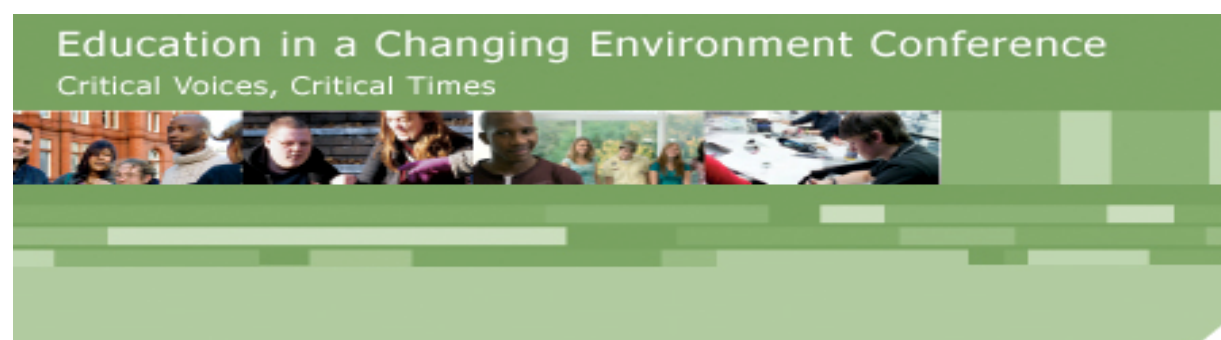




**University of Salford**  
A Greater Manchester University

Informatics Research Institute and  
The Learning and Teaching Research Network



International Teaching and Learning Research Conference

15<sup>th</sup> - 16<sup>th</sup> September 2009

[www.ece.salford.ac.uk](http://www.ece.salford.ac.uk)

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## ECE Conference Sponsors



## Welcome

Dear Colleagues,

Welcome to the fifth Education in a Changing Environment (ECE) Conference at the University of Salford. We welcome delegates from both the UK and other international Higher Education institutions and partners.

This conference was established as part of the University of Salford's commitment to innovation in Higher Education, and to the development of research that is relevant to our practice that can be discussed in an open forum. The conference strives to integrate the creation and dissemination of knowledge and foster the implementation of educational research.

*'Is the Student really at the Centre of Higher Education?'* is a most apt question at a time when substantial issues are coinciding to make this a more exciting and challenging time to be involved in Higher Education. The recession will squeeze public finances and have a major impact on Universities. Governments will seek to increase staff-student ratios in institutions whose focus is on teaching. At the same time elite institutions will lobby hard for a greater proportion of a dwindling pot of public research income, and Universities will develop a strong lobby to increase student fees. For students, the question of value for money will assume a greater significance as the principle of fees is conceded. This in turn is leading students to question whether their education is in fact the main priority of the University sector. The National Student Survey has given these issues greater prominence and obliges academic staff to continually innovate in order to maintain and improve quality in difficult circumstances.

These issues will therefore be reflected in a broad range of interesting papers, workshops and keynotes at the conference. We warmly welcome Sue Clegg from Leeds Metropolitan University, Martin Hall the new Vice-Chancellor at Salford and Murray Saunders from Lancaster as our speakers to this conference, confident that their presentations will stimulate lively debate.

We hope that you enjoy the conference, and have the opportunity to share and discuss your practice and research, with a diverse cross-section of the academic community, and that you meet new people with whom you can work with in the future.

Best wishes

Debra Leighton  
Chris Procter  
(ECE Co-chairs)

## Conference Information

**Monday 14<sup>th</sup> September** commencing at 18.30 h there will be an evening reception in Salford Art Gallery and Museum which is on the University main campus. Drinks and canapés will be served and music will be provided by a young up and coming Jazz Band called Razzamajazz.

**Conference registration will take place in the foyer of Mary Seacole Building on:**  
**Tuesday 15<sup>th</sup> September 2009** 08.45 – 09.30  
**Wednesday 16<sup>th</sup> September 2009** 08.45 – 09.30

## Venue

The conference is being hosted by the **Faculty of Health and Social Care** in Mary Seacole Building.

Refreshments will be served in the Mary Seacole Building and lunches will be served in the Bryan Suite in Allerton Building.

## Conference Dinner

The conference dinner will be held at the **Ramada Hotel** on Tuesday 15<sup>th</sup> September commencing at 19.30.

## Sessions

Abstracts were submitted under four themes but because of an imbalance the conference has three themes plus workshops.

Theme 1 Giving Voice to the Student Experience: methods, approaches and evidence(Room 1)

Theme 2 Emerging Technologies, the Curriculum and Student Engagement (Room 2)

Theme 3 Student Diversity, Internationalisation and Critical Pedagogy (Room 3)

Workshops (Room 4)

The majority of the sessions will be held in **Mary Seacole Building** on the first floor.

The rooms on this floor will be numbered 1-4. Each paper will be 20 minutes of presentation and 10 minutes discussion. Please ensure that you prepare your slides to fit with this.

Workshop sessions will be one hour in length and will involve a structured plan of presentation, interaction and discussion.

The workshop convened by Helen Keegan and Frances Bell on Wednesday 10.15 -11.15 will be in Mary Seacole on the second floor. A student ambassador will take delegates to this room.

The demonstration session of Meti Man will be 30 minutes.

The Writers' Group session that involves a panel of experts giving advice on turning your conference presentation into a peer reviewed journal article will last one hour 11.45-12.45 on Wednesday 16<sup>th</sup> September.

## **Conference Committee**

Nathalie Audren - Howarth, Research Officer, Informatics Research Institute

Ruth Breckill, Programme Assistant (Research) Informatics Research Institute

Frances Bell, Technology Research Fellow, Faculty of Business, Law and Built Environment

Sophie Hill, Lecturer School of Health Care Professions, Prosthetics and Orthotics

Mike James, Learning Technologies Advisor, Learning Development Unit

Debra Leighton Co-Chair of ECE and Associate Dean Teaching School of Art & Design

Moira McLoughlin, Senior Lecturer/Student Experience Lead, School of Nursing

Professor Stuart Mackay, School of Health Care Professions, School of Radiography

Dr. Frederick Murphy, Lecturer School of Health Care Professions, Radiography

Dr. Eamon O'Doherty Academic Development Adviser, Learning Development Unit

Chris Procter Co-Chair of ECE committee, Senior Lecturer, Salford Business School

Professor Carole Roberts, Visiting Professor University of Salford

Lyn Rosen, Lecturer Lifelong Learning Directorate, School of Nursing

Anne Sykes, Lecturer in the Directorate of Radiography, School of Health Care Professions

Andrew Tootell, Lecturer in the Directorate of Radiography, School of Health Care Professions

Dr. Janice Whatley, Lecturer, Salford Business School

Clive Yates, ECE Administrator, Learning Development Unit

## Monday 14th September 2009

18.30 - 20.00      Drinks Reception @ Salford Museum & Art Gallery with Razzamajazz

## Tuesday 15th September 2009

8.45 - 9.30      Delegate Registration in Mary Seacole Building foyer

9.30 - 9.45      Welcome from Professor Gill Nicholls PVC Academic, University of Salford

9.45- 10.30      **Keynote: Professor Sue Clegg, Head of the Centre for Research into Higher Education, Leeds Metropolitan University**  
Pushing the boundaries: critical research in higher education

10.30 - 11.15      **Keynote: Professor Martin Hall, Vice Chancellor of the University of Salford**  
Killing off Mickey Mouse: Open Knowledge, Open Innovation

11.15 - 11.30      Refreshments

Session 1 11.30 - 12.00	Papers	Room 1 <b>Dr Eamon O'Doherty</b> Changing Identities: working class adults' voices in higher education	Room 2 <b>Dr Daithi O'Murchú &amp; Lara Demetriou:</b> i technology in learning and teaching in 21 <sup>st</sup> century	Room 3 <b>Susan Sapsed &amp; Sandra Leggetter:</b> Making research count via an online environment	Room 4 Demo: meti man
		<b>Joan O'Keefe &amp; Gail Sanders:</b> Engaging Students with Assessment Feedback	<b>Emma Edwards, Jatinder Virdee and Helen Barker:</b> e-effective legal studies	<b>Dr Bethany Schweitzer &amp; Dr Peter Mather:</b> Coming to America: British students' reasons for considering undergraduate studies in the USA	Room 4 <b>Angela Hook &amp; Sarah Bodell:</b> using web 2.0 applications and social network sites to enhance student learning
		<b>Dr Rod Cullen &amp; Claire Hamshire:</b> The Easystart induction programme: was the student voice clear?	<b>Mark Graber &amp; Dr Susan Bolt:</b> The use of discussion boards by first year Business Information Systems 100 students	<b>Leslie Robinson:</b> Communication in collaborative learning: a longitudinal observation case study	

13.00 - 14.15      Lunch & Posters

Session 2 14.15 - 14.45	Papers	Room 1 <b>Joanna Brown:</b> University School Connections in Australia	Room 2 <b>Dr Elizabeth Laws:</b> Generating online assessments using MS Office for use with Blackboard	Room 3 <b>Dr Mike Doyle:</b> Partnership curriculum delivery: issues of affordance and agency in situating curriculum aims	Room 4 <b>Dr Janice Whatley &amp; Dr Aleksej Heinze:</b> Can teamwork skills be assessed fairly?
		<b>Dr Susan Bolt &amp; Dr Laurie Dickie:</b> Valuable voices: invaluable teaching/learning experiences	<b>Ralph Smith:</b> Why Wiki? Evaluating student feedback on e-learning technology	<b>Dr Aderinola Benedicta Daini:</b> International students' characteristics, values and aspirations in some Nigerian universities	

15.15 - 15.45      Refreshments

Session 3 15.45 - 16.15	Papers	Room 1 <b>Dr Paul Greenbank &amp; Claire Penketh:</b> "I guess it must be up to me" Student autonomy and reflections on writing the undergraduate dissertation	Room 2 <b>Dr Josephine Brady:</b> A SiMERRing story: new approaches to professional learning for teachers in rural and regional areas of Australia	Room 3 <b>Dr Johan Swanepoel:</b> Language issues in teacher training: a South African perspective	Room 4 <b>Elaine Uppal:</b> Art of midwifery practice: a collaboration between artists and midwifery Students
		<b>Dr Beatrice Lok:</b> The value of experiential learning: what do students gain?	<b>Elisabeth Fernandes &amp; Cristina Costa:</b> Communicating our culture... with a little help from the web	<b>Nicola Spurling:</b> Academic biographies, cyclical time and the changing practice of sociology	

**Wednesday 16th September 2009**

8.45 - 9.30					<b>Delegate Registration Mary Seacole foyer</b>				
9.30 - 10.15					<b>Keynote: Professor Murray Saunders, Director of CSET Lancaster University</b> Changing practice in HE: national policies, enhancement cultures and personal impetus				
Session 4 10.15 - 10.45	Papers	Room 1 <b>Heather Dale &amp; Dr. Dean-David Holyoake:</b> Contexts and Narratives of Attrition for Child Branch Students in Nursing: an ethnographic performance	Room 2 <b>Denise Rennie, Carol Conroy &amp; Lee Griffiths:</b> Can Second Life offer a realistic learning environment in which students can develop real world skills?	Room 3 <b>Hala Janoudi:</b> Exploring student perception of written feedback in the context of ESL in Syrian classrooms	Room 5 <b>Helen Keegan &amp; Frances Bell:</b> Microblogging and social bookmarking				
		<b>Sophie Hill:</b> Knocking on the door: how do students enter the disciplinary community of practice?	<b>Dr Maria Kutar &amp; Dr Marie Griffiths:</b> Taking Salford students out of the classroom and onto the streets, into libraries and onto the web: combining inquiry based learning and new technologies	<b>Sara Eastburn:</b> Formative activity and its effect on student learning					
10.45 - 11.15					<b>Refreshments</b>				
Session 5 11.45- 12.15	Papers	Room 1 <b>Liz James &amp; Dr. Julie Winrup:</b> The foundation degree student experience: expressions of transformation and dual identity	Room 2 <b>Cristina Costa:</b> Cartoon PLANET: A case study on the use of social computing to motivate young people to reflect	Room 3 <b>Dr Ilene Alexander:</b> Preparing future Faculty for multicultural teaching and learning	Room 4 <b>LTRN Writers' Group</b> Publishing your conference paper In an educational journal				
		<b>Dr Josephine Brady:</b> Developing self-reflective pre-service teachers through text and audio based asynchronous online discussions	<b>Mike James:</b> Institutional virtual learning environments: is "vanilla" content as good as it gets?	<b>Elaine Uppal:</b> Interprofessional Learning in a Community of Child Protection Practice					
		<b>Dr Simon Stephens:</b> Science or science fiction? The application of scenario techniques to the study of possible futures for learners in higher education	<b>Carole Haines, Ann Newton-Hughes, Bernadette Burns &amp; Moira McLoughlin:</b> Interprofessional collaboration: using a VLE to develop student understanding when safeguarding children	<b>Dr James Morton:</b> Teaching and the wider educational role: should lecturers be prepared to offer a listening ear?					
12.15 - 12.45					<b>Lunch &amp; Posters</b>				
12.45- 13.15					<b>Lunch &amp; Posters</b>				
Session 6 14.15 - 14.45	Papers	Room 1 <b>Sara Eastburn:</b> Do students really learn from formative feedback?	Room 2 <b>Dr Elizabeth Laws:</b> A tool kit for setting examination papers and solutions	Room 3 <b>Dr Haifa Takturi-Rizk, Sunrita Dhar-Bhattacharjee &amp; Natalie Sappleton :</b> Women in science, engineering and technology: the consequences of a gendered education system	Room 4 <b>Chris Procter:</b> No place to learn: why universities are not working				
		<b>Dr Elaine Ball &amp; Karen Wild:</b> What is the student experience of learning in practice?	<b>Frances Bell:</b> Connectivism, modelling 21st century learning	<b>Dr Ela Beaumont:</b> The anthropological roots of ethnographic research: exploring the strange world of the taught postgraduate					
		<b>Dr Aleksei Heinze &amp; Stuart Wells:</b> Open enrolment programmes at Salford Business School: challenges and opportunities	<b>Dr. Hassan Torshizi &amp; Baharak Aski:</b> The enrichment of e-learning using classification techniques	<b>Sophie Hill:</b> Theories of difficulty: can they help explain the areas that students find problematic?					
14.45 - 15.15					<b>Poster Prize Presentation, Plenary, Close and Refreshments</b>				
15.15-15.45					<b>Poster Prize Presentation, Plenary, Close and Refreshments</b>				
15.45 -16.15					<b>Poster Prize Presentation, Plenary, Close and Refreshments</b>				

# 5<sup>th</sup> ECE - Tuesday 15<sup>th</sup> September 2009

## 09.45 – 10.30 Keynote Address

Sue Clegg, Professor of Higher Education Research and Director of the Centre for Research into Higher Education, Leeds Metropolitan University.

### **Pushing the Boundaries: critical research in Higher Education**

#### **Abstract**

In her keynote Sue Clegg will argue that we need to ask critical questions about how we think about higher education. We need to debate how we, as practitioners, respond to the changing expectations of students, and government reshaping of the purposes of higher education. Critical research can destabilise common sense assumptions enabling us to pose more theoretically-informed questions. If we are to engage in debates about routine pedagogical practices and how we might attend to the student 'voice' we need more sophisticated ways of understanding the relationship between theory and practice.

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## 10.45 – 11.30 Keynote Address

Professor Martin Hall, Vice Chancellor, University of Salford.

### **Killing off Mickey Mouse: Open Knowledge, Open Innovation.**

#### **Abstract**

Mickey Mouse will be eighty-one next month. The anthropomorphic mouse keeps his eternal youth through the application of patent and copyright legislation, which ensures a constant flow of revenues from reproduction rights. Vigilant lawyers seek out and punish transgressions in the remotest of places and lobby for extensions of protection whenever it's possible that this icon of entertainment could become public property. Many others have adopted the Mickey Mouse principle. In the university world, the primary enthusiasts are the publishers of academic journals, who have persuaded us to enter into a strange pact. We surrender the copyright to our intellectual work, give our time to editorial boards, and then buy back our work through journal subscriptions, the price of which always escalates at a rate higher than general consumer inflation. As with the custodians of Mickey Mouse, commercial academic publishers vigorously oppose the notion that academic work should be in the public domain.

This system is contrary to the fundamental principles of the university. As academics, we build up our reputation by giving away our intellectual property, seeking to impress our peers and measuring our worth in terms of citations and other forms of acknowledgement. And recent work in the economics of knowledge show how the knowledge society benefits from what has been called "combinatorial explosions" – the exponential increases in understanding that come when ideas come into unexpected juxtaposition. There is a good case to be made that success in solving the hugely complex problems of our times will come from an extensive and ever-growing knowledge commons and an environment of open innovation. It's time to kill off the Mickey Mouse mentality that depends on constraints on the ownership of intellectual property, and to trust in the power that comes from making knowledge openly available.



# 5<sup>th</sup> ECE - Wednesday 16<sup>th</sup> September

## 09.30 – 10.15 Keynote Address

Professor Murray Saunders, Chair in Evaluation and Director of the Centre for the Study of Education and Training, Lancaster University

### **Changing practice in HE: national policies, enhancement cultures and personal impetus**

#### **Abstract**

Drawing on recent evaluative research on the change process in Higher Education, the presentation will examine the way in which change processes unfold sector wide and within institutions. The idea of levels can be understood as an implementation staircase. Deliberate attempts to influence practice have at their core, an informal 'theory of change' in which the strategies embody an idea of how change might be brought about. At sector wide level, case examples of attempts by government to influence teaching and learning practices will be analysed along with their underlying theories of change. At the level of institutions and individuals, recent research has suggested that change processes are shaped by personal theories of change and the change or enhancement identities assumed by those engaged in a change process. Drawing on the way in which the environment 'conditions' change processes, I will argue that there are types of cultural environments and the practices they embody which are more able to support 'deep change' cultures sponsored or engineered by those engaged in teaching itself.

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# 5<sup>th</sup> ECE Conference

## Papers and Workshops Tuesday 15<sup>th</sup> September

Session 1	Time 11.30 – 13.00
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Session 1	Room 1
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### Theme A

#### **Giving Voice to the Student Experience: methods, approaches and evidence**

##### **Title**

Changing Identities: Working Class Adults' Voices in Higher Education

##### **Abstract**

This paper starts from the view that the student experience, as it is termed, is a problematic concept. Instead there are a vast range of experiences that are related to different types of studentship in higher education that are also influenced by class, gender, ethnicity, disability and age. In exploring these different experiences of higher education this presentation draws on a research project with Access to higher education students. Empirical research was carried out with adults who had enrolled on Access courses over the period 2003-2006. A mail shot was sent to approximately 2000 adults asking for interviews. Telephone interviews and face to face interviews were carried out with over 700 adults and transcribed. The focus of the interviews was on experiences of education early in life, the decision to study an Access to HE course and the experience of the course and the transition to university. This focus on life course and strategic decision making by these working class adults was an attempt to move away from the narrow focus on the student experience that suggests that studentship is mainly about 18-21 year olds. The paper draws on the metaphor of learning as becoming (Hodkinson and MacLeod 2007) to explore the different ways in which working class adults view their studentship as becoming, as a change of identity. Insight from the data indicates the use of narratives of success that highlight decision making, peer support and good pedagogic practices. Support was related to family, peers on the Access course and organisational support systems but to differing degrees and at different stages of their learning. Adults who withdrew from Access to HE courses drew on narratives of stepping out rather than failure or barriers and imagined themselves returning at a later date. The findings are interesting as they question the 'managerialist' concern with numbers rather than identity. The research indicates a more complex and intricate approach to diverse students' voices suggesting the significance of agency in the 'making' and changing of working class identities within higher education. The data also suggests that strategic decision making is a critical aspect of identity and change and that linear views of the student experience are too simplistic given the changing population of higher education.

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**Dr. Eamon O'Doherty**, Academic Development Adviser, Learning Development Unit,  
University of Salford

Eamon is an Academic Development Adviser in the Learning Development Unit at Salford University. He has taught in Secondary Schools, Further Education and carried out research in both Further and Higher Education. Agency, as a key aspect of changing identities, through engagement with education has been a central aspect of his research.

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## **Title**

Engaging Students with Assessment Feedback - what works? HE in FE

## **Abstract**

In adopting a model of engaging students with assessment feedback, the idea of what works? was utilised by four collaborative colleges running a Foundation Degree. This micro project involved 10 lecturers and 135 students. Early indicators suggest that students and many staff seemed to align the student experience, methods and approaches to further rather than higher education. The model of engagement and mid point intervention prompted both in class and out of class activities and made explicit the need to self regulate and take responsibility for one's own learning. At the outset of the project students disliked the process and viewed it as being an additional hurdle, having to produce a draft assignment. Staff too suggested that their engagement with the module was deeper, more rigorous, time consuming and weighted heavily in terms of front loading the module. The process led to greater discursive content in class and changed classroom behaviour. It also prompted sharing of ideas, making connections, staff giving and seeking more examples of argumentation, problematising the content and linking theory to practice. It provided students with an opportunity to submit a draft assignment and be provided with generic feedback followed by a discussion and review of their individual submission. Students' comments referred to both the stimulating and problematic nature of the process. All students achieved the module and marks across the partnership were higher, with the bulk of the marks located at mid point with an increase in the 70% classification. Unequivocally staff and students now wish to retain the process.

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**Joan O'Keefe**, Teaching Fellow, Collaborative Provision, the University of Sunderland

Joan's work focuses on vocational education, training and the development of Foundation Degrees. Her special interest is the enhancement of collaborative college staff teaching HE in an FE environment. Recent work includes a micro project FDTL5 Engaging Students with Assessment Feedback: what works?

**Gail Sanders**, Teaching Fellow enhancing Teaching and Learning, the University of Sunderland

Gail's specialist interest is research informed teaching and a research active curriculum, in particular the psychological contract and work based learning. She was one of the original partners in the FDTL project and had oversight of four smaller micro projects on Engaging Students with Assessment Feedback: what works?

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## **Title**

The Easystart induction programme: was the student voice clear?

## **Abstract**

The Easystart project at Manchester Metropolitan University has developed and implemented a new integrated induction programme, for undergraduate Physiotherapy students. The purpose of the Easystart project was to help students manage their transition to higher education, reduce anxiety and provide a forum in which they could ask questions and develop relationships with their peers and tutors. In order to develop an induction programme that meets the needs of a diverse student body several strategies have been adopted. In the programme design phase focus groups were conducted with student representatives from the 2007/8 cohort. A thematic analysis was carried out and the themes were used as a basis for the design of the new programme. In addition a student project partner (from the 2007/8 cohort) was selected to be part of the project design team. The student partner was consulted on design issues and provided a sounding board for the rest of the project team.

In the evaluation phase of the new induction programme a purposeful sample of the 2008/9 cohort (8) including high and low users of the online induction resources were invited to attend 1:1 interviews to explore their experiences through narrative enquiry. A thematic analysis of these interviews was used to develop a generic questionnaire for the whole cohort (95). This was delivered using a classroom response system that explored the barriers and facilitators to uptake of the online induction materials and engagement with the main induction activities. Through a variety of different techniques, the student voice has been at the centre of both the initial design of this programme and the evaluation of the first implementation. The results of the evaluation will be presented and the experiences of the 2008/9 cohort will be mapped to the requirements articulated by the 2007/8 cohort. There will be discussion about the value of placing the student voice centrally to curriculum development, and on the techniques used to listen to the student voice and make recommendations on how this might be achieved by others.

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**Dr. Rod Cullen**, Senior Lecturer in Learning and Teaching Technologies at MMU.

Rod works in the Centre for Learning and Teaching at MMU where he advises academic staff on the design, development and delivery of teaching and learning supported and enhanced by technology.

**Claire Hamshire**, Senior Learning and Teaching Fellow, MMU.

Claire is a Senior Learning and Teaching Fellow in the Department of Physiotherapy leading curriculum development projects that provide blended learning for the Physiotherapy, Pre-reg Nursing, Social Work and Psychology programmes.

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# Papers and Workshops Tuesday 15<sup>th</sup> September

Session 1 Time 11.30 – 13.00

Session 1 Room 2

## Theme B

### Emerging Technologies and Student Engagement

#### Title

i Technology in Learning and Teaching in the 21st. Century: Challenges to the Design and Implementation of Professional Development

#### Abstract:

We have a myriad of internationally reviewed literature on e-learning and e-technologies. The advent of ‘m’ (Mobile) technologies added value to the ‘e’ in providing teachers and students with envisioned possibilities to enhance classrooms and design for meaningful learning in schools. Moreover, students and society in general adopted mobile technologies to bring the global village to their own workplaces and homes and in turn, challenged schools and teachers to adapt their thinking and roles to incorporate this mobility into the curriculum and learning. Today we see the advent of the letter ‘i’ in technology. What does this ‘i’ mean? What is inherent in this letter ‘i’ and how will this ‘i’ effect the curriculum and student engagement at this juncture of the 21st. Century? The ‘i’ proposed here, challenges us to perceive 21st. Century Learning beyond the regurgitation of facts, beyond the technology itself as merely a tool for learning and explore at the innovative, inclusive, integrative, imaginative, inspired, inventive, intuitive and ingenious learning possibilities within today’s technology-enhanced teaching and learning environments.

The ‘i’ also refers to the personal pronoun ‘I’ as in me personally, my ‘Mi’ pro-active vision. ‘I’, as in taking possession of the technologies available to ME and personalizing them to envision the curriculum and construct learning environments which are in tune with my lifestyle as a professional and the lives of those with whom ‘I’ engage. This paper will explore emerging i-technologies from the perspectives of challenges to the design and implementation of professional development courses affecting higher education at all levels, leading to envisioned professional practice.

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**Dr. Daithí Ó Murchú**, Director of Gaelic Methodologies, Hibernia College, Ireland.

Daithí Ó Murchú is a Gaelic-medium, Elementary School Principal Teacher in Newcastle West, Ireland. He serves on numerous conference review boards worldwide, and is contracted to the position, among others, of Director of Teaching of Gaelic Methodologies, with Hibernia College, Ireland. His latest venture is in co-authoring the new, on-line MA, i-Masters in Teaching and Learning. Daithí is presently undertaking an EdD programme at Lincoln University UK.

**Lara Demetriou**, is a teacher in an Educate together elementary school in Adamstown, Dublin Ireland. She is collectively responsible for all European initiatives and for the development of the Ethical Curriculum within the Educate Together movement. With

her primary degree in Anthropology and post-graduate degree in Primary Education, Lara is presently undertaking an EdD programme at Lincoln University UK.

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### **Title**

e-effective legal studies

### **Abstract**

All level one students joining the School of Legal Studies (SLS) undertake a study skills module, entitled Effective Legal Study. The aims of the module are to enable students to gain an understanding of the expectations of them as higher education students studying a law-related subject and to introduce them to personal development planning and employability issues. The eportfolio (PebblePad) has been integral in supporting students undertaking this module and has been embedded into the curriculum. The teaching team developed a template webfolio which includes material and exercises for the students to access during weekly seminar sessions throughout the duration of the module. The move from lengthy, traditional lectures to shorter lectures and two hour seminars, based in computer labs, has encouraged students to engage in deeper learning. This is evidenced in the ways in which students access their webfolios during the seminars and work through subject-specific activities, individually and in groups. Class discussion and feedback then enable tutors to provide formative feedback and allow the students to engage in discussion around issues such as case analysis.

As part of the assessment of this module, students are asked to submit a CV via their webfolios. The team access the work and provide feedback online, allowing students to access these comments quickly and efficiently. Students are able to use their webfolios as a reference throughout their degree programme as the webfolios remain on their personal 'eportfolio space' throughout their academic careers. This academic year, an online questionnaire was issued at the end of the module to assess students' perceptions and experiences of the module. The feedback was extremely positive with students reporting that they both enjoyed and benefited from the module. This paper will provide an analysis of the integration of an e-portfolio into the curriculum in order to support students' learning. Specifically, it will provide an insight into using an e-portfolio to engage with a large group of students. Currently, the Effective Legal Study module is undertaken by almost 400 students.

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**Helen Barker** is a Senior Lecturer within the School of Legal Studies at the University of Wolverhampton, UK.

Helen teaches skills at all three levels of the undergraduate degree programmes. She also has an additional role as a Study Skills Support Tutor.

**Emma Edwards** is a Lecturer, responsible for employability within the School of Legal Studies at the University of Wolverhampton, UK.

Emma is module leader for a level one study skills module, as well as the various placement modules offered at all levels of the programme.

**Jatinder Virdee** is a Senior Lecturer and Student Support Coordinator in the School of Legal Studies at the University of Wolverhampton.

Jatinder has been part of the module team delivering study skills modules at levels one and two.

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## Title

The Use of Discussion Boards by First Year Business Information Systems 100 Students

## Abstract

Business Information Systems 100 (BIS100) is a common core business unit at Curtin Business School in Western Australia. The unit is offered to first year Bachelor of Commerce students in face-to-face or online modes; over 900 students were enrolled in BIS100 in Semester 1 2009. In both modes of learning students were given access to a learning management system (LMS) and encouraged to communicate through the discussion board. The use of such technology is expected to enhance access, quality, interaction and flexibility (Eastman & Owens Swift, 2002; Eaton, 2003; Freedman, 2008). Moreover, Krentler and Willis-Flurry (2005) found in their research with university Business School students that the use of technologies such as discussion boards and the internet enhanced student learning. Similarly, learning management systems are used at Curtin Business School to enhance access, quality, interaction, engagement and learning. Curtin Business School students are introduced to the Blackboard learning management system and encouraged to use the discussion board functionality through first year common core units such as Business Information Systems 100. Local Western Australian students attend lectures and tutorials and also have access to the Blackboard learning management system; access to the BIS 100 unit is online for all distance education students. The same weekly content is delivered for both groups.

Quantitative data were collected and students' use of discussion boards was monitored over several years and comparisons made between usage at the beginning and end of each semester. Also, the numbers of students who contributed and posted to individual threads was monitored. Additionally, qualitative data were collected; key informants were asked for their opinion on how best to enhance students' learning experiences through the use of learning management systems. In this paper, the researchers present their findings about the relationship between students' different levels of engagement with discussion boards and their learning outcomes. Also, consideration is given concerning how best to enhance students' learning through the use of discussion boards. In the future, this research could be extended to consider the quality of student interactions on discussion boards and usage by different age groups. In addition to this consideration could be given to the differences in student interactions on Blackboard in voluntary participation, as in this research, and compulsory participation in discussion boards for assessment purposes.

## References

- Eastman J.K., & Owens Swift, K. (2002). Enhancing collaborative learning: Discussion boards and chat rooms as project communication tools. *Business Communication Quarterly*, 65, 29-41.
- Eaton, A. (2003). Technology in business, technical, and professional communication. *Business Communication Quarterly*, 66, 113-117.
- Freedman, Gordon. (2008). Unlocking the global education imperative: Core challenges and critical responses. Blackboard.
- Krentler, K.A., & Willis-Flurry, L.A. (2005). Does technology enhance actual student learning? The case of online discussion boards. *Journal of Education for Business*, 80 (6), 316-321. Retrieved 18 March, 2009 from ABI/INFORM Global.
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**Mark Graber**, Lecturer Curtin Business School, Curtin University of Technology, Australia.

Mark is a Lecturer in the School of Information Systems at Curtin University.

**Dr. Susan Bolt**, Coordinator Teaching and Learning, Curtin Business School, Curtin University of Technology, Australia.

Susan provides professional support and leadership in the area of teaching and learning for academic staff at Curtin Business School in Western Australia. Her research interests include adult learning, organisational change and the scholarship of teaching. As a result of her PhD research Susan developed an integrative model of professional learning in dynamic environments. Through the use of this model she encourages the integration of formal and informal learning to enhance human resource development. Moreover she is interested in furthering an understanding of how best to truly integrate knowledge from the disparate fields of education, business and psychology to enhance learning in the workplace.

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## Papers and Workshops Tuesday 15<sup>th</sup> September

Session 1	Time 11.30 – 13.00
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Session 1	Room 3
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### Theme C

#### Student Diversity, Internationalisation and Critical Pedagogy

##### Title

Making research count via an online environment

##### Abstract

Much has been written about the need for teaching to be research informed. Indeed, the Teaching and Learning Directorate at the University of Bedfordshire is keen to support staff in enhancing the links between their research and the learning experiences of students. As public health, by its very nature, is an evidence-based field a large amount of the curriculum focuses on furthering and enhancing the students' research and evaluative skills. To all intense and purposes our current teaching and learning strategy incorporates the three aspects of the framework developed by Griffiths (2004) as it is research-led (by active researchers), research-oriented (students learn about the research process through taught sessions) and research-based (inquiry based activities are incorporated). However, despite having a curriculum that links teaching and research we have identified a number of challenges. Brew (2006, p. 44) states that "By the time students reach university, they have already had considerable experience in investigation, in project research, and in inquiry based learning at school " This is certainly not something we have found to be the case with many of the students enrolled on the Public Health Masters. Our student population is diverse and includes a large number of international students who have not previously studied in the UK. As a result many face difficult challenges in their studies. Their academic skills are variable and many struggle with some basic concepts. Despite meeting the entry requirements, and many of them having gained professional qualification (e.g. doctors, nurses, pharmacists, radiographers, health service managers) Things such as literature searching, evaluating the quality and content of the literature and referencing are not familiar to many of them. As the full time students have only one



year to design and produce a methodologically sound piece of research for their dissertation unit we are very aware that a lack of prior research experience / awareness immediately places a significant number of these students at a disadvantage. Reflecting on the difficulties we identified we have acknowledged that there is a need to ensure that students are afforded the opportunity to develop the required research knowledge and skills. A variety of strategies are being explored to see how we can best address the challenges ahead. This paper will explore these and identify how they are being addressed.

## References

Brew, A. (2006) *Research and teaching: Beyond the divide*. New York: Palgrave Macmillan.

Griffiths, R. (2004) Knowledge production and the research teaching nexus: The case of the built environment disciplines. *Studies in Higher Education*, 29 (6), 709-726.

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**Susan Sapsed**, Senior Lecturer in Midwifery and Women's Health, Course Leader for Public Health, University of Bedfordshire

Susan's main sphere of teaching, at present, is with post-qualified staff and those undertaking the Public Health Masters. Areas of interest are Professional Development especially in relation to distance learning, Surrogacy, Public Health and workings of Ethics Committees.

**Sandra Leggetter**, Senior Lecturer Nursing (Adult Field Lead)

Sandra's main role is within pre and post registration nurse education but also teaching on a Masters in Public Health. Key research interests are Education, Ethnicity and Diabetes, Professional Development (with emphasis on portfolio development).

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## Title

Coming to America: British students' reasons for considering undergraduate study in the United States

## Abstract

The purpose of this basic interpretive qualitative study was to understand the increased number of secondary school age British students considering undergraduate study in the United States. In this study I explored the events and experiences that influenced participants' interest and decisions concerning pursuing undergraduate study in the United States. I further explored the role that the various people in the students' lives played in the process: parents, friends, careers advisors, media etc. In order to achieve this, the following research questions were explored:

1. What processes and experiences relate to British students interest in undergraduate study in the United States?
2. How do particular students' characteristics (e.g., socio-economic class, race, sex, etc) relate to their interest in studying in the United States?
3. How and when do interested students begin to consider undergraduate studies in the United States?

4. How do British students anticipate coming to a decision whether or not to pursue undergraduate study in the United States?

The study included a purposeful sample of 12 self-identified British students and 10 international students completing their A-levels education. The study also included interviews with three careers advisors and the former head of the US/UK Fulbright Commission. Three participants were female and nine were male. The interviews took place at three boarding schools in England over a one-week period. The following conclusions were drawn after an in-depth analysis of the transcripts of the individual interviews and biographical questionnaires.

The students in the United Kingdom who are considering undergraduate study in the United States are interested in universities in the United States based upon their perceived prestige and quality. For some students, the final decision will come down to scholarships and affordability. Some of the students are basing their university selection on the prevalence of need blind admissions policies. Students feel that the quality of life in the United States is better. Students are looking at schools in the United States because they feel the schools infrastructure is better than the schools found in the United Kingdom. Students primarily looking at schools with international reputations because they feel schools that do not have an international reputation will hinder their future employment opportunities. All of the students in the study identified the ability to delay choosing their major as being a contributing factor in their decision to consider undergraduate study in the United States. The students in this study were intrigued and persuaded to consider undergraduate study in the United States based upon the university life culture found in the United States.

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**Dr. Bethany Schweitzer** earned her Ph.D. in Higher Education Administration from Ohio University. She also holds a Juris Doctorate from Capital University Law School. She is the co-owner of a university consulting company in Columbus, Ohio.

**Dr. Peter Mather** was appointed to the Faculty of Counseling and Higher Education at Ohio University in September 2005. Previously he was Director of educational programmes at the Carter Center, a humanitarian organization and the headquarters of Jimmy Carter's post-presidential work.

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### **Title**

Communication in a Collaborative Learning: a longitudinal observational case study

### **Abstract**

According to socio-cultural theories, learning takes place when knowledge is co-constructed by participants in social activities. This supports the use of collaborative learning (CL) in education where participants develop new understandings through resolving differences of opinion and re-equilibrating original cognitive mental schemas. Importantly, collaborative learning benefits learners through access to a diversity of perspectives thus supporting the use of CL in Higher Education in the current climate of widening participation where cohorts are mixed in terms of age, gender, and ethnic, social and educational backgrounds. However, navigation of the social and interactional goals in CL may be tricky. Students are required to contradict and argue, in the process of co-construction of knowledge, while at the same time maintaining group harmony. According to Face Theory, criticising the input of others is considered 'face-threatening'

and is often avoided. This difficulty is magnified when the social distance and perceived social status between collaborators is large. Communication strategies for managing rapport are also thought to differ according to the historical and cultural background of those involved in interactions as in diverse student groups.

The objectives of this paper are to describe the developing discourses in a group of diverse students during the first year on a programme of professional study; to identify the relationship between social skills and cognitive goals for individual students; and to explain whether collaborative learning is an inclusive learning process in diverse groups. This work forms part of an EdD, undertaken at the University of Huddersfield. It uses a case study approach following one group of first year undergraduate students through their first year of a program delivered using Problem Based Learning. One emerging theme appears to be the impact of age difference between group members. This has not been widely reported in the literature. The study uses a time-consuming approach to data collection and analysis. However, being situated in the context of the learning activity, and incorporating detailed analysis at the speech function level, it promises to provide a rich account of a group of diverse students differentially experience learning together and how individuals position themselves within an emerging community of learners.

## References

Liu, C. and R. Matthews (2005). "Vygotsky's philosophy: Constructivism and its criticisms examined." International Education Journal **6**(3): 386-399.

John-Steiner, V. and H. Mahn (1996). "Sociocultural approaches to learning and development: A Vykotskian framework." Educational Psychologist **31**: 191-206.

Lave, J. and E. Wenger (1991). Situated Learning: legitimate peripheral participation. Cambridge, Cambridge University Press.

Pressick-Kilborn, K., E. Sainsbury, et al. (2005). "Making sense of theoretical frameworks and methodological approaches: Exploring conceptual change and interest in learning from a sociocultural perspective." The Australian Educational Researcher **32**(2): 25-47.

Vygotsky, L. S. (1978). Mind in Society: the development of higher mental processes. Cambridge, Harvard University Press.

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**Leslie Robinson**, Senior Lecturer, Directorate of Radiography, University of Salford

Leslie is Programme Leader of the BSc (Hons) Diagnostic Radiography Programme. She is currently studying for an EdD at Huddersfield University exploring how diverse students learn to work together.

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## Demonstration and Workshop Tuesday 15<sup>th</sup> September

Session 1 Time 11.30 – 12.00

Session 1 Room 4

### Demo Meti Man A Demonstration of a Medical Simulation Mannequin

The School of Nursing's brand new Simulation Laboratory is located in Mary Seacole Building. It is set up like a hospital ward and houses six high fidelity human patient simulators (HPS) that can mimic everything from the common cold to a major heart condition. The lab gives students the opportunity to take part in real-life scenarios in a safe and supported environment under the supervision of qualified staff. The equipment includes:

- **2 x Emergency Care Patient Simulators:** Anatomically correct, feature-rich mannequins, which can be used for the physical demonstration of various clinical signs including bleeding, breathing, blinking eyes and convulsions.
- **2 x iStan Patient Simulators:** A step up from the ECS, the iStan adds an essential human element to patient simulation. This realistic patient moves, breathes, can cry out or moan with pain.
- **PediaSim Patient Simulator:** A complete reproduction of a six-year-old child enabling you to practice paediatric scenarios.
- **BabySim Patient simulator:** This simulator makes it possible to interact with the most vulnerable patients in a safe, realistic learning environment.

The simulation equipment is linked up to specialist computer and audio-visual equipment that provides, via bedside monitors, detailed physiological information (blood pressure, ECG, oxygen saturation etc.) for each of the simulators under observation.

**Leah Greene**, Simulation Laboratory Coordinator, University of Salford.

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## Workshop Tuesday 15<sup>th</sup> September

Session 1 Time 12.00 – 13.00

Session 1 Room 4

### Theme B

#### Emerging Technologies and Student Engagement

##### Title

Using Web 2.0 applications and social networking to enhance student learning

##### Abstract

The World Wide Web, or internet has become an important if not ubiquitous part of the lives of many students, and most will be now be comfortable with basic internet tasks such as searching for information or sending and receiving e-mails. Web 2.0 is a phrase which refers to a perceived second generation of internet capability where the shift in

web culture is from “Web as information source” to “participatory Web” (O’Reilly 2005). Web users are now encouraged to collaborate, network, interact and share knowledge, information and opinions online within a virtual community using a variety of applications. It is suggested that using web 2.0 applications such as blogs, wikis or even social networking sites can greatly enhance learning and reflection (Ashraf 2006; Hollis & Madrill (2006).

The two occupational therapy educators will therefore present an account of their developments based on their experiences of using Web 2.0 applications to support UG and PG students in their learning, emphasising the need for pedagogy to remain at the forefront of the learning experience. The function of the technology is seen as enhancing student learning. With specific reference to the MSc Advanced Occupational Therapy programme delivered totally online from admission to graduation. The workshop will then facilitate discussion and identification of specific applications and demonstrate how these may be used in a learning environment. The workshop will also consider issues of professionalism, creating and managing an online identity, the ethical dilemmas of sharing in public arenas and the value of instant access to a multitude of data including the reflections of other professionals worldwide.

#### References

Ashraf, B., (2006) Lecturer adds value with iTunes, *The Guardian* Tuesday 12.12.06

Hollis, V., Madill, H., (2006) Online learning: The potential for occupational therapy education *Occup. Ther. Int* 13(2): 61-78.

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**Angela Hook**, Senior Lecturer in Occupational Therapy, Faculty of Health and Social Care, University of Salford  
Co-Programme Leaders for the MSc Advanced Occupational Therapy online programme

Angela has extensive experience in areas of occupational therapy practice, management and education. A wide ranging knowledge of teaching and learning delivery, with particular interest and experience in e-learning and the use of web 2.0 applications within the learning process.

**Sarah Bodell**, Senior Lecturer in Occupational Health, Co-Programme Leader MSc Advanced Occupational Therapy, Faculty of Health and Social Care, UoS.

Sarah is an Occupational Therapist with substantial experience of clinical, managerial and academic practice with particular interest in online identity and the use social networking for professional development.

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# Papers and Workshops Tuesday 15<sup>th</sup> September

Session 2 Time 14.15 – 15.15

Session 2 Room 1

## Theme A

### **Giving Voice to the Student Experience: approaches, methods and evidence**

#### **Title**

University School Connections in Australia (USCs)

#### **Abstract**

University-school connections (partnerships) have had an historical place in Australia since Dewey in 1904; however, there is increasing acknowledgement of the value of connections that vary from the traditional versions of professional experiences that are practicum and internship. This paper draws on data gathered during a study of the literature for a larger research project, the focus of which is university-school connections (USCs). Plentiful evidence, over time, of the research effort spent on USCs is available, with the bulk of studies indicating the high value of USCs to stakeholders, (pre-service teacher education students, teachers, schools, academics, higher education institutions and systems operating within the profession and beyond). Alongside of this evidence of 'value' sits, at times, an urgent call for adaptations to the style and an increase in the frequency of university-school connections.

The paper focuses on three areas. Firstly, an exploration of the terminology used by researchers to describe USCs and the problematic nature of the use of the word partnership. Partnerships, according to research, happen via collaboration, are mutually beneficial, with partners having some autonomy, thus resulting in the creation of a common culture. These ingredients however do not necessarily constitute a recipe for a successful or enduring partnership. Wenger (1998, p. 168) claims that collaboration and the forming of a common culture can involve challenges such as conflict and cordiality, competitiveness and co-operation. Sachs (2004, p. 58) tackles the difficult problem of defining partnerships based on either collaboration or co-operation. It is argued that the use of the term partnership for co-operative and/or collaborative arrangements between schools and universities is a misnomer and in some way contributes to the cause of disharmony, dissatisfaction and lack of endurance of some partnerships. Secondly, there is a discussion of the historical perspective of the journey of USCs and thirdly current developments in USCs touching on both a national and international perspective where there has been a systematic push for universities, students, graduates, government and community to make meaningful connections are examined. Indeed many Australian university strategic plans encourage the development of collaborative partnerships and internationally a push for increased connections between schools and their communities is evident in the research literature.

**Joanna Brown**, BT/BA Primary Programme Convenor LiNKS Co-ordinator, Lecturer  
School of Education, University of Newcastle. Australia

Jo began lecturing in Teacher Education 13 years ago after teaching K-6 for 23 years. The theory and practice nexus situated in real schooling contexts is the focus of her PhD research. She is currently Program Convenor and LiNKS Program Coordinator.

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### **Title**

Valuable Voices; Invaluable Teaching/Learning Experiences

### **Abstract**

Providing excellent learning experiences for university students often depends on the ability of educators to understand students' learning needs. Formal and informal data collection tools are used to capture the student' voice which must be heard, understood and responded to appropriately by academic staff. At Curtin University of Technology in Western Australia the methods of enabling student experience to be voiced have developed over the last decade. Previously manual data collection methods such as the Student Evaluation of Educational Quality (SEEQ) and the Unit Evaluation Questionnaire (UEQ) were used; however, since 2006 an online tool, eVALUate, has been used each semester across the university to collect this data. Although the eVALUate tool was developed through consultative processes within the university, some academics have criticised its use because of low return rates, issues of interpretation about some questions and the diversity of contexts to which the same questions are applied. Although staff members are provided with the reports quickly because of the electronic system, the data is collected at the end of semester and reports to academics are provided after students have left the units. Thus, as a summative report, academics are not able to respond directly to the students providing the feedback. Moreover, each of the seven sub-schools at Curtin Business School (CBS) determines its own methods for obtaining interim feedback from students in order to improve teaching/learning processes; and, individual staff react differently to available formative feedback. In 2009, a faculty-wide, CBS survey was conducted to identify methods that were used to encourage students to give voice to their experience and describe the associated costs/benefits of the usage of the devices. Data was collected by approaching the teaching & learning representatives of the seven sub-schools and asking them to respond to the questions in collaboration with their School colleagues. Their responses were collated and analysed by the Coordinator of Teaching & Learning and the results of the survey were reported back to Schools through the CBS Teaching & Learning Committee representatives. The current paper is used to review some of the literature in relation to giving voice to the student experience, particularly related to the way in which it has been achieved at Curtin University. A description of the research methodology and the results of the CBS staff survey are discussed. It was apparent that a multiplicity of methods was used to give voice to the student experience.

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**Dr. Susan Bolt**, Coordinator of Teaching and Learning, Curtin Business School, Curtin University of Technology

Susan provides professional support and leadership in the area of teaching and learning for academic staff at Curtin Business School in Western Australia. Her research interests include adult learning, organisational change and the scholarship of teaching. As a result of her PhD research Susan developed an integrative model of professional learning in dynamic environments. Through the use of this model she encourages the integration of formal and informal learning to enhance human resource development. Moreover she is interested in furthering an understanding of how best to truly integrate knowledge from

the disparate fields of education, business and psychology to enhance learning in the workplace.

**Associate Professor Laurie Dickie** CBS Coordinator of Teaching and Learning (Research), Curtin University of Technology

**Laurie Dickie** oversees the post-graduate program for CBS doctoral and masters research students.

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## Papers and Workshops Tuesday 15<sup>th</sup> September

**Session 2** Time 14.15 – 15.15

**Session 2** Room 2

### Theme B

#### Emerging Technologies, the Curriculum and Student Engagement

##### Title

Generating On-line Assessments using MS Office for use with Blackboard

##### Abstract

Experience suggests that students are motivated to learn by the use of strategic assessments throughout their studies. With the preparation of assessments there is a requirement for the academic to both mark the assessments (ideally within a specified time period) and to give meaningful feedback. This is difficult to guarantee within a pressured teaching semester particularly when large class sizes are involved. In dealing with large cohorts of students the work involved in both preparing and administering tests can be overwhelming alongside the other demands on academic time and the use of on-line assessments becomes increasingly attractive. However in creating on-line assessments to be delivered to a large number of students problems can also arise associated with ensuring the fairness and rigour of the assessments set up given that students can undertake on-line assessments unsupervised by academic staff.

The paper proposed focuses on the experiences gained in setting and deploying on-line assessments in the Blackboard VLE. A method of ensuring the equity of the questions set but minimising the possibility of students copying the results of others is outlined. The method used allows the generation of multiple choice questions together with the answers (both right and wrong) using MS Word and Excel using the mail-merge feature and deploys a PERL program enabling the output from mail merge to be directly loaded, as a text file, as a question pool to Blackboard with minimum additional effort and time. From the question pools set up tests are then generated with a random selection of questions from the question pools. Using the same method questions requiring numerical answers can also be generated (this prevents the student answering by guesswork). The method developed has been adapted to be used with the software package Respondus. This enables both question and individual question feedback to be generated automatically and easily uploaded to Blackboard. Experiences gained through this will be discussed.

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**Dr. Elizabeth Laws** Professorial Fellow, University of Salford

Elizabeth is a Professorial Fellow in the School of Computing, Science and Engineering. Her specialist teaching areas are Engineering Thermodynamics, Fluid Mechanics and Aerodynamics with focus on the use of learning technologies to support student learning.

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## **Title**

Why wiki? Evaluating student feedback on e-learning technology

## **Abstract**

The focus of this paper is student involvement in a collaborative technology, namely a wiki, to facilitate tutor assessment of a group project and promote understanding of peer and self assessment. The investigative process used action research as an evaluative tool with a First Year cohort of students in a journalism theory module and then strategies derived from the findings were deployed with a different First Year group in a similar module. The main issues raised concerned students' reluctance to engage with the wiki tool on Blackboard. The action research students were required to use the wiki in production of a group presentation because it allows for monitoring of individual participation in the group work and, from a student perspective, would provide evidence of participation to facilitate peer and self-assessment. Most did not engage with the wiki and the tutor's ability to determine individual variations in the group mark was limited. Responses to a questionnaire indicated that assumptions about student competence with e-learning technologies needed revisiting. The outcome was a strategy of bespoke training in both presentation techniques and use of the wiki tool which was implemented with another cohort of First Year students embarking on a similar module which also involved group presentation assignments.

But once again their use of the wiki was minimal and the reason, or reasons, for non-engagement seemed to lie beyond competence in the technology. To investigate this assumption a questionnaire was used to examine the students' disposition to use a wiki as a social media tool. Their responses indicated that the wiki was not valued as a learning tool nor was it their choice for social interaction, an area where face-to-face meetings, facebook, text and phone transactions were more highly rated. This is a question of ownership perhaps? Promoters of personal learning do note that students should be comfortable with the applications they use. However a significant tension arises from the fact that these students are on vocational courses designed to fit them for employment in multi-media industries where toolsets are non-negotiable and closely resemble the wiki format. Literature searches revealed a dearth of student feedback on use of e-learning technologies. One conclusion to draw from this research cycle is that students should be more closely involved in the choice of interactive technology at level one with a view to transferring to industry-specific platforms at subsequent levels. Their survey responses also questioned the desirability of individual assessment in group projects.

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**Ralph Smith** Part-time Lecturer Journalism Ethics, University of Salford

Ralph has been developing strategies for implementing e-learning with first year journalism students using Blackboard at Salford since 2007. In September 2008 he began the Action Research cycle which underpins this paper.

# Papers and Workshops Tuesday 15<sup>th</sup> September

Session 2 Time 14.15 – 15.15

Session 2 Room 3

## Theme C

### Diversity, Internationalisation and Critical Pedagogy

#### Title

Partnership curriculum delivery: issues of affordance and agency in situating curriculum aims

#### Abstract

Partnership approaches to curriculum delivery are increasing in practice. Examples include Foundation degrees, requiring a validating university to work with one or a number of FE Colleges delivering the curriculum, and employers who both provide the students and also have a voice in the shaping and delivery of the curriculum. Such approaches in both policy and practice are taken as unproblematic. Discourses of 'partnership' and 'collaboration' are highly normative, and much of the research reflects these values. This paper traces the implementation of collectively agreed curriculum goals in a variety of partner contexts over a two year period. In doing so it uses a number of theoretical perspectives, including Ball's (1993) phenomenological 'localised complexity' and notions of 'intertextuality', Billett's (2006) 'relational interdependence' applied to partnership contexts and borrows conceptually from recent theory on work-based learning (in particular Fuller and Unwin's (2004) notions of 'expansive-restrictive' affordances). It demonstrates and categorises a range of factors that impact on processes of delivery of collectively agreed curriculum objectives.

The methodology is based on a critique of an interventionist research strategy (Development Work Methodology), after Engestrom (2001), developed by the author. It produces a typology of categories of implementation of the collectively agreed curriculum based on degrees of partner strategic and operational synergy in processes of situating the espoused learning outcomes within the affordances of the college learning environments. In doing so it problematises partnership approaches to curriculum delivery and considers how such localised complexity impacts subsequently at the partnership level. The research demonstrates the need to deconstruct the premises on which partnership approaches to curriculum design and implementation is based; the responsibility on partner organisations to consider the strategic and operational implications of engaging in such curriculum initiatives, and the affordances that need to be provided to the representing agents involved in the practice to support the delivery.

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**Dr. Mike Doyle** Divisional Co-ordinator, Education and Professional Studies,  
University of Central Lancashire

Mike has recently developed a critique of Activity Theory to analyse processes of partnership and inter-professional working. He is an active member of the International

Society for Cultural and Activity Research and recently presented at its international conference in San Diego. He has published a number of articles on his research.

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### **Title**

International Students' Characteristics, Values and Aspirations in Some Selected Nigerian Universities

### **Abstract**

The need for higher education in Nigeria to reflect the reality of student diversity because of internalisation of higher education and competitive globalisation makes this study imperative. The researcher's interest in Internalisation of Higher Education stems from the need for policy makers in Nigeria to make higher education more responsive to the changing conditions resulting from globalisation. This write-up investigates International students' characteristics, values and aspirations in some selected Nigerian Universities, using international and domestic 100 level (year one) students in the sample universities as the subjects of the study. Five hypotheses were formulated to guide the study. About ten percent of the total number of universities in Nigeria were selected using a random sampling technique. Thus 19 universities were selected and they constituted the sample for the study. A total of 625 international students and 650 domestic students comprised the subject of the study. In selecting the international student a purposive sampling technique was utilised. Domestic students were selected using a random sampling technique. A list of faculties was made and 10 faculties were selected randomly by the use of ballot. Sixty five (65) students were then randomly selected from each of the ten faculties. Thus a total of 650 students were selected in all. They were all 100 level (first year) students.

Two instruments were used for data collection purposes. The first one titled INTERNATIONAL AND DOMESTIC STUDENTS' CHARACTERISTICS, ASPIRATION AND VALUES QUESTIONNAIRE (IDSCAVQ) contained 36 Items. It was divided into four sections. Section A was used to collect demographic data of the respondents, while section B measured the Characteristics of students', Sections B and C measured Students' aspiration and values respectively. The second Instrument was a GNS 104 past question paper. It was used to measure students cultural awareness. GNS 104 is a course on culture offered in all Nigerian Universities. T-test as well as Chi-square method of statistical analysis were employed for data analysis. The findings of the study revealed compared to domestic students, international students showed lower in terms of cultural awareness. They however rated themselves higher on awareness of latest developments on the international scene. They laid more emphasis on gaining professional education in areas such as environmental studies, ICT. The implications of the finding for a policy of Internalisation in Nigeria include the fact that the findings of the will undoubtedly stimulate debates for a policy or strategic plan which will make Internalisation of Higher education a reality transcending mere paperwork. It will also assist in revealing the need to merge international and intercultural dimension into the curriculum. It will further help the relevant authorities to realise the need for a budget for the implementation of this policy as well as the need to set up a viable monitoring framework to ensure its implementation.

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**Dr. Aderinola Benedicta Daini**, Senior Lecturer, Educational Management, Olabisi Onabanjo University, Nigeria

Dr Aderinola Benedicta Daini is a Senior Lecturer in the Department of Educational Management, Faculty of Education , Olabisi Onabanjo University, Ago-Iwoye, Nigeria. She has served on several committees at both faculty and university levels these include Senate Business Committee on Examination. A former Departmental Examination officer, she is currently a student level adviser.

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## **Workshop Room 4**

### **Title**

Can teamwork skills be assessed fairly?

### **Abstract**

Team work is widely acknowledged as an essential skill for students in higher education to prepare them to the real-life team working environments (Lynch et al. 2007). But it is not easy to assess team skills, and Hyland and Johnson (1998) argue that transferable, generic, core, key skills cannot exist outside of a context, but should be replaced by talk of curriculum experiences, which are not structured enough to assess adequately. Teamwork is also full of pitfalls for students, making each individual's experience unique. It is the aim of this workshop to address some of the common issues of teamwork and assessment. Particular attention will be paid to "fair" assessment of teamwork and strategies to make the assessment a "fair" process, drawing on experience of one of the schemes run in the Salford Business School. Issues of passengers will be discussed as well as selection of team leaders and team composition in relation to fair assessment. Additional issues will be taken from the workshop participants, adding their experiences and challenges to the discussion.

Intended outcomes for the workshop attendees:

Sharing what is commonly meant by "teamwork" skills

Sharing common issues and challenges in assessment facing educators who utilise team work

Discussion and proposal of multiple action to resolve the potential challenges

Structure and timing of activities:

1. Introductory presentation by the facilitators, on teamwork skills and their practical and social components. Consideration of the assessment of product and process in the context of team projects, and the need to make assessment "fair". (10 minutes)

2. Small group discussion to identify common issues and challenges facing educators with teamwork (2 groups ) depending on the numbers may be more? Maximum of 4 randomly mixed groups): (10 minutes)

What constituent parts are there to teamwork skills and which of these is it possible to assess?

3. Feedback on these issues to whole group. (10 minutes)

4. Back to the small groups: (10 minutes)

How is assessment of team projects approached in your discipline?

What issues makes this assessment unfair in some way?

5. Feedback from the small group discussion. (10 minutes)

6. Open discussion of all the issues the groups identified, in order to provide some answers to the questions: Is assessment of team projects a fair process? Can we assess teamwork skills? How can learners also be encouraged to reflect on their experience? (10 minutes)

#### References

Hyland, T. and Johnson, S. (1998), "Of cabbages and key skills: exploding the mythology of core transferable skills in post-school education", *Journal of Further and Higher Education*, 22(2): 163-172.

Lynch, K., Heinze, A. and Scott, E. (2007), "Information technology team projects in higher education: An international viewpoint", *Journal of Information Technology Education*, 6: 181-198.

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**Dr. Janice Whatley**, Lecturer Salford Business School, University of Salford  
Janice is a lecturer in the Salford Business School, researching uses of technology for supporting students, collaborative learning and team working in systems development. She is also Faculty PDP Co-ordinator, with interest in e-portfolios.

**Dr. Aleksej Heinze**, Lecturer Salford Business School, University of Salford  
Aleksej is a lecturer in the Salford Business School, University of Salford, UK. His research interests are in management education, Enterprise 2.0 and Research 2.0. He is the Director of Open Programmes within the Salford Business School.

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## Papers and Workshops Tuesday 15<sup>th</sup> September

Session 3	Time 15.45 – 16.45
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Session 3	Room 1
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### Theme A

#### Giving Voice to the Student Experience: methods, approaches and evidence

##### Title

'I guess it must be up to me' - student autonomy and reflections on 'writing' the undergraduate dissertation

##### Abstract

The dissertation not only represents the most sustained engagement an undergraduate student will have with writing, but it is usually the focus of a research project. It therefore

offers the potential for the development of specific graduate attributes and skills. In particular, the dissertation is often promoted as a means of advancing autonomous learning. As such, it is said to offer the potential for students to move along a continuum from dependence to independence. The approach adopted for this study stemmed from a desire to develop the practice of the two authors by giving voice to the student's experience of undertaking a dissertation. Ten students who had recently completed their undergraduate dissertation were interviewed for the first (pilot) stage of what is envisaged to be an on-going piece of action research. In order to promote discussion and obtain rich narratives an 'interview guide' rather than a structured questionnaire was used. The interviews took between half-an-hour and an hour (with most taking an hour). They were recorded, transcribed and analysed using matrices and cognitive mapping.

The interviews focused on how the students chose their dissertation topic; the factors influencing when they started work on their dissertations; and the nature of the student's relationship with their dissertation tutor. The extent to which students demonstrated a willingness to exert control, or take charge of their own learning, during the dissertation process depended upon a complex set of factors determining their 'competency values' - i.e. what students believed was the most effective way (in terms of meeting their objectives) to go about researching and writing-up their dissertation.

The small sample size adopted for this study means that further research into the factors influencing the way students research and write-up their dissertations needs to be carried out. This research does, nevertheless, suggest that rather than trying to direct or persuade students to adopt particular approaches, it would be more useful for tutors to enter into a dialogue with their students about the values underpinning their perspectives on how the dissertation should be tackled. Given a better understanding of each others values it is envisaged that the tutor and the student would be in a better position to negotiate an approach to researching and writing-up the dissertation. It is planned to put these ideas into practice and to evaluate them using action research.

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**Dr. Paul Greenbank** Reader in Educational Development, Edge Hill University

Paul is in the Teaching and Learning Development Unit. He has published in the areas of entrepreneurship, decision-making, widening participation and teaching and learning. Paul is also on the Editorial Board for Teaching in Higher Education.

**Claire Penketh** Senior Lecturer in Teaching and Learning Development, Edge Hill University

Claire is in the Teaching and Learning Development Unit. She has published in a range of areas connected with equity in education including writing development and art and design education.

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### **Title**

The Value of Experiential Learning: What Do Students Gain?

### **Abstract**

Since the 1990s, the emphasis in Hong Kong's higher education has been shifting toward a paradigm of experiential learning where students can discover and apply intellectual knowledge through their direct experiences and guided reflections (Kolb, 1984; Srikanthan and Dalrymple, 2002). However, there is a dearth of empirical evidence to demonstrate the value of experiential learning on student participants. Most of the

studies found in the field of experiential education attempted to focus on the evaluation of individual programme implementation. However, there are very few studies that examined the overall impact of different experiential learning programmes on students' development during their undergraduate education, especially in the Hong Kong context.

What Hong Kong students value in these experiential learning activities? What specific learning outcomes are able to be identified by them when viewed a year or two following graduation? This research intends to examine the impact of experiential learning at the Chinese University of Hong Kong (CUHK) from a student's perspective. It aims to 1) identify the value of these learning experiences when viewed a year or two following graduation, and 2) identify learning outcomes for selected student experiences, to enable educators to evidence the value of these experiences and to further facilitate and promote experiential learning in Hong Kong higher education sector.

#### Description of approach used

In this research, an interpretivist approach is adopted to uncover the experience of recent graduates who were involved in a number of experiential learning activities, the meanings they constructed about their learning experiences, and what specific learning outcomes are identified within these experiences. Mixed methods of inquiry are used to examine the impact of experiential learning on students' development as they graduated from CUHK.

#### Results of Work done and Conclusion:

35 alumni were interviewed by telephone to explore the participants' view of experiential learning activities. Two focus group interviews were conducted to further examine the types of knowledge and skills they obtained through various experiential learning activities. In addition, six in-depth interviews will be carried out to study various facets of their perceived experiences. The findings from focus groups and phone interviews reveal that students developed identity, interpersonal skills, social and cultural awareness, and sense of belonging to community through various programmes. The study highlights the importance of experiential learning opportunity to students' career and personal development. It also discusses some crucial factors in determining the success of an experiential learning programme from a student's perspective.

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**Dr. Beatrice Lok**, Post Doctoral Fellow, Centre for Learning Enhancement And Research at The Chinese University of Hong Kong

Beatrice obtained her doctoral degree in language education, from the Faculty of Education of the University of Cambridge. She is interested in the areas of learning motivation, second language learning and social policy. This research project is being carried out with Prof. Robert Fox, Associate Director of the Centre and Professor Carmel McNaught, Director of the Centre.

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## Papers and Workshops Tuesday 15<sup>th</sup> September

Session 3 Time 15.45 – 16.45

Session 3 Room 2

### Theme B

#### Emerging Technologies, the Curriculum and Student Engagement

##### Title

A SiMERRing Story: New approaches to professional learning for teachers in rural and regional areas in Australia

##### Abstract

The research project outlined in this paper aligns with the priorities of the National Centre for Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR). A key aim of the Centre is to support the achievement of students and to promote teacher growth by working collaboratively with communities, educational authorities, professional associations and industry groups in the conduct of research and other professional activities. The Centre especially seeks to address problems faced by teachers in rural and regional areas who otherwise might be professionally isolated. This research project has been conducted by the members of the local SiMERR Hub located at the Australian Catholic University in Canberra. This SiMERR research project brought together a university, teachers, learning technology officers and selected schools in rural, regional and urban settings to establish a dynamic professional learning community that facilitated the development of quality pedagogy and teachers' improved sense of self-efficacy in the use of interactive whiteboards in their classrooms. All participating teachers had interactive whiteboards (IWBs) in their classrooms and had demonstrated some competency in and enthusiasm for the use of ICT to enhance their teaching and their students' learning. The paper provides an overview of the research design adopted for the project, its underlying rationale, and the methodologies used during the research development. A predominantly qualitative approach is utilized for the analysis of data gathered through questionnaires, semi-focused interviews with students and teachers, and lesson observations, including videotaped lessons of teachers' use of interactive whiteboards.

This research project demonstrates that school-based professional development related to the use of information and communication technologies in classrooms is most effective for teachers in rural and regional areas when it is provided in a 'local setting' and draws together teachers who might otherwise be professionally isolated due to distance, from a wider group of their peers. Findings highlight that the establishment of a supportive professional learning community and the development of peer-mentoring relationships between teachers in urban, regional and rural schools supports teachers' learning and enhances the potential for improved student outcomes. Through purposeful



and mutually reciprocal engagement, these collaborative partnerships have the potential to lead to more equitable and sustainable learning outcomes for all and to provide direction for future projects which link rural and regional teachers together in supportive learning journeys.

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**Dr. Josephine Brady**, Lecturer and Coordinator of Secondary Programs School of Education, the Australian Catholic University

Josephine joined ACU in 2001 and is currently Coordinator of the Graduate Diploma of Education Secondary and Master of Teaching Programs. Jo lectures in the areas of effective teaching and professional practice, Australian history and coordinates the secondary graduate professional experience programs. Jo coordinates university and school partnerships in the secondary mentor program. Her research focuses on the use of interactive whiteboards, e-learning, Australian history and learner engagement.

**Dr. Catherine McLoughlin**, Associate Professor, Coordinator (SIMERR Research Centre,) Science, ICT and Mathematics for rural and regional Australia

Catherine joined ACU in 2002 and is currently Coordinator of SIMERR ACT. Catherine teaches at undergraduate and postgraduate levels in the areas of educational psychology, teaching methodologies and research methods. Catherine's research focuses on e-learning, design of culturally relevant learning environments, cognitive psychology and learner engagement. Dr McLoughlin is editor of the *Australian Journal of Educational Technology* and she is on the editorial boards of a number of leading international journals in the field of educational technology.

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### **Title**

Communicating our culture... with a little help from the web!

### **Abstract**

This presentation will focus on the practicalities of using online tools to teach English Communication Skills to Japanese first-year college students, and on the development of a new approach where the use of the web 2.0 plays an important role. The web today is a great potential for access to information and different means of communication and interaction. From asynchronous discussions to real-time conversations, we can find a wealth of worldwide resources both static and human. Another positive factor of importance to EFL teaching and learning is that a majority of these resources are in English. Thus, in a subject area such as English Communication skills, use of the web enhances the learning experience and provides the students with contextualized learning opportunities in which the subject matter being studied -- that is, English -- is applied immediately.

The aim of this project was to "expose" the students to a real audience while providing them with "working tools" which might prove useful in the future. This project was based in Japan, involved an EFL teacher and 13 first-year students from a Japanese college, and counted on remote collaboration from a Learning Technologist based in the UK to provide help with the ICT component. The course was organized as follows:

- Students attended face-to-face classes to learn about communication techniques and skills

- Tutorials on how to search for information online and how to produce their presentations were provided.
  - For assessment purposes, students were asked to present a topic of their choice through an e-conference room and aiming at an online audience. E-room use rehearsal sessions were conducted before the official presentation day.
  - Teacher evaluation focussed on the integration of communication techniques and skills as well as their ability to negotiate meaning and understanding with the audience. Some consideration was also given to the effort shown in the research and preparation of the presentation.
  - Due to time constraints and other unforeseen circumstances, the original plan of uploading a recording of the presentations with student reflections to a blog and making it available for comments by others was not possible. Therefore an informal discussion took place in which the students voiced their comments on the project. At this time an informal peer evaluation was also carried out.
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**Elisabeth Fernandes**, EFL / FLE Teacher, Kobe Women's University, Japan.

Elisabeth is presently living in Japan and teaching both English as a Foreign Language and French as a Foreign Language to students at all levels. She has an ongoing area of interest in the use of computers in language learning.

**Cristina Costa**, Research Technologies Development Officer, University of Salford.

Cristina is currently the Research Technologies Development Officer for the Research and Graduate College, at the University of Salford, UK. She works with research staff and students across the University in a range of activities related with the effective and creative use of web 2.0 for learning, teaching and research.

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# Papers and Workshops Tuesday 15<sup>th</sup> September

Session 3 Time 15.45 – 16.45

Session 3 Room 3

## Theme C

### Diversity, Internationalisation and Critical Pedagogy

#### Title

Language and Learning Issues in Distance Education in Teacher Training in South Africa

#### Abstract

South Africa has a multicultural population and provision is made for language education. Language can be a barrier to a number of students doing initial teacher education (ITE) because the majority of students at tertiary institutions in South Africa are instructed through the medium of English. They are also from multilingual backgrounds. For many students, this is an additional language. Students therefore have a great need for assistance. Tertiary institutions should accept the challenge to rectify inequity and should create opportunities for these students. The language problems students encounter academically should be addressed by inter alia bridging courses that make use of the printed and electronic media.

Initial Teacher Education (ITE) was introduced in a number of schools in South Africa. This training model was established because of the many disadvantaged learners wanting to pursue teaching as a career. An alternative view of effective teacher education is being developed, based on the contention that high quality courses result from thinking and commitment of teacher education professionals. These students are based at the schools for the duration of their teacher education studies to observe, learn and teach under the supervision of a mentor teacher. It became clear that ITE facilitates the development of highly qualified teachers especially if they are assisted in their language development too. These students have the advantages of working alongside a professional teacher; have the opportunity to apply theory to real work situations and to develop essential skills and confidence to teach. A few examples will be discussed of how students can be assisted to better their command of an additional language.

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- Lentell, G.H. (2007) *An English language studies curriculum for South African teachers. Contesting spaces: the curriculum in transition*. Pretoria: University of South Africa.
- Saleh, S.S.S. & Pretorius, F.J. 2006. English as a foreign language: Teachers' professional development via the Internet. *Progression; South African Journal for Open and Distance Education*, 28(1&2), 110-125.

**Dr. Johan Swanepoel**, Senior Lecturer, University of South Africa

UNISA is a distance education institution and Johan is mainly involved in teacher training at Senior and Further Education and Training levels.

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**Title**

Academic biographies, cyclical time and the changing ‘practice’ of Sociology

**Abstract**

On considering the plethora of critical debate concerned with university reform over the last three decades, we can make one general conclusion; some change has been for the good, and some for the bad. Yet if, as academics, we so strongly believe that certain changes should be rejected, how do they find their way into our practices? By what processes does the nature of our work transform itself so that activities once valued decrease or completely fade from our worlds? Drawing on empirical work conducted with academic sociologists at four universities, this paper explores these questions. I discuss how the everyday activities of the research participants across their careers, have contributed to the reproduction and transformation of academic life. The approach of my study is located in the ‘theories of practice’ literature, presupposing that it is in the performance of everyday activities that institutional and social structures are reproduced and transformed (Bourdieu, 1977; Giddens, 1979). In particular, my empirical work has taken as its starting point Reckwitz (2002) definition of a practice as:

“... a routinized type of behaviour which consists of several elements , interconnected to one another: forms of bodily activities, forms of mental activities, ‘things’ and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge.” (Reckwitz,2002:249)

Forming part of a PhD project, this particular paper focuses on the ‘daily paths’ (Pred, 1981) “the everyday activities “of the participants to take a ‘horizontal’ view of the data. By this is meant that the cyclical activity of the ‘everyday’ is conceptualised as a cross-section of the linear trajectory of social reproduction and transformation. Currently work-in-progress, the paper will discuss the insights such an approach offers. Themes to be considered include how ‘everyday practice’ should be conceptualised and understood; how institutions enable and constrain the practices we engage in; how the experiences and trajectories of individuals’ careers affect current practices; the importance of socio-temporality and autotelic time in practices of academic life.

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**Nicola Spurling**, PhD student, Lancaster University, UK.

Nicola is currently in the final year of her doctoral studentship at Lancaster University. Her PhD is exploring the everyday practices and career biographies of academic sociologists to understand how academic life and institutions are reproduced and transformed across time.

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## Papers and Workshops Tuesday 15<sup>th</sup> September

Session 3 Time 15.45 – 16.45

Session 3 Room 4

### Title

The Art of Midwifery Practice: a collaboration between artists and midwifery students

### Abstract

As part of Salford University's interprofessional education and collaborative working initiative, and inspired by Midwifery lecturers' visit to the 'M(other)' exhibition by Salford Lecturer Helen Sargeant in the Chapman Gallery, second year student midwives have been involved in joint sessions with artists from the university visual arts studio and Birth Rites organisation. This has involved considering the use of art in midwifery and the meaning of birth related images, also how the birth experience can impact on artists' work. A visit to the Birth Rites exhibition at the Manchester Museum in November accompanied by the curator Helen Knowles allowed the students to view a variety of works and watch the film 'Born' by Andy Lawrence with Judith Kurutac (a local independent midwife). We subsequently purchased the DVD and licence to show the film in the university and secured some of the works being housed within the Midwifery directorate for two years. A subsequent event showed the film together with a performance by the Birth Day Theatre; originally set up by Sheena Byrom, Consultant Midwife at Royal Blackburn Hospital in response to the number of traumatic births that were occurring. Sheena arranged for Kirsten Baker, director of Progress Theatre Co. to work with a group of women who had each experienced both a positive and a traumatic birth. The aim was to devise a piece of theatre that would influence midwifery and obstetric practice to ensure that more women had a positive birth experience.

Mary Cooper, a playwright was drafted in to script the women's experiences and the resulting piece of theatre is Speech to Rita. It is a humorous, emotive and moving drama about the struggles of midwives and labouring mothers to achieve the birth they want. Every line in the play was either spoken by or to a member of the group. It is all true, it all happened, though the action has been condensed into one night on a busy delivery suite. The women who make up Birth Day Theatre feel they have been given a voice through the process of devising and performing their play. The message that they are shouting from the rooftops is that it is the little things that make all the difference. The evaluation of these events will be shared during the workshop in order to assess the potential benefit of this type of project.

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**Elaine Uppal**, Lecturer, Directorate of Midwifery, School of Health Care Professions, University of Salford

Elaine is a Lecturer in the School of Healthcare Professions and has an interest in developing innovative teaching and learning practices.

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# 5<sup>th</sup> ECE Conference Wednesday 16<sup>th</sup> September 2009

## Papers and Workshops Wednesday 16<sup>th</sup> September

Session 4	Time 10.15 - 11.15
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Session 4	Room 1
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### Theme A

#### **Giving Voice to the Student Experience: methods, approaches and evidence**

##### **Title**

Context and Narratives of Attrition for Child Branch Students in Nursing: an ethnographic performance

##### **Abstract**

The aim of this study was to explore and describe in detail the experiences of Child Branch students when undertaking their registered nurse training at the University of Wolverhampton, in order to identify those factors that may contribute to student attrition. The recruitment and retention of students on nursing programmes is a major cause of concern both nationally and globally (Grainger and Bolan, 2006; Rees, 2006; Last and Fulbrook, 2003; Wells, 2003). The implications of high attrition rates are wide ranging not only for higher education establishments in terms of meeting targets, and economic use of resources, but also the impact on staff morale (Council of Deans and Heads, 1998 cited in Glossop, 2002). National Health Service Trusts also have a responsibility to provide a supportive learning environment for students, whilst on placement, and maintain an adequate nursing workforce in order to provide patients with the highest standard of skilled nursing care (Moseley and Mead, 2007, p2). There is also the obvious emotional, social and financial implications for those students who have withdrawn or been discontinued from the programme (Glossop, 2002, p376). Using an ethnographic approach Child Branch students from six cohorts were invited to attend a focus group interview towards the end of their Common Foundation Programme. Analysis of the students' experiences was informed by Spradley's (1979, cited in Polit and Beck, 2006) developmental research sequence.

Data is still in the process of being collected, and analysed, however, feedback from each of the focus groups interviewed to date has identified a number of 'key domains' which provide an insight into the overall experience of child branch students at the University of Wolverhampton. The key domains which adversely affect students are: financial difficulties; inadequate levels of support; poor relationships with peers, mentors and education staff; a high academic workload; disorganisation and lack of information; other people's negative perceptions of the Child Branch qualification; and the CFP being adult orientated. The key domains, which positively affect students, are: support from peers; feeling cohesive as a group; and having a positive relationship with their practice mentor. It is a little early at this stage to draw any significant conclusions; however, participants in

this study identified a number of factors that have been identified elsewhere as contributing to dissatisfaction. Lack of preparation, poor course organisation; an unnecessarily high academic level and bias towards the Adult Branch were identified by Jowett, (1995), (cited in Kinsella, et al, 1999). Braithwaite, et al (1994) (cited in Kinsella, et al 1999) identified personal difficulties; family problems and disillusionment as the major reasons for withdrawing from the CFP.

**Heather Dale** Senior Lecturer School of Health & Wellbeing, Child Division, University of Wolverhampton, UK.

Heather's research interests are Nurse Education; children's nursing; moving and handling; recruitment and retention; supporting students in clinical practice.

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### **Title**

Knocking on the door: how do students enter the disciplinary community of practice?

### **Abstract**

This paper explores how students of prosthetics and orthotics participate on the edge of professional community moving towards full participation upon qualifying. It uses Lave & Wenger's (1991) situated (workplace) learning theory of legitimate peripheral participation in a community of practice as its theoretical basis. Lave & Wenger (1991) use diverse examples of apprenticeship and work based learning to demonstrate this concept but also state that they intend apprenticeship to include professional areas such as medicine and law and those including some form of formal education. Therefore, for students on degree courses leading to entry into a profession, do opportunities exist for legitimate peripheral participation in the professional community of practice outside placement learning? Currently, the students on prosthetics and orthotics do not undertake any placement learning until year four of their degree, but are they able to legitimately participate during their three university based years through simulated practice, studying underpinning knowledge and theories, visiting prosthetic and orthotic clinics and through being taught by members of the prosthetists and orthotists community of practice? Three semi-structured focus groups were conducted with students in years 1 - 3 in their year groups, which were transcribed verbatim. The students in year 4 of the programme were on placement across the UK and Ireland and therefore not able to attend a focus group. Therefore they participated in an "asynchronous focus group", via email. Both the transcripts and asynchronous focus group data were qualitatively analysed. Themes that arose were seeing as a prosthetist/orthotist, negotiating what a prosthetist/orthotist is, doing rather than being told, speaking as a prosthetist/orthotist and understanding and developing the beliefs, attitudes and values of the profession. From the analysis it became apparent that students were legitimately peripherally participating in the community of practice from year 1 and they could feel progression into the community as they progressed through course. Therefore the idea of legitimate peripheral participation in a community of practice is not limited to work based learning, but can begin through appropriate learning, teaching and assessment opportunities in a university setting.

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**Sophie Hill** Lecturer in Prosthetics and Orthotics, School of Health Care Professions, University of Salford

Sophie is a member of the ECE committee and an active member of the LTRN Writers' Group. Her research interest are in critical theory and educational research, communities of practice and learning theories. She is completing a PhD in Educational Research at Lancaster University.

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# Papers and Workshops Wednesday 16<sup>th</sup> September

Session 4 Time 10.15 - 11.15

Session 4 Room 2

## Theme B

### Emerging Technologies and Student Engagement

#### Title

Can Second Life (SL) offer a realistic learning environment in which students can develop real world skills?

#### Abstract

Biggs (2003) describes teaching as a system in balance in which the components of the curriculum; teaching methods; assessment procedures; classroom and institutional climate support each other. Knight (2001:373) further suggests that “some learning, especially complex learning, is not easily reducible to precise statements predicting what the outcomes will be...” and that complex learning is facilitated by slow (deep) learning perhaps of particular importance in skill development. It is suggested (Knight, 1999; Fullan, 1999; Lewin and Regine, 1999) that it is better to focus on the processes that lead to the desired outcomes, such that the learning processes become the concern of the curriculum. This involves arranging processes and encounters that facilitate deep learning. These skills are particularly of value in the context of employability. Such an encounter was introduced to the BSc Environmental Health programme by the use of Second Life (SL) to contextualise learning designed to develop decision making processes to secure compliance within regulated businesses.

The need for skill-based learning outcomes in Environmental Health Education supports the idea of using advanced visualisation and interaction. SL is an online interactive 3D environment which uses computing gaming technology to allow the user to explore, collaborate and interact inside a virtual world. The technology allows for highly detailed modelling of real spaces such as open areas and buildings and has the potential for use in many areas of education. A commercial kitchen inspection scenario was developed in SL and students conducted a collaborative physical inspection exercise including dialogue with an experienced Environmental Health Officer acting as the food business operator. The kitchen contained food and health and safety hazards for students to identify. Students then discussed these with the proprietor and prepared written action plans on suitable courses of action to secure compliance. This developed their judgement skills in relation to ensuring that the action taken was a proportionate response to the level of risk identified. Students completed pre and post exercise questionnaires to determine the acceptability and utility of the exercise. Findings were positive, students citing the exercise as bringing “some realism to inspection” and making “the inspection more life like ... you are able to form an opinion of how the food business owner reacts to your questions.” Using a collaborative 3D tool in this way allowed students to experience a virtual inspection within a safe and supported academic environment prior to professional practice.

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**Denise Rennie**, Senior Lecturer Environmental Health, School of Environmental Life Sciences, University of Salford

Denise is Programme Leader for the MSc in Environmental and Public Health. She has acted as a consultant for the Foods Standards Agency and published widely on Food Standards and Environmental Health. She is interested in using emerging technologies such as Web 2.0 to develop engaging learning scenarios for students in Environmental Health.

**Carole Conroy**, Lecturer Environmental Health, School of Environmental Life Sciences, University of Salford

Carole is the programme leader for the MSc Occupational Safety and Health at the University of Salford and contributes to the delivery of the BSc Environmental Health programme which formed the context for the second life scenario. Carole has previously presented papers at the Higher Education Annual Conference and the International Faculty Forum in Environmental Health.

**Lee Griffiths**, Senior Lecturer in computer science, School of Computing, Science and Engineering, University of Salford.

Lee's research area covers usability of state-of-the-art- technology such as the Internet, mobile devices, digital media and virtual environments.

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## Title

Taking Salford students out of the classroom and onto the streets, into libraries and onto the web: combining inquiry based learning and new technologies

## Abstract

The role of rich media environments, VLEs, and emerging technologies such as blogs, wikis, podcasting and YouTube, are increasingly recognised as being of importance in undergraduate teaching. As keen proponents of the use of novel technologies as a means of increasing student engagement and learning, this work adds a further dimension to the

pedagogy in the form of Inquiry Based Learning (IBL)[1]. IBL, for this study [2], can be defined as an approach to learning which is based on a process of self-directed inquiry or research, where the lecturers are facilitators in the process of developing knowledge, whilst the students discover the knowledge for themselves. The aim is to synthesise authentic teaching environments, technologies and IBL, so providing a collaborative pedagogical approach. This study is concerned with the redevelopment of an existing year 2 UG module, Professional, Legal and Ethical Studies. The module is concerned with issues such as IT law, the surveillance society, and the impact of emerging technologies on business, individuals and society. Redesigned class contact will be used to support students in developing skills such as information literacy, collaboration and communication, whilst focusing on the issues which form the rationale for the module. It is planned to use a range of emerging technologies to support the IBL approach. For example, students will be asked to prepare a Data Subject request under the Data Protection Act. This might involve students providing photographic or video evidence of themselves being filmed by a particular CCTV camera, which they will then publish via the VLE or YouTube. This will form the basis of inquiry into Data Protection. Additionally students will be required to upload collaborative inquiries to wikis, and encouraged to blog and twitter [3], so enabling them to engage actively and creatively with the questions and problems of their discipline (Khan and O'Rourke, 2005). At present focus groups with students who trialled similar activity during the 08/09 academic year are being carried out. The results of these will inform the module redesign. When the full paper is required the results of the focus group and detailed information about the redesign will be available and the results section will present this.

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**Dr. Maria Kutar**, Lecturer in Information Systems, Salford Business School, University of Salford

Maria's research interests include the effectiveness of representations used in system development, psychology of programming, computer science education, and law / ethics in IT. Maria is Chair of the Psychology of Programming Interest Group (PPIG).

**Dr. Marie Griffiths**, Academic Fellow, Informatics Research Centre, University of Salford

Marie's research interests focus upon young people's meditation of digital/social media (this may includes virtual communities, gaming, on-line behaviour, SNS, YouTube) and the role of such technologies within the familial setting.

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## Papers and Workshops Wednesday 16<sup>th</sup> September

Session 4 Time 10.15 - 11.15

Session 4 Room 3

### Theme C

#### Diversity, Internationalisation and Critical Pedagogies

##### Title

Exploring student perceptions of written feedback in the Context of ESL in Syrian Classrooms

##### Abstract

Several attempts have been made worldwide to improve the technique of written feedback (WF) in ESL classrooms. However, it would be inappropriate or at least questionable to use the same technique of WF in different pedagogic and contextual settings. For that reason, a case study research will be undertaken to explore the students' preferences, attitudes and perceptions of WF in ESL Baccalaureate (BAC) classrooms in ten secondary schools in Syria.

This research will investigate the rationale behind the predominance of teacher feedback among other types of WF, such as peer feedback and self-assessment. Also, it will examine the hidden variables that might have indirectly shaped the current educational system, curriculum and the strategy of assessment followed by policy-makers in Syria, like the colonial consequences; mainly the Ottoman Occupation as well as the French Mandate on Syria. This research will also shed some light on the current WF practices in Syrian ESL BAC classrooms, which is characterised by the authority of summative assessment over formative assessment. The teacher-centred approach of teaching ESL and other socio-cultural variables that could strongly attribute to magnify the role of teachers in WF and marginalise the role of more advanced technological techniques like implementation of podcast, e-assessment, for example. To achieve this purpose, a qualitative case study research will be carried out from October (2009-10) till April (2010-11), and a triangulation of methods will be used to elicit the students' understanding of the concept of WF, particularly open and closed questionnaires, semi-structured interviews and systematic classroom observation. A trustworthy analysis of data obtained by the researcher will be presented, taking into consideration addressing ethical issues related to carrying out the research, and then they will be interpreted and compared with the findings of other researchers and linguists in this domain and in different contexts of ESL classrooms.

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Hala Janoudi PhD student in the School of Languages

Hala's research focuses on the prominence and position that the practice of written feedback has in the teaching of English as a Second Language in the context of Syrian

classrooms and in particular for those students studying the Baccalaureate.

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**Title**

Formative Activity and its Effect on Student Learning

**Abstract**

This paper will present the findings of a pilot study aimed at discovering the effect of formative assessment and formative feedback on higher education student learning. The paper will report on the findings relative to the research question and also on the use of, and learning from, testing the research methodology. The pilot study is the precursor to a main study that the author plans to undertake as part of a Doctor of Education award. There is much literature about the role formative assessment and formative feedback plays in the student learning trajectory, some of it favourable, some of it less so. There is considerable resource afforded to formative activities [within higher education] and it is essential that these activities benefit the student positively otherwise expensive and valuable resource is being wasted. What is the value and impact of formative assessment and formative feedback to the learning experience of students? Final year undergraduate students from two health and social care courses at a UK university were recruited. All participants were asked to complete an anonymous electronic questionnaire. Three participants were then purposively selected based on their summative results to date, and observed and video or audio recorded in an authentic university-based or practice-based learning setting. Finally, the three observed participants took part in a focus group. Participant and researcher experience of participant observation and focus group data collection methods. The discussion and conclusion will focus on what the author has learned from the pilot study and how these findings will impact on the main research study.

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**Sara Eastburn**, Head of Division of Rehabilitation, University of Huddersfield, UK

Sara is the Head of the Division of Rehabilitation at the University of Huddersfield and also a part time research student, undertaking a Doctor of Education award. A physiotherapist by background, she has a keen interest in pedagogy and specifically what drives student learning. Having previously presented internationally on aspects of self-assessment, Sara has chosen to focus her ongoing and current research on exploring the role that formative assessment and feedback activities play within the student learning trajectory.

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## Workshop Wednesday 16th September

<b>Session 4</b>	<b>Time 10.15 - 11.15</b>
<b>Session 4</b>	<b>Room 5</b>

### Theme B

#### Emerging Technologies, the Curriculum and Student Engagement

##### Title

Microblogging and social bookmarking

Social technologies are increasingly being used in educational settings, however some educators are suspicious of social networking tools and services, seeing them as trivial (a channel for self-promotion by celebrities) or a distraction from their formal development as academics. This workshop will show you how to make effective decisions about the use of two social network services (SNS): microblogging and social bookmarking. Microblogging (e.g. Jaiku and Twitter) services allow you to form a personal learning network with a low cost of entry: you create a profile, connect to people you know and your network starts to grow. Social bookmarking allows you store your bookmarks online and to collaborate with others through sharing tags (or labels for web resources) across your networks and beyond. Collaborative tagging is an alternative to traditional taxonomies, and is a bottom up method of classifying web resources, dubbed 'folksonomy' (Van der Wal 2006). 21st Century learners will be using such tools and services, and will benefit from our broader experience of finding appropriate information and resources and using them effectively. Not only can Twitter tell you when Stephen Fry is stuck in a lift (!), but it can keep you in touch with your professional network members of which will answer questions, provide you with instant feedback and valuable resources. Alongside this, social bookmarking enables you to find authoritative, well-regarded resources by being able to tap into the bookmarks of others, making connections with like-minded individuals with whom you can collaboratively build a library of links to web based resources.

This lab-based session will be structured as follows:

- 10 minute presentation (inc. Visualisation tools)
- Twitter demo task
- Social Bookmarking demo task
- Aggregation and discussion

Essentially, this workshop focuses on gathering information and making connections, crucial skills in today's networked society. You will emerge from the workshop able to experiment with microblogging and social bookmarking in your own practice (both personal and professional), through:

- being able to create a Twitter profile and start your personal learning network (PLN)
- understanding role of visualisation tools in managing your PLN
- collecting and sharing bookmarks online using Delicious and Twitter

#### References

Van der Wal, T. (2006) Folksonomy to Improve IA Paper presented at the *OZ IA*, Sydney, Australia.

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**Helen Keegan**, Lecturer in Future Media, School of Computing, Science and Engineering, UoS

Helen's research interest is in the social aspects of emerging technologies and the ways in which these are bringing about changes in educational and academic practices.

**Frances Bell**, Learning and Teaching Fellow Faculty of Business, Law and Built Environment, UoS

Frances Bell is interested in the use of technology in education, formal and informal, personal, institutional and social. You can find out more about me at <http://www.business.salford.ac.uk/staff/francesbell> and even more here <http://unhub.com/francesbell>.

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## Papers and Workshops Wednesday 16<sup>th</sup> September

Session 5	Time 11.45 – 13.15
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Session 5	Room 1
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### Theme A

#### Giving Voice to the Student Experience: approaches, methods and evidence

##### Title

The Foundation Degree student experience: expressions of transformation and dual identity

##### Abstract

Economic and democratic agendas underlie the introduction of the Foundation Degree (Fd); an economic drive to up - skill the workforce amidst global market place

competition, whilst simultaneously widening participation in HE and stimulating lifelong learning. Critically positioned within and spanning these two competing agendas is the Fd student. In these times of changing focus in HE, it is crucial that the voice of the student experience is not drowned out by increased political and socio-economic volume. This study aimed to capture the lived experience of a cohort of students undertaking the Fd in Health and Social Care at the University of Southampton. Using mixed methodology, a mainly qualitative approach to data collection (face-to-face interviews) was combined with an element of quantitative measurement, in order to generate possible models and theories. The study framework supported a two-fold design; a cross-sectional, snapshot approach aimed at capturing the experiences, viewpoints and aspirations of graduates (2004 - 2008) and a subsequent, longitudinal study following current students over a 3-4 year period. Re-visiting this latter student cohort enabled researchers to explore the evolving experiences of students at different stages of learning and working, whilst gaining far-reaching insight into the overall impact of the programme. Transcripts of recorded interviews were imported into the computer software package, NVivo, used to code, retrieve and collate the data. Thematic analysis was applied to draw up initial findings.

Whilst this research study represents work in progress, a number of emerging themes have been identified. For the purpose of this abstract, focus remains restricted to a number of key areas, relevant to identity / agency of largely employer-sponsored Fd students. Striving to balance two learning environments (work-based and academic), participants reflect upon their changing sense of self, as worker and learner, expressing a degree of conflict in their (employee / student) dual identity - a possible reflection of the complexity of the employer/HE institution partnership. Student voices from this study illuminate a range of personal, professional and educational journeys over a seven year period. Findings provide valuable insight into issues relating to dual-status of work-based learners, the challenges faced during transition to academic study and a deeper understanding of how the curriculum could engage and support the experienced worker entering HE. If future programmes are to fully capitalise on integrating academic, work-based learning and employer engagement, the key voice of the Fd student experience needs to be heard.

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**Elizabeth James**, Research Assistant, University of Southampton

Following a formative career in teaching, Elizabeth spent many years working for the social sector in the field of research and evaluation, with a particular focus on training and development. She is currently employed by the University of Southampton to carry out qualitative research under the umbrella of lifelong learning and the widening participation agenda.

**Dr. Julie Winrup**, Deputy Director, Innovation and Education Development  
/Academic Group Lead, Organisation and Delivery of Care, University of Southampton

After many years in mental health practice, Julie entered higher education in 1997 as part of a joint appointment with a NHS Trust working as a senior manager and educator. Her current interests include researching the student journey and understanding how interdisciplinary curriculum development can contribute to high engagement and criticality.

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## **Title**

Developing self-reflective pre-service teachers through text and audio based asynchronous online discussions

## **Abstract**

Professional development and reflective practice are essential outcomes of the pre-service teacher education curriculum, which the field practicum component is intended to address. However, the practicum experience can be challenging and intimidating for students, as for the first time in their course, they are separated from their lecturers and colleagues, and are expected to apply theory in practice. The researchers have been preparing secondary teachers using a range of resources since 2005, and its Graduate Diploma of Education Program for secondary pre-service teachers has been designed to provide a one year professional program for graduates from a range of discipline areas. Pre-service teachers typically encounter few, if any, models for teaching besides face to face, and this is particularly problematic in view of the increased emphasis on technology integration. Students studying teacher education programmes at an Australian Catholic University now take a range of units supplemented with digital media through podcasting and web streaming in order to facilitate a more collaborative educational community. The supervisory team sought to use technology to bridge this gap between academic preparation and school-based field experiences. This paper describes the efforts to develop pre-service teachers' reflective practice by blending two approaches: online discussion and podcasting. To support students completing their practicum placements the authors devised a peer-to-peer and self reflective framework, facilitated by a Web 2.0-based technology model that is integrated with the university's learning management system. While on their practicum, students used collaborative web logging (blogging) and threaded voice discussion tools that were integrated into the university's online learning management system (LMS), to share and reflect on their experiences, identify critical incidents and invite comment on their responses and reactions from peers. The university lecturers monitored the blogs and podcasts, providing feedback. The framework was based on Mezirow's (1991) four levels of reflection and Schon's (1990) reflection in action and Borich's (2000) work on the development from a self focus to that of the reflective educator. Data collected in the form of podcast recordings of critical incidents created by the students while on practicum, as well as post-practicum focus group discussions, demonstrates the relevance and effectiveness of enabling students to record and share reflections on how to developing reflective practice among peers. Pre-service teacher participants provided a supportive community and offered constructive feedback to their peers. The opportunity of synchronous and asynchronous Web 2.0 communication tools provided the opportunity for critical reflection and feedback. The project bridged the gap between theory and practice and provided the opportunity for students to experience a wider range of tools by which the lecturers and students remained in communication during the practicum.

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**Dr. Josephine Brady**, Lecturer and Coordinator of Secondary Programs School of Education, Australian Catholic University (ACU)

Josephine joined ACU in 2001 and is currently Coordinator of the Graduate Diploma of Education Secondary and Master of teaching Programs. Jo is a member SIMERR ACT, the Research Centre for Science, Information Technology and Mathematics Education for Rural and Regional Australia (SiMERR) at the School of Education, Canberra. Her research focuses on the use of interactive whiteboards, e-learning, Australian history and learner engagement.



**Dr. Catherine McLoughlin**, Associate Professor, Coordinator (SIMERR Research Centre, (Science, ICT and Mathematics for rural and regional Australia, ACU Catherine teaches at undergraduate and postgraduate levels in the areas of educational psychology, teaching methodologies and research methods. Catherine's research focuses on e-learning, design of culturally relevant learning environments, cognitive psychology and learner engagement.

Dr McLoughlin is editor of the *Australian Journal of Educational Technology* and she is on the editorial boards of a number of leading international journals in the field of educational technology.

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### **Title**

Science or science fiction? The application of scenario techniques to the study of possible futures for learners in higher education.

### **Abstract**

Vincent-Lancrin (2004) explains that in many countries of the Organisation for Economic Co-operation and Development (OECD), higher education provision has already changed significantly over the past decades, but these changes will become even greater in the future, as a result of the rapid evolution of the post-secondary education landscape. It is therefore timely, possibly urgent, to consider possible futures for learners in higher education. There are two functions of this research and research into the future in general. Firstly, it is about ideas, positions, practices and actions in the present. Human action is future-orientated to the extent that it is goal-orientated. For that reason Masini (1993) tells us that our expectations and visions of the future are relevant to our current thinking, understanding and deciding. Therefore, it is the aim of this research to stimulate discussion and debate about the future of learners in higher education. The second function is to write scenarios that capture possible futures over a specified time frame. These possible futures will be an aid to ongoing discussion, debate and strategic visioning. This is a legitimate research goal and the method has validity in this context (Avila and Léger 2005; Miller 2003).

After reviewing a number of similar studies (Miller 2003; Enders *et al.* 2005; Schuller 1991; Avila and Léger 2005; Vincent-Lancrin 2004 Snyder 2006) it was decided that a twelve year period towards 2020 was appropriate. Current research activity and the focus of this research paper involve the *identification of distinct scenarios*. Tight (2003, p. 188) explains that 'it is difficult to imagine anyone undertaking a meaningful piece of social research which did not involve some documentary analysis.' In this research the documentary analysis involves desk based research which will review the strategy documents which relate to the change agenda for higher education and broader government policies/strategies which will impact on learners. The entire process is framed by best practice examples taken from relevant academic writings (Vincent-Lancrin, 2004; Avila and Léger, 2005; Enders, 2005) as well as best practice principles taken from key texts (Godet, 2000; Ringland, 2006; Van der Heijden, 1996). The presentation of the scenarios will facilitate the research by: firstly, providing a critical audience for the scenarios and secondly, providing an audience of practitioners that will be able to aid the refinement of the emergent scenarios.

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**Dr. Simon Stephens**, Lecturer School of Business, Letterkenny Institute of Technology, Ireland

Simon lectures within the School of Business at Letterkenny Institute of Technology (LyIT). His main teaching interests are in research methods, EU policy, public policy, international business, and macro economics. In addition he is an active researcher in the area of higher education. Simon holds a PhD in Educational Research from Lancaster University.

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## Papers and Workshops Wednesday 16<sup>th</sup> September

**Session 5**                      **Time** 11.45 – 13.15

**Session 5**                      **Room** 2

### **Theme B**

#### **Emerging Technologies and Student Engagement**

##### **Title**

Cartoon PLANET - A case-study on the use of social computing to motivate young people to reflect

##### **Abstract**

The way young generations today play, interact and communicate with others also reflects the way they can easily be engaged to learn. Nowadays learners are seen as being increasingly autonomous and more eager to interact with their surrounding environment, rather than to 'consume' information, when it comes to their own learning. Nevertheless, this is often an issue in formal school settings, where classroom learning is still fairly attached to a rigid curriculum. Scope for personalised, more flexible learning approaches in formal education is still scarce. This presentation will introduce the audience to a pilot project developed at the University of Salford, as part of the European Project ICONET, in collaboration with the Salford's Young People University.

The pilot consisted in developing and testing learning activities focusing on informal learning methods and pedagogical approaches, being its main goal to engage disadvantaged young learners with their own learning, and help them realize their own potential outside the formal educational framework. A series of micro-learning activities, focusing on social learning approaches, were developed to our target audience. Peers and group onsite activities were proposed to introduce the learning topic, create a friendly environment and prepare the pupils to the second part of the session. The other half of the workshop was dedicated to an online activity which focused on the creation of digital cartoons as a form of representing pupils' learning and micro-reflections.

The learning activities encouraged pupils' participation and proved to be successful in terms of engaging young learners meaningfully. From this project we were able to identify three main key issues: 1) the use of rather short activities based on peer and group collaboration are important to maintain the learner's motivation throughout the sessions. 2) The mentoring presence of the tutor is also crucial to the success of this approach, as learners as creators and active participants do require constant and personalised guidance. 3) Learning technologies can play an important role in pupils'

engagement and motivation, providing new alternatives to the traditional classroom teaching. Yet, they are only effective if a meaningful pedagogical approach is in place to support it. Using the web for learning does mean to transform the classroom in a more flexible and informal learning environment. It equally means to develop new teaching practices, in which educators still have a leading role as mentors of the learning process, but in which the learner is also empowered.

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**Cristina Costa**, Research Technologies Development Officer. University of Salford

Cristina is currently the Research Technologies Development Officer for the Research and Graduate College, at the University of Salford, UK. She works with research staff and students across the University in a range of activities related with the effective and creative use of web 2.0 for learning, teaching and research.

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### **Title**

Institutional virtual learning environments: is “vanilla” content as good as it gets?

### **Abstract**

Learning, teaching and assessment are complex activities, facilitated in an increasingly rich environment, for students who are not a homogeneous population; more individuals with particular interests, experiences, strengths and weaknesses. Into this rich mix learning technologies are becoming increasingly prominent, and more deeply embedded. Why then do institutional Virtual Learning Environments (VLE) across the higher education sector often look like little more than online repositories of ‘flat’ content? The University of Salford has been a Blackboard client since 2000 and was an early adopter in the use of VLEs within higher education. Whilst there isn’t full penetration of the VLE across the whole of the institution; there is evidence of some uptake in most curriculum areas and innovative use emerging in some discipline areas. However, nearly a decade following their emergence, VLEs as a technology genre are starting to attract negative publicity and are seen, by some, to be an ageing learning technology being usurped by the new kids on the block Web 2.0. It is my contention that there is still significant potential yet to be wrung out of virtual learning environments. This presentation will look at tools and techniques which are available within and around the existing technologies to produce input which is more student-centred and differentiated. The focus of the presentation will not be upon technologies per se, and certainly not upon developing new technologies, but more upon how we might use existing functionality in a way which moves us from the simple online delivery of existing content and provides us with opportunities to use the VLE as a host for flexible, responsive and differentiated learning.

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**Mike James**, Learning Technologies Advisor, Learning Development Unit, UoS

Mike has been involved in the development, embedding and supporting of a wide range of learning technologies, in a variety of different settings, for more years than he cares to remember. He has worked in healthcare settings, the land-based sector and, for the last six years, here at the University of Salford. Mike’s current interests lie in the creation of differentiated online learning and the development of formal spaces for teaching and learning.

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**Title**

Interprofessional Collaboration: using a virtual learning environment to develop student understanding when safeguarding children.

**Abstract**

A key area of practice across health and social care professions is that of safeguarding children and there is a statutory duty on key people to work effectively across professional boundaries in this area. As a result the safeguarding of children is an element of many health and social care programmes at the University of Salford. At an inter-professional education seminar a multi-professional staff group identified commonality in their syllabus and developed an inter-professional learning event for children's nurses, social workers and radiography students. Some of the students were studying at post-qualification level and some at undergraduate level. All had undertaken clinical placements at this point. The team organised a one day event bringing together the student groups. The event focussed around the use of an electronic resource designed by the University of Sheffield and modified by them specifically for its use at this event. A specific site was created on the VLE, Blackboard, and used to facilitate lecturers discussion of the proposed content and later to house the learning resource and shared learning groups. The resource depicted a child safeguarding issue and the students worked together in multi-professional groups discussing the scenarios presented and capturing their discussions on a wiki. The students in working collaboratively were able to share their knowledge and understanding of safeguarding whilst learning about the role of other health care staff. Evaluation of the event was conducted using a Likert questionnaire and added comments were also invited. Students evaluated the event as good or excellent and found the electronic resource helpful. Students' comments indicated that they enjoyed working with other professionals and finding out what they do and developed an understanding of the need for collaboration in the safeguarding of children. Criticisms of the event were related to the lack of other professions attending the event e.g. midwives, paramedics, doctors etc. and that due to student numbers the groups were unbalanced from a professional perspective. The team intend to run the event again in the coming academic year with plans to extend the event to include a follow up day where students will role play the professions attending case conference. It is also intended to invite students from other professions with safeguarding roles.

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**Carol Haines**, Senior Lecturer and Programme Leader in the Directorate of Social Work, University of Salford.

Teaching and Research Interests are IPE and Collaborative Practice; professional development for newly qualified social workers.

**Ann-Newton Hughes**, Lecturer and Clinical Learning Manager in the Directorate of Radiography, University of Salford.

Leader for the module in which safeguarding of children is delivered for undergraduate radiography students. Research interests - CL (IPE), e-learning and clinical skills.

**Bernadette Burns**, Senior Lecturer, Programme Leader BSc Child and Family Nursing, School of Nursing, University of Salford.

**Moira McLoughlin**, Senior Lecturer/Student Experience Lead, Child and Family Nursing, School of Nursing, University of Salford.

Moira's research interests are in student learning and engagement in professional practice.

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## Papers and Workshops Wednesday 16<sup>th</sup> September

**Session 5**                      **Time 11.45 – 13.15**

**Session 5**                      **Room 3**

### Theme C

### Diversity, Internationalisation and Critical Pedagogy

#### Title

Preparing Future Faculty for Multicultural Teaching and Learning

#### Abstract

In a three-part project, there is an exploration of how future faculty might come to understand multicultural teaching and learning (MCTL) as integral to higher education. In 2005, as new director of a Preparing Future Faculty (PFF) program, a review of "Teaching in Higher Education" course evaluations was conducted; comments about the one "diversity" class session incorporated into all sections of the course indicated a clear dissatisfaction with how the topic was – or was not – being addressed. Faculty co-teachers guided by MCTL expertise collaborated to develop a core syllabus modelling MCTL while also infusing MCTL readings and case-based, reflective, future-looking assignments across the course focus on developing a "significant learning" approach to course design and classroom teaching. Project Part 1 focused on addressing MCTL confidence gains as part of assessing whether new readings and assignments/activities; qualitative course evaluations addressed which course activities, readings, assignments provoked gains.

Part 2 of the project, the focus for this presentation, focuses on qualitative analysis of a late-in-the-course "active reading assignment" asking students to "set out ways you imagine you could engage diversity in everyday ways as a teacher, whether in determining course materials, guiding students as they work with one another, setting a classroom climate, or asking students to understand & investigate knowledge construction in your discipline." The analysis focuses on how future faculty understand day-to-day MCTL and how they position themselves personally and professionally with regard to MCTL. These changes can provide a deeper understanding of how, when and why future faculty accept and/or resist incorporating MCTL as an everyday approach. The project will conclude with feedback from former students (Spring 2005-Spring 2008) and PFF colleagues. Students will complete a 5-item survey; a representative group of respondents, with PFF colleagues, will participate in open-ended interviews about MCTL and the courses they currently teach.

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**Dr. Ilene Alexander**, Center for Teaching and Learning, Teaching Consultant,  
University of Minnesota, USA

Ilene focuses on multicultural teaching and learning in higher education, consults on undergraduate and graduate course design, creates and teaches Preparing Future Faculty courses, and facilitates faculty learning communities on improving lecture-based courses.

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### **Title**

Interprofessional Learning (IPL) in a Community of Child Protection Practice

### **Abstract**

IPL implies learning for a common purpose to improve collaboration or quality of care (CAIPE, 2003); in this study the focus is collaborative learning to improve the quality of child protection working practices. Following the Climbié Inquiry (Laming, 2003) child protection policy and practice trends within the UK have made a decisive shift towards encouraging and supporting multi-agency working (DH, 2004; DfES, 2004). Yet professional barriers (Harlow & Shardlow, 2006) within the professional-cultural dimension (Hudson, 2005) and the micro-politics of joined-up endeavours (Garrett, 2004) resist easy transition. In particular, inertia resulting from embedded definitions of professional identifications, particularly relating to individuals' perceptions of self and others could be posited as a restraining factor, dampening any renewal of relationships between agencies. This apparent collision of communities of practice invites research to examine how a transition to a more collaborative and effective state of affairs might be achieved. By combining socio-cultural learning theory, particularly in relation to communities of practice and situated learning, and psychodynamic theory this study proposes to address some of these issues. The forum for research is Local Safeguarding Children Board's multi-agency training provision, where practitioners from the various professions involved in child protection have accessed education for almost twenty years.

Socio-cultural theory supports the work drawing in particular on situated learning (Lave and Wenger, 1991) as a process of participation. Yet rather than considering this theory in relation to apprenticeship or gradual assimilation within an existing community, the various participants are representing their respective professions, organisations and existing power constructs within these. Thus the renewal of professional relationships is to be negotiated within a situation of co-participation rather than competition. This invites Wenger's (1998, 1999) later development of peripheral participation into the idea of a community of practice as a framework for analysis of the practice of working groups. Whilst socio-cultural conceptions of identity supports the account of realignment of communities of practice, psychoanalytic theory (Lacan, 2005, Zizek, 2005), is also deployed in building conceptions of subjectivity and identity, particularly with regard to perceived images of self and others. Zizek (2005) proposes that reality can only be mediated through subjectively produced fantasies. For example he describes the filmmaker Kieslowski who resorted to fictionalised accounts rather than documentary to avoid intrusion on emotional lives and false presentation of idealised images (see also Insdorf, 1999). Likewise the study examines how variously situated professionals construct or "play" themselves.

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**Elaine Uppal** is a Midwifery Lecturer at the University of Salford and PhD student at Manchester Metropolitan University.

Her main research interest is interprofessional learning, reflected in current research within the community of safeguarding practice and birth related collaborations with artists.

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**Title**

Teaching and the wider educational role: should lecturers be prepared to offer a listening ear?

**Abstract**

As a neophyte lecturer in higher education, the early years of this career has been spent formulating a personal teaching and educational philosophy (Morton, 2009). Whilst the majority of these reflections have focused on technical measures of efficiency and teaching practices, there have also been elements of reflection related to the wider educational role. Specifically, such reflections have focused on the need to incorporate a humanistic element to practice especially when operating in one to one situations such as personal tutoring. Such an approach seeks to build empathy and understanding with students who are faced with challenging personal circumstances that are not related to academic performance. In this presentation, the author draws upon two experiences (using a creative writing approach) to illustrate the arrival at such a conclusion. In both stories, the students appeared to be comfortable in sharing their innermost thoughts and feelings. As a lecturer trained in mainstream positivistic research methods, these moments have challenged me both professionally and emotionally. Nevertheless, such experiences have steered me towards a mindset that both novice and seasoned academics should be prepared to offer a non-judgemental and listening ear when called upon. Moreover, these incidents have led me to propose a number of challenging questions which are relevant for modern day higher education and educational development programmes. The closing part of this presentation aims to open these questions to the audience, stimulate debate and ultimately, heighten awareness of the need to have a skill set capable to deal with the sensitive issues that students may face throughout their time at university.

**References**

Morton, J.P. (2009). Critical reflections from a neophyte lecturer in higher education: a self-narrative from an exercise physiologist. *Reflective Practice*, 10, 233-243.

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**Dr. J.P. Morton**, Lecturer in Exercise Metabolism & Sports Nutrition, Liverpool John Moores University, UK

James specialises in teaching exercise metabolism and research methods on the BSc Sports Science related modules at LJMU. His specific research interests focus on the molecular responses of human skeletal muscle to exercise and he has been recognised with several Young Investigator Awards in this area. He also has a developing pedagogic research profile and is devoted to improving teaching practice within the sport and exercise sciences.

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## Workshop Wednesday 16<sup>th</sup> September

Session 5	Time 11.15 – 13.15
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Session 5	Room 4
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**Presentation to Publication:** hosted by the LTRN Writers' Group, University of Salford

Are you a new researcher, starting out in writing for publication? Have you presented your research and now want to publish? This workshop provides participants the opportunity to learn from a panel of four experienced and published researchers about how to take your presentation to publication. We will explore what makes a 'good article', tips on targeting journals and what happens during the editorial process.

Workshop participants are encouraged to bring an outline of their ideas for a draft paper of their own to the workshop (e.g. a paper or poster that has been presented at the conference). The second half of the workshop provides opportunity for constructive and supportive feedback from the panel to encourage delegates embarking on journal publication.

The LTRN Writers' Group, at the University of Salford, is contributing to the conference with a one-hour workshop designed for new researchers who want to publish. You can find further information about the writers' group at:

<http://www.edu.salford.ac.uk/her/ltrn/writers/>

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## Papers and Workshops Wednesday 16<sup>th</sup> September

Session 6	Time 14.15 – 15.45
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Session 6	Room 1
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**Theme A**

**Giving Voice to the Student Experience**

**Title**

Do students really learn from formative feedback?

**Abstract**

This paper will present findings from the literature in relation to the value and impact of formative assessment and formative feedback to student learning. There is discrepancy within the literature as to the real effect of formative activity on short and long-term student learning. With the United Kingdom's Quality Assurance Agency for Higher Education (2006: 20) advocating that the academic community should be providing



“...appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement...” it would seem that this is attestation enough that positive learning is likely to result from such activity. To support this further, several authors, for instance the seminal work by Black and Williams in 1998 and more recently the 2008 works by Clynes and Raftery and separately Koh, propose that formative activities allow learners to develop a better appreciation of what is expected of them, a deeper approach to learning, and skills and understanding relating to how to “close the gap” between their current and the desired levels of achievement.

However the suggested foundation that formative assessment and formative feedback are consistently helpful to all learning is extremely unstable. Gijbels and Dochy (2006) and Irons (2008) suggest that formative assessment may encourage an undesirable surface learning approach and rote learning, respectively. Ecclestone and Pryor (2003) put forward that, as a consequence of engaging with formative activities, rather than learners developing “learning careers” fundamental to the life-long and self-regulated ongoing learning essential for successful contemporary professionals, they instead develop “assessment careers” because of the driving force of the assessment processes, rather than the [often hidden] learning activities. This paper will present and debate the findings of the literature from 1998 to 2009 in order that formative assessment and formative feedback can be placed correctly and thoughtfully within the student learning trajectory.

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**Sara Eastburn**, Head of Division of Rehabilitation, University of Huddersfield

Sara is the Head of the Division of Rehabilitation at the University of Huddersfield and also a part time research student, undertaking a Doctor of Education award. A physiotherapist by background, she has a keen interest in pedagogy and specifically what drives student learning. Having previously presented internationally on aspects of self-assessment, Sara has chosen to focus her ongoing and current research on exploring the role that formative assessment and feedback activities play within the student learning trajectory.

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### **Title**

What is the student experience of learning in practice?

### **Abstract**

Nursing roles are constantly evolving to include greater responsibilities (DH 2009). The implications for student nurses and the training they receive are considerable. One way of ensuring parity of opportunity for future generations and, in particular, identifying barriers that impede nurses’ pivotal role in the design and delivery of 21st century services (DH 2009) is to assess current delivery of learning in the practice arena. This paper reports on a study that examines assessment of learning in pre-registration student nurse education (in particular practice based learning), so that relevant research findings might offer understanding, in the 21st Century, to either qualify or modify future student nurse development. The aims of the analysis were firstly to establish an accurate evidence-base of the student experience in the practice arena, interpret findings and chart conclusions. Based on a Whole School Project initiative, evidence is drawn from a range of information resources within a North West School of Nursing. The study therefore has a regional perspective, but a wide-reaching focus on current assessment of learning in practice in relation to a global nursing membership.

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A combined approach using qualitative and quantitative analysis of student nurses evaluations of their learning in practice; follow up focus groups and interviews. The sample culminated in across-branch pre-registration first, second and third year nursing students (n=not yet finalised) who participated in focus group interviews. Identify issues and chart student nurses' experience in practice at the foundation stage of learning. Translate it into a defensible and objective evidence-based account of current learning and practice.

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**Dr. Elaine Ball**, Lecturer Adult Nursing, Faculty of Health and Social Care, UoS  
Elaine is a lecturer at the University of Salford, her interests lie across a range of interests including post-modern and feminist philosophy. She writes on nurse education and changes in the curriculum

**Karen Wild**, Senior Lecturer in adult nursing, Faculty of Health and Social Care, UoS  
Karen is a lecturer at the University of Salford, her interests lie across a range of interests including assessment of learning in practice, attrition and retention.

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## **Title**

Open Enrolment Courses at Salford Business School: challenges and opportunities

## **Abstract**

The vision of the recently established Salford Business School (SBS) includes the improvement of open enrolment programmes in providing executive education. Open enrolment programmes are different from traditional credit bearing programmes, since their participants don't need to have prior qualifications and usually these programmes do not lead to an award. They are taken up by learners primarily to advance their knowledge and skills to improve their careers (Schaap, 2008). In Business Schools' context these programmes are offered in management and leadership related subjects (Maes, 2003). It is a challenging move for SBS due to the existing competition amongst such programmes across the UK, but, there are a number of drivers that highlight the need for developing such programmes including the business school rankings (Peters, 2007) and the forthcoming Research Excellence Framework (REF) that will measure the economic impact of research as part of future research funding allocations.

The current paper is part of an ongoing action research project by an open enrolment programmes development team within the SBS. The objective of this research is the improvement of open enrolment programmes provision across the SBS. This work discusses some preliminary lessons learned from a two-day pilot course in Management of Search Engine Optimisation. This research is based on individuals' reflections and feedback on the processes undertaken and on feedback from course participants. The work done so far is in the preparatory stage of the course and builds on secondary data. The preliminary findings of this study suggest that the development and delivery of research inspired open enrolment programmes can and should lead the way to the development and provision of executive education. This can also have other positive impacts including the improvement in business school rankings, favourable REF assessment, generation of additional income for the course facilitators and the School as well as enhancing the reputation of the School for other undergraduate and postgraduate programmes.

As with many interpretive action research studies, the current work is open to many limitations such as the reliability and application of findings in other schools and universities. However, the authors believe that the discussions and tensions documented in this work can inform others in their thinking when taking strategic decisions in developing strategies for open enrolment programmes.

#### References

- Maes, R. (2003). On the alliance of executive education and research in information management at the University of Amsterdam. *International Journal of Information Management*, 23, 249-257.
- Peters, B. K. G. (2007). Business School Rankings: Content and Context. *Journal of Management Development*, 26(1), 49 - 53.
- Schaap, W. G. (2008). An appreciative enquiry into customer service provided on an executive education programme at a South African business school. Thesis, Digispace at the University of Johannesburg, Johannesburg.
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**Dr. Aleksej Heinze**, lecturer in the Salford Business School, University of Salford, UK. His research interests are in management education, Enterprise 2.0 and Research 2.0. He is the Director of Open Programs within the Salford Business School.

**Stuart Wells**, Enterprise Development Manager, Salford Business School, UoS  
Stuart is an experienced marketer with a strong interest in promoting collaborative working as a means of achieving sustainable Partnerships between Universities and organisations.

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## Papers and Workshops Wednesday 16<sup>th</sup> September

Session 6	Time 14.15 – 15.45
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Session 6	Room 2
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### Theme B

#### Emerging Technologies and Student Engagement

##### Title

A tool kit for setting examination papers and solutions

##### Abstract

The overall quality of any degree rests on the quality and rigour of the examination and assessment process used to grade and measure student performance. The additional burden placed on academic staff of writing examination papers frequently falls at a very busy time within the teaching cycle and as a consequence examination papers are often set in a hurry without the time necessary to evaluate them fully being available. Most institutions rely on the system of External Examiners to judge examination paper quality, the appointment of a Senior Academic from another Institution who oversees the preparation of the papers. However, whilst the appointment of an External Examiner can clearly be a positive moderating influence, alone this is insufficient to prevent errors

in both papers and solutions from filtering through. A method of setting examination papers (and automatically generating the solutions to the selected questions) will be described which is simply based on the use of MS Word and MS Excel (using some advanced Excel features). The method gives the opportunity of selecting questions from a question pool, selecting the order of appearance in the paper and generating both the paper and the solutions. Whilst the method has evolved and been used within an engineering discipline the method could easily be used in any discipline requiring numerical answers to be generated and some of its features would easily lend themselves to disciplines in which more essay type answers are expected.

The method described allows a record of each examination paper to be recorded (questions selected, order of appearance and the data used) and the questions selected can be linked back to the subject material being tested and the learning outcomes of the individual modules being tested ensuring that quality standards are maintained. Whilst setting up the question pool requires initial effort the time expended is quickly recouped by the speed with which papers can be set, the quality of the papers generated and the elimination of human error in the solutions.

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**Dr. Elizabeth Laws**, Professorial Fellow, School of Computing, Science and Engineering

Elizabeth is a Professorial Fellow in the School of Computing, Science and Engineering.. Her specialist teaching areas are Engineering Thermodynamics, Fluid Mechanics and Aerodynamics with focus on the use of learning technologies to support student learning.

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### **Title**

Connectivism, Modelling 21 Century Learning

### **Abstract**

We live in an increasingly connected world, with a significant majority of households connected to the Internet (61% in 2007), and mobile Internet use growing rapidly. Sales of the iPhone alone generated over 1 million mobile Internet users by February 2009. We no longer expect our students to go to a computer room to gain Internet access, they have it with them in the classroom, as Mike Wesch's video graphically illustrates. How can we make sense of our and students' use of the Internet in learning? Downes and Siemens offer the theory of connectivism, a theory of learning that characterizes knowledge as a flow through a network of people and things (Downes, 2005; Siemens, 2004). Connectivism includes the sharing of cognitive tasks between people and technology; coping with rapid change in the 'information ecology'; and consideration of the impact of theories of networks, complexity and chaos.

This study examines connectivism as a theory in use by around 2200 people who engaged in a Massive Open Online Course (MOOC), Connectivism and Connective Knowledge, led by Downes and Siemens between September and December 2008. Data was obtained from participant observation and searches of publicly available archives and search engines. It was found that although participation was variable, significant numbers of participants were able to engage in the course developing and refining their

understanding and interpretation of connectivism, whilst applying its principles. A significant network of blogs, forums, social networks and personal contacts was created within which individuals created and extended their personal learning networks online. Examples of this which delegates could consider applying in their own practice will be presented. However, connectivism is poorly linked to some related theories and would benefit from extending itself as a knowledge network.

## References

Downes, S. (2005) *An Introduction to Connective Knowledge*.

Siemens, G. (2004) *Connectivism: A Learning Theory for the Digital Age*.

**Frances Bell**, Learning Technology Fellow, Faculty of Business, Law and Built Environment, University of Salford

Frances is interested in the use of technology in education, formal and informal, personal, institutional and social. You can find out more about her at <http://www.business.salford.ac.uk/staff/francesbell> and even more here <http://unhub.com/francesbell>.

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## Title

Enrichment of the E-learning Environments using Classification Techniques

## Abstract

In recent years many data mining applications have been developed to mine and classify the learner's records and characteristics in an E-learning environment, in order to help the learners to predict their studying results. One of the data mining strategies is data classification. The aim of classification is to separate different data into different Pre-defined classes. Classification is based on available features that leads to new data description and causes a better understanding of each class in a Database or in a Data Warehouse, so classification can prepare a model to describe the proper class for any given data. In other words by using classification, we can predict that which given data would belong to which predefined class. Different statistical techniques are used for classification functions like; Bayesian, Neural Network, Decision Tree and Support Vector Machine. Most of the Learning Management Systems (LMS) have some modules for logging user characteristics and behaviours such as user personal information, IP, time of user connection to the system, user actions and also user scores. In this article we examined and compared the predictions' results of four classification methods which were used to classify and analyze the learner's following information:

<b>Learner Characteristics</b>	<b>Related Values</b>
Sex	Male , Female
Age	24-49
No of Children	0,1,2,3,4
Marriage Status	Single , Married
Computer Knowledge	Yes, No
Working with Computer	Yes, No
First Homework done?	Yes, No
First Exam Result	Excellent, Good , Absent, Rejected

Second Homework done?	Yes, No
Second Exam Result	Excellent, Good , Absent, Rejected
Third Homework done?	Yes, No
Third Exam Result?	Excellent, Good , Absent, Rejected
Fourth Homework done?	Yes, No
Fourth exam Result	Excellent, Good , Absent, Rejected
Final Exam Result	Accepted, Absent or Rejected

We used the Cross Validation method for 10 learner groups to evaluate the classifier's quality. Ninety percent of the total collected data were used as the training set for learning machine and the other ten percent of the total learning data were used as the test data. The amount of samples that were classified correctly, were attended as a basis for determining its accuracy. This process was done by Weka software for ten times and each time, 10 percent of the learning data were used. When this process was done completely, the average amount of accuracy in each part was considered as the final accuracy of the related method. We found out that those methods which had used the Simple Bayesian or Decision Tree Algorithms had more accurate results so we proposed the classification method using Simple Bayesian or Decision Tree technique as useful agent for classifying the user information for predicting their future studying results according to the above mentioned model, so that we would be able to lead the learners to choose more related e-courses, to have better improvements in their E-learning environment.

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**Dr. Hassan Ahmadi Torshizi**, Assistant Professor, Islamic Azad University- Mashhad Branch

Hassan teaches Advanced Software Engineering, MIS & AIS Courses.

**Baharak Shakeri Aski**, University Lecturer Assistant, Islamic Azad University- Bandarabas Branch

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## Papers and Workshops Wednesday 16<sup>th</sup> September

<b>Session 6</b>	<b>Time 14.15 – 15.45</b>
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<b>Session 6</b>	<b>Room 3</b>
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**Theme C**

**Diversity, Internationalisation and Critical Pedagogy**

**Title**

Women in Science, Engineering and Technology: the consequences of a gendered education system

**Abstract**

Armed with the knowledge that those sectors from which women are most absent are also those which are experiencing the greatest skills shortages. Science, engineering and technology (SET) industries are ones of the most gender segregated industrial sectors in the UK; recent estimates suggest that fewer than 8 per cent of those working in engineering occupations in particular are women. In this paper we investigate the “old thinking” that is supported by flawed sex-based intelligence tests and cultural beliefs which suggest that females do not have the same natural ability as males in subjects such as mathematics and science which are essential requirements for science, engineering and technology studies and careers. In fact many studies and tests prove the contrary, that females are as good if not better than males at mathematics and science. We scrutinise the influence of such negative thinking on the gender stereotypical information, advice and guidance provided at school that may be a direct cause of sex segregation in further and higher education, and later on, in the workplace. Research shows that such cultural beliefs are very significant. If a teacher or parents think that an individual cannot do mathematics, that can have a serious impact on the individual’s self belief of own ability and aspirations. We found from our own research over a few years that such thinking is deeply rooted in the education system which has serious implications on females’ choice of field of study and hence intensify the under-representation of females in science, engineering and technology careers. Our sample of female interviewees that made it to science and engineering studies and careers actually ignored the gender stereotypical career advice they received at school. Equally important, that those females were inspired by a parent, a relatives, or a friend. We also emphasise the fact that for females who enter SET studies, there is a requirement from higher education institution to construct a learning environment that is conducive to enhancing women in SET self esteem and confidence in their technical abilities. We argue that this is crucial to help women survive and progress in their future careers in male dominated industries. Our research highlights the fact that female in SET are required to possess certain qualities to “get in and on” in SET industries.

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**Dr. Haifa Takruri-Rizk**, Senior Lecturer, School of Computing, Engineering and Science, University of Salford

Haifa is leading research investigating the factors contributing to the under-representation and the leaky-pipeline phenomena of women in science, engineering and technology (SET) and their lack of progression into SET careers. For further information visit <http://www.cse.salford.ac.uk/gender>.

**Sunnita Dhar-Bhattachatjes**, Research Fellow, School of Computing, Engineering and Science, University of Salford

Sunrita is an experienced Research Fellow with principal research and teaching interests lie in the fields of equality and diversity, industry engagement with education, community development, project management, and gender studies in SECT (science, engineering, construction and technology).

**Natalie Sappleton**, Doctoral Researcher, Business School, Manchester Metropolitan University, UK

Natalie worked on a number of projects investigating occupational segregation and gender stereotyping in science and engineering. She is currently researching whether the networks of male and female entrepreneurs operating in gender atypical industries differs from those of business owners in gender typical sectors, and whether this has an impact on their performance of their businesses.

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**Title**

The anthropological roots of ethnographic research: the strange world of the taught postgraduate

**Abstract**

In the UK and elsewhere, qualitative ethnographic methods are commonly used to study aspects of higher education. In process terms, classical ethnographic research involves getting out and staying 'in the field' for months, sometimes years. However, as a tool for understanding cultures and social groups in education, ethnography is generally used as an approach, rather than as a full-scale methodology. Furthermore, it is often carried out as 'insider research' by those already familiar with the event or group in question, leading to axiomatic understanding of phenomenon such as 'student cohorts', 'completion dates', 'learning objectives', or 'curriculum content and assessment' (Chivers 2007).

This study into the experience of taught postgraduates refers back to the anthropological roots of ethnographic investigation as a form of disciplined curiosity, examining some of these 'taken-for-granted' perspectives, values for the university experience of taught postgraduates. Whilst disciplines like psychology focus on theories of the individual, and may characterise learners with reference to personality and learning style (Malcolm and Zukas 2001), anthropology offers insights into the nature of power in the classroom, and the rituals, myths and symbols that learners encounter as they engage in their community of practice (Lave and Wenger 1991).

Taught postgraduates comprise a substantial and increasing group in higher education, due in part to a strong focus on CPD by professional bodies (Chivers 2007). This current 'small world experiment' (Marcus 1998) will shed light on the experiences of a group of mid-career professionals. Through interviews and field study, this work employs an anthropological gaze in an attempt to understand the internal logic of the teaching of professional taught postgrads, from their point of view; in order to 'make the strange familiar and the familiar strange' (Ginzburg 2002). The study ends by suggesting that the analytical categories more often used in studying tribal and small scale communities can be helpful in understanding the culture of taught postgraduates, and that this understanding can be shared across the disciplines through dialogue about the profound complexity of 'ordinary' and 'common sense' teaching and learning (Mills and Huber 2005).

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**Dr. Ela Beaumont**, Retention Manager, The Student Life Directorate, UoS

Ela manages Study Skills provision at the University of Salford, working on collaborative interdisciplinary teaching and learning projects, including web.2, mentoring and supervision in higher education.

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**Title**

Theories of Difficulty: can they help explain the areas that students find problematic?



**Abstract**

University study is not supposed to be easy, but there are areas in all disciplines that students seem to find particularly difficult to grasp. This piece of research was stimulated by conversations in the corridor with colleagues puzzling over why students regularly got certain things wrong and being introduced to a particular theory of difficulty. There are a number of theories of difficulty, some of these are based upon the epistemological nature of the discipline, others are formed from developmental psychology and a number come from a social constructionist viewpoint. In addition the increasingly diverse nature of the student body and the external demands made on it due to funding may impact on students' ability to keep on track with their learning. This study explores the difficult areas in prosthetics, an allied health profession. Data was generated through semi-structured interviews and email questionnaires with both staff and students at the two universities in the UK where prosthetics is taught. The students who participated came from a range of backgrounds. This data collection method enabled both what students find difficult and what the staff perceive students find difficult to be analysed. The interviews were transcribed by the researcher and were then analysed using interpretive phenomenological analysis. Initial results suggest that disciplinary language and professional communication are both areas that students and staff identify as problematic. Also the concept of gait (walking) appears to be difficult. Further results will be discussed within the presentation.

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**Sophie Hill**, Lecturer Prosthetics and Orthotics, School of Health Care Professions, University of Salford

Sophie is completing a PhD in Educational Research at Lancaster University and is interested in aspects of pedagogic research around 'threshold concepts' and theories of difficulty and communities of practice.

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**Workshop Room 4****Title**

No Place to Learn: Why universities are not working

**Abstract**

The title is taken from the book of the same name by Tom Pocklington and Allan Tupper, published in 2002, which reflects upon their experience and research into Universities in Canada. They suggest that there is a dangerous contradiction at the heart of the university system in North America: citizens pay for universities in the belief that they exist mainly to teach the young and prepare them for the rest of their lives. Those who manage universities have other goals, and in particular the publication of research and management of funding. No-one is recruited or promoted for the quality of their teaching and the widely accepted interdependence of research and teaching is not supported by evidence. Indeed, in practice, research and teaching are frequently in opposition. In many cases the teaching is bad, although in general students don't complain. They suggest that there is no other great social institution afflicted by such a radical division between public expectations and professional goals.

Pocklington T.C. & Tupper A. (2002) No place to learn: why Universities aren't working  
UBC Press, Canada

Ideas to be explored in this Workshop

In a conference whose title is 'Is the Student Really at the Heart of Higher Education?', it is timely to review the work of Pocklington and Tupper in a workshop to discuss the experience of delegates present. A number of questions should be considered by delegates in advance of the workshop:

- 1) Do delegates have first hand experience that supports/ contradicts the argument of Pocklington and Tupper? For example, is good teaching rewarded and poor teaching addressed? Does peer review actually work? In practice is esteemed research disseminated to the students?
- 2) Is it possible, in practice, to implement the results of educational research such as the work presented at this conference? For example, do staff student ratios obstruct research informed education? Do successful researchers drift away from teaching?
- 3) Are these issues something we want to speak out loud? Are conferences about the free exchange of ideas or personal career advancement?

The workshop will commence with a review of Pocklington's book (10-15 minutes). This introduction would either be followed by a discussion in the round following prompts from the workshop convenor such as those included in 'Ideas to be explored', or small group discussion on these ideas. Participants would be able to choose which style of discussion they favoured depending part on the number present.

#### Intended outcomes

The outcome of the workshop will depend upon the structure of the session. It will provide a forum for open debate and has potential to establish the basis for future collaborative research into one of the most important and topical issues in higher education.

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**Chris Procter**, Senior Lecturer Salford Business School, University of Salford Chris is Co-Chair of the ECE Committee and has been involved in a range of developments related to teaching and educational research for a number of years. He has been involved in the establishment and development of the Learning and Teaching Research Network and has been involved in the ECE committees since 2004. He has research interests in blended learning, plagiarism, work based learning and student engagement.

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## 5<sup>th</sup> ECE Conference 2009 Poster Abstracts

The poster display will be held in the Bryan Suite in Allerton Building on Tuesday and Wednesday at lunch time. Votes, for the best poster, can be cast in a box in the registration foyer.

### 1. Title

Interdisciplinary Formative OSCAs to Assess Multi-Professional Advanced Practice Students' Clinical Skills

### Poster Abstract

Formative Objective Structured Clinical Examinations (OSCEs) are commonly used in pre-registration nurse education programmes. They enable an emphasis on constructive advice and feedback to students (Major 2005). Formative assessments can be used to support students to fulfil goals such as the development of clinical skills (Price 2005). This structure of assessment has been adapted to meet the requirements of post graduate students studying Advanced Practice. Advanced practice students, who tend to practise in very specialised areas, positively evaluated the interdisciplinary learning that was experienced when formative Observed Structured Clinical Assessment (OSCA) were introduced.

The opportunity to interact with lecturers and other students of varying professional backgrounds was found to be beneficial. Students are assessed at stations that are unfamiliar to their daily practice to develop the generic clinical skills expected of an Advanced Practitioner. Timely feedback provides a mechanism for students to discuss and correct their performance with the support of a lecturer or practitioner experienced in their field (Billings and Halstead 1998). The revised OSCA enables students to be formatively assessed by practitioners from a variety of healthcare professions. The formative nature of the OSCA has proved successful as a constructive learning experience. Advantages reported by students include the immediacy and quality of feedback with an opportunity to discuss individual performance interactively with their assessor. The variety of professionals and promotion of interdisciplinary team work to organise and provide the OSCAs has improved the students experience and the multi-professional lecturers' knowledge and insight into other practitioners' roles and areas of expertise.

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**Jane Roberts**, Lecturer Child Health, School of Nursing, University of Salford  
Jane is an experienced children's nurse and advanced nurse practitioner. Currently lecturing pre and post registration nursing students and advanced nursing practice students at the University of Salford.

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### 2. Title

European Ultrasound Education: A two week intensive programme

### Poster Abstract

Diagnostic Ultrasound is widely used throughout Europe, yet there are no uniformly accepted standards of education, raising issues in terms of future operator competency, and therefore accuracy of medical interventions. We developed a credit-bearing European Ultrasound course for postgraduate practitioners from professions including radiography, medicine and nursing. The course was supported by EU funding and led by the University of Salford. This ground-breaking course was jointly designed and delivered by teachers and students from four European partner institutions, offering staff development opportunities and interprofessional learning for students. The highly positive evaluations and outcomes prove the value of international healthcare education.

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**Jan Dodgeon**, Programme Leader MSc Advanced Medical Imaging, Directorate of Radiography, School of Health Care Professions, University of Salford

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### **3. Title**

From the South Seas to Salford: the educational potential of a wiki to enhance student learning in Nursing

#### **Poster Abstract**

The word Wiki is derived from the Hawaiian word for 'quick' and is a novel piece of technology that allows the student to create, add and edit content in an online programme. This poster describes the use of a Wiki within a Second year student nurse module. The Wiki aimed to enhance the student's learning, facilitate Problem Based Learning (PBL), increase collaboration and generate information useful to their theoretical assessment. Students worked in three groups on a PBL trigger linked to their assessment. They had two weeks to populate their own group Wiki during which time no student could see the other groups' Wiki. At the end of two weeks all three Wiki's were opened up to provide every student with a wealth of information relevant to their assessment. Student evaluations of the Wiki were extremely positive, 76% stated that using the Wiki had improved their IT skills, whilst 79% found the information collated useful to their assessment. A number of students enjoyed the freedom of the Wiki and found collaboration easier than using email or discussion boards. Student evaluations supported the use of a Wiki in providing an independent approach to creative learning.

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**Denise Jonas**, Lecturer Child Health, School of Nursing, University of Salford

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### **4. Title**

Using Negotiated Assessment in an Online MSc Programme

#### **Poster Abstract**

By negotiating their assessment students gain an opportunity to develop clearer understandings of themselves as learners and their own learning processes within their own cultural and professional environment. Our main consideration in developing negotiated assessment for the MSc Advanced Occupational Therapy programme was to reflect the constructivist pedagogy which emphasises gradual development of knowledge through integration of ideas, opportunities for reflection and for ownership of a given task (Rovai 2004). This approach provides interactive environments and appropriate challenges, encourages experimentation and the discovery of broad principles and frames

learning outcomes to encourage the development of autonomy.

In discussing assessment issues Vrasidas and Glass (2002) suggest that students (a) use their own experiences, (b) apply ideas to their own or at least to real-world contexts, (c) work collaboratively with their peers, and (d) negotiate the assessment process with the instructor. We therefore decided to introduce negotiated assessments into our new MSC programme to enable the students to adapt their learning to their own specific cultural and professional situations. Evaluations are currently underway to collect the findings of the student and module leader's experiences of the first negotiated assessment. It is these findings that will be demonstrated on the poster.

## References

Rovai A (2004) A constructivist approach to online college learning *Internet and Higher Education* 7. 79-93

Vrasidas, C., & Glass, G. V. (2002). *Distance education and distributed learning*. Greenwich, CT: Information Age Publishing.

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**Angela Hook**, Senior Lecturer in Occupational Therapy, University of Salford  
Angela is co- programme leader for the MSc in Advanced Occupational Therapy

**Sarah Bodell**, Senior Lecturer in Occupational Therapy, University of Salford  
Sarah is co-programme leader for the MSc in Advanced Occupational Therapy.

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## 5. Title

The Enrichment of the e-Learning Environment Using Classification Techniques

### Poster Abstract

In recent years many data mining applications have been developed to mine and classify the learner's records and characteristics in an E-learning environment, in order to help the learners to predict their studying results. One of the data mining strategies is data classification. The aim of classification is to separate different data into different Pre-defined classes. Classification is based on available features that leads to new data description and causes a better understanding of each class in a Database or in a Data Warehouse, so classification can prepare a model to describe the proper class for any given data. In other words by using classification, we can predict that which given data would belong to which predefined class. Different statistical techniques are used for classification functions like; Bayesian, Neural Network, Decision Tree and Support Vector Machine. Most of the Learning Management Systems (LMS) have some modules for logging user characteristics and behaviours such as user personal information, IP, time of user connection to the system, user actions and also user scores. In this article we examined and compared the predictions' results of four classification methods which were used to classify and analyze the learner's following information:

<b>Learner Characteristics</b>	<b>Related Values</b>
Sex	Male , Female
Age	24-49
No of Children	0,1,2,3,4
Marriage Status	Single , Married

Computer Knowledge	Yes, No
Working with Computer	Yes, No
First Homework done?	Yes, No
First Exam Result	Excellent, Good , Absent, Rejected
Second Homework done?	Yes, No
Second Exam Result	Excellent, Good , Absent, Rejected
Third Homework done?	Yes, No
Third Exam Result?	Excellent, Good , Absent, Rejected
Fourth Homework done?	Yes, No
Fourth exam Result	Excellent, Good , Absent, Rejected
Final Exam Result	Accepted, Absent or Rejected

We used the Cross Validation method for 10 learner groups to evaluate the classifier's quality. Ninety percent of the total collected data were used as the training set for learning machine and the other ten percent of the total learning data were used as the test data. The amount of samples that were classified correctly, were attended as a basis for determining its accuracy. This process was done by Weka software for ten times and each time, 10 percent of the learning data were used. When this process was done completely, the average amount of accuracy in each part was considered as the final accuracy of the related method. We found out that those methods which had used the Simple Bayesian or Decision Tree Algorithms had more accurate results so we proposed the classification method using Simple Bayesian or Decision Tree technique as useful agent for classifying the user information for predicting their future studying results according to the above mentioned model, so that we would be able to lead the learners to choose more related e-courses, to have better improvements in their E-learning environment.

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**Dr. Hassan Ahmadi Torshizi**, Assistant Professor, Islamic Azad University- Mashhad Branch, Iran

**Baharak Shakeri Aski**, Lecturer Islamic Azad University- Bandarabas Branch, Iran

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## 6. Title

Community Acquired Pneumonia in a Child

### Poster Abstract

This poster was designed to fulfil the assessment criteria for the masters in life sciences module which utilised a variety of web-based resources to construct and defend the poster content for this academic assignment. Taught content in applied pulmonary pathophysiology and immunology acted as a springboard in the furtherance of my personal study and research. The opportunity to select my topic met my learning needs and utilising E textbooks (Tortora and Derickson 2006) databases and government websites contributed to my research for the poster. This method of assessment has enhanced my knowledge and synthesis regarding the patho-physiological processes of respiratory disease, as well as, increasing my understanding of the social and psychological impact of the disease on the child and the family unit.

The use of a virtual learning environment to accompany taught content provided easy access to course materials.

My thanks to the life sciences team at Salford University without whose help this development would not have been possible.

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**Jenny Thorpe**, Student MSc Advanced Practitioner, Salford Royal Hospitals Foundation Trust.

**Bernadette Burns**, Senior Lecturer School of Nursing, Learning Facilitator MSC Advanced Practice / Programme Leader BSc Child and Family Nursing, University of Salford

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## **7. Title**

The Management of Renal Anaemia using an Erythropoietin Stimulating Agent on a 60 year old haemodialysis patient

### **Poster Abstract**

The aim of this assessment strategy was to demonstrate the advanced application of knowledge synthesis through the presentation of an electronically generated life sciences poster presentation. The module uses a virtual learning environment and academic taught content is housed with Blackboard. This allowed instant access to course materials when shift work prevented attendance and allowed easier access to web based materials including Tortora and Derrickson (2006). Being allowed to select the content for the poster met my individual learning needs and was an effective personal motivator. In the past I have felt disadvantaged by the restrictions imposed by written academic assignments and the lack of opportunity to demonstrate the depth and breadth of reading associated with the construction of applied new knowledge. This innovative assessment process eliminated these problems and encouraged me to challenge the evidence on which I based my clinical decisions. The knowledge acquired during the production of this poster has enhanced my understanding of the patho-physiological processes of renal anaemia and increased my understanding of the social and psychological impact of the disease.

Overall, the assessment strategy provided a close fit with my clinical practice and provided a challenging and meaningful learning experience.

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**Audrey Hyde**, Postgraduate Student MSc Advanced Practice

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## **8. Title**

Abdominal Pain and Jaundice in a Twenty Eight Year Old Female

### **Poster Abstract**

The advanced practitioner role is an innovation designed to meet the modernisation agenda of the NHS. However, educational preparation is specific and tailored to meet the needs of students from diverse practice background. Rather than rely on the traditional examination or written assignment, the life sciences team in the School of Nursing designed and implemented a defended poster assessment strategy. Consistent with M level marking criteria and requiring post graduates to offer an oral defense of

their ideas has led to the production of work that has received recognition across the health service.

This poster presents a patient who attended the emergency department with abdominal pain and jaundice drawing on the patho-physiology underlying the disease process and subsequent treatment from a cellular level. Application of this newly acquired knowledge is reflected in how I now make advanced reasoned judgements in the selection and interpretation of clinical investigations. In addition I am able to defend how I facilitate the diagnosis and implement appropriate treatment regimes for specific clients. The poster will continue to be used as a teaching tool in the clinical area.

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**David Clarke**, Postgraduate Student MSc Advanced Nursing Practice

**Frances Gascoigne**, Module Leader MSc Advanced Practice, University of Salford

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## **9. Title**

Using 360 Degree Assessment and Feedback to Give Voice to the Student Experience

### **Poster Abstract**

Leadership assessment tools often rely on experience beyond that of a health professional student and therefore fail to give voice to the student experience of leadership. 360-degree assessment presents an opportunity to rectify this by helping students to learn about themselves from the multi professional team in clinical practice. The NHS 360-degree leadership questionnaire (NHS 2009) has been adapted for use by student nurses. Themes driving current healthcare policy (DH 2008) guide a series of questions mapped against key performance and development criteria (NMC 2004, 2007). A minimum of four raters from the multi professional team complete the assessment for each student. Their feedback is essential to informing the student's self awareness and development and therefore key to giving voice to the student as an individual. The assessment tool is in use with a cohort of child branch nursing students. Since 360-degree assessment has been found useful in generating evidence which aids professional development (Garbett et al. 2007), it is anticipated that student analysis of the feedback will inform personal development planning and curriculum vitae development. Evaluation and review of the 360-degree assessment will be conducted online via BlackBoard.

### **References:**

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Nursing and Midwifery Council (NMC) (2004) Standards of proficiency for pre-registration nursing education. London: NMC



Nursing and Midwifery Council (NMC) (2007) Essential Skills Clusters (ESCs) for Pre-registration Nursing Programmes. London: NMC.

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**Elizabeth Charnock** is a nurse lecturer in the Children's and Young People's directorate teaching on both pre and post registration programmes. Elizabeth is the leader of the pre registration module 'The Nurse as a Professional' (Child Branch) currently using 360-degree assessment as a key component.

**Leyonie Higgins** is a nurse lecturer in the Children and Young People's directorate teaching on both the pre and post registration programmes. Leyonie has a particular interest in the student experience and supporting students with dyslexia.

**Jane Roberts** is an experienced children's nurse and advanced nurse practitioner. Currently lecturing pre and post registration nursing students and advanced nursing practice students at the University of Salford.

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## 10. Title

PAR versus GAR: using action research to demystify the interpretive fog of annotation, a feedback process in student learning

### Poster Abstract

This paper follows the journey of two researchers who examine lecturers' annotated hand-written comments on student essays in a higher education institution. Following the implementation of a new annotation policy subsequent to recommendations made by the QAA, annotation supplemented the feedback process. Two authors from a University School of Nursing carried out separate research studies to evaluate the application of annotation each using an action research (AR) strategy. This poster charts their findings and provides a critical analysis of their results.

Two methods of action research are examined along with the findings elicited. A comparison is made between participatory action research (PAR) and general action research (GAR). Distribution & analysis of 2 questionnaires (students n=600) (lecturers n=112). One-to-one semi-structured interviews with an expert participatory group (n=5) who had analysed a random sample, 20% of approximately 200 scripts (no = 40) Results from a participatory action research identified that annotation is different from other forms of feedback simply because it is written on the student's page; it requires greater sensitivity as it is dialogic with students' work. In addition, findings identified that PAR was a more useful tool than GAR utilising quantitative data.

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**Dr. Elaine Ball**, Lecturer in adult nursing, Faculty of Health and Social Care, UoS  
Elaine is a lecturer at the University of Salford, her interests lie across a range of interests including post-modern and feminist philosophy. She writes on nurse education and changes in the curriculum

**Paul Regan**, Teaching Fellow, School of Nursing, Midwifery and Social Work  
University of Manchester

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## **11. Title**

Non Alcoholic Fatty Liver Disease

### **Poster Abstract**

This poster presents a patient journey. It has been used for presentation during study for MSc in Advanced Practice. The poster demonstrates to cellular level the pathophysiology of Non Alcoholic liver disease and the treatment given in the emergency department. The patient's journey is followed and outcome presented. The evidence for current theories in the development of fatty liver disease are identified and presented in text and diagrams. The current, evidenced based, treatments are identified and rationalized. This poster demonstrates the student experience of gathering evidence to present while studying for the MSc in Advanced Practice at The University of Salford.

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**Philip Johnson**, Post graduate student, MSc Advanced Nursing Practice, University of Salford

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## **12. Title**

Developing a Writers' Group at the University of Salford

### **Poster Abstract**

Following a workshop for staff and post-graduate students with an interest in writing for publication run by the University of Salford's Learning and Teaching Research Network (LTRN) in 2006, a cross-disciplinary writers' group was initiated. The initial discussions centred on the form of the group and invitations to join were sent to LTRN members. Consistent with the literature, the group identified the importance of establishing how they could best work to inform and support writing for publication. This formed the basis of the writers' group aim and philosophy. Inherent to this, the importance of sharing collective responsibility, thus working in a democratic way to share roles and Responsibilities were developed. Monthly meetings consist of regular items of peer review, writing activities and action planning for future writing. The recent development of a 'writing space' between meetings supports individual and collaborative writing activity. Since its inception, the group has grown in numbers and the range of disciplines represented. A website has been established and electronic resources are being added. These resources will be useful for members and the wider academic community. This model has provided a winning formula for those involved. Future developments include dissemination of this model and the formation of a readers group.

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**Maria Grant**, Research Fellow, School of Nursing, UoS

**Sophie Hill**, Lecturer Prosthetics and Orthotics, School of Health Care Professions, UoS

**Jaye McIsaac**, Education Developer, Research and Graduate College, UoS

**Wendy Munro**, Lecturer Physiotherapy, School of Healthcare Professions, UoS

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### **13. Title**

From where do Counsellors in private practice receive their support?

#### **Abstract**

This study was carried out in 2007 as part of an MSc in Counselling Studies at the University of Salford. Prior research suggests that support mechanisms should exist for Counsellors working in private practice. This study employed a mixed methodology design utilising a survey questionnaire method. The sample population consisted of thirty one counsellors working in private practice. The results reflected that primarily it is the 'supervisor' who supports the Counsellor in private practice. A recognised study limitation is that further research is required to investigate the types of support mechanisms available and the support needs for Counsellors in private practice.

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**Pamela Savic-Jabrow**, a Professional Doctorate Student at the University of Salford

A Professional, Accredited Counsellor who has been in private practice for twelve years. Currently studying on a Professional Doctorate programme with research interests in ethnography looking at the congruence of counsellors.

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### **14. Title**

Enhancing the Student Experience through staff training: The experience of developing the Technology for Teaching programme at the University of Salford

#### **Poster Abstract**

Leading edge research continues to throw new light on the impact that new technologies have on Higher Education, society and industry. The last 15 years have been a period of unprecedented change in terms of technologies in Higher Education. Significant research has established new pedagogic principles for employing technologies such as the internet, VLEs, classroom technologies and social software in teaching and learning, however all technologies continually develop. Prensky's 'digital natives' (Prensky 2001) are busy collaborating to find new ways to make the world a smaller place, and industry is constantly developing hardware to bring down prices and make all forms of technology quicker, more reliable, portable, cheaper and more available.

Daniels takes the view that institutions with strategies to cope with change will emerge as the strongest institutions in the future (Daniels 1998). Higher Education institutions must develop new strategies to allow them to seize opportunities and maximise the potential presented by developing and emerging technologies. This has a significant bearing on staff development, arguably the most important factor in an institution being able to adopt new technology. This poster explores the development of a new pilot staff development programme called Technology for Teaching, which grew from a practical need to enable the knowledge transfer process at Salford between leading edge innovators and teaching staff. In order to maintain consistency in the student experience, we need to turn our focus to the majority of staff for whom keeping in touch with technology is a battle, and the few for whom it feels like a mountain to climb. Technology for Teaching focuses on those technologies which are well established and commonly available to staff across campus. The paper looks at approaches taken to overcome barriers ranging from differences in terminologies, to recognition of training, varying attitudes within disciplines and the ever present problems of time and cost.

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**Amina Helal and Gillian Fielding**

Digital Skills Trainer and Learning & Skills Development Manager, University of Salford

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## **15. Title**

Vestibular Schwannoma: A Case Study

### **Abstract**

This poster presents a patient journey, from initial assessment through to differential diagnosis and subsequent management. The patient presented in the audiology department with Right sided hearing loss and right sided facial perioral paraesthesia. The clinical features of the patient were considered in relation to the underpinning cellular level pathophysiology as described and illustrated. An MRI scan revealed that the patient had a unilateral vestibular schwannoma. The evidence for current theories in the development of vestibular schwannoma is discussed along with evidence-based treatment options in the form of text and diagrams. Holistic management of this patient was considered not only to relieve the symptoms and treat the underlying cause but also in respect of her social history. This poster demonstrates the application of life sciences to the assessment and management strategies in line with current guidelines.

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**Laura Culbert**, MSc Advanced Practice student

**Lynne Gaskell**, Learning Facilitator, MSc Advanced Practice, University of Salford.

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