Manchester Metropolitan University

Learning and Teaching Conference 2024

Programme and Book of Abstracts

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).

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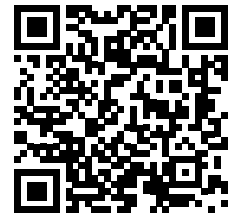
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#LeedConference2024

Conference Schedule

Geoffrey Manton Building (GM)

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

Morning Session

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 & Laura Bagley

This interactive presentation is facilitated by a student and academic and is an opportunity to consider how Universal Design for Learning (UDL) can be applied to enhance neurodiverse students' sense of belonging and academic progression in Higher Education (HE). UDL is an approach that removes barriers to teaching and learning with the aim of giving all students equal opportunities of academic success (Rose & Meyer, 2000), ideally without needing to make a disclosure of disability. Neurodiverse students with higher self-esteem do seem more likely to disclose a Specific Learning Difficulty (O'Byrne et al., 2019) and therefore gain the potential for additional support in the form of reasonable adjustments documented in Personal Learning Plans (Kendall, 2016). Barriers to students' non-disclosure in HE include concerns about lack of privacy, unsupportive practices, fear of stigma and becoming isolated within the teaching environment, with some students only disclosing when in crisis or if they perceive it safe to do so (Clouder et al., 2020). This presentation will offer opportunities to discuss and share experiences of how Man Met currently applies UDL strategies, and to develop our teaching, learning and support practices to explicitly align with this framework (Sarrett, 2018).

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 & Keith Crome

This presentation explores the academic pastoral support initiatives by which level four undergraduate continuation rates on philosophy programmes in the department of History, Politics and Philosophy at Manchester Metropolitan University went from failing to outstanding in one academic year. It provides a reflection of the ways in which existing best practice was shared and how pedagogically informed training sessions provided opportunities for colleagues to work collaboratively to support students who were deemed to be at risk of academic failure. This session is of benefit to anyone interested in supporting students to ensure high levels of academic continuation. The presentation will provide an opportunity for delegates to have a detailed insight into the initiatives and working practices in the department of History, Politics and Philosophy with a view to sharing good practice.

Collaboration, safe spaces and breaking down barriers to belonging: using active learning, technology and compassion in the classroom.

Catherine Shephard & Vicky Martin

Belonging is a process (Raaper (2021)) which in Manchester Law School we have been developing through our PAT provision (Vicky) and using MS Teams for classroom collaboration (Catherine). Vicky (Martin, 2024) will discuss some findings to date from her research project around personal tutoring provision in the law school, including key student concerns around: loneliness, isolation, and attitude to making mistakes. Together (Shephard et al (2023) they will show how Catherine's work (Shephard et al (2022)) in her Level 6 law unit is encouraging interaction (Hoffman et al (2003)), writing practice (Slorach (2023), Boothby (2017)) a healthy attitude to making mistakes (Käfer et al) 2018), peer review (Nicol (2013), practice with giving and receiving feedback (Winstone and Boud (2020)), and preparing students for the professional world where they will be required to work collaboratively with technology experts to find innovative solutions to problems (Susskind, 2023). This will be of interest if you are experiencing: a classroom where students are reluctant to interact; student writing not reflecting student potential; fear of judgment. You will hear recent, first-hand experience, see how collaborative working can deliver effective solutions, and learn how to adapt those solutions for use in your own classroom practice.

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

B

Room 302

Supporting non-traditional assessments: what works for students?

Anne Everett, Zinnia Mitchell-Smith & Sabah Khan

Facilitated by students and academic staff, this presentation will explore embedding assessment support throughout unit teaching for unfamiliar, creative assessment methods. There has been an increase in using creative, non-discipline specific technologies in assessments support their subject learning and skill development and they value the opportunity to be creative, they can find new technologies anxiety-inducing and are frustrated by technological difficulties (McIntosh et al., 2018; Jones et al., 2019; van Rensburg et al., 2021). A Level 5 Integrated Health and Social Care unit requires students work in a group to create an animation detailing the work of a community organisation. A variety of assessment support methods have been embedded into this unit including assessment workshops, formative assessments, role modelling the animated video, sessions from the Learning Development team, learning activities involving peer marking and understanding rubrics. It is important to understand which methods were engaged with and supported students in completing the task. This presentation will explore the rationale behind embedding such strategies, and staff and student perspectives on what was helpful and what wasn't that could be transferred to other units and assessment types.

Morning Session

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

Authentic Practices for Digital Learners: Designing Assessments that Celebrate Inclusivity

Zoe Parker Moon

In this session I will introduce the notion of authentic assessment in the context of student self-reflection. The written word is a powerful tool for representing human thought and introspection, however at times the written word can be an impediment to genuine self-reflection. HE digitally-focused assessments traditionally require students to engage in an additional written self-reflective report. I have developed a series of digital alternatives to the written self-reflective report which I am keen to share with colleagues in an effort to develop the transferability of my approach. My assessments provide students with options for presenting their developmental process; including but not limited to video, podcasts, digital presentations, and posters. Traditional assessment methods often fail to capture the full range of a student's abilities and potential for success in real world contexts. For students looking to build digital portfolios this not only puts their assessments into recognisable contexts, but it takes a social justice approach to assessment; "underpinned by the core principles of respect for individual, economic, and cultural differences" (Hanesworth, 2019). Across the sector, a substantially lower percentage of BAME students are awarded a 2:1/first compared to their white counterparts - with assessment flexibility being acknowledged as an approach to target the issue (MMU, no date). Additionally, students with a vocational entry profile who are not as practiced in academic conventions such as essay writing and referencing are often trained to be more like "us"- instead of being acknowledged and rewarded for their diverse skillset. Staff attending the session will be introduced to accessible ways of providing optionality in their assessments, underpinned by my research on the Master of Arts in Higher Education programme. By engaging in an open discussion around this topic I hope to encourage staff members to feel empowered to reflect on the inclusivity of their assessment approaches.

Integrating digital creativity and theory through unit and assessment redesign

Kirsty Fife and Zoe Parker Moon

This practice-based presentation explores the pedagogical redevelopment of an undergraduate module (Digital Rights Law) on BSc Digital Media and Communications. Following research undertaken during a PGCert, the teaching team collaborated to review the unit with the aim of blending theory with creative practice. The first stage was a change of assessment format (from an article to a blog post and digital image). The team also implemented a series of five two-week creativity cycles where students were introduced to a topic, then tasked to produce content before engaging in peer feedback workshops. This iteration of the module scored the highest on the programme in semester one's end of unit survey, achieving 100% (overall agreement), 100% (teaching), 100% (resources), 93.3% (feedback) and 86.7% (assessment), which was a 10% improvement on the preceding year. The presenters will discuss lessons learnt from this first iteration, and how this will inform further redevelopment of the module in the 2024-2025 academic year. The presentation will be useful for anyone teaching theoretical units on creative programmes, or staff looking to redesign assessment and feedback strategies.

Themes: **Innovative and active learning.**

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

Natalie Hammond

This session will briefly introduce the idea of education for sustainable development (ESD), the Sustainable Development Goals and outline the importance of ESD. The main body of the presentation will explore how we are teaching our undergraduate Integrated Health and Social Care students about ESD through our Level 6 Leadership and Entrepreneurship unit using Lego as an active pedagogy. Attendees will be asked to consider the ways in which Lego could be utilised in their own teaching and learning practice to support an active pedagogical approach, these will be shared in the session. Attendees will learn about the importance of Education for Sustainable Development and how this can be integrated into teaching and learning in health and social care. Attendees will learn about using Lego as an active pedagogical tool and will have the chance to reflect on the potential for use of Lego in their own practice.

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

Margaret Struthers

This session will introduce the idea of micro sim as a precursor to macro sim in engaging students and encouraging them to contribute to, have fun with and grow confidence in simulation-based learning. Micro sim activities are the 'smaller' activities that we all use but don't often recognise as part of SBE. I will discuss the pedagogic framework for this drawing on a range of underpinning theories which facilitate the creation of a safe, enjoyable and supportive environment for SBE and supports risk taking on the part of students. It will include demonstrations of micro sim activities that we use with reflection on the role and purpose of them. We will talk about (and demonstrate) the importance of Socratic learning in this context and draw links with the use of strengths-based and motivational approaches to support learning and development. Attendees should enjoy a relaxed, fun and interactive 15 minutes which promotes reflection on their educational practice, affirms what they already do and opens up ideas about working with students towards an active and supportive community of learning.

Morning Session

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

Portable "escape boxes" as an interactive and adaptive active learning tool for various disciplines

Lauren McNeill and Liam Bagley

The inclusion of the "escape boxes" in higher education allows for a deeper understanding of concepts through the use of interactive learning, which can be utilised in various disciplines (Veldkamp et al., 2020). This "escape box" challenge utilised a case study for the diagnosis of a patient, allowing students to utilise theoretical knowledge for the application to a "real world" scenario. There are several advantages to using "escape boxes", including enhanced depth of knowledge and understanding through work-integrated learning (WiL). An additional benefit is an increased level of engagement. However, it is worth noting that there are potential issues that need to be addressed, such as preparation time and costs, the allocated time for the "escape box" challenge to take place, adjustments for larger cohorts, and also the level of complexity of the "escape box" scenario (Foraris and Mastoras, 2019). Here, we present a realistic approach of how to incorporate the use of an "escape box" within an established programme whilst addressing potential issues, as an engaging 'showcase' tutorial at the end of the semester to bring ideas and concepts covered in the module to be solidified and enhanced.

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

The presentation will showcase an example of Authentic Assessment with a larger student cohort, using an example from the Department of Sociology at Manchester Met, with data from this academic year. Social Science Futures is a 30-credit module dedicated to Work Integrated Learning and Graduate Futures. With an average of 500 students, this module is a key example of Authentic Assessment at Scale. Colleagues should attend if they are facing challenges with Graduate Outcomes or Embedding Work-Integrated Learning into their curricula. Whilst the content is applied to anybody teaching in HE, this presentation would be of particular interest to those either: 1. Teaching modules with larger student numbers; 2. Finding ways to embed work integrated learning into their teaching delivery and/ or assessment. Colleagues will learn how we can innovate our programmes by ensuring the content we teach remains whilst considering how our students can better evidence transferable skills through their assessment experiences. Data will also be presented where 91% of students reported an increase in career-readiness from the first iteration of the module.

Morning Session

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

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

Phoebe Apeagyei and Julie Taylor

This session presents critical case study reflections on teaching, learning and study skills building resulting from a collaborative approach between full time postgraduate students and staff. It demonstrates application of a learner-centred system, shaped through a 3-way partnership between course tutors, study skills tutors and students. Our strategy embraces constructivist pedagogical approaches that include inquiry-based, reflective, collaborative and integrative activities. With higher educational goals of recruiting and retaining students from wide and diversified backgrounds, our drive seeks to increase student interest in learning (especially international) and to work cohesively to enhance their experiences and progress on specified units. This session shares experiences on harnessing strategies that smoothly embed study skills into module delivery content, to enable students get the best out of scheduled sessions and their time. It offers insights into collaborative efforts in engaging students actively and effectively on a research-based, taught masters fashion module. Strategies discussed may be adaptable to various areas of the curriculum and across subjects. Approaches that support knowledge exchange of students from diversified backgrounds, and considerations that enrich their learning experiences are presented. Classroom configuration arrangements that promote cultural intelligence and community learning are also shared in the session.

DELTA – a user's experience

Adrian Burden

This session provides the modules leader's and the students' perspective on applying the six Principles of Digital Flexibility within DELTA to a mid-sized module in Sport and Exercise Sciences. Examples and experiences will be presented of how Apps for Teaching and Learning, MMUTube, H5P and other tools were used to introduce concepts to students and to allow them to review their progress on a weekly basis. Campus delivery of the module was based on a Flexible Active Learning approach, using a mixture of digitally supported and non-digital approaches, and in spaces that support such a style of teaching as well as more challenging rooms. This session is designed for colleagues who have also been applying the DELTA Strategy to their modules, to share their experiences. Moreover, colleagues should also attend this session if they are looking for tips on how to 'DELTAfy' their module over the summer, and want to discover some of the benefits, as well as some pitfalls, of this approach.

Morning Session

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

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

E

Room 307

Creative reflection, nursing and a sense of belonging

Christopher Seymour

The RePAIR report (2018) which focused on Reducing Pre-registration Attrition and Improving Retention, was based on national responses from 3,500 pre-reg nurses. It identified a range of factors affecting students remaining on their respective courses including their sense of belonging. This interactive session will respond to these findings by demonstrating a series of exercises using poetry as a medium for students to find new ways of reflecting on their experiences in learning and clinical practice. This innovative work, introduced by performance poet and Palliative care specialist Christopher Seymour showcases both story-telling and scenario-based learning and has been evaluated by hundreds of students with overwhelmingly positive feedback. The desired effect of these workshops with students is to instil a sense of pride to be at an HEI which celebrates creativity amidst its clinical skills, celebrates Manchester's diversity and our inclusivity as a university. Participants at this interactive presentation will be involved in exercises using poetry, encouraged to have discussions about creative learning linked to life limiting illness and reflect on leadership skills. The session will be open to anyone interested in the role of creativity in clinical practice and requires no previous experience.

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

Imposter phenomenon is a collection of feelings of inadequacy despite evident competency. These feelings can lead students to attribute their successes to other factors without acknowledging their own role in their achievements and can lead to a lack of a sense of belonging in their subject area. This staff-student co-delivered session will explore quantitative and qualitative data gathered from surveys and focus groups that explores the incidence and effects of imposter syndrome in students studying science subjects. We will discuss some key data which shows the widespread incidence of feelings of imposterism in science students and discuss how this can hold students back from taking opportunities which could prove valuable to their future careers. We will also present evidence of the difference in incidence of these feelings in certain groups of students. Methods that have been co-created during student projects and focus groups to combat imposterism in our student body will be presented. We will use interactive tools to allow attendees to explore their personal experiences of imposter phenomenon and have an open discussion on ways to support students. Attending this session will give you some tangible tools to support students who are held back by feelings of imposterism.

Morning Session

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

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

Abdullah Faruq

The session will aim to present a case study on MMU Casuals-a 5A side football team taking part in the MMU Social Football League. The team comprises of Sport Business PG students and is formed with an aim to create a sense of community and belonging and provide students an additional platform to seek pastoral support. The case study adapts the work of Chelsea et al. (2015) demonstrating student's participation in intramural sports fosters a greater sense of community and promotes greater retention and progression in programmes. The case study adapted an exploratory approach and applied qualitative research approach through interview to collect the data and present findings accordingly. The session will discuss an interesting context to our pedagogical approaches where role of out of classroom activities if managed and applied effectively can play in supporting students through creating a sense of community, enhancing positive learning experience and resulting positive progression in the programme. As we attract a good number of international students in our PG programmes, it is important that we provide them with opportunities where they can feel a greater sense of belonging and support them with additional pastoral care beyond the class room boundaries through team sport.

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

F

Room 328

Virtual Reality for an immersive educational experience

Tahir Ali and Damon Reid

At the School of Digital Arts in Arts and Humanities, we have a studio containing Meta Quest and HTC Vive headsets where we transform lives through the power of immersive education. Our method of teaching in VR is purely practice-based and our approach focuses on harnessing our creativity and confidence to enrich our students' lives by raising the impact of our excellent education. We implement innovative VR tools to enable active work-integrated learning. Imagine using OpenBrush to paint and sculpt in VR and then immerse yourself in your own creations. A further example is Gravity Sketch which is a prototyping tool for virtual exhibitions for our future media production and product design students. We will introduce Arkio which is a collaborative tool using mixed reality for architectural or game art level concept design. Furthermore, it includes avatar creation and clothing simulation tools for our fashion and textiles students. We will be introducing these tools as an avenue for rapid content development incorporating generative AI real-time model creation. We want to share our passion and innovation with other academics to motivate them to add value to the students pedagogical journey at Man Met by inspiring them to embrace the immersive experiences.

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

Nina Dempsey

The integration of gamification in Higher Education presents an opportunity to bridge the gap between traditional pedagogies and the evolving expectations of modern learners. This work reports on the use of a novel card game (LabMatch©), developed by the Author, as an end-of-unit activity for learners on the MSc Clinical Sciences (Blood Sciences) programme. The game was tested by 45 students during an interactive workshop. Students were asked to sit a 25-question test under examination conditions prior to playing the game. The test covered the full set of learning outcomes from the unit. Students were given 90 minutes to play the game in groups of up to 6 players, before sitting the test again. Students completed a questionnaire regarding their experience of the teaching method. The results reveal a highly significant increase ($p < 0.0001$) in test performance following use of the game (median mark pre-game=38%, median mark post-game=75%). In addition to reporting enhancement of confidence with the unit material, students reported that LabMatch© provided transferable, clinical knowledge which is relevant to practice. The results demonstrate a place for card-based gamification in the teaching of Clinical Sciences at post-graduate level, and for the development LabMatch© for different Clinical Science disciplines.

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

Students typically don't recognise the skills they learn, develop and perfect during a chemistry degree programme. Resultingly, the use of Moodle badges has been implemented to showcase the skills students acquire in first year inorganic and organic laboratories, and to formally recognise their practical abilities and professional development. Badges are earned by completing pre-laboratory exercises that introduce the skill, followed by a laboratory class to practice and demonstrate proficiency of the skill. This gives laboratory classes a real purpose beyond the generation of data for a post-lab exercise, and not only helps students to appreciate the significance of the skills they are practising, but also allows them to take those skills forward and apply them in future laboratory situations. Student feedback on the use of Moodle badges was positive i.e., the "emphasis [of laboratory sessions is] on skills development, which is what I feel labs are all about, to have the skills to take into the real world, the badges also help us recognise the purpose our work serves to us too. This session will be of interest to academics interested in the gamification of learning, with the aim of motivating students and granular tracking of skill acquisition and demonstration.

Morning Session

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

Contextualising work integrated learning through assessment

Fabrizio Cocchiarella

An introduction to an assessment strategy developed through Unit X in the department of design to help contextualise learning in relation to live projects. Through a scaffolded unit that helps students understand the value and relevance of working collaboratively, this lightning presentation will present the development of a self-assessment process that helps to contextualise learning. Through linking professional attributes gained with career readiness as competencies to enhance a CV, prompts enable students to take ownership of graduate attributes and present themselves as autonomous learners. Following this process, summative assessment is simplified to be short, to the point and clearly aligned with the marking matrix and learning outcomes. This final point critically and objectively marks the degree to which criteria are met, feedback can be delivered in a shorter timescale using a custom-built Assessment App which has been developed to standardise and simplify feedback to students. The presentation is a project developed through the FEL programme and aims to tackle the difficulty in how we capture meaningful student feedback through surveys. Through a more focused assessment strategy its possible to garner more meaningful data to give insight into unit performance, particularly for work integrated collaborative projects.

Internationalising experiential learning or how to make study trips go a long way!

Benedicte Brahic and Sophie Guingouain

Study trips overseas are important opportunities to internationalise the curriculum and the student experience and deliver impactful experiential learning experiences. Students get a lot out of study trips, from unique insights in their subject area and valuable networking opportunities to new friendships and a (re)new(ed) sense of belonging. We (educators!) know that, but students often struggle to articulate the benefits of their trip, feeling it all stops with the trip itself. Based on our recent study trip to Paris with Sociology and Language students, our MIRO video presents the 'what' and 'so what' of our 'bookending study trips' approach with the ambition to inspire delegates to consider our innovative approach in their own practice. Delegates interested in experiential learning, the internationalisation of the curriculum and the student experience and careers/graduate outcomes, sustainability and Sustainable Development Goals will learn about possible ways to maximise the impact of study trips for their students and empower them to make the most of their trips.

Morning Session

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

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

G

Room 338

Sport, Higher Education and Manchester: A City United

John Daniels

The relocation of Sport and Exercise Sciences at Manchester Metropolitan University from a satellite campus in south Cheshire to the main campus in the city centre in 2017 opened up new possibilities for students to engage with various aspects of sports infrastructure, most of which are within a short distance from the newly established Manchester Metropolitan University Institute of Sport. The university's education strategy aims to create '…a transformational active learning community' that prepares students for excellent graduate futures. Sport at Manchester Met has set ambitious goals, as it is surrounded by two of the world's leading sports brands, both of which are committed to using sport as a tool for positive social change in Manchester and beyond. This presentation is intended for those who are interested in collaborating with external partners to enhance the student experience and graduate outcomes. It will introduce an innovative educational framework and describe the process of developing and implementing educational partnerships with Manchester City's 'City in the Community' and the 'Manchester United Foundation', which enable students to work in schools and communities. These unique Higher Education programmes have achieved the highest levels of student satisfaction and graduate outcomes in the university, and show how two normally secretive and rival sports organisations can play a vital role in active education at all levels. Moreover, they illustrate how sport can have wider benefits that transcend disciplinary boundaries, and how the interdisciplinary approach of the Institute of Sport is essential for delivering successful and sustainable education programmes.

Releasing The Potential of The Student Voice

Vicki Markham and Jamal Majid

The instance of being Year Mangers has placed six disparate academics in a position of being key drivers of change not only for departmental activities but also within the student body. Within 2023-2024 a record 59 student representatives were recruited to share common concerns and work collaboratively with the intent to use the combined student voice to foster reasonable change. This transformative approach to the empowerment of the student voice has facilitated initiatives, within which students are consciously directed to develop skills required within industry. The student representatives are also given specific goals to undertake which could be Programme or Unit specific. The information accumulated is evaluated via the SMART framework, after which the outcomes are communicated formally to the entire cohort. The process seeks to embed a series of abilities such as that of professionalism, time management, commitment, information gathering and communication. The outcomes of these skills being fostered in the MFI Student Voice Programme is serving to radically change traditional practices, such as that of induction and communication within the student body.

Morning Session

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

Student Life in 2024: using student voice to scaffold support

Mack Marshall and Kathryn Cribbin

Using our research and insight into the student experience, this short PechaKucha presentation will explore what student life looks and feels like for the 2024 student. There are more pressures than ever on our student body, with a cost of living and learning crisis, stresses on student health and mental health, and a rising need for belonging and community on our campuses. By placing student voice and their lived experiences at the heart of our presentation, we will explore the challenges they face, the constraints on their time, and the barriers to engagement. Drawing together data, student stories, and insights from academic representation, we'll consider how we can utilise student voice mechanisms to scaffold support for the complexity of the 2024 student and their diverse and varied experiences. Attendees will gain a deeper understanding of student life and how amplifying and responding to the student voice, we can scaffold support for our cohorts.

Reflections of a Year Two Tutor

Rebecca Ball

Annabel Yale (2019) argues that effective personal tutoring involves building a bond with students based on 'warmth and friendliness' from staff who are 'helpful and interested, who listen and offer mutual respect'. This talk will focus on how a year tutor can build such relationships with the students, alongside covering the new PCT system in History, Politics and Philosophy (HPP) which uses attendance information to triage students and scaffold support. It will detail how, as the second-year tutor for HPP, I have ensured that my meetings with the cohort are student-focused and encourage the development of a positive student-tutor relationship by focusing on their well-being and being an active listener. I will also discuss how I tailor my approach to student support based on their individual needs; some students require more constant interventions whilst others simply need to know the support is available. In concluding this talk, I will suggest that these sorts of interventions, and the building of student-tutor relationships, will pro-actively support student engagement and academic success through the successful submission of assignments as well as continuation through their degree. Here I will talk through data collected by the HPP Pastoral care team.

Midday Session

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

Science and Engineering have recently trialled the use of VR Headsets and the Bodyswaps software with students and staff. https://bodyswaps.co/education The software includes VR modules on interview preparation, presentation and communication skills, management and leadership, conflict resolution, customer service and diversity, equity, & inclusion providing a wide range of skills development opportunities. Students have reported 'I feel much more confident (about doing presentations) and get less stressed about it' after using the public speaking module. Delegates will hear more about our implementation of Bodyswaps and how we have used this technology within learning and teaching to date. 20 delegates will also have the opportunity to get a hands-on experience of using the VR headsets and software and try out one of the modules listed above. The immersive simulations offer true-to-life scenarios, allowing learners to step into various roles and perspectives, honing their abilities in practical, real-world contexts.

Career Conundrum Cards

Darren Raven and Lisa Law

In my 2023/24 Associate LEED scholar project on MA Design student employability, Lisa Law and I combined our practices in design facilitation and career development to create a set of career-focused flash cards. These cards, categorised into four suits, Values, Metaphors, Questions, and Actions, encourage reflection on personal and shared values, broaden career ambitions, and address challenges for career development within specific disciplines. Each card features a polysemic visual on one side and a brief text prompt on the other, allowing for versatile use either independently or in combination.
Participants in this session will have the opportunity to:
• Test and participate in a co-creative activity.
• Use media and materials to iterate and improve the working prototype cards.
• Share experience on how careers are currently discussed in their contexts/situations.
This session will blend three approaches:
• Social Constructivism through collaborative sense-making.
• Problem-based learning where participants will use the cards/materials to guide exploration and problem-solving processes.
• Experiential Learning to foster engagement with process, objects, and materials and reflection in and on action.
Delegates will engage in a playful, engaging, and discursive collaborative experience designed to co-construct ideas for discussing career trajectories.

Midday Session

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

I

Room 307

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

"Once upon a time…….": Bringing the workplace to the lecture theatre through immersive storytelling

Liam Bagley and Anne Kime

Since the early days of humans, we have told stories to one another to pass information and to learn from one another, we all remember nursery rhymes from childhood, taught to us in a pedagogical method to learn deeper meaning in our language (Landrum et al., 2019). This is not a new pedagogical approach, but it may form an important teaching tool, not only for our students to process their learning but also to allow our learners to draw on useful experiences to apply to assessment and in the workplaces they may aspire to (Alterio and McDrury, 2003). We have previously presented virtual environments in which to immerse learners in stories as a pedagogical tool (Bagley et al. 2023, Kime et al. 2023), however with a capacity of ~10 learners, this is not sustainable in many of our departments. In this session, we will demonstrate a live storytelling experience which can be applied across all subject disciplines in the lecture theatre (or online) to large cohorts of learners. Strap yourself in, we're off to the Himalayas…………….

What's the gossip? Supporting students to develop their own academic 'voice' via the experience of familiar everyday interactions

Robert Lowe

This session presents a writing intervention in the Dept. of Psychology. Participants are typically students identified as displaying poor academic practise, especially plagiarism; submissions may have been flagged by Turnitin, and even escalated to an Academic Misconduct Hearing. Attendees to this session will participate in a task that attempts to de-reify the 'mystery' of academic writing, and instead situate it in an everyday topic. This involves rewriting the experience of 'gossip', and then engaging in discussion as to the decisions made and the relationship with academic writing and referencing. This will be placed within the wider context of the academic 'voice' intervention. This session scaffolds the practice of academic writing via the experience of everyday interactions. This is a student-centred approach, designed to support the development of agency in the academic writer. It resists the punitive and moral dimensions often associated with academic writing, instead places it within the writer's personal context. The session offers a practical space to reflect on student (mis)understandings of academic writing, and our own role in challenging or reinforcing these. It offers an alternative to a rule-based 'skills' approach, and instead places the writer central to the development of their own academic 'voice'.

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.

J

Room 326

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

Intercultural Competence for Global Communication

Salwa Mohamed and Sophie Guingouain

The aim of this session is to raise participants' awareness of the dynamic, ever-changing nature of culture and the diversity of identity. Participants will also analyse an intercultural encounter where potential cultural divergences cause communication breakdown and/or awkwardness.
Participants will be involved in three interactive activities as follows:

• Filling in a culture star to explore the complexity of culture, identity and belonging.
• Analysing a written scenario to examine representations and dominant discourses that affect our dealing with the 'Other'.
• Watching and reflecting on a short video to understand why people from different cultures behave and react in certain ways. Participants will identify reasons of cultural divergences, analyse them from different cultural perspectives and suggest solutions to reduce clashes.

K

12pm Jobs Hub Upper Atrium.

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

Turn Teaching into Live Radio or TV

Peter Murray, Vince Hunt, Ellie Double, Ella Venn and Daniel Turner

MMU Multimedia Journalism students have collaborated with the National Trust and community organisations to produce outside broadcasts linking locations around the city with a production hub on campus (Beser et al, 2022). This session offers any tutor at MMU an opportunity to do the same using simple digital tools with their own students, across virtually any discipline. The format could apply to rival teams pitching a proposal to a client, clusters of clinicians or engineers seeking real-time advice from an expert at a remote location, a director observing actors rehearsing on set. It is also a format that appeals to our students' age range (Ofcom, 2023). During the 50 minute session, the students and tutors will brief participants, decide on the "task", then link participants at locations around the venue to produce a live audio stream and other video content. Delegates will see how easily it can be done because there will be time to debrief and consider how to apply this approach in their own work, before we pack up. Much more than "just a Teams call", this Live Pedagogy Experience demonstrates teamworking on a digital platform in a "playground" environment based on an authentic industry-derived task (Levy and Petrulis, 2012).

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: **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

This session sets out to engage participants as learners, in debating and challenging the focus on what, why and how belonging or mattering improves student experience and engagement. Within 2 concentric circles, those participating will engage those in the opposite circle, questioning each other for 5 minutes at a time. The participants will repeat this 5 times, changing seats every time the whistle goes, to have the conversation with a new participant. This collective exercise originates from Freire's work (1971) and used in challenging cultural perceptions of self and others (Freeman et al, 2020; Coombs and Saranson, 1998). Cultural Circles promote shared discussions and explanations around concepts of identity, self and perception of others. They also help participants to engage in problem-solving and discourse, to collectively de and reconstruct ideas around a generative theme. In this lively pedagogic interaction, participants will engage in a fun, lively activity with a team that are presently engaged in a faculty-wide research on student Mattering and Belonging. Through sharing, participants will be able to apply the principles of this research within their own team to work towards developing an outstanding student experience across the University.

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

Come and delve into the world of transformative practice with the Innovation Scholars... Building on the successes of the 'Towards an Active Learning Community' session, Innovation Scholars invite colleagues across faculties and professional services to delve deeper into shaping our transformational teaching and learning journey. Using a variety of immersive, interactive and creative experiences, we'll explore authentic pedagogies, prioritising student voices and experience. Dynamic, engaging sandpits will provide opportunities to explore, play, experiment, and collaborate on innovative teaching practices while fostering a culture of continual enhancement in higher education. These sandpits will be themed around innovation scholars' areas of focus: active learning; flexible/authentic assessment; digital literacy; belonging; closing experience/achievement gaps; enterprise; and third space educators.

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.

The experience offers participants an exciting and unique opportunity to reflect on their teaching practices, individually and collaboratively, to explore and exchange other, sometimes unfamiliar and/or challenging teaching methods in a safe, low stakes environment. As with the newly established communities of practice, the experience will:
• Create non-discipline specific, positive, energising experiences showcasing widely applicable teaching and learning approaches,
• Encourage engagement with the resources available,
• Enable connections across the university to inspire and cultivate future collaboration.
• Be an investment in professional development.

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

Harrison et al (2024) has advocated for the increased use of simulation indicating that it can play a transformational role in revolutionising nurse education. In the United Kingdom and globally, simulation-based learning (SBL) has developed and become a prominent pedagogy in undergraduate pre-registration nursing education (Martin, Cross and Attoe, 2020; Honkavuo, 2021). At MCRMet we developed a high fidelity, immersive 20-minute storyline of a patient requiring emergency care following a community cardiac arrest using the Computer Assisted Virtual Experience (CAVE). This was delivered to 200 Level 6 students over 4-weeks where they engaged in a facilitated 360-Degree immersive experience in small groups of 6. Students were required to work together as a team to optimise the chances of a successful clinical outcome for the patient. Participants engaged in a pre-brief and then reflected on their learning experience with a facilitated debrief. Attendees will observe how we embedded digital innovation and accessibility into our curriculum at scale whilst promoting real world experiences for students by engaging in flexible active learning opportunities in accordance with the latest simulation evidence base. Delegates will be able to take the fundamental principles of this curriculum design and apply it in their own field of practice.

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 discussions).**

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

This Round Table discussion will look to define the notion of 'Flexible Active Learning (FAL)' and go on to address the issues and challenges of moving towards a more student-focussed active learning approach, as detailed in the DELTA strategy. The focus for discussions will centre around how FAL might impact on some of our introverted and neuro-diverse students. It is hoped that this provocative topic will engage academics to think around their own teaching practices whilst sharing some of their insights and current considerations when designing learning activities for a diverse student body. Questions we will consider:

•	To what extent would a push towards 'Flexible Active Learning' further exclude or alienate introverted students?

•	What recognition is given within the sector that introverted and neuro-diverse learners are not being offered alternative teaching approaches in order to help them meet the learning outcomes?

•	How might we tackle a culture of 'they'll need to do this in the workplace so…' to justify the insistence of non-flexible methods of teaching and assessment in Higher Education. Further to this, who should determine what 'employability skills' are for any given programme or unit and how is this reviewed and agreed?

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

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

One of the six principles of digital flexibility set out in the university's DELTA strategy is that students studying our programmes and units should be able to choose topics and/or format for some elements of assessment. In this round table discussion participants will explore the rational for giving students greater choice in their assessment; share ideas and practices for designing choice into assessments; discuss the challenges around ensuring "equivalence" in assessing learning outcomes using different methods of assessment that are inclusive for all. The outputs of the discussion will be recorded on a digital whiteboard (Padlet or Miro) and used as the basis for follow-up discussion with the Authentic Assessment CoP.

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.

Participants will gain insight into the rationale for give students choice in their assessment activities, ideas for how this might be introduced, an awareness of the challenges that may be involved as well as effective approaches to ensure equivalence and inclusivity of the assessment methods employed. Three thought-provoking prompt questions or statements linked to the discussion topic:

1. What is the rationale for giving students more choice in their assessments?
2. Can we assess the same learning outcomes fairly using different methods of assessment?
3. Can we apply Universal Design for Learning (UDL) principles to ensure providing choice in assessment is inclusive for all."

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

Q
Room 331

Hyflex: lessons learnt and future directions

Andrew Larner, Janet Lord, Carly Jim, Geoff Bunn, Anastasia Kynighou, Emily Webb and Andrew Reed

The Hyflex teaching pilot was introduced at Manchester Met in October 2023. "Hyflex is a flexible approach allowing students to attend class on campus or online and both groups learn together synchronously" (Detyna et al., 2023). This enables the students to choose their learning delivery mode each week. This discussion will aim to de-mystify what Hyflex is. We'll hear an honest student perspective on what they found were the pros and cons and hear staff reflections on how they found teaching to a split audience. What will be next for teaching Hyflex at Manchester Metropolitan.
• How much can Hyflex learning align with the DELTA and Education Strategy?
• Can Hyflex teaching be as effective as fully online or fully in-person learning?
• Does Hyflex meet the expectations of the student experience?
• Where does Hyflex go from here?
If you attend this session you will gain an understanding of the principles of Hyflex. You will hear the experiences of staff and students who have been part of the Hyflex project and will be able to ask questions, learn more and share your thoughts on Hyflex teaching and how you feel it may affect you and your students.

Themes: **Inclusive and authentic assessment.**

Tackling assessments: Design of an Assessment Literacy Focused Programme to Promote Student Learning and Experience

Katherine Hargreaves and Araida Hidalgo-Bastida

The proposed session will focus on sharing an embedded Assessment Literacy programme that promotes an inclusive learning environment with the aim to enhance student outcomes through developing learners' self-regulation. The Higher Education Academy (HEA), describes assessment literacy as an "understanding of the language of assessment and assessment processes," and identifies that this understanding improves student outcomes. Attendees interested in improving student outcomes should attend the session as we will share how we have taught assessment literacy across two years for all UG and PGT courses, and attendees will learn how we designed the programme as a holistic approach to address the awarding gap, what was included, and how we used active learning for students. We will be asking the audience to review the types of assessments they use, via Padlet to share results, and to discuss student experiences of these types of assessments, participating in an interactive session with Vevox. From the session, the audience will learn about assessment literacy, the pedagogical principles and ways to gain feedback from students. As active participants, attendees will get the opportunity to then reflect how they teach assessment literacy already, and how this may be developed further.

It's all about timing (and attention span!)

Anna Hardy-Watmough and Tim Watt

This session reflects on changes made to a L6 unit on the Accounting and Finance degree programme this year, to try to improve exam marks. This unit is assessed via a closed book on campus exam, due to professional accreditations, and the marks were disappointing in 22/23. A decision was made to change the order of teaching, bringing forward a key technical area to increase engagement in this. Secondly, students struggle to pay attention for long periods of time, so we also provided a bitesize set of podcasts covering a key exam question. Exam marks increased significantly (15% increase in good honours), leading to a 13% increase in good honours on the unit. This increase was impressive given there was no change to the content of the syllabus or exam paper.
This session would be useful for anyone teaching an exam assessed unit, who wants to consider quick changes that can make a significant difference. For those units dependent on exams, it can be difficult to determine how to improve performance, as many resources focus on assignments, and therefore sharing our knowledge of exam technique and timing is of use across different departments in the University.

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

Research suggests that HEI's need to be more engaged with their local communities (MacFarlane, 2007; Watson, 2003 cited in O'Connor, Lynch & Owen, 2011). Furthermore, the pedagogical benefits of students learning through community engagement activities and the need for innovative ways to engage students is paramount when preparing graduates for their preparedness into an everchanging business environment (O'Connor, Lynch & Owen, 2011). This presentation will showcase an example of a creative and authentic assessment. Engaging students in this experiential learning environment allows the students to contextualise responsible management practice, working with stakeholders to achieve agreed outcomes and engender impacts for the community and charitable partners. This is embedded as part of the UG and PGT curriculum for events management students. These partnerships facilitate mentorship for students and real time learning opportunities within a work integrated scenario. Whilst other universities encourage volunteering to engage with charities and the community, this innovative method forms a relationship over and above the more traditional approaches. Moreover, this approach can be transferrable to other disciplines and activities whilst engaging in mentorship and contextual learning environments.

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

We will present how we use technology in our teaching on the MSc Forensic Psychology. We have been used Birley Place for sometime now in order to provide an alternative method of sharing information with the students. We have 'built a prison within a university' using both Birley Place and The Cave as we cannot take the student to a forensic settings anymore. The Cave is set up with prison images and sounds, and the students use the information and the guidance within the room to complete a consultancy project. In addition we have used a meta humans avatar to provide the students with an opportunity to interview a prisoner. One of the members of the team 'played the role of the prisoner', ands the students interviewed him via a teams call. This provided an experience of interviewing a non compliant individual and to understand the challenges of motivating an individual to discuss sensitive topics.

Afternoon Session

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

Have No Fear: Professional Community Contributions As Assessment

Katie Paxton-Fear

"You can make anything as long as it teaches another professional about a particular security issue length isn't important but quality is, it should be professional" is the prompt students studying Ethical Hacking (level 5) for their assessment. It invites students to indulge in their creativity and dive deep into the unit material. With a reflection on the entire unit and experience. The responses, from a cohort who do not describe themselves as creative have included short stories, YouTube videos, websites, presentations and the typical academic essay. Every student receives feedback not for a future assessment, but to publish their piece for the professional audience, developing their professional portfolio in an industry that values community over degree. This presentation will reflect on the assessment from introducing it to students and honing their creative skills as well as their technical skills, the difficulties students experienced as they aimed for quality not quantity, and how to manage marking 200+ unique submissions and will finally end on the student success after this unit with my own reflections on what true success for a student looks like.

Domestic Abuse and Coercive Control Simulation: With professional actors

Katie Higgins

The domestic abuse and coercive control simulation was co-developed between nursing and social work as a innovate pedagogy in nursing. It gives the learner a live approach to simulation by using actors rather than manikins to ensure the authenticity of the lived environment. This innovate pedagogy approach has enabled this simulation to be used across departments with minor adaptations between undergrad and post grad learners with a focus on work integrated learning. Simulation based education (SBE) has a strong focus around active learning, it has proven to show positive learning outcomes to ensure we are equipping the next generation of professionals with valuable skills to go out into professional practice with. SBE has a strong focus of patient safety and has shown to reduce errors in practice, with improved learner engagement through interaction and guided debriefs from the facilitator (Almomani et al, 2020). During the Domestic Abuse Simulation reflective debriefs after each scenario are facilitated enabling reach to different learning styles. Using debriefs in simulation can greatly result on student experiences, ensuring that diversity is acknowledged and listening to learners' different viewpoints can increase trust and relationships between teacher and learner.

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

Work-integrated Learning has been a pivotal component of UG programmes within the Faculty of Health and Education for over 15 years. In 2019 /2020, WIL was piloted in Psychology at Level 4 with students being allocated a bespoke, onsite opportunity with one of our external partner organisations. Responding to the restrictions of the pandemic, in consultation with our external stakeholders, the WIL team speedily crafted an alternative online model. Small groups of students worked on an employer-led real-world project for 7 weeks. The feedback and reflections of organisations and students on both WIL models were instrumental when reimagining Psychology L4 WIL for 2023/2024. Creatively scaling up WIL to provide authentic opportunities for the development of employability skills for over 450 Psychology students, without compromising on quality and equity was challenging. By thinking laterally to create several routes, all students were able to work with organisations not just for them. Active learning continued in the innovative assessment methods that further allowed students to develop their career literacy and networking skills. Although limited to one programme, sharing the findings can positively contribute to the development of WIL pedagogy and practice across the wider University.

How Technical Services staff are redefining employability skills at Manchester Met

Sam Heitzman

This session will look at the role of technical staff in enhancing student employability skills within the academic landscape. Drawing from the success of Manchester Metropolitan University's award winning Matchday Live and Art School Live projects, we will show how interdisciplinary collaboration led by technical specialists provides students with hands-on, industry-relevant experience. Attendees will gain insight into the untapped potential of technical staff in driving innovation and enhancing employability skills. The session will:
- Demonstrate how technical staff can lead initiatives that bridge the gap between theory and practice.
- Highlight the benefits of interdisciplinary student collaboration on real-world projects.
- Offer actionable strategies for leveraging technical expertise across university programs to boost student readiness for the workforce.

Afternoon Session

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

Exploring the use of video interviews as part of an 'application process' assessment to develop employability skills

Catherine Elliot and Luke Clarke

There has been a significant development in embedding employability skills into the curricula in the Higher Education system due to skill demands from industry (CBI 2011). Communication skills have long been cited as a key employability trait (Exley and Dennick 2004). There is very little in the literature about the use of video interviews to improve students' communication and employability skills (Kornelakis & Petrakaki 2020) and yet the use of video/on-line interviews by recruiting organisations has become an increasingly popular way to save time and money and in response to the pandemic. During the 2019/20, 22/23 and 23/24 Academic years the software Modern Hire (Sonru previously) was used as part of an interactive application process assessment in a professional skills/ employability unit with Level 5 students. This presentation will share the process of how video interviewing tools were used with L5 students to improve their communication skills, excel at video interviewing, and increase their chances of securing a placement and graduate employment. The session will discuss different methods to assess students using video interview software and the practicalities of using these methods of assessment. Presentation Objectives:
1.   Discuss the benefits of using video interview software to enhance students' employability.
2.   To explore 'Modern Hire' as a tool to embed in skills/employability units.
3.   Review different methods to use as part of an authentic assessment
4.   Share resources and strategies for staff to incorporate video interviewing practice into skills/employability units.

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

In response to ever-increasing calls for evidence-based approach to integrating Generative Artificial Intelligence (GAI) tools into university curriculum, we offer some insights from an ongoing project that aims to develop a framework for educators to facilitate the development of GAI literacy for university students. Departing from a scattered, and generally speculative, literature on this issue, we observed two large cohorts of students using a GAI tool, Microsoft Copilot, in several tutorials for tasks as formative assessment. The cohorts comprised of international students (Level 7) and apprentices (Level 4), totalling of more than 500 students. We adopted an autoethnographic approach and used Brookfield's critical theory to triangulate our observations of in-class GAI usage.

Afternoon Session

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

Apart from aiding students in summarising, tabulating, brainstorming, we identified four key disparities: in accessibility, in prompting, lack of critical engagement, and co-creation confusion. We thus argue that recognising and addressing these challenges is crucial for educators in facilitating equitable access to GAI-enhanced learning opportunities, ensuring responsible and ethical GAI integration within academic pursuits, and empowering students to become critical consumers of GAI-generated content. Our preliminary framework will help educators to devise settings where GAI serves as a tool for learning, empowerment, and responsible digital citizenship.

Future Spaces - Introduction to Digital Visuals and Sound (Collaborating with AI)

Adam Cain, Damon Bannister and Lois MacDonald

Future Spaces is an ongoing student-centred project that draws inspiration from recent advancements in generative AI, particularly in the realm of digital art and sound creation but also through collaboration with large language models. Showcased will be a curated selection of final short films from our SODA Foundation students, who have adopted various generative artificial intelligence tools in their work and an open discussion about the opportunities and challenges these new technologies present to both educators and students. The project has adopted a transdisciplinary approach, encouraging students to collaborate with AI, and work across various digital visual and audio disciplines, including Film, Photography, Animation, Games Art, Music and Sound, and Future Media Production. This approach aligns with the SODA Foundation's philosophy of fostering interdisciplinary learning and exploring the intersections between different creative fields. Attendees will learn about the various ways in which generative artificial intelligence can be used as a collaborative student led experience whereby learners have agency with the tools they use, and the issues that arise from utilising controversial new technology within a learning environment.

AI Assessment Vulnerabilities: A Framework for Training and Enhancement

Carmen-Elena Dorobat, Jack Sutherst, Andrew Larner and Sarah Underwood

We discuss how to use Generative AI to 'stress test' assessment tasks and how to create flexible, AI-conversant assessments in response to vulnerabilities identified. Underpinned by a LEED funded project, with digital education specialists and assessment specialists, this presentation aims to inform, upskill and enable educators to maximize the use and returns of such AI tools (Lim et al., 2023; Bell and Bell, 2023; Ratten and Jones 2023). We first show how students can use AI to support their submissions in the field of business management; for this, we present a portfolio of AI submissions prepared by digital education specialists who have documented their process. We then introduce key assessment vulnerabilities and nuanced parameters that form a blueprint for rapid, flexible, authentic assessment changes, including using AI as an enhancing tool.

We also discuss the results of a recent workshop with academic staff on the use and impact of this blueprint for assessment changes. Benefits: this will show participants how to synchronise and streamline assessment changes rapidly in response to and with the help of generative AI tools. This will benefit inform conversations on teaching practice and the broader relationship between assessment in higher Ed and generative AI.

Themes: **Inclusive pedagogy and belonging.**

V
Room 307

Personal Brand Values - the new basis for true pedagogical excellence

Rachel Shephard

Within HE today and the new ever growing neoliberal context of it, to really communicate with our students, to engage them so they have a feeling, as Weston et al (2021) rightly state, of 'mattering' we must reconfigure our personal representation approaches. We can no longer remain the master, we need to become the recognised and resonated with. Some might say – the human. But how do we do this? In teaching practise we have pedagogical approaches, we must now develop strategies to, as brands do, build personas which are relatable, aspirational, and motivational in the eyes of the students. This short presentation will critically evaluate fashion brand practises across platforms such as social media, direct marketing campaigns and the ever-growing use of influencers; both celebrity or otherwise, and how these in turn can be recognised as best practises we as academics can build upon for reputation building in the eyes of the students. The short presentation will be closed off by an activity which will enable participants to start to build their own personal brand ethos, values and working objectives with the above in mind.

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

Jens Haendeler

Writing from Landscape (WFL) is a pedagogical repertoire of activities, questions, and reflections that functions as a guide for educators conducting writing-intensive classrooms in place-based programmes such as landscape architecture, architecture, and urbanism amongst others. WFL has a particular focus on fostering so-called "inclusive" environments and relates student writing (and reading) to questions of "linguistic privilege," (Müller 2021) translation, (Wittgenstein 1953; Asad 2018; Cassatella 2024) and intersectionality. (Anzldúa 1987; Crenshaw 1991) Following the notion of geography (literally earth-writing) as a practice of writing about the world, and writing the world itself, WFL posits that writing is a situated architectural practice and as such always performed in relation to the place and contexts we write from and to.

Afternoon Session

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

Attendees will experience an interactive performative lecture that addresses the scholarly and pedagogical context within which WFL sits as well as a selection of hands-on activities, prompts, and questions from the pedagogical repertoire itself. WFL's emphasis lies on being a repertoire (rather than a directive) that allows attendees to adapt, profane or transform its activities for use across a wide range of disciplines and pedagogical approaches and will be of value to educators who engage in writing-intensive classrooms or tutorials.

Building Brave Spaces through enacting Pedagogies of Kindness

Chad McDonald, Glen Brown, Phil O'Brien and Gill Robinson

What are some practical ways to enact a pedagogy of kindness in the higher education classroom? How do you build trust with learners you are meeting for the first time? As Academic and Study Skills Tutors we work with students across the university, from foundation year through to doctoral study. Every day we meet different learners with a wide range of abilities, academic literacies, and personal experiences. This interactive presentation will explore how to create rapport with students and draw on our observations of each other's teaching to discuss the ways we attempt to foster a sense of belonging. It will be informed by Catherine Denial's (2019) suggestion that being kind is not simply about being nice. Further, it will engage with the work of Brian Arao and Kristi Clemens (2013) who suggest that rather than 'safe spaces' we need to acknowledge the bravery our students show in the classroom. There will be a central focus on those seemingly small gestures of kindness in learning spaces, on how to build a community of learning and belonging in a one-off session, and, finally, on how to deal with complex challenges in one-to-one meetings.

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

The RISE Media and Misinformation course was developed during 2023 and launched last October by librarians Julie Burrell, Rachel Donlon and Sarah Webb from Library and Cultural Services. With developments within and around information literacy and an increasing emphasis on digital skills, the Library's fake news offer needed to be refreshed and refocused and this self-study pack is the new offering. The course was developed by building on subject knowledge and pedagogical skills of the librarians alongside employed student co-creators who have contributed to researching and writing material, creating videos and reviewing the course.

Afternoon Session

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

The course seeks to build understanding and confidence around engaging positively with the digital landscape, developing digital literacy for everyday life, when studying and in the workplace. It also feeds into the digitally fluent, interpersonal and autonomous attributes defined in the University graduate outcomes. This session will be useful for those wanting to embed digital literacies in their programmes, those interested in student co-creation and for those interested in developing an online course. This session will further explore the aims of the course, the content covered and ask the question 'who invented the toaster?'.

Interactive E-learning Series: Education for Sustainable Development

James Mawdesley, Osman Javaid and Liz Price

This session will explore the development of a dynamic e-learning series centred around Education for Sustainable Development (ESD). Participants will gain valuable insights into working with the E-Learning team and the instructional design process, from initial concept to execution. Additionally, we'll explore how these digital resources can enhance learning outcomes. Value Proposition: Join us to explore the power of digital e-learning tools in fostering a culture of sustainability within education. Discover the strategies employed by the E-Learning team to create engaging and effective digital content that aligns seamlessly with the ESD framework. Furthermore, we'll showcase how these resources contribute to a supportive and inclusive educational environment.

Generative AI alongside authentic assessment

Elaine Duffin

This session will describe the innovative integration of Generative AI such as Microsoft copilot into a computing module, including during computer-based tutorials and towards coursework. The session will explore the implications of using Generative AI alongside traditional methods for working on industry relevant problems. Rather than spending lots of time in computer labs on basic skills with interactive software, students experience a combination of traditional methods and integrating Generative AI. Students develop critical thinking skills by discussing the limitations of the output of Generative AI models considering their own understanding of the topics. Students are given an authentic assessment task for the module and can choose to use Generative AI within their response. To ensure that the assessment is the students own work, there is a substantial element of evaluation which requires experience of interacting with the unit and a range of tools and cannot be adequately answered by Generative AI alone.

AI alchemy: creating an AI workshop in fast moving times

Rachel Fell, Rachel Donlon, Mark Burgess

As the use and integration of AI becomes increasingly prevalent in academia, it is crucial for our learners to critically examine its implications. With the challenges of an ever-changing technological landscape, Manchester Met Library designed and delivered an open workshop, centred on the benefits and challenges of using AI. And as a central university service with a pivotal role in developing the information literacy of our learners, the library was ideally placed to deliver on this work. Key themes of the workshop included exploring how AI systems can perpetuate biases and stereotypes; ethical implications of AI in their teaching and learning, including scholarly integrity; and, we discussed the challenges posed by AI-generated content, emphasising the need for validating outputs and fact-checking. Making sure there was a balanced discussion, we also explored the benefits and opportunities that using AI might bring to learners. We experienced a variety of challenges during the design and delivery of the workshop, including the continuously changing nature of AI, institutional pace of change, university policy changes, competing requirements, understanding the different contexts and perspectives of our students, amongst others. Our session will outline some of our challenges, and reflect on our journey, as well as our direction of travel.

Audio Feedback as a Performance of Emotional Labour: A Critical Reflection

Samantha Wilkinson

This presentation critically reflects on my experiences of trailing providing audio summative feedback to university students, arguing that audio feedback is a form of emotional labour. By 'emotional labour', to draw on Hochshild's (1983) definition in the context of service caring work, I mean the ways in which I introduce or suppress emotions to portray myself in a certain light that consequently produces a desired state of mind in others. You should attend this session because whilst the affectual impact feedback has on students has been well documented in the literature, there is little in the academic literature on the affectual impact of the feedback process on markers. Through this candid account, I highlight that emotions are key to the oft considered mundane task of providing assignment feedback to students. I articulate the worries and anxieties when providing audio feedback, related to the emotional labour required in performing the 'correct' tone; saying appropriate words; and creating an appropriate environment and atmosphere for delivering audio feedback. I argue that making visible the emotional labour in providing audio feedback is important because it can assist in elevating the status of audio feedback beyond being considered a mere administrative task.

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

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Room 338

Interventions to enhance belonging: Using critical lenses to reflect on faculty wide Schwartz Rounds

Rachel Marchbank-Smith

Students pursuing health and care qualifications are thought to experience stress and burnout comparable to that experienced by qualified professionals (Maben et al., 2007). The demands of academic studies, coupled with clinical placements and the emotional toll of caregiving, can significantly affect the mental health and wellbeing of learners, ultimately impacting retention rates in higher education and then subsequently, the workforce. Educational institutions must establish robust support systems to address these challenges and foster well-being, belonging and progression among future health and care professionals. In response to these needs, Schwartz Rounds were introduced in undergraduate education in the UK in 2015, with an increasing number of institutions adopting them. At Manchester Met, Schwartz Rounds offer a safe space for our health and care students to reflect on the personal, emotional, and social challenges inherent in their field. These sessions facilitate improved emotional processing and insight, enhancing compassionate caregiving and professional relationships (Maben et al., 2018). This lightning presentation will explore the reflective journey of both staff and students engaged in Schwartz Rounds at Manchester Met, examining their impact from critical lenses, as outlined by Brookfield (2017).

'Addressing non-engagement through data-led, targeted student support'

Sarah Carrick and Naomi Kelso

Student non-engagement can be addressed in various ways including through the personal tutoring system as well as through central university systems. As much as these methods can be beneficial, our research indicates that data led, targeted, early student interventions yield positive outcomes in relation to student re-engagement, belonging and progression. Similarly, these early interventions served to highlight and address differential outcomes in terms of both gender and race. This data led exercise involved collating student non-engagement data across two level 6 units, at the semester mid-point, across a student cohort of around 300 students within the Law School. The exercise demonstrated that a high number of those not attending or not engaging was a result of a range of difficult life circumstances, mental health issues and caring responsibilities which was acting as a barrier to engagement within the learning environment. There was a particular prevalence of these issues amongst young males (18-25) and those from BAME communities.

By undertaking a targeted personalised approach with these students, we were able to achieve re-engagement and also foster an inclusive learning environment where students feel valued. The vast majority of those students contacted provided positive feedback as to this exercise and the benefit it had in allowing them to successfully re-engage and ultimately work towards completion of their degree.

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

Caroline Jones

Higher Education (HE) is undergoing post-pandemic challenges which have increased pressure on students in multifaceted and interconnecting ways. Existing research suggests that post-pandemic, students' mental health and wellbeing is significantly impacted suggesting that research into the field of HE students is needed more proactively than ever before. This session will examine the new concept of the Psychosocial and Academic Trust Alienation (PATA) theory in relation to student behaviours, characteristics, and demographics. It will begin with a definition, followed by an exploration of this theory applied to complexities of students within HE. The aim being to develop knowledge and understanding of issues affecting students relating to engagement, and thus sense of belonging. By focusing attention on critical student issues, the PATA theory can be utilised as a lens to aid investigation and potentially inform practice/policy changes. Finally, this session will be drawn to a close with a brief critical analysis and debate of the contribution of this new educational theoretical perspective. Attend this session: If you would like to learn about how the PATA theory can support educators, researchers, or policy makers who are curious about examining the complexities of the HE student community with the aim of understanding barriers to engagement.

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

Shaun Stevenson

Dual-coding has been brought to the fore in education largely due to Caviglioli's popularisation of Paivio's work among others. However, their efforts are largely wasted when their work is distilled to: "add more pictures". I think the key message, particularly for Caviglioli, that design is what is primary for the communication of information needs much more emphasis. In my micro-presentation, I will demonstrate how graphic design, not merely imagery, can make learning more effective, engaging and accessible to our students at MMU. Presentations are often full of graphic design choices that are problematic for neurodivergent students.

Afternoon Session

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

As Lecture Resource Contact for my department, I see graphic design choices used in educational materials that we would never find in, for example, advertisement. Yet, both industries want to communicate to their readership clearly and quickly - we already know which one is far more successful at it, but why? I will show a few design principles, such as colour theory, font design and effective use of images (and when not to use them), which can dramatically improve the accessibility of presentations for our neurodivergent individuals and improve engagement for all our students.

Challenging assumptions of prior educational experience for postgraduate academic skills units

Freya Ernsting and Iwi Ugiagbe-Green

UK Higher Education (HE) has seen a distinct changing landscape, particularly in the rapid increase in recruitment of international students at postgraduate level (PGT). Within our Business and Law School, we have seen growth from 21.7% of overseas students in 19/20, to 65.2% for 23/24 (Manchester Metropolitan University, 2024). We have found our international PGT students are faced with structural and institutional challenges, characteristic of UK HE. These include the multimethod delivery of content, independent learning, research emphasis, academic integrity, and assessment methods. Traditionally, masters' programmes are research focused, assuming knowledge and skills are developed at undergraduate level. However, many of our students are from exam-based educational environments where these skills are not emphasised, posing a significant challenge for incoming PGT students. This session will reflect on how assumptions of prior learning experiences have been challenged and debunked on a core academic skills-based unit in the Department of Finance and Economics through active learning strategies and strengthened relationships with Academic Study Support teams to embed support. This session may be useful for those eager to break down assumptions of prior education, and how challenges can be overcome in fostering a more inclusive learning environment.

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.

Notes

Manchester Metropolitan University

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