Annual Learning and Teaching Conference
One size does not fit all: ensuring all students reach their potential
Wednesday 10 June 2015

PROGRAMME

8.30-9.15	**Conference organisers available / poster set up**	
9.15-10.15	**Poster session / registration opens with tea and coffee**	**PT005A**
10.15-10.30	**Welcome: Dr Sam Hellmuth, Chair of Learning and Teaching Forum**	**PX001**
10.30-11.00	**Jane Grenville**	**PX001**
11.15-12.15	**Workshop 1 (five concurrent sessions)**	
Session A:	**Giving everyone a voice – All students in small groups want to say something** Victoria Jack, CELT Education	Cabaret
Session B:	**Making the curriculum more accessible to disabled students (working title)** Penn Snowden, Disability Services	Cabaret
Session C:	**Power to the people: addressing inclusivity and student motivation through choice in assessment format** Cecilia Lowe, ASO *et al.*	Cabaret
Session D:	**Fitting Language – but how many sizes?** Paul Roberts, Education/CELT	LT
Session E:	**Diversity and mixed ability at modular and programme level. Supporting Ab Initio language students' transitions**	U-shape

	Cinzia Bacilieri, Sam Hellmuth,Thomas Jochum-Critchley, Maria Muradas Casas, Nadine Saupe, Language and Linguistic Science	

12.15-13.00	**Poster session and lunch**	**PT005A**
13.00-14.15	**Keynote lecture and discussion** **Christine Hockings**	**PX001**
14.15-14.30	**Afternoon tea**	**PT005A**
14.30-15.30	**Workshop 2 (five concurrent sessions)**	
[Session F:]	**Effective group work in the multi-cultural classroom: a video presentation** Chris Copland, Education AND **Raising awareness of the diversity of Chinese students in British HE communities (waiting on confirmation of data source)** Ping Wang, Education	Cabaret
[Session G:]	**Video recordings of physics lectures** Martin Smalley, Physics AND **Learning before and after the lecture: the role of learning technology** Matt Cornock, E-Learning Development Team, Academic Support Office	LT
[Session H:]	**Personalising feedback: Can we bridge the formative-summative gap?** Cathy Dantec, Language and Linguistic Science and Bill Soden, Education	Cabaret

Session I:	**'Lad culture' and Higher Education: Exploring implications for inclusivity, equality and the student experience** Vanita Sundaram, Education AND **Inclusive Postgraduate Teaching in the Department of Chemistry** Glenn Hurst, Chemistry	U shape
Session J:	**Strategic Marketing and Digital Communications/ Student Support Services** Christine Comrie, Ali Sherratt Strategic Marketing and Digital Communications and Pete Quinn, Student Support Services AND **Enhancing student employability and the supervisor of the year awards (working title)** Richard Quayle, YUSU	Cabaret
15.30-17.00	**Discussion and drinks**	**PT005A**

Session A: 1 hour workshop

Giving everyone a voice - All students in small groups want to say something
Victoria Jack
 CELT Education

Do you sometimes find yourself with a small group of students where no-one wants to speak? Or where the silence is broken only by one or two students who go on to dominate proceedings for a whole term? Do you sometimes think that a student's nationality, or English-language background has a bearing on silence in seminars or group discussions? Are you concerned, in situations such as these, that not all students are being allowed or encouraged to reach their potential?

This workshop is based on a recent Higher Education Academy (HEA) Change Programme in which the University of York team worked on inclusive approaches to small group teaching. The aim of the workshop is to help participants develop a deeper understanding of the challenges facing students in small group work. The workshop will also help you to reflect on small-group teaching approaches which aim to develop an atmosphere of trust and to ensure the active participation of all group members, regardless of their cultural or linguistic background.
The workshop will share with you the results of the HEA project in an experiential way. During the workshop you will be integrated with a mix of home and international students where you will participate in an activity designed to model specific teach/learning approaches. Following this, you will have ample time to discuss with the students their and your response to the experience.

Equipment requirements
none

Room layout
cabaret (tables for around 6 participants to work in groups)

[Programme](#)

Session B: 1 hour workshop

Changes to Disabled Students' Allowance-Bridging the Gap (TO BE REVISED)
Penn Snowden
Disability Services

In April 2014 David Willetts, the then Minister for Universities and Science announced proposed changes to Disabled Students' Allowances which are available to Higher education students from England.

Disabled Students' Allowances (DSA) are non-repayable grants to assist with the additional costs incurred by disabled students in relation to their study in higher education. DSA's finance a range of support, including the purchase of computers and specialist equipment, assistance with travel costs and the provision of support workers where necessary. In 2011/12 DSA provided support of over £144 million to 61,000 students funded from the Higher Education Budget. Expenditure on DSAs has increased year on year.

The University has a duty to make reasonable adjustments and this arises where a provision, criterion or practice, any physical feature of the education provision or the absence of an auxiliary aid or service puts disabled students at a substantial disadvantage compared with students who are not disabled.

We need to think about the changes to DSA and how we might offset them and what the risks might be.

This workshop will invite participants to discuss how we can make effective changes to teaching practices to be more inclusive and support students more effectively. We will look at how we can embed an inclusive curriculum, and consider our use of AT solutions such as Lecture Capture.

Equipment requirements
Flipchart and pens

Room layout
cabaret (tables for around 6 participants to work in groups

[Programme](#)

Session C: 1 hour workshop

Power to the people: addressing inclusivity and student motivation through choice in assessment format
Cecilia Lowe + colleagues (to be confirmed later)
Multi

University principles of good practice related to assessment (Openness; Fairness; Consistency; Clarity) may seem to preclude the possibility of allowing students choice in how they will be assessed. Also, as academics and educators, we may feel that deciding how assessment occurs is our final bastion of control in the classroom and one which should be retained in order to ensure appropriate learning occurs. However, is this really the case? Should more student choice in relation to assessment be regarded as such a no-go area? Is allowing student choice regarding assessment the ultimate act of inclusivity?

To address these questions, this workshop will provide colleagues with the opportunity to:
- discuss how more choice regarding assessment fits with the University's assessment principles and where possible dangers lurk;
- consider the different ways students can be given choice related to assessment;
- hear from colleagues who have experimented with various types of assessment choice; and
- debate the basic principle: should students be given more power over how they are assessed.
We hope colleagues will find the session informative, thought-provoking and provocative.

Equipment requirements
Flip chart / pens / Internet connection / sound

Room layout
cabaret (tables for around 6 participants to work in groups)

[Programme](#)

Session D: 1 hour discussion paper

Fitting Language – but how many sizes?
Paul Roberts
Education/CELT

Language is central to academic life: as students struggle to 'language themselves' into an academic identity, knowledge is constructed in acts of language use.
When it comes to interacting with a wide, diverse range of students, how do varying accents affect progress and outcomes? And when you are marking students' assignments, how does students' language use affect your attitude and, therefore, the resulting mark?

Dealing briefly with spoken language, I would like to raise questions over which accents are deemed to 'fit' and which not. I will then move on to examine how writing with an accent appears to be even less acceptable than speaking with one. While English is the dominant international language of the Academy, students are often disturbed to find that they are discouraged from transferring, to English, patterns of writing learned in association with their other languages. Their potential is, inevitably, compromised. At the same time, insistence on a narrowly defined writing style may mean that the resulting knowledge is also stunted. One size not only hangs unhappily on many students, it also limits the production of knowledge.

I will conclude with some recommendations on how we might accommodate a wide range of speaking styles and how we could draw benefit from diversity in approaches to academic writing.

Equipment requirements
PC Projector and screen

Room layout
Lecture Theatre

Programme

Session E: 1 hour workshop

Diversity and mixed ability at modular and programme level. Supporting Ab Initio language students' transitions
Cinzia Bacilieri, Sam Hellmuth,Thomas Jochum-Critchley, Maria Muradas Casas, Nadine Saupe
Language and Linguistic Science

In this workshop we want to share and discuss our experiences with the challenge of diversity and mixability mixed ability we face in our Ab Initio language degree programmes. At the start of the programme, and contrary to what one might expect in a beginners course, we find ourselves teaching students with considerable variation in their entry level, from total beginners to GCSE level and even beyond. In the second year, Ab Initio students are taught together with students from the post A level strand.

In the first part of the workshop, we discuss the concept of learner autonomy and how it can help addressing the challenge of teaching students with different levels of knowledge and skills. We will present two examples of language learning portfolios, one developed for German giving greater autonomy to students and the other for Italian which has less flexibility. In contrasting our experiences we will highlight strengths and weaknesses of both approaches, and give suggestions for transferring the format to other learning contexts.

In the second part of the workshop we focus to collaborative learning between students with different levels of knowledge and skills. Using the example of a Spanish history and human rights module, we will present teaching techniques such as interactive lectures, mixed media and code switching can help to overcome the challenges of a mixed proficiency classroom. In addition, a Peer Mentoring scheme facilitates the development of a strong learning community. This provides positive role models for Ab Initio students and enhances the learning experience of Post A level students. We will invite students in person to complement the tutors experience and reflections.

Equipment requirements
Internet connection & sound.

Room layout
u-shape (tables set up in u-shape, with chairs around the outside to enable group discussion)

[Programme](#)

Session F: 2 x 30min sessions

i) Effective group work in the multi-cultural classroom: a video presentation
Chris Copland
Education
The university is becoming increasingly international and at postgraduate level, EU and overseas students now form a majority. This offers significant potential for exchange of experience and perspectives between students and for them to develop the skills to work effectively in a multicultural environment where differences may occasionally seem difficult to reconcile.
This workshop will illustrate some techniques for setting up effective interaction in a mixed classroom (native and non-native speakers from home and abroad), taking into account the challenges and opportunities presented by differences in language and communication skills and of overall cultural background. Video of group work tasks being set up and carried out with School of Management students will be used to examine what good practice is and stimulate discussion of how the best can be made of the international classroom.
The workshop is relevant to a number of the conference themes but in particular 'the meaning, nature and implications of inclusivity and diversity in higher education.' Presented by CELT staff, there will be a focus on English language skills but these will be placed in a broader context of intercultural communication.

Equipment requirements
PC, projector and screen with speakers, in order to play video which will be streamed online.

Room layout
cabaret (tables for around 6 participants to work in groups)

ii) Chinese students - an amorphous mass? : Raising awareness of the diversity of Chinese students in British HE communities
Ping Wang (Abby)
Education

Often inadvertently characterised as one complex but single amorphous mass by the British HE system, Chinese students' diversity and individualistic seem to have long been neglected. This is all the more surprising as these students take up the largest number of international students (87,895 comparing to 19,750 Indian students at the second place 2013-2014, Hesa), and the numbers have continued to increase for the last decade. Based on this one single 'face' stereotype, conventional British academic society accordingly provides a 'one-fit-for-all' education system to all Chinese students, regardless of the vast heterogeneity among those students in terms of their academic competence, homeland education origin, motivate ion to study overseas, and individual demands. This unwitting neglect of their needs has, to some extent, led to a murmur of dissatisfaction from a seemingly 'silent' population of Chinese students.

This presentation intends to raise awareness of this issue with a diamond-shaped model, arranging Chinese student society into various groups in terms of their academic ability, and correspondingly analysing their demands, with a focus on one specific group that I identify as the most dissatisfied – around 10% - with lower ability than average, but with strong intentions to learn and improve their academic performance and attainment. I will offer some suggestions for later discussion. The thin line between receiving an effective UK education, and withdrawing back to the comfortable zone of traditional Chinese academic rhetoric, will also be considered.

Equipment requirements
 None

Room layout
cabaret

Programme

Session G: 2 x 30min slots

i) Video recordings of physics lectures
Martin Smalley
Physics

The Physics Department is involved in a pilot project using video-based recordings, to assess the benefits and constraints from a pedagogic and technical perspective in order to support wider deployment in subsequent academic years. The project has the support of the Replay service team (ELDT and AV Centre). This project is currently providing video recordings of lectures to enhance the delivery of one of the central modules, Electromagnetism & Optics (20 credits), in Stage 2 of the Physics degree programme and the new Natural Sciences degree programme, and two Stage 4 MPhys modules.

The filming of the lectures will strengthen the modules, with lecture recordings offering students the opportunities to supplement their lecture notes, recap misheard or misunderstood concepts, improve their revision practices and act as additional resources for disabled students and students with English as a second language. Recordings of the fourth-year modules enable students on placement to participate on the module when they would otherwise be unable to attend the lecture sessions. The Replay Student Survey 2014 clearly indicated a demand by Physics students to increase the provision of lecture captures to the Department. Of note also is how 93% of students from other Departments who have experience of Replay have expressed how recordings have benefitted their learning. Hence, the pilot project hopes to bring the benefits of lecture captures as a learning resource to more disciplines at the University.

Equipment requirements
Internet connection, sound, PC, projector and screen

Room layout
Lecture theatre

ii) Learning before and after the lecture: the role of learning technology
Matt Cornock
E-Learning Development Team, Academic Support Office

With the lecture remaining as a core learning and teaching experience on most taught programmes, practitioners are often debating how technology may overcome the limitations of large audiences and instead better support individual student learning. Whilst in-class technologies offer benefits to engagement, online approaches can bridge the gap between lecture activities and independent study outside of the class.

The presentation in this session looks in more detail at the way learning technologies, specifically lecture capture and supplementary online resource provision, have radically changed the flexibility and accessibility of learning at York to support student work outside the lecture.

In this session we will discuss three questions:

·   How has technology enabled students to prepare and follow up lecture content?

·   What advice could or should we provide to students on using lecture captures and supplementary resources to support their independent study?

·   In what way will lecturing practice be affected by the provision of online resources?

Informing our discussion we will draw upon initial findings from a research project exploring students' use of lecture capture in the Department of Psychology and the Department of Biology, and feedback from the institutional learning technology survey. Both sources provide insights into how students appropriate different technology to support their individual studying approaches.

Equipment requirements

Room layout
Lecture theatre

[Programme](#)

Session H: Workshop - 1 hour

Personalising feedback: Can we bridge the formative-summative gap?
Cathy Dantec and Bill Soden, Language and Linguistic Science and Education

This workshop takes a practitioner's perspective on formative feedback. The presentation charts the experience of two tutors who developed similar feedback approaches with different groups of students, and arrived at similar conclusions on their effectiveness. These approaches featured the use of audio and screen capture tools to provide verbal commentaries to replace or supplement written feedback. Using the tools prompted tutor reflection and further engagement in the process. Student responses to the approaches were generally very positive, and provided evidence of a depth of feedback, emphasising its personal nature, and pointing to heightened engagement. Reflecting upon this response, the tutors' highlighted the complexity of feedback, the range of varying preferences that students brought to that process and the issues involved in gauging the impact of formative feedback. Constraints upon the process related directly to the current assessment regime which is dominated by summative assessment, leaving little scope for formative feedback events to feed forward. The number of formative feedback events is squeezed in an environment which focuses resources on end of module assessment and marking. Aligning formative and summative tasks proves difficult, and building relationships between tutors and students is impossible with anonymous marking and summative feedback which has to address multiple audiences. The workshop, thus raises a series of questions around these issues, considering the potential for more iterative feedback and approaches that allow students to gauge their improvement and for feed forward to become effective.

Equipment requirements
None
Room layout
cabaret (tables for around 6 participants to work in groups)

[Programme](#)

Session I : 2 x 30min slots

i) 'Lad culture' and Higher Education: Exploring implications for inclusivity, equality and the student experience

Vanita Sundaram, Education

In this paper we will explore the phenomenon of 'lad culture' in higher education, highlighting the way in which it is characterised and perceived by staff working in higher education institutions (HEIs) in the UK. This project is significant to understanding the previously under-explored ways in which gender inequality impacts on student experience. The study drew on data from six HEIs in the UK; within each institution we conducted interviews and focus groups with staff with varying levels of responsibility for student welfare and experience. Findings indicate that 'lad culture' is perceived as evident in HEIs, characterised by misogynistic, homophobic and sometimes racist language and behaviour, ranging from verbal harassment to physical and sexualised aggression and violence. 'Lad culture' is perceived as existing primarily in social contexts; however, some participants had witnessed or experienced 'laddish' behaviour being perpetrated in teaching and learning contexts also. We argue that 'lad culture' appears to exist across differing higher education contexts, but that staff do not always recognise it as problematic or feel enabled to address it. We suggest that HEIs should critically reflect on ways to enhance existing structures, policies and practices to create contexts which are conducive to gender and sexual inclusivity and equality.

Equipment requirements
None

Room layout
u-shape (tables set up in u-shape, with chairs around the outside to enable group discussion).

ii) Inclusive Postgraduate Teaching in the Department of Chemistry – A Tool to Improving Assessment and Feedback

Glenn Adam Hurst, Rob Smith and Sue Couling
Chemistry

The Department of Chemistry provides a bespoke internal training programme for postgraduates who teach as part of our innovative Doctoral Training Centre (iDTC). As well as providing postgraduates with the necessary pedagogic knowledge to understand and cater for a diverse range of students with multiple learning styles, the course is specifically tailored to meet the demands of students studying chemistry and related subjects. As part of our customised training, postgraduates attend two workshops devoted to "Communication Skills" and "Assessment and Feedback". A large emphasis is placed on actively training our postgraduates how to act in common learning scenarios. Our students engage in microteaching during these sessions where they explain the learning objectives and tasks to each other. All students actively participate in table marking with sample manuscripts during these workshops, enabling postgraduates to appreciate the importance of and subsequently practise assessing consistently. Finally, postgraduate students learn how to give constructive feedback that

allows our undergraduates to learn from their comments, feeding forward to subsequent assignments. Over the course of the programme, our postgraduate students are assigned a mentor who they initially shadow, and, following this, who provides feedback on the performance of our trainees.

A vitally important part of our training is enabling our postgraduates to become reflective teachers. We facilitate this by asking our students to create a personal teaching portfolio where they reflect on the teaching, assessment and feedback that they provide, allowing them to identify and develop skills directly aligned with the Vitae Researcher Development Framework.

Equipment requirements
None

Room layout
u-shape (tables set up in u-shape, with chairs around the outside to enable group discussion

Programme

Session J: 2 x 30 min slots

i) Supporting supervisors: the taught student supervisor resource
Christine Comrie, Ali Sherratt & Pete Quinn
Strategic Marketing and Digital Communications/ Student Support Services

"My supervisor has been absolutely incredible... [they] always had time to talk to me, no matter how late notice. This has significantly enhanced my academic enjoyment at the university."

"I have found my supervisor to be very helpful, friendly and easy to talk to - being there to assist with any problems that occur, this is a major positive."

NSS feedback indicates that good supervision enhances the student university experience, supporting students to develop both their academic and personal skills and reach their full potential.
To create more consistency across all departments, Ali Sherratt and Christine Comrie in Strategic Marketing and Digital Communications worked with Pete Quinn, director of Student Support Services, to develop a resource to support taught student supervisors to help them cover 'the essentials', whilst also leaving flexibility for supervisors to tailor support to each student.

The resource focuses on good practice and brings together useful contacts and resources in six key areas:
Holding sessions
Discussing progress
Helping with problems
Signposting
Promoting activities
Planning for employability
The proposed workshop will benefit delegates by covering support available to supervisors to enable successful teaching and learning for students. It will also be an opportunity for supervisors to feed into further developments and request additional support they require.

Equipment requirements
Internet connection required

Room layout
cabaret (tables for around 6 participants to work in groups)

ii) Extra-curricular, co-curricular or neither. Linking student activities, representation, volunteering, sport and colleges to enhance learning outcomes and students' employability
Richard Quayle
YUSU

The University of York is sector leading with its offer of activities and opportunities of which students can take advantage during their studies. All of these activities develop skills and knowledge, and give them experiences which makes students more employable and more rounded individuals. This session aims to explore the relationship between achieving learning objectives, and the other activities with which students engage. Students often make the York experience more personal by engaging with the pursuits they love, so we will explore how these activities can be encouraged and rewarded within a broader University setting.

Equipment requirements
Flipchart, pens, post-it notes.

Room layout
cabaret (tables for around 6 participants to work in groups)

Programme