



University  
of Glasgow

# 6th Annual University of Glasgow Learning and Teaching Conference

19th April 2013



## **Welcome to the sixth annual University of Glasgow Learning and Teaching Conference**

This year's conference focuses particularly on the following themes:

- Broadening students' educational experiences
- Using assessment to support student learning
- Harnessing technology for effective learning
- Education for sustainable development in our curricula
- Making it work - overcoming real challenges from practice

All of these reflect on how we are addressing some of the key challenges in the higher education environment today and also provide the opportunity to showcase some of the truly innovative practice that has the potential to change the nature of what we do. There is a strong focus on how effective pedagogy can be supported by appropriate technology against a backdrop of changing student behaviours. This comes at a time when the role of technology in supporting learning has come into sharp focus internationally.

As ever, much of what is presented at the conference serves to underline the progress we are making with our Learning and Teaching Strategy, available from:

[www.glasgow.ac.uk/services/planning/staff/public/learningandteachingstrategy](http://www.glasgow.ac.uk/services/planning/staff/public/learningandteachingstrategy)

It also provides a forum for productive discussion and can even spark future collaborations.

I would like to extend a particular welcome to those conference delegates from outside of the University of Glasgow. This is only the second year that our conference has been open to participants from other institutions. It provides a real opportunity to share our collective experiences to the benefit of our staff and students.

I hope that you have a very productive day and that you leave our conference with renewed inspiration to continue to enhance the learning experience of our students.

**Best wishes**



**Professor Frank N. Coton**  
Vice Principal (Learning and Teaching)

## **Keynote Addresses**

### **A network approach to developing teaching and learning**

**Katarina Mårtensson & Torgny Roxå**

*Lund University, Sweden*

Educational development rests in the lair of academic freedom. Academics as university teachers are the most pivotal actors if teaching and learning is to develop. But they don't do this in isolation – they are part of local, collegial contexts in which their teaching takes place; and where norms and traditions guide what is considered good or bad ways to teach.

This keynote uses a sociocultural perspective to explore what motivates academic teachers to develop teaching and learning. The presentation will draw mainly on three studies:

- Roxå & Mårtensson (2009) showed that university teachers have a *significant network*, where private, trusted conversations about teaching take place.
- Roxå, Mårtensson & Alveteg (2010) conceptualised the ways in which such local networks might have the potential to relate to and influence each other if viewed as a cultural system.
- Finally Roxå & Mårtensson (2011) explored successful academic microcultures in a research-intensive university, looking particularly at how quality in teaching was achieved at the practice-level.

The keynote will give the participants an opportunity to reflect upon who and what motivates them to develop their teaching and assessment practices; and how local conversations can be transformed into broader engagement in learning, teaching and assessment enhancement as lived out through disciplinary situations.

### **Biography**

Katarina Mårtensson is an academic developer at Lund University, Sweden since 1999. Her special interest is in scholarship of teaching and learning, in relation to the social collegial contexts of teaching, and in leadership.

Torgny Roxå is, since 1988, an academic developer at the Faculty of Engineering at Lund University in Sweden. His focus is strategic educational development using a sociocultural approach.

# **Learning & Teaching Conference 2013 – Abstracts**

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## Learning and Teaching Conference 2013 – Abstracts

### 1A Can playing video games help develop graduate attributes?

*Presenter: Matthew Barr, Humanities*

The relevance of games to the development of graduate attributes might, to the inexperienced, appear insubstantial. But given the pervasive nature of the medium – the vast majority of current undergraduates will come to university having had some sort of games machine at home – it would be useful to understand to what extent modern video games can have a positive impact on our students. Is it time to recognise that participation in an active World of Warcraft guild is at least as worthwhile an endeavour as playing for the University hockey team? If the answer to this question is ‘yes’, then perhaps video games can provide a novel and engaging means of embedding graduate attribute development in our institution’s curricular or extra-curricular provision.

This workshop will begin by seeking to determine which ‘graduate attributes’ participants feel they themselves currently possess, and reflect upon how and where these attributes were developed. We will discuss what skills and abilities gained during participants’ time in higher education have proven most useful in later life, and consider the various modes of acquisition involved in obtaining these skills.

The session will continue with a practical, participatory game activity from which lessons will be drawn on the applicability of using games to develop graduate attributes and, inspired by preliminary research into students’ views on video games and their relationship with learning, the workshop will then examine each of the University’s stated graduate attributes and invite discussion around the assertion that many of these attributes can be – and are already being – developed as a result of engagement with modern video games.

The workshop will draw upon the existing game-based learning literature such as Gee (2003) and Squire (2011), and on preliminary research being carried out at the University of Glasgow.

#### References

Gee, J.P. (2003) *What Video Games Have to Teach Us About Learning and Literacy*, Palgrave Macmillan.

Squire, K. (2011) *Video Games and Learning: Teaching Participatory Culture in the Digital Age*, Teachers’ College Press.

## **1B Using social media to support student learning**

*Presenters: Lorna Love, Sarah Honeychurch, and Shazia Ahmed, Learning and Teaching Centre; Jamie Wightwick, Careers Service*

Over several years Peer Assisted Learning (PAL) sessions have been offered, where students could work together informally alongside senior student facilitators. Although the demand for PAL was present, our attempts to bring students together voluntarily were disappointing.

In 2010, in an attempt to overcome this, Facebook groups were set up and semi-moderated for a range of Level 1 and 2 courses. Their success exceeded our expectations, providing real opportunities for virtual academic dialogue between classmates, senior students and support staff. Innumerable fruitful discussions resulting from students either constructively critiquing or confirming classmates' attempted solutions to problems have hugely enhanced the learner journey.

The virtual PAL arising has, in many senses, been even more valuable than we had hoped its traditional counterpart would be. Posts persist after online conversations have terminated, visible to all members. Students can self-select which conversations they wish to participate in. Activity continues during the evenings, weekends and holidays.

Shyer students intimate that virtual participation is less intimidating. Students who do not fit the 'perceived norm' of the cohort have spoken of interacting on a more equal footing than with physical PAL. Non-native English speaking students have told of their appreciation of having time buffers to digest and construct posts. Junior students have commented that they have been able to gradually familiarise themselves with academic terminology supported by the senior students.

This workshop will begin with an overview of our experiences of using Facebook in an academic context. We will provide examples of genuine conversations from the groups. Delegates will be given the opportunity to work collaboratively in order to 'mock-up' a group or page, making organisational decisions about how to moderate and populate throughout an academic year. There will be time for feedback from the activity and discussion of how Facebook can be used to engage students.

## **1C Reach Scotland: Accessing the Professions**

*Presenters: Scott Iguchi-Sherry and Laura Tansley, Recruitment and International Office*

*Co-authors: Neil Croll, and Alison Browitt, Recruitment and International Office*

Reach Scotland is a Scottish Funding Council funded national project, created in 2010, which aims to widen access to high demand professions – subjects which have not greatly benefited from efforts to widen participation in higher education to date. Reach West is coordinated by the University of Glasgow and works with 92 secondary schools across the region, encouraging, supporting and preparing S4-S6 pupils interested in studying a degree in: Dentistry, Law, Medicine or Veterinary Medicine, undoubtedly contributing to social mobility.

This paper will show how, using the successful model of the Top-Up Programme and in direct collaboration with the professional academic schools, Reach West has developed a programme which supports and guides pupils throughout the application process and beyond. Pupils engage in school and campus sessions, summer schools, work experience and blended learning methods are employed (i.e. virtual learning environments, online student mentoring, and crucially involving staff within University subject areas).

Targeting low progression schools, we will show how, in only two years, Reach West has already had a positive impact on the numbers of pupils from these schools and disadvantaged areas gaining entry to the University of Glasgow. The long-term effects will be increased opportunities for social mobility for these students and to redress the imbalance that currently exists in these professions.

## **1D Learning and life stories: Narrative inquiry in the classroom and fieldwork setting**

*Presenters: Geraldine Perriam Cheryl McGeachan, Geographical & Earth Sciences*

'Experience ... is the stories people live. People live stories and in the telling of them reaffirm them, modify them, and create new ones' (Clandinin and Connelly, 1994).

This paper looks at the method of narrative inquiry, an approach that focuses on the use of stories as data in the geography classroom and the fieldwork setting as a way of broadening students' educational experience. From our own experiences of using stories in the classroom and fieldwork settings, as both historical and cultural geographers, we share our experience of how narrative inquiry could be used to enhance students' experiences of curricula and fieldwork, allowing for deeper engagement with the learning experience.

First, through the examination of our own challenges from practice we aim to discuss how data sources in narrative inquiry such as field notes of shared experiences and autobiographical and biographical writing can help us to understand the relationship between the kinds of knowledge created in the university setting in contrast to the ways student manage and create knowledge during fieldwork (Savin-Baden and Van Niekerk, 2007). In doing so, we demonstrate how adopting such an approach can encourage students to view themselves as co-inquirers and co-collaborators in the studies in which they are involved and widen their educational experiences in a variety of ways.

Second, we explore the use of life stories and first-hand accounts as resources that allow for student engagement with themes in meaningful ways, particularly in the development of cross-cultural content. Themes such as climate change, sustainable development and immigration, all key areas of the Geography curriculum, can be enhanced through the use of narrative inquiry. This approach enables creative learning experiences for students and provides opportunities to develop reflective practice in students' work.

We demonstrate how to make the approach work and its capacity for broadening learning experiences.

### **References**

Clandinin, F.M. & Connelly, D.J. (1994) 'Personal Experience Methods' in N.K. Denzin & Y.S. Lincoln (eds), *Handbook of Qualitative Research*, Thousand Oaks, CA, California, pp.413-427

Savin-Baden, M & Van Niekerk, L. (2007) 'Narrative Inquiry: Theory and Practice', *Journal of Geography in Higher Education*, 31:3, pp.459-472

## **2C Enhancing international mobility and employability in Statistics programmes ...a degree is not enough...**

*Presenter: Claire Miller, Mathematics and Statistics*

*Co-authors: John McColl, Marian Scott and Adrian Bowman, Mathematics and Statistics*

The Higher Education Statistics Agency's (HESA) statistical release (2011) stated that in Scotland 69% of classified first degree graduates obtained a first (17%) or upper second (52%) class honours degree in 2009/10. With such a high proportion of Scotland's graduates obtaining a high class of degree it is clear that graduates require much more than simply an excellent Honours classification to make them 'stand out' from the crowd.

A recent YouGov poll reported by the Huffington Post in September 2012 stated that, 'Employers are increasingly favouring students with a minimum of one year's experience in industry when recruiting graduates' and it was reported in Archer and Davison's (2008) report on Graduate Employability that 'one third of employers viewed a graduate with any overseas study experience as more employable'.

In Statistics at the University of Glasgow, we have around 50 students graduating with either a single or combined honours degree each year. The percentage of highly qualified graduates (first or upper second) is similar to the HESA statistics above. To improve employability for our students and to raise student international mobility and employer engagement with our programmes, we therefore undertook the planning and creation of two new degree programmes.

Over the past three years, we have developed and implemented a double degree with the University of Bologna, Italy and an MSci in Statistics with Work Placement degree, which currently includes employers such as The Scottish Government and The Royal Bank of Scotland. We believe these programmes contribute to the personal and professional development and global employability of our students. This presentation will describe our experiences with the setting up and implementation of these programmes, the challenges, both academic and pastoral, student engagement, employer feedback and the impact on student recruitment to our programmes.

## References

Archer, W., and Davison, J. (2008) '*Graduate Employability: what do employers think and want?*' The council for industry and higher education.

HESA (2011) Higher Education Statistics Agency, Statistics first release 153, January 2011.

Sherriff, L. (2012) 'A Degree Is Not Enough, Say Employers As Youths 'Encouraged' To Busk', *The Huffington Post UK* (20th Sept 2012)

## **2D A cost-benefit analysis of using an asynchronous online forum to support a large L2 undergraduate class**

*Presenter: Joseph V Gray, Life Sciences*

*Co-author: Kevin O'Dell, Life Sciences*

How can a traditional, lecture-driven undergraduate course taken by a large number of students be delivered effectively and efficiently? In particular, how can a few staff encourage active engagement and provide effective feedback to a wide range of learners that differ in their academic interest, academic ability, learning style and cultural background?

Successfully addressing this question is important for the higher education sector not least because it will improve performance, satisfaction and retention of the increasingly diverse student body. Here, we will report a cost-benefit analysis of the use of an asynchronous online forum in providing feedback to and supporting a large Level 2 Genetics class at the University of Glasgow. The course is taken by 300-400 students from diverse backgrounds and with a wide range of intended degrees as the outcome. This course is taught by only two staff members. We make substantial, though measured, use of an asynchronous Moodle forum. Student traffic on this forum is significant.

This presentation will explore the following:

- How much time and effort do we spend on the forum?
- Why do students engage so actively with the forum?
- What benefits, if any, do staff and students gain from the forum?
- What lessons have we learned?
- Should other courses consider adopting such a forum?

### **3A Internationalising learning and teaching: challenges and opportunities**

*Presenter: Chris Yeomans, Recruitment and International Office*

Higher education has always been international. But over the past decade there has been a new recognition that a university education must actively prepare students for a globalised, multicultural world. At the same time, the internationalisation of teaching and research has become associated with quality and excellence as the best research and the most effective learning and teaching practices from around the world have become more visible and accessible.

This workshop explores practical ways of enhancing learning and teaching activity by harnessing internationalisation. The workshop will be split into the three parts:

- A brief overview of what the University of Glasgow's Internationalisation Strategy means for learning and teaching at Glasgow;
- Highlight a number of specific international resources and opportunities available to Glasgow staff in broadening educational experiences and internationalising curricula. There will be a particular focus on opportunities available through Glasgow's membership of the Universitas 21 network; resources made available by the Higher Education Academy to facilitate internationalisation of the curriculum and enhancing employability; and new European opportunities through the forthcoming Erasmus for All Programme;
- An opportunity to discuss how such resources and opportunities can best be deployed in practice. This will draw on specific case studies, and will include self-reflection about the extent to which teaching and learning at Glasgow are already internationalised.

### **3B 'Getting 'Hands-On' With Artefacts - An Exciting Learning Experience'**

*Presenters: Sally-Anne Coupar, Rachael Egan, Christina Gilfedder, David Jones and Scott Ross, Hunterian Museum*

The unique premise of the Pop Up Museum (PUM) is that it uses authentic museum artefacts to inform learning. These learning experiences are broad and various and include a wide range of participants but focus on the potential of PUM for broadening students' educational experiences. PUM provides opportunities for students to develop a wide range of employability skills, a sense of social responsibility and facilitates personal development.

The Pop Up Museum has a core of GU student curators who inform the development and strategy, participate in the events and run the supporting services (website, Facebook page, Twitter account, YouTube channel). There are also former student members in Copenhagen (Alec Faithfull, webmaster) and in Trondheim (Stine Bjørntvedt, guest blogger), and guest student members (sometimes from other institutions; filmography student Michael Egan from SAE Institute, Glasgow made the Planet Dinosaur film). The activities of PUM have informed a series of lunchtime talks in the Hunterian (*Wunderkammer: Cabinets of curiosities and e-portfolios*: 24 July 2012 - Sally-Anne Coupar [object selection by the students]; *Celtic Coin Connections*: Tuesday 29 May 2012- Scott Ross; *Africa: An Insight through Artefacts*: 25 October 2011- Rachael Egan and Dave Jones. PUM has also informed a Master's thesis - Stine Bjørntvedt: *Can't touch this? The Pop Up Museum in Glasgow and the role of the object in public engagement*. Master's Thesis in Cultural Heritage, Trondheim, May 2012.

PUM has appeared at the Glasgow Science Festival since 2011, Love Archaeology GU event (2010), several Egyptology Scotland events, University Freshers' Fair (2011), Black History Month opening event (2011), Dirt Season with the Wellcome Trust (Medical Maladies, 2011), BBC at Science Centre (Planet Dinosaur, 2011), Centre for Open Studies Open Day event (2012). It has also travelled to promote STEM subjects in schools (Clydebank High, Clevedon Secondary).

The session will begin with a short introduction explaining the student-run Pop Up Museum and how it works. This will be followed by a short film showing the student curators talking about the ways in which they feel that the Graduate Attributes were enhanced in them by PUM and its related activities. Attendees will then be divided into teams, each led by a student, and they will use original museum artefacts to design a learning activity for a STEM subject using the PUM model and will have an opportunity to explore the potential for

museums to enhance the student learning experience. Each team will have 60 seconds to present their activity which will be rated by the other teams.

### **References**

Stine Bjorntved: *Can't touch this? The Pop Up Museum in Glasgow and the role of the object in public engagement*. Master's Thesis in Cultural Heritage, Trondheim, May 2012

### **3C Teaching equality, diversity and health inequalities... with help from imaginary friends!**

*Presenter: Diane Willis, Nursing and Health Care*

Scottish health policy has consistency focused on reducing inequalities and improving the health of the Scottish people (Scottish Executive 2001; 2008; 2010). Less attention has been paid to implementing policy to ensure health practitioners have the necessary skills to work effectively with clients from disadvantaged and diverse backgrounds in order to achieve the desired health outcomes. This leads to inequalities when these clients access healthcare services and explains their poorer health outcomes. To address these inequalities, educators need to ensure health practitioners are trained to provide compassionate and dignified services and care that reflects the needs of clients from disadvantaged and diverse backgrounds. To achieve this, practitioners need to understand the needs and the complexity of their clients' lives (Hart et al. 2001). How to achieve this presents educators with a number of challenges. This paper looks at how imaginary characters were used to help students understand the health inequalities faced by clients who are from diverse or disadvantaged backgrounds and the impact this can have on their health and well-being.

Imaginary characters were introduced to a first-year health course for 130 nursing and food and nutrition students. The course examined the complexities of health provision and the impact of psychological and sociological influences on health and well-being. Embedded within the course was an e-learning resource, 'Bridging the Gap', which used the inequalities imagination model (Hart et al. 2003). This model had been designed to help practitioners increase their understanding of, and how to work effectively with, clients from disadvantaged and diverse backgrounds through attempting to experience the reality of living in their world.

This paper will explain how various characters were utilised to help students:

- understand the theoretical concepts within the course
- appreciate the impact of social and psychological influences on health and well-being
- understand inequalities and diversity

#### **References**

Hart, A.; Hall, V. and Henwood, F. (2003) Helping health and social care professionals to develop an 'inequalities imagination': a model for use in education and practice. *Journal of Advanced Nursing* 41(5), 480–489.

Hart A., Lockey R., Henwood F., Pankhurst F., Hall V. and Sommerville F. (2001) *Addressing Inequalities in Health: New Directions in Midwifery Education and Practice*. English National Board for Nursing, Midwifery and Health Visiting, London.

Scottish Government (2010) *Equally Well Review – Report by the Ministerial Task Force on implementing Equally Well, the Early Years Framework and Achieving Our Potential*. Scottish Government, Edinburgh.

Scottish Government (2008) *Equally Well – The Report of the Ministerial Task Force on Health Inequalities*, Scottish Government, Edinburgh.

Scottish Executive (2001) *Our national health: delivering change*. Edinburgh: Scottish Executive.

### **3D Evaluation of a Pilot Peer Observation of Teaching Scheme for Chair-side Tutors at Glasgow University Dental School**

*Presenter: Alison M Cairns, Dental School*

*Co-authors: Catherine Bovill, Learning and Teaching Centre and Vincent Bissell, Dental School*

Pilot Observation of Teaching (POT) is a reciprocal process whereby one peer observes another's teaching and provides supportive and constructive feedback. Its underlying rationale is to encourage professional development in teaching and learning through critical reflection, by both observer and observed (Lubin 2002). Institutionally, POT is consistent with the University of Glasgow's aim to promote excellence in teaching. Despite many POT schemes within higher education, there are no reports of its use in dental chair-side clinical teaching. Dental outreach tutors have limited access to support for teaching as clinical responsibilities hamper their availability to attend development events. POT can potentially fulfil this feedback and support role.

This presentation outlines the establishment and evaluation of a POT scheme for chair-side clinical tutors at Glasgow University Dental School and outreach clinics. All paediatric dentistry tutors (14) were invited to be involved. Participants were paired, each pair had pre and post observation discussions and attended 2 clinical teaching sessions where they were alternately observer and observed. Semi-structured interviews were undertaken with participants, these were recorded, transcribed and analysed.

Twelve observations took place. 10 occurred in an outreach setting and 2 were conducted within Glasgow Dental School. The scheme encouraged reflection on teaching practice both before and after the observations and all participants found involvement in the scheme to have been an influential educational experience. Participants felt reassured that their teaching approach was similar to others. Some participants adopted new approaches to teaching following their POT experience. Peers were instrumental in encouraging cultivation of exemplary aspects of current practice. Others learnt from pointing out missed teaching opportunities. The participants all agreed that POT was an appropriate and authentic method of developing teaching skills which could help standardise teaching.

The scheme was well received and participants are eager to repeat the POT process. Tutors were encouraged that introduction of this scheme acknowledged their need for ongoing teaching and learning support. There are plans to widen the scheme.

## References

Lubin, J. (2002) A guide to peer review of teaching. University of Tasmania. Available at [www.utas.edu.au/tl/improving/peerreview/](http://www.utas.edu.au/tl/improving/peerreview/)

## 4C Sense-space

*Presenter: Joanna Crotch, Glasgow School of Art*

We currently inhabit a visually dominant environment, one in which the evolution of digital technologies have allowed architects, artists and designers to work with highly sophisticated imagery in the process and communication of their work. These advancements in technology have made our planet appear to be smaller, more accessible, and globalisation is evident in every part of our lives. Is this a good thing or are we turning our backs on the principles that we not so long ago deeply valued; regionality, skill and longevity and replacing these with speed, homogeneity, expediency and globalisation? Is technology overload desensitising us, and as a result have the creative arts made a shift into the digital where a generic visual medium dominates at the expense of a multisensory outcome?

This paper explores this phenomenon and reports on an interdisciplinary course where the physical nature of space is explored through a series of sensual experiments using a mixed medium approach to recoding and reporting. Students are challenged to move out of their comfort zones and seek different methods to research and explore ideas that may then go on to inform their work, be it architecture, sculpture or fine art. Can more traditional 'hands on' processes be reengaged with to enrich the creative process and the final result where the physical and the digital complement each other?

### References

- Pallasmaa, J. (2005) *The Eyes of the Skin, Architecture and the Senses*. Wiley, England.
- Pallasmaa, J. (2009) *The Thinking Hand*. AD Primer, London.
- Solnit, R. (2002) *Wanderlust*. Verso, London.
- Zumthor, P. (2006) *Thinking Architecture*. Birkhauser, Berlin.
- Zumthor, P. (2006) *Atmospheres*. Birkhauser, Berlin.

## **4D Engaging students in Peerwise: an innovative online learning approach**

*Presenters: Andrew Grosset and Katherine Cameron, Medicine*

*Co-authors: Joanne Burke, Max Field, Margaret-Ann Flynn and Carol Ditchfield, Medicine; Donald Cameron and Vivian Binnie, Dentistry; Lesley Nicolson and Jennifer Hammond, Veterinary Science; John Hamer, and Helen Purchase, Computing Science and Amanda Sykes, Learning and Teaching Centre*

### **Introduction:**

PeerWise is a free piece of online software developed by Mr Paul Denny from the University of Auckland, New Zealand. It provides an online platform for a cohort of students from any discipline to write, answer, comment on and rate the quality of Multiple Choice Questions (MCQs) created by their peers, creating an opportunity for formative assessment that is peer-controlled. PeerWise has little staff involvement and is aesthetically similar to popular social networking sites, making it more acceptable to the student population.

PeerWise was implemented into the first year undergraduate curriculum in the medical, dental and veterinary science cohorts for the academic year 2011/12. Different methods of engagement were organized for the three cohorts to include voluntary, use as a coursework exercise and use as summative assessment respectively.

### **Methods:**

Comparative usage data of PeerWise from the software itself was compiled. This included timing, questions written in each cohort and general descriptive statistics. Additionally, a 5 point Likert questionnaire with space for free text comments was issued to students and focus groups were conducted.

### **Results and Discussion:**

Between the three cohorts there were 481 students, on average writing 3.9 questions creating a total of 1650. Students answered a total of 89,870 questions, an average of 190 each, though this varied widely between the cohorts. In terms of questionnaire and focus group data; those participating voluntarily were less likely to write questions, though equally likely to answer. All cohorts used the software most in the run up to formative and summative assessments and reported similar strengths and weaknesses of the software, with minor differences between cohorts. Students valued the software for revision, but raised concern around the lack of input from staff.

### **Conclusion:**

Cohorts who used PeerWise on a compulsory basis engaged with the software more than others. Many students rated PeerWise positively and

stated they would use it again in their future studies. Students would prefer staff involvement on a variety of grounds and there were some issues identified which will need to be considered for future use.

## **5A How exam feedback can support student learning**

*Presenters: Razvan Balaban, VP Learning and Development, Laura Stockwell, College of Arts Convener and Lucy Johnstone, College of Social Science Convener, GUSRC*

### **How exam feedback can support student learning**

The aim of this presentation is to highlight the role that exam feedback can have on supporting the student learning experience. Looking from a comparative perspective, the presentation will touch upon practices across different educational systems and how that practice supports students' learning. Case studies of the Eastern and Australian model of education will be presented with discussion on the effect and efficiency following from the presentation.

## **5B Redesigning a Module to Encourage Flexible Social Learning**

*Presenters: Sue Milne, Education and Sarah Honeychurch, Learning and Teaching Centre*

In recent years the BTechEd First Year Mathematics module has undergone a significant redesign due to a combination of factors. In 2010 a new tutor took over the module and began to add more content to the existing course, to encourage students to engage with different types of online resources; however, a total redesign was not possible due to the limitations of the existing VLE (Moodle 1.9). In 2012, with support from the Learning Technology Unit within the Learning and Teaching Centre, this course was restructured on the new Moodle 2.3 site, so that new tools for assessment authoring and delivery (developed by experts at the University of Glasgow in collaboration with Edinburgh and Kingston) could be embedded within the course. Previously available technologies were limited in various ways; with the arrival of this new tool, sophisticated questions can be delivered and activities can be accessed on and off campus. In addition, the new version of the course includes tools for social networking and collaborative learning.

In this presentation we show the current version of our Moodle 2 course in detail, explaining our reasons for incorporating the elements we have used. We talk about the journey from Moodle 1.9 to 2.3, reflecting on the amount of time needed to set up a course such as this and explaining the decisions we made. We also demonstrate the deployment and use of the assessment tools, to enable participants to gain an appreciation of the benefits to themselves of implementing these tools. We end with a brief discussion of future plans for the course, including suggestions for further embedding social networking and collaborative learning into the course.

## **5C (Movies + Moodle Quizzes) x (Open Optional Discussions) = (Better marks + Happier Students ^ (Teacher)) ???**

*Presenters: Philip Harrison, Engineering and Amanda Sykes, Learning and Teaching Centre*

*Co-author: Alex Vasiev, Engineering*

A new teaching method has been implemented over a 10 lecture course on Materials for 2nd year Mechanical Engineering students, using a range of software and virtual teaching tools currently available at the University of Glasgow. The method involves the use of screen-capture video technology to create video lectures which are used as the main teaching resource. These are provided to the students by posting on Moodle each week. Each lecture has an associated timed Moodle quiz that expires 1 week after the video lecture is made available. The quizzes are used to motivate the students to watch the video lectures on a weekly basis (students are required to attempt 8/10 quizzes and achieve 40% overall in order to pass the course). A Question and Answer session on each lecture is held one week after the video lecture is posted. Attendance at the Q&A sessions is optional, the lecturer discusses any specific questions that the students may have from the associated video lecture. Automated feedback is provided both during the quizzes, in real-time, and later via statistical analysis of the class performance as a whole. The latter is provided following the quiz deadline, on a weekly basis. The teaching method has been assessed from the perspective of both the student and the teacher. Student performance is measured by a direct comparison of both final exam and Moodle quiz performance from one class in 2010 taught using regular lectures and a subsequent class in 2012 taught using video lectures. Student satisfaction has been measured through on-line voting and independent student focus group discussion. Teacher experience is assessed in terms of time-investment, psychological experience and satisfaction.

## **5D Does Blended Learning Work? Using weekly on-line homework assignments to promote student engagement and learning in level 1 psychology students**

*Presenter: Jason Bohan, Psychology*

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Traditionally universities have employed face-to-face teaching with paper-mediated homework, but increasingly digital delivery of some course elements is becoming important. In response many academic publishers have developed integrated on-line resources for their first year textbooks as an incentive for course organisers to adopt their texts. However to date little research has been conducted to assess if, and how, these resources are used by students and if they provide any valuable additional learning opportunities.

This paper will report the findings of a reflective study evaluating student engagement with, and the perceived educational value of, on-line formative weekly homework assignments. The assignments were made available to all 550 Level 1 Psychology students using the Connect system offered by McGraw Hill as they publish the level 1 psychology textbook employed within the course. The set assignments were chosen from a selection available on the Connect system by the lecturers each week. Each assignment included an interactive learning activity which was designed to support students in embedding their learning by actively mapping abstract concepts from the lectures on to concrete applications. The weekly tasks also included a set of formative multiple choice questions which were mapped directly on to the summative assessment for the degree exam. These provided students with a source of continuous formative assessment and feedback, and a weekly revision tool. The findings indicate that approximately 15% of students regularly engaged with these resources.

Within the paper we will discuss the potential impact on student performance and findings from interviews with students who did and did not use the resources. These interviews will explore themes such as student motivation, engagement and satisfaction with this integrated resource. Finally, we will discuss the feasibility of lecturers using the outcome of these on-line resources to inform their future teaching practices.

## Notes

**Learning and Teaching Centre**  
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