DigiFest presentation abstracts
13:50 to 14:50, Thursday 7 January 216

From MOOCs to online distance learning – mapping the journey
Carol Elston, Digital Learning Team

The experience of delivering a series of MOOCs has provided clear processes and procedures for the development of online learning. This good practice has enabled the team to work with academic colleagues to develop a number of blended learning discovery modules. As a University we are on a journey and these first steps are leading us all towards the provision of online distance learning programmes – this session will map this journey and highlight lessons learned along the way.

The development of MOOCs impacted on just a handful of academics who, in that main, were already keen ambassadors for blended learning. The team's expanding remit is to support the development of 10 discovery modules that span the disciplines. This has provided the opportunity to support academics with less experience of non-traditional teaching practices, encouraging the presentation of traditional face to face learning sessions in more innovative ways. This session will highlight some of these journeys.

The lessons that we collectively learn from developing online/blended credit bearing modules provides the skills and knowledge to build on this to design innovative online distance learning programmes. This session will provide the opportunity to discuss how this changing culture can benefit both staff and students.

What can the MOOC experience tell us about online and distance learning?
Bronwen Swinnerton (Neil Morris, Stephanie Hotchkiss) School of Education, ESSL

This session will report on research taking place in the School of Education's Centre for Digital Learning related to the Massive Open Online Courses (MOOCs) developed by the University in partnership with FutureLearn since 2013. To date, nine MOOCs have been developed at Leeds and thousands of learners have participated in this online learning, creating huge datasets of learner online activity.

This session will describe preliminary findings from this data relating to:
- who takes MOOCs
- how many learners complete a MOOC
- who is more likely to complete a MOOC
- how learners behave within a MOOC and how this is related to completion rates.
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Although MOOCs are free and in most cases non-credit bearing learner behaviour on these courses can provide valuable insights about how learners behave online and how 'success' can be encouraged, and our findings provide evidence to enhance the learning experience for online and distance learners more widely than MOOCs.

The Rôle of Student Mentors in Supporting Online Learning – the experience of being a mentor on the Studying in a Digital Age module
Michelle Ward, Lifelong Learning Centre

The Studying in a Digital Age Module is an online module, designed to support students' digital literacy development. The module launched in September to 600 incoming undergraduate students from Geography, Lifelong Learning and Politics. The module introduces students to the concept and practice of digital learning and digital scholarship at the University of Leeds. An objective is to heighten student awareness of their online identity and behaviour, so that they present themselves effectively and responsibly online and build a positive profile for academic and professional purposes. Key to the success of the design is the role of student mentors on the module. The student mentors were involved in the design process and acted to welcome and support student engagement online. The student mentors were themselves trained and supported by SDDU and supported by academic leads in each participating school.

Evidencing excellence

Abstracts

SEC/DigiFest
Thursday 7 / Friday 8 January 2016

No red pens here
Catherine Wilkinson (Sarah Underwood, Alice Shepherd), LUBS

Faculty-wide initiative to move from a dual submission to pure online submission process for all LUBS modules. This has had a positive impact on increasing the number of modules which mark online and provide electronic feedback via Turnitin's Grademark feature (approx. 12% to 50% (146/293 submissions)). There have also been many other benefits such as reduction in paper, improved student experience, potential to provide more structured/consistent feedback, instant access to marking, more secure – less movement of sensitive data; which we will touch on in the session. We will also demonstrate the ability to mark on the go using the Grademark mobile app (no internet connection required) and the use of Rubrics to speed up the marking process. We are currently working on enhancing our practices further by providing a bank of resources to academic staff (Quick Marks and Rubrics) to make the switch to online marking easier and less daunting. We aim to evaluate the impact of online marking/feedback further with our students during Semester 1 2015.

The Scale of the Challenge: evaluating the use and impact of iPads
Alice Shepherd, Sarah Underwood, Catherine Wilkinson, LUBS

After conducting smaller-scale pilots with a range of tablet devices in previous academic years, in 2014/15, LUBS provided an iPad to all incoming taught postgraduate students (n=1,145) and to all full-time academic teaching staff (n=174), under a HYOD (Here's Your Own Device) policy. This is one of the largest Business School rollouts of iPads to date and was a collaborative effort between the Faculty Blended Learning Team and two digital academic leads, supported by six staff iPad champions along with ten student iPad champions recruited from the incoming cohort, who supported their peers.

This session gives an overview of the deployment and support, and discusses the evaluation findings from student and staff surveys and focus groups. Existing literature on iPads in Higher Education (HE) suggests that there are differences in how staff and students perceive the impact of iPads on their teaching and learning respectively, but there is little evidence to support this indication because most studies focus on either the staff or student perspective, not both. In seeking the perspectives of both groups, we have confirmed that there are differences and started to build an evidence base on this issue.

This project prompted change in how, when and where students learn, as the iPads provided more flexibility and the potential for more interactivity. We anticipated that cultural change in terms of encouraging staff to integrate the iPads in teaching would be challenging, which has been borne out by our evaluation.

Tablet devices are loaned to students in various pilot schemes around the University. Many of the apps and other uses of iPads at LUBS are not platform-specific, so programme teams may wish to consider these uses, harnessing students' own devices (Bring Your Own Device, or BYOD) such as smartphones, laptops and tablet devices.

The differences in perceptions of the iPad's usefulness and impact by staff and students, which the survey results highlighted, may be of interest to colleagues planning enhancements to blended learning provision within their own contexts.

The rôle of Student Blended Learning Champions in supporting technology enhanced learning
Prithula Roy Choudhury, Student Blended Learning Champion / Structural Engineering student

Student Blended Learning Champions work closely with the Faculty Academic Champions for blended learning to promote blended/digital learning within faculties and provide a student perspective to support staff with the production of digital learning materials to be accessed via internal and external facing learning platforms. They provide a student perspective and voice by inputting suggestions and ideas into the development of quality digital resources and through the academic lead, provide ideas and input into the creation of learning resources designed to reside in the VLE and, where appropriate, one or more of the University external facing learning platforms.

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DigiFest online distance learning panel discussion abstract
15:10 to 15:40, Thursday 7 January 216

Neil Morris leads a panel discussion on experiences of delivering a distance learning course.

Helen Durham, John Huntriss, Aisha Walker, Megan Kime, Peter Riley (The Online Distance Learning Network)

The ODL Network was founded in 2012/13 as a way to share good practice and pedagogical innovation between the academic and support staff involved in delivering open/online distance learning programmes. The Network meets on a monthly basis and is open to all members of University staff who have an interest in distance learning, whether in the early stages of planning a distance learning programme to those responsible for programmes that have been established for over a decade.

Professor Helen O'Sullivan, Academic Lead for Online Learning, The University of Liverpool.

Helen has strategic responsibility for online learning and particularly for overseeing the collaborative partnership between Liverpool and Laureate Online Education that delivers online postgraduate programmes to around 10,000 students. She is also responsible for Liverpool's MOOC and the partnership with Future Learn. Helen has considerable experience in developing postgraduate programmes in Health and Medicine and her research focuses on the role that emotional intelligence plays in developing good doctors.

Panel members are Managers of long-established and highly successful distance learning programmes offered by the University of Leeds and the University of Liverpool.

The ODL Network meets monthly to share good practice and exchange ideas. Colleagues from Student Education Services, such as Taught Student Admissions, Operations, CRM development team have been invited to the meetings to explore ways of continuing to improve the student experience for those not based on campus.

Professor O'Sullivan is a Principal Fellow of the Higher Education Academy and the strategic lead in online learning at the University of Liverpool.

This abstract is correct at the time of publishing, but content and provision may be subject to change for reasons beyond the control of the event organisers. Every effort to inform delegates will be made should any changes occur.

Parallel session 1 > iTeach, iLearn – what happened when iPads came to LUBS
Sarah Underwood, Catherine Wilkinson, Alice Shepherd, LUBS

This session builds on the findings from LUBS student / staff surveys and focus groups on the impact of issuing iPads to all incoming taught postgraduate students (n=1,145) and to all full time academic teaching staff (n=174), under a HYOD (Here's Your Own Device) policy. We discuss the major changes to both the classroom environment and student education administration, including pre-emptive planning required and training offered throughout the year. In addition, we will showcase some of our examples of best practice within the faculty that span the different levels of technology integration.
Drawing from the survey findings that suggest there are significant differences in staff and student approaches, we will also use this session to discuss where the opportunities now lie for developing this project in the future.

Transferability: Tablet devices are loaned to students in various pilot schemes around the university. Many of the apps and other uses of iPads at LUBS are not platform-specific, so programme teams may wish to consider these uses, harnessing students' own devices (Bring Your Own Device, or BYOD) such as smartphones, laptops and tablets. The differences in perceptions of the iPad's usefulness and impact by staff and students, which the survey results highlighted, may be of interest to colleagues planning enhancements to blended learning provision within their own contexts.

Parallel session 2 > Can we deliver an effective international experience without leaving the classroom?
Emilee Simmons, LUBS; Dana D'Angelo, Jodi Cataline, Drexel University, USA
In 2014, a pilot group of students from the University of Leeds (UK) and Drexel University (USA) were placed into teams (2 Leeds & 2 Drexel students) and asked to create a new venture business plan and present it to a panel of entrepreneurs, alumni & academics, which was streamed live from both institutions. This session will discuss this project – the students' perceptions, the pedagogical & administrative implications as well as introduce the next iterations of offering a global classroom which will see live streaming of classes for teaching & learning. Discussions will also be around the practical implications of running such an initiative and how this could be duplicated in other faculties/schools and also how this could be another form of internationalisation for our students without leaving the country – or classroom!

This intervention represents a short impact (four to six weeks) that allows students to have an international experience, without leaving the classroom. It also illustrates how basic (and free!) technology can be used with large positive impacts. We also present student feedback and our own reflections on creating such an initiative.

Transferability: We use nothing more than free online-tools such as Skype, Google Drive – and coming soon BB Collaborate. We illustrate how technology is just the tool to make connecting with people easier. The real challenge is finding the right partner to work with and keeping the students engaged and on track.

Parallel session 3 > The use of multiple-thread games in highlighting issues in equality and diversity
Nick Crohn (Jane Arezina), School of Medicine, FMH
Postgraduate practitioners must learn to provide high quality care to all patients regardless of background. As part of the Professional Issues in Diagnostic Imaging (PIDI) module on the postgraduate imaging course, practitioners have discussed equality and legal ramifications of patient treatment, however this year, to make the learning more interactive and thought provoking, staff developed a simple multi choice game approach to introduce the topic. As stated by Multiple Choice Games (2014) this allows us to "… focus on the choices we find interesting—moral choices, trade-offs between different values and characteristics".

As this whole topic centres around moral, ethical and value based choices by the healthcare profession it was decided to allow them anonymous free reign to make what may be considered the wrong choice in a given situation, while remaining anonymous and in a safe environment.

The game itself centred around individuals making one of two choices on a PowerPoint show, this was initially done by asking the group to come to a consensus using socrative e-voting software to make their collective choice. By running the game a number of times and also introducing images of patients the students decisions were observed and discussed as a group.

The session will give a brief outline of the context of the module and the rationale for choosing a game to deliver content. Delegates will then be asked to utilise the Socrative app or website to engage in running the scenario in both text and image versions. Discussion of our results and findings will then be given to the delegates in context of having utilised the game along with a brief

overview of the design and pitfalls in running the session. By engaging students in an active decision making process this ensured that students could discuss and debate the ramifications of a variety of moral or ethical decision on real life situations.

Transferability: The use of simple multiple choice and branching games allows the exploration of decisions made in multiple disciplines and allows students to explore the differences between ethical and moral decisions.

Parallel session 4 > Improving mature student access to healthcare programmes in HE
Carreen Dew School of Healthcare, FMH (Jo Pattinson, LLC; David Wilkinson, Research Toolkit; Jon Barber, Teresa Storey, Yosra Awad, Health Sciences Library Ed Outreach; Hilary Steel, Pathways & Qualifications Officer)

At Leeds over a third of students studying for a health-related career such as nursing entered the University aged 21 or older. Many are from neighbourhoods with low HE progression rates. The adults admitted are typically hard-working students who become exemplary healthcare practitioners. The Faculty of Medicine and Health would like to improve access to its degrees for this demographic and it undertook research to this end. We were interested in adults who don't have traditional qualifications for University entry and, instead, prepare themselves for degree-level study with an Access to HE Diploma. We reviewed this level 3 qualification; we also reviewed published material on the learning journey of mature students interested in pursuing a health-related career and the online provision available to support them. We interviewed staff stakeholders and, through online surveys and focus groups, we sought the views of current and former Access to HE Diploma students.

This seminar reports on some barriers and enablers for FE to HE progression for mature students aiming for a health-related profession. Delegates will have the chance to consider the relevance of these to their own faculty and to question former Access to HE Diploma students currently studying in the School of Healthcare. The report can be found at:
http://medhealth.leeds.ac.uk/accesstohealthcarePDF

Transferability: These research findings and the expertise drawn from the Lifelong Learning Centre's experience are transferable to other faculties looking to improve HE access for mature students. Those undertaking similar research may also be interested in the online survey tools and the transcription software we used to help capture stakeholder input.

Parallel session 5 > Ultrasound Quiz: the role of Socrative
Stephen Wolstenhulme (Nicola Kerr), School of Medicine, Faculty of Medicine & Health

Developing student excellence in diagnostic imaging using medical images and clinical scenarios is an integral part of student education: teaching and assessment. Since the 2000s, case-study seminars have been used to prepare students for the clinical practice environment, both at undergraduate and postgraduate levels. This type of seminar allows development of identification, interpretation, diagnosis and evaluation of medical images skills, but does not allow for anonymous / non-confrontational student participation in the session.

The Socrative tool was developed in the primary school environment to aid learning. This paper presents the use of Socrative to develop student excellence. In the 2014/15 year, we built Socrative quizzes for the general medical ultrasound module: three types of questions; embedded medical images and an explanation of the answer. The students accessed the quiz on their mobile phone or iPad. They worked either in small groups or alone to answer the quiz questions. The quiz promotes interactive teaching and critical evaluation of the topic. We showcase: examples of various ways Socrative is being used; the flexible nature of the medium; the infrastructure to ensure fitness for purpose; and the advantages and limitations of the technology.

The presentation links the role the Socrative technology and the ultrasound lecturers at UoL have in the journey of the Master of Science Diagnostic Imaging students from novice to competent ultrasound practitioner. The technology enhances the education excellence and in their transition from university to practice.

Transferability: Socrative provides sufficient flexibility to be used for student education in any discipline. It may be used to develop excellence in programmes such as engineering, medicine and physics. Future developments of the technology may allow audio-visual files to be used in disciplines such as education, law and music.

Parallel session 6 > Negotiating Clinical Placements: the journey of first-year undergraduate mental-health nurses into compassionate practice
Julia Turner (Pamela Fisher), School of Healthcare, FMH

In the UK the post-Francis context is characterised by extensive discussions regarding the desirability of compassion in health care. Compassionate care is set out as an essential skill in the Standards for Pre-registration Nursing Education (NMC 2010) and features within the revised NMC Code (2015). Dimensions of compassion may be related to sympathy, attunement and

connectiveness. To date, however, limited attention has been directed towards understanding how compassionate care should be nurtured in student nurses. What is clear is that compassion cannot be achieved through a technicist or task-based approach which places the emphasis solely on compliance with regulatory frameworks. Developing and sustaining compassionate practice requires, in addition, a personal and authentic orientation to values-based practice. The reality is, however, that student nurses often struggle to maintain a values-based approach within challenging clinical environments. This seminar will draw on a biographical approach and exemplars of undergraduate work, discuss how the curriculum can support first year student mental health nurses to develop and maintain a values-based orientation towards compassionate care in their clinical practice.

Transferability: The content adopts a transformative approach to build resilience and share experiences. These principles may be transferable to other topics/ethical themes underpinning student experience within the university and in workplace settings. It may enable students to develop self-reflective skills and personal action plans for successful achievement of core skills/programme themes.

Parallel session 7 > Constructionarium – excellence in practice
David Richardson, School of Civil Engineering, Faculty of Engineering

Constructionarium is a Level 3 optional module and, as such, tends to attract the more highly motivated students, resulting in outcomes that are normally significantly above average. This is evidenced by the contractors who partner with us. Year on year, they are bowled over by the enthusiasm, competence and determination of those attending. The site assessment undertaken by the contractor partner assesses the students' competence in areas such as safety awareness, cost estimating, quality of work, programming, teamwork, site organisation, awareness of constructability, technical understanding, innovation and enthusiasm. The marks awarded by the contractors to each of the project teams are consistently in excess of 80%, demonstrating excellence in each of these areas which are key in relation to the construction industry.

Since 2003 the School of Civil Engineering have participated in Constructionarium, a "hands-on" construction experience for students and professionals; where participants construct scaled down versions of bridges, buildings, dams and civil engineering projects from all around the world. The principle is to link academic institutes with industry and to ensure that the students are able to apply the knowledge they have gained in a practical, safe and relevant environment.

Transferability: The main positive outcome of participating in this initiative is that it better equips students for working in the real environment. Undertaking the field-course alongside an industrial partner (in our case Shepherd Construction) provides students with the opportunity to showcase themselves to a national contractor, thus enhancing the possibility of them gaining internships with them during their time at University or permanent employment after they graduate. Albeit only short, Constructionarium provides a superb learning experience which potential employers greatly admire, placing them in a favourable position compared to peers who have no industry experience on their CVs.

Parallel session 8 > Student Employability Mentorship Scheme: can students help students prepare for and secure placements and graduate-level destinations?
Kelvin Tapley (Rebecca Duffy, Caroline Williams), MaPS

A MaPS Faculty student intern (working for PRiSM [Pedagogic Research in Science & Mathematics] and in collaboration with the Careers Service) has researched and developed a pilot "Student Employability Mentorship Scheme" (SEMS) that is being implemented across schools in MaPS during the 2015-16 session with the facilitation of SES staff. This is very much based on "students helping students" and The Partnership and also builds on the very successful Peer Assisted Learning (PAL) scheme running in MaPS. Student-led "Careers Community" sessions and integrating with other "employability" related work going on in schools is central to this approach to engaging and supporting students to prepare for and achieve successful graduate destinations. Reaching the less-engaged / difficult-to-reach students by using an inclusive and "user-friendly" student-led supportive mentorship scheme that aims to motivate as well as support all students offers a new dimension to helping all our students (help themselves) be successful. Links to alumni and our industry advisory / stakeholder boards also form an important part of this scheme.

SEMS potentially provides an important "extra" mechanism / resource (depending on what is already available within schools), utilising the insights, expertise and experiences of successful students to assist themselves and other students!

The Vision
*Outline of the consultation during the development of the pilot
Recruiting, training and the roles of the Mentors
*"Careers Community" sessions
*Feedback from Mentees & Mentors

Transferability: The lessons learnt from this student-led approach should be transferable to all schools / faculties. The potential benefits for expansion / adoption of the scheme within the University is the primary motive for this proposed session! In order for others to implement in 2016-17, consideration in Jan 2016 would be appropriate. NB A scheme booklet and resources already exists and will be updated prior to the Conference (ready for sharing with interested parties).

Parallel session 9 > Exploring the use of the internet to improve students' German and Italian language skills outside the classroom
Sofia Martinho (Bettina Hermoso-Gomez, Patrizia Lavizani, Gabriele Zagel-Millmore), School of Modern Languages & Cultures, Arts

Extensive research has been conducted about the benefits of web-based pedagogically driven activities for language learning and about the advantages of blended-learning, which combines face to face teaching with online activities.

It is often the assumption that current university students are digital-natives and therefore know how to use online resources and therefore make the best possible use of them. Students studying languages at the University of Leeds have weekly face-to-face seminars and are required to undertake between 130 and 180 hours per year, depending on their level, of private study. When informally asked what they do during those hours, students usually reply that they "use the Internet". However, when questioned about specific online resources to improve Portuguese / German / Italian / Spanish language skills students were not able to name them.

This small-scale research project aimed to explore our students' use of the Internet to autonomously improve their foreign language skills outside the classroom without their lecturer's guidance. The data for the research was collected through an online questionnaire and through focus groups.

Transferability: From our findings we can deduct that incoming students are not necessarily digital natives therefore, regardless the discipline, tutors need to develop inclusive approaches that enable students to become effective autonomous online learners.

Parallel session 10 > 'Shut up and Write!' – Making academic writing social
Anna Seabourne, Skills@Library

Writing is an area with which many students (and academics!) struggle, particularly as it is inherently a solitary practice. "Shut up and Write!" ("SU&W!") sessions make academic writing social. The format which has recently become popular with researchers (Mewburn et al, 2014) can also be a powerful tool when shared with taught students. "SU&W!" was a departure for Skills@Library with a stronger experiential emphasis than traditional workshops can allow. This session will address how and why "SU&W!" helps students tackle procrastination and lack of focus. Skills@Library first trialled "SU&W!" for taught students as a one-off experiment.

Feedback was extremely positive, so in summer 2015, ten "SU&W!" were offered, targeting primarily Masters students. This session uses personal reflections on the "SU&W!" process and analysis of student comments. "SU&W!" provides structured and focussed time with clear goals, providing students with immediate feedback on their writing process. Peer pressure prevents distraction; peer support helps with motivation and encourages student-to-student exchange of strategies for becoming better writers. Sessions are relatively simple to run and can act as a catalyst for students to set up their own groups.

By the end of this session, participants will have learned how and why "SU&W!" can be a powerful tool for reducing student isolation and developing excellent writing practices; and will have the tools to set-up sessions within their own context.

Transferability: The session will include the student voice through examples of feedback on "Shut up and write!" sessions, including how it has informed/improved their writing practices.

Parallel session 11 > Evidencing the impact of the final-year project
Joslin McKinney, PVAC (Dave Lewis, FBS)

The requirement for all students at the University of Leeds to complete a final-year project (FYP) as the culmination of programmes informed by research-based learning has now been established as a cornerstone of the Leeds Curriculum. But how are we evaluating the impact that this will have on Leeds graduates? How can student views help inform and enhance provision for the FYP and research-based learning more generally? How might student views inform the ways we communicate the value of research-based learning more widely (e.g. to recruiters or applicants)?

This session will draw on student feedback and reflection from two contrasting models of the FYP (in the School of Performance and Cultural Industries and the School of Biomedical Sciences) to provide evidence of the impact of the FYP. Using insights

obtained from SEQs, reflective blogs and student focus groups, we will consider how students value the FYP and how they articulate their perspective of a journey towards becoming independent researchers. We want to use these insights to frame a discussion (10 min) in the session about the evidencing of impact of FYPs, in the variety of forms that they take, across the University.

Transferability: This initiative is of interest to all involved in the delivery of undergraduate programmes and the FYP in particular. The questions we will be raising will be useful in helping schools think about evaluation of their FYP, the implications for future delivery and potential new formats.

Parallel session 12 > How do UoL students understand employability during their time here, and how do they reflect on their Leeds education after graduation?
Karen Burland, School of Music , PVAC

This paper reports findings from a questionnaire study with current UG, PGT, PGR students and alumni from the School of Music. The research aimed to reach a more detailed understanding of student perceptions of their career development and employability at each level of study and attempts to map the priorities of music students throughout their education. In addition, alumni also completed the questionnaire, providing reflections on their Leeds degree, the skills it provided for working life and describing pathways to success. Alumni were asked to provide useful advice for current students and their comments offer unique insight into the lived experience of graduating from university and seeking employment in music, the arts or other professions. The study reveals ways in which students think about Life after Leeds and highlights the importance of mentoring; the culmination of the project has been the introduction of the Music Alumni Network aimed at connecting current students with alumni who can offer advice and support as they start thinking about future pathways. This approach to understanding employability ensures a subject- and level of study-appropriate approach to supporting students in the vital transition through university and beyond.

Transferability: General findings about the needs/priorities of students at different levels of study may be applicable across the University; adapting strategies being developed within Music (alumni mentoring, embedded employability lectures) may also be valuable. Insight into PGT/PGR needs is relatively rare in the literature and so has broad value.

Parallel session 13 > Bridging the Academic-Practitioner-User Gap to Strengthen Evidence-based Practice: the example of developing a widening participation network
Liz Hurley, Educational Engagement (Sharon Elley, ESSL)

Widening participation (hereafter WP) to education is key to the University of Leeds Strategy to raise aspirations and tackle educational engagement, particularly among under-represented groups. Educational Engagement is responsible for delivering core WP work including Faculty activity, monitoring and reporting to OFFA and applying a four level model of evaluation. Robust monitoring and evaluation of services recently includes mapping student trajectories and successes across the learning cycle to determine the impact of WP and 'justifying' continued funding and support for activities. To achieve this, there is a very real need to bridge the academic-practitioner-user gap both within the university, as well as beyond with external organisations. This means cultivating the space and exchange of knowledge and expertise via real-time and digital presence so as to address these new challenges. In collaboration with colleagues in ESSL, a new network has developed to connect academic staff, researchers, practitioners and professionals, including service-users, both within and outside the University context. The network aims to facilitate a deeper 'expert' dialogue and co-produce knowledge in a genuinely collaborative and transparent exchange to share common priorities and goals. This presentation explores both the theoretical and practical challenges of a diverse network of people working together to meet the impact agenda.

Transferability: This model brings together both academic and non-academic staff, including service-users, to share knowledge and expertise. It aims to ensure that students' needs are met throughout the entire student lifecycle. This session will be particularly useful for staff wishing to optimise their own work and students' experiences using research and evidence-based practice.

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SEC workshop abstracts
11:50 to 12:50, Friday 8 January 2016

Workshop 1 > Evaluating the Leeds Curriculum: the story so far…
Mitch Waterman, plus Leeds Curriculum Evaluation Group members

This workshop will actively engage the audience in the evaluation of a large, cross-institutional strategic initiative – the Leeds Curriculum (LC) project 2010-2015. Led by members of the Leeds Curriculum Evaluation Group, the session will include:

1. A brief overview of the LC project;
2. An introduction to the evaluation framework adopted to measure success, namely Programme Theory Evaluation – an approach which extends beyond simple metrics to include discussions about emergent themes, complexity, and recognises that programmes of change occur in a dynamic context, with impact on multiple stakeholders (Rogers 2008, Pawson 2010, Westhorp 2012);
3. The work undertaken so far, specifically a short-term evaluation, focusing on the introduction of key elements of the Leeds Curriculum, and the conceptualisation of how the LC will be sustained as part of routine practice;
4. A dialogue with the audience on their reflections on these findings in preparation for a longer-term evaluation (2015-2017); and
5. Summary of discussion and next steps for the LC evaluation

Using complexity theory and realist evaluation approaches, these provide the means to evidence the impact of change on both staff and students and to sustain and develop further a dynamic curriculum. Through the work-in-progress across four strands – Research-Based Learning (RBL), Core Programme Threads (CPTs), Broadening through Discovery Themes and also Assessment – the audience will gain insights into the evaluation of a significant curriculum transformation project. Views will be sought on achievements and challenges experienced.

Transferability: Enables schools and programmes to evaluate complex curriculum change within their own context and use the evidence to enhance further their student education provision.

Workshop 2 > Employability – in the eye of the beholder?
Elizabeth Bailey (Marianne Savory, Lynn Pattison), LUBS

By the end of their university career emerging graduates expect to be employable. For those of us engaged in employability related roles it is the mythical holy grail. What is it, how do we measure it and what does Excellence in Employability look like?

Presenters:
- Business School Professional Development Tutors, **Elizabeth Bailey**, **Marianne Savory** and **Lynn Pattison**, all experienced recruiters and skills development professionals in industry. Additionally, assuming a graduate employer is the best judge of a graduate's employability, we will co-facilitate this workshop with two businesses:
- **Karen Dagger** from **Manheim**, the UK's biggest car auction firm. Manheim is part of Cox Enterprises, a fourth generation, family-owned business and a leading global communications, media and automotive services company.
- **Kate Croucher** from **FDM Group**. FDM Group is a professional services provider with a focus on IT and the UK's leading IT graduate employer.

Quickly addressing the definition of graduate employability through input from the range of participants and facilitators in the session, we will go on to discuss how these differing definitions can determine how we measure the employability of the students in our respective faculties. Different industries & employers require different skills, knowledge & qualities. How do they measure them? How can we translate this to our own measurements? Employers co-hosting the session will express their views on what they class as 'excellent' when recruiting and promoting staff. We then invite participants to explore ideas on how to quantify and evidence employability excellence for their own areas.

The aim of the workshop is to generate collective ideas that participants can operationalise to the benefit of their students and their target employers. It will be highly interactive with guided small-group discussion followed by plenary wash-up.

Transferability: Participating university staff will have the opportunity to explore ideas with recruiting employers and with each other, resulting in useful knowledge exchange.

Workshop 3 > PRiSM student interns showcase
Samantha Pugh, School of Physics & Astronomy, MaPS (plus UG student interns)

This session will consist of a number of short presentations from undergraduate students who have been working on pedagogic research and/or teaching enhancement internships during summer 2015. Students will present the work that they have developed

and outline how they have developed their skills during the internship. Staff will also talk about the benefits of engaging students in teaching enhancement and pedagogic research, and what the outcomes of the projects have been, in terms of benefiting the whole student population in the school in question.

Whilst the concept of summer internships is not a new idea, the development of teaching enhancement/pedagogic research internships is more novel. One of the key strengths of the scheme is that students from across different disciplines have had the opportunity of working together to enhance the activities that will take place in the various schools in the future, allowing for cross-fertilisation of ideas. In addition, as members of PRiSM, practicalities such as obtaining ethical approval could be dealt with more effectively and quickly.

The workshop won't necessarily be very interactive, but the format of the Conference means that the one-hour workshop slots are the only opportunity for PRiSM to deliver a student showcase. We would find it very difficult to narrow down the projects that are presented if a shorter session were allocated, and this would seem unfair to the students who are all looking forward to being involved.

Transferability: This concept would easily transfer to any discipline, or even interdisciplinary groups.

Workshop 4 > WOW – Entering the World of Work
Jim Walker (Marianne Savory, Joanne Dickinson, Paul Simpson) LUBS

WOW is a two-day practical programme, delivered by LUBS Professional Development staff and two former HR Directors. The aim of the programme is to give participants the necessary knowledge, skills and confidence to make a positive start in a new job or work placement and thereby lessen the 'fear of failure' that was highlighted as a concern at SEC 2015.

The content of the programme will be described at the workshop, but it is deliberately designed to be different from what students will have experienced at University.

Innovative practice
- High pace / fun
- Replicates real work conditions
- All learning activity based
- No PowerPoint presentations
- All activities in teams
- Strong emphasis on reviews of team and individual performance
- Competitive – prize for best team
- Complemented by an individual learning journal and a USB survival kit
- Two full days
- Overnight exercise using social media to reach 'customers'

After a brief introduction, attendees will participate in a task from the programme, in twos/threes. The activity will be one that will also have relevance for attendees in their daily work. Participants will give and receive feedback on what they felt they did well and where they could improve. Two students who participated in WOW will also share their views on the programme, which will be followed by a general discussion on the wider applicability of the programme across the University.

Transferability: This programme provides an insight into the world of work, how it will be different to University and how students' success will be judged. It is relevant for any student across the University, including PGRs, who are about to start permanent employment, a placement, an internship or a volunteer rôle.

Workshop 5 > Eight Years and Over £100M of Investment in Education: Lessons from a national impact evaluation
Tony Bromley (Ged Hall), SDDU

From 2003 to 2011, the UK Research Councils invested over £20M per year nationally in enhancing the training and development of postgraduate researchers, and in later years also research staff. The workshop presenter was a member of the UK sector Impact Evaluation Group (www.vitae.ac.uk/ieg), was lead author of the UK researcher development sector impact framework, led the implementation of the impact framework nationally and collated impact case studies from higher education institutions, authoring subsequent impact reports on behalf of the sector for national stakeholders including RCUK.

This workshop will present the lessons learnt in this major impact evaluation that are more widely applicable to any evaluation and based on this, provide participants with the opportunity to begin to develop their own evaluation plans in the workshop.
The workshop will include:

- Developing an impact framework – adapting evaluation principles appropriately to the context
- Engaging stakeholders
- Making it happen
- Evaluating your provision in practice
- Evaluation 'Golden Rules'
- The University Strategic Plan for Students under an evaluation 'microscope'
- The new University of Leeds Impact Toolkit – an online resource based upon the evaluation methodology used in the national impact study.

Transferability: The evaluation approach described and lessons learnt are widely applicable to any evaluation scenario. The online impact toolkit embodies the theoretical approach and lessons learnt, but presents a simple step-by-step approach to evaluation that anybody can use to develop their own practice.

Workshop 6 > Adventures in Student Engagement: Programme-level student reps
Kath Owen, Leeds University Union

In the second year of LUU's strategic plan (2015/16) we are co-producing pilot schemes for programme-level representation in a range of schools across the institution. This will create an additional set of HEAR-recorded roles for taught students to access. This session will allow colleagues from all areas to access all of our work so far. This will be an opportunity to share our findings of how an enhanced student opportunity role can add value to the life of a school and explore the practicalities, challenges and benefits of engaging with this project. We would particularly welcome input from non-pilot schools in order that their needs can be considered as the project develops. This session builds on our "Course Rep Conversations" workshop from 2014, which was well received by SEC participants.

LUU focuses on bringing innovative practice from across the HE sector, including TSEP (The Student Engagement Partnership – http://tsep.org.uk/) to develop a cutting edge student representation and engagement scheme here at Leeds. In an increasingly digital environment, this will include a range of methods by which students can connect with each other and engage with their education.

Developments in the pilot project so far will be presented; focussing on recruitment and selection, training and support, measuring participation, reward and recognition. Participants will have the opportunity to share their experiences of what excellent student representation and engagement means for the life of their school. Consideration will also be given to the benefits relating to student feedback and planning cycles.

Transferability: Our activities and strategic goals are designed to be cross-institutional: it is hoped that our findings from this session and results of the project are rolled out to all teaching schools within in the institution.

Workshop 7> How to Enthuse About Employability: engaging students (and staff!) in the world of work
Kate Watkins, School of Media & Communication, plus Leeds Employability Special Interest Group

This workshop shares innovative employability practices and asks how we can better measure successful impact. **Three-minute lightning presentations** will showcase:

- Media Futures, the School of Media and Communication's weekly employability talks and workshops with media professionals and annual Careers Day.
- The Out There Challenge for Arts and PVAC students, a one-day creative brief, launched in partnership with the city's most dynamic arts organisations.
- Biomedical Sciences' initiatives including educational internships, Pop-up science events and a student-led ethics discussion group.
- The Careers Centre's successful *How I got my job* section of their blog where students and Alumni share their experiences of securing placements and jobs.
- How the Careers Centre visualises employability data and how that can enable staff to explore student engagement.

Students involved in the initiatives will join workshop participants to give their perspective on developing employability skills. They will consider three key questions:

1. How do we communicate and engage students in employability?
2. How do we engage staff in employability initiatives?
3. How do we evaluate success?

By the end of this highly interactive session, participants will have examined the diverse ways in which employability can be interpreted, provided and measured in relation to the student experience.

Transferability: This workshop shares innovative good practice and brainstorms University-wide ways of engaging in employability. Action points from the discussion and highlights from the lightening presentations will be shared as a conference paper, disseminated to faculty employability working groups, and enable further research into projects facilitated via the Leeds Enhancing Educational Practice network.

Workshop 8 > Opportunity for unity!
Martin Levesley, School of Mechanical Engineering

In 2014/15 we overhauled our internship scheme in the School of Mechanical Engineering. Previously, staff offered paid summer work to students as and when funds became available. These arrangements, made by individual academics resulted in inevitable variability in student (and staff) experience. Our Faculty employability team, working closely with an academic lead, pulled these *ad hoc* arrangements together into a coherent summer internship scheme, with the employability team ensuring equitable advertising of opportunities, selection and provision of training during the internship (often offered by industry partners).

In 2015, over 45 students worked on a wide variety of projects (most research driven), but all having the consistent aim of improving employability through work experience within the School. Students came from a range of years and programmes, and have included students from international universities with whom we are building links. Having collected and reflected upon evidence from evaluation, this workshop has two aims.

1) Share evidence and advice from:
  i)   Academics who benefited from research undertaken by placement students
  ii) Students who took part in the scheme
  iii) Employability staff who ran the scheme efficiently within University employment constraints

2) To share best practice of those workshop attendees with placement experience.

This list of abstracts is correct at the time of publishing, but content and provision may be subject to change for reasons beyond the control of the event organisers. Every effort to inform delegates will be made should any changes occur.

Evidencing excellence

SEC/DigiFest
Thursday 7 / Friday 8 January 2016

Abstracts

Parallel session 1 > Evaluating the use of simulations in the classroom through student perceptions and self-efficacy
Emilee Simmons (Vassiliki Bamiatzi), LUBS

This session examines the role of simulations in learning, particularly through a student's perspective. This is crucial in furthering education research, as it important to understand not only how students' engage with technology and simulations for learning, but also understanding their attitude and perceptions towards it and how this may shape their experience of it. We will be presenting our findings which are based on a survey of 1st Year Undergraduates from across Leeds University Business School who undertook a module on entrepreneurship. The survey was based on pre & post-use of simulation questionnaires discussing their understanding of 'putting theory into practice' using the simulation, overall experience in running a business, team building skills development as well as their inclinations towards this field. We will be engaging the audience through discussions around our results – including a few unexpected areas for further research – including the wider implications on the use of simulations in general learning and teaching.

Transferability: Results indicate that there was a definite correlation between familiarity with computer games / computer technology and their satisfaction on the module, which helps to illustrate how a higher computer efficacy does positively affect learning outcomes, training satisfaction and motivation (Orvis et al. 2005; Davies, 2002) – regardless of the discipline.

Parallel session 2 > Treating medical terminology as a foreign language with new undergraduate students
Nick Crohn (Michelle Ellwood), School of Medicine, FMH

In the UK there is very little concentration on medical English and there is much anecdotal evidence that students do not understand many of the terms used in a medical context but use colloquial terms instead.

It was decided to begin giving students a repository of medical terms prior to commencing the course. Rather than giving the students a list of terms they were given access to online language software. Students when starting university have to develop the skills and activities that help them learn. Bjork et al (2012) recognise this and state that becoming a successful learner requires them to know "what learning activities and techniques support long-term retention and transfer". By using an established and organised learning tool much of this time needed to learn how to learn can be harnessed in learning the vocabulary needed to understand material being delivered.

The software used is Memrise (memrise.com), its techniques and testing enable students to reinforce the words they are learning. It uses a variety of techniques, including varied testing and timed reminders for students to enable them to move learning from short to long term memory.

The session will give an overview of the rationale behind the use of language software and will give participants an opportunity to have a go and use the software, individually or as a group to see how words are learned. How words entered into the system, and distributed will also be done as a workshop activity with the session finishing by discussing the findings by the team of the usage and effectiveness of the software.

Transferability: The use of language software for medical terminology is being explored by post graduate imaging courses and within the medical school for use across multiple courses within the faculty. The software can be used for learning any discipline specific terminology.

Parallel session 3 > Staff perceptions of lecture capture on academic perceptions and teaching methods, and its impact on student attendance
Bronwen Swinnerton (Neil Morris, Stephanie Hotchkiss) School of Education, ESSL

Lecture capture was introduced across the University in September 2014. This session will report on research being carried out in the School of Education's Centre for Digital Learning evaluating the usage of lecture capture and its impact of lecture capture on student attendance by comparing this year's data with the previous two year's data, as well as comparing captured lectures with those that were not recorded. Who is using lecture capture (type and level of student) and has it led to a significant drop in attendance? The session will also report on the results of a survey administered to staff at the University of Leeds in the Summer of 2015, to explore academic perceptions of lecture capture, and the extent to which this technology has had an impact on the way academics structure and deliver their teaching sessions.

Transferability: The findings from this research and the debate about how best to evaluate the impact of lecture capture will inform best practice evaluation of new initiatives introduced across the University.

Parallel session 4 > Discovery Themes: evaluation of student mobility
William Young, School of Earth & Environment, Environment / Discovery Theme Leader

The ten Discovery Themes have completed the first year of operation with over 1,000 Discovery modules. For the first time, data has been obtained on student numbers and grades on all University modules. This has been analysed to evaluate the mobility and attainment of students on Discovery modules. Results will show which topics Discovery students are most attracted and which subjects they originate. The first year of the Discovery modules data is compared to the previous 'Electives' system of modules to evaluate and provide a base year for the 10 Discovery Themes. Results from this analysis will be presented with some key conclusions. Staff will be able to see the mobility of students from their Schools and Faculties and to see opportunities for future discovery modules and providing their own students further opportunities to take Discovery modules.

Transferability: This is a University-wide study and will help disciplines to evaluate the mobility of their students taking Discovery modules and offering modules in the Discovery Themes. It will provide disciplines the opportunity to review evidence for future work on Discovery modules.

Parallel session 5 > Breaking down barriers with technology
Viktoria Joynes (Gareth Frith, Nancy Davies, Sue Bickerdike), School of Medicine, FMH

The School of Medicine has a well-established mobile learning programme (MBChB Mobile) which offers opportunities to students of all years to enhance their learning experiences through use of mobile resources. This presentation will give an update on the work that has built upon this programme in the past years, which has aimed to further 'break down barriers' through the use of technology. The presentation will contain details of collaboration with Health Education Yorkshire and the Humber that has enabled students to access wireless internet connection in all major placement sites (eduroam project); has introduced further innovation in ultrasound teaching; and new ways for students to access clinical placement information (Leeds MedEx). The presentation will also demonstrate a virtual pathology tool which was initially developed for student education but has now been adopted for patient education.

Transferability: Content and resources developed are usually faculty wide. Other schools may be interested in our methods of working with external partners to develop resources of use to students and external audiences.

Parallel session 6 > Assessment Mapping and its Influence on Programme Design: a case study from the Product Design programme
Alison McKay (Lisa-Dionne Morris, Dan Trowsdale, Gerard Duff), School of Mechanical Engineering, Faculty of Engineering

The University's Assessment Audit process, part of the Leeds Curriculum, is making explicit relationships between student assessment and programme level learning outcomes. In this paper we report a case study where the programme-level assessment mapping process has led to the refreshment of key characteristics of Product Design graduates which is informing both the design and development of the programme itself, and the way in which the programme is promoted to new applicants and by graduates entering the employment market.

The Leeds Product Design programme is the top engineering-based UK Product Design programme in the current Guardian league table. Our challenge is to maintain this position in a growing marketplace. As a result, both staff and students need clarity on what makes Product Design graduates from Leeds distinctive. Six characteristics were identified: professional processes & methods; understanding needs; technical knowledge & skills; contextual awareness; design communication; reflective & responsible practitioners. These are being used to inform the design and development of modules and, for the medium-long term, we are considering how these refreshed programme objectives can be further developed to engage with broadening.

In this session we will use systems engineering as a framework for thinking about programme design and innovation.

Transferability: The application of systems thinking to the design of educational curricula will add value to any discipline in that it encourages a focus on whole solutions (such as programmes in HE) rather than more piecemeal approaches that optimise individual parts (such as modules) but result in suboptimal wholes.

Parallel session 7 > Engaging students to plan for their future early enough to make a difference
Alison Voice, School of Physics & Astronomy, MaPS

A difference to what?
- to our students' lives?
- to our DLHE scores?
- to our students' academic performance?

This interactive workshop will examine data and explore the ways in which students are engaged (or otherwise) in career development in different schools and evaluate the link between career preparedness and academic performance.

By way of example the recent new Opportunities Day in the School of Physics & Astronomy will be described as a model for engaging students in planning for their future, by providing information and activities in a single annual event, to suit all students whatever their state of preparedness and academic aspirations.

Transferability: This model of offering one employability / careers event each year, with sessions to suit all students whatever their stage of career preparedness and academic aspirations, is readily transferable to all disciplines in its current format, or can be easily adapted to suit.

Parallel session 8 > The value of deferred student feedback
Clare Poulson (Pippa Dearns), School of Modern Languages & Cultures, Arts

International undergraduates currently represent 11% of all undergraduates at Leeds University (UKCISA, 2015). This fact, coupled with the University's core internationalisation strategy objective of sustainable recruitment of high quality international students, implies that international, undergraduate students are vital to the University.

Leeds University Language Centre is one of the few in the UK to offer a dedicated undergraduate pre-sessional course. This course, which is a key part of international students' transition and integration into the wider university, is the focus of our research. As part of the end of course student feedback we use the university's seven core questions to evaluate the effectiveness of our course. However there are some limitations to this feedback including: timing, questionnaire design and lack of student awareness of the requirements of UK undergraduate study. Therefore we undertook our own longitudinal qualitative research on a sample of students after they had left our course. We will present evidence from our research, which shows how the pre-sessional course helps to familiarise students with academic culture and study at Leeds University, as well as preparing them for their future degree. It will also highlight areas for development and raise some pertinent questions for both our own course and the wider university. Our research also raises questions about the nature and timing of valid and valuable programme evaluation and feedback.

Transferability: The results of our tracking research could be disseminated to university departments, the Student Education Service and for marketing to international students.

Parallel session 9 > Adaptive Technology and Medical Education: an impending revolution?
Shane Beggan (Sarah Beeby, Jane Kirby), School of Medicine, FMH

Most students starting university today are 'digital natives', using personalised digital technology which adapts to their online behaviour and helps them to navigate every-day life. We propose to develop a personalised adaptive learning (*myPAL*) platform to optimise their learning and guide them through the medical school experience both on campus and in clinical settings. The aim is to improve students' self-assessment of their knowledge and clinical skills, identify gaps and support them to direct and personalise their own learning. These are important skills for them to take forward into their professional lives for continuing professional development. A key part of the development of the system is co-production with staff and students so a qualitative study was undertaken with four student focus groups and six semi-structured interviews with key staff informants to get their ideas and opinions on the project concept.

The concept was positively received by both staff and students. Thematic analysis revealed a desire for the platform to be completely integrated within MBChB, which enhances and supports student learning rather than adding to workload. The platform will need to be reliable, accessible on any device, anywhere, anytime and staff and students will need support and training to maximise engagement.

Transferability: The applicability and transferability of *myPAL* could be extended to all healthcare students and staff and has potential for wider application in all learning organisations. An initial pilot will inform the broader MBChB implementation with close evaluation from students and staff and the project will be an ongoing iterative process.

Parallel session 10 > Digital resources to support PASS/PAL at Leeds
Anika Easy (Pete Sycamore), Skills@Library (Julia Braham, LUBS; and Nada Dastmalchi, FBS)

Since 2009, a number of schools across the University have established some highly successful Peer Assisted Learning (PAL) or Peer Assisted Study Sessions (PASS) schemes. During the Summer of 2015, Skills@Library and Julia Braham (Senior HEA Fellow, LUBS) collaborated with PASS student leader from FBS, Nada Dastmalchi, to create online resources that support students in leading excellent and engaging peer-learning sessions that benefit students, student leaders and their academic Schools.

This session will cover a very brief introduction to PASS/PAL and introduce participants to the online PASS/PAL resources hosted on the Skills@Library website, including lesson plans and generic session content that can be adapted by different disciplines. We will discuss how these resources can and have been used by student leaders to support their PASS/PAL sessions, and feedback from the first of several Skills Workshops organised for student leaders to supplement this. We will also explore how we can support the development of a community of practice enabling student leaders from faculties across the university to work together both within Leeds and across the HE sector.

Transferability: PASS/PAL leaders across different faculties have access to the resource which is hosted on the Skills@Library website. PASS/PAL leaders will be encouraged to take core content and tailor it within their discipline and to upload new content to the resource.

Parallel session 11 > Second-year Slump – now you see it, now you don't
Sue Whittle, Institute of Molecular & Cellular Biology, Faculty of Biological Sciences
A small number of recent studies have indicated that the 'sophomore slump' (dissatisfaction and disengagement of second-year students in the US) may also be observed in other countries including the UK. This study used the DREEM-S survey, a modification of the validated 50-item Dundee Ready Educational Environment Measure, to monitor changes in student perceptions of their educational environment over a three-year period for 700 students in the Faculty of Biological Sciences. The initial survey in 2012 detected decreased satisfaction in all areas of their educational environment amongst second-year students. This led to a follow-up study using focus groups, which highlighted a number of specific areas of concern, and culminated in the design and delivery in 2013 of an online resource to support students through their transition to second year. The DREEM-S survey was repeated in 2015; it no longer showed a decrease in satisfaction amongst the second-year cohort. However, other changes in student perception, notably indications of increased stress reported by first-year students were also observed during this time period. Both item scores which have changed, and those which have not, provide valuable insights into the student experience, and will drive future initiatives.

Transferability: The DREEM-S questionnaire is applicable to any science programme, and may be amenable to modification for others; it provides a greater depth of insight into the student experience than Programme or NSS surveys, and could be used by other schools. Targeted transition resources may be valuable for any faculty.

Parallel session 12 > Understanding the process by which students manage their employability
Stephanie McBurney (Aysha Divan), Institute of Molecular & Cellular Biology, Faculty of Biological Sciences

The effectiveness of employability initiatives implemented by universities is typically measured through scores such as the DHLE statistics. Whilst this provides a measure of graduate employment outcomes, it does not provide information on the strategies students adopt to gain a positional advantage in the employment market. In this session, we will present the work from a study undertaken to gain a deep insight into how students manage their employability. We track the experiences of student cohorts in their final year of study in the Faculty of Biological Sciences, through surveys and focus groups, to evaluate the impact of engagement in defined professional development (employability) activities: these include a stand-alone professional development module, work-placement or study year abroad and Masters-level study (Integrated and stand-alone Masters). We explore the distinctive skill set students perceive they are developing, the influence this has on their longer-term career-planning approach and how they use these to transit into work or further study. We end by describing how these findings are being used to inform curriculum design and employability initiatives.

Parallel session 13 > Investigating student revision in Mathematics
Philip Walker, School of Maths, MaPS

Student revision habits are not a well-researched aspect of education. As an initial piece of work towards a longer-term project, I recruited an undergraduate research intern to investigate what revision activities students had used and to identify some of the ways in which they fitted these activities together into an overall strategy. This work was a two-phase project, in which quantitative data from survey work and teaching data were studied alongside qualitative data from interviews. In this talk, I will discuss this

investigation, detailing some of the materials we developed and some of the results of this project. I will also touch on some lessons learnt with respect to attempting to engage students in the evaluation of their own learning as subjects in a research project.

This project forms part of an attempt to seek evidence of student revision strategies, with a view (ultimately) to evaluating the effectiveness of those strategies. The session will look at both the methods deployed in obtaining evidence towards excellence, and the results that these methods obtained.

Transferability: The materials developed during this research project can be adapted for use in other disciplines, and some of the suggestions regarding how to run such evaluations are also directly transferrable. Moreover, some of the specific issues faced in revising for mathematics will be replicated among students in other, numerate disciplines.

Exhibit 1 > Disability & Inclusion: why it's relevant to all
Jenny Brady (Claire Flegg), Disabled Students' Assessment and Support

For many years, the Disability Team within DSAS has been primarily a student-facing service with few formalised links to other areas of the institution. September 2014 saw the introduction of a new way of working for the team, with Disability Co-ordinators nominated to specific faculties, functional areas within the Student Education Service and other central services. This shift in focus for the team has coincided with government announcements of significant changes to the way in which funding for disabled students in Higher Education (DSA) is allocated, putting far more onus onto the University to be more inclusive of the needs of its disabled students within its everyday practices.

This exhibit provides an opportunity for delegates to find out more about how disabled students are supported at the University and reflect on how they can contribute towards the cultural shift towards inclusivity.

Exhibit 2 > The Final Chapter: effectively supporting dissertations and final-year projects
Natalie Bedford (Lizzie Caperon), Skills@Library

The Final Chapter is a dynamic online resource designed to support students undertaking final-year projects and dissertations. It provides support on the key processes of a dissertation, including searching and incorporating literature, critical thinking and academic writing. Since The Final Chapter was initially created in 2012, the Leeds Curriculum now requires that "all programmes will actively develop students' independent research skills culminating in a final-year project".

During the summer of 2015, The Final Chapter was expanded in response to this, and to user feedback, in order to make it relevant for all final-year-project students across the University. This exhibit will showcase the resource, and provide an opportunity to discuss the ways in which such resources can be embedded within modules to support students across the University.

Exhibit 3 > Access to Leeds student achievement
Richard Kemp (Paul Sharp), Educational Engagement

Access to Leeds (A2L) is the University's innovative fair access admissions scheme. Eligible applicants receive additional consideration from admissions tutors and those successful receive an alternative offer two A Level grades below their standard offer. A study comparing the degree classes awarded to Access to Leeds students to all UK University of Leeds graduates was undertaken. There was no evidence that A2L students did badly in their degrees as Class III and ordinary degrees were not awarded disproportionately compared to other University graduates. A smaller proportion of A2L graduates were awarded Class 1 degrees but the Class I degrees were roughly the same. The study also analysed achievement at a faculty level.

This study was innovative in that there are very few existing reports on the achievement of students entering Russell Group universities via a contextual admissions scheme, certainly not to this detail. The study has also influenced the development of new schemes to support widening participation (WP) students at University, largely the plus programme. The detail the report provided allows further investigation into the next stages of student progress, including career destinations.

Exhibit 4 > Use of Wordles in a postgraduate assessor course
Nick Crohn (Helen Harcus, Shelly Rice), School of Medicine, FMH

Assessment of students in a clinical setting is a daunting task for clinical assessors. They must balance patient need with student learning. When running courses to train clinical staff it is important to give the assessors and the staff delivering the course, a measure of the change in their level of knowledge and attitudes to the clinical assessment. This is a difficult thing to measure without undertaking a clinical assessment before and after the training course.

As a method of overcoming this, the course team decided to use the wordle as a method of immediately evaluating any change in the course attendees attitudes and understanding.

The wordle takes text, displaying each word with a size prominence correlating to the amount of times used within the sample text given to the software. As a learning assessment method, respondents were asked at the beginning of the course to give three words that they would use to describe their current feelings about assessing a failing student in practice. At the end of the course

they were asked the same question. Wordles are then created using the two sets of data and comparison of the two demonstrates any changes in attitudes by the assessors.

Exhibit 5 > OMG! That's disgusting! Harnessing the power of revulsion in infection-control teaching
Nick Crohn (Michelle Ellwood), School of Medicine, FMH

When introducing students to the clinical environment for the first time, educators need to overcome the low compliance and lack of success of public education programmes that was noted by Wilson et al in 2011. However by presenting the students with a social dilemma (Dawes, 1980) where they are inconvenienced by an act but benefit society as a whole there may be more success.

When washing their hands the immediate social effects of hand washing are not always evident due to the microscopic nature of contaminants. The aim of our teaching was to make this social effect as evident as possible to the students.

The use of glitterbug (TM) lotion has been recognised in its use in training on hand washing (Helms *et al.*, 2010) and this was used for the basis of the session. While normally used to show the effectiveness of hand washing techniques the team decided to take a bit more practical approach to its usage. The work was undertaken with groups of students on their visit to the university clinical skills x-ray room located in a busy teaching hospital.

Exhibit 6 > The Truth About Youth – getting under the skin of young people
Sarah Jane Mace, LUU

This exhibit examines the generations Y and Z phenomena and what that means for those trying to connect with them. Using the latest trends nationally and internationally and looking to the future, we'll discuss the way in which young people think, behave and consume and what is driving young people to spend their precious time and money.

Delegates will leave this exhibit with fresh new research and insight that can be put into practice within their faculties and schools.

Exhibit 7 > Breaking down barriers with technology
Viktoria Joynes (Gareth Frith, Nancy Davies, Sue Bickerdike), School of Medicine, FMH

The School of Medicine has a well-established mobile learning programme (MBChB Mobile) which offers opportunities to students of all years to enhance their learning experiences through use of mobile resources. This presentation will give an update on the work that has built upon this programme in the past years, which has aimed to further 'break down barriers' through the use of technology. The exhibit will contain details of collaboration with Health Education Yorkshire and the Humber that has enabled students to access wireless internet connection in all major placement sites (eduroam project); has introduced further innovation in ultrasound teaching; and new ways for students to access clinical placement information (Leeds MedEx). The presentation will also demonstrate a virtual pathology tool which was initially developed for student education but has now been adopted for patient education.

Exhibit 8 > Leeds Institute for Teaching Excellence and Innovation
Raphael Hallett, Director

Following the LITEI launch on Thursday evening after day-one SEC/DigiFest sessions conclude, there will be an opportunity to address individual questions to the Institute director. Information about the Institute will also be available on the stand during programme breaks on Friday.

Exhibit 9 > From MOOCs to online distance learning – mapping the journey
Carol Elston, Digital Learning Team

The experience of delivering a series of MOOCs has provided clear processes and procedures for the development of online learning. This good practice has enabled the team to work with academic colleagues to develop a number of blended learning discovery modules. As a University we are on a journey and these first steps are leading us all towards the provision of online distance learning programmes – this session will map this journey and highlight lessons learned along the way.

The development of MOOCs impacted on just a handful of academics who, in that main, were already keen ambassadors for blended learning. The team's expanding remit is to support the development of 10 discovery modules that span the disciplines. This

has provided the opportunity to support academics with less experience of non-traditional teaching practices, encouraging the presentation of traditional face to face learning sessions in more innovative ways. This session will highlight some of these journeys.

The lessons that we collectively learn from developing online/blended credit bearing modules provides the skills and knowledge to build on this to design innovative online distance learning programmes. This session will provide the opportunity to discuss how this changing culture can benefit both staff and students.

Exhibit 10 > No red pens here
Catherine Wilkinson, Sarah Underwood (Alice Shepherd), LUBS

We present a Faculty-wide initiative to move from a dual submission to pure online submission process for all LUBS modules. This has had a positive impact on increasing the number of modules which mark online and provide electronic feedback via Turnitin's Grademark feature (approx. 12% to 50% [146/293 submissions]). There has also been many other benefits such as reduction in paper, improved student experience, potential to provide more structured/consistent feedback, instant access to marking, ,more secure – less movement of data sensitive data; which we will touch on in the session. We will also demonstrate the ability to mark on the go using the Grademark mobile app (no internet connection required) and the use of Rubrics to speed up the marking process. We are currently working on enhancing our practices further by providing a bank of resources to academic staff (Quick Marks and Rubrics) to make the switch to online marking easier and less daunting. We aim to evaluate the impact of online marking/feedback further with our students during Semester 1 2015.

Exhibit 11 > Digital drawing tools for lecture and tutorial enhancement using surface computers
Andrew Davies (Paul Baxter), School of Medicine, FMH

Hand drawn and written content can improve the learning experience for students, allowing well paced articulation of complex ideas involving a mixture of text, drawing and verbal communication. Unlike PowerPoint delivery where often all three are presented simultaneously with students unable to gain value from each, hand written (pen based) support gives a well paced addition to the verbal commentary, greatly enhancing student learning.

Use of whiteboard or digital pen technology had been very limited within our lectures; often whiteboards were small, not visible to all students and in many locations were not adequate for lecture capture. Existing digital pen input devices were not of sufficient quality to enable handwritten input or accurate drawing. Previous student feedback on pen based delivery was positive. However, students indicated they would have valued incorporation into real time lecture capture.

This project uses Microsoft surface computers to allow integrated display during teaching, with high quality pen output captured in any location that has a standard projector. We will demonstrate the surface computers live and show examples of captured material from a range of taught postgraduate and undergraduate teaching.

Exhibit 12 > With Enterprise: evaluating distinctive student expectations and experiences on inter-disciplinary programmes
Richard Tunstall, LUBS, with: Sue Whittle, Biological Sciences, FBS; Karen Burland, Music, PVAC

In a climate concerned about the development employable graduates, it is more necessary than ever to provide opportunities for students to develop high level transferable and subject-specific sk'ills in an increasingly competitive market. First announced at the SEC 2015 Conference Plenary by alumnus, Dan Crow ('The Leeds Graduate – The Distinctive Journey'), the current project examines the impact of a new inter-faculty portfolio of '*with Enterprise'* programmes with the Centre for Enterprise and Entrepreneurship Studies at LUBS. The first students registered on programmes in Biotechnology and Music in 2014-15 and two further programmes in Social Policy and Biology will launch in 2015/16.

The exhibition stand will outline the design of existing programmes, and report initial outcomes of a study which aims to explore the motivations, expectations and experiences of students registering on these new programmes, compared to students who choose related programmes without the Enterprise component. Through questionnaires, focus groups and interviews the research aims initially to establish student motivations and expectations, and then to follow their experiences through and beyond their undergraduate programme. The long-term aims of the study are to optimise recruitment onto these programmes, facilitate appropriate student experience, and to evidence effects of this initiative on graduate destinations.

Exhibit 13 > Induction and transition good practice guide for staff
Andrea Jackson, plus members of the LeedsforLife Working Group on Induction and Transition

There has been much good work at Leeds focused on improving the quality of transition and integration for first-year students to enhance retention and success but in 2015 a Leeds*for*Life Working Group on Induction and Transition refreshed and expanded the previously produced guide to 'Enhancing the Transition in Year 1', recognising that students need support at all transitional stages throughout their journey: transition to University for both undergraduate and postgraduate study from the perspective of part time, full time, mature and international students; transition through undergraduate levels; transition into and returning to study abroad; and transition into online distance learning programmes; and transition out to the world of work.

The guide provides student perspectives through focus-group output of the challenges each of these transition stages presents alongside the results of an institutional audit which has been used to provide case studies of good practice.

We shall present the guide at the Conference in the hope that it will give new ideas to Schools as part of the evaluation and refresh of their current induction programme and the way in which they support students through transitional states.

Exhibit 14 > Leeds Enterprise Educators Network (LEEN)
Emilee Simmons (Vassiliki Bamiatzi), LUBS

The LEEN network provides educators from across the university to engage in sharing best practice in teaching through cross-faculty discussions and by presenting their teaching at LEEN events throughout the year. Using the term 'enterprise' to its fullest extent, this allows the group a non-discipline specific 'anchor' in which to discuss pedagogical practices from across all disciplines, thus allowing each educator to take away useful information they can then apply to their own practice.

Exhibit 15 > Lifelong Learning Centre
Paul Devlin, Lifelong Learning Centre

The Lifelong Learning Centre (LLC) promotes programmes, pathways and support for adult, part-time and foundation-level students especially, although not exclusively, those from disadvantaged and under-represented groups. We operate both as a multi-disciplinary School running undergraduate programmes that support recruitment and progression and as a Service with a range of functions to meet the needs of our various cohorts on a 'one-stop shop' basis. Our students and service users are varied in terms of age, background and mode of study, but all are 'non standard' in some way. Some study on LLC programmes; others are parented in faculties. In addition, much of our provision is targeted specifically at the local community, supporting both recruitment and public engagement.

Exhibit 16 > Skills@Library: supporting students to achieve excellence
Helen Howard (Dan Pullinger), Skills@Library

Skills@Library services support students to develop skills to improve their academic work and enhance their future employability. This exhibit provides an opportunity to find out about our activities, how we support students' learning and help them to develop core academic skills.

The exhibit will highlight the key areas of the Skills@Library service offered in the Laidlaw Library and how we are using these new spaces to provide face-to-face support through workshops and one-to-one appointments, as well as to promote independent skills development through online and print options. We will also show how students are making use of the new spaces for group work and independent learning.

In addition to the services on offer in the Laidlaw Library, Skills@Library Learning Advisors provide academic skills teaching in modules, working with academic staff to support students at the point of need. Our online resources can also be embedded into VLE module areas.

Skills@Library supports covers the following academic skills areas: *finding and evaluating information, critical thinking, reading and note-taking, academic writing, referencing and academic integrity, digital literacy, preparing for exams, presentation skills and Maths. Providing students with opportunities to develop these skills allows them to enhance their ongoing learning and research, and longer-term employability.*

Exhibit 17 > The Portal
B*en Plumpton, Portal Team*

Visit the Portal stand and take a tour of current functionality and discuss how it affects the student/graduate experience – their 'way in to everything'.

There will also be an opportunity to make suggestions on how the service might be improved when the new *On Course* Portal is developed.

Exhibit 18 > An app for recording biodiversity sightings around the Leeds campus
Julie Peacock and Karen Bacon, School of Geography, Environment

A biodiversity app has been developed for the University campus to enable easy recording of georeferenced biodiversity sightings along with photos and field notes. The data are stored in a central database which is publically available. The app can be used in teaching across the University.

Time, date and location data are automatically recorded; the first piece of data inputted for a record is a photograph. Identification data can be filled in or left blank if the organism cannot be identified, with the option to update at a later date. An identification confidence rating has been included to highlight possible errors in the data. Additional notes can be added to each record and groups can include their 'Project Code' and individuals can add a 'User code'. This allows for data extraction from a single teaching session and for students to submit data for assessment.

The data can be used in many ways to support learning and teaching; assessments of students identification skills; spatial data can reveal species movements across campus; phenology data can be examined etc. As the database grows, it will become a valuable record of campus biodiversity. In addition, the georeferenced data will be linked to a specific teaching tool, the "Interactive Evolution of Plants Walk". This component includes a physical walking trail around the campus. The physical plants will be linked to an augmented reality app, googleglass videos and a web site with information on the palaeobiology and evolution of the selected species.

Exhibit 19 > Evidencing UG Research Excellence – the British Conference of Undergraduate Research
Katie Livesey (Paul Taylor, Andrea Jackson), School of Earth & Environment, Environment

In April 2015 the University of Leeds was represented by 16 students at the British Conference of Undergraduate Research (BCUR), held at Winchester University. Students represented a range of disciplines including an international student from Japan presenting his research from the School of Education, second year chemistry students presenting their summer internship research, an Undergraduate Research and Leadership Scholar and final year students from Politics and International Studies. A range of posters and spoken presentations were delivered.

Participation at the conference was made possible by a Footsteps Fund award and through the formation of a cross university steering group. The main aim of the group is to showcase the value of students taking part in this activity and generate wider interest across campus and boost the numbers attending from Leeds.

To help evaluate the experience and provide evidence of the research excellence Leeds' students generate two videos were produced that would:

1) Offer a snapshot of the conference experience for those considering attending in future years
2) Provide a more detailed review of the experience both pre and post the conference from the students' perspective

It is the aim that showcasing this activity will promote engagement with BCUR more widely across the institution and increase participation across faculties.

Exhibit 20 > Meet the Undergraduate Research and Leadership scholars
Current UGRL scholars

The UGRL Scholarship provides funding to enable undergraduate students to take part in a range of personal development activities and two research projects as part of ongoing research in their faculty. The scholarship provides students with an invaluable and enjoyable opportunity to develop their research and leadership skills in preparation for further academic study or employment.

Current scholars will be in the Exhibition Area throughout the Conference to share their experience of the scheme with delegates about the scheme and any questions. We look forward to meeting you then!

Exhibit 21 > Meet the Student Opportunity Ambassadors
Bilal Ahmed, Jessica Bassett, Rachel Opadiran and Georgiana Epure

Come and talk to Bilal, Jessica, Rachel and Georgiana and find out more about what the Student Opportunity Ambassadors can do for you, including:

- Finding co-curricular and volunteering opportunities;
- Making the most out of Leeds*for*Life;
- How to apply for funding for projects through the Leeds*for*Life Foundation; and
- Making the most of the opportunities provided within the Student Opportunity Directorate.

Exhibit 22 > Leeds Curriculum: Meet the Discovery Theme Leaders
Martin Levesley, Karen Llewellyn, William Young, Jen Dyer, Alison McKay, Janet Holt, Terry Kee, Caroline Campbell, Bryan White, Rafe Hallett, Nick Robinson, Graeme Gooday, Annie Jamieson

Come and talk to the academic Leaders of the ten Discovery Themes. Each Theme offers students a wide selection of discovery modules at all levels of their study, with Leaders also being responsible for identifying potential pathways within their Themes. Several Leaders have been working with colleagues in schools across the University along with the Digital Learning Team to develop new blended modules. The wide appeal of these new modules, plus the flexible delivery methods, directly addresses the University's commitment to broadening. Theme Leaders would love to hear from staff who are interested in developing new modules or who may simply wish to discuss how this part of the Leeds Curriculum continues to evolve.

Exhibit 23 > Lecture Capture and Media Management
Jim Bird, Beth Snowden, Central Services

Since the Lecture Capture and Media Management (LCMM) system launched in September 2014, thousands of recordings have been made by staff and students are watching them enthusiastically. An analysis of quantitative data and qualitative data evidence an extremely promising start to this innovative project. The LCMM system allows for the automated recording of scheduled teaching events which captures audio, presented screen, and video (where a video camera is available). *Ad hoc* recordings have proved a flexible alternative for staff who wish to record sessions at their convenience. There are over 250 rooms equipped with Lecture Capture facilities. Alongside the more traditional scheduled and *ad hoc* lecture capture system academic staff can create personal captures at their desk which support flipped learning. Additionally, both staff and students can upload digital content from mobile devices. Once content has been uploaded to Mediasite users can review, edit and approve their content and publish to individuals, groups, modules on the VLE or more widely to external, publicly available channels like VideoLeeds. VideoLeeds was launched in 2015. This replaces LUTube and is the main publication channel for audio and video content at the University.

Visit us and find out more about all aspects of Lecture Capture and Media Management.

Exhibit 24 > VLE Service / Blackboard Collaborate
Adam Tuncay, eLearning (VLES) Team

This academic year we have launched a new interactive session tool called Blackboard Collaborate and are running a Module Evaluation Pilot with the Business School. Come and talk to the VLE Service about these developments and find out what else we have planned for the coming year.

- **Blackboard Collaborate** – a virtual classroom which includes audio, video, text chat, an interactive whiteboard, PowerPoint display, application sharing, breakout rooms, polling, quizzes and session recording. This can be used in a variety of scenarios including virtual seminars, presentations, tutorials and office hours.

- **Module Evaluation Pilot** – we are trialling Blackboard Enterprise Surveys for module evaluations in the Business School. The tool allows us to deploy one survey to all modules with automatic reminders to students and detailed reporting for staff. Response rates for the initial phase were encouraging with an increase of 15% on the previous academic year (57% compared to 42%).

Evidencing excellence

Exhibit 25 > Digital Learning Team
Carol Elston, Digital Learning Team

The Digital Learning Team is responsible for the University's external digital learning channels. These channels include iTunes U, educational areas of YouTube, Jorum and the FutureLearn MOOC (Massive Open Online Course) platform. The team also supports the development of Discovery Theme modules which are hosted on the VLE.

Exhibit 26 > Student Champions for Blended Learning
Carol Elston, Digital Learning Team

The Student Champions for Blended Learning project was funded by a University Student Education Fellowship awarded to Carol Elston in January 2014. The project aims over a two year period are to support blended learning within the faculties evidenced by the delivery of digital learning resources to be accessible via iTunes U, Jorum and the VLE and to provide a coherent cross-University student voice for Faculty/University blended learning committees.

Exhibit 27 > Copyright Support
Beccy Shipman, Central Services

Come and talk to Beccy Shipman, the University Copyright Officer, who provides support on copyright, licensing, Creative Commons, and finding digital content for reuse in teaching materials.

Exhibit 28 > Professional Development in Learning and Teaching
Rebecca Dearden, SDDU

The Learning and Teaching Team in SDDU promotes inspirational learning and teaching in the University through: initial training for those staff who have teaching responsibilities, ongoing support for development and networks, courses and reward and recognition processes.

Exhibit 29 > Learning Technologist's Network
Rebecca Dearden, Damian McDonald, Blayn Parkinson, Catherine Wilkinson

The *Learning Technologists @ Leeds network* is coordinated by SDDU to colleagues with the opportunity to share ideas, practice and support around the area of educational uses of technology. The network offers an umbrella for staff working across the area.

Members may be: Learning technologists; Academics; E-learning support officers / developers; VLE support officers; IT project officers; Multimedia / web developers; or any member of staff with an interest in learning technology.

The Network has a mailing list which you can subscribe to at: http://lists.leeds.ac.uk/mailman/listinfo/learning-tech

Exhibit 30 > Educated or guessing?
Felix Janeway (Helen Bowman), Lifelong Learning Centre

The Science foundation year programmes at the Lifelong Learning Centre focus strongly on mature and widening participation learners. This pilot study seeks to identify underlying relationships between confidence, reflection and attainment for these students. Students are asked to predict their attainment on assessments during the course, and comparisons are made between the achieved mark and predicted mark, with large disparities representing an over or under-confident learner and indicating a requirement for intervention. This encourages students to think carefully about their justifications and differentiates between guessing the correct answer and knowing the correct answer. In the pilot reported here, no extra marks will be given for accurate prediction of grade. This exhibit will showcase issues around guessing and confidence, how this can impact on students' attainment and whether specific reflection on predicted attainment can prompt students to interrogate their learning practices.

This list of abstracts is correct at the time of publishing, but content and provision may be subject to change for reasons beyond the control of the event organisers. Every effort to inform delegates will be made should any changes occur.