Contents

Welcome to SHIFT 2020, our 13th annual conference of learning, teaching and assessment!

It's a pleasure and privilege for Greenwich Learning and Teaching to host this celebration and sharing of teaching excellence across our university.

This year's focus is on 'effective learning relationships', reflecting both our mission to transform student lives through teaching and learning, and our strengths as a university which places our students at the heart of our work. Today's diverse programme explores approaches to fostering student engagement and partnership in our learning environments (whether physical and/or virtual), curricula and assessments; and ways in which we can develop and sustain a truly inclusive learning experience which does justice to the fantastic diversity and potential of our students. In addition to two keynotes which address these key themes of inclusion and engagement, we have a cornucopia of parallel sessions from which you can sample the range of excellence in pedagogic research and practice across the university.

We hope there is something for everyone in today's programme, and we look forward to your participation in the conversation – to quote a SHIFT motto, 'sharing is good for the soul AND the career'. Enjoy the conference!

On behalf of the organising committee,

Dr Clare Saunders, University Director of Learning and Teaching

SHIFT 2020 Organising Committee:

Martin Compton, Yang Yang, Nicole Brooks, Gillian Keyms, Tania Struetzel, Debbie Bartlett, Shapna Compton, Mayo Femi-Obalemo (GSU), Poppy Gibson, Alison Gilmour, Janet Harper, Denise Hawkes, Leroi Henry, Agnieszka Herdan, Cos Ierotheou, Yong Lin, Jing Luo, Hai Nguyen, Dawn Reilly, Jono Smith (GSU), Lucy Smith, Marlon Stiell, Kat Vallely, Catherine (Hyunsun) Yoon.

11_003 - 09:50-10:45, Professor David Webster

Pedagogic optimism in the face of dark neoliberal clouds

Abstract

If we are sufficiently credulous, we might believe - perhaps having taken the Office for Students at face value- that universities can fix the whole, broken, divided and inequitable world. If only we would teach better, we'd somehow overcome the effects of privilege and successive governments and catapult our learners into high-paying jobs - earning us a medal (or at least a good TEF rating) in the process. If we'd only ramp up our surveillance of students, we'd put a stop to extremism and radicalisation, and if we would just invite/tolerate extremist speakers on campus, bad ideas would be defeated in some public exchange of ideas where truth always wins in the end. Most of us in HE see through this, and baulk at the claim that our interventions will magically fix all social ills, remove systemic barriers to social mobility (be it via 'toughening up' students, or via frankly preposterous notions that we live in a meritocracy), or guarantee students the jobs that don't exist. In the face of these narratives, though, how do we hold firm to what HE can do? This session will help us navigate some of this toxic discourse, before setting a course for more utopian waters. Despite all of the above, education remains a place of radical possibility, and if we steer clear of neoliberal phantasms, by engaging in reflective and inclusive pedagogic praxis, we can make changes that make a positive difference.

Biography

Professor David Webster is Director of the Centre for Innovation in Learning & Teaching at SOAS, University of London. He previously worked at the University of Gloucestershire, where he taught Religion, Philosophy and Ethics. He has a PhD in Buddhist Philosophy and is a National Teaching Fellow. David is interested in trying to help colleagues work on making their pedagogy more inclusive, collaborative and effective; sometimes all at once. He is on Twitter as @davidwebster and blogs at davewebster.org.

11_003 - 15:00-15:20, Professor Paul Miller

Race/ethnicity, identity and co-identification in Higher Education: are we there yet?

Abstract

Students who "see" themselves in their teachers and lecturers are more likely to have a more positive experience of their education. Despite this, many educational institutions are visibly and invisibly mono-ethnic. How do students of BAME heritage benefit from having same race teachers/ lecturers? What does having/ not having same race teachers/ lecturers mean for students of BAME heritage in educational institutions? Whose responsibility is it to ensure there is adequate representation of staff in educational institutions? How do same race teachers benefit students of the same race? This paper/ presentation will explore these and other questions in the context of a largely white education/ leadership context in the UK.

Biography

Paul Miller, PhD, is Professor of Educational Leadership & Social Justice, and Head of the School of Education, University of Greenwich. He has researched/ written extensively on the career progression of teachers/ academics of BAME heritage. He has also led seminars/ workshops for AdvanceHE, TeachFirst, Ambition Institute and other organisations keen to understand how they could approach tackling race inequality in staffing.

11_003 - 15:20-15:30, Greenwich Students Union (GSU)

"Bringing the student voice into debates about race – the experience and impact of curriculum consultants at Greenwich" - Zoe Campbell, Karnika Sanders, Monique Lavictoire, Esther Olorunsomo

Abstract

The attainment gap project is very important as its aim is to close the gap through monitoring data and evaluating the curriculum. Curriculum consultants are instrumental in changing the status quo in the university by bringing the student voice element to help shape and design curricula and learning experience. Curriculum design is a key area where students could and should have a much greater impact.

Speakers

Zoe Campbell is a 3rd year BA Criminology Extended student. Zoe enjoys being a Curriculum Consultant as it allows her to better understand the university, and to ensure students feel they are getting the most out of their time at the University of Greenwich. Zoe likes how diverse Greenwich is and wants people to feel they can be themselves at Greenwich.

Karnika Sanders is a 2nd year BSc Psychology student.

Karnika says "being a student at Greenwich makes me so proud. The university offers so much both socially and academically, and I've met so many amazing people from a variety of backgrounds, thanks to Greenwich."

Monique Lavictoire is a 2nd year Accounting and Finance student.

Monique enjoys being a curriculum consultant because she is able to engage and understand the students' union and how it aims to help the university improve for students. Monique says, "It's great for branching out and networking and learning new skills."

Esther Olorunsomo is the Representation Coordinator at Greenwich Students' Union. Esther studied law and graduated in 2018. Esther says, "during my time in university I was an advocate of student voice and especially the voice of those students who may be considered as underrepresented".

PROGRAMME OVERVIEW

Time	Venue[1]	Description
09:00-09:30	**Ground**	Registration and refreshments
09:35-09:50	**11_003**	Opening and welcome
09:50-10:45	**11_003**	**Keynote presentation -** Pedagogic optimism in the face of dark neoliberal clouds Professor David Webster
10:45-11:00	**Ground**	Refreshments
11:05-12:15	**2nd Floor**	**Parallel Sessions # 1 (see pages 7-8)**
12:20-13:15	**2nd Floor**	**Parallel Sessions # 2 (see page 9-10)**
13:15-14:00	**1st Floor**	Lunch *There will be an opportunity to visit stalls and explore poster submissions.*
14:05-14:55	**2nd Floor**	**Parallel Sessions # 3 (see page 11)**
15:00-15:20	**11_003**	**Keynote presentation –** Race/ethnicity, identity and co-identification in Higher Education: are we there yet? Professor Paul Miller
15:20-15:30	**11_003**	**Keynote presentation -** Bringing the student voice into debates about race - the experience and impact of curriculum consultants at Greenwich Zoe Campbell, Karnika Sanders, Monique Lavictoire, Esther Olorunsomo
15:30-15:40	**11_003**	Mentimeter Empowered Presenter Awards
15:40-15:45	**11_003**	Evaluation and close
15:45	**Ground**	Drinks reception

[1] Floor plans can be found at the rear of this booklet.

PARALLEL SESSIONS 1   11:05 – 12:15

Venue	Presentations
11_004	• What are student perceptions of 'good' feedback from assessment? An exploration of student-led teaching award nomination data to explore student views on good practice - **Alison Gilmour** • Introducing opportunities for verbal formative feedback to improve performance: "Now you're talking! - **Dawn Reilly, Katherine Leopold**
11_2006	• "Coaching conversations; a 'how to' guide for personal tutors" - **Eve Rapley, Rachel George** • Disability and Creativity - **Janet Harper** • Inclusive Entrepreneurship - **Mia Abouri** • Bringing Jack to Life? the embodied pedagogies of encounters with Jack the Ripper and the museum - **Alex Fanghanel**
11_2008	• Embracing shared inquiry and value-based pedagogy - **Jenny Marie** • Using Moodle badges to enhance engagement, collaboration and motivation - **John Seamons** • Great Expectations: Reflected in Pedagogy? A mixed method approach to addressing the NSS through student and staff expectations - **Gemma Mansi, Hilary Orpin, Catherine Molesworth**
11_2014	• How a final year placement module helps students find graduate jobs - **Tony Mann, Ana Paula Palacios, Jayda Huseyin** • Student presentations at Tomorrow's Mathematicians Today 2019 conference - **Neil Saunders, Erwin George, Tony Mann**

11_2016	• Using Agile management in teaching – **Mohammad Sakikhales** • The Walking Dead Presentation - Boring student presentations brought back from the grave - **Gerhard Kristandl**
11_2017	• Developing digitally capable students - **Rachael Hartiss, Sharon Perera** • LevelUp for student transition and retention - **Julie Mundair, Jenny Spinks** • Escape from the library! - **Vikee Chauhan, Tom Perry** • GREat Skills: A collaborative approach to support student transition - **Amie Greensted**

PARALLEL SESSIONS 2   12:20 – 13:15

Venue	Presentations
11_004	• Closing the attainment gap: Opening up an argument - **Richard Wild** • Collaborative learning in practice: a student led approach to practice education - **Heather Bower, Marianne Markowski, Gina Finnerty** • Diagnostic assessment in banking and finance as a means of improving curriculum inclusivity, teaching and learning - **Olufemi Sallyanne Decker, Lili Yan, Nadia Benbouzid**
11_2006	• Sharing Students' Photographs on Social Media: Towards an understanding for best practice - **Emmanuel Mogaji** • A comparative study on two groups using WhatsApp in collaborative learning activities in higher education - **Naureen Khan, Ralph Barthel, Liz Bacon** • Let's talk about Mentimeter! - **Rob Willson**
11_2008	• Learning analytics at Greenwich – Year one review - **Christine Couper, Karl Molden** • Applying personalised learning to engage with international students - **Xiaowen Gao**
11_2014	• An Academic Communities Case Study: How the undergraduate mathematics society contributes to the Greenwich mathematics community - **Timothy Reis, Tony Mann** • Raising employability aspirations through effective staff-student partnerships in Mathematical Sciences - **Mary McAlinden**

11_2016	• AQU@TEACH: a multidisciplinary e-learning curriculum with a focus on transferable and entrepreneurial skills - **Sarah Milliken** • Development of a digital avatar to enhance learning for BSc student midwives - **Gina Finnerty, Darrenlloyd Gent, John Byrne, Frankie Lambert, Georgia Ward**
11_2017	• Creating conditions for student success on a 2-year accelerated degree - **Poppy Gibson, Robert Morgan, Rachel Hartiss, Andrew Sinclair, Sharon Perera** • Masters and Mentors: Bringing working-class learning into the University - **Emma Pleasant**

PARALLEL SESSIONS 3   14:05 – 14:55

Venue	Workshops/Presentations
11_004	• Gaining HEA recognition via GOLD - **Danielle Tran**
11_2006	• WORKSHOP: Enhance teaching and learning experiences through digital engagement and interaction using Mentimeter - **Silvia Yancheva**
11_2008	• WORKSHOP: Introduction to STAART: outreach, conversion, transition and retention - **Melanie Thorley**
11_2014	• Collaborative Assessment Design linked to the Medway Sustainable Development Goals Project - **Debbie Bartlett Simon Goldsmith** • Use of the Moodle Workshop Tool for Collaborative Assignment & peer review – **Sue Force**
11_2016	• WORKSHOP: Harnessing student feedback to create collaboration and partnerships between staff and students – **Sam Mujunga, Esther Olorunsomo**
11_2017	• WORKSHOP: Developing student feedback literacy to enhance recipience, understanding and action– **Eve Rapley**

Lecture Theatre 11_004

1. Alison Gilmour: What are student perceptions of 'good' feedback from assessment? An exploration of student-led teaching award nomination data to explore student views on good practice

Abstract

This paper explores student perceptions of 'good' feedback informed by an analysis of Student-Led Teaching Award (SLTA) nomination data from the Scottish higher education sector. The paper comprises an analysis of SLTA data from ten students' associations/students' unions and focuses on three main themes: nature of feedback, personal qualities of the teacher, and support for students. Drawing on these themes, the paper uses student perceptions as the basis for considering how we may develop feedback practice, with a view to prompting further discussion on what these themes mean in the context of our teaching at the University of Greenwich.

2. Dawn Reilly, Katherine Leopold: Introducing opportunities for verbal formative feedback to improve performance: "Now you're talking!

Abstract

This case study sets out how we have introduced a comprehensive process of verbal feedback into a core second year module to complement the written feedback we provide. We have learned that making scheduled appointments for verbal feedback meetings encourages participation. This makes our practice more inclusive because it brings in those students who have no draft to discuss and who would not be able to benefit from a traditional formative feedback opportunity. Our experience therefore shows how giving verbal feedback through conversation has great potential to engage with and support a diverse student population.

Seminar Room 11_2006

1. Eve Rapley, Rachel George: "Coaching conversations; a 'how to' guide for personal tutors"

Abstract

The role of the personal tutor is about supporting and developing tutees and acknowledging the 'whole student' in terms of their pastoral, developmental and academic needs. Recent research suggests that learner-centred coaching approaches can be a useful way of framing positive, developmental tutor- tutee relationships and interactions. Framed around the GROW coaching model, this

presentation will inform participants about the benefits of using coaching conversations with personal tutees and will provide practical examples of how to create and use coaching style questions with personal tutees.

2. Janet Harper: Disability and Creativity

Abstract

A presentation about an event for students and staff to explore the links between creativity and identity for disabled students and poets. The session for SHIFT will describe the event and the panel discussion that followed highlighting the importance of creativity and poetry in giving disabled people a voice.

3. Mia Abouri: Inclusive Entrepreneurship

Abstract

Student Enterprise is a prevalent and fun aspect within universities and receives a great deal of support and commitment from enterprise teams, senior staff, and stakeholders. Being inclusive is also an area on the rise for enterprise; however, understanding and practice fall short within the student enterprise space. We make efforts to reduce gender gaps, ethnicity, physical disability, the first person in the family to go to university, but we forget about Neurodiversity. Why is this, how can we change that, and why would it be beneficial to students and universities?

4. Alex Fanghanel: Bringing Jack to Life? the embodied pedagogies of encounters with Jack the Ripper and the museum

Abstract

This case study presents an evaluation of the benefits and difficulties of using out of classroom pedagogical techniques to bring the subject of criminology to life for students. Exploring the possibilities of developing an embodied pedagogy to enhance student learning, this presentation considers what is at stake when we ask teachers and learners to embrace the embodied experience of learning about criminology, including the opportunities and challenges of running a field classroom, and of asking students to think in different ways about their learning via engagement with heritage and museum cultures.

Seminar room 11_2008

1. Jenny Marie: Embracing shared inquiry and value-based pedagogy

Abstract

This session will investigate what Greenwich can learn from the Connected Curriculum. It will introduce the idea of a values-based pedagogy, whereby thought is given to the purpose of higher education and the kinds of graduates that we aim to develop. It will consider how research-based education enables the integration of academic practice and the development of skills required to work effectively in a world of increasing uncertainty. This pedagogy allows the development of an inclusive learning community, which breaks down barriers of the elite researchers and students, allowing each to contribute their knowledge and experiences to enhance learning.

2. John Seamons: Using Moodle badges to enhance engagement, collaboration and motivation

Abstract

Moodle badges offer opportunities to incentivise engagement in Moodle and in the wider modules and programmes. They can encourage student participation, increase motivation and develop confidence. For staff it enables collaboration and creativity as well as a tool to monitor student progress. This session will briefly outline how they are being used on one module in the faculty of Business and show delegates how and why they might get started on their own Moodle badges.

3. Gemma Mansi, Hillary Orpin, Catherine Molesworth: Great Expectations: Reflected in Pedagogy? A mixed method approach to addressing the NSS through student and staff expectations

Abstract

In 2018 the NSS results for the Department of Education and Community Studies dropped significantly with student satisfaction results for one undergraduate programme dropping to 39%. This Learning and Teaching project aimed to identify where there are differences in those expectations, which may be creating underlying frustrations in terms of how staff and students work together in relation to teaching and learning. The findings made recommendations to improve current NSS results in related areas across similar programmes in the Faculty of Education, Health and Human Sciences. Significant themes related to student expectations included academic skills, support, workload and employability.

Seminar room 11_2014

1. Tony Mann, Ana Paula Palacios, Jayda Huseyin: How a final year placement module helps students find graduate jobs

Abstract

This paper, co-presented by a student who has taken the module, discusses how an optional final year work placement module helps students in their search for graduate employment. It will give a student view of the placement alongside feedback from students and employers on the benefits of the placement module.

2. Neil Saunders, Erwin George, Tony Mann: Student presentations at Tomorrow's Mathematicians Today 2019 conference

Abstract

Three Greenwich undergraduates will talk about their experience of undertaking some self-directed research and subsequently presenting it at the national undergraduate mathematics conference Tomorrow's Mathematicians Today in February 2019. They will detail how the experience will help their future careers in mathematics and statistics.

Seminar room 11_2016

1. Mohammad Sakikhales: Using Agile management in teaching

Abstract

Agile management is a well-known approach in various industries, specifically in IT. However, the implementation of this method in higher education and delivering courses has yet to be fully studied. This study explores the appropriateness of adopting this approach for academic activities including teaching and assessment through representing and discussing the results of a case study implementing agile management in delivering a construction management module.

2. Gerhard Kristandl: The Walking Dead Presentation – Boring student presentations brought back from the grave

Abstract

In the past, Year 1 students in an introductory course in management accounting at the University of Greenwich have endured yet another painful "death by PowerPoint" experience in a group presentation assessment, both as presenters as well as audience. Feathers were ruffled as things changed in 2018/19 when they encountered a new approach to engaging presentations that disrupted their thinking, pushed them out of the proverbial "comfort zone", tickled their

innovative fancy, and engaged them to an encouragingly high degree. Want to know more? Come to the session to experience it yourself!

3. Vikee Chauhan, Tom Perry: Escape from the library!

Abstract

This presentation discusses the creation of a library 'escape room', offering students an alternative introduction to the library's physical space and its human and electronic resources. The 'escape room' required students to 'escape' from a room by solving puzzles within an allotted time. The puzzles, once solved, would explain how the library works and inform students of available services. The presentation will also comment upon the challenges of creating a safe, inclusive and engaging 'escape' space, as well as the marketing for the activity. Feedback obtained from participants suggested their experience had been informative and entertaining.

Seminar room 11_2017

1. Rachael Hartiss, Sharon Perera: Developing digitally capable students

Abstract

The University of Greenwich Digital Strategy 2019-22 addresses the development of students' digital confidence and competencies. The Academic Support Team has been working on a number of pilot projects to deliver the goals of the strategy, raise the profile of digital capabilities with our students, and allow them to reflect on their digital strengths and weaknesses and development needs. We will highlight how we have used the JISC Digital Capabilities Framework to inform our work and to structure and signpost digital development opportunities for students.

2. Julie Mundair, Jenny Spinks: LevelUp for student transition and retention

Abstract

Starting at university can be both exciting and daunting.
LevelUp has been designed to be easily accessed online and has been divided into several sections highlighting important areas that students have expressed concern over in the past. The topics range from general "how to survive as a new student" advice to "How should I write my first essay" academic advice. Each section contains information and activities to help you better understand what being a student is all about.

Students can work through the material at their own pace but it works best when coordinated by students' personal tutors.

3. Amie Greensted: GREat Skills: A collaborative approach to support student transition

Abstract

GREat Skills is an academic skills programme developed by UoG staff in collaboration with UoG Student Ambassadors and is designed to enhance Level 3 students' academic skills in relation to completing an independent research project. The programme aims to help ease students' transition from school/college to Higher Education or further study and also supports the participating GREat Skills Ambassadors in their self-development through their delivery of this programme to students.

Lecture theatre 11_2004

1. Richard Wild Closing the attainment gap: Opening up an argument

Abstract

Is 'closing the attainment gap' and talk of decolonising or offering an inclusive curriculum all that it seems? This soap box will question the rhetoric, principles and practice around these approaches. It explores the history and context that gave rise to them, then offers a critical – even argumentative – view whether this is necessarily a good thing. It will (re)evaluate evidence, data and implementation. Few would argue against equality of opportunity or offering a curriculum more reflective of a diverse student population, but we need to ask is this the best way to address fundamental structural bias and persistent disadvantage?

2. Heather Bower, Marianne Markowski, Gina Finnerty: Collaborative learning in practice: a student led approach to practice education

Abstract

This presentation aims to introduce a model of collaborative learning for midwifery students in a healthcare practice setting (the Collaborative Learning in Practice or CLiP model). It is based upon principles of peer assisted learning and coaching. Students are placed in diads/triads of varying experience, under the supervision of a coach or practice supervisor. The aim of this model is to facilitate students to become independent practitioners, improving confidence, care planning and decision-making skills.

3. Olufemi Sallyanne Decker, Lili Yan, Nadia Benbouzid: Diagnostic assessment in banking and finance as a means of improving curriculum inclusivity, teaching and learning

Abstract

There is increasing pressure on academics in business schools to develop curricula and deliver teaching that is inclusive while faced with students who are diverse in terms of personal attributes, educational backgrounds and study paths. This study describes the use of diagnostic quizzes to determine the level of students' prior knowledge at the beginning of a second year banking module that is taught to students on finance, accounting and business degree programmes so that a more inclusive and flexible approach could be adopted to module design and delivery. The study explores the issues, advantages and limitations of using a diagnostic quiz as a formative and curriculum development tool and considers whether

applying the notion of threshold concepts could provide guidance for improving inclusivity and student learning.

Seminar room 11_2006

1. Emmanuel Mogaji: Sharing Students' Photographs on Social Media: Towards an understanding for best practice

Abstract

While social media have become platforms for interacting and engaging with learners, this presentation highlights three key implications when University lecturers share photographs of their students on social media. This presentation aims to provide an opportunity to discuss and share ideas, which will present opportunities to develop best practise which can be shared by the lecturers and students, to understand how best to communicate student engagement at our University with the outside world on social media. Future endeavour will aim for an empirical understanding of students and staff perceptions and concerns about this topic.

2. Naureen Khan, Ralph Barthel, Liz Bacon: A comparative study on two groups using WhatsApp in collaborative learning activities in higher education

Abstract

This case study will discuss an inquiry into higher education students' regulation of a small group collaboration process by using a social media tool (WhatsApp) over the duration of a 10-week assessment task in combination with individual self-reporting questionnaires. At five stages throughout the process students were asked to complete individually, a self-reporting and planning questionnaire to assess the awareness of students for the overall learning and group collaboration task. It is expected that the output from the study will show how this intervention could lead to new insights that could enhance collaborative teaching and learning assessment.

3. Rob Willson: Let's talk about Mentimeter!

Abstract

We are being encouraged to use platforms such as Mentimeter within our teaching sessions for the purpose of increasing student engagement and facilitating student learning. This session will focus on personal experiences of using Mentimeter as a teaching aid to

facilitate discussion about its effectiveness, a sharing of good practice and the identification of effective (and ineffective) ways in which we include it in our teaching. Do students see it the same way that we do? Does it really facilitate learning or is it just a superficial way to include technology within our teaching? Sharing our experiences might help to answer these questions.

Seminar room 11_2008

1. Christine Couper, Karl Molden: Learning Analytics at Greenwich – Year One Review

Abstract

This session will review the first year of implementation of a learning analytics system at Greenwich. We will present the results of qualitative and quantitative analyses performed to date, and use this to show areas in which the system is being used to support students, discuss current issues with the implementation and show how input and output data from the system relates to students' academic outcomes.

2. Xiaowen Gao: Applying Personalised Learning to Engage with International Students

Abstract

International students are of importance to UK universities not only for their contribution to the financial strength of universities, but also for their contribution to universities' global integration. While personalised learning has been proved to be effective in enhancing students' learning experiences and their satisfaction, we propose to implement cross-cultural PAL schemes in UK universities to enhance international students' engagement and learning experiences. We believe such a scheme will benefit both international students and home students academically and culturally. It will also help the students engage with academic and administrative staff.

Seminar room 11_2014

1. Timothy Reis, Tony Mann: An Academic Communities Case Study: How the undergraduate mathematics society contributes to the Greenwich mathematics community

Abstract

In 2019 Greenwich University's student mathematics society MathSoc won the Greenwich Students' Union Society of the Year award and the Academic Society of the Year award at the University's Student-Led Teaching Awards.

This paper, co-presented by several members of the MathSoc Committee, discusses the contribution of MathSoc to the Greenwich mathematics community.

2. Mary McAlinden: Raising employability aspirations through effective staff-student partnerships in Mathematical Sciences

Abstract

In 2018/19 a small group of staff and final year students in Mathematical Sciences worked in partnership to plan and deliver an event to mark the end of students' undergraduate studies. The event was also designed to raise the employability aspirations of students from the full spectrum of ethnicities within the student cohort. This paper will be presented by the lecturer who led the project, along with the 2019 graduates who formed the student working group. Collectively they will share their reflections on the event and will present a discussion on the richness of the staff-student partnerships.

Seminar room 11_2016

1. Sarah Milliken: AQU@TEACH: a multidisciplinary e-learning curriculum with a focus on transferable and entrepreneurial skills

Abstract

In this session I will discuss the lessons learnt from the pilot run of AQU@TEACH, a multidisciplinary e-curriculum devised for Higher Education students, and how these have been developed into a best practice guide to provide teachers and trainers with fresh ideas for achieving the best educational results in teaching interdisciplinary subjects which require high-quality knowledge in diverse fields as well as the specifics of interdisciplinary integration.

2. Gina Finnerty, Darrenlloyd Gent, John Byrne, Frankie Lambert, Georgia Ward: Development of a digital avatar to enhance learning for BSc student midwives

Abstract

The purpose of the presentation is to showcase an avatar that is being developed at the University of Greenwich. Internal money was awarded from the Learning and Teaching Fund (2018-2019) to support cross-faculty working on the avatar. The virtual 'patient' is a serious gaming product that will be introduced to first year BSc degree student midwives to complement their theoretical and practical learning. A student from the Games and Digital Media department was employed to help create text-based adventures and contribute

to the user interface. Student midwives and clinical practitioners have also been involved and will share project outcomes.

Seminar room 11_2017

1. Poppy Gibson, Robert Morgan, Rachel Hartiss, Andrew Sinclair, Sharon Perera: Creating conditions for student success on a 2-year accelerated degree

Abstract

This case study focuses on the two-year BA in Primary Education and details a collaborative pilot project offered by the Faculty of Education and Health and Information and Library Services. The course uses an innovative framework that embeds academic skills in the taught programme to help students better manage the challenges that the accelerated degree brings. Academic and information literacy skills are integrated in the subject curriculum to support students with their studies but also to enhance their abilities and build lasting confidence through employability and citizenship skills.

This case study outlines four strategies to be considered for employment on other programmes.

2. Emma Pleasant: Masters and Mentors: Bringing working-class learning into the University

Abstract

The master and apprentice learning framework has historically been important to sharing practical and social skills in working-class communities. Since the drive to widen participation, working-class people often struggle to renegotiate the skills that were once valued, in a predominantly middle-class space. As higher education practitioners, we can look to these mentor-style relationships to engage working-class students and reconceptualise 'valuable' skillsets. Based upon research into working-class apprenticeships alongside working in higher education, I will discuss what we can learn from traditions of working-class education in a University context to support the success and participation of these students.

Lecture theatre 11_004

Danielle Tran: Gaining HEA accreditation via GOLD

The GOLD Professional Development Framework is accredited by AdvanceHE and provides a flexible route to professional recognition for all staff (academics and professional services), against the UKPSF, provided their role involves teaching or actively supporting learning. This session will give an introduction to the scheme and how you can apply.

Seminar room 11_2006

Silvia Yancheva: WORKSHOP Enhance teaching and learning experiences through digital engagement and interaction using Mentimeter

Abstract

The session will revolve around how Mentimeter can help educators in their journey and more specifically:

- How to encourage and increase the participation, interaction and engagement in the classrooms
- How to be more inclusive of students with disabilities and how to give voice to all students present, avoiding the Abilene Paradox
- How to get more honest and diverse feedback and use it to analyse and improve the quality of the sessions
- How to tailor the style of the sessions based on the specific student group present and their various preferred ways of learning

During this session, colleagues will learn how to make even the most mundane teaching-related tasks more engaging, by enhancing interactivity and getting the students more involved in the classroom, switching to a more student-centred learning approach. We will explore the use of Mentimeter as an educational tool and how and why educators should utilise it. Although we live in a predominantly technological world where students incessantly depend on technology in their day-to-day lives, instead of perceiving this as a burden, we can choose to use their smartphones as an additional aid for learning and self-expression.

Seminar room 11_2008

Melanie Thorley: WORKSHOP Introduction to STAART: outreach, conversion, transition and retention

Abstract

This session will provide an engaging, interactive workshop related to our STAART initiative which prepares disabled students for the realities of university life. We will look at what constitutes a disabled student, our support mechanisms and a presentation from one of our STAART Ambassadors about their journey into HE and how STAART has supported them.

Seminar room 11_2014

1. Debbie Bartlett, Simon Goldsmith: Collaborative Assessment Design linked to the Medway Sustainable Development Goals Project

Abstract

This session will describe how students have designed their assessment first by identifying the Sustainable Development Goals (SDGs) as the framework for environmental management and then listing current priority issues. This was then developed by exploring which SDGs these relate to and how environmental management initiatives can help achieve these. Students will reflect on how they feel about the co-design process and subsequent involvement in the Medway SDG initiative that aims to raise the profile of the SDGs and work done by staff and students in contributing to the goals.

2. Sue Force: Use of the Moodle Workshop Tool for Collaborative Assignment & peer review

Abstract

According to webservices few teaching staff use the workshop tool in Moodle as it can look a bit daunting to set up – this is supported by comments in Moodle forums. However, it provides a platform for managing assignments with peer assessment. With a rubric to guide assessing it gives students the opportunity to learn from each other's submissions and to be critical (positive and negative) of their own work as well as that of their peers.

I have used this tool several times now, most recently with L5 Life Science students for study skills, where the task is to undertake a mini project. The task was created as a result of EVASYS feedback – students wanted an assignment at L5 to prepare them for their final year project.

Students are required to collaborate in small groups (2-3) for both the creation of the project document and the peer assessment activity.

Peer review and assessment is seen as an important teaching and learning tool but it is clear from students (anecdotal) that it rarely / never happens. JISC reports on the findings of a peer review project undertaken by the University of Strathclyde that the activity of reviewing confers a greater benefit than being reviewed, and particularly generates student-derived feed forward for their own work.

Seminar room 11_2016

Sam Mujunga, Esther Olorunsomo: WORKSHOP - Harnessing student feedback to create collaboration and partnerships between staff and students

Abstract

Are you interested in finding out more about the work of Greenwich Students' Union (GSU)? Are you keen to co-create an action plan that will improve your relationship with student feedback?

Come along to "Harnessing student feedback to create collaboration and partnerships between staff and students" and work alongside some student representatives to map out a feedback action plan for the rest of the academic year.

GSU is keen to get more academics as champions, and YOU could be part of the first cohort of keen and engaged staff members who get to work alongside students at a more dynamic level.

Seminar room 11_2017

Eve Rapley: WORKSHOP - Developing student feedback literacy to enhance recipience, understanding and action

Abstract

Teachers often report how students do not always take note of, and act upon the feedback that is provided. Studies suggest how a lack of uptake and action can be as a result of students not having developed appropriate understanding and capabilities regarding feedback literacy. If students do not understand the feedback messages, or if they do not even recognise feedback as feedback, are they going to be able to do anything to improve?

Within this workshop, participants will learn about feedback literacy and practical applications. Small group activities will enable participants to explore ways to develop feedback literacy in their own students, and within their own contexts.

Seminar room 11_2007

Gina Finnerty: VIRTUAL REALITY DEMO (11.05am – 14.55pm)

Abstract

This is an opportunity to see building plans for the new simulation labs in the David Fussey building at the Avery Hill campus as well as the community house in Sparrows Lane. Lee Jagodzinski and Charles Everard will be available throughout the day to explain the plans and answer questions about simulation training for staff and provide visual images of equipment that is being purchased. There will be an opportunity for conference attendees to enjoy 'playing' with simulators, for example, for life support (adult resuscitation), neonatal resuscitation, catheterisation models and phlebotomy arms. Virtual reality hardware and software will be available for attendees to experience. There will also be a 'research corner' to display recent exciting research outputs. Plans for simulation projects in collaboration with the simulation team and the Centre for Professional Workforce Development will be shared and disseminated.

Mike Alsford, Sharon Perera: POSTER - StudyGroup – an initiative for helping students to work collaboratively with their peers

Abstract

StudyGroup is a model and a set of resources aimed at encouraging and supporting student peer interaction. It is widely recognised that peer assisted learning in all of its various modes benefits both the students involved and their host institutions. The student wellbeing and retention implications of encouraging group-based engagement should be obvious here. With fear of failure being recognised as a primary cause of poor student performance – running the gamut from attendance issues and plagiarism through to complete drop-out – building confidence and a sense of ownership born out of an experience of belonging would seem vital to a successful student experience. Student led study groups would provide a much needed "safe space to fail".

Janet Harper: POSTER – The social model of disability

Abstract

The social model of disability is a key principle which underpins the University of Greenwich's objective to be inclusive. According to Scope, 'The model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.'

The purpose of the poster is to bring awareness of the benefits of using the social model of disability in our everyday work.

Alison Gilmour: POSTER - What are student perceptions of 'good' feedback from assessment? An exploration of student-led teaching award nomination data to explore student views on good practice

Abstract

This paper explores student perceptions of 'good' feedback informed by an analysis of Student-Led Teaching Award (SLTA) nomination data from the Scottish higher education sector. The paper comprises an analysis of SLTA data from ten students' associations/students' unions and focuses on three main themes: nature of feedback, personal qualities of the teacher, and support for students. Drawing on these themes, the paper uses student perceptions as the basis for considering how we may develop feedback practice, with a view to prompting further discussion on what these themes mean in the context of our teaching at the University of Greenwich.

Amie Greensted: POSTER - GREat Skills: A collaborative approach to support student transition

Abstract

GREat Skills is an academic skills programme developed by UoG staff in collaboration with UoG Student Ambassadors and is designed to enhance Level 3 students' academic skills in relation to completing an independent research project. The programme aims to help ease students' transition from school/college to Higher Education or further study and also supports the participating GREat Skills Ambassadors in their self-development through their delivery of this programme to students.

The Student Led Teaching Awards (SLTA's) 2020 are currently open for nominations until 27 March 2020. This year marks the 5th iteration of this celebration with the Awards evening taking place on 14 May 2020 in the Dreadnought Atrium.

The SLTA's are a student-led celebration of teaching excellence and academic quality at the University of Greenwich. The SLTA's are run by Greenwich Students' Union, with all nominations, shortlisting and winners being decided by students. Staff awards per faculty include; Outstanding Personal Tutor, Inspirational Teaching and Supervisor of the Year amongst others. There are also University wide awards for Student Support Services and those staff that go the Extra Mile.

Last year we received over 900 nominations, and with your help this year we want to reach the 1,000 nominations mark. Remind your students to submit their nominations over the coming weeks to help us recognise the breadth of great work that staff in teaching and support roles across the University deliver.

More information about the awards, including key dates, full nomination criteria and further event information can be found on www.greenwichsu.co.uk/slta/

Recording of sessions

It is our practice to film presentations at the conference, principally the keynote presentations, for dissemination via the conference website and Vimeo https://vimeo.com/uogedu

The parallel sessions will also be recorded using the university's Panopto recording system. With the exception of the keynote presentations, these recordings will be in a screencast format, without video of presenters (https://vimeo.com/27002719). We intend to release the recordings under a Creative Commons Attribution 4.0 International licence https://creativecommons.org/licenses/by/4.0/.

We nevertheless respect that you have a vested interest in any recording of your presentation. If, for whatever reason, you do not wish your presentation to be recorded, or have any other concern, please contact us at shift@gre.ac.uk or let Gillian Keyms at the registration desk know on the day.
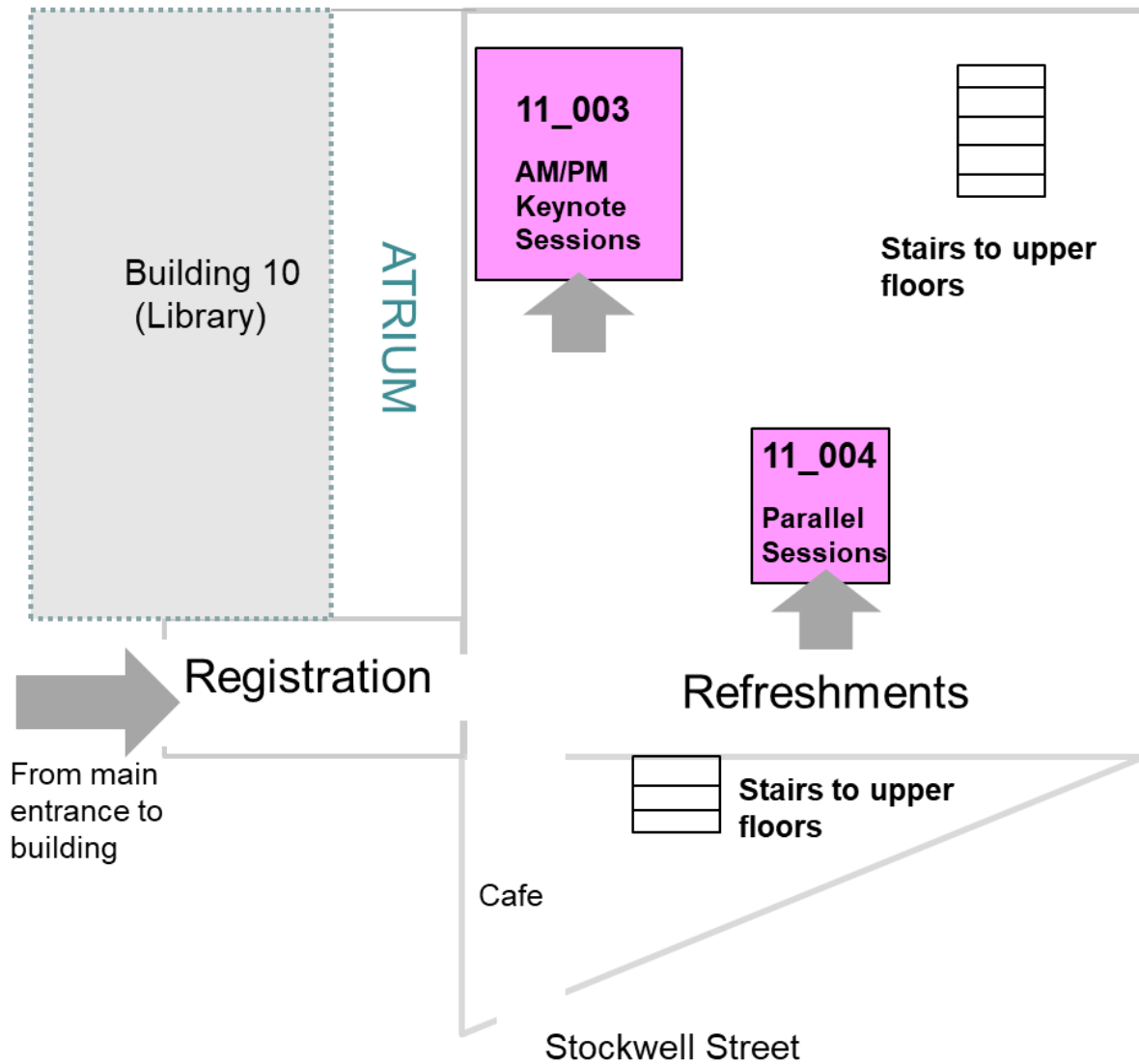
Post conference papers

As in previous years, we invite presenters to publish reflective papers in the **Compass journal**, by writing up their presentations after the conference when they have had the opportunity to test out ideas and have had discussions with their audience and other delegates.

You can view current and previous editions of the journal at: https://journals.gre.ac.uk/index.php/compass

We also welcome contributions to the **Greenwich Learning & Teaching Blog** available at: https://blogs.gre.ac.uk/glt/

If you are interested in writing a blog post to share your work or disseminate good practice, please contact Tania Struetzel on t.struetzel@greenwich.ac.uk.

Stockwell Street Ground Floor – building 11

Building 10
(Library)

ATRIUM

11_003

AM/PM Keynote Sessions

Stairs to upper floors

11_004

Parallel Sessions

Registration

Refreshments

From main entrance to building

Stairs to upper floors

Cafe

Stockwell Street

Stockwell Street Second Floor– building 11

Building 10
(Library)

Seminar rooms for
Parallel Sessions, 1, 2 & 3

Stairs

11_2008

11_2007

11_2006

11_2014

Stairs

11_2017

11_2018