities (locating hidden items, deciphering codes, and solving puzzles) and focused upon academic skills including referencing, time management and problem solving. These took place in a fun and immersive environment which fostered teamwork and collaboration.

Challenges incorporated digital technologies which included hardware such as iPads to scan QR codes and mirror the content on Apple TVs. From a software perspective a range of applications and websites were utilised to create, consume and promote digital capabilities.

### **BUSINESSi: A student newsletter building bridges**

Camille Charles, Dr Michael Wynn-Williams

*University of Greenwich*

The BUSINESSi student newsletter has been developed by an independent editorial board of volunteer students. The PechaKucha presentation will be given by the editor-in-chief, Ms Camille Charles, a final year student on the BA International Business programme at the University of Greenwich.

The purpose of the newsletter is to give a voice to student concerns and ensure that the feedback loop is effectively closed; the newsletter bridges the gap between academics and students. Although originally initiated by the programme leader it has been developed and designed by the editorial team under the leadership of the editor-in-chief. The team comprises four members in total to ensure representation across three years of study, including the Erasmus study overseas programme, and the year of work placement.

The newsletter was launched as a pilot in the summer of 2017 and was compiled by a student on an internal work placement with the university. The editorial team was recruited in September and the first full edition was published in November. Two further editions are planned for 2018 before the end of the academic year. A new editorial board will be appointed for the 2018/19 academic year.

The Pecha Kucha presentation will be structured as follows: explanation of the original aims of the newsletter to give expression to students and staff concerning critical issues; how the newsletter provides a new communication channel in the feedback loop by having staff and students contribute articles within specific subject areas (e.g. study methods, Erasmus exchanges, work placements etc.); frank critical analysis of the first edition and the improvements that need to be made for the subsequent editions.

### **Developing Student Quality Reviewers**

Abbie King, Sandra Lusk, Jenny Marie

*UCL*

This presentation will be in the format of three consecutive and related PechaKucha presentations. The first will focus on the student quality reviewers scheme and how it has arisen by bringing together practices of students reviewing quality at departmental, programme, module and individual practice levels. These practices were run separately by the Student Union and the UCL Arena Centre and we will discuss how we are working to bring them together. We will discuss the benefits for encouraging closer partnership

between the university and the student union, and for enabling strategic planning of student involvement in quality processes. We will also discuss some of the challenges inherent in doing this. The second and third PechaKuchas will focus on the two elements of the scheme that have previously been run by the UCL Arena Centre. The first provides support for departments with low student satisfaction, as measured by the National Student Survey. This support has been continually evolving and developing at UCL and is clearly of high relevance in an age of student consumers and the importance of student satisfaction to university reputations. The other practice enables staff and students to work together to review teaching practice. This practice is highly beneficial in a university seeking to change its education to being research-based in order to prepare students for a super-complex world (Brew, 2006), such that students and staff both become knowledge creators. The practice challenges notions of students as passive recipients of staff defined provision and positions them as active contributors to defining teaching practices. It has also resulted in students feeding back that they have gained respect for their lecturers, as they gain understanding of their perspective – something that is helpful in an age of student satisfaction.

**Postgraduate Student Ambassadors as Agents of Change: their lived experiences retold to enhance support, networks and sense of belonging within the community of learners**

Monica Dinu, Ruth Heames  
*Coventry University*

Developing a sense community for postgraduate students is a cornerstone to enriching their educational experience. It offers them insights beyond their own perspective and support outside of formal structures and services. As part of developing a greater sense of community partnership working has been established with postgraduate ambassadors to enhance the postgraduate experience; moving to dimensions of the student journey beyond the curriculum, interactive 'classroom' environment and pedagogic practices.

Working groups of postgraduate ambassadors and members of the Postgraduate Strategy Team have been established around core themes to provide fora for iterative review, reflection and development work. Focus groups are utilised strategically to draw together feedback on themes to inform the working groups.

As collaborators students begin to establish more of a voice through their connections with peers actively seeking expression of views to feed into the iterative process. Flint (2015: Preface) identifies that through partnership working, as co-inquirers and co-creators, there is the creation of liminal space and it is this 'productive disruption which 'makes partnership such a powerful lens through which to explore and develop learning and teaching'. New and refreshing perspectives have certainly emerged through the partnership work.

Opportunities for developing a range of skills for students' future life roles is an integral feature. It encourages a greater sense of responsibility and as Dunne and Zandstra (2011) state shifting the agenda enables students to take on greater leadership. This working partnership has become one of multiple benefits.

**13:15-14:00**

Food Hall, University  
Centre

**Lunch & Posters**

Posters available:

**Partnership in Professional Doctoral Reflexivity; Action Research as a Driver in the Co-Construction of Knowledge**

Dr Catherine Hayes, Sr John Fulton, Professor Alastair Irons, Stephen Capper - *University of Sunderland*

**Engagement and Partnership in the Development of Critical Thinking Skills**

Hilary Wason, Cheryl Whiting - *Kingston University*

**Genius Hour**

Raashi Shah - *Aston University*

**Student-Staff workshop to make seminars for 'Research Methods and Analysis' more interactive and engaging for adult nursing students**

Tine Panduro, Karen Sprod, Marion Waite, Jon Revis - *Oxford Brookes University*

	<p><b>Architects of their experience: the role, value and impact of student academic representation systems in Higher Education in England</b> Dr Abbi Flint, Hannah Goddard, Ellie Russell - TSEP</p>
<p><b>14:00-15:00</b></p> <p>SAB 001</p>	<p>Parallel Session 3</p> <p><b>3.1: <u>Developing Digital Capabilities in an Ever Changing Landscape</u></b> <b>Can a digital platform enable alumni to peer-mentor students on an online distance learning programme? Rational, Design and Evaluation</b> Roger Harrison, Sarah C Willis, Brenda Tibingana-Ahimbisibw, Maureen Finn, Isabella Fairclough, Samantha Howard, Alana McNulty <i>The University of Manchester</i> Online distance learners are potentially disadvantaged from collaborative support through peer-mentors, even though many higher education institutions formally enable this for on-campus students. We used an existing online postgraduate programme in public health as a pilot site to construct an online peer-mentoring platform, and tested the feasibility of this for enhancing students' overall learning experience. The project team maximised opportunities from experiential informed design and also incorporated an Alumnus as Project Manager (Ahimbisibwe). To establish the design criteria for one model of online peer-support and implement a feasibility study. Activity information and one-to-one qualitative interviews were used to collect data about students' and alumni participation and on views and experiences amongst those who did and did not use it. The design maximised opportunities from existing digital technology, and a business standard communication platform called SLACK met the final design brief. Preliminary analysis (full analysis to be presented) identified half (36/72) the eligible pilot students registered with the peer-support platform and in three months, 1,872 individual digital messages occurred. Emerging themes from student interviews were: 'it helped reduce isolation'; 'it was good to hear from previous students'; 'sharing ideas was helpful'. Feedback from those not taking part included: 'did not see a benefit to them'; 'did not have time'; 'had excellent support already'.</p> <p><b>Levering Web 2.0 tools on an Access to HE programme: engaging learners and developing their digital skills</b> Monica Pizzoli, Gerard Elder <i>Sunderland College</i> Over the past three academic years, the Access to Higher Education Team at Sunderland College have been increasingly utilising a range of Web 2.0 technologies embedded into their course site on Moodle to deliver components of their programme. This has generated a range of both in-class and extension activities structured within the VLE using a wide variety of web-based tools (Padlet, Google drive, Glogster and many others).  The effects of this have been seen on several fronts: staff have found that their students find the new tools both engaging and easy to use. Students can also participate outside of their classroom sessions, enabling these adult learners enhanced opportunities to study, demonstrate their knowledge and share their opinions and experiences with their peers from home and within their workplaces.  They have given this teaching team new ways to deliver course topics and new possibilities to engage their students; facilitating exciting and fun activities that also potently and effectively help their classes meet their learning outcomes. These tools offer both flexibility of when and where students can participate and also personalised learning routes, as students can choose from a variety of approaches when taking part. Student work is 'published', shared and celebrated in an online newspaper, read by the entire programme. This has led to opportunities for peer learning in the student cohort.  Another very real benefit that has emerged from the use of these tools is that it has taken the students and staff involved on a journey of discovery through the landscape of web-based apps and applications and this has had a dual outcome: a greatly increased awareness of the usefulness of the web in learning new subjects and significant personal development for everyone in becoming confident digital citizens.</p> <p><b>3.2: <u>Ensuring the Student Voice is Heard and the Feedback Loop is Closed</u></b> <b>Creating a Textbook Marketplace at the University of Liverpool</b></p>



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Joe Schulkins, Ananda Mohan  
*University of Liverpool*

Our presentation looks at how the University of Liverpool's Guild of Students and Library chose to address dissatisfaction with the cost and the lack of relevant textbooks.

Now running in its second year, we will talk about how we conceived of and developed a secondhand textbook marketplace where students could sell or giveaway their textbooks to other students. We will look at the start of the project as a reaction in part to our NSS scores, as a follow-on from our Guild's 'Pound in your pocket' campaign and how this project has helped improve the student experience.

Fundamental to the project was the relationship between the Guild and the Library, this relationship between the library and students has meant that we have been able to continuously improve the service based on their feedback. In particular, we have made numerous improvements including the creation of an API to integrate our marketplace into our Reading Lists platform.

### **The Art of Listening: Diversifying Assessment and Rethinking Feedback at the University of Reading**

Dr Madeleine Davies, Bethany Barnett-Saunders  
*The University of Reading*

This presentation outlines the staff-student collaboration in the Department of English Literature (DEL, UoR) in a review of our assessment and feedback practices. The paper is presented by Dr Madeleine Davies (project leader, 'Diversifying Assessment') and two UG students centrally involved in the review.

In DEL, we had identified issues around the type of feedback we were delivering, our students' increasing lack of engagement with it, and our assessment habits, and we wanted to connect with the University's 'Curriculum Framework' project by engaging our students in a fundamental reformulation of practice. Dr Naomi Winstone and Dr Robert Nash state that 'communication' and 'mutual participation' are key to forging a 'new [assessment and feedback] paradigm' (HEA DEFT, p.7) so we convened student Focus Groups to inform our 'direction of travel' proposals.

The 'Diversifying Assessment' project was launched and the university provided central funding to support the work which centralised student consultation. Our initial aim was to scrutinise our use of the assessed essay + exam format on a majority of our modules; we wanted student views on alternative assessment models (connecting with eSFG) to produce a 'new paradigm' where 'joined-up' feedback could generate 'programme-level learning outcomes' (Winstone and Nash, p9).

This paper outlines our work with student Focus Groups and also the surprising results of it; it quickly became apparent that new assessment models involved fundamental scrutiny of how feedback is used by students. After the first group meeting (consolidated with a whole cohort survey), we realised that feedback practice was our most pressing issue, and the final proposals of the project challenged the model and mode of our pedagogic practice.

The presentation involves student participation, graphics and statistics from the focus group sessions, and connects with the work of Winstone and Nash in their analysis of the 'feedback loop'.

### **3.3: Researching, Evaluating and Evidencing Effective Engagement and Partnership Partnerships, Peer Learning and Pizza: developing peer support with students as partners**

Neil Ford  
*University of Southampton*

Staff-student partnership is at the heart of Southampton Business School's Peer Learning scheme. This presentation will outline how staff and students have worked together over the past two years to introduce active and fun peer learning sessions timetabled for all undergraduate first-years. The scheme is based on a Peer Assisted Learning (PAL) model and has achieved good engagement from students through partnership working on various aspects of the project.

Our experience has been that mutual benefit is a critical factor in staff-student partnership. This presentation will highlight examples of the benefits that students have

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gained through engagement with our peer learning scheme from developing employability to making connections with other students on their programme. There will also be an opportunity for attendees to discuss the benefits for staff and the challenges of effective staff-student partnerships.

### **Facilitating a community of practice, evidencing student engagement and encouraging advanced learning skills with Slack**

David Watson, Student Representatives

*University of Greenwich*

While MOOCs have stolen the limelight in online learning communities, group-working applications like Slack (<https://slack.com/>), not specific to education but used in many of our students' target professions, have become essential tools for building communities of practice. More strictly, "communities of learning" can be facilitated, allowing for pedagogies designed around collaborative learning and peer review/feedback. Ultimately, this can lead to the development of rhizomatic learning skills for the students involved and at Level 7, such skills are essential if they are to successfully develop their own curricula for learning beyond the experience of their tutors.

This presentation will discuss the use of the group-working application, Slack on the MA Web Design and Content Planning programme at the University of Greenwich and how it is used to form a student community of practice. Slack also helps to evidence student engagement since all interactions are recorded and students can see responses and reactions to their own contributions. Finally, the presentation will outline the broad pedagogical phases of learning that students negotiate during their studies and how this is evidenced in Slack.

The cohort is a diverse student group (some students have been out of education for many years, while others are recent graduates). The programme design must address this and just as we make no assumptions about what subject knowledge a student has, we also make no assumptions about what learning skills students have acquired. We begin with scaffolded learning and with the aid of Slack, students progress through independent learning to collaborative learning and ultimately to rhizomatic learning.

This presentation aims to demonstrate that a symbiosis can exist between progressive learning skills and digital platforms that are not specifically designed for education.

### **3.4: Keeping Student Engagement and Partnership Relevant in an Age of Change Students as Partners in Staff Research**

Dr Sabine Bohnacker-Bruce, Tina Newman

*University of Winchester*

The proposed symposium will showcase a successful student engagement initiative at the University of Winchester, the Winchester Research Apprenticeship Programme (WRAP).

The active involvement of students in academic research facilitated through WRAP is part of a wider institutional focus on student-engaged educational development.

WRAP is designed to provide an opportunity for Year 2 undergraduate students to work alongside academics on a disciplinary or pedagogic research project, in order to gain first-hand experience of academic research, develop transferable skills, and encourage undergraduates to consider postgraduate education. WRAP also aims to increase staff engagement in research-informed teaching and to strengthen the research culture within the faculties, linking to quality criteria from the TEF (LE2: scholarship, research and professional practice) and the REF (research environment).

Now in its eighth year, WRAP offers a flexible model that has been adapted to the particular needs of each faculty at the university, and could be tailored to fit the various circumstances of other institutions.

Feedback from WRAP students shows that they particularly value the opportunity to develop specific research skills, ahead of the independent research required in their final year projects, as well as transferable skills, and the opportunity for personal development. The proposed session will begin with a 15-minute presentation, giving an overview of the background, development, processes and pedagogical principles underpinning WRAP, followed by three or four mini-presentations from WRAP project leaders or student apprentices (tbc), showcasing projects from different faculties. The second half will include a detailed case study workshop based on research on Tutor and Student Voice and Engagement, including an interactive element featuring extracts of student analysis of tutor team blog/patchwork texts (Ovens, 2003), exhibition posters and focus on

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	Student/Tutor Communities of Practice (Wenger, 1998), with time for questions and discussion.
<p><b>15:00-16:00</b></p> <p>SAB 001</p>	<p>Parallel Session 4</p> <p><b>4.1: <u>Ensuring the Student Voice is Heard and the Feedback Loop is Closed</u></b>  <b>Translator, signpost, colleague, friend: approaches to hearing and challenges of responding to, the student voice</b>  Emma Lester  <i>University of Southampton</i>  This presentation will focus on the challenges and benefits of working in a unique role supporting and enhancing the student voice. Reflecting on my role as Education and Student Experience Advisor at Southampton Business School I will discuss some of our methods of closing the feedback loop including; peer learning, use of table top games, creation of learning and communication objects, use of social media and bespoke course rep training.</p> <p>When I started working in higher education, relatively fresh out of my own degree, I never thought working with students would be as challenging as it has been. Using my own student experience to inform my practice working for the institution has not always been as seamless as I had thought it might be. I started as a graduate intern but have now been my role over five years. My role doesn't fit neatly within library, academic, student union, marketing or administrative staff groups which sometimes makes bringing all these elements together to support students, tricky. On a daily basis I juggle being a conduit for staff and students all while being approachable and professional in the eyes of the students I work with.</p> <p>In the age of metrics, enhancement projects can sometimes be overlooked unless they are completely quantifiable, emphasising quantity of interactions over quality (e.g. "how many students attended?", "is that view really representative?") I hope to share some lessons I have learned and some general recommendations for working with students in an authentic way.</p> <p><b>Course Committees – can we work together to make them better?</b>  Rebecca Rock, Stephanie Hargreaves, Dinh Vu (Kiki)  <i>Nottingham Trent University</i>  A small scale enquiry into the perceptions of course committee members (academic staff, professional support staff, and students) led to the development of workshops, resources and a coaching offer for course committees.  At this stage the workshops and resources are in place, along with a coaching offer and contract. By April we will have worked with 6 course teams (students are considered full and equal members of the course team), to review their practices in relation to course committees. In particular: how the agenda is planned with students; how feedback from students is captured, acted upon, fed-back and shared with the student body; and how the meeting is managed to ensure all members can contribute.  We would like to share the findings of the enquiry, the resources that have been developed and the experiences of course teams who have worked with us to change their course committee, we will pose some questions to support participants in considering how they can apply our learning in their context.  A student on placement has led the enquiry process and developed a number of the resources and will co-present these.</p>
<p>SAB 002</p>	<p><b>4.2: <u>Keeping Student Engagement and Partnership Relevant in an Age of Change</u></b>  <b>Employment Engagement Mosaic: a tool to capture scholarly engagement with employers</b>  Jacqueline Brewer  <i>East Surrey College</i>  This research is from the work of The Scholarship Project, a three-year long, nationwide initiative involving forty six colleges managed by the Association of Colleges (AoC) and funded by the Higher Education Funding Council for England (HEFCE) which started in 2015. This project aims to support the development and embedding of a distinct College Higher Education (CHE) scholarly ethos across the sector associated with technical education at levels four and higher, by creating a Scholarship Framework that can be adopted by all colleges, and one which is firmly centred on enhancing the learning experience for students.</p>

The Scholarship Framework is due out in early 2018. With little opportunity to engage in scholarship in CHE, it is through Boyer's scholarships of 'discover, teaching, integration and application' (1990) which the project uses as its theoretical framework that there has been opportunity to identify how CHE undertakes scholarship.

Following initial project reconnaissance work, Scholarship Development Managers (SDM) working with a consortium of colleges had developed trial and tests (T & T) to identify scholarship in CHE. One such T & T considered how technical CHE engages with employers through the teacher, student and employer relationship and whether the engagement is scholarly. Early evidence from the employer engagement trial suggests that 'academic' indicators of scholarship (Davy, 2016) do not suit the more technical orientation of CHE and employers have suggested this is not what they want. However by using the work of Boyer as a mapping tool, there is evidence that engagement with employers demonstrates scholarship and this activity has been captured to share in forthcoming The Scholarship Framework

### **Postgraduate Education is Changing, How Can Universities & SU's Keep Up? Views From a Postgraduate Sabbatical Officer**

Ieuan Smith

*Keele Postgraduate Association*

Postgraduate (PG) education is currently going through a period of substantial change and growth, due in part to government policy. Yet many Universities and SU's are unprepared for this change and the rising expectations of quality that accompany it. How can Universities and SU's ensure their processes, partnerships and PG provision keep up with this changing PG environment? A From the unique perspective of a PG sabbatical officer in a dedicated postgraduate students union I will examine how Keele is prepared for this change and share some best practice for both SU's and Universities.

This talk will cover several areas including:

- The KPA – The KPA provides a particular perspective as a unique organisation within the sector as one of only three known independent postgraduate student unions in the UK. Important to this is the value of full-time PG sabbatical officers and that we need more of them in SU's, working in partnership with Universities to improve their PG provision.
- The value of a dedicated PG community - one that supports students, helps them shape their identity and enhances their experience.
- Student Representation – Giving students and their representatives opportunities to raise awareness of PG issues to the University and then work in partnership with the University to address these issues (here I will refer to examples at Keele).
- Inclusive Processes - Ensuring postgraduates (or representative(s)) are included in University decision-making processes at every possible level.
- Educating Staff - Making university staff aware of their postgraduate student body and their specific and varying needs. This applies to both PGT & PGR.
- Quality Assurance - Reviewing the delivery of PG provision (both educational and operational) and ensuring it is up to scratch. Would you allow that standard of delivery for UG?

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### **4.3: Keeping Student Engagement and Partnership Relevant in an Age of Change How student staff partnerships can be adapted to support innovation and inclusivity**

Samuel Geary, Ethan Connor

*Birmingham City University*

In an attempt to address some of the issues around disparities in attainment the decision was taken to adapt both our Students Academic Partner (SAP) and Student Academic Mentor (StAMP) programmes. The priority for funding this year was specifically targeted at initiatives that focussed on inclusivity and students from potentially disadvantaged backgrounds and was supported by two HEFCE projects that themselves focus on disparities in student attainment.

The first project that helped support this initiative is the DRIVER project, which is a partnership project with various other institutions. The focus is on the transition between colleges and universities where students from potentially disadvantaged backgrounds are highly represented yet statistically less likely to achieve a good degree. We had various proposals through SAP and StAMP that are looking to address the various issues

SAB 004	<p>around this topic and through this presentation we would like to give examples of specific projects and what they are doing and potentially how they are working.</p> <p>The second project is the 'Levelling the Playing Field' and looks at how placement opportunities can reduce the gap in differential graduate employment outcomes. Initial data found different outcomes between Black and Minority Ethnic (BAME) and disabled groups in terms of graduate employment. As a result of this we attempted to use the funding for SAP and StAMP to encourage projects that can attempt to address this. Again, we would like to give specific examples of some of the projects we have funded and the impact they are having.</p> <p><b>Navigating the emotions in partnerships: Reflections on challenges for staff and students</b>  Dr Ana Baptista  <i>Queen Mary University of London</i>  Teaching and learning are multidimensional, complex and dialogic processes that ask for personal, cognitive, social, and emotional commitment from who is (should be) intrinsically engaged: the teacher and the student. The relationship(s) with knowledge and with others should be of transformative nature both for the student (Mezirow, 1994) and the teacher. This is not one free of emotional load.</p> <p>As highlighted by Cook-Sather, Bovill and Felten (2014), respect, reciprocity and responsibility are three essential principles for any staff-student partnership. The same authors cite Bird's and Koirola's 'key qualities of meaningful partnerships' (p.6): trust and respect, shared power, shared risks, and shared learning.</p> <p>With this presentation we intend to analyse how studies in staff-student partnerships define the guiding principles and ways of working, and simultaneously to reflect on the emotional load that they bring to both staff and students. We argue that there are challenges to all of those who embark on partnerships. However, our focus will be on an unexplored territory: the emotions at play in the interactive learning environment promoted by the partnerships.</p> <p>We envisage that this reflection, based on literature in the field of staff-student partnerships, may open an interesting possibility to explore the role(s) of those emotions in the development or construction of staff and student identities.</p> <p>Suitable to colleagues of any disciplinary domain and with diverse experiences, we consider that this is an innovative approach and study, since there is a lack of spaces to talk about emotions related to HE teaching and learning (and partnerships), particularly when the sector is permeated with so many challenges.</p> <p><b>4.4: Researching, Evaluating and Evidencing Effective Partnership Publishing your work on Student Partnership</b>  Rachel Forsyth, Simon Walker, Tom Lowe  <i>Manchester Metropolitan University, University of Greenwich, University of Winchester</i>  This workshop is intended for anyone attending the conference who may be interested in sharing their work with an even wider audience. The editors of two peer-reviewed, open access, journals relating to student partnership and student engagement will explain what is involved in academic publishing in this area and get you started with some initial writing ideas. The workshop is interactive and we want you to leave with an action plan for getting published.</p> <p>Both journals accept a range of types of contribution, meaning that there are plenty of ways to get involved without moving directly to a full-length traditional article. Both journals are also keen to encourage reviewers to join their teams and contribute to academic publishing, and we will explain what is involved in this. The workshop is suitable for anyone attending the conference, even if you've never published before.</p>
16:00-16:30 Stripe Auditorium	Closing Plenary Stuart Sims
<b>Free Time for Delegates to Check into Hotels</b>	
18:00-20:00	Conference Dinner



DRAFT

## Day 2, Friday 20<sup>th</sup> April 2018

Time & Location	Item
9:30–10:00 Stripe Building Foyer	
10:00–10:15 Stripe Auditorium	Welcome and House Keeping Tom Lowe
10:15–11:00 Stripe Auditorium	Keynote Tansy Jessop, Professor of Research Informed Teaching Southampton Solent University
11:00–12:00  SAB 001	<p>Parallel Session 5</p> <p>5.1: <u>Ensuring the Student Voice is Heard and the Feedback Loop is Closed</u>  <b>Students Shaping Strategy: Student Voice in the Learning and Teaching Strategy</b>            Cassie Shaw, Emily Jordan  <i>University of Winchester</i>            As part of the process of ensuring student voice is heard throughout the development of the University of Winchester's Learning and Teaching Strategy, Learning and Teaching Development used a three-pronged approach to gathering student feedback. Once such approach was the development of a Student Fellows Scheme research project, which aimed to consult and engage with students from across the four faculties. We used focus groups to gather qualitative data on what is important to students in their learning and teaching experience. The data collected will be analysed and used to inform the development of the strategy, as it endeavours to align with staff and student requirements. This presentation will show the project's findings and outline the importance of student engagement with strategy.</p> <p><b>Closing the student feedback loop with Unitu</b>            David Watson, Anish Bagga  <i>University of Greenwich</i>            Unitu started life as a student-led project that won the JISC Summer of Student Innovation in 2014 and went on to secure funding through JISC. It is an online platform (desktop and mobile app) that aims to close the student feedback loop by allowing students to raise issues and ask questions to which academic and admin staff can respond (<a href="https://unitu.co.uk/">https://unitu.co.uk/</a>).</p> <p>Major structural changes within universities have affected the dynamics between staff and students, and since 2011, the UK Government has been persistent in moving forward an agenda that ensures greater accountability within Higher Education Institutions. Quality and Assurance (Q&amp;A) has become a vital KPI for universities, and student feedback is a key component in both measuring the KPI and allowing universities to enrich the student experience. The challenge is how to collect, document and respond to student feedback in a secure and efficient way.</p> <p>Unitu enables Student Unions and university staff to collect, represent and act upon student feedback. The platform creates an environment in which students and staff engage in discussions that aim to bring about concrete improvements for their mutual benefit.</p> <p>This presentation will introduce Unitu and describe the experiences of using it over three academic years at the Department of Creative Professions and Digital Arts, University of Greenwich. Student engagement and student representation are two of the challenges which will be discussed, along with the highs and lows of life with Unitu.</p> <p>Unitu analytics data from Greenwich will be compared with data from other institutions who are using Unitu to see if the Greenwich experience is normal.</p>
SAB 002	<p>5.2: <u>Developing Digital Capabilities in an Ever Changing Landscape</u>  <b>TEL Champion scheme: using technology to improve education, research and student life</b>            Hannah Watts, Student Representatives  <i>Southampton Solent University</i>            At the University of Winchester we recently launched the 'TEL Champions' scheme to help, support and encourage students and staff from across University develop a digital mind-set, learn more about what it means to build digital capabilities and understand how best to use technology to improve education, research and student life.</p>

The scheme, led by the technology enhanced learning team - in partnership with the Students' Union, invites students from all disciplines and levels to volunteer their time to gain, develop and assess their own digital skills and, in turn, support and train others on how best to use a variety of digital tools – with specific focus on use of the Virtual Learning Environment (VLE). In addition to this, the scheme is linked to the 'Higher Education Achievement Report' (HEAR) where students are formally recognised for their efforts to support the digital capabilities agenda.

Since launching the scheme we have seen a total of 31 students sign up – all of which shared insightful reasons for wanting to join the scheme as part of the application process, such as wanting to offer skills and interact with people beyond their course, work with like-minded people who share a passion for technology, to expand their understanding of digital technologies in the context of education and develop skills to enhance their job prospects.

To date, the scheme has provided training on the Jisc 'digital capabilities framework', effective use of Canvas (VLE) and the use of OneDrive and O365 to improve collaboration. More recently, TEL Champions have been involved in the co-creation of digital learning resources, providing top tips and useful hints to staff and students as well as smaller student-led projects such as generating a Canvas FAQs page.

From semester two, students will be invited to fortnightly tech meets (in a 'Jelly' format) where they can discuss and share ideas and findings with fellow TEL Champs and use this as an opportunity to find out more from the TEL team.

### **Researching and conveying the students' voice to inform practice and policy on improving digital capabilities**

Aggie Molnar, Alyssa Pandolfo

*The London School of Economics and Political Science*

At last year's CAN conference, LSE's Learning Technology and Innovation (LTI) team presented the findings of Phases One and Two of the LSE2020 project. In Phase One, we concluded that when it comes to imagining the future of technology, students "don't know what they don't know", i.e. they are bounded by the technology provided by the University, and by their own learning experience. In Phase Two, several short videos were produced where students explained their views on using technology in their personal, academic and professional lives and how technology intersected the three domains.

This year, we will present how the students' voice via Phase Two has influenced practice and policy at the LSE, how it started a conversation between students and staff, and how we have moved forward by starting the current phase. Building on the previous projects, Phase Three aims to answer the following question: "For which purposes and how do students use technology during lectures, seminars, classes and academic advising/personal tutoring time?"

Attendees of the presentation will learn how students as change agents can influence practice and policy by being active participants in sharing the understanding of what it means to be a student. The presentation will be given by Alyssa Pandolfo, a Master's student working on the project as a Research Assistant and by Aggie Molnar, a Learning Technologist at LTI. Alyssa will share her findings based on a survey, class observations, interviews and a workshop; some of which will be presented in a visual form created by four students working as Media Assistants in the team. Lessons learnt from the partnership between student researchers, media assistants and learning technologists will be discussed as well as the extent to which the students' insights have been proven to be invaluable to the project.

### 5.3: Keeping Student Engagement and Partnership Relevant in an Age of Change

#### **A Case Study into Student Experiences of Using Online Material to Support Success in A-Level Economics**

Natalie McGuinness

*The Sixth Form College Farnborough/ Prospects Trust*

The purpose of this study is to identify how educators might be able to support their learners through the transition from modular A-Levels to linear courses; and beyond. With technology being largely readily available to UK learners, it is important for the key stakeholders of education to understand if digital platforms are being used correctly and to their potential. It is less about the technologies themselves, but more about the ability to

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develop independent learning skills so this research aims to uncover how learners feel when using digital platforms to secure their understanding and if there are areas for improvement of how such platforms could be used more effectively.

Blended learning is a teaching model that combines the benefits of face-to-face delivery alongside education technology to provide more flexible and differentiated learning experiences. The drive behind this research is moving the responsibility of the onerous task of learning from the teacher to the student. Blended learning has redefined the educator's role from teacher to 'facilitator'; empowering learners to make use of their skillset to make the most of the material they have around them. Blended learning redefines the learning process to be more student-centered, as well as supporting higher order thinking (HOT). Developing HOT during an earlier stage in education means learners should be able to engage with material on a more critical level and thus think about things, rather than simply memorising them.

The heart of the research is to ensure that current and future learners receive a quality learning experience, but in order to do this, their opinions and attitudes must be gathered and listened to. It is, however, vital that the participants of this research feel safe in all aspects of their involvement and that the research is written as true to their mindsets as possible.

### **Experiences of UCL ChangeMakers Student Fellows**

Maisie Harrison, Manuela Irarrázabal, Octavian Maxim, Saul Wodak  
*UCL*

This paper will present the experiences of four students working in collaboration with staff as part of the UCL ChangeMakers team. These experiences will contribute to our understanding of the impact of students undertaking roles that include evaluating, giving support, and disseminating projects aiming to benefit the learning experience of the UCL community. The paper will also reflect upon the educational gains and challenges experienced by these students, and how they understand the need for student engagement in today's higher education institutions.

UCL ChangeMakers supports more than fifty student-led projects every year. It is an initiative that supports students and staff to work in collaboration by empowering students to take an active role in their education and university life. It has also changed the perception of staff with regards to having students as partners in the implementation of a project. UCL ChangeMakers also supports an innovative scheme of student reviewers, in which students and staff discuss their different perspectives on 3-8 hours of staff teaching. These practices have completely changed the way that teaching staff are provided with feedback on their activities at UCL, with the feedback process becoming more direct and interactive.

One of the main purposes of UCL ChangeMakers is to ensure that these practices are sustainable over time. For this reason, the role of the student fellow is to help change the educational culture at UCL towards one in which students are seen as agents of their own learning, rather than passive recipients or customers. This paper will draw on the student fellow experience, and on the feedback received from the projects and activities that they have evaluated and undertaken within their roles. The presenters are comprised of undergraduate, postgraduate taught, and postgraduate research students.

### **5.4: Developing Digital Capabilities in an Ever Changing Landscape**

#### **Developing digital teaching practices through staff-student partnerships**

Alexandra Patel, Mark Van Der Enden, Bethany Cox  
*University of Leicester*

When staff are developing new digital practices for learning and teaching in HE it is essential that students are engaged to share their perspectives, approaches and ideas around how they learn best. How else can we hope to use digital teaching tools in ways that are meaningful for students? Students' voices must, therefore, help shape technological innovation around teaching and the associated development of digital capabilities in staff.

We are exploring a student-staff partnership approach to address this – The Digital Innovation Partnership (DIP). A member of teaching staff collaborates with a technologically confident student to implement a digital approach in their teaching, under the guidance of an experienced member of staff. Key aspects of the scheme include developing a staff and student community of practice.

Furthermore, we recognise and reward both the valuable contributions of staff and students, and the successful outcomes of these student-staff digital projects. Lastly, we share good practice around digital approaches and student-staff partnerships. We have drawn links between the work of Sharpe and Beetham (2010), and Benne (2014) around the development

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<p>Stripe Lecture Room</p>	<p>of digital capabilities, and the well-established academic literacies work of Lea and Street (2006). Our scheme is based on the principles that digital capabilities must be contextualised within disciplinary culture, must be led by pedagogy not technology, must involve a critical consideration of the appropriateness of technology, and must, ultimately, inspire digital confidence.</p> <p><b>Stopping "Fake News": A digital mentor scheme to provide peer support and develop digital capabilities</b>  Ruth Clark, Adam Fennell, Kath Hartley  <i>Leeds College of Music</i></p> <p>At Leeds College of Music an initiative was developed for the 2017-18 academic year to employ ten students as digital mentors (DigiMentors) to work in partnership with the eLearning unit providing peer support on using conservatoire systems as well as developing digital skills. This Initiative was developed as a response to staff observations of student behaviour and a research study into the usability of conservatoire systems. It was found that students relied on peer support for using digital technology, open through social media channels. Sometimes this led to misunderstandings and "fake news" being passed on through the grapevine. The DigiMentors scheme was developed to ensure that there were representatives amongst the student community who would be able to signpost their peers to appropriate help resources and provide basic support. This is provided through pop up sessions, drop-ins and online via social media. Additionally, these students are used to take part in and consult on digital initiatives as well as contributing to staff development sessions. DigiMentors also collaborate with the Marketing department to produce content for the student led social media channels (Instagram).</p> <p>Students who take part in the programme are developing a number of transferable skills as well as gaining valuable work experience. Whilst a number of activities are voluntary, payment is provided to cover training sessions and more formal activities. Mentors are expected to keep an ePortfolio evidencing their contributions throughout the academic year. Those who demonstrate they have covered the fundamental aspects of the role will receive a financial reward and a certificate of achievement.</p> <p>This presentation will discuss the project development and implementation. It will be co-presented by the staff leading the project and some of the students participating, with the student voice taking primary focus.</p> <p>5.5: <u>Developing Digital Capabilities in an Ever Changing Landscape</u>  <b>Students as Innovators: enabling students to lead the way in driving motivation, participation and progression in their Canvas Virtual Learning Environment</b>  Natalie Norton, Jessica Jones  <i>University of Winchester, Royal College of Music</i></p> <p>A number of universities in the UK have moved to Canvas in the last few years for their Virtual Learning Environment. This has created an opportunity for innovative approaches to the development of blended learning, with students driving innovation at all stages of engagement.</p> <p>The symposium will feature case studies from UK universities about student led initiatives in the development of the VLE, and also provide an opportunity for students at those universities to network and exchange best practice.</p> <p>Case studies will be presented from: the University of Winchester, The Royal College of Music, Liverpool John Moores University, University of Birmingham and University of Wolverhampton</p>
<p><b>12:00-12:15</b> SAB</p>	<p>Coffee Break</p>
<p><b>12:15-13:15</b>  SAB 001</p>	<p>Parallel Session 6</p> <p>6.1: <u>Student-Staff Partnerships to Support Innovation and Inclusivity in the Curriculum</u>  <b>Innovating the Partnership: Student Staff Co-Creative Encounters in Self-Expression</b>  Tina Newman, Student Representatives  <i>University of Winchester</i></p> <p>Co-creative Encounters: Students, Staff and stakeholders engage in exploring their playful and creative selves as co-participants and co-leaders at the Play and Creativity Festival 2018 over the course of a week in early April. This workshop will be a celebration of innovation and an opportunity for co-evaluation of this unique Student-Staff partnership at the Play and Creativity Festival.</p>



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A Practical and playful workshop using geo-mag as a tool to co-construct ideas, responses and to scope further possibilities in creative student/staff opportunities for collaborative learning and self-expression.

6.2: Researching, Evaluating and Evidencing Effective Engagement and Partnership  
**Doing Induction: A Student Perspective**

Sarah Graham, Ruth Payne

*Newcastle University and University of Leeds*

At the heart of first year undergraduate engagement is the facilitation of a smooth transition to academic study and effective induction to university life. The provision of induction programmes as an early mode of engagement focuses on a range of key issues, from social integration to academic skills and future employability, but the experience of our students is always predicated on their own expectations of undergraduate life and necessarily on their experience of formal education elsewhere.

This workshop arises from a joint project undertaken by the universities of Newcastle and Leeds, where students' experience of the universities' respective induction programmes was tracked to gauge effectiveness and impact. The two institutions both have formal induction programmes, one of which involves partnership working via a student mentoring scheme, the other that adopts an online approach via a Wordpress site.

The project recruited thirty first year undergraduate students who completed an initial questionnaire, engaged with induction activities and materials and then fed back at two further stages in their first semester. This has begun a partnership approach that we plan to develop towards the end of Semester 2, when we will hold individual interviews with each of the students who are involved. The final stage of our initial Semester 1 enquiry was a series of Focus Groups that enabled the student partners to speak freely about their experience, including their confidence and sense of belonging, beyond the restriction of a questionnaire.

The workshop enables participants to reflect on the main findings from this project in respect of students' experiences and the extent to which their expectations were met by the induction programmes. We shall then be able to suggest and consider a thematic approach to the project output. Participants will be invited to explore their own practice and to consider the main issues that have emerged with the two project leaders.

The results from this project will be used to inform the role of future students-as-partners in induction and online enhancements to student transitions. One key question that arises relates to the extent to which we can really influence the expectations of our students before they arrive, and there are also very interesting points to consider about the culturally fluid phenomenon of social expectations, the ever-present matter of student confidence, and the physiological impact of a major point of transition.

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6.3: Developing Digital Capabilities in an Ever Changing Landscape

**Cooking up a perfect storm: Workshop on co-creating student-staff projects in digital learning**

Anna Agnethe Back, Gloria Kabati, Jack Sherry, Jaime Summers, Madeline Grove, Anne Preston, Tania Fonseca, James Beardmore, Robert Stanley, Tara Shirazi *Kingston University*  
Investment in digital technology plays a key role in innovating teaching and learning high quality environments for students and staff. This investment is increasingly prevalent in Generation TEF, as digitally mediated learning environments form part of judgements about overall institutional

performance. In times of change, a particular motivator is a renewed focus on student-staff partnership working as a key driver for change and fostering contextualized development of students' employability skills.

By placing student voice at the core there are opportunities for new ways of working which go beyond more traditional approaches like gathering feedback and student evaluation. As a team of staff and student co-researchers in how students and staff learn with digital media, we have been focussing on holistic implications of digital media for students and staff and in doing so, critically engaging with the practical experiences of student-staff partnerships from a multitude of perspectives and institutional support for our work.

In this interactive workshop, we will initiate and encourage reflective discussion on a 'warts and all' approach to what, why and where of student-staff partnerships involving digital technology and capability. The workshop will focus on three Big Questions:

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Stripe Lecture Room

- What are the measures of success for students' and lecturers' perceptions of student-staff digital technology joint projects?
- How do students' perceptions and practices of student-staff digital technology joint projects relate to those of staff?
- What are some of the opportunities and barriers to working together and what is the role of the institution in addressing these?

A key outcome we would like participants to leave with is a draft research agenda which takes into consideration their own reflections on these questions to inform how they subsequently work together in the future. We will introduce some of our own approaches to working together using student-centred approaches and Theory of Change.

#### 6.4: Developing Digital Capabilities in an Ever Changing Landscape

##### **Digital Capabilities for a Changing World**

Sarah Knight, Helen Beetham, Student Representatives

*Jisc, Independent Consultant*

A recent international review (IPPR 2017: Managing automation: Employment, inequality and ethics in the digital age) noted that graduate work is being transformed by cognitive automation. Almost all high-value jobs now require excellent digital skills, while routine white-collar work is being replaced by algorithms. Yet the UK is falling behind many other OECD countries when it comes to young people's digital literacy (OECD Survey of Adult Skills 2016). The Government's report on Digital Skills for the UK Economy (ECORYS UK 2016) found that 72% of large firms were suffering a shortage of high tech labour, and pointed to the 'challenges in matching the speed of change in the education sector... to the rapidly changing skill sets needs in the economy and society.'

Jisc has been working with student change agents and entrepreneurs since 2014 to design digital solutions to some of the challenges of digital-age learning. This year, Jisc is launching a service to help all students assess and progress their digital capabilities. The Digital discovery tool presents users with a series of quiz-like assessments, designed to support reflection and exploration of crucial digital skills. These include digital problem-solving, innovation, digital creativity, data literacy, and collaborating with others in digital platforms.

This CAN workshop offers a chance to try out the Discovery tool and to hear from the developers and from students who have helped to shape the content. It's also an opportunity for participants to influence the tool's development by reviewing its features and by suggesting issues to include in the next iteration of content. It will be a highly participative session with a real chance to make a difference to other students' digital opportunities.

#### 6.5: Student-Staff Partnerships to Support Innovation and Inclusivity in the Curriculum

##### **'No person is an island': a staff-student collaborative research project on group assessment as a mode of assessment**

Gareth Bramley, Joseph Harrison, Luutsche Ozinga, Madawi Alahmad, Katrina Pinfold  
*University of Sheffield*

This presentation focuses on the topic of group assessment as a mode of summative assessment in Higher Education. The paper summarises a case study at the University of Sheffield, where a collaborative body of student ambassadors in learning and teaching (SALT) and a member of staff worked together to assess the impact of group assessment on student experience, with the aim of feeding in to assessment design and good practice across the Faculty of Social Sciences.

The case study focuses on a qualitative study based on empirical data. Data was collected by SALTs (who had applied and were appointed by the Faculty of Social Sciences from various departments within the Faculty), from students studying in the School of Law. This data was collected by way of online virtual discussion forums (utilising Adobe Connect software) using a number of open questions and follow up clarification questions, with the aim of obtaining student opinion on their experiences of the various features of group assessments.

This presentation proposal has two aims. Firstly, it aims to draw upon the qualitative data collected, and subsequently analysed, by the SALT team and staff member. In particular, the paper focuses on key aspects of student experience in group assessment such as building group relationships, the fear and uncertainty of being assessed as part of a group (particularly where this forms a large part of the entire assessment, and only one group mark

	<p>is awarded), and the potential benefits to student experience of well-planned and appropriate group assessment.</p> <p>This presentation will be given by both staff and students involved in implementing the case study, and so will also focus on student-staff collaboration in the field of learning and teaching development and future design. In particular, the presentation uses this case study example to set out some of the benefits, and challenges, of students and staff working together to undertake research with the aim of developing learning and teaching.</p> <p><b>The challenges of realising inclusive partnership for all via the curriculum</b>  Professor Colin Bryson  <i>Newcastle University</i></p> <p>A case has been made for significant benefits to both students and staff though working in partnership in learning and teaching (Cook-Sather, Bovill and Felten, 2014). However the great majority of partnership working takes place outside the curriculum. Even co-design of the curriculum initiatives tend to involve staff and students designing modules before they are implemented rather than actually doing them together (for exceptions, see Deeley and Bovill, 2017). Another common feature of current partnership practices is that students come forward voluntarily to participate – show willing. Such models may not be fully inclusive as students with less confidence, social capital or having the time or inclination may not volunteer or get selected. That may occur despite the good intentions of those who create such opportunities. This mode of partnership has been described as selective partnership (Bryson, Furlonger and Rinaldo, 2016; Bryson et al, 2017). To offer a more universal partnership mode we have sought to work in partnership in a different way where all students are partners. All students participate in the curriculum, therefore we have introduced modules with the intention that as many features of the module as possible are co-determined together as the module unfolds. This is fraught with challenges and barriers as students and staff wrestle with trying to create new power balances (participative democracy in practice), a major shift in responsibility from staff to student, and diverse responses ranging from inspiration to indifference or even resistance. The key question is; are the benefits of partnership being realised in such a mode? Through gathering evidence from those taking part (students and staff) by analysing their perspectives and reflections and seeking to evaluate outcomes we will try to assess whether the potential of partnership is being actualised, what helps and hinders and how such approaches might be enhanced.</p>
<p><b>13:15-14:00</b>  Food Hall, University Centre</p>	<p><b>Lunch &amp; Posters</b>  <u><a href="#">Posters available:</a></u>  <b>Partnership in Professional Doctoral Reflexivity; Action Research as a Driver in the Co-Construction of Knowledge</b>  Dr Catherine Hayes, Sr John Fulton, Professor Alastair Irons, Stephen Capper - <i>University of Sunderland</i></p> <p><b>Engagement and Partnership in the Development of Critical Thinking Skills</b>  Hilary Wason, Cheryl Whiting - <i>Kingston University</i></p> <p><b>Genius Hour</b>  Raashi Shah - <i>Aston University</i></p> <p><b>Student-Staff workshop to make seminars for 'Research Methods and Analysis' more interactive and engaging for adult nursing students</b>  Tine Panduro, Karen Sprod, Marion Waite, Jon Revis - <i>Oxford Brookes University</i></p> <p><b>Architects of their experience: the role, value and impact of student academic representation systems in Higher Education in England</b>  Dr Abbi Flint, Hannah Goddard, Ellie Russell - <i>TSEP</i></p>
<p><b>14:00-15:00</b>   SAB 001</p>	<p><b>Parallel Session 7</b></p> <p>7.1: <u><a href="#">Developing Digital Capabilities in an Ever Changing Landscape</a></u>  <b>Student Technology Mentors and staff working together to build digital capabilities</b>  Lucy Bamwo, Samantha Clarkson, Sahar Khajeh and Bronwyn Scholes  <i>University of Hertfordshire</i></p> <p>The Student Technology Mentor programme, started in April 2017, was developed to support academic and professional staff in using the new VLE, Canvas and Reading List system – Talis Aspire with a pedagogical focus on the usage of the VLE called the Guided Learner Journey.</p>

14 Student Mentors are appointed across the ten schools at the university to support staff in creating their module sites. This 1:1 support ran alongside group face-to-face training, where Student Mentors have supported staff providing the student perspective whilst developing their knowledge and skills. There were some initial anxieties about calling on students for help, however, these were dispelled by the insight and expertise of the mentors brought to the task. Students have been able to develop their organisational, communication and digital literacy skills, and gained an understanding of 'what happens behind the scenes' at the university, while staff have been provided with much needed personalised support to develop their digital capabilities.

Staff have also been able to draw upon the enthusiasm and expertise of Student Technology Mentors through their assistance with the implementation of student evaluation of the Guided Learner Journey and creating content for online induction materials using Canvas.

The presentation will consist of an introduction outlining the purpose and format of the project, followed by two Student Technology Mentors, who will each present a five minute case study outlining their experience of working with staff and reflecting on how they feel their role has benefitted staff and contributed to their own personal development. The presentation will conclude with a summary of the project successes, the next steps following feedback and evaluation and our 'top tips' for anyone embarking on a similar project.

### **Digital Capabilities and Employability: Perspectives from Students, Staff and Employers**

Sam Jenkins, Natalie Norton, Neil Curtin, Laia Auge Poch

*University of Winchester*

This proposal stems from a project that is currently ongoing in the Faculty of Humanities and Social Sciences at the University of Winchester. Guided by the JISC framework of digital capabilities, the aim of the project is to assess which digital capabilities are most valued by employers from a variety of sectors and industries, and how they compare with other non-digital competencies. In tandem, we are also investigating how confident students and staff in the Humanities Faculty are with digital capabilities, and where current weaknesses lie.

By combining the responses of these three groups, we aim to paint a clearer picture showing how digital capabilities most valued by employers can be enhanced further by students and staff at the University. It is hoped that this will lead to changes in Faculty policy, allowing for greater use of innovative technology within collaborative teaching and learning, individual private study, and during all forms of assessment. Finally, although the research has been based around the Humanities Faculty, we believe that there is scope for our findings to impact wider University policy as a whole.

In our presentation, the research team would discuss the importance of developing digital capabilities, the findings of our investigation, and the intended impact of this research for students, staff and employers.

### **7.2: Ensuring the Student Voice is Heard and the Feedback Loop is Closed The Candid Student Voice in Academic Development**

Joe Thorogood

*UCL*

Getting the student voice into academic development for full-time staff is not a straightforward task. For one thing, it is hard to find somebody who is willing, or able, to speak on behalf of the student body. For another, there are a host of issues that students could comment on (feedback, content, assessment, availability, presence in the lecture hall etc) so how do you pick the most relevant issues? In this paper, we talk about how we developed a UCL ChangeMakers initiative in which students observed a member of staff's teaching (both offline and online). They then met with the staff member and created a dialogue over their teaching practice (Student Reviewers). Our addition was to invite these students to present some of their findings to a cohort of UCL's mandatory training program for Lecturers and Teaching Fellows. To solve the problem of choosing which aspect of teaching students should tackle, we allowed the student reviewers to tell us which issues they felt were most important and slotted them into the 8-week teaching program offered by UCL's Arena Center for Research-Based Education. We report on how staff found the feedback from the reviewers, how students found the actual presentations, how we kept the sessions constructively critical, and how useful this strategy is for academic development.

SAB 002

SAB 003

### **Clear and collaborative communication: how Cardiff Met embeds student partnership across the institution**

leau Gardiner, Alex Smith, Sophie Leslie  
*Cardiff Metropolitan University*

To ensure that the student voice is heard, a strong partnership is required between the Students' Union and the institution, ensuring the Union remains independent enough to still challenge them whilst also working collaboratively. Having a strong team of Student Representatives in each academic School allows for the student voice to be heard right from personal tutor to Governor level without an over reliance on sabbatical officers. A strong tiered Rep system allows for feedback, both to and from the students, to be shared across the institution. To ensure that students feel that their voice has been heard, acted upon and the feedback loop closed, Cardiff Met and Cardiff Met SU run 2 campaigns: 'You Said, We Did' and 'Tell us'. 'You Said, We Did' highlights key points from student feedback and how the institution has responded to it. 'Tell us' allows students to email the SU with their query, the student is guaranteed a response from a senior member of the team at the SU. The two campaigns involve collaborative working with the Learning & Teaching Development Unit to ensure student feedback and student partnership are embedded within learning and teaching practices, and other sources of student feedback such as survey data are utilised to enhance the student experience.

We ask for our students to be honest and upfront with us, so it is vital with treat them with the same respect. Even if we are unable to action something based on student feedback, we ensure this is communicated to students, we can't expect them to feedback to us if we don't feedback to them.

This presentation will outline the current student partnership practices at Cardiff Met and provide opportunities to discuss how these could be embedded within other institutions as well as other practices being undertaken across the sector, promoting good practice.

### 7.3: Keeping Student Engagement Relevant in an Age of Change

#### **Can students contribute to the recruitment of staff? New approaches to partnership working at the University of Worcester**

Dr Sarah Pittaway  
*University of Worcester*

In this age of change, universities are increasingly developing roles which seek to work with students in partnership. But how often do these roles demonstrate that partnership working ethos in the recruitment process?

At the University of Worcester, Library Services have started routinely involving students in recruitment. Spurred on by the development of a new role in 2015, that of Student Engagement Co-ordinator, we decided to revamp our recruitment processes, with particular reference to the work related exercises we asked candidates to undertake. Moving away from the traditional presentation, we now ask candidates to get involved in such activities as running focus groups, speed-dating and micro-teaching. Crucial to the success of these activities is student representation. Students are now invited to join these activities for the recruitment of all student-facing roles, ensuring the student voice feeds into the overall decision making process about candidates.

Co-delivered by a librarian and a student who has first-hand experience of recruiting in this way, this session will:

- Outline the kinds of activities that students have been involved in
- Showcase some of the benefits of this approach and feedback that we've had, from students, candidates and other staff
- Discuss the challenges of recruitment, training and management
- Discuss some of our plans for the future, including rolling out more widely across the university

The session aims to inspire delegates to challenge existing ways of thinking about partnership working, alongside some practical advice on how this can be delivered.

#### **Making it worth your while; staff-student partnerships for more flexible learning**

Jasper Shotts, Reece Taylor-Long  
*University of Lincoln*

Higher education needs to respond to increasing student diversity and changing use of technology in learning and teaching environments to provide flexible learning as needed. How do teachers develop and sustain relevant and effective environments for learning? What values and approaches are associated with meaningful and mature partnerships to



SAB 004

engage different students and help institutions develop their evidence base for subject level assessments of teaching excellence? How can these partnerships impact on their institutions and improve teaching practice according to student experience? The Jisc student digital experience tracker project has sparked a growing debate in terms of how to manage digital expectations of students, teachers and institutions and raise teacher expectations to improve teaching in this complex environment.

This presentation will demonstrate how student –staff partnerships, participatory pedagogy and good blended learning design enable effective approaches to develop. It will provide insight into how the University of Lincoln has developed staff-student partnerships to drive more flexible learning practice to increase capacity to respond to these challenges. Building on earlier Jisc conference presentations on student engagement and flipped learning success, it centres on transforming learning through more equal student-teacher partnerships for learning and crossing boundaries. Driven by participatory and more transparent pedagogy, teachers and students engage within and beyond disciplines, keeping things relevant whilst gaining more rounded views and analysis of the overall student academic experience.

Students and teachers will co-present this workshop to share views on what it takes to develop mature and meaningful student –staff partnerships for learning and what difference it makes. A critical debate will be framed around cooperative leadership using case studies to highlight potential aspects of transformative practice. Participants will benefit from follow up materials and an opportunity to continue the debate online after the presentation.

7.4: Researching Evaluating and Evidencing Effective Student Engagement and Partnership Exploring 'Sense of Belonging' – Muslim Students at the University of Winchester

Maisha Islam, Tom Lowe, Gary Jones  
*University of Winchester*

This presentation will summarise a research project being undertaken at the University of Winchester, exploring the experiences and meaning of 'sense of belonging' to Muslim students at the institution through the use of semi-structured interviews. The research engages with topical and current issues within student engagement and Higher Education including:

- Improving student experience
- Ensuring accessibility to HE for faith groups and sense of belonging to an institution
- Religious students and their experiences of HE

So where do Muslim students fit in this, and why are they a significant group to look at? Well, the participation rate of Muslim students entering both higher and further education is rising – with an estimated 330,000 in the UK in 2017/18. As such, Muslim students make up a significant proportion of the student body. It is said that the University of Winchester are aiming to improve recruitment and accessibility from all faith groups, and so understanding 'sense of belonging' and 'sense of mattering' of these students will provide the institution with an idea of how to promote a more inclusive atmosphere.

However, this presentation will demonstrate how this research area is larger than one institution; it concerns an entire sector where there is a scarcity of literature, policy and practice that deals with religious students and their experiences. Currently, literature on this area seems to certain extent more internationally available, and literature on Muslim students and their HE experiences is limited and often racialised. Instead, the research will hope to: gauge 'sense of belonging' and mattering; barriers to these; and how to improve and enhance students' experiences at institutions.

This presentation will hope to further inform delegates so they can better understand how to make UK Higher Education feel less alienating for Muslim students and mutually beneficial outcomes can only ensue.

**Students as Partners at Newman University**

John Peters, Leoarna Mathias  
*Newman University*

Newman University's Student Partnership Programme aims to foster ongoing collaboration between students and staff across multi-disciplinary and multi-professional teams. Co-ordinated by the University's Academic Practice Unit, the projects are designed to enhance engagement and generate scholarly enquiry (GuildHE 2015:23). A recent evaluation of the

Stripe  
Lecture Room

projects, which gathered data via focus groups of project participants from across the three year period of their operation thus far, informs this session.

'Engaging students and staff effectively as partners in learning and teaching is arguably one of the most important issues facing HE in the twenty-first century' (Healey et al. 2014: 7). Thus, work on 'students as partners' has quickly generated its own canon. However, the possibility that partnership working may be delivered through primarily technocratic, or domesticated, means, can lead to the authenticity of such practices across the HE sector being challenged (Peters 2016). Newman's programme draws upon the work of Paulo Freire, in the hope of sustaining a commitment to a meaningful, and genuinely transformative, pedagogy of partnership and maintaining authenticity.

This workshop will examine the contribution of the SPP at Newman to the University's engagement practices. It will consider the challenges of embedding the cultural shifts of the approach, explore lessons learned, and their implications for practice at other institutions. Participants will be invited to consider whether their own schemes or practices have transformational potential, and in particular, it will encourage reflexive debate around the principles of Freirian partnership pedagogy. Our assertion that such a model of student partnership has the power to challenge traditional power hierarchies and promote democratic models of practice (Levy et al. 2011; NUS 2012) will be open to consideration by participants.

7.5: Keeping Student Engagement and Partnership Relevant in an Age of Change  
**Improving learning and teaching through student-staff collaborative observation**

Vanessa Cui, Samuel Geary, Matthew O'Leary, Ilana Pressick, Nathalie Turville, Andrew Walsh, Stacy Rogers and Aneesa Bibi.

*Birmingham City University*

Teaching excellence has been at the centre of debates about quality in higher education (HE) in recent years. A significant challenge currently facing HE is how to respond to the ever-increasing demands for it to demonstrate the quality of its teaching. Conventional approaches to measuring and improving teaching have traditionally been driven by a managerialist agenda that has conceptualised academic staff as suppliers of a product and students as consumers of that product. Recent research has revealed how managerialist practices do little to enhance understanding of learning and teaching (L & T) and/or bring about subsequent improvements in the field.

At Birmingham City University, we have adapted a collaborative L & T observation approach (O'Leary & Cui, 2016) to bring students and staff together working as co-reflectors and co-investigators. At the heart of this is students' inclusion in HE L & T, reconceptualised from passive consumer to active collaborator. Our approach creates and captures authentic, grounded encounters between students and staff, where both come together to interrogate their L & T experiences with a view to developing a richer reciprocal understanding.

This symposium is split into two halves, the first of which shares work from four projects across undergraduate and postgraduate programmes:

- Project 1 – Learning about learning and teaching in nursing education
- Project 2 – Using unseen observation with PGCert L & T in HE students to explore their experience of HE L & T
- Project 3 – Exploring staff-student perceptions and experiences of research through L & T on an international Masters programme
- Project 4 – Student-staff explorations of 'excellence' in HE L & T

In the second half, we will discuss with delegates what we have learnt about staff-student collaboration through our projects and reflect on the implications this collaborative work has had on learning and teaching practices.

15:00-15:30

Student Panel – Stripe Auditorium

15:30-16:00

Closing Plenary - Stripe Auditorium  
Sarah Knight