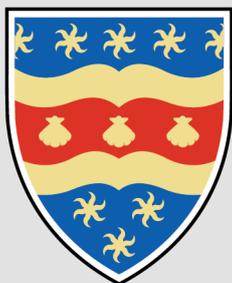


**16th Annual Vice-Chancellor's
Teaching and Learning
Conference 2018**

Book of Abstracts

**Thursday 24 June 2018
Roland Levinsky Building**



**UNIVERSITY OF
PLYMOUTH**

**Pedagogic Research
Institute and Observatory**

Contents:

Title of Abstract	Author				Page Number
Speaker Biographies	Prof David Sadler Prof Pauline Kneale				5
Speaker Abstracts	Author	Additional Authors	Abstract Type	Programme Session	Page Number
Innovation in Higher Education	Prof Pauline Kneale		Keynote	Plenary	6
	Prof David Sadler		Keynote	Plenary	6
Research informing the 'teaching' of critical thinking	Joe Allison		Paper	A:1	8
The impact of patient involvement in the teaching and assessment of undergraduate healthcare professionals: a systematic review	Rebecca Baines	Daniel Zahra, Bhavna Bhalla, Jane Moore, Lyndsey Withers, Andrew Kelly and Thomas Gale	Paper	A:2	9
From "what's it got to do with me?" to "it's got everything to do with me". Shifting (international) student perspectives to the UN's 17 Sustainable Development Goals	Helen Bowstead		Paper	D:2	10
Electronic Mail—On Which Side of the Work-Life Balance Fence Do You Sit?	Steve Butts	Rachel Goodsell	Paper	D:1	11
Staff and Students exploring in partnership to reshape and position personal tutoring	Jenny Child	Luisa Simo	Paper	B:1	12
Staff perceptions of inclusivity for students with disabilities studying STEM subjects: Preliminary Results	Alison Stokes	Ruth Weaver, Jane Thorning and Karen Hocking	Paper	G:3	13

Speaker Abstracts	Author	Additional Authors	Abstract Type	Programme Session	Page Number
An evaluation of a research-led curriculum innovation to enhance core employability attributes for Environmental Science graduates	Samantha Child	Charlotte Braungardt, Alison Stokes, Paul Warwick and Claire Guy	Paper	I:3	14
Linking employers to the Research Teaching Nexus	Andrew Fox	Alison Miles, and Charles Dorr	Paper	A:3	15
Students' Perspective on Teaching and Research Nexus in Tourism and Hospitality Education: a case study of Plymouth programmes	Rong Huang	Natalie Semley and Graham Busby	Paper	B:3	16
Modules with marking? An experiment in automated feedback and assessment	Roy Lowry		Paper	G:1	17
Research Informed Teaching (RiT): Addressing the Implementation Challenges faced by an Alternative Provider in UK Higher Education	Aster Mekonnen	Terfot Ngwana	Paper	I:1	18
What Do Students Psychological Contracts Tell Us About Working With Students	Julie Osborn	Pauline Kneale, Rebecca Turner and Alison Bacon	Paper	B:2	20
Can nursing students become agents of change and support their local community in using the Internet for health as part of the nursing curriculum	Toni Page	Rachel Carter and Ray Jones	Paper	G:2	22
Sociology Beyond the Campus: enhancing students' skills and confidence through connecting research, teaching and learning	Mike Sheaff	Julie Parsons, Alison Anderson and Lyvinia Elleschild	Paper	I:2	24

Speaker Abstracts	Author	Additional Authors	Abstract Type	Programme Session	Page Number
Stand Out!	Alicja Syska		Poster	Poster A	25
Encouraging STEM undergraduate students to make a leap into publishing research: The Plymouth Student Scientist e-journal	Jason Truscott	Karen Gresty	Poster	Poster B	26
The role of Learning Development in teaching academic literacy to both distance learners and apprenticeship degree students transitioning to higher education	Jason Truscott	Lise Hunter	Poster	Poster C	27
Attitudes towards climate change and sustainability: A cohort study of student nurses and midwives exposed to sustainability education	Paul Warwick	Janet Richardson, D Clarke and J Grose	Poster	Poster D	28
Being a Digital Reader	Samantha Brown	Pollyanna Magne	Workshop	E	29
Preparing for the Subject-level TEF: Understanding your data	Debby Cotton	Jane Collings	Workshop	C	30
Upskilling Students Digital Skills with Lynda.com	Simon Howson-Baggott		Workshop	F	31
Digital Capabilities and Beyond...	Jo Sellick	Carole Sutton, Emma Purnell and Anne McDermott	Workshop	H	32
The Sustainable Self: building student resilience from the inside out	Paul Murray	Sheran Murray, Paul Warwick and Anne Bentley	Workshop	J	33

Keynote Speaker Biographies:

Professor David Sadler



David Sadler was appointed to UWA as the Deputy Vice Chancellor Education in October 2017. He was previously the Deputy Vice-Chancellor (Students and Education) at the University of Tasmania from early 2011 and led many initiatives around infrastructure for education, student experience, curriculum renewal and especially the educational attainment agenda, leading the Children's University, Tasmania. He served on the Office of Learning and Teaching Strategic Advisory Board; and is an elected member of the Universities Australia Deputy Vice-Chancellors

Executive. David led the UA working group on student academic integrity and also the DVC network on the quality assurance agenda and relationships with TEQSA. He is a life fellow of the RSA and a former Council member of the AICD.

As a political scientist specialising in international security, David worked for the UK Foreign and Commonwealth Office as a Senior Research Officer in Arms Control and Disarmament. He had senior academic roles in Social Science at the University of Birmingham and was Director of the Higher Education Academy leading initiatives around student experience and educational excellence across all UK Universities.

Professor Pauline Kneale



Pauline Kneale studied at University College London and University of Bristol, and has held academic posts at Bristol University, Trinity College Dublin, Kingston Polytechnic and the University of Leeds, before moving to Plymouth in 2009. Her early research focused on water quality, chemistry and catchment management. Her hydrology and teaching and learning expertise was recognized through her Chair appointment as Professor of Applied Hydrology with Learning and Teaching in Geography. She was awarded a National Teaching Fellowship in 2002. Pauline established and directs the Pedagogic Research Institute and Observatory (PedRIO) at the University of Plymouth, one of the

It has an excellent track record in developing staff as pedagogic researchers, and has developed a conference series which attracts staff from many Universities.

Pauline's research focuses on student skills, Masters level teaching, inclusive assessment and student's experience of University. Recent research publications in collaboration with the PedRIO team and external partners have addressed: transition issues to university; the retention of non-traditional students; evaluating the role and impact of undergraduate research conferences; evaluating the impact of academic development interventions; and the position of pedagogic research in REF2014.

Keynote Speaker Abstracts:

Professor Pauline Kneale

Transition and integration, reflecting on the reality for students at the University of Plymouth

Pauline Kneale, with Anne Bentley, Jane Collings, Peter McMahon, Rebecca Turner, Karen Treasure and Oliver Webb.

Students' entry into HE is challenging, a step into the unknown. The ability to negotiate the academic demands of a programme of study, and integrate into peer networks is recognised as essential to their retention and success (Krause et al., 2005; Tinto, 2003). Consequently, universities have increased their focus on student induction. There is programme support, including and guidance from academic staff regarding expectations of university-level study, and whole-institutional approaches (Tinto, 2003).

Since the introduction of student fees, the number of students choosing to stay at home while studying has increased, currently it's at 30%. The proportion of students requiring additional support is increasing. Our international students find the Plymouth transition difficult, frightening being a word the students use. Although we have some good interventions to support our students, their use is frequently sporadic rather than consistent at undergraduate level, and effectively non-existent at Masters level.

There have been many projects looking at elements of transition and integration in the past five years. This paper highlights some of the results and implications for the experience of University of Plymouth students, highlighting issues around integration and underperformance. Assessment appropriate to students learning and welfare needs has been the focus of multiple projects, and while there is some excellent movement to robust authentic inclusive assessment, we continue to stress students in ways that are not necessary. The attainment of the 18-21 year old 'live at home' student group presents a particular challenge in that these students are, effectively invisible to teaching staff. Recognising the isolation of our international students is important so that support is appropriate. Some of the strategies used within the immersive modules have integrated students and promote peer and academic networking. One intriguing outcome is recognition of the value of explicitly scaffolding student's time outside class, and the potential benefits of continuing this more supported approach throughout first year and potentially beyond. Effectively this provides an explicit set of expectations that is much more detailed than traditionally offered, but arguably promotes workplace standards of engagement less likely to achieve a first class

Professor David Sadler

'Innovation in Higher Education'

This talk will consider the futures of higher education in the age of digital disruption, automation, robotics and AI. What will the universities of tomorrow look like? What is the future of work?

This talk is based on the processes of considering the decadal vision to 2030 for UWA and in particular the future education and student experience plan.

**16th Annual Vice-Chancellor's
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Abstracts

Papers

Posters

Workshops



**UNIVERSITY OF
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Paper

Joe Allison

University of Plymouth

Research informing the 'teaching' of critical thinking

Bernstein's pedagogic device provides a useful, yet underused, lens through which we can explore the disciplinary knowledge practices and teaching-learning interactions surrounding critical thinking. This paper draws on interviews with 17 academic staff, looking at how critical thinking is understood in their different disciplines, and how they then try to develop it in their teaching. Whilst participants often acknowledged that there were more 'ideal', methods for developing their students critical thinking, they were also acutely aware of the pressures being placed upon their practice that potentially compromise these ideals, often to great frustration.

This paper will demonstrate how Bernstein's theory on the 'framing' of the curriculum can inform decisions regarding the development of critical thinking, as well as providing insight into the consequences encountered when using certain tools and techniques in this area of our practice. After highlighting some of the impacts the seemingly unrelenting, metrics-driven practices currently guiding higher education have on teaching-learning interactions, discussion will then focus on what is required if we do want to develop a legitimate version of the increasingly vital graduate attribute that is critical thinking.

Paper

Rebecca Baines

Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA),
University of Plymouth

Daniel Zahra, University of Plymouth; Bhavna Bhalla, Medical Student, University of Plymouth; Jane Moore, University of Oxford; Lyndsey Withers, Expert patient partner; Andrew Kelly, University of Plymouth, Thomas Gale, University of Plymouth.

The impact of patient involvement in the teaching and assessment of undergraduate healthcare professionals: a systematic review

Introduction: Educational institutions are actively encouraged to facilitate and support a variety of innovative Patient and Public Involvement (PPI) approaches in teaching, feedback, and assessment. However, its pedagogic value is not yet grounded in a strong evidence base. Research exploring the impact of PPI in undergraduate assessment is particularly limited.

Methods: AMED, CINAHL, Cochrane Library, EMBASE, Medline, PsycINFO and PubMed databases were systematically searched for studies published in the English Language from 2007-2017 investigating the effect of PPI in undergraduate healthcare assessment. Barr et al's adaptation of Kirkpatrick's four-level evaluation model was used as a theoretical framework supported by further thematic analysis to identify related concepts.

Results: Fifteen studies were included. The majority of studies reported patient assessors in the role of passive participation only. No included studies involved patients in summative assessments. Studies reported an impact on patient, student and staff member reactions (Level 1, n=6/15); learning outcomes (Levels 1-2, n=7/15) and self-reported behaviour change (Levels 1-3a, n=2/15). Patient or organisational outcomes were not identified. Practical, cultural and organisational barriers restricted the effect of PPI. Facilitators identified may help the development and implementation of PPI in innovative teaching and assessment techniques.

Discussion: This review advances existing understanding by unifying previously disparate literatures into one coherent evidence base. Evidence reviewed suggests PPI in assessment has a beneficial impact on learner reactions, outcomes and self-reported behaviour change. Future research should identify ways to encourage more active levels of involvement beyond passive participation, examine the practicalities of PPI in summative assessments, and explicitly examine if, and how, PPI affects assessment validity and reliability. By doing so, educationalists could develop evidence based teaching and learning methodologies. If we are to adequately prepare healthcare professionals for the complexity and reality of clinical practice, PPI in assessment should not be considered an option, but rather an imperative.

Paper

Helen Bowstead
University of Plymouth

From: “what’s it got to do with me?” to “it’s got everything to do with me”. Shifting (international) student perspectives on the UN’s 17 Sustainable Development Goals.

The Sustainable Development Goals (SDGs) are a universal set of goals, targets and indicators that UN member states will be expected to use to frame their agendas and political policies from 2015-2030. The SDGs set out a framework for eliminating poverty, taking action on climate change, and creating a more just and sustainable future for all.

From the 19th – 23rd February 2018, the NUS held a Sustainable Development Goals ‘Teach-In’, designed to encourage teaching staff at universities and colleges across the UK to include the UN Sustainable Development Goals in their teaching, learning, and assessment.

As the NUS point out, the 17 goals alone are unlikely to go far enough to create a better future for all, therefore, it is important for staff and students to “engage critically with the SDGs in order to identify how every discipline can contribute to solving the world’s greatest challenges” (NUS, 2018). In response to the this call, a group of second year international students studying a credit-rated module in English for Academic Purposes were asked to carry out an individual piece of research into staff and student awareness of the SDGs at the University of Plymouth.

The students represent a diverse range of educational and cultural backgrounds, and are enrolled on a number of different degree programmes. Their experiences and their research findings will be presented in this session, providing a student-generated snapshot of how the SDGS are (or are not) being embedded and understood, across and beyond the university.

Paper

Steve Butts

University of Plymouth

Rachel Goodsell, Performance & Change, University of Plymouth

Electronic Mail – On Which Side of the Work-Life Balance Fence Do You Sit?

The perception, and reality, of the ability for individuals to contact each other at a moment's notice and our visceral reaction to the need to take notice and respond has, quite literally, changed the nature of how our society and how we interact, and in many cases blurred the lines between traditional pillars of work and non-work time. Open ended digital connectivity and how it may impact on individuals' mental and physical health and well-being is well-rehearsed in the media, and through some academic and industrial research. Indeed, some well-known employers take concerted action to ensure employees are literally digitally unconnected from their work outside of agreed hours. Although the principle driver for this may be more about raising productivity than altruism. Irrespective of this, the work of University staff is largely driven by knowledge exchange to a large, complex, globalised client base, which does not operate within clearly defined hours.

For academic and professional services staff on professional hours, the responsibility for managing the workload rests with the individual, but the expectation of both the individual, and anyone they engage with, may become uncertain. In other words, contractual obligations to the employer are seemingly clear, but when external influences appear the waters can quickly become cloudy, in some cases turbulent, and in the worst cases a thin aqua veneer camouflages a hungry pool of quicksand ready to swallow the wellbeing of the unwary.

The purpose of this paper is to assess discernible patterns and impact on electronic mail on university professional services and academic staff, discuss how staff approach managing their electronic communications, provide some insight into the drivers for particular types of behaviour, and set out some recommendations.

Methodologically, an ethnographic approach was followed that considered both academic and professional services staff. It was recognised from the outset that these are not homogenous groups in and of themselves, but the goal of the project is to determine if there existed any consistent extant headline data. Whilst some common elements cut across both professional services and academic staff, the differences, and implications, are significant and thus findings from these two groups will be presented separately.

Paper

Jenny Child

Plymouth University

Luisa Simo - Associate Professor

Staff and students exploring in partnership to reshape and position personal tutoring

This presentation aims to examine expectations and experiences of personal tutoring amongst the student and staff group within health professions. Student expectations are evolving, moving from an academic curriculum led focus to an experience that capitalises on the whole university system, making the personal tutor role critical to quality learning experience.

Our research study design used two phases working with staff and students to explore the personal tutor role gathering knowledge about how the personal tutor role can be best shaped to meet tutee, tutor, university and workforce needs. Phase 1 of this project explored what our students understood the personal tutor role to be and how it marries with staff perceptions. The questionnaire was distributed to all undergraduates and staff. The results from the qualitative and quantitative data confirmed the value the personal tutor role has in signposting and supporting a high quality student experience. Key areas for the students were general support, understanding academic processes, placements and home life. The staff considered this role to be fundamental to develop and support students, despite their concerns around time constraints.

Phase 2 used a focus group approach which incorporated students and staff participants who explored the personal tutor role and their influence on student development and engagement. Themes from this event revealed that the personal tutoring role is vital with students and staff recognising what they valued within the service.

Outcomes: This research study has identified the need for greater understanding of the personal tutoring role in order to create structure and direction for both student and staff. The data collated provides a framework of good practice for progressing the personal tutor role.

Paper

Samantha Child

University of Plymouth

Alison Stokes, Ruth Weaver, Jane Thorning and Karen Hocking

Staff perceptions of inclusivity for students with disabilities studying STEM subjects: Preliminary results

The Teaching Excellence Framework emphasises the importance of ‘positive outcomes for all’. There has been a 56% increase in UK-domiciled entrants to full-time first-degree courses with a known disability since 2010-11 (HEFCE 2017) but, at a national level, the outcomes for disabled students are consistently poorer than those of the student population as a whole (HEFCE 2014, 2015). The proportion of students with disabilities studying STEM-related subjects in Higher Education (HE) has increased in line with the national picture, with particular increases in mental health conditions, social/communication impairments, and specific learning difficulties (CaSE 2014; ECU 2015). Reforms to the Disabled Student Allowance (DSA) scheme have resulted in greater onus on universities to develop more inclusive approaches to course design and delivery (DSSLG 2017). Inclusive teaching places the student at the heart of the design process (HEA 2011), however, most HE providers report variability in their approaches to inclusion and ‘patchy and inconsistent practice’ (Williams et al. 2017, p.65).

Research design This HEFCE-funded project aims to further embed and sustain inclusive resources, module and curriculum design practices at three UK universities delivering STEM courses (University of Plymouth, Open University and University of Leeds). Initial data analysis focused on gaining insight into staff and student attitudes, knowledge and awareness, focusing on four areas:

1. Attitudes towards inclusion and disabilities
2. Knowledge and awareness of disabilities and inclusive teaching
3. Skills and confidence in supporting students with disabilities
4. Awareness and perceptions of the effectiveness of sources of support

This presentation reports the outcomes from data collection and analysis undertaken at the University of Plymouth. Online surveys were distributed to and academic staff (n=77) in the Faculty of Science and Engineering as well as support staff e.g. disability advisors, note takers (n=32).

Results The results indicate high levels of staff awareness and commitment to inclusivity. Academic staff indicated moderate levels of confidence in supporting students with disabilities. They indicated that they are most confident supporting students with specific learning difficulties and least confident with mental health conditions, autism and visual impairments. In terms of the perceived adequacy of current university support structures, university inclusivity documentation and disability training, the results were mixed with support staff more positive than academic staff. To conclude, we are at an early stage in this project. However, the results from the questionnaires have provided many helpful areas to explore when we carry out the qualitative phase of the project, which is outlined in the presentation. It is anticipated that this project will provide invaluable insights into how this university can reduce some of the barriers experienced by students with disabilities studying STEM subjects.

Paper

Samantha Child

University of Plymouth

Charlotte Braungardt, Alison Stokes, Paul Warwick and Claire Guy

An evaluation of a research-led curriculum innovation to enhance core employability attributes for Environmental Science graduates

The Wakeham Review (2016) outlined major concerns regarding employability outcomes for students of Environmental Science. Analysis of DLHE data for Plymouth University BSc Environmental Science students (2014-15; 2015-16) indicates that they perform particularly poorly compared with comparator universities in categories, such as employment rates, proportion to enter a professional or managerial job and salary.

To address these issues, working with the Centre for Sustainable Futures and the Careers and Employability Service, the School of Geography, Earth and Environmental Science delivered a three-year pilot of an employability initiative. Stage two BSc Environmental Science students undertook a three week programme of leadership training, which included workshops as well as leadership practice during a two-day/overnight expedition on Dartmoor. Reflecting a research led approach, a detailed evaluation of this initiative is being conducted, the preliminary results of which are outlined in this presentation.

How was this initiative evaluated?

In order to understand the effectiveness of this initiative in supporting students' employability skills and global citizenship, a pre and end of training student self-evaluation questionnaire was distributed to students attending the leadership training (stage 2 2015, 16 & 17 cohorts, n=154). This questionnaire focused on ten skills considered important for employability (e.g. team working, communication, working to deadlines, global skills), utilising a ten-point scale. The data was analysed using basic descriptive statistics and learner gain. After the training, an online student questionnaire (n=58) was distributed, which aimed to explore student perceptions of impact, career readiness and experiences of current careers support. A student focus group was also carried out (n=7) and the online survey and focus group will be repeated with the current cohort this June.

What were the results?

The online student survey indicated low levels of career readiness. For example, 20% (n=11) of students indicated agreement towards the statement 'I feel confident when thinking about career-related decisions'. However, 86% of respondents (n=50) thought it was important for environmental science undergraduates to develop leadership credentials.

The results suggest that the leadership training had a substantial and positive impact on all ten employability skills, especially on team working and communication, interpersonal and negotiation skills. Students stated that because of the leadership training they had gone on to take up volunteering and placements (8 of 19 respondents) and communication through blogging and other online platforms (7 of 19 respondents). The initial focus group highlighted the value of experiential learning in supporting employability skills, the incremental growth in students' soft skills (starting with the leadership training and built upon during fieldwork and dissertation work) and lastly, but not least, the need to put learning in context and be explicit about the relevance of leadership training for employability. These are areas we intend to explore further in the next focus group.

The training had most impact on the competency levels of students who initially gave themselves low scores (1-3 out of 10) in individual skills, with 88.9%-100% indicating improvements. These results suggest that the training may be especially effective for students who exhibit initial low employability competencies, demonstrating the substantial benefits of this initiative.

This evaluation highlighted the considerable potential of curriculum-embedded transformative employability, global citizenship and resilience interventions and the potential positive outcomes of embedding leadership training more widely into undergraduate courses.

Paper

Andrew Fox

University of Plymouth

Alison Miles, Doctoral Teaching Fellow, Plymouth Business School, University of Plymouth Charles Dorr, ESF Delivery Project Manager, Academic Partnerships, University of Plymouth

Linking employers to the Research Teaching Nexus

This paper will present details of four projects that were recently granted funding by the European Social Fund (ESF) and explain how the research team at the University of Plymouth is working to implement the projects. Specifically, the paper will outline how the authors will be linking employers to the research teaching nexus by engaging civil engineering businesses and students in mutually beneficial research and teaching activities.

Two of the ESF projects focus on Strategic Employer Engagement in Devon and Somerset (SEED and SEES) and two projects focus on Hidden Talent in Devon and Somerset (HTiD and HTiS). The SEED & SEES projects are limited to Small and Medium sized Enterprises (SMEs) and aim to increase employer engagement and/or the number of people progressing into or within skills provision. For the HTiD & HTiS projects there is no limit to the size of companies and these projects aim to support adults, with limited or no HE experience, in Level 4 and above educational activity. A common feature of all four ESF projects is to encourage company employees to undertake higher level skills training through, for example, CPD units as well as degree/higher apprentices. To implement the project, a consortium of HE and FE Institutions from across Devon and Somerset has been created, including – Universities of Plymouth and Exeter, Bridgewater & Taunton College, City College Plymouth, Petroc, Plymouth College of Art, South Devon College, Strode College and Yeovil College. The projects all started in April 2017 and will run until March 2020. The authors of this paper are working to link civil engineering employers in Devon and Somerset with students on two modules run by the University for Plymouth, a level 7 module (MGMT503) and a level 5 module (MGMT222). MGMT503 has a student cohort of 40-50 MEng and MSc Civil Engineering students. The MGMT503 activity is focussed on the SEES and SEED projects, engaging 20-30 civil engineering SMEs in Devon and Somerset. The SMEs are required to define a “need” within their business that the students can use as a focus for a business analysis report, completed as part of a module summative assessment. The student reports are shared with the SMEs and then the authors follow-up the reports with bespoke CPD activity to help companies address recommendations in the reports. The MGMT222 module has a student cohort of 80-90 Civil Engineering undergraduate students. This module activity focusses on the HTiD and HTiS projects, engaging 10-12 large businesses in the region. MGMT222 students participate in a formative learning exercise, involving visits to the employer offices, after which the authors work with employers to identify employees who can engage with students in long-term “mentoring” type activities with mutually beneficial professional development outcomes.

In 2017, MGMT503 completed business analysis reports without formal engagement of employer companies and MGMT222 students engaged in professional development planning without direct industry mentoring. Full implementation is planned for the 2018-19 academic year, leveraging support from regional representatives of the Institution of Civil Engineers.

Paper

Rong Huang

University of Plymouth

Natalie Semley and Dr Graham Busby

Students' Perspective on Teaching and Research nexus in Tourism and Hospitality Education: a case study of Plymouth programmes

The subject of linking research and teaching is attracting significant international attention from both policy makers and academics. Following the work of Griffiths (2004) and Healey (2005) it is generally accepted that students may experience research in four main ways, although the terms used to describe them vary and are often used interchangeably, Research-led, Research-oriented, Research-based, and Research-tutored approaches. Academics have argued that students gain benefits from being taught by active researchers and being involved directly in the research process (e.g. Healey, 2005; Healey et al., 2010; Jenkins *et al.*, 2003; Lee, 2004), although the drawbacks for students of excessive attention being paid to research have also been voiced (e.g. Jenkins, 1995; Pocklington & Tupper, 2002). Although many studies are published in relation to science or art subjects, few papers are related to tourism-related areas.

This research, therefore, examines the extent to which the students at Plymouth experience this linkage in Tourism & Hospitality subject areas. More specifically, it presents different practices within the department to link teaching and research in their curricula design; and it also examines the students' awareness and experience in research-teaching nexus.

The research operates within a broad definition of the ways in which students may engage with research encompassing: "student engagement from induction to graduation, individually and in groups, in research and inquiry into disciplinary, professional and community-based problems and issues, including involvement in knowledge exchange activities" (Childs *et al.*, 2007). The data collection was a two-stage process, secondary data analysis mainly based on analysis of different module handbooks within the programmes and semi-structured interviews with both undergraduate and postgraduate students in the department. The conclusion focuses on ways forward to strengthen research-teaching nexus in the curriculum design in order to further enhance students' experience.

Paper

Roy Lowry

University of Plymouth

Modules without marking? An experiment in automated feedback and assessment.

A large increase in the numbers of students joining our foundation year meant that the traditional approach to marking and feedback would be at breaking point – if not beyond. Hence, it was decided to utilise Moodle’s capabilities for on-line testing for this large (180) cohort. In addition, the laboratory component of the module was supported via the “smart worksheet” plugin available from Learning Science.

Each practical had a unique smart worksheet created by the team in Bristol to accompany it. A video podcast was available prior to the lab session to explain how the practical should be carried out. The smart worksheet plug-in allows students to enter their own raw data from the laboratory and then to complete a series of calculations. The smart worksheet compares the entered parameters with correctly calculated ones derived from the student’s own raw data and (for formative assessments) can provide immediate feedback with suggested errors, or can demonstrate how the correct answer can be obtained. In this way, students have the opportunity to get feedback on their understanding at whatever time they require it. For summative assessments, feedback was postponed until after the deadline.

As part of this paper, the use of smart worksheets will be demonstrated and the effects of moving to digital marking upon achievement and student feedback discussed.

Paper

Aster Mekonnen

GSM London

Terfot Ngwana – PhD Programme Leader

Research Informed Teaching (RiT): Addressing the implementation Challenges faced by an Alternative Provider in UK Higher Education

Theories and large scale national and international studies on the nexus between research and teaching is not in short supply especially in the context of Anglo-Saxon higher education systems and beyond (Griffiths 2004; Healey 2005; University Alliance & HEA 2016). A recent relevant additional construct within the debate has been referred to as ‘Practice’ thereby recalibrating the field as Teaching-Research-Practice Nexus (TRPN), (Schneider, Folkens & Busch 2018). Some scholars go as far as describing the impact of the debate as ‘tired and tiresome’ (Barnett 2005, p.1).

In developing this paper we subscribe to the view that the touchiness of Barnett’s remarks is partly due to the variation and fluidity in the dimensions and challenges for implementation. Nguhen (2007), for instance specifically ascribes the challenges to a number of dimensions, namely: learners doing research; teachers doing research; teachers and learners researching together; research embedded in the curriculum (research influences the ‘what’ and the ‘how’ of curriculum design); research culture influences teaching and learning; the nexus, the university and its environment and teaching and learning influencing research. Elton (2005) and Trowler and Wareham (2007) support this conceptualisation but views it as offering options along a continuum from student centred, through teacher centred to institution centred approaches. Therefore one of our fundamental premises is that the implied nuances above are significant, especially when seen through the lens of Healey’s (2005) account which links TRPN to disciplinary space.

Internationally some systems delegate execution to the institutions but offer a legislative framework. In New Zealand, for example, the 1989 Education Act mandated the notion of interdependence between research and teaching (Robertson & Bond 2005). A UK parallel is the embedding of knowledge created through research into the curriculum to become an important area with growing emphasis on enhancing students’ experience in the system. In recognition of this, the government announced a £25 million fund to support HEIs strengthen Research-informed Teaching (RiT) activities (Government policy 2006 Bill Rammell). In an institution where past emphasis had been teaching-led without an explicit research basis, implementing a RiT strategy could be challenging.

In the first instance a seminar and a workshop was organised to highlight the benefits of RiT to staff as an integral part of the culture change process. The workshop enabled us to map out the various SoTL activities and to identify how they resonate with the institutions RiT Model as an action learning process. The qualitative data collected was analysed using an underpinning conceptual framework being the institutions RiT Model. This was followed by an internal audit of current practice to determine the extent to which RiT is embedded across all programmes; to identify possible challenges in developing RiT curriculum, and to develop a procedure to support further development. During this period staff support and developmental activities were extended through virtual learning environment (VLE); drop-in sessions; and through the dissemination of periodic RiT Newsletters to encourage participation. For an activity to be successful, ‘achieving buy-in’ is important and one way of doing this is by including participants in the activity (Neame and Forsyth, 2016). Another way of achieving successful buy-in

The data from the internal audit revealed initiatives related to research / practice-based to be more prominent (34 examples). The remaining examples related to research / practice-tutored (23); research practice-led (15) and research-oriented (7) approaches. Further probing demonstrated that there was a relationship between the background of the originators of the initiatives and the preference of this approach – staffs that are more connected to practice tending to use this approach.

It is imperative that a clear understanding of RiT reflective of the institute's vocational aspiration is captured during implementation. Otherwise differing views could potentially lead to misunderstanding and may even inhibit the integration of research and teaching.

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Paper

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Pauline Kneale, Rebecca Turner and Alison Bacon

What Do Student Psychological Contracts Tell Us About Working With Students?

Involving students in developing and improving higher education is a widely accepted idea but there is limited empirical evidence available to inform practice. Universities are encouraged to 'engage', 'collaborate' and 'co-create' with students but these are "ambiguous processes" Bergmark and Westman (2016). This presentation draws on data from a qualitative, longitudinal study that used a psychological contract framework. Findings from this study offers useful insights into the student psychological contract.

Research into the psychological contract spans almost 60 years and has received acceptance as a useful concept for understanding the employee/employer relationship. Rousseau (1995, p. 9) describes the psychological contract as "individual beliefs, shaped by an organization, regarding the terms of an exchange agreement between the individual and their organisation." The psychological contract consists of perceived obligations and expectations and is subjective and individual (Bordia, Hobman, Restubog, & Bordia, 2010).

The psychological contract influences how individuals behave in the workplace. It forms a psychological filter between working conditions and employee's responses (Lub, Bijvank, Bal, Blomme, & Schalk, 2012). When broken, or breached, due to perceived unfairness, satisfaction and performance decline and workforce turnover increases, consequently impacting attitudes and behaviours (Bordia, Restubog, & Tang, 2008). Whilst the theory of the psychological contract was developed for the workplace, the idea has important implications for higher education (Dziuban et al., 2015).

A longitudinal, qualitative study was conducted at a university and commenced in 2011, when higher fees were introduced for the first time. For the first phase, lecturers were interviewed to gain their perspective on the student psychological contract. The second phase involved forty-two students who took part in six focus groups. Fifteen students took part in three follow up interviews. Data from these five different time points provided insights into how the student psychological contracts evolved over the duration of the degree programme. Data was analysed using a constructivist grounded theory approach which offered a substantive grounded theory of the student psychological contract.

Three core categories emerged; The first theoretical category, expectations, identified what happened when an individual's beliefs and hopes were exceeded, met or denied. The second category, exchange, identified a range of activities and events that developed and maintained student psychological contracts e.g. positive relationships with lecturers. The third category, engagement, explored how both parties influenced the interaction to achieve desired outcomes.

The findings show that expectations are constantly evolving and influenced by every day events. Additional information and "meaningful conversations" moderate expectations (Omlion-Hodges & Baker, 2014). Employability is a key expectation for students who seek evidence that this expectation is being fulfilled. For example, being provided with opportunities to enhance their employability. Exchange and engagement activities provide opportunities for both parties to shape and influence each other. Students can influence lecturers in a variety of explicit and implicit ways.

The findings offer a novel perspective on the relationship between lecturers and students and suggests that adopting a student psychological framework merits further attention.

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Paper

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Can nursing students become agents of change and support their local community in using the Internet for health as part of the nursing curriculum?

Background: ‘Digital Professionalism’ was introduced into the University of Plymouth’s nursing curriculum in 2014, providing nursing students opportunities to learn about digital health. The Royal College of Nursing and Higher Education England are working together to improve the digital literacy of healthcare professionals [1]. We can further support our nursing students in their journey to becoming an e-nurse by building upon ‘Digital Professionalism’. Digital health services can benefit service users [2,3,4]. For example they have had positive effects on knowledge, attitudes, behaviour, or health for; smoking, alcohol consumption, weight loss, healthy diet, physical activity and sexual health. GP surgeries are being encouraged to register at least 20% of their patients to one or more online services, and offer support in using apps to access online health services. There are opportunities for students to assist their local community in using the Internet for health as part of the nursing curriculum while enhancing their own digital skills and confidence.

Method: A collaborative action research approach has been applied; two iterative cycles have been undertaken with a third cycle commencing in September 2018. The first cycle explored with stakeholders the proposed opportunity. The second cycle trialed a home-visit citizen contact model, whilst the third cycle will trial two models simultaneously: i) the home-visit model with volunteer second year child nursing students meeting families at home, and ii) a general practice-based model working with Healthwatch with volunteer second year nursing students.

Findings: First Cycle: Introducing a home-visit citizen contact model into the nursing curriculum was generally perceived to be a good idea. Respondents (n=57) to an online survey in November 2016 agreed that the proposed model would give students a better understanding of the thoughts and experiences of citizen contacts, and most (n=52) agreed citizen contacts would learn about digital health services. Concerns raised included recruitment of citizen contacts, safeguarding of participants and workloads. In October 2016 and 2017 first year students demonstrated one of five health websites to a family member or friend as part of a Digital Professionalism assessment. Preliminary findings showed students reporting the use of and developing a number of skills such as communication and digital skills. Students reflected on their approach to the task and how they might undertake the task differently. Overall, students were positive about their experience. Second Cycle: Three second year adult nursing students and five citizen contacts took part. Citizen contacts were carers or someone living with a long-term condition. The evaluation phase is being undertaken. Reflective logs from students and questionnaires from citizen contacts are currently being collected.

Discussion: Students appear to benefit from supporting someone they know in using the Internet for health. Further work will explore whether this approach can benefit students’ and citizen contacts’ learning and which models and features appear most acceptable. With the revalidation of nursing curricula, there are opportunities to embed these digital opportunities into the new nursing curriculum. Our approach could be shared with other Higher Educational Institutes. Collaborative action research appears to be an appropriate methodology.

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Paper

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Sociology Beyond the Campus: enhancing students' skills and confidence through connecting research, teaching and learning

The University of Plymouth has opportunities and challenges in developing closer connections between research and teaching. Some are general to the sector, and form the background for this paper, which gives particular attention to features of the local context. This includes the character of both our undergraduate population and the changing labour market.

Healy and Jenkins (2008) described four ways in which research and teaching can be connected: learning about others' research, learning to do research, learning in research mode, and pedagogic research. This paper primarily addresses issues relating to the third of these categories.

There is research evidence suggesting many graduates do not perceive themselves as possessing the 'soft skills' sought by employers (e.g. Andrews and Higson, 2010). Drawing on the work of French sociologist, Pierre Bourdieu, Burke (2016) discusses how the continuing influence of social class on graduate employment outcomes is more a product of cultural capital than academic attainment.

This has particular salience for Plymouth. Overall undergraduate applications from 18 year olds declined between 2012 and 2017 by 14% over 5 years, but with markedly different trends across the POLAR 3 quintiles. POLAR 5 (neighbourhoods with high levels of HE participation) showed a decline of 21.6%, and the only increase appeared in Quintile 1 (the lowest HE participation levels) (UCAS, 2018). This paper presents examples of ways in which Sociology staff have worked with students across different programmes to engage them in learning through research activity. An important aim has been to address, 'a tension in HE between transferable skills and research-led teaching' (Bourner et al, 2014: 22). Examples include student engagement with a work-based training scheme providing a supported route back into the community for prisoners (Landworks), a local oral history project (Maker Memories), and a project to improve access for children with special needs to activities (Mount Batten Centre). Data includes reflective accounts from staff and students, which are used to consider points raised in a review of potential risks involved in research-informed teaching, which also noted a need for, 'institutional policies and processes, enabling flexible teaching practices, and even innovative risk-taking, to ensure new initiatives are encouraged in appropriate time frames.'

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Poster

Alicja Syska

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Stand Out!: A creative approach to employability for Humanities students

This poster presents an extracurricular provision focused on employability – Stand Out!, developed collaboratively by Learning Development and the HPA for Humanities students. The scheme is an awards programme recognising excellence in five top employability skills: project management, communication, research, teamwork, and digital literacy.

The Awards of Excellence provide the students with opportunities to demonstrate the skills that raise their career profiles and allow them to confidently compete on the job market. Stand Out! is embedded into the HPA and encourages the students to become active learners by participating in Humanities research seminars, Peninsula Arts talks and subject-specific activities, as well as PALS sessions, Accelerate workshops and career-orientated events.

The projects are designed with an explicit aim of helping the students to recognise their competencies and increase their professional confidence. The poster demonstrates the principles behind Stand Out!, the benefits of participating in the scheme, and the testimonials of the students who have completed their projects and are keen to share their journey. It is hoped that ultimately the poster will serve as both an informational and promotional platform for the students so Stand Out! can become a core part of their learning experience.

<https://www.plymouth.ac.uk/schools/hpa/stand-out>

Poster

Jason Truscott and Karen Gresty

University of Plymouth

Encouraging STEM undergraduate students to make the leap into publishing research: The Plymouth Student Scientist e-journal

Undergraduate students in their final year of either a science, technology, engineering or mathematics (STEM) subjects often leave university without ever publishing their research project dissertations. This is often due to the swift transition from university to employment, resulting in good research sitting on shelves, rather than with the wider research community.

The Plymouth Student Scientist e-journal (a University of Plymouth, in-house journal) however, allows students who obtain a first class in their project a fast track means to publish their work in an online globally accessible journal. Not only do students have the opportunity to present their work more widely, but they also get to see what it is like to publish articles, experiencing core elements of the editorial process. Leaving them better equipped to publish within other journals in the future.

Many researchers are already aware that sharing research can lead to enhanced professional profiles and even opportunities to collaborate with other institutions. This indeed has happened for some students publishing in this journal. This poster therefore intends to give further insight into how students and supervisors can benefit from publishing with the Plymouth Student Scientist, how supervisors can encourage their students to publish, and finally where it can help support undergraduates more generally with their academic learning development.

Poster

Jason Truscott and Lise Hunter
University of Plymouth

The role of Learning Development in teaching academic literacy to both distance learners and apprenticeship degree students transitioning to higher education

Imagine yourself as a new student either studying online or starting a degree apprenticeship. Perhaps your background is anything but academic, yet you have worked your way up the career ladder in your organisation. With the help of Accreditation of Prior Experiential Learning (APEL) you have reached a point where your employer is now encouraging you to take the leap into academia, and become a graduate on a new degree apprenticeship. You can write, because you already do so for your company.

However, would you really feel confident enough to write in academic contexts, recognising and employing critical thinking? Considering this dilemma, it is perfectly reasonable to argue that the academic quality of potential students starting a degree level course needs addressing before they begin, which to some extent is achievable. However, there is still a conflict of interest. After all, the very reason why employers value the degree apprenticeships is that they want their staff to develop those critical academic skills in the first place.

Considering the above and having experienced tutoring for students on a degree apprenticeship, there is growing evidence that a reasonable proportion of students still need both initial and ongoing support. It is about helping them develop and familiarise themselves with academic practice and skills in their journey to becoming confident critical learners. This poster tackles these concerns, indicating where Learning Development initiatives have worked successfully, and suggesting approaches that could also be used to good effect in other degree programmes.

Poster

Paul Warwick

University of Plymouth

Janet Richardson, D Clarke and J Grose

Attitudes towards climate change and sustainability: A cohort study of student nurses and midwives exposed to sustainability education

The Lancet Countdown on Climate Change calls for urgent action on health and climate change; however limited attention is given to the pedagogical approaches needed to respond to these challenges.

This study has explored the extent to which attitudes changed during a course of nurse education in which sustainability featured as a topic. Additionally, we assessed the effectiveness of the resources and the scenario-based pedagogical approach used.

METHODS: A cohort study assessed student nurses' attitudes towards sustainability and climate change in each year of their academic studies. Students participated in scenario-based sessions specifically designed to raise awareness about sustainability, climate change and health in each year of their three-year course. The 'Sustainability Attitudes in Nursing Survey' (SANS) used in this study was developed and piloted at the University of Plymouth (UK) in order to assess the impact of sustainability awareness sessions. This questionnaire has subsequently been translated for use with German, French, Spanish, Swedish and Arabic speaking students. Students were also asked questions about the usefulness and perceived relevance of the sustainability sessions and the pedagogical approach

RESULTS: Significant differences were found between year 1 and year 2 scores (with more agreement in year 2) on the statements: Climate change is important for healthcare ($p=0.000$); Issues about climate change should be included in the curriculum ($p=0,000$); Sustainability is an important issue for nursing / midwifery ($p=0.000$); Sustainability should be included in the curriculum; I apply sustainability principles at home.

Significant differences were found between year 2 and year 3 scores on the statements: Sustainability is an important issue for nursing / midwifery ($p=0.004$); I apply sustainability principles at home ($p=0.03$). Mean scores indicate that the change was in the direction of higher scores (more agreement with the statements) in year 2 than in year 3. Feedback on the relevance and usefulness of the scenario-based approach showed more than 95% of participants rated the sessions positively in year 2 and more than 84 % rated the year 3 session positively. point 3

CONCLUSIONS: Our findings indicate that teaching sustainability and climate change using scenario-based approaches can lead to positive attitudes toward these subjects; the greatest changes appeared to be between years 1 and 2. The feedback on the scenario-based pedagogical approach was positive, and students found the sessions interesting, engaging and enjoyable.

Teaching materials used in the sessions are available to download free of charge at www.nursus.eu

Workshop

Samantha Brown
University of Plymouth
Pollyanna Magne

Being a digital reader - An interactive showcase

Charles Seale-Hayne Library at the University of Plymouth offers a diverse range of electronic resources, which support teaching and learning that promote digital reading. A growing body of research highlights the need to promote and engage students in the use of digital literacies. As Littlejohn et al (2012) point out the requirement to learn is a 'lifelong imperative' and unavoidably coupled with a digital skills set. However, there is evidence to suggest that learner's digital skills may be less advanced than we might suppose (Fieldhouse et al 2008). Whilst the millennium generation are familiar with using social platforms for social reading, the literature that suggests that 'new millennium learners or generation Y' are not always comfortable with innovative uses of technology in education (OECD, 2013). This reticence to engage with digital learning platforms, coupled with lack of digital literacy increasingly diminishes one's full potential of being a competent student (Meyers et al (2013). To compound this issue further there is also evidence that some academics lack comprehensive digital skills (Moretti, 2005). This poses a problem for university libraries, because whilst they seek to provide the most up to date, interactive and cost effective resources, the software analytics provide evidence that these resources are not being used to their full potential.

This session will consider why digital literacies and the need to develop a culture of digital reading are so fundamental in today's digital world. It will invite colleagues to appraise the difference between social and academic digital reading, and outline how they might make best use of current technologies to drive student learning.

With the use of case studies, the session will demonstrate how the principles of social reading can be applied in an academic context, such as utilising the collaborative features, thus enabling academics to cultivate a rich environment for active learning (Grabinger & Dunlap, 1995; Lebow, 1993). Through using eTextbooks, linking resources via Aspire and engaging with the interactive features of Kortext eTextbooks, this workshop will show how staff can lay the foundations for students to become more digital capable and confident. Colleagues will be invited to take home the JISC (2018) checklist 'Building Digital Capability' to assess the extent to which their course is successfully embedding digital capabilities into a course or subject area.

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Workshop

Debby Cotton

University of Plymouth

Jane Collings

Preparing for the Subject-level TEF: Understanding your data

The UK Teaching Excellence Framework (TEF) has become an increasingly important part of the higher education landscape over the past few years. It uses a combination of benchmarked metrics from student surveys (NSS and DLHE), and retention data, as well as a written submission providing evidence against a set of criteria deemed to encapsulate teaching excellence. Subject level TEF pilots are currently underway and a sector-wide system of discipline-based evaluation is expected to be brought in from 2019-20.

This workshop aims to introduce key aspects of the subject-TEF and to help staff access, interpret and act on their subject-level data. The session will include discussion of selected subject-based case studies, allowing participants to review and analyse data sets, and plan appropriate actions for future development. Participants will also be invited to share good practice in terms of teaching and learning innovation and evaluation of impact, and learn from examples provided.

Workshop

Simon Howson-Baggott

LinkedIn

Upskilling Students Digital Skills with Lynda.com

This interactive workshop explores the skills gap that students can experience when graduating from university.

Utilising data from LinkedIn's 550m members and the Economic Graph and then specifically looking at students leaving Plymouth University we will review the current thinking, looking at current research and trends.

LinkedIn will present the current skills movements in specific industries and occupations showing where potential gaps may exist.

Lastly, as an audience, we will identify top 'hard' and 'soft' skills that businesses want, and LinkedIn will show how Lynda can help plug some of these gaps.

Overall the aim is to demonstrate use of Lynda in non-conventional and inspiring ways to help students leaving build a stronger and more well-rounded skill set.

Expect an interactive, workshop with audience participation.

Workshop

Jo Sellick

University of Plymouth

Carole Sutton, Emma Purnell and Anne McDermott

Digital Capabilities and Beyond.....

Digital capabilities are essential skills for those teaching, learning and working in a global twenty first century. There are concerns that the UK Higher Education sector is “missing vital opportunities to equip our students with the digital skills they need in the modern workplace” (Jisc, 2015) that enable them to maximise their potential as global citizens. Graduate attributes are widely used as a means of summarising the qualities that undergraduate students will develop during their study. Given that around 80% of jobs require some form of digital capabilities (Barclay 2016) this makes it a critical graduate attribute to which HE institutions need to respond (Beetham et al 2009).

This workshop will first report on a University of Plymouth project building upon the Jisc Digital Capabilities Framework (2017) to create a novel, accessible resource for (a) teachers and learners to self-assess and develop their digital capabilities in a number of digital domains, and (b) to assess digital capabilities in curriculum design. The capabilities include ICT proficiency; digital creation, problem solving and innovation; digital communication, collaboration and participation; digital learning and development; digital identity and wellbeing; and information, data and media literacies.

The main section of the workshop will be interactive, enabling participants to access a ‘Learner Toolkit’. Working in small groups you will have the opportunity to explore its content and consider its application to your learner environments. We will also showcase a ‘Teacher Toolkit’. There will be opportunities for Q&A, peer discussion and to provide evaluation feedback to the project team.

Barclays (2016) From Inclusion to Empowerment: The Barclays Digital Development Index <https://digitalindex.barclays/>

Beetham, H., McGill, L. and Littlejohn, A. (2009) Thriving in the 21st Century: Learning Literacies for the Digital Age (LLiDA project)

Jisc (2017) Digital Capabilities Framework <https://www.jisc.ac.uk/rd/projects/building-digital-capability>

Jisc (2015) Developing Students' Digital Literacy <https://www.jisc.ac.uk/guides/developing-students-digital-literacy>

Workshop

Paul Murray

University of Plymouth

Sheran Murray, Paul Warwick and Anne Bentley

The Sustainable Self: building student resilience from the inside out

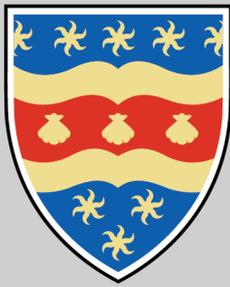
The resilience of individuals is coming increasingly into focus across the world. In the nursing and teaching sectors, for example, there are well documented needs to build resilience capacity to help stretched professionals thrive within emotionally and physically demanding work settings (Jackson 2007; Patterson and Kelleher 2005). The Higher Education sector has also become aware of the declining resilience among students (Yeager & Dweck 2012, McGillvery & Pidgeon 2015; Unite 2017), which impacts on student performance, retention and employability as well as personal wellbeing. This workshop will highlight methods used in a PEDRIO-funded pilot project aiming to help students enhance their personal resilience capacity. The project used an innovative form of face-face training initially devised to support university staff facing personal and workplace challenges. The techniques used draw upon the 'Sustainable Self' model (Murray 2011), which supports personal change in a sustainability context, adapted to promote inner change.

The activity-led training focuses on delivering five key pillars of resilience:

1. Understanding the problem (the nature and components of resilience and un-resilience)
2. Developing self-awareness (Self-observing own thoughts, feelings, behaviours, identifying unhelpful thinking patterns)
3. Deepening the motivation to change (values awareness and prioritation)
4. Learning practical intervention tools (e.g. mind-set reframing, thought diaries, The Stop Process)
5. Setting positive goals for the future.

This workshop will provide an opportunity for participants to deepen their understanding of resilience, to learn more about the training techniques used, to experience one or more of the activities and to explore ways of building on the research undertaken.

Notes:



UNIVERSITY OF PLYMOUTH

Pedagogic Research
Institute and Observatory