Student Education Conference: Thursday 8 and Friday 9 January 2015

Parallel sessions (set two) – 14.10 to 14.40, Friday 9 January

Please choose **ONE** parallel session from the following options to attend during set two.

Parallel session 1: Master's training in a rapidly changing educational landscape
Aysha Divan, Stephanie McBurney (FBS)

Reconfiguration of the Higher Education sector is causing substantial concern about the long-term sustainability of postgraduate (taught) Master's provision in the UK. This is driven by increased tuition fees at undergraduate level, a recent decline in UK postgraduate numbers and continuing concerns from employers around graduate skills and the needs of the employment sector. In this session, we will consider two specific questions: (1) what motivates students to study an M-level qualification; and (2) how does the training help them progress to the next stage of their careers. We will present data collated from students who completed Master's programmes at the Faculty of Biological Sciences between 2005 and 2012.

We will show that these students are strongly motivated by employment prospects and describe the particular learning experiences that are perceived by them as adding value in the employment market. Students also report that greater applicability of the programme content to the workplace would be of value to them. We will also demonstrate how we are working with employers to reconfigure our Master's programmes to better prepare students to transit into and progress through the next stages of their careers.

Transferability: The future of Master's courses is a key question for all parts of the University as evidenced by the HEFCE funded postgraduate support scheme that Leeds is part of. This study provides some data to stimulate discussion around the motivations for PGT study, value-added, curriculum design and employer engagement.

Parallel session 2: Year 3 students exploring the evidence base behind media reports
Angela Hewett, Janet Hirst (School of Healthcare, FMH)

Third-year undergraduate pre-registration midwifery students engaged with an application of their emerging research skills and the use of the VLE in order to disseminate their results to peers. A media statement was issued and students were encouraged to locate the evidence; report on the quality of evidence; provide an interpretation of the evidence; provide a report on its accuracy along with a judgement about media terminology compared with what is reported by the researcher.

The ways in which students responded along with their distinctive journey in engaging with evidence based practice will be discussed.

Transferability: This activity could be applied to other programmes with a practice component or where the media regularly reports on the 'evidence' surrounding a particular discipline.

Parallel session 3: Learning to Experiment – workshops and activities for key transition points
Anika Easy, Anna Seabourne (Skills@Library)

Skills@Library provides a core programme of workshops on particular topics. Last year we ran two additional weeks of workshops targeting specific groups of students to provide dedicated help at key transition points: Experimental Week and Postgraduate Week. Sessions included: lunch-time referencing drop-in clinic located in the Library foyer; using Twitter to support academic learning; active writing sessions for postgraduate students during their dissertation-writing stage; drawing for review and learning at exam and project revision stages. This meant that practical support was available and tailored to students at times and places when they needed it, showing understanding of and empathy for the transitions within their University development.

This session will give a brief overview of the activities, highlighting what helped students (and ourselves) reach those 'A-ha!' moments, and show how the exercises can be replicated within modules or as additional sessions when required.

Transferability: The applications of these initiatives are University-wide.

Parallel session 4: Discovery Themes - a blended approach
Carol Elston (Digital Learning Team), James Little (SDDU) and Kirsten Thompson (SDDU)

By developing courses for the FutureLearn external learning platform, the Digital Learning Team has gained a wealth of information from online learners about what they like as well as what isn't important to them. We have also developed a clear understanding about the importance of the learning journey and defining learner choices. We have brought this knowledge to the design and development of a new Discovery Theme module providing a blended learning approach through the VLE.

Working closely with colleagues from SDDU, we have approached this task by focussing on embedding good practice within the design of the Discovery Theme module. Throughout, we have also considered wider adoption; by developing a template we hope to help those staff new to blended learning design experiences that are both pedagogically and technologically sound. By combining the experience gained by DLT through developing MOOCs and SDDU's experience of developing online resources

for ULTRA teaching sessions, we are keen to share our first module describing our approach and the ways in which good practice can be shared and adapted. This session will involve a demonstration followed by time for discussion and questions.

Transferability: The design of the first module will draw on the features of the FutureLearn courses providing clearly defined welcome information, an overview of the learning journey and a clear and uncluttered layout. It will also include multiple options for accessing the materials including video, sound files and transcripts/text files. This method of developing materials could be adopted by those providing learning via the VLE throughout the University.

Parallel session 5: Mobile apps and mental-health care
Gary Morris, Karen Worton, Katherine Leslie and Patricia Berrill (School of Healthcare, FMH)

This session outlines an innovative assessment approach used with mental-health nursing students. It requires students to produce, present and "sell" the plans for a mobile App which could be used in practice by children / adolescents. The mobile app is designed to help young people with regards to specifically identified mental-health problems. Help could relate to educating / updating individuals or directing them towards available support.

The assignment comprises three related elements:
- Mobile App advert (visual representation);
- Abstract / References; and
- Verbal presentation.

The structure of the assignment was designed for students to carefully consider care needs / deficits in terms of the available evidence base. The presentation provided opportunities to 'sell' practice initiatives with the TV programme *Dragons Den* used as a point of reference. This assignment produced an abundance of innovative and important ideas with a strong focus on self-help, education and supportive initiatives / resources. This assessment approach will be presented by mental-health care tutorial staff and students, all involved with this assignment. Students will give a brief introduction to their work outlining the importance and significance of their proposed mobile App to practice.

Transferability: The assignment approach utilised here is equally applicable to other schools and departments across the University. It is an engaging, thought-provoking approach that encourages students to 'sell' themselves and their ideas through innovative work, creative approaches and well-supported arguments.

Parallel session 6: A Very Distinctive Journey – ten years on: lessons from the Social Science foundation year
Suzanne Hallam, Richard Tavernier plus past and present students (School of Sociology & Social Policy, ESSL)

The BA Social Science programme is celebrating its tenth anniversary. This session will provide a brief outline of the development and aims of the programme. It will highlight the innovative approach taken and detail findings from early evaluations of the programme. The narratives of three successful students will then provide real-life examples of the ways in which barriers to success can be negotiated.

Transferability: The stories of these students will demonstrate how barriers to success in higher education can be negotiated. The general approaches could be applied to other disciplines.

Parallel session 7: Express Yourself – an attitudinal and behavioural segmentation study of University of Leeds students
Rebekah Smith (LUU)

As part of Leeds University Union's Strategic Review in 2013/14, a University-wide campaign was launched to gather attitudinal and behavioural data about students at the University of Leeds. Over 4,000 students took part in the online survey, the results of which have given us a real insight into the motivations, behaviours and priorities for our members.

The research consisted of focus groups, a 30-minute online questionnaire, and a 'day in the life of' task that captured who our members are, what they like and what a typical day in their lives looks like. A detailed segmentation analysis on the research findings has identified six distinctive segments which make up students at Leeds University. Each of these segments has been identified by profiling their attitudes and personality.

The insight achieved from all elements of the research programme identified seven key themes that are areas of importance and relevance to Leeds students. These themes are:

- Degree and career
- Sense of belonging
- Money
- Safety
- Commercial services
- Sustainability
- Politics and democracy

Tranferability: The findings of the Express Yourself research can be used to tailor work across the organisation as we gain a better understanding of the motivations, attitudes and behaviours of our students. The findings are also relevant for all services at the University of Leeds.

Parallel session 8: Developing the digital graduate
Raphael Hallet, (Arts), Jess Henderson (Careers) Michelle Schneider (Skills@Library)

We live in a digital world. Employers increasingly focus on 'digital literacies' and 'online skills' as key components in the ideal graduate. Simultaneously, the world of academic scholarship is moving into an age of *online* research, collaboration and dissemination. So, whether we are talking about 'research-based learning' or 'graduate employability', the University has an obligation to provide its students with digital skills and awareness. How is the University of Leeds rising to that challenge?

This session will explore the ways that we have been making the 'Digital Strategy for Student Education' into something *concrete and meaningful* for students, through innovative module design. After an introduction speculating on the way students now read, research and behave online, we will take the audience through the design process and challenges involved in creating two new Discovery modules – *The Digital Student* and *The Digital Professional* – which aim to sharpen students' digital literacy. Module designers will showcase the rationale behind and the content of these new modules, report on initial student feedback, and speculate on the way a suite of digital literacy teaching can be extended in the *Leeds Curriculum*.

Transferability: As Discovery modules (and potentially a compulsory online module for all students) these are open to nearly all UG students and therefore have the potential to impact on *all areas* of the University. More broadly, they are the first modular innovations to test out the quality and robustness of our Digital Strategy for Student Education, so they have significant implications in terms of University policy, strategy and curriculum development. The modules can act as a model for more localised and specialist digital literacy teaching and training and will provide employability skills relevant to all disciplines and career sectors.

Parallel session 9: Enhancing learning and teaching through Audience Response System technology – using the Socrative mobile app to conduct e-voting in teaching sessions
Jimmy Choo, Una Adderley and Sharon Wood (School of Healthcare, FMH)

The use of e-voting or audience response technology made famous by the popular TV quiz show `Who wants to be a millionaire?' is increasingly adopted in the pedagogical process. There is now emerging evidence that students enjoy the use of audience response system despite various concerns such as cost and the fear of new technology. When lecture-style teaching is adopted, feedback from students has generally been mixed in particular with regard to key lectures (where class size can be more than 150 students). The use of audience response technology such as e-voting has been shown to increase student participation and engagement during big classroom teaching.

ARS was incorporated into our teaching of Pain Module sessions and workshops at the pressure ulcer conference via the Socrative application which can be downloaded free onto students' mobile devices. This is attractive in terms of cost which is generally associated with ARS technology (such as the use of the 'clicker system').

The response rate from students engaging in e-voting conducted viz. Socrative ranged from 65% (in key lectures) to 80% (in workshops). The lecturers' reflection and the reported feedback from the students had been positive.

Parallel session 10: Postgraduate Study Support Widening Access Project
Louise Banahene (Educational Engagement), Marah Gardner (Careers), Sarah Hearfield (Educational Engagement), Geraldine Musajjakawa (Educational Engagement)

The economic benefits of postgraduate study are increasingly evident: postgraduates enjoy higher earning outcomes than those with a first degree only (BIS 2010), while a growing number of professions now expect applicants to hold a postgraduate qualification (Panel on Fair Access to the Professions 2009). Consequently, questions of how access to postgraduate study relates to issues of equity, social justice and social mobility have become politically prominent, with Alan Milburn, the government's adviser on social mobility, stating that 'lack of access to postgraduate study is in danger of becoming a social mobility time bomb' (HEC 2012, 6).

In December 2013, HEFCE announced the launch of the Postgraduate Support Scheme, a £25 million publicly-funded programme, to assist postgraduate students at more than 40 English universities. The scheme is testing ways of supporting progression into taught postgraduate education and aims, by working with universities and employers, to stimulate participation by students who would not otherwise progress to postgraduate level. There are currently twenty pilot projects being undertaken, covering a range of support activities including financial and pastoral support, mentoring and networking, curricular change, funded studentships, work placements and a variety of bursary and loan schemes.

This session will report on the activities of one of these projects, undertaken by a partnership of six universities. It will explore issues shaping the current landscape of postgraduate study in the UK: the absence of postgraduate finance; reforms to undergraduate funding; a decline in registrations from UK/EU domiciled students; and, employers' concerns around fair access to the professions. In particular it will focus on the IAG strand which the University of Leeds is leading on.

Transferability: The research undertaken for the IAG strand is relevant to academic areas and support services. It provides insight into the range of IAG resources that prospective PGT students access and the relative importance that prospective PGT WP students place on this. In addition, it presents initial findings on the ideal IAG delivery model and where areas for development to achieve this.

Parallel session 11: Understanding maths in chemistry
Samantha Pugh (MaPS, UoL), Michael Grove (University of Birmingham), Allan Cunningham (student UoB), Beth Foreman (student UoL), Becky Mills (Student UoL), Rory Whelan (student UoB), Joe Kyle (UoB)

In Summer 2014, the Universities of Birmingham and Leeds embarked upon a programme of research, led by student interns, to update the data collected during a 2008 subject review and, most significantly, to better define the exact nature and extent of the mathematics problem within chemistry in UK higher education. This was a particularly innovative project because students from chemistry, mathematics, physics and statistics who were based at Leeds and Birmingham collaborated extensively on the project. In a 2008 review of UK chemistry by the Physical Sciences Subject Centre documented the challenges faced by staff in supporting mathematics within Chemistry programmes. Students also acknowledged concerns with their mathematical ability; a particular cohort where this feeling was greatest was amongst those in Russell Group universities where the mathematical demands are perhaps the greatest.

While the 2008 review identified there existed a mathematics problem within chemistry, it did not identify exactly how it manifests itself within higher education, and how we might begin to tackle it. This presentation will review the findings of this initial scoping study, with the student interns giving their perspectives, and outline future plans for establishing a longer-term programme of action research; it will also highlight some of the resources that have been developed over summer 2014 to tackle the issues identified.

Transferability: The Summer Internships in Teaching Enhancement, and the collaborative nature of the project could be used by other disciplines. Further, the methodologies to review the challenges relating to mathematics within Chemistry can be adapted to explore issues within any discipline.

Parallel session 12: Expanding the service user input: midwifery students being taught by a person with a learning disability
Lesley Daniels, Jo Lay (School of Healthcare, FMH)

Attitudes to people with a learning disability as sexual beings and becoming parents are complex. With the social model of care and the Human Rights Act they have the right to a family life and the same expectations of any other member of society. When a woman with a learning disability becomes pregnant it can be a challenge to midwives and other healthcare professionals with negative attitudes being a prominent issue. The end result can often be that their baby is taken into care. The authors worked with an organisation called CHANGE which employs people with learning disabilities as educators. A pre-session attitude questionnaire was completed by students prior to and again a couple of months following the session to assess if the pre-session workbook and taught sessions had made a difference. The aim was to highlight the skills and competencies of people with a learning disability and how midwives can help develop parenting competence and caring skills.

Transferability: People with learning disabilities are often placed in the role of service users. Being educators of University students is a novel and empowering model of working that could be used elsewhere within the University.

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