

SHIFT 2023

11-12 January 2023 || Greenwich

This year's conference draws together four very topical strands that will give educators and students alike an opportunity to showcase their innovative approaches to learning and teaching over the past year.



**UNIVERSITY OF
GREENWICH**

Academic and Learning
Enhancement

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Chair's Introduction

Thank you for joining us at SHIFT2023. Whether you're joining in person, online or both we're pleased to have you with us for the 16th annual Learning & Teaching Conference at the University of Greenwich.

Our four conference themes are Relational Pedagogy, Practice-Based Learning, Feedback and Equality, Diversity & Inclusion. These themes underpin the shifts that we need to be making in higher education towards a more student-centred, authentic, and meaningful experience for all members of our learning community. With a wide range of presentations, workshops, lightning talks and showcase across all themes, we hope everyone attending will find something they can use in their own practice.



Our keynote speakers that will be book-ending the conference represent these shifts perfectly. Professor Denise Jackson, joining us from Edith Cowan University in Australia, will open SHIFT with a timely discussion of how we enhance all facets of our teaching by engaging effectively with industry and related practices. We will then close with Dr Billy Wong (University of Reading) and Dr Tiffany Chiu (Imperial College London) discussing their exciting and innovative approaches to making higher education more effective for under-represented groups.

I would like to thank our brilliant organising committee which was drawn from across the university. They have volunteered their own time to really shape the feel of the event, from choosing our conference themes, to reviewing the plentiful submissions we received, all the way through to chairing sessions here at the conference.

I want to extend a special note of thanks to Ciprian Alupeu and Peter Brown who have really made the whole thing work, from scheduling, to room bookings, to chasing me to write this introduction... Their contribution is immeasurable and there really wouldn't be a conference without them.

Welcome to SHIFT2023!

Dr Stuart Sims, Chair of the SHIFT Organising Committee

Programme Overview

Wednesday, 11th January

Online (Via Microsoft Teams)

09:45-10:00 Opening and Welcome

10:00-10:45 Keynote 1

10:45-11:00 Break

11:00-12:10 Parallel session 1

12:10-13:10 Lunch

13:10-14:20 Parallel session 2

14:20-14:35 Break

14:35-15:45 Parallel session 3

15:45-16:00 Closing

Thursday, 12th January

Stockwell Street Building 11,
Greenwich Campus, London

09:30-10:00 Welcome Coffee Morning

10:00-11:10 Parallel session 4

11:10-11:25 Break

11:25-12:35 Parallel session 5

12:35-13:35 Lunch

13:35-14:45 Parallel session 6

14:45-15:00 Break

15:00-15:50 Parallel session 7

15:50-16:00 Break

16:00-16:45 Keynote 2

16:45-17:00 Closing



Keynote Day 1: Prof Denise Jackson

Supporting student employability for graduate success

Wednesday 11th January, Plenary (Virtual Room), 10:00 – 10:45

Abstract

Developing student employability is a strategic focus for universities worldwide yet is often oversimplified to the development of certain skills and securing a job upon graduation. This presentation will consider the complexities of employability and how it can be influenced by individual characteristics and personal capital resources. It will explore different ways to enhance student employability to support positive transitions to work and longer-term career outcomes. In particular, it will discuss the role of work-integrated learning (WIL), the formal embedding of industry engagement in learning and assessment, and how it can help to prepare different groups of students for future work and career.



About Denise

Professor Denise Jackson is the Director of Work-Integrated Learning in the School of Business and Law at Edith Cowan University, Perth, Australia. Denise is focused on preparing students for future work and career through embedding meaningful industry and community engagement into the curriculum. Denise's work has been recognised by several research and learning and teaching awards, most recently an Award for Teaching Excellence (Australian Awards for University Teaching) and the James W Wilson Award for Outstanding Contribution to Research in the Field of Cooperative Education. Denise is a Principal Fellow of the Higher Education Academy and Elected President for the Australian Collaborative Education Network, the professional association for work-integrated learning in Australia.



Keynote Day 2: Dr Billy Wong and Dr Tiffany Chiu

What works for underrepresented students in higher education? Supporting academic success through inclusive practices

Thursday 12th January, Lecture Theatre 004 (11_0004), 16:00 – 16:45

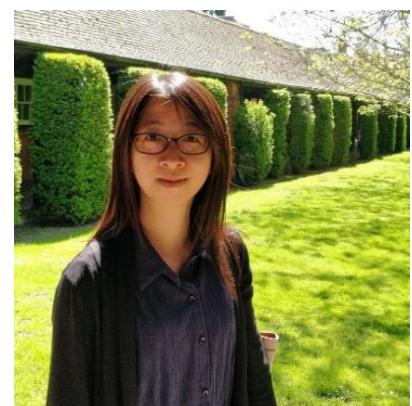
Abstract

In this keynote we discuss the academic success of underrepresented students in higher education, with a focus and reflection on the inclusive practices we developed through research projects aimed to better understand and support student experiences. We share our research on the educational strategies of high-achieving students from underrepresented backgrounds, especially their negotiations of pride and fear. We introduce the concept of the *ideal student* as a way to promote a more transparent conversation about the implicit, explicit and idealistic expectations of students in higher education. In doing so, expectations of students are made more visible, which is important for openness and equality since occluded and assumed expectations have long disadvantaged those who struggle to 'play' the higher education game. We conclude with a discussion of the resources we developed from our research, inviting you to explore how these materials and practices may be applicable in your context to foster a diverse and inclusive learning community, and strengthen students' experiences of transition and belonging at university.

Dr Billy Wong is an Associate Professor at the Institute of Education, University of Reading, where he is also the university's Director of Research and Evaluation (Access & Participation). His areas of research are educational identities and inequalities, especially in the context of higher education and STEM (science, technology, engineering, and mathematics) education. He has published in sociology of education, higher education, and science education journals. Billy is the author of *The Ideal Student: Deconstructing Expectations in Higher Education* (2021, Open University Press) and *Science Education, Career Aspirations and Minority Ethnic Students* (2016, Palgrave).



Dr Tiffany Chiu is a Senior Teaching Fellow in Educational Development at the Centre for Higher Education Research and Scholarship (CHERS), Imperial College London. She is Programme Director for the PG Cert in University Learning and Teaching and a Senior Fellow of the Higher Education Academy. Tiffany has led multiple projects in partnership with students and staff across the university on inclusion and diversity. Her teaching and research interests include student transition and progression, learning and teaching in higher education, assessment and feedback practice, and identity development.



Our themes

This year's conference themes have been carefully selected by our organising committee and reflect the current innovation and challenges in learning and teaching.



Equality, Diversity, and Inclusion (EDI)

Inclusivity in learning and teaching centralises respect for our diversity and recognises that all students can engage in different ways which are equally valid. This theme encourages contributions that emphasise embedding approaches of equality, diversity, and inclusion into all aspects of learning and teaching.



Feedback

Providing feedback on assessments is a pivotal part of the learning process and the development of students. But despite decades of research into the topic, ensuring feedback is effective remains a significant challenge. This theme invites explorations of effective practices in feedback, including practical examples and key principles.



Practice-based learning

Universities have been engaging in work-related learning since their inception, but a hands-on, work-orientated, or 'real world' type of learning has had a renewed focus in recent years. In this theme, we invite delegates to share examples of ways in which an authentic sense of practice is embedded into their teaching and learning.



Relational pedagogy

As we emerge from the pandemic, empathy and community are more important than ever to learning. This theme explores how we build and sustain positive relationships between teachers and students that cognitively and emotionally support students through their journeys together. Relational pedagogy glues together many key student outcomes, such as student satisfaction, well-being, retention, and academic performance.

Conference Programme

Wednesday 11th January – Online

Parallel Session 1

Virtual Room 1

Preparedness of Early Childhood teachers for Holistic development of early childhood education

11:00 – 11:20

Content vs Explanation - The teacher's dilemma

11:25 – 11:45

Virtual Room 2

Students' academic resilience and its impact on retention and progression

11:00 – 11:20

The benefits of group personal tutorials in relational pedagogy

11:25 – 11:45

The 'how' and 'when' of a successful feedback strategy

11:50 – 12:10

Virtual Room 3

Curating an inclusive and empathetic space using emotional design

11:00 – 11:40

"Another inanimate object on the ward round": how can we make placements more inclusive?

11:50 – 12:00



Virtual Room 1, 11:00 – 11:20

Preparedness of Early Childhood teachers for Holistic development of early childhood education

Muhammad Athar Hussain
Allama Iqbal Open University

Presentation

Equality, Diversity and Inclusion

The study investigated preparedness of early childhood teachers which would in turn contribute to formulate strategies to meet national agenda for early childhood education and move towards Sustainable Development Goals (SDGs). SDG 4 states to provide children and young people with quality and easily accessible education with other learning opportunities. One of its targets is to achieve universal literacy and numeracy. The objectives indicate the prerequisites which have to be ensured as stated in the National ECE curriculum and National Education Policy 2009 in order to meet the national commitment to the Dakar Frame of Action, that is, to provide comprehensive ECE education for all children. The objectives were to explore how ECE teachers were prepared to provide quality early childhood education. The results showed that early childhood teachers need to be prepared to teach language and literacy, writing skills, reading skills, numeracy skills, health and hygiene, world around us, arts and crafts, and social and personal development.

Virtual Room 1, 11:50 – 12:10

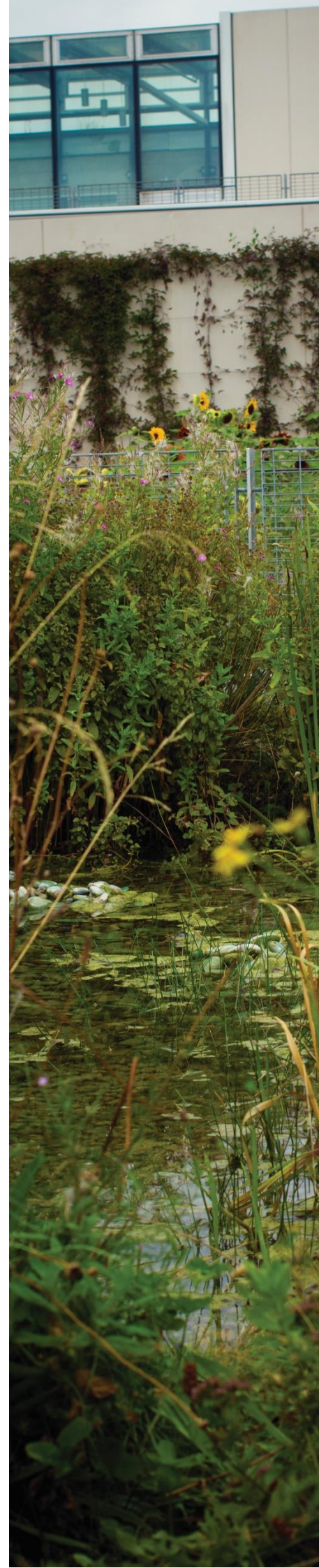
Content vs Explanation - The teacher's dilemma

Andy Wicks
Faculty of Engineering and Science

Presentation

Equality, Diversity and Inclusion

This paper describes a methodology which could lead to establishing the optimal proportions of explanation to facts in a lecture. This uses a grounded theory approach based on our annual induction quiz for computing students as an example. Students place themselves into one of five bands on the serialist-holist scale. The proportions in each band are then used to calculate the optimal mix of explanation to facts. This gives a very rough first estimate since the sample is biased towards only one type of student over a small timeframe.



Virtual Room 2, 11:00 – 11:20

Students' academic resilience and its impact on retention and progression

Nadia Benbouzid, Antonella Russo
Greenwich Business School

Presentation

Relational pedagogy

Previous literature suggests that academic performance and retention depend on two pivotal factors: a) students' ability to adapt to university life and the challenges they face in Higher Education (Ainscough et al., 2017; Allan et al., 2014) and b) students' efforts in dealing with educationally purposeful activities that positively contribute to the desired outcomes (Hu & Kuh, 2002). Following Cassidy (2016) and using the Structural Equation Model (SEM) and the Confirmatory Factor Analysis (CFA), we aim to: 1) Investigate whether students' academic resilience impacts students' retention and progression and 2) Identify the measures that can be implemented to strengthen students' resilience.

Virtual Room 2, 11:25 – 11:45

The benefits of group personal tutorials in relational pedagogy

Jules Mundair, Ewa Krolikowska
Greenwich Business School

Presentation

Relational Pedagogy

The success of personal tutoring has traditionally been associated with the quality of the personal tutor-tutee relationship in which the tutor offers one-to-one support. However recent studies suggest that students may benefit from group tutorials which are more structured and build support and friendships with other students (Calcagno et al., 2017). Social integration is key for students to have a more positive experience, through engagement and belonging, leading to student success (Beard et al., 2007). We propose and demonstrate how group tutorials can provide opportunities to develop social skills, social connectedness and social capital as part of relational pedagogy.

Virtual Room 2, 11:50 – 12:10

The 'how' and 'when' of a successful feedback strategy

Giulia Getti

Faculty of Engineering and Science

Presentation

Feedback

An effective feedback strategy is a great opportunity to positively impact on the quality of the students' learning process. But what does a successful feedback strategy look like? The HEA feedback toolkit identifies several characteristics of effective feedback. The most important of them all, is that students pick it up, read it and act upon it.

This presentation describes changes in the timing and delivery of feedback in a final year assessment to improve students' understanding of, and engagement with, feedback. As a results of this changes, more than 95% of the students looked at and applied the feedback received.

Virtual Room 3, 11:00 – 11:40

Curating an inclusive and empathetic space using emotional design

Maya Balfour

Faculty of Liberal Arts and Sciences

Workshop

Equality, Diversity and Inclusion

If a picture is worth a thousand words, curating an inclusive and empathetic space is the frame enhancing that photo and springing on a multitude of emotions. Through this workshop we will explore the importance of emotional design, rejecting uncomfortability, creating a space that takes into account the global experience, but most importantly allowing people to reconnect with what makes them happy.



Virtual Room 3, 11:50 – 12:00

“Another inanimate object on the ward round”: how can we make placements more inclusive?’

Emma Kennedy

Information and Library Services

Lightning Talk

Practice Based Learning

This lightning talk will share some key insights from research into the placement experience of students at a London medical school. We know that placements are a key part of many programmes, especially in healthcare, but the research I'll report on showed a gap between how staff envisage placements and how students experienced them in practice. Minoritised students experienced an intensification of issues such as racism and misogyny, while many also experienced social and educational neglect. I'll end with some questions to stimulate reflection on how we can enhance the design and running of placements to make them more inclusive



Parallel Session 2

Virtual Room 1

Embracing Technology and Overcoming Institutional Barriers to Innovation and Student Partnership

13:10 – 13:30

Importance of addressing the BAME Attainment Gap within Summative Assessments to promote an Inclusive Curriculum’.

13:35 – 13:55

Contemporary cultural event documentary

14:00 – 14:20

Virtual Room 2

Unmasking Autism

13:10 – 13:30

Towards inclusive pedagogy: Reflections on a staff development initiative to promote accessible teaching

13:35 – 13:55

Inclusive career and employability support services: application of the stakeholder theory

14:00 – 14:10

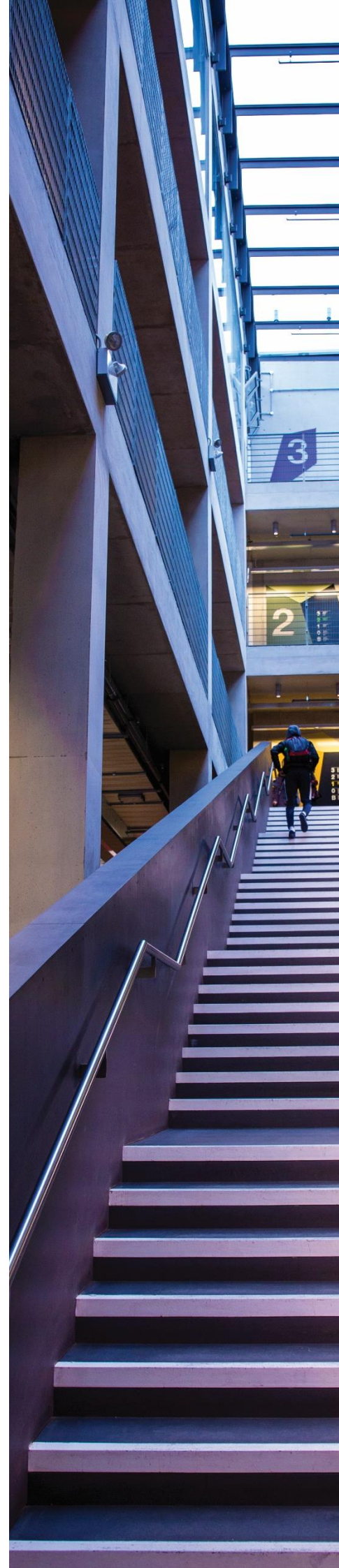
Virtual Room 3

Receiving and analysing student feedback

13:10 – 13:50

Multicultural Collaborative Learning

14:00 – 14:20



Virtual Room 1, 13:10 – 13:30

Embracing Technology and Overcoming Institutional Barriers to Innovation and Student Partnership

Neil Saunders, Paul Miller, Maya Al Saadi
Faculty of Engineering and Science

Showcase

Relational Pedagogy

This session will canvass how the lead presenter has used iPad technology over the last few years and demonstrate some of the user-friendly features of the software. It will also include presentations from some current third students in the Mathematical Sciences who have adopted this technology in their own practice, detailing how it has facilitated a greater sense of engagement and collaboration in their studies.

Virtual Room 1, 13:35 – 13:55

Importance of addressing the BAME Attainment Gap within Summative Assessments to promote an Inclusive Curriculum?

Surinder Walia
Faculty of Education, Health and Human Sciences

Presentation

Equality, Diversity and Inclusion

Within the School of Health Science, the EDI champion looked at the BAME Attainment Gap for their Summative Assessments. The diet of assessments used include OSCE's, Exams, Essay's, Workbooks, Presentations, and Reflective diaries. The findings showed a BAME Attainment Gap for all of these modes of summative assessments, which came as a great 'surprise' to some colleagues within the school. Some of the gaps were vast, which could not be easily explained, whilst others were addressed with quick fixes, such as changing the case scenarios within essays to reflect a more diverse and more representative population.



Virtual Room 1, 14:00 – 14:20

Contemporary cultural event documentary

Sam McGovern

Faculty of Liberal Arts and Sciences

Presentation

Equality, Diversity and Inclusion

My research project is an opportunity to explore focused research into a contemporary cultural event. This is an event that peaks my interest where I can develop into further exploring this topic using the format of a report as a short documentary or possibly a magazine. Development of this will be in a comprehensive record pulling on all of my resources in the use of a notebook and sketchbook, with curated reflection of thoughts and ideas.

My chosen event will look at the term Afro-Futurism. Where my investigation will navigate my findings using a range of different methods. This topic will also incorporate equality, inclusion and diversity within the borders of design in the fashion industry. The term afro futurism/Afro-futuristic art exploring the context of the Marvel movie Black Panther. Focusing on the cultural connection and the importance of representation of heritage and culture and effects of Appropriation in the fashion industry.

Virtual Room 2, 13:10 – 13:30

Unmasking Autism

Levina Susan Thomas

Faculty of Liberal Arts and Sciences

Showcase

Equality, Diversity and Inclusion

There is a special group of people who do not have the voice and are mostly under-represented by the community.

They seem to have a realm created around them where they hear, see and feel differently unlike us. They are a spectrum of a kind. More like superheroes with unique traits as superpowers. Although they are of various spectrum, they are related to traits in how they communicate, interact and manage daily tasks. I am talking about Autistic people.

There are people who realize at a later stage of life that they in fact go through autism simply because they have skilled the art of masking their autistic traits.

Virtual Room 2, 13:35 – 13:55

Towards inclusive pedagogy: Reflections on a staff development initiative to promote accessible teaching

Annie Bryan, Simon Cheung
Coventry University Group

Presentation

Equality, Diversity and Inclusion

In this interactive session, we share an approach designed to promote inclusive teaching at the Coventry University (CU) Group, based on students' key priorities for accessible learning experiences. We developed a CU training webinar to advance such experiences that would benefit all students, not only those with disabilities. Our SHIFT presentation provides an overview of what is covered in the CU training, replicating selected aspects of it to give conference participants practical insights into our approach. We also explore the impact of the training, and invite participants to consider the accessibility of their own teaching practices.

Virtual Room 2, 14:00 – 14:10

Inclusive career and employability support services: application of the stakeholder theory

Alistair Bogaars, Duyen Chu and Qijun Zhou
Greenwich Business School

Lightning Talk

Equality, Diversity and Inclusion

In our lightning talk, we will briefly introduce the whole project on business graduate employability optimisation, the role of stakeholder theory (Freeman, 1984), and some key findings from our in-progress project on "inclusive career and employability support services." In this project we have explored the current employability provision and the experiences of staff (academic and professional services) and students at the University of Greenwich.



Virtual Room 3, 13:10 – 13:50

Receiving and analysing student feedback

Ruta Furmonaviciene
De Montfort University

Workshop Feedback

Recently we have worked on co-creation of a biomedical science module with UG students, and they have been asked to complete brief feedback questionnaire after the first block of lectures. As students and staff may need more protected time for good feedback, as recommended in the paper by LaDonna and Watling (2018), we used some time for this task at our in-person revision sessions.

During our workshop we will present our feedback from students and to ask participants to discuss their experiences of/views about receiving and analysing student feedback in their institutions. Although the recommendations for collecting and analysing student feedback are well known (Brennan and Williams, 2004), this theme is interrogated by our new post-pandemic normal and new challenges for HE (Quinlan, Pitt, and Norton, 2022).

Virtual Room 3, 14:00 – 15:20

Multicultural Collaborative Learning

Line Pillet
Entrepreneurship & Management HES-SO Valais-Wallis

Presentation Practice-based learning

In this study, the authors have shared their experiences on experimenting with a multi-cultural collaborative learning pedagogy on B-School students from a Business School in India and Switzerland for a course on International Business. Students were divided into multicultural learning teams under the guidelines of Belbin's Team Role Inventory and a case-based approach was used by the faculty instructors of both schools to teach the course. At the end of the course, the students admittedly had a better understanding of cultural differences and could nullify all linguistic and cultural barriers to bond for a better team goal.



Parallel Session 3

Virtual Room 1

"I want to read this!" – New ways to make Module Handbooks engaging and inclusive

14:35 – 14:55

Using analysis of student performance and engagement to drive inclusivity and quality enhancement: A case study of shared module

15:00 – 15:20

Identities and positionality in higher education: experiences from academic development practices

15:25 – 15:45

Virtual Room 2

Collaborative Learning in Practice and Problem Based Learning: The impacts on the future midwives' learning in practice'.

14:35 – 14:55

Articulating Values, Skills and Confidence - Student Employability Workshops for Humanities Students: A work-in-progress

15:00 – 15:20

TNE partners' perceptions of marking moderation: deference or shared value

15:25 – 15:45

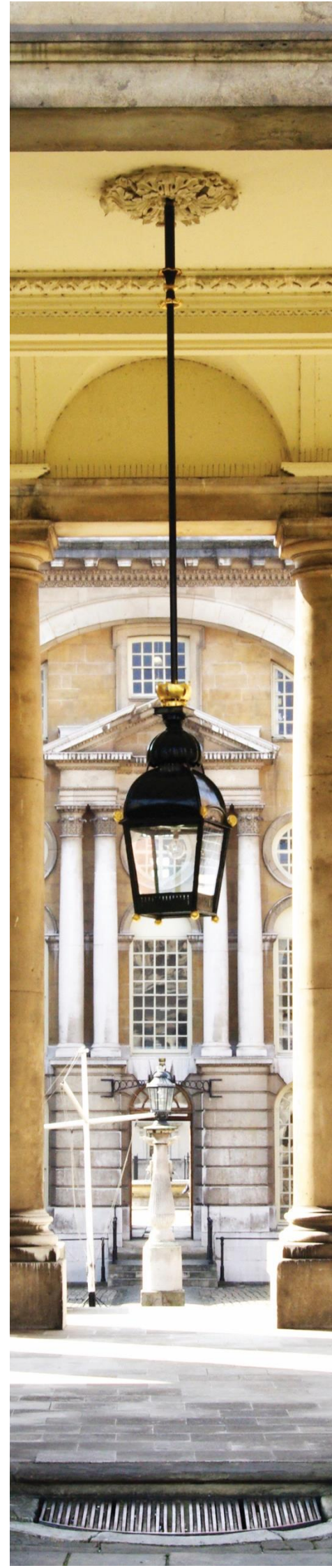
Virtual Room 3

'Somatic co-creation and reflections – outcomes from a Practice as Research Knowledge Exchange workshop'

14:35 – 15:15

Applying Contemporary Learning Methods (CLM) and Understanding Generation Z in Higher Education: A Case Study of University of Greenwich in the UK

15:25 – 15:45



Virtual Room 1, 14:35 – 14:55

"I want to read this!" – New ways to make Module Handbooks engaging and inclusive

Gerhard Kristandl

Greenwich Business School

Presentation

Equality, Diversity and Inclusion

Module handbooks have become “behemoths” of information over the last 10 years or so but have fallen behind in accessibility and the ability to engage our students. The current format struggles to engage visually; the information is coming “all at once” without much in prioritisation; ad-hoc changes need to be manually input; accessibility is not guaranteed; and they are not ready for mobile reading. Thus, I suggest new ways of how to increase engagement with and improve accessibility of module information by proposing a closer look at the presentation layer of module information, based on cloud-based enabling software.

Virtual Room 1, 15:00 – 15:20

Using analysis of student performance and engagement to drive inclusivity and quality enhancement: A case study of shared module

Lili Yan, Sallyanne Decker

Greenwich Business School

Presentation

Equality, Diversity and Inclusion

A challenge that academics who teach shared modules face is to ensure that students receive a high-quality experience, regardless of their disciplinary affiliation. Shared modules are those that are taken by students on different degree programmes. This paper presents a case study, as a practice-led example, of how data analysis and evaluation mechanisms can be used together to improve inclusivity and enhance quality. By analysing students learning behaviour via Moodle and examining assessment results, we made explicit action plans in the mandatory module monitoring reports and changed curriculum accordingly. Results show that the targeted action has impacted on students' outcomes.



Virtual Room 1, 15:25 – 15:45

Identities and positionality in higher education: experiences from academic development practices

Tania Dias Fonseca, Danielle Chavrimootoo
Kingston University

Presentation

Equality, Diversity and Inclusion

Participants will discuss how concepts of the 'hidden curriculum', white privilege, positionality, and intersectionality shape our experiences and perspectives on the world and what and how we teach. We will share what we have learned through trying, evaluating, changing, and adapting our strategies to challenge heteronormativity and ethnocentric approaches to pedagogy in higher education. During the session, we will draw on the experiences of designing and implementing continuous professional development workshops through a lifelong learning perspective in higher education.

Virtual Room 2, 14:35 – 14:55

Collaborative Learning in Practice and Problem Based Learning: The impacts on the future midwives' learning in practice'.

Ethel Rugge, Yemi Onilude, Laura Aldersley, Kayci Levi, Eursulyn Ferreira
Faculty of Education, Health and Human Sciences

Presentation

Practice Based Learning

Collaborative learning in practice (CLiP) is a model for supervising students where they work in small peer groups under the guidance of a practice supervisor. Improvements have been seen in students' peer support, confidence and responsibility, teamwork skills, new learning opportunities and being better prepared for practice after graduation. CLiP is supported by a coaching technique, the Goal, Reality, Options, Way forward (GROW) model, together with active listening and questioning. CLiP is based on Problem Based Learning (PBL) which enables students to learn through active engagement. Students are given opportunities to problem-solve in collaborative settings, create standards for their learning, and form self-directed learning outcomes through practice and reflection. CLiP aims to improve our student's placements and learning experience, which impacts on student's satisfaction, attrition, recruitment, and retention rates.

Virtual Room 2, 15:00 – 15:20

Articulating Values, Skills and Confidence - Student Employability Workshops for Humanities Students: A work-in-progress

Elizabeth Goodwin, Richard Jones
York St John University

Presentation

Practice Based Learning; Feedback

Despite the focus on ‘employability’ and work done across Humanities University departments to ensure the centrality of transferrable skills in disciplinary learning, at York St John University, we have become more aware of our History students struggling to connect their experiences, skills, and values. With our Careers Service, after a workshop in the spring, we theorised about connections between articulation of values and skills, and what that means for a student’s ‘employability’; a lack of confidence in articulating skills with evidence, and in articulating personal values, meaning that students often cannot engage with opportunities for ‘employability’ development. This work-in-progress paper aims to pose questions, our initial findings, and our ideas for the future.

Virtual Room 2, 15:25 – 15:45

TNE partners’ perceptions of marking moderation: deference or shared value

Maggie Xiaowen Gao, Sallyanne Decker
Greenwich Business School

Presentation

Practice Based Learning; Relational Pedagogy

Effective quality assurance arrangements in international contexts continues to be a problematic issue as transnational education expands. Research indicates that marking moderation is an important quality assurance process to check marking consistency and ensure the validity and reliability of student marks. However, local culture and systems may influence how TNE partners appreciate QAA practices and whether they are seen as mere tick box compliance exercises or processes for continuous improvement. This paper explores the TNE partners’ perception of quality assurance to develop a shared understanding of assessments and marking standards among global module teams and to build competencies in partners’ academic staff.



Virtual Room 3, 14:35 – 15:15

‘Somatic co-creation and reflections – outcomes from a Practice as Research Knowledge Exchange workshop’

Marianne Markowski

Faculty of Education, Health and Human Sciences

Workshop

Relational Pedagogy; Equality, Diversity and Inclusion

Marianne will share her reflections on the Somatic co-creation workshop which was held on 15th June 2022 at the Bathway Theatre in Woolwich. This workshop used a range of arts activities including somatic movement and dance to explore the question: “How can we learn to love being with less?” to address UN Sustainability goal 11: sustainable cities and communities.

At the end of the workshop all participants reported to feel positive and all stated to take home from the day something ‘valuable’ (e.g. a new perspective or approach). A short video to share the highlights will be shown (<https://www.youtube.com/watch?v=CjnwhZquxhg&t=19s>).

Virtual Room 3, 15:25 – 15:45

Applying Contemporary Learning Methods (CLM) and Understanding Generation Z in Higher Education: A Case Study of University of Greenwich in the UK

Ellie Sadanoglu

Greenwich Business School

Presentation

Practice Based Learning

This paper provides a comprehensive framework for simultaneously evaluating Contemporary Learning Methods (CLM) to Generation Z students in the higher education. The aim of this research is to understand generation Z in higher education and to provide a detailed roadmap for educators to enhance engagement during the lectures. Hence, we aim to assess the University of Greenwich students to provide in-depth analysis. This research takes a novel approach in studying comprehensive framework to understand the effectiveness of CLMs to the generation Z in higher education.



Thursday 12th January – In-Person (Greenwich Campus)

Parallel Session 4

Location: SWS 11_2017

BAME and Gender attainment gaps: Case study of innovative pedagogy and assessment & Feedback
10:25 – 10:45

The problem with giving feedback
10:50 – 11:10

Location: SWS 11_2016

Embedding equality, diversity and inclusion in the curriculum
10:00 – 10:40



SWS 11_2017, 10:25 – 10:45

BAME and Gender attainment gaps: Case study of innovative pedagogy and assessment & Feedback

Mahkameh Ganeï, Francesco Guidi
Greenwich Business School

Presentation

Equality Diversity and Inclusion; Practice Based Learning

According to University's Value-Added Metrics which was obtained from Planning and Statistics (PAS) for the period of 2012/13 to 2020/21, there are still significant differences in students' achievements and attainment gaps due to gender, ethnicity, and age. Initially, we have analysed the quantitative data to measure the magnitude of the attainment gap. Followed by an analysis of qualitative data such as social-economic class/background and demographic to highlight the wider contributing factors. We have observed that throughout our period of analysis the students' social economic background consistently played a major role in explaining the gap.

SWS 11_2017, 10:50 – 11:10

The problem with giving feedback

Lorna Main
Faculty of Education, Health and Human Sciences

Presentation

Feedback

Providing feedback to student nurses and midwives is an essential requirement (NMC, 2018). This presentation presents research findings about relational factors arising from student nurses' feedback to their practise supervisors/mentors in the lead up to professional registration. Using a social interpretive paradigm within a conceptual theatrical framework the data were examined through thematic and discourse analysis.

Student nurses have unrealistic expectations of their practice supervisors. Interpersonal tensions between student nurses and practice supervisors arise from traditional discursive practices embedded in negotiated behaviour, including social acting that often results in emotional labour.

SWS 11_2016, 10:00 – 10:40

Embedding equality, diversity and inclusion in the curriculum

Sarah Milliken, Hannah Lammin, Angela McArthur, Elena Papadaki, Caroline Rabourdin, Susanne Isa, Ed Wall
Faculty of Liberal Arts and Sciences

Workshop

Equality Diversity and Inclusion

The University of Greenwich Strategy 2030 includes a commitment to an inclusive and decolonised curriculum across the university – but what does this mean in practice? There is lack of agreement among practitioners about what ‘inclusive’ and ‘decolonised’ means and, indeed, what is meant by the word ‘curriculum’, and different disciplines have different aims and objectives which will have implications for curriculum design and delivery. In this session lecturers from the four portfolios in the School of Design – Media, Design Anthropology, Architecture, Landscape and Urbanism – will share their perspectives on the inclusive and decolonised curriculum, by showcasing examples of their practice.



Parallel Session 5

Location: SWS 11_2017

Decolonising School of Science Reading lists on the Medway Campus'

11:25 – 11:45

Decolonising programmes which seemed hard to be decolonised

11:50 – 12:10

Higher Education Student Identities: Seeing Each Other's Humanity in the Classroom and Beyond.

12:15 – 12:35

Location: SWS 11_2016

A toolkit to facilitate shared understanding of the language of assessment

11:25 – 12:05

Location: SWS 11_2014

Inclusive consultancy and employability opportunities supporting neurodivergent students

11:25 – 11:45

Co-construction in higher education

11:50 – 12:30



SWS 11_2017, 11:25 – 11:45

Decolonising School of Science Reading lists on the Medway Campus'

Andrew Day

Information and Library Services

Presentation

Equality Diversity and Inclusion

An overview of the development of a decolonisation toolkit by the Drill Hall Library, for the analysis and diversification of course reading lists, including the use of librarian and student-led approaches to list analysis. The presentation covers definitions of decolonisation, how it relates to learning content at the university, working on reading list decolonisation in collaboration with the Faculty of Engineering and Science, and how library services can contribute to all-faculty decolonisation, as outlaid in the 2021-26 Race Action Plan.

SWS 11_2017, 11:50 – 12:10

Decolonising programmes which seemed hard to be decolonised

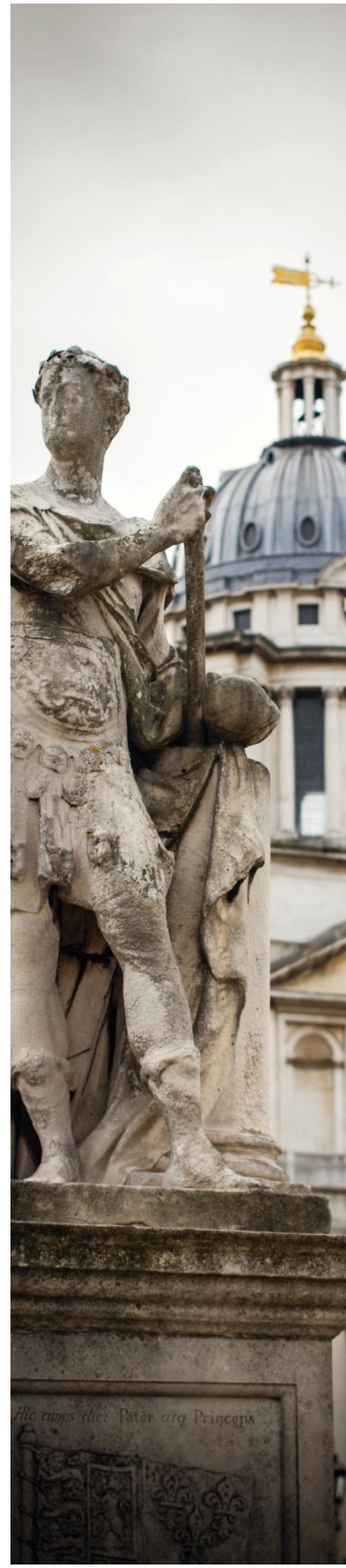
Mohammad Sakikhales

Faculty of Engineering and Science

Presentation

Equality Diversity and Inclusion

The main goal of decolonising is to recognise the effects of colonialism on how people perceive knowledge and education and to challenge those effects. Decolonising has been around for a couple of years and there have been many excellent case studies for humanities programmes such as philosophy and history. However, there are some programmes such as construction management which might seem too technical or vocational to be considered. This presentation critically challenges this narrative and discusses decolonisation in vocational programmes as a complex, dynamic, and creative approach which requires constant re-centring. Furthermore, it introduces practical steps with examples for educators to decolonise the curriculums in less obvious areas.



SWS 11_2017, 12:15 – 12:35

Higher Education Student Identities: Seeing Each Other's Humanity in the Classroom and Beyond.

Akile Ahmet, Sarah Garrone

London School of Economics and Political Science

Presentation

Equality Diversity and Inclusion

University education is no longer for the privileged few, and the doors of academia are now open for students from all backgrounds. As educators, we must recognise the different identities students embody and the impact these have on notions of belonging, success, and well-being.

As part of our work on inclusive education, we co-created a longitudinal project with our students using autobiographical methods to capture their everyday experiences. We will discuss our findings, how we can use autobiography to ensure no student remains invisible in the classroom (hooks, 1994: 41), and adopt pedagogical strategies that critically engage in dialogues about racism, ablism, heteronormativity, sexism, and elitism (Mirza, 2015).

SWS 11_2016, 11:25 – 12:05

A toolkit to facilitate shared understanding of the language of assessment

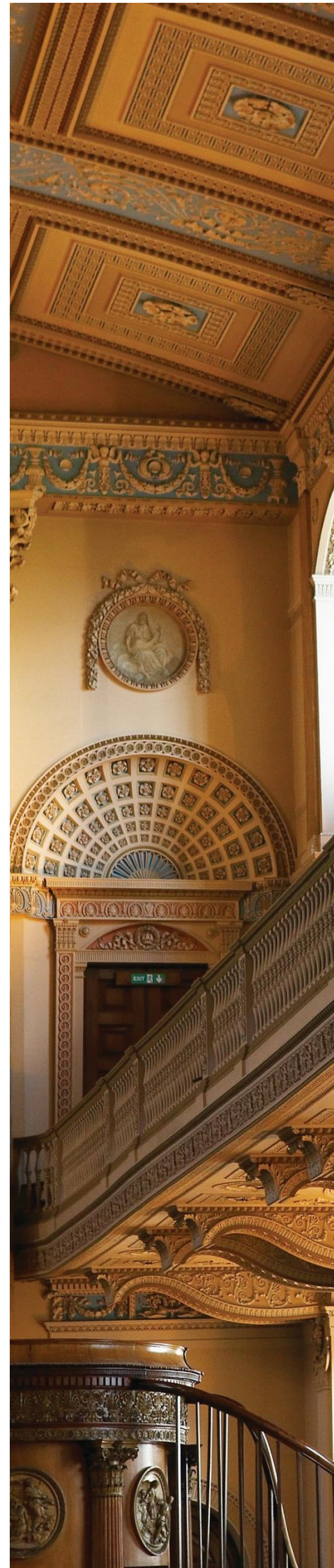
Gemma Mansi, Rachel George, Nikki Makinua, Catherine Emeordi-Okeke, Rob Wilson

Faculty of Education, Health and Human Sciences

Workshop

Feedback

This workshop introduces a QAA-funded cross-institutional project on making the language of assessment inclusive, and provides opportunities for participants to interrogate current strategies for engaging students in the language of assessment. Participants will be invited to discuss, evaluate and develop current (dialogic) strategies for demystifying the language of assessment for students, focusing particularly on assessment criteria. Participants are encouraged to participate in applying the recent version of the QAA toolkit developed as part of this project to different scenarios to assess and give feedback on the applicability of the toolkit.



SWS 11_2014, 11:25 – 11:45

Inclusive consultancy and employability opportunities supporting neurodivergent students

Helen Kofler, Lynette Lisk, Clare Caccavone
Greenwich Business School

Presentation

Equality, Diversity and Inclusion

Both Helen Kofler (Teaching Fellow in Marketing with background in careers education) and Lynette Lisk (Generator Programmes Manager, Enterprise & Innovation) have a keen interest in supporting students from minority groups and this year have been embedding support for neurodivergent students within the programmes they run. Helen will be explaining the foundations of neurodiversity and best practice support for students. Lynette will be speaking about the disability and neurodivergent friendly hackathon with national charity Ambitious about Autism. We are also delighted to welcome Clare Caccavone programme director from Ambitious about Autism to talk about their work more widely.

SWS 11_2014, 11:50 – 12:30

Co-construction in higher education

Suzan Koseoglu, Isabella Ye, Ryan Yung, Asmaa H Mohamed
Information and Library Services

Panel Discussion

Equality Diversity and Inclusion; Relational Pedagogy

In this panel presentation, contributors from the University of Greenwich (UK) and Modern Sciences and Arts (Egypt) will discuss their teaching practice through the lens of critical pedagogy. The themes we will discuss include the banking model of education, co-construction, and dismantling student-teacher hierarchies. We shall critique a top-down system of education, where the context of the student is not relevant to the educational process. Critical pedagogy resists efficiency, standardization, and the marketization of education. It raises serious questions on the meaning of education and how it relates to the lived experience



Parallel Session 6

Location: SWS 11_2017

An approach to building programme communities that engender a sense of belonging (a place of our own for study and beyond)

13:35 – 13:55

Student's as staff members. Working outside of your discipline to develop your employability skills.

14:00 – 14:20

Community Beyond the Classroom: Co-Creation for Outreach and Engagement

14:25 – 14:45

Location: SWS 11_2016

A collaborative workshop for the social and educational inclusion of migrant students in Higher Education

13:35 – 14:15

Location: SWS 11_2014

How the updated QAA Subject benchmark statements will help us to address issues of Equality, Diversity and Inclusivity & Entrepreneurship Education in our curricula.

13:35 – 13:55

The use of video-based assessment to promote academic literacies

14:00 – 14:20

Designing connectedness: supporting students through flexible learning

14:25 – 14:45



SWS 11_2017, 13:35 – 13:55

An approach to building programme communities that engender a sense of belonging (a place of our own for study and beyond)

David Watson, Prisca Schmarsow
Faculty of Liberal Arts and Sciences

Presentation

Relational Pedagogy

In this presentation, we will give a guided tour of some of the digital spaces we are using to work and communicate with our students. Some are freely available platforms such as Slack and Whimsical, others we have built ourselves to overcome the shortcomings of institutional spaces such as Moodle. We will explain how we have used these spaces to facilitate a community of learners and to foster a sense of belonging. These spaces also help us to deliver a pedagogy that is designed to help students work through a progression of academic skills, ultimately becoming rhizomatic learners.

SWS 11_2017, 14:00 – 14:20

Student's as staff members. Working outside of your discipline to develop your employability skills.

Tom Langston, Rugaiya Ally
University of Portsmouth

Showcase

Relational Pedagogy

This session will be explain Rugaiya's professional practice module where she applied for roles around the university, how she worked with Tom and the Academic Development team to support their work and write a blog series with Tom regarding student perceptions of university life.



SWS 11_2017, 14:25 – 14:45

Community Beyond the Classroom: Co-Creation for Outreach and Engagement

Stephanie Holton, Chloe Roberts, Jemimah Allen
Newcastle University

Presentation

Relational Pedagogy

This talk outlines a collaborative project ['Classics Transformed'] implemented in the 21/22 academic year to explore co-creation outside of the curriculum. Much recent work has shown the benefits of co-creation within the curriculum and the wide-ranging positive impact of high-quality student-teacher interaction: we wanted to explore the potential benefits of applying these approaches beyond the classroom space. We will discuss how we utilised 'outside' student-teacher interactions in a blend of High Impact Practices [Kuh 2006] as a tool for rebuilding a positive environment and sense of belonging, highlighting the potential for relational pedagogy's positive impact beyond the University campus.

SWS 11_2016, 13:35 – 14:15

A collaborative workshop for the social and educational inclusion of migrant students in Higher Education

Angeliki Voskou
Information and Library Services

Workshop

Equality Diversity and Inclusion

This workshop will constitute a collaborative forum enabling the discussion and interaction among students, researchers and practitioners around the social and educational inclusion of migrant students in Higher Education. It aims at identifying areas that need improvement in teaching practice/pedagogy and areas for further investigation, around three main levels of action: macro (policy discourse, social/cultural context), meso (institutional arrangements) and micro (teaching practices and interactions). It will also enlighten participants' views and experiences, aiming at the development of a student-centred and holistic pedagogical framework, which will facilitate the transition, achievement and attainment of migrant students in HE.



SWS 11_2014, 13:35 – 13:55

How the updated QAA Subject benchmark statements will help us to address issues of Equality, Diversity and Inclusivity & Entrepreneurship Education in our curricula.

Noel-Ann Bradshaw, Tony Mann
Faculty of Engineering and Science

Presentation

Equality Diversity and Inclusion

The QAA is in the process of updating some of its Subject Benchmark Statements (SBS). 14 were published in March 2022 and 12 will be published in 2023. The presenters are both on the Advisory Group reviewing the SBS for Mathematics, Statistics and Operational Research.

This talk will discuss the importance of these statements and how they can assist when we refresh/redesign our curricula. In particular, it will look at the new sections on equality, diversity and inclusivity, and enterprise and entrepreneurship education, discussing some of the issues arising and showing relevant excerpts included in published statements from several disciplines.

SWS 11_2014, 14:00 -14:20

The use of video-based assessment to promote academic literacies

Francisca Da Gama, Anna Demkowicz-Dobrzanska, Katherine Leopold
Greenwich Business School

Presentation

Equality Diversity and Inclusion; Practice Based Learning

We report on a pilot study from a year one module examining the use of a video-based assessment centred on reading an academic journal article. The assessment was originally conceived in response to Covid-19 and the increased demand for digital literacy. It aimed to improve student engagement with academic sources while developing confidence in the production of digital media. We found that students engage with a range of academic literacies and practices when producing audio-visual texts. We observed that learners who found academic writing challenging were able to synthesise academic material orally.

SWS 11_2014, 14:25 – 14:45

Designing connectedness: supporting students through flexible learning

Sebastian May, Georgia Steele
University of the Arts London

Presentation

Equality Diversity and Inclusion

This session explores how flexibility and connectedness together can support learners, their peers, and their tutors to meaningfully engage in online learning. In a recent inquiry, we explored pedagogic and student experience models across a range of creative subjects, working with over 300 learners and over 50 colleagues in a leading art and design university. We will share student and staff perceptions and experiences of connectedness in flexible learning activities, and will encourage delegates to consider how they could increase flexibility without sacrificing connectedness for learners.



Parallel Session 7

Location: SWS 11_2017

Using BREAD to guide an information diet for academic and professional life

15:00 – 15:20

Interdisciplinary collaboration: working with employers and practitioners to inform curriculum design

15:25 – 15:45

Location: SWS 11_2016

Building student-centric services: Unlocking Innovation in Student Engagement

15:00 – 15:40



SWS 11_2017, 15:00 – 15:20

Using BREAD to guide an information diet for academic and professional life

David Bedford

Information and Library Services

Presentation

Practice Based Learning

BREAD is a thinking tool designed to help students and professionals to select relevant and useful information sources. Initially developed by a librarian supporting health students, it has been shared by the Nursing Times and adopted by a number of different courses. This session will outline why the BREAD tool was developed, explore how it relates to authentic practice outside of university, and include a brief practical demonstration of how it is introduced in a classroom setting.

SWS 11_2017, 15:25 – 15:45

Interdisciplinary collaboration: working with employers and practitioners to inform curriculum design

Debbie Bartlett, Deborah Sims

Faculty of Engineering and Science

Presentation

Practice Based Learning

We are both academics who previously worked in the engineering and environmental industries respectively and are active in our professional bodies. We have a history of collaboration based on our shared interest in Industry Oriented Education (IOE) and the importance of industry/professional body links to an effective Teaching Pedagogy environment. We recently hosted a conference to bring together ecologists and engineers who, despite their different agenda, need to collaborate effectively to deliver major infrastructure projects compliant with environmental legislation on time and to budget. In this presentation we will show how the outcomes are informing the curriculum.



SWS 11_2016, 15:00 – 15:40

Building student-centric services: Unlocking Innovation in Student Engagement

Colum Mackey, Tania Struetzel, Emma Pleasant
Greenwich Student Union

Workshop

Feedback; Equality, Diversity and Inclusion

This workshop will provide a short overview of Greenwich Students' Union's Retention Project providing proactive peer-to-peer support to all students through termly wellbeing check-in calls, and how the insights have informed improvements to University services and processes. Participants will develop their own intervention tailored to their local context and student demographic.



SHIFT conference stalls

Several stalls are open during the day on Thursday 12th January, facilitated by Greenwich's [Academic & Learning Enhancement Team](#), showcasing a variety of programmes, schemes, and support they provide.

The stalls are located on the ground floor in the lobby area near the refreshments and will be open from 9:30-16:00.

GOLD Scheme

GOLD is the University of Greenwich's Advance HE accredited professional recognition scheme. It is accredited by [Advance HE](#) and recognised by HESA as a teaching qualification. GOLD is a flexible route to professional recognition for all staff (academic and professional services) to gain recognition of their support of learning and teaching in higher education. It is mapped against the UKPSF and consists of 3 categories of fellowship: Associate Fellow, Fellow and Senior Fellow. Come and speak with the GOLD team (GOLD@greenwich.ac.uk) for more information.

UKAT Scheme

The university is proud to support personal tutoring and has institutional membership of [UKAT \(UK Advising and Tutoring Association\)](#). UKAT is the only UK organisation to offer professional recognition qualifications for personal tutors. As part of our UKAT institutional membership, we support an annual cohort of personal tutors to gain professional recognition by creating a portfolio of evidence. The university offers this as a fully funded CPD opportunity, which includes personal membership of UKAT and external assessment of the portfolio of evidence. Come and speak with the Greenwich UKAT team (UKAT@greenwich.ac.uk) for more information.

Compass Journal

Compass is a peer-reviewed cross-disciplinary research journal that welcomes articles, case studies, opinion pieces and reviews relating to any aspect of learning, teaching and the student experience in higher education. The Journal publishes bi-annually (Winter and Summer editions) but welcomes any paper submissions at any time. New authors and reviewers are also welcome. Come and speak with Rachel George (R.George@greenwich.ac.uk) and the Compass Team for more information.



SHIFT Organising Committee

Many thanks to everyone on our organising committee for contributing and supporting with the planning and facilitation of SHIFT 2023.

Ciprian Alupei

Peter Brown

Sanziana Chiorescu

Peter Jones

Emmanuel Mogaji

Renginee Pillay

Julie Watkins

Elena Papadaki

Mariana Sampaio

Maria Gebbels

Anna Costantino

Crystal Tsay

Eve Rapley

Sara Gorgoni

Sarah Milliken

Peter Vlachos

Rachel George



Thank you for attending SHIFT 2023

We hope you enjoyed this year's conference and hope to see you next year!

If you have any questions or would like any further information about the conference, please contact our team at Shift@greenwich.ac.uk.



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Academic and Learning
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