University of Glasgow

8th Annual University of Glasgow Learning and Teaching Conference

14th April 2015

Welcome to the eighth annual University of Glasgow Learning and Teaching Conference

This year's Conference is entitled 'Learning and teaching in a changing environment'.

The theme of the Conference this year is, to some extent, symbolic of the historic opportunity afforded to the University through the acquisition of the Western Infirmary site. We are now, and for the foreseeable future, in a changing physical environment. This should cause us to reflect on how our estate currently supports our teaching and, more importantly, how we would like it to enable our teaching in the future.

There are, however, other drivers of change affecting the learning and teaching environment globally and, in the longer term, these have the potential to be far reaching. Internationalisation of the student community continues to create both challenges and opportunities as does engagement with transnational education. The growth of online and blended learning, including the advent of MOOCs, has raised questions about the sustainability of the campus centred educational model. Pervasive and robust communications technologies create the possibility of very different modes of collaborative learning that may ultimately redefine the role of the teacher. This is by no means an exhaustive list of the drivers of change that will influence learning and teaching in the years ahead but, for us, a key priority must be supporting our staff and students to embrace positive change in a way that enriches their experience at this University.

This Conference provides an opportunity to share experiences of learning and teaching in this changing environment and to learn from the experience of our peers. In doing so, it also provides the opportunity to showcase some of the truly innovative practice that continues to keep our student learning experience amongst the best in the world.

We have opened our Conference to external delegates for a number of years now and so I would like to extend a particular welcome to colleagues attending from other higher education institutions.

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 your students.

Best wishes

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

Keynote address 1

If we learn like that, why do we teach like this?

Robert A. Duke, University of Texas at Austin

In 1959, Jerome Bruner correctly observed that "The school boy learning physics is a physicist, and it is easier for him to learn physics by behaving like a physicist than doing anything else" (1960, p. 72). Since that time, research in psychology and neuroscience has deepened our understanding of the fundamental principles of human learning. Yet much of what we do in public and private education at all levels of instruction seems to effectively ignore these principles. What's up with that?

Biography

Robert Duke is the Marlene and Morton Meyerson Centennial Professor and Head of Music and Human Learning at The University of Texas at Austin, where he is University Distinguished Teaching Professor, Elizabeth Shatto Massey Distinguished Fellow in Teacher Education, and Director of the Center for Music Learning. He also directs the psychology of learning program at the Colburn Conservatory of Music in Los Angeles. His research on human learning and behavior spans multiple disciplines, including motor skill learning, cognitive psychology, and neuroscience. His most recent work explores procedural memory consolidation and the analysis of visual gaze in teacher-learner interactions. A former studio musician and public school music teacher, he has worked closely with children at-risk, both in the public schools and through the juvenile justice system. He is the author of Scribe 4 behavior analysis software, and his most recent books are Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction and The Habits of Musicianship, which he co-authored with Jim Byo of Louisiana State University. He is a co-host of the public radio program Two Guys on Your Head, produced by KUT in Austin.

Keynote Address 2

How the Web changes the way we learn

Hugh Davis, University of Southampton

Over the last 40 years we have seen the higher education landscape change significantly. Today many more people study in higher education, and these people come from ever more diverse backgrounds, with different expectations of the experience. During this period we have seen the introduction and widespread use and influence of microcomputers and then the Internet. These technologies have been hailed by some as the solution to the massification of higher education. Others have suggested that the current generation of students, who grew up with the technologies, were in some way 'blessed' with an innate ability to use the technologies to learn: in recent years we have seen the trend taken to the extreme with some pundits suggesting that the free online education enabled by MOOCs would replace the need for traditional universities. Some academics have embraced technology, changing their practices and 'flipping' the classroom, blending learning or even moving to virtual worlds. By contrast others claim that technology has had little or no impact of learning, they continue their practices such as talk and chalk, using methods little different to those they experienced in their own privileged education many years previously. A variety of responses have been seen from educationalists looking on to this world. Some have championed these changes while others have argued that it merely distracts observers from truly understanding the complexity of educational and learning processes.

This talk will consider the questions, has technology changed the way we go about learning and what we actually need to learn? Finally the talk will address the question of what 21st century higher education might look like.

Biography

Hugh Davis is Professor of Learning Technologies at the University of Southampton, where he is also Director of Education, and directs the Institute for Learning Innovation and Development (ILIaD<https://iliad.soton. ac.uk/>). Hugh has a long history of research in Hypertext and in Learning Technologies, with over 200 publications in these areas and more than 35 grants. He also has significant experience as an educational change-agent in HE at both a local and national level. His current interests include the 'Virtual University', using educational analytics to understand how students go about learning, and how the web changes HE and learning, all of which are branches of Web Science. Hugh has given a number of recent keynote talks on so called "disruptions" in HE, in particular on-line learning, MOOCs, and the changes they cause.

Learning & Teaching Conference 2015 – Abstracts

Learning and Teaching Conference 2015: Abstracts

1A Online assessment and feedback: how to square the circle

Presenters: Ian Strachan, Tara Brendle and Andrew Wilson,
Mathematics and Statistics

Within Mathematics considerable changes have taken place in how we teach, assess and provide feedback to the very large cohorts of students that make up our non-honours classes. The use of online assessment methods have been introduced to provide enhanced feedback - both in terms of frequency and volume - but this raises huge logistical problems: how to process and record over 2000 individually marked pieces of work each week.

This presentation will describe how an innovative use of online assessment methods, scanning technology and conventional marking can all be integrated with the University's SharePoint system, resulting in a system where rapid, weekly feedback can be both given and recorded. These changes have resulted in increased student engagement and improvement in exam performance.

Many of the ideas and processes that have been developed will be transferable to other schools. For example, the dynamic use of SharePoint to record weekly assessed work has enabled the School to develop effective early warning mechanisms to identify students with problems.

1B   Using audio and video to improve student feedback

*Presenters: John Kerr, Social Sciences and Caelum Davies, Students'
              Representative Council*

Improving on the student experience is always a priority for the College of Social Sciences, with feedback playing a large part in that. The purpose of this pilot was three fold:

1)   to continually seek to improve the NSS results

2)   to explore new ways to enhance the learning experience and improve efficiency

3)   to work with the SRC on a whole student body issue they are particularly interested in improving

The pilot was undertaken across all five schools within the College with student groups of around 30. Electronic submissions where captured using Camtasia with voice over feedback being applied to create a short video clip for the student to access via Moodle.

This presentation will focus on the way in which the schools undertook this task, along with the processes involved to develop and deliver feedback using this method. We will share student and staff feedback, focusing on the time it took to deliver the audio/visual feedback and the student experience.

1C Classroom response with the students' own devices

Presenters: Niall Barr, Learning and Teaching Centre, Quintin Cutts, Computing Science and A. Graeme Pate, Interdisciplinary Studies

It is becoming the norm for students to arrive at class with at least one Internet connected device: a smart phone, laptop or tablet computer. In the 2013 "First Year Student Use of Technology Survey" (Honeychurch & McCluckie 2014), 90% of first year students at the University of Glasgow reported they had a smartphone and 97.4% reported they had a laptop computer. In the past, making use of electronic voting in class required the use of 'clicker' handsets, however with most students carrying a portable Internet device there is the potential for considerably richer interaction, without the inherent logistical and reliability problems of the clicker systems.

In this workshop we will introduce a new classroom response system, YACRS (Yet Another Classroom Response System) , which has been developed at the University of Glasgow and is being piloted with classes in Computing Science and Medicine. Unlike 3rd party alternatives, YACRS has been designed to be both flexible, very easy for the teacher to make use of during class, which has been shown to be an important factor (Nielsen et al, 2013). The teacher controls the system using a small floating application on the presentation computer; students interact using the browser on their computer or mobile phone, or by SMS message if they only have an older phone available. We will describe how YACRS is being used to support flipped classroom teaching inspired by Eric Mazur both to increase engagement and to encourage attendance in a first year computing class. As YACRS is an in-house development, it has been possible to allow feedback from teachers to influence the development and this workshop will also allow attendees to provide feedback to the developer which will influence the next iteration of development, and to sign up for the next stage of this project.

References

Honeychurch, S. and McCluckie, B. (2014). First Year Student Use of Technology and their Expectations of Technology Use in their Courses. Available at: www.gla.ac.uk/media/media_334936_en.pdf

Mazur, E. (1997) Confessions of a converted lecturer http://hans.math.upenn.edu/~pemantle/active- papers/Mazurpubs_605.pdf

Nielsen, K.L., Hansen, G. and Stav, J.B. (2013). Teaching with student response systems (SRS): teacher-centric aspects that can negatively affect students' experience of using SRS. Research in Learning Technology, 21(0). Available at: www.researchinlearningtechnology.net/index.php/rlt/article/view/18989 [Accessed October 24, 2013].

1D Developing graduate attributes and improving student employability through work-based learning: Opportunities, successes and challenges

Presenters: Krista DeLeeuw and Jane Weir, Careers Service; Dickon Copsey and Chris Roden, Social Sciences; Susan Deeley, Social and Political Sciences; Elaine Huston, Mary McVey and Chris Finlay, Life Sciences; Claire Miller and Mitchum Bock, Mathematics and Statistics; Victoria Price, Culture and Creative Arts

In the changing environment of learning and teaching, work-based learning (WBL) can be a great opportunity for students to develop graduate attributes and enhance their student experience. At the same time, our national student surveys indicate that career development and opportunities for WBL are increasingly key factors in student motivation for undertaking undergraduate and postgraduate taught study. In recognition of this, the University has recently developed a Work-based and Placement Learning Code of Practice, and projects aiming to improve these sorts of opportunities are currently underway across all four colleges. Although the specific goals of each project differ, we have found that we face similar challenges. This workshop will provide participants with information about approaches and available resources as well as a forum to discuss best practice and challenges in work-related learning provision, including the following issues:

1. The variety of types of opportunities included in WBL, including placements, consultation projects, collaborative dissertations, and more.

2. Experiences in creating new placements for schools and/or employers that have not previously offered them and barriers to doing so, including legal issues.

3. Sustainability of programmes as student demand increases, ensuring a good balance between student and placement numbers and variety.

4. How best to assess learning during placements, including development of graduate attributes.

5. Sharing of existing expertise, including from Club 21 and the WBL Code of Practice.

6. Support for placement students, including supporting the development of skills that will enhance their experience in the workplace, and peer groups for sharing experience.

7. Cost-effective administrative support for staff to manage WBL programmes and to maintain communications with external partners.

In this workshop, we will briefly discuss the range of projects we are currently working on and the successes and challenges we have encountered, followed by a structured discussion.

References

Bennet, P. and Turner, G. (2012) PTES 2012: National Findings from the Postgraduate Taught Experience Survey, Higher Education Academy [Online] Available at www.heacademy.ac.uk/assets/documents/postgraduate/PTES_2012_report.pdf [accessed 20 December 2012].

International Student Barometer Summer 2012, International Graduate Insight Group Ltd

1E Enhancing engagement of local 'commuter' students at induction to support transition and promote student retention and success

Presenters: Alison Browitt and Neil Croll, Recruitment and International Office

A report on the findings of a project supported by the University of Glasgow Learning and Teaching Development Fund, relating directly to the strategic priority areas of supporting student success and improving student retention of our diverse student body.

Local 'commuting' students are thought to be less likely to engage with the social sphere of university life, contributing to their becoming disengaged with learning and more likely to withdraw from studies early (Tinto, 1997). However, demand and enthusiasm for Local Student Orientation events in the week before Freshers' Week belied this thinking and suggested they could be more readily engaged early in the transition to HE.

The event was the culmination of research conducted with first year students who live outwith institution-maintained accommodation. Barriers to participation in induction and orientation, and engagement with academic and student life in general, were investigated; with a particular focus on 'non-traditional' students, including, school leavers from local schools with low participation in HE, adult returners from access courses and those from socio-economically disadvantaged postcode areas, to identify further information and support needed by these entrants for successful transition to HE in a changing learning and teaching environment.

This paper reports on the research and evaluation, carried out in the form of focus groups and student surveys. We examine the concerns of new local commuting students and provide details and feedback on the successful early induction events. With events over two years, involving over 800 participants, continuation and progression can be used as initial measures of student retention and success, as well as reported impact on transition and their first year experience. We aim to share ideas with colleagues for supporting the retention and success of our diverse student body by promoting engagement and belonging at the start of their University careers (Thomas, 2012).

References

Tinto, V. (1997) Classrooms as Communities: Exploring the Educational Character of Student Persistence. The Journal of Higher Education, Vol.68, No.6, pp.599-623

Thomas, L. (2012) Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme. Available from: www.heacademy.ac.uk/sites/default/files/What_works_final_report.pdf [accessed 3 November 2014]

2A Assessment for learning – closing the feedback loop

Presenters: Maria Jackson and Leah Marks, Medicine

It is universally acknowledged that feedback plays a key role in the learning process, but it is also clear that there are many challenges to the provision of effective feedback.

A common complaint from staff is that students do not use feedback and may not even collect their graded work. Recent research suggests that although the majority of students do pay attention to feedback, it is apparent that students may not be able to utilise feedback effectively, for example because the feedback has not been understood, or the student cannot see the relevance of the feedback to future work (feed-forward). Formalized reflection by students in order to improve their utilization of feedback has been reported in some studies (Gomez & Osborne, 2007; Franks & Hanscomb, 2012), and this is the direction we decided to take.

Our first change was to introduce short written reflections on feedback; and in the subsequent year we introduced a further change: withholding of grades to prevent the emotional response to the grade detracting focus from the feedback itself (Taras, 2002). We found the majority of students to be in favour of these changes, and several student comments indicated a change in their approach to using feedback.

One interesting finding was that the group of students who wrote the most insightful reflections made the most significant improvements in grades, whilst the group of students who tended to reiterate feedback comments demonstrated less improvement.

References

Gomez, S. and Osborne, R. (2007). Enhancing student appreciation of written feedback on essay assignments. In S. Frankland (ed.), Enhancing Teaching and Learning through Assessment: Deriving an Appropriate Model, pp 40–50

Franks, B. and Hanscomb, S. (2012.) Learning through reflective dialogue: assessing the effectiveness of feedback vivas. Discourse: Learning and Teaching in Philosophical and Religious Studies, 12 (1). ISSN 1741-4164

Taras, M. (2002). Using assessment for learning and learning from assessment. Assessment & Evaluation in Higher Education, 27(6): 501-510

2B Using Mahara to improve students' perceptions of, and ability to effectively utilise, feedback on assessment

Presenters: Lorna Morrow and Niamh Friel, Psychology

Feedback seems to be an issue of perpetual mystery in academia – staff spend considerable time composing feedback for students; students frequently ask for more detailed feedback. This issue is compounded by the fact that we are now learning and teaching in a changing environment with increases in student numbers. Research has highlighted that discussing feedback with students can be effective (Orsmon, Merry and Reiling, 2006); however, in the current climate of the "massification" of higher education this is not always practical. Further, students often lack time to reflect on their feedback, and may only attend to their grade (Higgins et al., 2002). Thus, students often seem unable to benefit from feedback and engage with it in a way that allows feed-forward to other assessments, and they subsequently report dissatisfaction with feedback (e.g. NSS scores).

Improving students' ability to use feedback could significantly enhance support of learning, change their experiences and perceptions of feedback, and so increase satisfaction. This project investigates the use of web-based e-portfolios (Mahara) for encouraging L2 psychology students to build reflective e-portfolios of the feedback they received. These portfolios encourage students to upload the feedback they received and then reflect on this using a standard pro-forma. This encourages them to summarise their feedback; think of areas of strength and weakness; and target their next steps.

Detailed evaluation of the resource is through the use of focus groups and questionnaires collected at the end of semester one and semester two. Students' development as learners is ascertained through semi-structured interviews with a subset of these students.

This paper will discuss the key findings which have emerged, outlining the advantages of web-based technology for encouraging students to reflect on their feedback. This research could have significant practical implications for students' engagement and satisfaction with feedback.

References

Higgins, R., Hartley, P., & Skelton, A. (2002). The conscientious consumer: Reconsidering the role of assessment feedback in student learning. Studies in Higher Education, 27, 53-65.

Orsmond, P., Merry, S., & Reiling, K (2006). Biology students' utalization of tutors' formative feedback: A qualitative interview study. Assessment and Evaluation in Higher Education, 30, 369-386.

2E Supporting Student Transition from Glasgow International College

Presenters: Moira Fischbacher-Smith, Adam Smith Business School, Anna MacVicar, Glasgow International College and Josephine Adekola, Adam Smith Business School

Co-authors: Michael McEwan and Ming Cheng, Learning and Teaching Centre, Panos Dendrinos, Glasgow International College, Gayle Pringle Barnes, College of Social Sciences, Margaret Milner, Adam Smith Business School and John Kerr, College of Social Sciences

The growth of the international student body represents a rapidly changing environment for learning, teaching and student support across the higher education sector. At the University of Glasgow, both the Internationalisation and the Learning and Teaching strategy stress the centrality of a culturally diverse learning environment that supports students from enquiry to graduation. The University's partnership with Glasgow International College (GIC) is key to achieving these objectives. However, the academic, linguistic and cultural diversity that international students create necessitates a series of complex transitions that are yet more complex when students enter the University through the pathway programmes offered by Glasgow International College (GIC). Students entering second year at university from GIC must first negotiate the transition to higher education at GIC and then a second transition to the UoG soon afterwards. Indeed, many students who enter university study at non-traditional points or on short PGT programmes have to successfully adjust to higher study quickly in order to attain grades which allow progression into the latter stages of study.

This study focuses on international students' transition from GIC to the second year of undergraduate programmes in the UoG. We consider qualitative data drawn from interviews and focus groups with 81 international students who are, or were previously, at GIC. In particular we explore international students' experiences of transition, coping strategies for managing their academic and social transition and perceptions of the roles of social media and peer mentoring in enhancing transition support. In setting out our proposals for a model of transition support we seek to demonstrate the joint responsibilities that Universities and pathway providers have towards supporting international students and offer some suggested ways for working together.

3A   Staff-Student Partnership in Assessment

Presenters: Susan J Deeley and Ruth A Brown, Social and Political Sciences

Co-author: Catherine Bovill, Learning and Teaching Centre

A small scale research project was undertaken in two Public Policy Honours courses in 2013-14 (Deeley and Bovill). The aim was to investigate staff-student partnership in developing assessment, marking criteria, and feedback methods that were meaningful and useful to students. The project aligns with two of the University's Learning and Teaching strategic objectives: developing assessment and feedback methods; and building staff-student partnerships to promote student engagement with learning.

Although there are instances where student involvement in assessment might be deemed inappropriate, there is evidence to suggest that there are beneficial outcomes from staff-student partnerships in assessment, such as enhanced student engagement and deep learning (Deeley, 2014; Sambell and Graham, 2011). Indeed, Stefani (1998) argues that students should be actively involved in the assessment process.

Supportive technology was utilised in the assessment and feedback methods in the two Honours courses. The assessment methods included:

- staff-student co-creation of students' essay titles;
- staff-student co-design of essay and exam marking criteria;
- students' formative self-assessment of their essays, using staff-student co-designed marking
- criteria, that they could later compare with the teacher's feedback on their essays;
- a typed formative exam, uploaded to Aropä, an online software peer review tool;
- student peer review of their formative exam answers using Aropä and the staff-student co- designed marking criteria; and
- a typed summative exam, with students' answers uploaded to Aropä to allow the teacher to give students individual and prompt feedback online, using the staff-student marking criteria.

In this presentation a reflective analysis is made of staff-student partnership in assessment through the different perspectives of the teacher and a student (Deeley and Brown, 2014). By extending the staff-student partnership further through this collaborative presentation, a more equitable view of the challenges, risks and rewards of sharing assessment processes is sought.

References

Deeley, S.J. (2014) 'Summative co-assessment: a deep learning approach to enhancing employability skills and attributes', Active Learning in Higher Education 15(1): 39-51. http://alh.sagepub.com/content/15/1/39

Deeley, S.J. and Brown, R.A. (2014) 'Learning Through Partnership in Assessment', in Teaching and Learning Together in Higher Education Thirteenth Issue, Fall. http://teachingandlearningtogether.blogs.brynmawr.edu/thirteenth-issue-fall-2014/learning-through- partnership-in-assessment

Sambell, K. and Graham, L. (2011) 'Towards an Assessment Partnership Model? Students' Experiences of Being Engaged as Partners in Assessment for Learning (AfL) Enhancement Activity', in Little, S. (ed) Staff-Student Partnerships in Higher Education London: Continuum, pp. 31-47. Stefani, L.A.J. (1998) 'Assessment in Partnership with Learners', Assessment & Evaluation in Higher Education 23(4): 339-350.

3B   Using LinkedIn to frame the student journey and increase engagement with graduate attributes

Presenters: Chris Roden and Dickon Copsey, Social Sciences, Victoria Price, Culture and Creative Arts, Gordon Curry, Geographical and Earth Sciences, Dorothy Aidulis, Life Sciences and Krista DeLeeuw, Careers

Staff across the four colleges undertook an eight-month Learning and Teaching Development Fund project to explore the effectiveness of using LinkedIn (LI) as a way of increasing student engagement with the development of their graduate attributes (GA). This presentation will share the project findings and preview self-study e-learning resources that can support students in their development of GA through focused LI profiles.

By employing LI as the medium for student reflections on their GA development, the aim of this project was to engage a broader cross-section of the student population than that hitherto reached by more traditional GA-focused initiatives.

As the largest global online professional networking tool currently in use, LI offers an easily recognisable, sophisticated and attractive tool that connects students to a broader professional world outside the University. As a result, LI offers an immediate strategic benefit to students who use it to reflect on, record and plan their engagement with the wide range of personal and professional development activities available to them during their time at university.

Increasing student reflection on their development of key skills and attributes through LI aligns directly with the University's priorities of promoting new technology-supported, pedagogical approaches that enhance the student learning experience. Similarly, promoting and supporting the process of personal reflection on their development of GAs explicitly supports the strategic aim of developing critical thinking through personalised learning.

The student participants who helped produce exemplar LinkedIn profiles for this project were drawn from all four colleges and a wide range of subject areas. As a result, the materials developed by this project will be transferable and applicable to all areas of the University and its diverse student population.

3C   A Pre-Entry Distance Course on Moodle: articulating course expectations, aiming to impact on access, and student confidence

Presenters: Chris Finlay and Mary McVey, Life Sciences, Beth Paschke, Chemistry, Catriona Simpson, Laura Carmichael and Hazel Hamilton, Nursing and Health Care

Co-authors: Graham MacIntosh, Medicine, Leoni DeWert, Life Sciences

During 2013-14 the five authors developed an accessible, flexible model for online delivery and learning within Moodle, a 6-week course called Pre-Entry Nursing Summer School (PENSs). This course was developed in response to a recognised barrier to potential nursing students. If potential nursing students need to update their biology and chemistry knowledge they must attend a 6-week on-campus summer school as part of their condition of entry. This immediately creates financial and timing pressures that may prevent students from choosing the University of Glasgow course.

There is a lot of untapped potential for pre-entry engagement with students prior to them starting their undergraduate studies. With careful thought and design this interaction can be used to ease the transition to HE, a known difficulty for many students (Thomas, L, 2012). This staff and student contact can benefit everyone involved and pre-entry courses like this could also be used to promote courses and help attract students to the University.

The PENSs course is an on-line alternative delivering nursing focused content, unlike the on-campus summer school, that is accessible by enrolled students anywhere in the world. The course allowed students to experience University level teaching and assessment methods. In addition the course structure and content aimed to articulate the expectations placed on first year students helping to highlight the reality of transition into Higher Education.

In this initial pilot 6 students enrolled onto the course. Evaluation questionnaires were collected from these participants before, during and after the course, investigating aspects of accessibility, student confidence and awareness.

This presentation will:

- Outline the developmental work and delivery methods used in the PENSs course;
- Report the student evaluation results, assessing any changes in student confidence and awareness;
- Discuss course design, scalability and expansion for future years

This information will focus on key points useful to anyone considering designing online distance materials.

References

Thomas, L, 2012, Building student engagement and belonging in High Education at a time of change: final report from the What Works? Student Retention & Success programme. Available at: https://www.heacademy.ac.uk/sites/default/files/What_works_final_report.pdf [accessed 24th October 2014]

3D Assessing competence in developing professionals: implementing a new Portfolio-based assessment system at the School of Veterinary Medicine

Presenters: Thomas J Anderson and Zamantha Marshall, Veterinary Medicine

Co-authors: ennifer Hammond and Andrew Bell, Veterinary Medicine

Professional degree programmes are accredited based on their ability to develop "day one competencies" (RCVS 2006). Yet, modern day professionals need to be ready to engage in lifelong learning to ensure they are equally prepared for the challenges of a changing world. The School of Veterinary Medicine has recently introduced a new BVMS Curriculum which aims "To support individual personal and professional development to produce confident, adaptable, reflective individuals who have a clear understanding of the roles and responsibilities of the Veterinary Professional". A key component of the new Curriculum is an assessment scheme designed to promote and support professional development.

We describe the design and implementation of the Professional Portfolio which is completed in all 5 years of the Programme, and forms part of the summative course assessment at key transitions within the Programme (end of 2nd, 4th and 5th Year). An e-Portfolio format makes use of the Universities' Mahara platform and provides scope for flexibility and creativity allowing students to gather and present the evidence that they have met the intended learning outcomes of the Programme.

As well as incorporating principles of constructive alignment, the assessment scheme also promotes reflection on feedback. Provision of clear assessment criteria and opportunities for students to engage with these criteria are consistent with student centred approaches to assessment.

Several key components of the Portfolio will be discussed, specifically:

• A "Cause for concern system" (developed as part of LTDF funded project) which focuses on identification and remediation of episodes of underperformance;

• Directly Observed Procedural Skills (DOPS) assessment of practical competencies;

• Approaches to assessment of evidence and reflection in student Portfolios

The presentation will describe vertical integration of the Portfolio into a programme of assessment during the 2013/14 academic year where 220 student Portfolios were assessed, and reflect on successes and challenges in summative Portfolio assessment.

References

RCVS, R.C. of V.S., 2006. Day and Year One Competencies - RCVS. Day One Competencies. Available at: http://www.rcvs.org.uk/document-library/day-and-year-one-competences/ [Accessed August 31, 2012].

3E   Flip Teaching: The impact for the teacher and the learner

Presenter: A. Graeme Pate, Interdisciplinary Studies

Background: The learning environment for students is changing. Students use online tools to help them learn, contribute and share thoughts/ideas/opinions. For the University to provide relevant opportunities for effective learning, it must embrace the ethos of the Curriculum for Excellence and empower learners, moving away from teacher-led instruction to student-led learning. One way is by

'flipping the classroom"—a form of learning in which students learn the basics of a concept online (usually via video lectures). Traditional 'homework' is done in class. Research suggests flip teaching, when implemented effectively as part of a cohesive strategy for in-class and out-of-class learning, can have a positive impact on engagement (Demsky 2013; Davies, Dean and Ball 2013; Brunsell and Horejsi 2013).

The Project: Flip teaching has been introduced to Year 1 and 2 undergraduate students on the Child Development course (MA Primary Education). Students watch recorded lectures outwith class time. In class, students share personal research on the week's subject and are then given an SBL (Scenario- Based Learning) activity, linking their learning about child development with primary school teaching.

Results: Results from interviews will be available in March 2015. However, initial observation and informal conversations indicate a positive response. Students like the flexibility of watching the video at a time of their choosing and the ability to rewind/pause/stop as necessary. They like the pedagogy being used in the video which breaks each lecture into manageable sections for learning. Students find the tasks in class to be relevant and engaging.

Conclusion: Considering the growing need to identify alternative methods of delivery, flip teaching may offer one possible solution. Early observations suggest a more engaging, effective and relevant learning experience for students and allow for a richer teaching experience for the lecturer. The author will discuss the planning/preparation involved in setting up an effective flip teaching classroom, will highlight how to avoid the 'pitfalls' when planning and will discuss the impact flip teaching has had on both student engagement and the methodologies used in his own practice.

References

Demski, J. (2013). Six Expert Tips for Flipping the Classroom. Campus Technology.

Davies, R.S., Dean, D.L. and Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61(4), pp.563-580.

Brunsell E. and Horejsi, M. (2013) A flipped classroom in action. The Science Teacher, 80(2).

4A Who uses online educational resources and do they help students learn?

Presenters: Jason Bohan, Sarah Walsh, Helena Paterson and Niamh Stack, Psychology

Blended learning integrates traditional face-to-face teaching with on-line resources and has been extensively adopted in Higher Education because it can, for example, efficiently meet the needs of the large class sizes often found in first year classes (George-Walker & Keefe, 2010).

The use of on-line formative assessments in particular is attractive to many course organisers because it effectively enhances and extends teaching delivery and allows greater flexibility for teachers and learners. It is believed that blended learning promotes reflection, deeper processing and understanding of the subject, greater independence in the learning process, and that this will be evidenced in higher exam grades and retention rates (see Cooner, 2010; George-Walker & Keeffe, 2010; López-Pérez, Pérez-López, Rodríguez-Ariza, Lázaro, 2011).

Whilst many students readily engage with on-line resources, many also do not. Bohan & Stack (2014) reported that less than half of a large first year psychology class readily engaged with on-line homework assignments, despite the fact that most students reported that they believed they would benefit from completing the exercises. Individual differences in academic goals and self-concept, must have an impact on why some students engage with, and benefit from, online resources, and others do not.

In this paper we report the results of a study investigating whether there is an academic benefit for regular users of online weekly homework assignments, as reflected in higher course grades, compared to non-users. In addition, we compared users and non-users of these resources on a number of different measures, such as academic self-confidence, autonomy, and test anxiety scales, predicting that users of these resources would score higher than non-users.

We will discuss whether a blended learning approach benefits student learning and how we can encourage more students to engage with these resources.

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4B Student experiences of formulating dissertation topics: strategies, challenges and support

Presenter: Gayle Pringle Barnes, Social Sciences

This presentation reflects on the experiences of taught postgraduate students as they formulate topics for their Masters' dissertations. The dissertation is a key stage, both in terms of the course credits involved and as a transition to more substantial independent research. Formulating a topic is a process which requires students to carry out a range of tasks, including consultation of relevant literature and consideration of appropriate methodologies. The presentation will discuss student views and consider measures which could enhance this process.

Research into the postgraduate dissertation process is increasingly relevant. Recent years have seen significant growth in the number of students undertaking one-year Masters courses and in the number of international students (Universities UK, 2013). This study reflects on the experiences of a group of mostly international taught postgraduates and offers insights in the themes of assessment and student diversity.

The research is based on questionnaire responses collected from over 300 Masters' students. Focus groups were also employed in order to gain further insights into the process of dissertation topic formulation. Results indicated that this was an area of considerable concern, and one which students felt raised a number of new challenges in comparison to previous assessments.

The session will also explore the strategies used by students to overcome these challenges and consider how these could be used to assist others. It will be argued that it would be beneficial for teachers to employ a more 'scaffolded' approach, in which students are able to practice key tasks in topic formulation during earlier stages of the course.

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4C   Diversifying approaches to writing: responding to the changing needs of postgraduate researchers

Presenters: Jennifer Boyle, Student Learning Service and Laura Tansley, Widening Participation

Postgraduate researchers are under increasing pressure to disseminate their findings to diverse groups. However, they are often likely to experience anxiety in the writing process, as well as a diminished sense of authorship over their dissertation.

In response to this, a series of stand-alone creative writing workshops were developed for PGRs from the sciences and the humanities. These 3.5 hour workshops encouraged reflection on affective, impactful writing, and offered strategies on how researchers could work towards this in their own writing.

There was a highly positive response to these workshops, suggesting a desire amongst PGRs to diversify their writing skills and develop novel ways to engage with the academic community and beyond.

This hour-long session will examine the motivation behind the development of these workshops, discussing common writing issues for postgraduate researchers. It will also allow participants to take part in one of the writing workshop activities in order to encourage a consideration of narrative structures and how they might be employed in a piece of academic writing.

Finally, the workshop will consider the feedback we received, assessing the success of the workshops, scope for development, and how the techniques used could be employed in the enhancement of writing skills at all levels of university study.

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4D Half as Much but Twice as Good? LEAF and New Directions in Assessment and Feedback

Presenters: Dave Morrison and Amanda Sykes, Learning and Teaching Centre and Joe Gray, Life Sciences

Have NSS scores in assessment and feedback got you down? Have you got another 400 assignments to mark this weekend…and you're pretty sure most students won't even pick them up? Are some students just making the same mistakes over and over? We can help! The LEAF project (Leading Enhancements in Assessment and Feedback) is a two-year, multi-university project which has been looking at ways to make assessment practice simultaneously less overwhelming for staff and more useful for students across a range of subjects. So far LEAF has worked with History, Biosciences, and Economics, and we are beginning to work now with Mechanical Engineering, and Business Management.

In this workshop we will introduce some of the key findings of LEAF. We will look at ways that any subject can look at assessment on a full-programme level to help find where assessment is or is not fit for purpose across the subject, a process known a Curriculum Mapping. Not only assessment needs to be fit for purpose though, feedback that is effective, efficient and fit for purpose may be even more important. We will also discuss how feedback can be approached systematically to reduce the time it takes to mark assignments, while simultaneously helping students make better use of the feedback given. We will offer practice at using clear assessment criteria that can be used to provide feedforward instead of feedback for students. We will also provide practice and practical examples of Electronic Management of Assessment, a broad term covering many innovative tools for making feedback easier to create, update, disseminate, and archive for staff and student use. We will discuss what is known as 'ipstative' feedback, which helps develop a portfolio of feedback over the student's career to see patterns of progress or problems that isolated feedback may not show.

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4E   Critical thinking ability depends on whom you live with

Presenters: Luke Timmons (Graduate) and Steve Draper, Psychology

A couple whose three children are recent HE graduates remarked that, while they couldn't be sure what specifically each of them had learned at university, they now argued with their parents in quite a different way. This is music to the ears of those who see critical thinking (CT) as the chief graduate attribute and benefit of a higher education.

Our study used Ennis' test of CT as the main outcome variable and analysed a variety of demographic data for clues about factors which seemed to have promoted CT. Contrary to our prior expectations, there was no evidence that living on vs. off campus, or living in parental homes vs. student accommodation, were directly important. Instead, the most statistically significant associations concerned with whom the student lived. Best average scores were for students living with friends; next were for those living with parents; lowest were for living alone or with others who were not friends.

An interpretation of this is that CT depends upon practice at discussion involving giving and assessing reasons; and furthermore that it is opportunity for informal discussion and not planned education which is the most important factor for this. No significant association of CT with discipline was found, as would be the case if the differences in teaching-led demands for discussion were the important variable (whether due to disciplinary differences, or to teaching habits in different departments).

A further inference might be that the most important feature of undergraduate education is whom you live with, and that this could be the biggest drawback to online and distance education. It also suggests that in general, staff and students are equally oblivious to the key educational value of discussion; otherwise critical thinking skill would not depend upon whom you live with but instead on deliberately arranged discussion.

5A What can MOOCs do for us in HE? Some experiences from the School of Law

Presenters: Christian Tams and Suzy Houston, Law

The term 'MOOC' (Massive Open Online Course) has been echoing around university campuses in the UK since 2011, which, in technology terms, is a long time. MOOCs have been hailed as the future of education, but according to some commentators we are already 'post-MOOC'.

During 2013-2014, the University of Glasgow has delivered three MOOCs. We have been involved in two of them. In our presentation, we aim to discuss:

- whether MOOCs are a suitable way of widening participation in University teaching,

- how they can be developed and delivered;

- whether/how they can be linked with traditional forms of classroom teaching in forms of 'blended learning' so to enhance student experience;

- whether they can contribute to the University's aim of fostering 'excellence in teaching' as defined in the L&T Strategy.

In assessing these questions, we will draw on first-hand experience of the development and delivery of two MOOCs (each attracting between 5000 and 10,000 sign-ups), developed in partnership with the online platform FutureLearn (one of these produced in collaboration with the BBC).

We will report on, and examine, our MOOC projects from initial development to live delivery, taking account of various viewpoints, including those of the professorial 'educators', the graduate 'mentors', the e-learning support staff and (using survey data) the learners. We provide insight into some of the main successes of each project, as well as any potential barriers to success and how we attempted to overcome them.

The main purpose is to share lessons learned in the pilot phase of the University of Glasgow's "MOOC experience". We thereby hope to help colleagues/delegates to reach informed decisions about whether, how and where to engage with forms of online learning.

5B   Supporting International PGT Students through Informal Learning Spaces

Presenter: Nathalie Sheridan, Student Learning Service

Literature (Briggs et al, 2012) suggests that students experience cultural displacement when entering university. This cultural displacement is intensified if the students are international. English proficiency is strongly linked to academic success of international students according to Young et al. (2012); next to cultural empathy, open-mindedness and social initiative. Others, however (Rienties et al., 2011) have found that the key for this success is academic integration. The majority of authors seem to agree that the transition of international students is strongly linked to learning a new culture, and developing cultural competency and capital (cf. Briggs et al., 2012; Christie et al., 2007; Young et al., 2012) for a successful student experience.

During the last two years, working in student learning development, I have focussed on student transition into university. This presentation highlights some key transitional issues of international PGT students. I will draw from a small research project as Academic Development Tutor in Glasgow Caledonian University, and course evaluation from my role as Effective Learning Adviser in The University of Glasgow.

This session outlines how utilizing local museums, such as The Hunterian, and Kelvingrove, helped to support the development of cultural competences and language proficiency of international PGT students from Health and Life Sciences as well as from Engineering. Exploring learning and teaching strategies based on culture and museums education, such as teaching on objects, and exploring spaces.

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5E Embedding information literacy skills in the psychology curriculum: supporting students in their transition to independent researchers

Presenters: Jason Bohan, Niamh Friel and Larissa Szymanek, Psychology

Co-author: Heather Worlledge-Andrew, Library

The first year university experience is a time of substantial transition and adjustment which can be difficult for students who move from a supported school/college environment to HE which requires them to be independent and autonomous (Beaumont, O'Doherty, Shannon, 2014). Whilst incoming students report that they expect to work independently they are often slow to develop appropriate study skills and can find the experience disorientating (e.g. Rowley, Hartley, & Larkin, 2008). Many universities rely on central services to support students in developing appropriate skills such as in information literacy. However, Wingate (2006) argues that 'bolt-on' study skill courses merely encourage shallow learning approaches. Kitching and Hulme (2013), therefore, argue that support is best embedded within the curriculum.

Here we report on a new initiative which aims to support first year psychology undergraduates in developing their information literacy skills. These skills were taught in a small-group tutorial setting with tutor guidance and peer-supported activities. Learning activities were explicitly linked to coursework. Utilising a mixed-methods approach, combining questionnaires and focus groups, this research investigated information skills development in first year psychology students. Student data pre- and post-intervention was collected from 280 students. The questionnaires collected information on student's development as independent learners through the use of an autonomy measure and also their development of research self-efficacy. Further, experience based questions investigated their thoughts on the tutorial as a whole and its perceived usefulness to skills development in psychology and other subject areas. This was complemented by focus groups with 20 students.

This paper will discuss the key findings which have emerged and will focus on the development of students through the process. This concept of teaching information literacy as an integrated part of the tutorial course is novel but could have significant practical implications for higher education.

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