



# Learning and Teaching Conference 2024

Programme Overview



**200**  
YEARS  
— 1824–2024 —

# About LEED

The Centre for Learning Enhancement and Educational Development (LEED) harnesses Manchester Met's strengths in digitally-enhanced education, academic development, education innovation and co-curricular excellence. Our aim is to accelerate educational change and innovation across the institution by cultivating strong communities that value, invest in and empower our educators.

LEED is comprised of three teams: the University Teaching Academy (UTA), the Digital Education Team (DigiEd) and the Education Innovation and Initiatives Unit (I&I).

For more information about LEED, please scan the QR code or visit:

[mmu.ac.uk/about-us/professional-services/leed](https://mmu.ac.uk/about-us/professional-services/leed)



Join in the conversation online throughout the day using the hashtag:  
**#LeedConference2024**



# Conference Schedule

Geoffrey Manton Building (GM)

| <b>Time</b>              | <b>Activity</b>  |
|--------------------------|--|
| <b>9:00am - 9:45am</b>   | Arrival, registration, refreshments, pastries (GM Upper Atrium, Ground Floor).   |
| <b>9:45am - 10:00am</b>  | Welcome (GM Lecture Theatre 1, Lower Ground Floor).  |
| <b>10:15am - 11:30am</b> | <b>Morning Session</b> , Interactive presentations/lightning presentations (GM Third floor).                                 |
| <b>11:30am - 12:00pm</b> | Morning break and refreshments (GM Upper Atrium, Ground Floor).  |
| <b>12:00pm - 1:00pm</b>  | <b>Midday Session</b> , live pedagogy experiences/roundtables (GM Third floor).  |
| <b>1:00pm - 2:00pm</b>   | Lunch (GM Upper Atrium, Ground Floor).   |
| <b>2:00pm - 2:45pm</b>   | Keynote Speaker (GM Lecture Theatre 1, Lower Ground Floor).  |
| <b>3:00pm - 4:15pm</b>   | <b>Afternoon Session</b> , with tea and coffee in rooms. Interactive presentations/lightning presentations (GM Third floor). |
| <b>4:15pm</b>            | Drinks Reception (GM Upper Atrium, Ground Floor).  |

# Keynote Speaker



## Tansy Jessop

Pro-Vice Chancellor for Education and Students at the University of Bristol

### Biography

Tansy Jessop is Pro-Vice Chancellor for Education and Students at the University of Bristol, where she has steered [curriculum enhancement](#) across the institution to re-imagine the design of programmes and assessment. Across the sector, she has led the Transforming the Experience of Students through Assessment ([TESTA](#)) research and change project for 15 years.

Her recent [book](#) uses evidence from TESTA to show the value of taking a programme approach, and offers fresh theoretical perspectives of students' experience using theories of alienation and engagement. Before joining Bristol, Tansy was Head of Learning and Teaching at the University of Winchester and Professor of Research Informed Teaching at Solent University. She has previously worked as a research consultant in India, the Middle East, and South Africa on social justice and leadership development in education.

She began her career as a school teacher in South Africa. Her PhD analysed the narratives of rural primary teachers in KwaZulu-Natal in the early post-apartheid period. On weekends, Tansy enjoys walking the dog, reading detective novels, and messing about in the kitchen cooking.

## **Abstract**

### **'Fostering student agency and engagement in assessment and feedback: why take a programme approach?'**

In Transforming the Experience of Students through Assessment ([TESTA](#)) data, students routinely describe being overwhelmed by summative assessment which may feel done to them. In rushing to complete assessments, they often fail to see their wider purpose and relevance, or to find space and time to shape or take pride in their work.

Students say that they struggle to see connections between assessment tasks across the programme, and to trust feedback enough to act on it. Drawing on theories of alienation and engagement, this talk will explore how we might design assessment and feedback across programmes to enable students to exercise their agency, play to their strengths, become more curious, deepen their understanding, and surprisingly, have more fun.

# Morning Session

10:15am - 11:30am

7 parallel sessions A-G. Interactive and lightning presentations.

Themes: **Inclusive practice, belonging, progression.**

**A**  
Room 326

Universal Design for Learning and the learning experience of students with neurodiversity in Higher Education - **Rachael Rooke and Laura Bagley**

Getting to know your students better: using data to support successful student journeys via pastoral care initiatives in History, Politics and Philosophy at Manchester Met - **Joanne Smith and Keith Crome**

Collaboration, safe spaces and breaking down barriers to belonging: using active learning, technology and compassion in the classroom - **Catherine Shephard and Vicky Martin**

Themes: **Authentic and flexible assessment, DELTA strategy.**

**B**  
Room 302

Supporting non-traditional assessments: what works for students? - **Anne Everett, Zinnia Mitchell-Smith and Sabah Khan**

Authentic Practices for Digital Learners: Designing Assessments that Celebrate Inclusivity - **Zoe Parker Moon**

Integrating digital creativity and theory through unit and assessment redesign - **Kirsty Fife and Zoe Parker Moon**

Themes: **Innovative and active learning.**

**C**  
Room 325

Education for Sustainable Development in Integrated Health and Social Care: Using Lego as an active pedagogy - **Natalie Hammond**

# Morning Session

10:15am - 11:30am

7 parallel sessions A-G. Interactive and lightning presentations.

Shoes, Planes and Games - what is micro-sim and how does it scaffold simulation-based education? - **Margaret Struthers**

Portable “escape boxes” as an interactive and adaptive active learning tool for various disciplines - **Lauren McNeill and Liam Bagley**

Themes: **Module innovation, DELTA and community.**

**D**  
Room 301

Social Science Futures: An Example of Authentic Assessment at Scale - **Simon Massey Muzammal Mann, Carla Cordner, Adam Westall and Lynn De Santis**

A learner-centred collaborative approach to teaching, learning and study skills on a taught research-based postgraduate module - **Phoebe Apeageyi and Julie Taylor**

DELTA – a user’s experience - **Adrian Burden**

Themes: **Enhancing student belonging and progression, community.**

**E**  
Room 307

Creative reflection, nursing and a sense of belonging - **Christopher Seymour**

Exploring imposterism in students – student perspectives and student-staff co-creation of methods to counter the effects of this common phenomenon - **Patricia Linton and Fathia Labisi**

The influence of team sport on creating a sense of community and belonging for the students: A case study on MMU Casuals - **Abdullah Faruq**

# Morning Session

10:15am - 11:30am

7 parallel sessions A-G. Interactive and lightning presentations.

Themes: **Innovative, active and work integrated learning (lightning presentations).**

**F**  
Room 328

Virtual Reality for an immersive educational experience -  
**Tahir Ali and Damon Reid**

Gamification in the teaching of Post-Graduate clinical sciences: A novel card game promotes student performance and confidence - **Nina Dempsey**

Using Digital Badges to track and raise student awareness of discrete skill development - **Ryan Mewis, Stuart Parkin, Bea Macia-Ruiz, Paul Birkett, Andrew Lewis and Stuart Langley**

Contextualising work integrated learning through assessment - **Fabrizio Cocchiarella**

Internationalising experiential learning or how to make study trips go a long way! - **Benedicte Brahic and Sophie Guingouain**

Themes: **Student belonging and progression, student voice (lightning presentations).**

**G**  
Room 338

Sport, Higher Education and Manchester: A City United -  
**John Daniels**

Releasing The Potential of The Student Voice - **Vicki Markham and Jamal Majid**

Student Life in 2024: using student voice to scaffold support -  
**Mack Marshall and Kathryn Cribbin**

Reflections of a Year Two Tutor - **Rebecca Ball**



# Midday Session

12:00pm - 1:00pm



10 parallel sessions H-Q. Please attend the session you have signed up to, or use the QR code to sign up.

Themes: **Work-integrated learning (Live pedagogy experience).**

**H**  
Room 328

Bodyswaps: Virtual Reality and Skills Training - **Karen Butterworth, Paul Birkett and Dee Vyas**

Career Conundrum Cards - **Darren Raven and Lisa Law**

Themes: **Creative and inclusive pedagogy (Live pedagogy experience).**

**I**  
Room 307

“Once upon a time.....”: Bringing the workplace to the lecture theatre through immersive storytelling - **Liam Bagley and Anne Kime**

What’s the gossip? Supporting students to develop their own academic ‘voice’ via the experience of familiar everyday interactions - **Robert Lowe**

Themes: **Intercultural awareness and belonging (Live pedagogy experience).**

**J**  
Room 326

Intercultural Competence for Global Communication - **Salwa Mohamed and Sophie Guingouain**

# Midday Session

12:00pm - 1:00pm



10 parallel sessions H-O. Please attend the session you have signed up to, or use the QR code to sign up.

Themes: **Innovative and active learning, DELTA (Live pedagogy experience).**

**K**  
12pm Jobs Hub  
Upper Atrium.

Turn Teaching into Live Radio or TV - **Peter Murray, Vince Hunt, Ellie Double, Ella Venn and Daniel Turner**

Themes: **Intercultural awareness and belonging (Live pedagogy experience)**

**L**  
Room 335

Mattering to Belong: Constructing definitions using Cultural Circles - **Gayatri Nambiar-Greenwood, Rachel O'Sullivan, Josie Gabi, Diane Warner, Ffion Evans and Eula Miller**

Themes: **Active learning (Live pedagogy experience).**

**M**  
Room 302

Pedagogy in action: Explore and play with active, creative and novel approaches in teaching and learning - **Innovation Scholars**

Themes: **Innovative and active learning, DELTA (Live pedagogy experience).**

**N**  
11:45am Jobs  
Hub Upper  
Atrium.

Designing and Delivering a 360 Immersive Experience within a Virtual Environment - **Anne Marie Borneuf and Sam Turner**

# Midday Session

12:00pm - 1:00pm



10 parallel sessions H-Q. Please attend the session you have signed up to, or use the QR code to sign up.

Themes: **Inclusive learning environments (Round table discussion).**

**O**  
Room 325

Are 'Flexible Active Learning' approaches being employed at the detriment of our introverted and neuro-diverse students? - **Phil Sayer and Stuart Parkin**

Themes: **Inclusive assessment (Round table discussion).**

**P**  
Room 304

How can we give students the opportunity to choose topics and/or format for some elements of their assessment? - **Rod Cullen, Gladson Chikwa, Christopher Little, Tim Gabriel and Amanda Miller**

Themes: **Innovative and active learning, DELTA (Round table discussion).**

**Q**  
Room 331

Hyflex: lessons learnt and future directions - **Andrew Larner, Janet Lord, Carly Jim, Geoff Bunn, Anastasia Kynighou, Emily Webb and Andrew Reed**

# Afternoon Session

3:00pm - 4:15pm

7 parallel sessions R-X. Interactive and lightning presentations.

Themes: **Inclusive and authentic assessment.**

**R**  
Room 326

Tackling assessments: Design of an Assessment Literacy Focused Programme to Promote Student Learning and Experience - **Katherine Hargreaves and Araida Hidalgo-Bastida**

It's all about timing (and attention span!) - **Anna Hardy-Watmough and Tim Watt**

Co-creating sustainable communities through practical-based authentic assessments that connect students with local stakeholders to raise their social awareness and professional development - **Karen Radcliffe and Janine Priest**

Themes: **Innovative, active and work integrated learning and assessment.**

**S**  
Room 301

The use of technology on the MSc Forensic Psychology - **Suzanne Wheeler, Emma Tarpey, Danielle Labhardt, Katie McMillan and Amuda Agneswaran**

Have No Fear: Professional Community Contributions As Assessment - **Katie Paxton-Fear**

Domestic Abuse and Coercive Control Simulation: With professional actors - **Katie Higgins**

Themes: **Work-integrated learning.**

**T**  
Room 325

Scaling Up Psychology Work-Integrated Learning: A Reflective Journey Through 3 Years of Lessons Learned - **Melissa Pilkington and Victoria Morris**

# Afternoon Session

3:00pm - 4:15pm

7 parallel sessions R-X. Interactive and lightning presentations.

How Technical Services staff are redefining employability skills at Manchester Met - **Sam Heitzman**

Exploring the use of video interviews as part of an 'application process' assessment to develop employability skills - **Catherine Elliot and Luke Clarke**

Themes: **Responding to the opportunities and challenges of Generative AI.**

**U**  
Room 302

Developing Generative AI literacy for university students - **Maksym Koghut, Ernest Edifor and Hadi Karami**

Future Spaces - Introduction to Digital Visuals and Sound (Collaborating with AI) - **Adam Cain, Damon Bannister and Lois MacDonald**

AI Assessment Vulnerabilities: A Framework for Training and Enhancement - **Carmen-Elena Dorobat, Jack Sutherst, Andrew Larner and Sarah Underwood**

Themes: **Inclusive pedagogy and belonging.**

**V**  
Room 307

Personal Brand Values - the new basis for true pedagogical excellence - **Rachel Shephard**

Writing from Landscape: a pedagogical toolkit for writing-focussed education in the architectures - **Jens Haendeler**

Building Brave Spaces through enacting Pedagogies of Kindness - **Chad McDonald, Glen Brown, Phil O'Brien and Gill Robinson**

# Afternoon Session

3:00pm - 4:15pm

7 parallel sessions R-X. Interactive and lightning presentations.

Themes: **Digital literacy, DELTA, generative AI and assessment (lightning presentations).**

**W**  
**Room 328**

Media and Misinformation: developing digital literacies through RISE - **Rachel Donlon, Sarah Webb and Julie Burrell**

Interactive E-learning Series: Education for Sustainable Development - **James Mawdesley, Osman Javaid and Liz Price**

Generative AI alongside authentic assessment - **Elaine Duffin**

AI alchemy: creating an AI workshop in fast moving times - **Rachel Fell, Rachel Donlon, Mark Burgess**

Audio Feedback as a Performance of Emotional Labour: A Critical Reflection - **Samantha Wilkinson**

Themes: **Student belonging, progression, inclusive practice (lightning presentations).**

**X**  
**Room 338**

Interventions to enhance belonging: Using critical lenses to reflect on faculty wide Schwartz Rounds - **Rachel Marchbank-Smith**

'Addressing non-engagement through data-led, targeted student support' - **Sarah Carrick and Naomi Kelso**

Barriers to Student Engagement - An Introduction to the Psychosocial and Academic Trust Alienation Theory - **Caroline Jones**

Stop with the Pictures: A Guide to Better Dual-Coding - **Shaun Stevenson**

Challenging assumptions of prior educational experience for postgraduate academic skills units - **Freya Ernsting and Iwi Ugiagbe-Green**





**Manchester  
Metropolitan  
University**

We would love to hear your  
feedback about the conference.

Scan the QR code below to  
complete the feedback form.



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