

INAUGURAL EUROPEAN CONFERENCE ON THE SCHOLARSHIP OF TEACHING & LEARNING

*Bridging Boundaries through the Scholarship
of Teaching & Learning*



June 7-9 2015
University College Cork
CORK, IRELAND

More information at www.nairtl.ie/conference2015
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SCHOLARSHIP OF TEACHING & LEARNING**

*Bridging Boundaries through the Scholarship
of Teaching & Learning*

UNIVERSITY COLLEGE CORK
JUNE 7th – 9th 2015



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CONFERENCE COMMITTEE

Conference Organising Team

- Dr Bettie Higgs, VP ISSOTL Europe, Co-Director of the Teaching and Learning Centre and Senior Lecturer in the Department of Geology at University College Cork, Ireland
- Dr Katarina Mårtensson, VP ISSOTL Europe, Academic Developer at Lund University, Sweden
- Dr Catherine O Mahony, Centre for the Integration of Research, Teaching and Learning, Office of the Vice President for Teaching & Learning, UCC
- Dr Sandra Irwin, Project Manager, Office of the Vice President for Teaching & Learning, UCC
- Dr Joanna Renc-Roe, Lecturer in the Center for Teaching and Learning, Central European University, Hungary
- Dr Kirsten Hardie, Chair of the Committee of the Association of National Teaching Fellows, Associate Professor, Arts University Bournemouth, UK

Local Organising Team

Maria Buckley, Mary Clohessy, Tara Duggan, Darío Fernández-Bellon, Rosarii Griffin, Mary O'Rourke, Michele Power, Chen Xiaolin

WELCOME FROM THE VICE-PRESIDENT FOR TEACHING & LEARNING

Welcome to University College Cork, the first university campus in the world to receive the Green Flag Award and the home of George Boole, and welcome to the Inaugural European conference on the scholarship of teaching & learning, a regional event of the International Society for the Scholarship of Teaching and Learning.

We are proud to be the host for this important meeting. UCC has a long and deep tradition in the scholarship of Teaching and Learning, being initiated at UCC by Professor Aine Hyland and continued today by Drs Bettie Higgs and Marian McCarthy and our colleagues at UCC. We are also proud of the contributions of Dr Declan Kennedy the author of one of the most widely cited books in Europe on applying a learning outcomes approach to Teaching and Learning. Each of my colleagues here at UCC continues the tradition of independent thinking that we celebrate here in our institution.

First steps are always the hardest to take. However once taken there is no going back! So I hope that this inaugural meeting will grow into an important milestone in the calendars of teaching and learning across Europe where there are great opportunities and challenges to be met. One such challenge, the role of technology in enhancing teaching and learning is central to most institutions and faculty today. The pedagogical opportunities and challenges that it brings will lead to further innovations underpinned by a scholarship of teaching and learning. We are on the cusp of another special time in teaching and learning and once we keep the students at the heart of what we do - we won't go far wrong! This inaugural meeting will stimulate discussion and critical analysis around the latest topics in Teaching and Learning. We will cast an eye to the future and your work will contribute to the important evolution of higher education, that is student focussed, staff supported and globally informed.

This event would, of course, not be possible without the support of our sponsors, and the voluntary effort of many people. I would like to thank the international organising committee and our local committee for their hard work this year. Heartfelt thanks are also due to all of the speakers, poster presenters and symposium organisers for the quality of the programme.

I thank everyone for their support and express my hope that you will enjoy this conference, network with peers, and build new collaborations in scholarship of teaching and learning.

Have a wonderful stay in Cork, rated by Lonely Planet as one of the 10 best cities to visit in the world.

Prof John O'Halloran

Vice-President for Teaching & Learning
University College Cork
j.ohalloran@ucc.ie



OVERVIEW OF THE PROGRAMME

SUNDAY JUNE 7 th	
15h 30 – 16h 00	Registration (North Wing, Main Quadrangle, UCC Main Campus)
16h 00 - 18h 00	Pre-conference workshops (North Wing, Main quadrangle, UCC Main Campus) 1: Professor David Pace "Using Decoding the Disciplines to Ease Students Through Key Transitions" 2: Dr Katarina Mårtensson, Dr Bettie Higgs and Dr Torgny Roxå "The Scholarship of Teaching and Learning - an introductory workshop"
18h 30 - 20h 00	Registration, Welcome Reception & Launch of National Network for the Integration of Research, Teaching and Learning (North Wing, Main Quadrangle, UCC Main Campus)
MONDAY JUNE 8 th	
08h 45 - 09h 15	Registration (Foyer of Western Gateway Building)
09h 15 - 09h 30	Welcome and Opening Address (Room G05)
09h 30 - 10h 30	Keynote 1: Professor Veronica Bamber "Making the most of SoTL to support students in the transition from undergraduate to postgraduate study" (Room G05)
10h 30 - 11h 00	Coffee break & Poster Session (Foyer of Western Gateway Building)
PARALLEL SESSIONS 11h 00 - 13h 00	Session 1 (Room G02) INVOLVING STUDENTS IN SoTL Session 2 (Room G14) NATIONAL INITIATIVES IN SoTL Session 3 (Room G16) PD AS A BRIDGE TO SoTL Session 4 (G05) Lightning papers Session 5 (G08) WORKSHOPS
13h 00 - 14h 00	Lunch: (Foyer of Western Gateway Building)
13h 15 - 14h 00	Lunchtime Workshop: Dr Ken Marsden "Unlock your creative potential" (Room G08)
13h 15 - 14h 00	Round Table: Prof Sarah Moore "Professional Development Frameworks" (Room G16)
PARALLEL SESSIONS 14h 00 - 15h 30	Session 6 (Room G02) NATIONAL INITIATIVES IN SoTL Session 7 (Room G14) ENGAGING TEACHING ASSISTANTS IN SoTL Session 8 (Room G16) SoTL SUPPORTING INTERDISCIPLINARY WORK Session 9 (G05) Lightning papers Session 10 (G08) WORKSHOP
15h 30 - 16h 00	Coffee break & Poster Session (Foyer of Western Gateway Building)
16h 00 - 17h 00	Keynote 2: Professor Kathy Takayama "Cultivating learning cultures: Reflective habits of mind and the value of uncertainty" (Room G05)
17h 00 - 18h 00	Special Interest Group Meetings
19h 00	Conference dinner in Devere Hall, UCC Main Campus
TUESDAY JUNE 9 th	
09h 00 - 09h 40	Keynote 3: Professor Joelle Faghanel "Defining SoTL – Still a challenge after twenty-five years" (Room G05)
PARALLEL SESSIONS 09h 40 - 11h 10	Session 11 (Room G02) NATIONAL INITIATIVES IN SoTL Session 12 (Room G14) SoTL SUPPORTING INTERDISCIPLINARY WORK Session 13 (Room G16) IMPACT OF SoTL ON EMPLOYABILITY Session 14 (Room G15) SoTL AS A BRIDGE Session 15 (G08) PANEL DISCUSSION Session 16 (G05) Lightning papers
11h 10 - 11h 30	Coffee break & Poster Session (Foyer of Western Gateway Building)
PARALLEL SESSIONS 11h 30 - 13h 00	Session 17 (Room G 02) BUILDING DIGITAL LITERACY Session 18 (Room G14) INFORMING KEY TRANSITIONS Session 19 (Room G16) BUILDING DIGITAL LITERACY Session 20 (Room G 08) PANEL DISCUSSIONS Session 21 (G05) Lightning papers Symposium (Room G15)
13h 00 - 14h 00	Lunch and Book launch "Integrative Learning: International research and practice" (Foyer of Western Gateway Building)
13h 15 – 14h 00	Round Table: Professional Development Frameworks – Dr Terry Maguire
PARALLEL SESSIONS 14h 00 - 15h 00	Session 22 (Room G 02) PD AS A BRIDGE TO SoTL Session 23 (Room G 14) CHANGING ROLES AND EXPECTATIONS Session 24 (Room G 16) INFORMING KEY TRANSITIONS Session 25 (Room G 05) Lightning papers Session 26 (Room G 05) Lightning papers Session 27 (Room G 08) WORKSHOP
15h 00 - 16h 00	Plenary Panel with video contributions from Professor Pat Hutchings and Professor Mick Healey "Conceptions of the Scholarship of Teaching and Learning" (Room G05)
16h 00 - 16h 15	Future EuroSoTL events and Closing Remarks: Dr. Bettie Higgs, Dr. Katarina Mårtensson, and Professor John O'Halloran (Room G05)

CONFERENCE PROGRAMME

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MONDAY JUNE 8 th - MORNING				
08h 45 - 09h 15	Registration (Foyer of Western Gateway Building)			
09h 15 - 09h 30	Welcome and Opening Address (Room G05)			
09h 30 - 10h 30	Keynote 1: Professor Veronica Bamber "Making the most of SoTL to support students in the transition from undergraduate to postgraduate study" (Room G05)			
10h 30 - 11h 00	Coffee break & Poster Session (Foyer of Western Gateway Building)			
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	Session 5 (Room G08) WORKSHOPS			
	<p>Beth Marquis Developing student-staff partnerships through a SoTL 'student scholars' program</p> <p>Colin Bryson Students as partners in SoTL: processes, problems and progress</p> <p>Catherine McConnell Engaging students in research and scholarship</p> <p>Christie Harner Teaching English in the Sciences, and then Writing Policy About It</p> <p>Adeline Cooney Learning about writing and plagiarism through Turnitin®: Student perspectives</p>	<p>Kirsten Hardie How can HE Teaching Fellowship Schemes inspire, support and celebrate Scholarship in Learning and Teaching?</p> <p>Amanda Platt Exploring the relationship between engagement with SoTL and the culture around learning and teaching</p> <p>Maja Elmgren Scaffolding a community of scholarly practice</p> <p>Cath Fraser What makes inter-institutional collaborations work? A "how-to" resource from higher education in New Zealand</p> <p>Rie Troelsen Teachers' view on SoTL: how to become a professional teacher</p>	<p>Orsolya Kereszty Views Concerning Learning in Educational Professionalization</p> <p>Claire Englund Dig where you stand!</p> <p>Anna Wach-Kakolewicz A researcher or a teacher? The professional identity of an academic teacher. The case of the Poznań University of Economics</p> <p>Susan Moron-Garcia Using narrative to explore SoTL identity</p> <p>Geir Gunnlaugsson 360 degrees of SoTL at Uppsala University</p>	<p>Pecha Kucha / Lightning papers</p> <p>See following pages for titles and presenters</p>
13h 00 - 14h 00	Lunch: (Foyer of Western Gateway Building)			
13h 15 - 14h 00	Lunchtime Workshop: Dr Ken Marsden "Unlock your creative potential" (Room G08)			
13h 15 - 14h 00	Round Table: Prof Sarah Moore "Professional Development Frameworks" (Room G16)			

MONDAY JUNE 8th - AFTERNOON				
PARALLEL SESSIONS 14h 00 - 15h 30	Session 6 (Room G02) NATIONAL INITIATIVES IN SoTL	Session 7 (Room G14) ENGAGING TEACHING ASSISTANTS IN SoTL	Session 8 (Room G16) SoTL SUPPORTING INTERDISCIPLINARY WORK	Session 9 (Room G05) Pecha Kucha / Lightning papers See following pages for titles and presenters
	<p>Laura Ritchie SoTL and the New and Improved-Different and Distinct Learning and Teaching</p> <p>Maria Larsson Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities</p> <p>Stefan Palsson Academic Leadership for Teaching Excellence - fifteen years of development</p> <p>Íde O’Sullivan Understanding writing development – leading through collaboration and co-enquiry</p>	<p>Pia Scherrer Getting beyond ‘good ideas’ for teaching: integrating teaching research projects in the training program for doctoral teaching assistants at ETH Zurich</p> <p>Kathleen Horgan A Longitudinal Analysis of the Beliefs about Learning and Teaching of Undergraduate and Postgraduate Student Teachers</p> <p>Pernille Maj Svendren Designing professional development for TAs - a scholarly approach</p> <p>Arshad Ahmad Interdisciplinary Research on Teaching Philosophy Statements from a Learning Perspective</p>	<p>Kerry Bissaker Learning from one another: school teachers and academic partnerships in generating interdisciplinary STEM curriculum</p> <p>Kris Knorr Institutional teaching and learning research directions: Contributions from the community</p> <p>Brien Nolan 3U NStep: building a community of practice in STEM educational research</p> <p>Peter Draper Innovation and leadership in interdisciplinary context: the findings of a qualitative study</p>	<p>Session 10 (Room G08) WORKSHOP</p> <p>Torgny Roxå & Katarina Mårtensson SoTL as a lever for cultural change in higher education organisations</p>
15h 30 - 16h 00	Coffee break & Poster Session (Foyer of Western Gateway Building)			
16h 00 - 17h 00	Keynote 2: Professor Kathy Takayama “Cultivating learning cultures: Reflective habits of mind and the value of uncertainty” (Room G05)			
17h 00 - 18h 00	Special Interest Group Meetings			
19h 00	Conference dinner in Devere Hall, UCC Main Campus			

TUESDAY JUNE 9th						
Keynote 3: Professor Joelle Fanghanel "Defining SoTL – Still a challenge after twenty-five years" (Room G05)						
09h 00 - 09h 40 PARALLEL SESSIONS 09h 40 - 11h 10	Session 11 (Room G02) NATIONAL INITIATIVES IN SoTL	Session 12 (Room G14) SoTL SUPPORTING INTERDISCIPLINARY WORK	Session 13 (Room G16) IMPACT OF SoTL ON EMPLOYABILITY	Session 14 (Room G15) SoTL AS A BRIDGE	Session 15 (Room G08) PANEL DISCUSSION	Session 16 (Room G05)
	<p>Anne O'Keefe Transition from Second Level and Further Education to Third Level: insights from a qualitative study</p> <p>Donna Alexander Transitions "In", "Through", and "Out": a compilation and analysis of the Scholarship of Teaching for Transitions, 2000-2015</p> <p>Phil O'Leary Structures and Supports for Learners in the Recognition of Prior Learning</p> <p>Sara O'Sullivan A systematic review mapping Irish SoTL research (1990-2015)</p>	<p>Catherine Sweeney Using SoTL to Explore Learning in an Interdisciplinary Palliative Care Role-play</p> <p>Dympna Casey Student experiences of using values-based digital technology to enhance and evaluate inter-professional education</p> <p>Carol Wakeford Student projects with the 'E' factor</p> <p>Beth Marquis Using SoTL to develop and refine an interdisciplinary global justice inquiry course</p>	<p>Aysha Divan Supporting the transition of postgraduates into employment or higher-level study: are our programmes fit for purpose?</p> <p>Geraldine Duignan Engaging the Workplace in the Classroom: Aspiring Towards Authenticity</p> <p>Julie Dunne Empowering students to articulate Graduate Attributes through Participatory Action Research</p> <p>Christine van Vliet Using the SoTL framework to teach teamwork</p>	<p>Peter D'Sena Conceptualising and Realising Civic Engagement in a post-1992 UK University: a case study</p> <p>Trudi Cooper Holistic university education and discourses on curriculum</p> <p>Sandra Moffett TIME – Technology Inspired Minors Engagement</p> <p>Caroline Molloy What Colour is Sacred: exploring a teaching pedagogy that encourages cross-cultural learning</p>	<p>Peter Felten Undergraduate students decoding the disciplines: A SoTL partnership studying the political science literature review</p>	<p>Pecha Kucha / Lightning papers</p> <p>See following pages for titles and presenters</p>
11h 10 - 11h 30 PARALLEL SESSIONS 11h 30 - 13h 00	Session 17 (Room G02) BUILDING DIGITAL LITERACY	Session 18 (Room G14) INFORMING KEY TRANSITIONS	Session 19 (Room G16) BUILDING DIGITAL LITERACY	Session 20 (Room G08) PANEL DISCUSSIONS	Session 21 (Room G05)	Symposium (Room G15)
	<p>Catherine Hennessy Can Twitter be Used to Enhance Student Engagement and Learning of Neuroanatomy in Medical Education?</p> <p>Maria Meehan Patterns of student engagement with a variety of learning resources in a large first year mathematics module</p>	<p>Kathy Normme Investigating the Impact of an Inquiry-based Laboratory Course in First-Year University</p> <p>Teresa Redmond Teaching and learning interventions in a first year Biology course</p>	<p>Elaine Riordan Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy</p> <p>Nicholas Freestone A Developmental Shift in Retention of Content from Digital and Paper Sources?</p>	<p>Susan Smith Developing a writing group for academic staff writing about the scholarship of teaching and learning (11.30-12.15)</p> <p>-----</p> <p>Dilly Fung Scaffolding undergraduate research and inquiry in the curriculum (12.15-13.00)</p>	<p>Pecha Kucha / Lightning papers</p> <p>See Attached for titles and presenters</p>	<p>Post-graduate student challenges in teaching in Higher Education</p>

	<p>Dominique Verpoorten Rather a blog than a word: building teachers' digital literacy through the experience of a fully online course</p> <p>Marie Leijon "The Media Workshop" - Designing a Sustainable Organisation for a Digital Learning Environment</p>	<p>Nuala Curley Collecting and analysing qualitative data on mathematical difficulties experienced by students attending a maths support centre in Ireland</p> <p>Staffan Andersson Negotiating a practice of learning</p>	<p>training in procedural skills</p> <p>Patrick Henn Technology Enhanced Learning: The use of first person perspective video recording to improve medical student</p> <p>Karen Smith Assigning Learning Activities – does sequence matter?</p>			
13h 00 - 14h 00	Lunch and Book launch "Integrative Learning: International research and practice" (Foyer of Western Gateway Building)					
13h 15 – 14h 00	Round Table: Professional Development Frameworks – Dr Terry Maguire					
PARALLEL SESSIONS 14h 00 - 15h 00	<p>Session 22 (Room G02) PROFESSIONAL DEVELOPMENT AS A BRIDGE TO SoTL</p> <p>Pernilla Severson Using profession theory concept jurisdiction to further understanding of SoTL's bridging boundary conditions and possibilities</p> <p>Mona Fjellstron Education development competence – A common Nordic-Baltic framework supporting competence development, the assessment of merits and mobility</p> <p>Pauline McGlade Short, Sharp and Full of Ideas: Using SoTL to support academics in embedding writing into their subject teaching</p>	<p>Session 23 (Room G14) CHANGING ROLES AND EXPECTATIONS</p> <p>Eleanor O'Sullivan Bridging Theory & Practice in Dental Education - Learning By Doing</p> <p>Anthony Cronin Real-time anonymous feedbackon student visits to the Maths Support Centre - a study of lecturers' views on its relevance to, and roles in, their practice</p> <p>Anne Campbell Do students study and learn differently using e-Readers?</p>	<p>Session 24 (Room G16) INFORMING KEY TRANSITIONS</p> <p>Leigh Wood The Finance curriculum: implementing threshold concepts</p> <p>Mary Creaner and Jane Creaner-Glen Learning Agreements: A flexible strategy for integrative learning</p> <p>Shelagh Waddington Why do we stay or why do we go?</p>	<p>Session 26 (Room G05)</p> <p>Pecha Kucha / Lightning papers</p> <p>See following pages for titles and presenters</p>	<p>Session 27 (Room G08) WORKSHOP</p> <p>Anders Ahlberg SoTL in teaching portfolio writing and assessment – what is valued and why?</p>	
15h 00 - 16h 00	Plenary Panel with video contributions from Professor Pat Hutchings and Professor Mick Healey "Conceptions of the Scholarship of Teaching and Learning" (Room G05)					
16h 00 - 16h 15	Future EuroSoTL events and Closing Remarks: Dr. Bettie Higgs, Dr. Katarina Mårtensson, and Professor John O'Halloran (Room G05)					

Pecha Kucha Presentations / Lightning papers
Monday June 8th

PARALLEL SESSION 4: 11h 15 - 13h 00 (Room G05)

Chair: Dr. Bettie Higgs

[Pecha Kucha]

1: Staffan Andersson
Student Expectations of Academic Teachers Contributions to their Learning

2: Susan Beatty
Blended learning, blended instruction: a case study in course re-design

3: Martin Fellenz and Mairead Brady
Learning as Development: Reconceptualising reflection as a driver of learner (trans-)formation

4: Elizabeth Noonan and Terry Maguire
Behind the Teaching Hero Award: Personal and Professional Orientations of Teaching

5: Samantha Pugh and Kelvin Tapley
PRISM: Engaging Students in Pedagogic Research

[Lightning papers]

1: Michael Barrett
The college experience and the impact on student retention: A study in Institute of Technology, Sligo

2: Tina Bass
The challenge of enabling global citizens: Teaching professional skills to diverse cohorts

3: Kathy Kirwam and Trish Fitzpatrick
An investigation of the scholarship of teaching and learning in the placement tutor-student teacher dyad in Initial Teacher Education

4: Rebecca Purcell and Jennifer Johnston
An exploratory investigation into how the SoTL can support concurrent teacher education students during the key transition phases of the school placement process

5: Katharina Swirak
Building bridges in social work professional education

PARALLEL SESSION 9: 14h 00 - 15h 30 (Room G05)

[Lightning papers]

Chair: Dr. Marian Mccarthy

1: Marit Allern and Rangnhild Sandvoll
Educational development in the Scandinavian countries - informed and inspired by SoTL? A case study in three universities

2: Roy Andersson and Mette Mo Jakobsen
A Scholarly Approach to Reach Scholarly Approaches Nationwide

3: Mike Casey
Towards a Framework for Categorising T&L Strategies

4: Ned Cohen
'I am what I do': A Study of Teacher Education Qualification (TEQ) Training in Further and Adult Education in the island of Ireland

5: Imelda Elliott
Digital serious games and formative assessment - an experiment in using game-based student response systems in the teaching of languages and culture

[Pecha Kucha]

1: Daniel Blackshields
Continuing to map the terrain: integrative learning as a developmental platform for SoTL

2: Hazel Corradi
Levelling the playing field for transitioning students in Biomaths –using reflective practice to investigate mechanisms for supporting and encouraging learning

3: Joe Meegan
The use of documentary films and other visual media in the delivery and assessment of a sociology of sport module

4: Anne Ryan and Terry Twomey
From Threshold Concepts to Successful Transitions: Towards a pedagogy for Threshold Concepts based learning

Pecha Kucha Presentations / Lightning papers

Tuesday June 9th

PARALLEL SESSION 16: 09h 40 - 11h 10 (Room G05)

Chair: Daniel Blackshields

[Lightning papers]

1: Charles Neame and Peter Gossman

Two birds with one stone: promoting staff and student development through scholarly engagement with the evaluation of new practice

2: Kristina von Hausswolff and Anne-Charlotte Ek
Bridging Boundaries - focusing on the aim of education and educational meetings

3: Torgny Roxå and Thomas Olsson
Rewarding teaching excellence – a discussion of long-term organisational impact

4: Mary G. O'Brien
Using Music along with the Scholarship of Teaching and Learning to bridge the gap between Academia and Society

[Pecha Kucha]

1: Aoife Ryan
The effects of Semesterisation on Teaching for Understanding; the students' perspective

2: Derek Raine and Sarah Gretton
Student and staff perceptions of embedded skills

3: Anne Graham and Grainne Neville
The Talent Framework Underpinning Faculty Success: Exploring How to Support Faculty Engagement in International Scholarly Networks

4: Klara Laksov and Mikel Alexandersson
Conditions for the development of a quality culture - an exploration from the perspective of leaders and awarded teachers

5: Susan Moron-Garcia
Understanding leadership

PARALLEL SESSION 21: 11h 30 - 13h 00 (Room G05)

Chair: Katarina Mårtensson

[Pecha Kucha]

1: Barbara Stuart
Incorporating the Visual into Teaching and Learning

2: Torsten Sprenger
SoTL for changing organisations and teaching methods – HAWK

3: Phil O'Leary and Ann Ledwith
Exploration of Values, Beliefs and Assumptions of Recognition of Prior Learning (RPL) Mentors in Ireland

4: Norma Barrett
Using SoTL to inform the digital transformation of a large wholly online undergraduate unit

[Lightning papers]

1: Regina Kelly
Problem Based Learning: Assessing Student Solutions in an Interdisciplinary Course

2: Nora McCarthy
A Cross Discipline Case Comparison in Designing Decision-making Training Models

3: Trudi Corrigan
Bridging Boundaries through the Scholarship of Intergenerational Learning in Higher Education

PARALLEL SESSION 26: 14h 00 - 15h 00 (Room G05)

Chair: John O'Halloran

[Pecha Kucha]

1: Angela Wright
Business Acumen & the Arts: Examining an Educational Gap at CIT utilising the ADDIE Model

2: Carol Sinnott
Application of a novel approach to medication review in post-graduate training in General Practice.

3: Monica Ward
SoTL for Computing Students and Soft Skills

4: Ambreen Ashraf
FYI Breast Cancer: Making Healthcare Information Accessible

[Lightning papers]

1: Lawrence Dooley
Exogenous and endogenous factors of student examination success

2: Brien Nolan
Developing mathematical knowledge for teachers

3: Karen Neville
Role of SoTL in Supporting Interdisciplinary Collaboration in EM Learning

GENERAL INFORMATION

Conference Venue

The conference will take place at the Western Gateway Building, University College Cork (see maps section).

Registration and information desk

We recommend picking up your registration material as soon as you arrive at UCC. There will be two opportunities for you to register for this event. Registration is required for all participants and exhibitors. Registered participants and exhibitors will receive a badge giving them access to the conference venue, which must be worn visibly at all times.

Conference registration will be open between:

- 3.30pm and 8.00pm on Sunday 7th June before the pre-conference workshops and during the welcome reception in the North Wing of UCC's Main Quadrangle (see maps section).
- 8.45am and 9.15am on Monday 8th June in the foyer of the Western Gateway Building (see maps section).

The registration and information desk will be located in the main foyer of the Western Gateway Building, and will be open on Monday 8th June between 8.45am and 5.00pm and on Tuesday 9th June between 8.45am and 4.00pm.

Presentation upload

Presentations can be uploaded at the registration desk in the main atrium. A member of the conference organising team will be available to facilitate presentation upload throughout the conference. However, it is recommended that talks be uploaded a minimum of one session prior to the start of the scheduled talk. Upload of talks for the first day of the conference will be given priority at the welcome reception and during the registration period of the following morning. Talks should be saved using Microsoft Powerpoint in Office (file extension .pptx or .ppt). Please keep the size of your presentations below 10MB.

Posters

Posters should be displayed in the main foyer for the duration of the conference, and attached to the correct numbered poster board (see poster section at the end of this document) using the Velcro attachments provided. Please remove posters by 4pm on Tuesday.

Poster prizes

Prizes for best poster will be selected and all conference delegates are invited to vote. Prizes will be awarded during the closing of the conference.

Best Poster Award Selection Criteria

- Creativity, straightforward and balanced, combining science and art.
- The contents where text and figures should be presented in a manner that viewers with little previous knowledge will understand the subject.
- The message of the poster should be readily visible and understandable.
- Effectiveness in communicating the concept during poster session.

Refreshments and Lunch

Coffee and tea will be served during morning and afternoon breaks in the foyer of the Western Gateway Building. Lunch will be served during the lunch breaks. These refreshments are included in the conference fee.

Photos/Videos

Please note photographs and videos will be taken during this event for use on the conference website or for inclusion in published descriptions and archives of the event. If you do not wish to have your photo taken, please let conference organisers know.

Social Events

Welcome Reception

The Welcome Reception will take place in the North Wing of the Main Quadrangle on UCC's main campus (see map) on Sunday 7th June from 6.30pm until 8.00pm.

Conference Dinner

The conference dinner will take place on Monday 8th June at *The Devere Hall* in UCC's Student Centre (see map). A drinks reception at 7pm will be followed by dinner at 7.30pm. If you have any specific dietary requirements please let conference staff know in advance.

Public Transportation

Train

Iarnród Éireann: www.irishrail.ie Kent Railway Station, Cork city, approximately 2 km from UCC.

Bus

City Bus: Approximate bus fare to University from Railway station is €2. Bus No. 5 (marked Rossa Avenue) get off at College Road. From City centre, Bus No. 8 (marked Bishopstown) get off at Gaol Cross.

Bus Éireann: www.buseireann.ie. Bus Station, Cork city approximately 1.5 km from UCC.

AirCoach: www.aircoach.ie (Dublin airport - Dublin - Cork). Patrick's Quay (behind Metropole Hotel), approximately 1.5 km from UCC.

CityLink: www.citylink.ie (Galway - Cork city/Cork Airport, Limerick-Cork city/Cork Airport). Patrick's Quay (behind Metropole Hotel), approximately 1.5 km from UCC.

Eurolines: operated by Bus Éireann offers a direct bus daily from London to Cork - look for the 'Tralee-London' route.

Parking at UCC

There is limited public parking available on campus (see maps section). UCC is well served by public transport.

Cork Airport

Aiport code ORK - this is the only airport in Cork, 8 km from the city centre and is serviced by taxis as well as regular bus service. Information on airlines and routes that fly into Cork can be viewed on the airport website: www.corkairport.com.

Bus Éireann provides a regular Air Coach service to and from Parnell Place Bus Station in the city centre throughout the week. Cost approximately €6 each way (www.buseireann.ie).

Citylink also provides buses departing from Cork Airport every 30 mins, connecting with over 30 city hotels, guest houses and city-centre locations. Cost is approximately €6 each way. (www.citylink.ie).

Taxis

Approximate taxi fare to University from Railway Station: €10.

Approximate taxi fare to University from Airport: €15

ABC Taxis, Pouladuff Road, 021 4961961

Premier Taxis, Douglas Street, 021 4847600

Shandon Taxis, 42 MacCurtain Street, 021 4502255 & 021 4505522

Emergency Numbers

Emergency Police, Fire, Ambulance: 112 or 999

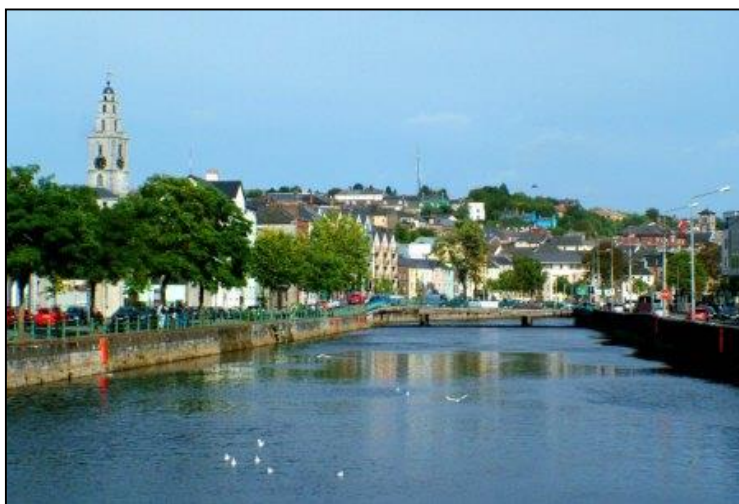
These numbers are free of charge but should only be used in cases of genuine emergency. On answer, state which service you require, wait to be connected to that service, then clearly state the location at which assistance is required.

ATMs and Bank Branches

The nearest ATM and bank branch to the conference venue is the Allied Irish Bank (AIB) which is located across the road from the Western Gateway building at the traffic lights.

WELCOME TO CORK

Statio Bene Fide Carinis - A safe harbour for ships is the motto on the coat of arms of our friendly and vibrant port city. Cork city, on the banks of the river Lee, boasts the second largest natural harbour in the world by navigational area (with Sydney harbour being the largest), with direct ferry crossings to mainland Europe (Roscoff, France). Cork is Ireland's second largest city with a population of approximately 120,000 and is a university city with a total student population in excess of 35,000. The city has two main third level education institutes - University College Cork and Cork Institute of Technology. In 2005, Cork was nominated the European City of Culture and was named one of the 3 top cities in the world to visit in 2010 by the Lonely Planet tourist guides' "Best in travel 2010".



The name 'Cork' derives from the Irish 'Corcach Mór Mumhan', which means the 'Great marsh of Munster' and refers to the fact that the centre of Cork city is built on islands which are marshy and prone to episodes of flooding. St. Finbarr is the patron saint of Cork. He followed the River Lee from its source in Gougane Barra to Cork and founded a monastery in the 7th Century where St. Finbarre's Cathedral now stands. The first Viking attacks on the monastery occurred during the early 9th Century and these are documented within the historical written records held by other monasteries. By the 12th Century, Cork was a medieval walled city

which was divided along a North-South axis by the Main Street, which corresponds to the current North and South Main Streets. The Augustinian Red Abbey which stood outside the city wall is the only surviving building from medieval Cork.

The River Lee is a sandstone river that has its source in the beautiful and mountainous area of Gauganbarra in West Cork. It travels 90km, winding its way through the first the county and then the city of Cork and is a prominent feature of the city. The city of Cork is a major Irish seaport with docks and quays scattered along the broad waterway of the Lee on the city's east side. EuroSoTL visitors will find further information about Cork city and county at www.cometocork.com.



Cork city was named the European Capital City of Culture 2005 and is full of historical attractions, beautiful Georgian architecture and a lively nightlife. Located in the South West corner of Ireland it is the country's second largest city. Like so many areas in the centre of Cork city, both the South Mall and Grand Parade were built over channels of the River Lee in the eighteenth century.

Shopping and Food

Cork city's main shopping areas include shopping on St. Patrick's Street, Princes Street, Oliver Plunkett Street and the North Main Street. The large shopping centres in Cork city include Merchant's Quay Shopping Centre, Paul Street Shopping Centre, French Church Street, North Main Shopping Centre and the English Market. St. Patrick's Street is Cork's main thoroughfare with a huge selection of shops including a great selection of restaurants and pubs. St Patrick's Street is Cork city's longest shopping street and Princes Street and Grand Parade is where you will find access to the English Market (see below).

French Church Street has a number of little shops hidden away, ranging from clothes, shoes, chocolate shops and café's with heated outside seating for some, where there is always a buzz around. The area around Paul Street, Carey's Lane and French Church Street is known as the Huguenot Quarter where you can find a walled Huguenot graveyard, with the Huguenot history being associated with Cork from the 1700s, when they fled to Cork from France and worked in the textile area in the manufacture of linen and silk as well as property development.



Cornmarket Street, also known as the Coal Quay, has a history of street trading in Cork from the late 1800s, where many of Cork city citizens purchased their goods. It was home to St. Peter's Market which opened as a food market in olden times and today it is a lively bar and restaurant. Much of this area has since been developed for apartments and a shopping units. Currently, Saturday morning on Cornmarket Street is a favourite with street traders. Located off St. Patrick's Street you will find many little side streets and lanes, again with a host of shops and eateries. Cork's Opera Lane is a fine example of a new shopping area blending in with the old historic buildings of Cork such as Crawford Art Gallery and the Queen Anne house at Emmet Place.

Cork's English Market is a delightful covered market area that has been the backbone of Cork's history and one of the oldest markets of its kind, supplying the people of Cork and its visitors since the 1700s. The English Market has a range of wonderful stalls for you to browse such as fresh meat, fish, poultry, fresh fruit and vegetables, many local cheeses, smoked salmon, olives, spices, confectionary and traditional trip and drisheen stall, French soaps, lavender, flowers, wool, wine, champagne and many more delights. Having enjoyed browsing the many stalls in the English Market, why not stop and enjoy a coffee and some people watching in one of the wonderful cafés, coffee docks and enjoy some delectable chocolates at the same time! The English Market can be accessed from either Princes Street or Grand Parade.

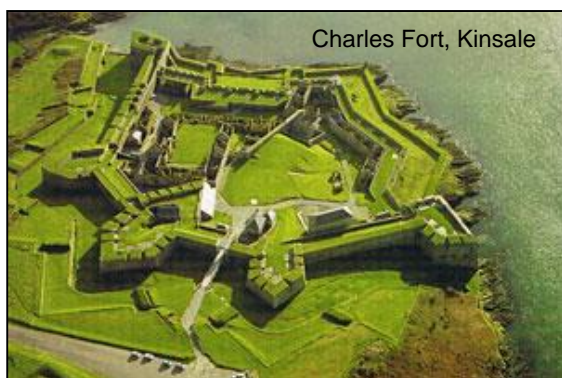


Top attractions in Cork city

1. Combine a visit to Cork City Gaol (www.corkcitygaol.com) and Lifetime Lab (www.lifetimelab.ie)
2. Visit the English Market (www.englishmarket.ie) and experience Cork cuisine
3. Indulge in city centre boutique and designer shopping
4. Ring the bells at St. Anne's Shandon Church (www.shandonbells.ie/) and visit the Butter Museum (www.corkbutter.museum)
5. Stroll through the grounds of UCC (www.ucc.ie) and visit the Lewis Glucksman Gallery (www.glucksman.org)
6. Marvel at the St. Fin Barre's Cathedral (www.cathedral.cork.anglican.org)
7. Cork Public Museum and Fitzgerald Park (www.corkcity.ie/services/recreationamenityculture/museum)
8. Marvel at the stars at Blackrock Castle Observatory (www.bco.ie)
9. Take time out at Crawford Art Gallery (www.crawfordartgallery.ie)
10. Kayak into the city or catch a traditional sporting fixture

Places to visit in Cork

- Blarney Castle - Kiss the Blarney Stone (www.blarneycastle.ie)
- Fota Wildlife Park - Walk with the animals (www.fotawildlife.ie)
- Kinsale - Enjoy the seafood restaurants and the spectacular sights of Charles Fort and the Old Head of Kinsale (www.kinsale.ie)
- Cobh - Explore the Titanic trail (www.visitcobh.com)



UNIVERSITY COLLEGE CORK

University College Cork (UCC) was established in 1845 as one of three Queen's Colleges (the others were at Galway and Belfast). The site chosen for the college is particularly appropriate given its connection with the patron saint of Cork, St Finbarr. It is believed his monastery and school stood on the bank of the river Lee, which runs through the lower grounds of the university. The University's motto is 'Where Finbarr Taught, let Munster Learn.'

The UCC campus is noted for its mature well-wooded grounds containing several Californian Redwood trees. These form a splendid setting for the Gothic revival-style Main Quadrangle buildings, modelled on a typical Oxford college by the renowned Cork architect of the mid-19th Century - Sir Thomas Deane.

Today the University has a current enrolment of over 12,500 undergraduate students and some 3,600 students at postgraduate level, including over 1,000 PhD candidates. UCC's diverse student body includes over 1,900 students representing 75 nationalities worldwide. The University is a beautiful place and is enhanced by an atmosphere of friendliness and pride that makes UCC not only an enjoyable place to study but also a great place to work. Many people spend their entire adult lives in the University and make lifelong friends during their time here.

UCC has many visitors each year and there are many things to see on campus including the Lewis Glucksman Art Gallery, the Honan Chapel and the newly refurbished Ogham Stones collection, the Crawford Observatory and the Visitors' Centre.

The university is an internationally competitive, research-led University that plays a key role in the development of Ireland's knowledge-based economy. Our research strategy is focused on creating major centres of excellence for world-class research and is closely aligned with key Government policies including the *Strategy for Science Technology and Innovation (SSTI)*, *Building Ireland's Smart Economy* and the Report of the Innovation Taskforce. Despite adverse economic conditions, overall research expenditure achieved in 2009/2010 was €83.8 million.

UCC the world's first Green Flag University

University College Cork became the first 3rd level educational institution in the world to be accredited with the prestigious international 'Green Flag' award on February 19th 2010, a direct result of the Green-Campus programme, a student-led initiative undertaken by UCC students and staff over the last three years.

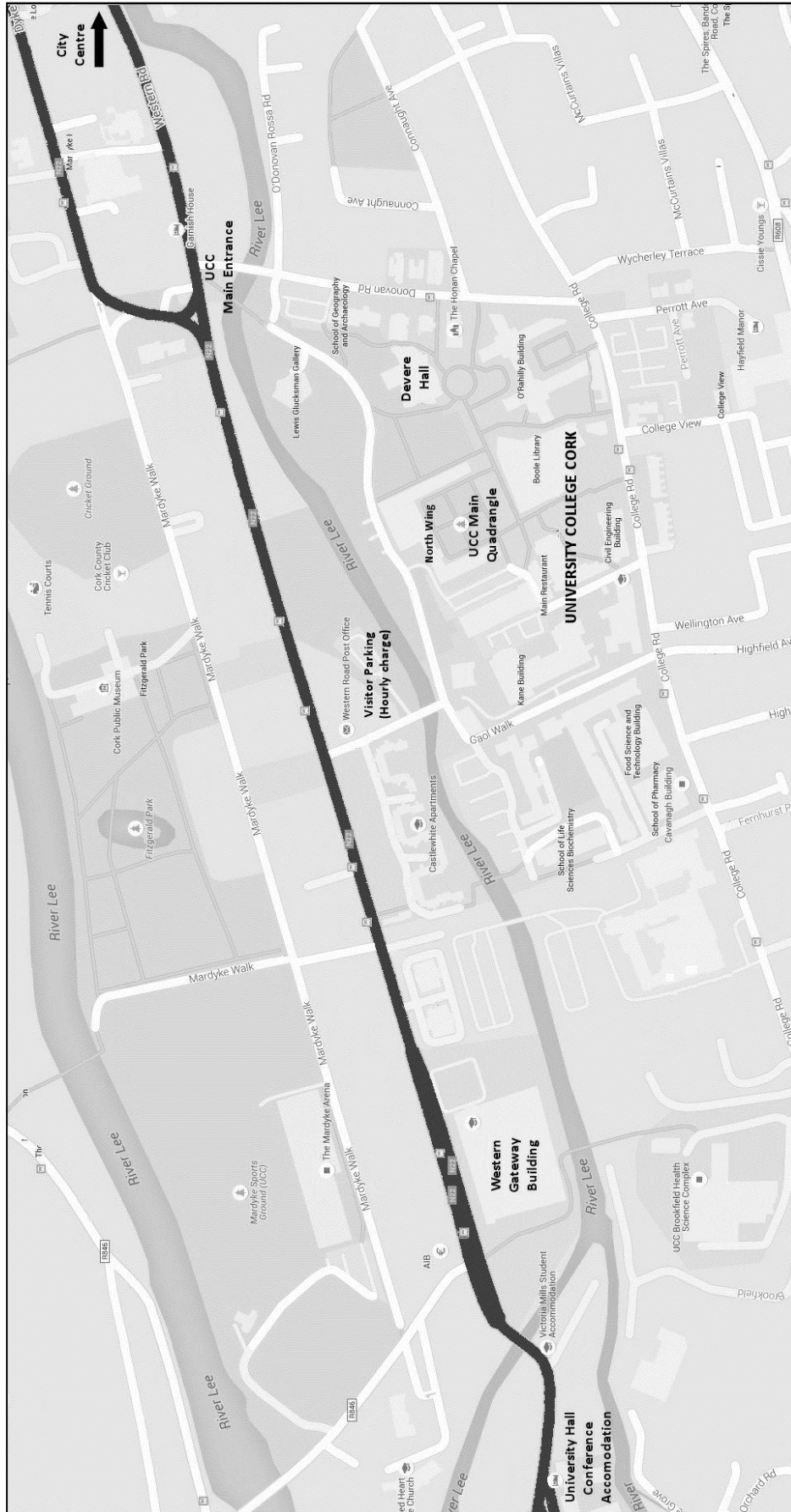
The Green-Campus programme has seen the University save €300,000 in waste management costs, reduce waste to landfill by nearly 400 tonnes and improve recycling from 21% to 60%. Furthermore, UCC has conserved almost enough water this year to fill the equivalent of the Lough of Cork.



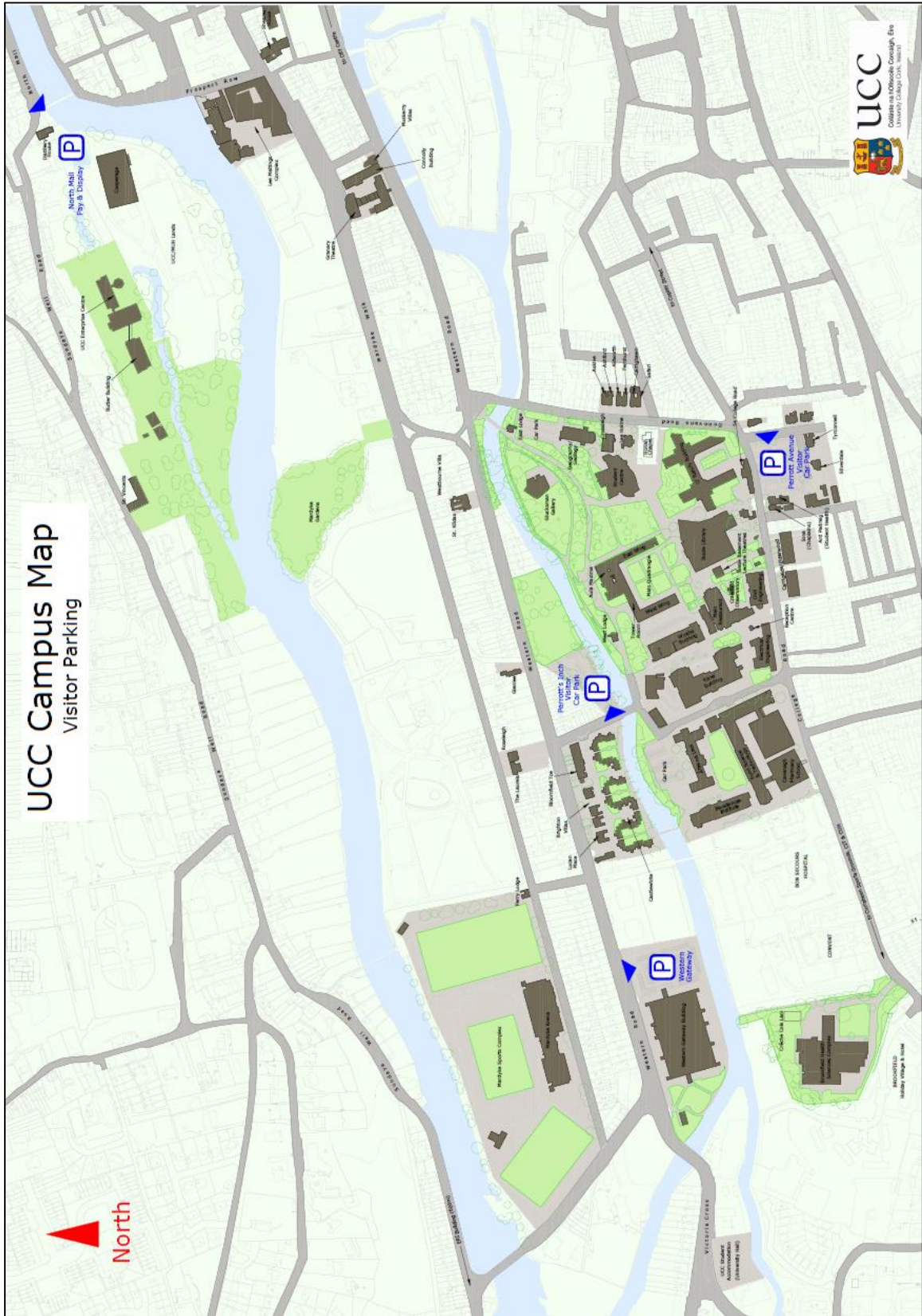
Steps taken by the students and staff of UCC towards becoming a green campus include: the establishment of a Green-Campus Committee; enhanced recycling capabilities throughout the campus; students in lecture theatres and laboratories are alerted to turn off lights and electrical equipment; university maintenance vehicles are now running on biodiesel; carpooling has been introduced to facilitate lifts to and from campus; enhanced Park & Ride and bike parking areas are designed to encourage more sustainable travel and each year the Students Union holds a Green Awareness Week on campus, where real actions are supplemented by academic talks on environmental sustainability.

MAPS

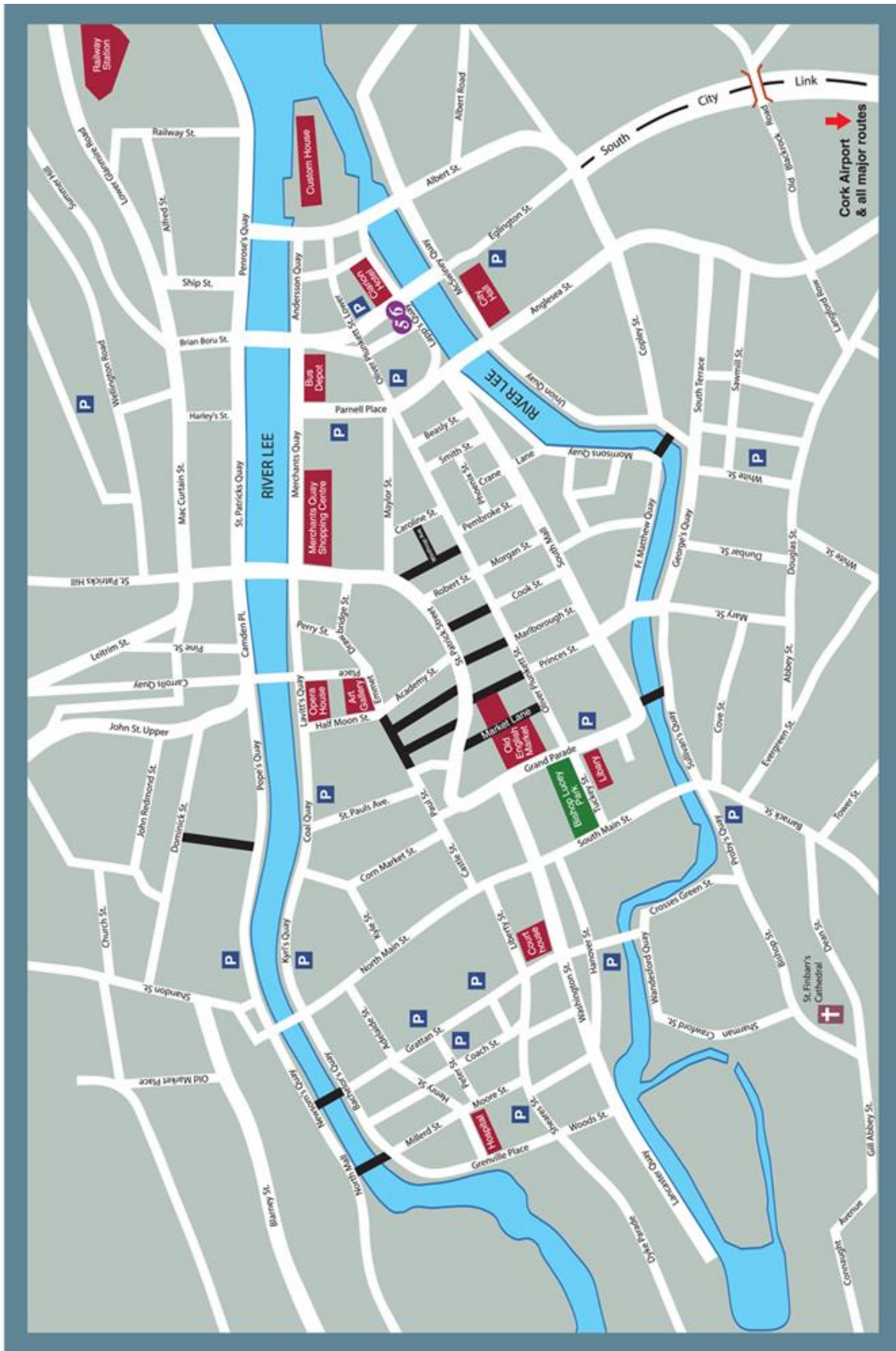
CONFERENCE VENUES



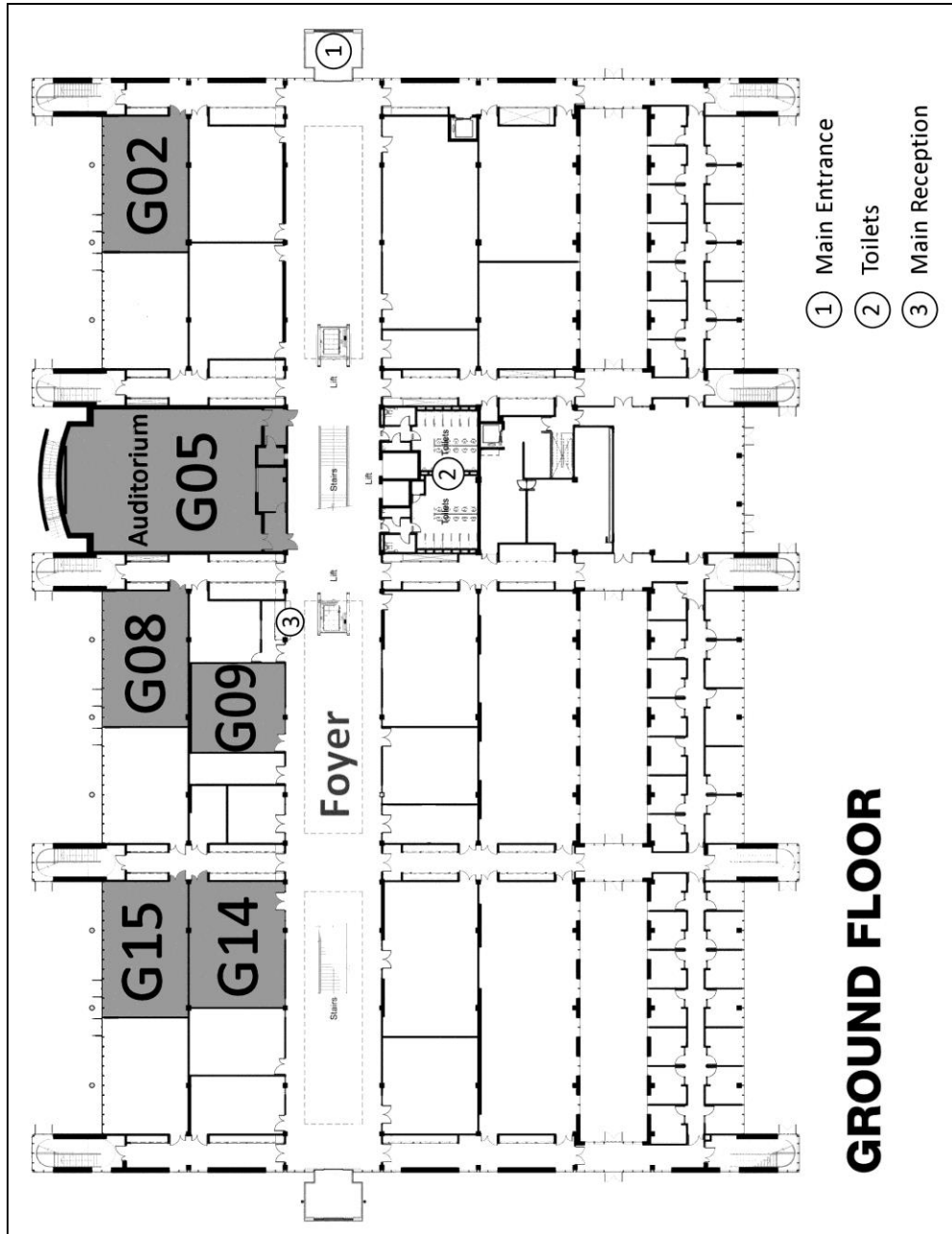
UCC CAMPUS



CORK CITY CENTRE



WESTERN GATEWAY BUILDING



KEYNOTE ADDRESSES

Monday 09h 30 Room G05

Making the most of SoTL to support students in the transition from undergraduate to postgraduate study

Veronica Bamber

Chair of the QAA 'Student Transitions' Enhancement theme and Director of the Centre for Academic Practice in Queen Margaret University, UK

One of the questions this conference is addressing is: How is SoTL informing key transitions in the student's journey? The answer is 'it depends on which students'. Some student groups have been fairly well researched, and there is now a significant body of writing on generic student learning in higher education. There is a growing body of literature on doctoral students and how to supervise and support their learning journey, informed by the work of agencies such as Vitae in the UK, and government funding over the last decade. SoTL focusing on postgraduate taught students is much less in evidence. There are some publications (eg Tobbell and colleagues, 2009, 2010 and 2013; Coates and Dickinson, 2012; Heussi, 2012; Kember, Ho, and Leung, 2014) but, considering the growing importance of taught postgraduate programmes in many subjects and institutions, there is surprisingly little scholarship in this area. This is even more surprising when we consider the complexity of PGT provision, which surely merits scholarly attention. How can we increase SoTL with regard to transitions to PGT, and why should we do this? This presentation argues that the needs of students entering postgraduate taught programmes deserves specific and evidence-informed attention. One approach might be to provide conceptual tools for enquiry, and one such tool was produced by the LFIP (Learning from International Practice in the Taught Postgraduate Student Experience) project in Scotland. I will discuss how this tool is being used in some Scottish institutions to improve practice and to improve our understanding of PGT student transitions. The hope is that the combination of practice and theorising will lead not only to practice improvements, but also to more scholarly outputs for staff who are not normally drawn to SoTL.



Monday 16h 00 Room G05

Cultivating learning cultures: Reflective habits of mind and the value of uncertainty

Kathy Takayama

President of ISSOTL, Executive Director of the Sheridan Centre for Teaching & Learning and Professor of Molecular Biology, Cell Biology and Biochemistry, Brown University, USA

The traditional curriculum does not always intentionally emphasize the processes by which students develop skills for reflective learning and critical engagement. Professors acculturate to discipline-based practices and their epistemological frameworks are inevitably reflective of the academic norms of their disciplinary cultures¹. As such the focus on discipline-specific outcomes diminishes the development of students' adaptive expertise necessary to negotiate a continually evolving landscape - what Laurillard highlights as the personal dispositions that embrace "being" as a core developmental process in the curriculum². This presentation explores how we might design high impact learning experiences to foster iterative reflection for deep understanding and experiential thinking. The social construction of knowledge and understanding is a critically important consideration as we explore the power of learning communities and the choices students make when experiencing novel situations. As institutions consider whether and how we are preparing our students for careers that increasingly depend upon resilience, teamwork, and the integration of knowledge domains, how do we as a society cultivate learning cultures that transcend the constraints of curricular structures and value uncertainty as a crucial component of learning³?



- D. Reichard & K. Takayama. Exploring student learning in unfamiliar territory: A humanist and a scientist compare notes, in *The Scholarship of Teaching and Learning In and Across the Disciplines*, K. McKinney (ed.), Bloomington: Indiana University Press, 2012.
- D. Laurillard. *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, New York: Routledge, 2012.
<http://www.aacu.org/peerreview/pr-wi14/Takayama.cfm>

Tuesday 08h 50 Room G05

Defining SoTL – Still a challenge after twenty-five years!

Joelle Fanghanel

Professor of Higher Education and Associate Pro Vice-Chancellor (Academic Development & Scholarship), University of West London, UK

This presentation will examine the issue of SoTL's definition, and the challenges it still poses twenty-five years after Boyer's seminal work (Boyer, 1990). Reporting on the preliminary findings of an HEA-funded research project presently being carried out with three main partners, it will examine the facets of this quite unfathomable object and discuss the way it is used by institutions and scholars to represent quite different activities underpinned by quite different motives and intentions. The literature reflects a range of acceptations of the concept of SoTL and this translates into a kaleidoscope of interpretations and practices amongst scholars. This state of affairs, to an extent, mirrors the complexity of academic practice and the variety of contexts in which it takes place. The elusive nature of the make-up of SoTL (and consequently of how its effectiveness is measured) added to the natural scepticism amongst many academics that academic practice is a field worthy of enquiry, account to a large extent for the slow progress made over the past 25 years in harnessing SoTL as a power tool to promote academic practice as an intellectual field of enquiry, and to redress in so doing the esteem gap between teaching and research in higher education, in the UK particularly. I will discuss a framework that enables the conceptualisation of SoTL across the three (micro, meso and macro) levels of higher education systems.



Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.

Tuesday 15h 00 Room G05

Plenary panel: Conceptions of the Scholarship of Teaching and Learning

Discussion with video contributions from Prof. Pat Hutchings, Senior Associate and former Vice President of the Carnegie Foundation for the Advancement of Teaching, USA, and Prof. Mick Healy, Higher Education consultant and researcher, and Emeritus Professor, University of Gloucestershire, UK

The first part of the panel session will include Pat Hutchings' answer to the "conception of sotl" question. She will challenge and ask questions of the audience to address THEIR conception.

Pat will go on to describe 3 "visions of the possible" for the future of SoTL (building on her work in the Carnegie Foundation for the Advancement of Teaching). One of these visions involves student partners, which will be taken up and expanded on by Mick Healey.

The *in situ* panel will include Prof. Peter Felten, Elon University, USA.

PUBLICATION LAUNCH

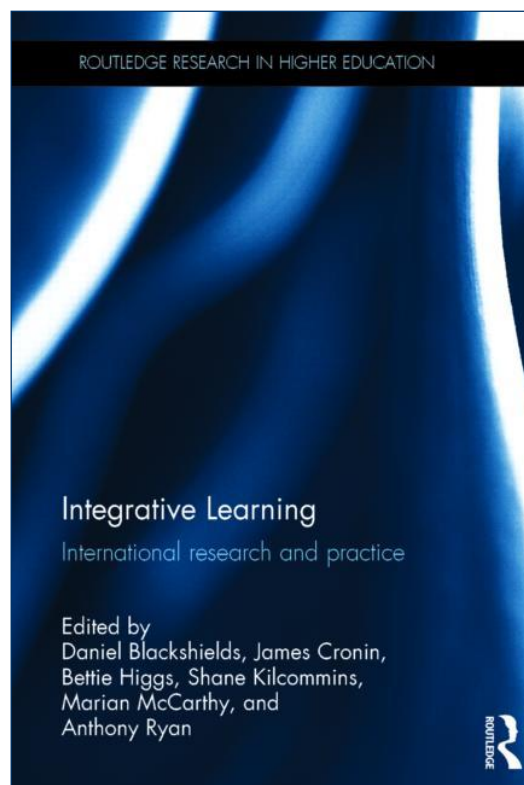
Tuesday 13h 30 Atrium

Integrative Learning: International research and practice

Edited by Daniel Blackshields, James Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, Anthony Ryan

Current teaching, learning and assessment practices can lead students to believe that courses within a programme are self-sufficient and separate. Integrative Learning explores this issue, and considers how intentional learning helps students become integrative thinkers who can see connections in seemingly disparate information, and draw on a wide range of knowledge to make decisions.

Written by international contributors who engaged reflectively with their teaching and their students' learning, the book seeks to develop a shared language of integrative learning, encouraging students to adapt skills learned in one situation to problems encountered in another, and make autonomous connections across courses, between experiences, and throughout their lives. More informed teachers can help students develop the necessary attributes for intentional learning, which include having a sense of purpose, fitting fragmentary information into a 'learning framework', understanding something of their own learning processes, asking probing questions, reflecting on their own choices, and knowing when to ask for help.



Integrative Learning draws on international research and vast studies to provide the reader with the resources to ensure access to a unified learning experience. The book discusses conceptual and technical tools necessary for facilitating integrative learning across a range of disciplines as well as providing learning pedagogies and considers integrative learning in the context of the relevance of higher education in the complexity and uncertainty of the 21st century. It will appeal to academics and researchers in the field of higher education, as well as those generating higher education curriculums.



ABSTRACTS

Oral Presentations

MONDAY SESSION 1: INVOLVING STUDENTS IN SoTL
11h 00 -13h 00 Room G02

Developing student-staff partnerships through a SoTL 'student scholars' program

Beth Marquis and Arshad Ahmad, McMaster University, Canada

In a recent article (Felten 2013), Peter Felten positions partnership with students as one of five "principles of good practice in SoTL", echoing and extending an increasingly common understanding in the literature (Cook-Sather, Bovill, & Felten 2014; Werder & Otis 2010). Engaging students as partners in teaching and learning initiatives (including SoTL) has been shown to have multiple benefits, including the enhancement of the work undertaken (Cook-Sather 2014), the development of new and productive relationships between staff and students (Healey, Flint, & Harrington, 2014), and the creation of transformative learning experiences for all individuals involved (Wood, Little, Goldring, & Jenkins 2011). Some have also suggested that partnership models can destabilize the contemporary metaphor of students as consumers, encouraging collaboration, deeper approaches to learning, and meaningful participation in education as process rather than reification of it as product (McCulloch 2009). As such, while not without challenges (Allin 2014; Felten et al., 2013), engaging students as partners via SoTL has the potential to shift understandings of the roles and expectations of students and instructors in higher education in positive ways. In light of these benefits, we created a novel 'student scholars' program through the teaching and learning institute at our university, which engages undergraduate and graduate students as partners in teaching and learning inquiry. Students apply to be part of this program, and are paid to work on institute projects for up to 10 hours per week throughout the academic year. Following an initial pilot, during which a group of student and staff engaged in some complementary research about the initiative (Authors 2013), we refined the program and began to scale it up. Currently, 45 students are partnering with us on more than 30 projects. In this session, we will describe how we've developed the program in response to this previous research, highlighting in particular how we've attempted to build on successes and respond to challenges. Participants will be invited to share their own approaches to student-staff partnership, and to consider the applicability of the ideas presented to their own contexts.

Students as partners in SoTL: processes, problems and progress

Colin Bryson, Ruth Furlonger and students, Newcastle University, UK

Arguably, the true purpose of Higher Education is to promote and enable transformational learning in students (Johansson and Felten, 2014) – 'becoming' not 'having' (Fromm, 1978). Students need to be profoundly engaged with their learning to achieve this, and 'student as partners' (Healey et al, 2014) can create active and involved engagement (Bryson, 2014). A key part and benefit of partnership is student involvement in SoTL (Hutchings et al, 2011; Felten et al, 2013). Cook-Sather et al (2014) present convincing arguments that student involvement in SoTL advances, inter alia; their metacognition, identity, and ethical and intellectual development (Baxter Magolda, 1993)

We present a case study which over six years has gathered rich, longitudinal evidence. Initially we adopted a holistic student engagement strategy to create belonging, identity and engagement (Furlonger et al, 2014). This soon evolved into a partnership approach founded on active student representation, peer leadership, and increasing student co-determination of the degree. The setting is a large multi-disciplinary degree in a research intensive university which had major problems before this approach was introduced. There are now many opportunities for students to engage in SoTL; in co-determining strategic development of the curriculum; in co-design of modules; in projects enhancing the co-curriculum; as peer advisors and tutors; in scholarly projects and as participants in agreeing aspects of modules they are studying, such as assessment form and criteria. For many students this has been empowering and emancipatory and delivered all the intended benefits but not all students engage and progress as far as we would wish. We present an analysis of the evidence and seek to problematize the issues. We suggest that the approach of students as partners and their involvement in SoTL is very successful in the main, but needs to be undertaken with care and constantly reviewed and reflected upon.

Engaging students in research and scholarship

Catherine McConnell and Sharon Morley, University of Brighton, UK

There are a growing number of institutions that through policy, strategy and emergent practices, are articulating, developing and advocating for student engagement in the scholarship of teaching and learning. Establishing an optimum environment for engagement (Pittaway and Moss, 2014) is a significant and enabling factor, and is essential for the growth of student engagement in learning and teaching. Establishing key principles that guide, underpin, and enable effective engagement practices can articulate a vision of SoTL partnership culture among staff and students (Felten, 2013). In order to move beyond student engagement as a 'compliant' or 'procedural' process argued ineffectual by Crick (2012), Lawson and Lawson outline extensive research which highlights the effectiveness of authentic and action-oriented forms of engagement (Lawson and Lawson, 2013: 445-446). Reeve (2012: 161) describe this behavioural activity as 'agentic engagement'. The potential is for student engagement in learning and teaching research and practice to embody an active, participatory role, which develops students' critical enquiry, reflection and reflexivity. This paper will outline the culmination of two national projects enquiring into interrelated practices of students engaged in research and scholarship (HEA Defining and Supporting SoTL: a sector-wide study) and Student Collaborators in Educational Development (SEDA small grant). Whilst these projects are in progress, it will be beneficial to share at this conference the emergent findings which represent the views of students and staff involved in partnerships. Early themes that have been identified and may be of interest to delegates include:

- the environmental factors that enable student partnership
- the establishment of key principles
- the possibility for students to engage in interdisciplinary practices
- the challenge of changing roles, identities and expectations
- the practical tensions of partnership working
- the ethics of engaging students and crossing boundaries

There will also be opportunity for discussion and questions. Establishing a community of practice around student engagement and partnership in learning and teaching will offer a fora for both theorising, and collecting sector-wide evidence of practices and impacts. At a practical level, it will be possible for this group to consider developing helpful guidance for students and academics wishing to embark into this exciting SoTL territory.

Teaching English in the Sciences, and then writing policy about it

Christie Harner, Newcastle University, UK

My role is unique at Newcastle University and, as far as I know, across most universities. I teach literature in the School of English, provide QA and QE support to Schools within the 'Sciences' Faculty, and write and consult on University learning and teaching policies. My role challenges the boundaries too often set up in HE -- between disciplines, University hierarchies, and academic and administrative staff - and it asks us to reconsider the type of scholarship that can be achieved through cross-field innovation. This paper focuses on an ongoing project to enhance students' engagement with marking criteria and academics' use of criteria as feedback. Beginning in 2013, I have worked with academics across five Schools to re-design marking criteria for writing-based coursework (lab reports, reflective writing, literature reviews, and projects). At the same time, I have piloted and then embedded workshops aimed to enhance students' assessment literacy and engage students in using the marking criteria. These workshops have been enormously successful precisely because they give students ownership of the criteria -- asking them to dissect the language, explain the differences between grade boundaries across a given criterion, and then apply the criteria to sample scenarios and assignments. Students have noted that the workshops are especially effective in sustaining their engagement with assessment processes beyond the original module. The success of this project has led to initiatives at University level, including new guidance on student engagement with assessment and a workshop for the Directors of Excellence in Learning and Teaching. More importantly, as this paper suggests, it demonstrates the value of rethinking disciplinary and university boundaries: it is my inside knowledge of School QA practices, combined with pedagogical experience of talking with students and providing feedback, that allows me to support changing attitudes toward assessment across the Faculty and University.

Learning about writing and plagiarism through Turnitin®: Student perspectives

Adeline Cooney, Siobhan Smyth, Dympna Casey, Maura Dowling, Declan Devane and Bernard McCarthy, NUI Galway, Ireland

This study explored student perspectives on the helpfulness (or not) of Turnitin® in developing their academic writing skills. The study aimed to (i) gain insight into students' perspectives on the value of using Turnitin® to support good writing practice and (ii) evaluate the potential of Turnitin® as a learning tool. The School began using Turnitin® in September 2010. All students attended information sessions on academic honesty, paraphrasing, citing and referencing. Students submitted all coursework through Blackboard (a virtual learning environment into which Turnitin® is integrated) and had the option to self-submit their work and receive an originality report(s) prior to final submission. Students were provided with verbal and written guidance on how to submit their work to Turnitin® and interpret the originality report. Undergraduate and postgraduate students (n = 523) were surveyed. The survey was anonymous and comprised of 30 statements to which students indicated their agreement or disagreements using a 4-point Likert scale (strongly agree to strongly disagree). The questions explored students' experiences and perceptions of using Turnitin® and interpreting the originality report, their perspectives on plagiarism in general and the effects having access to the originality report had on their writing and overall confidence. Open questions were integrated into the questionnaire to give students an opportunity to explain their answers or add further comments. The response rate was 63% (n = 330). Students reported that having access to the originality report helped them to improve their paraphrasing and citing skills. There were some differences in perspective between younger and mature students. However, students also reported being worried about being unjustly accused of plagiarising. This paper will explore these findings in greater depth.

MONDAY SESSION 2: NATIONAL INITIATIVES IN SoTL

11h 00 -13h 00 Room G14

How can HE Teaching Fellowship Schemes inspire, support and celebrate Scholarship in Learning and Teaching?

Kirsten Hardie, Arts University at Bournemouth, and Earle Abrahamson (co-presenter), University of East London, UK

'Teaching Fellowship schemes recognise the value of teaching and learning excellence and reward academics to continue their scholarly practices.' [...] they promote and shape the Scholarship of Teaching and Learning (SoTL), develop communities and networks of practice, and influence teaching and learning pedagogies and policies (Gunn and Fisk, 2013). Internationally a number of different and culture-specific higher education learning and teaching fellowship and award schemes exist. The value of these schemes is often judged by impact values, i.e. the unique contribution these schemes make towards advancing teaching and learning practices. The development of teaching and learning fellowship schemes requires the careful analysis of questions such as how can SoTL contribute to teaching excellence, and recognition thereof? This question, together with multiple derivatives, forms the focus for the Multinational Teaching Fellows Group (an ISSOTL special interest group) comprising a community of teaching fellows from different disciplines and fellowship contexts. Collectively, we explore and compare our developing work as SoTL scholars, focusing not only on conflicts that arise as a result of trans and inter-disciplinary research, but also on configurations in terms of balance, identity, and our individual and collective identities while moving teaching fellowship forward within our institutions, communities and nationally. This session considers 'How can HE Teaching Fellowship Schemes inspire, support and celebrate Scholarship in Learning and Teaching?' It draws upon a variety of perspectives, including the views of teaching fellows and key research findings regarding fellowship schemes, (Gunn and Fisk, 2013; Rickinson, Spencer, and Stainton, 2012; Frame, Johnson and Rosie, 2006). It aims to evoke discussions that may inform and inspire colleagues' further engagement with the Multinational Teaching Fellows Group and importantly it aims to offer opportunities for collaborative SoTL developments.

Exploring the relationship between engagement with SoTL and the culture around learning and teaching

Amanda Platt, Ulster University, UK

According to Brew and Ginnis (2008, p.535), the objective of SoTL is to 'infuse teaching with scholarly qualities in order to enhance learning'. Knight and Trowler (2000) argue that strategies to encourage better teaching or more effective learning will have modest impact in departmental cultures that are not conducive to better teaching. They also contend that attempts to enhance teaching by coercion may generate a culture of compliance that does not result in enhancement. These arguments are echoed in a study of strong academic microcultures by Roxå and Mårtensson (2011); they suggest that the greatest potential for the improvement of teaching and learning is achieved in departmental contexts where the processes and artefacts of quality enhancement are closely aligned with the underlying assumptions or culture around learning and teaching. This study explores the relationship between engagement with SoTL and the culture around the status and value of learning and teaching. The enquiry is situated in a large UK University with a strong teaching mission. A multi-methodological approach has been adopted interpreting institutional data collected since 2010. Evaluations from a range of SoTL activities have been collated and analysed for patterns of staff engagement. In addition, semi-structured interviews with staff have been conducted to explore the links between the culture around learning and teaching and their perceptions of and motivations for engagement with SoTL. At an institutional level, the analysis has shown a marked increase in engagement with SoTL since the introduction of targets for HEA fellowship. However, analysis has revealed considerable variation in engagement across departments. Results indicate that departmental level cultures around learning and teaching influence perceptions of and motivations for engagement with SoTL.

Brew, A. And Ginnis P. (2008). The relationship between engagement in the scholarship of teaching and learning and students' course experiences. *Assessment & Evaluation in Higher Education* 33, no.5: 535-545.

Knight, P. And Trowler, P. (2000). Department-level cultures and the improvement of learning and teaching. *Studies in Higher Education* 25, no.1: 69-83.

Roxå, T. And Mårtensson, K. (2011). Understanding strong academic microcultures – an exploratory study. Lund University, April 2011.

Scaffolding a community of scholarly practice

Maja Elmgren, Staffan Andersson and Stefan Palsson, Uppsala University, Sweden

A core idea in promoting pedagogical excellence is to build and support a community of scholarly practice in teaching and learning. This requires concerted efforts of different change agents on many levels. We argue that a fruitful way to discuss actions and capacities of such change agents is to apply Boyer's four categories of scholarship (Boyer 1990) on the field of educational development. Achieving change requires, or at least is greatly enhanced by, activity in all of Boyer's four categories of scholarship within the field of education development. The scholarship of discovery means that developers should take part in investigations and research in higher education. The scholarship of integration suggests engagements in interdisciplinary studies and transfer between subjects and areas of research. The scholarship of application includes application of educational theory and research results into practice. Finally the scholarship of teaching (and learning) requires developers to live as we speak and have the same scientific foundation and investigating approach towards our activities as we request from others. We illustrate this reasoning with examples drawn from the strategic initiative for facilitating educational change at the Faculty of Science and Technology at Uppsala University, Sweden, over the past decade. A key component of this model is the Council for educational development at the faculty of science and technology, TUR, established 2009. TUR gathers senior staff, from different disciplines and fields of expertise, and students to coordinate initiatives, facilitate collaboration between different parts of the university and provide a holistic perspective. The strategic model was recently recognised as particularly successful in an evaluation of pedagogical development at Uppsala University (CrED, 2013).

Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

CrED (2013). *Creative Educational development at Uppsala University 2010-2012*.

What makes inter-institutional collaborations work? A “how-to” resource from higher education in New Zealand

Cath Fraser and Judi Honeyfield, Bay of Plenty Polytechnic, and Ruth Peterson, Ako Aotearoa, New Zealand

Most scholarship of teaching and learning practitioners would agree that working with others is an essential skill for knowledge advancement and growing research capability and capacity in the 21st century. Many, too, would think that fortunately this is an area in which they are quite proficient, due to their training, personality, inclinations and experience – yet, the reality can be rather different! And when teams don't work, there is both cost and loss, personally and professionally, for all concerned. Research, resource development and teaching and learning initiatives are three areas in which collaboration between multiple organisations offers tangible benefits, linking distributed knowledge and competencies into novel ideas and research avenues. Ako Aotearoa - National Centre for Tertiary Teaching Excellence, is New Zealand Ministry of Education's agency charged with improving the quality of teaching and learning in the post-compulsory sector. In the past eight years, Ako Aotearoa has fostered numerous research and development projects, nationally and within three Regional Hub divisions, in a jointly-funded model with (usually) in-kind resourcing supplied by host organisations. A recent inquiry led by the authors focussed on 44 of these projects in which roles, tasks and responsibilities were shared between team members from two or more institutions. Using an inventory tool which measured over 50 factors, followed up by 18 case studies, we sought to evaluate the effectiveness and sustainability of the collaborative communities of practice which were developed in each case. This presentation will share our findings about what makes some groups work and where others fail, and will explain the resource we have developed to guide future teams working with external colleagues.

Teachers' view on SoTL: how to become a professional teacher

Rie Troelsen, University of Southern Denmark, Denmark

How teachers do scholarship of teaching and learning is highly influenced by their view on teaching and learning (Trigwell, Martin, Benjamin, & Prosser, 2000). Among many other things teachers' view on teaching and learning also comprises view on their own role as a teacher. Formerly, it was sufficient to have deep insights into the particular subject to act as a teacher, but given that higher education has shifted from elite to mass education the role of the teacher comprises today not only subject knowledge but also pedagogical competence. The shift in role can be seen as a process of professionalizing the university teacher (Milliken, 2004; Unwin, 2007). In this small-scale project we analysed the views of assistant professors on the scholarship of teaching and learning in terms of what it means to them to be a professional teacher at university. We identify six ways of understanding professionalization; the non-amateur, the student-oriented teacher, the practice-oriented teacher, the researching teacher, the certified teacher and reflective teacher. None of these understandings is the right (or wrong) way of viewing professionalization and SoTL, they are merely aspects of the context in which the teacher must position their professional role. The different understandings are also indicators of how perceived contexts can accentuate or downscale certain views of what it takes to be both a professional researcher and teacher at university. Participants will, after being introduced to the project and its results, be asked to reflect upon and discuss their own perception of professionalisation and its relation to SoTL.

Milliken, J. (2004). Postmodernism versus Professionalism in Higher Education. *Higher Education in Europe*, XXIX(1), 9-18.

Trigwell, K., Martin, E., Benjamin, J., & Prosser, M. (2000). Scholarship of teaching: a model. *Higher education research & development*, 19(2), 155-168.

Unwin, A. (2007). The professionalism of the higher education teacher. *Teaching in Higher Education*, 12(3), 295-308.

MONDAY SESSION 3: PROFESSIONAL DEVELOPMENT AS A BRIDGE TO SoTL
11h 00 -13h 00 Room G16**Views Concerning Learning in Educational Professionalization**

Orsolya Kereszty and Zsuzsa Kovács, Eötvös Loránd University, Hungary

The professional knowledge and pedagogical preparedness of teachers have a key role in the discourses regarding the quality of learning. It is well known that most of all it is the teacher that defines the quality of the teaching-learning process, and as such, it could be important to ask in what ways do the teachers who are primarily responsible for these processes train themselves, how they think about their own learning processes, how they manage their own learning and the time spent on it. The concept of learning does not only include participating in formal education, but, due to the flexible work time of teachers working in higher education, learning in non-formal and informal scenes of education are just as important. The initial question of our presentation is how teachers and researchers working in higher education think about learning, and what role does this play in their professionalization. Our second question focuses on exploring their teaching role constructions, approaches to teaching and different processes of professional development as a teacher. We presume that specific culture, systems of customs and support of their surroundings, along with the initial insecurities in teaching practices and their efforts to solve difficulties result in a great diversity of teaching role constructions which may have an effect on the success of their future teaching activities. Also we are interested about their approach to teaching and learning, how they cope with different teaching problems, how they develop themselves as teachers; altogether we try to define their professional development processes in the light of the concept of scholarship of teaching and learning. We suppose that the absence of a professional discourse about teaching and learning in Hungarian higher education affects the role differentiation of doctoral students and defines the interpretation and presence of scholarship of teaching and learning too. In our questionnaire-based survey conducted among doctoral students studying at Hungarian universities, we looked at the following areas: the learning habits of teachers across the scenes of education, the time spent on their own professional development, the relationship between this time and the time allotted to research, the activities supporting their own learning and their reflections on them, and their views concerning how this defines the learning-teaching process. Our hypothesis is that experiences in formal education and learning experiences can be definitive later as well, in thinking about professionalization and participating in lifelong learning. We will support the questionnaire-based survey with semi-structured interviews during which we will concentrate on learning processes and views on teaching and we will ask questions about the teachers' time- and learning-management in a way that it will allow for longer and deeper reflections as well. Our hypothesis is that if we get a more exact picture of how teachers in adult education learn, we can influence the learning-teaching processes more precisely or potentially increase its efficiency as well.

Dig where you stand!

Claire Englund, Umeå University, Sweden

Dig Where You Stand is part of the translated title of Sven Lindqvist's 1978 book, "Dig Where You Stand: How to Research a Job". By exploring the archaeology of the workplace, he hoped that workers would be better able to confront the difficulties of the present day. In a similar way, by applying SoTL principles teachers can research their teaching and learning practices gaining a deeper understanding of the processes involved and enriching their experience as a teacher. This presentation will describe a project "Pedagogical development for curiosity and creativity at Umeå University" (PUNK) with the aim of introducing a SoTL view of teaching by funding projects to stimulate curiosity and the motivation to research teaching practice. Dig where you stand! Over the last six years Umeå University has funded a number of development projects in teaching and learning, initially with a focus on online/flexible courses but for the last two years to include all forms of course delivery. The funds support projects whose aim is to promote the development of creative and flexible approaches to teaching and learning at the university. Funds can be applied for example, to develop new teaching methods, educational models, e-learning, to enhance the quality of an existing course or to increase educational collaboration. An essential requirement of all projects is that the teachers involved investigate, evaluate, write and present their findings at a suitable educational conference, thus promoting SoTL. To

investigate the effect of PUNK, teachers who have completed their projects were interviewed to ascertain the impact of the activity on their perceptions of teaching and learning and also how it has affected their teaching practice. Preliminary findings indicate clear changes in perceptions and attitudes to teaching and learning – welcome to the presentation to find out more!

A researcher or a teacher? The professional identity of an academic teacher. The case of the Poznań University of Economics

Anna Wach-Kakolewicz and Poznan University of Economics, Poland

The issue of the development of academic lecturers' teaching competence combined with the student learning support and the learner-centered approach in higher education has been rather neglected in Poland. The ongoing educational reform has brought about some changes, such as those concerning the outcomes based teaching and learning, which so far have been mostly reflected in syllabuses. The introduction of changes in the teaching methodology is a much lengthier process, which requires greater involvement and a change in the awareness of academic teachers. Their specific teaching competencies should also be improved. Do modern academic lecturers see themselves as researchers or teachers? What is their professional identity? What tasks connected with the fulfillment of their functions do they pay the most attention to? Which of their skills are they willing to develop? These are the key questions which we sought answers to when conducting a survey of the PUE teachers. The results of our study will make it possible to identify the position and role of teachers' competence in the construction of professional identity using the example of the PUE teachers. It is interesting to learn about the characteristics of scientific experts and teaching experts, especially in the context of classroom methodology and of the need for the improvement of teaching skills. By obtaining answers to those questions we will be able to identify the attitudes of the PUE teachers, find out what is important for them in their professional development, and in which direction they want to develop and change. It might also be interesting to compare the obtained research results with the results of studies conducted in earlier years, for example, of the survey of the PUE students on their attitudes and expectations concerning universities.

Using narrative to explore SoTL identity

Susan Morón-García, University of Birmingham, UK, and Joanna Renc-Roe, Central European University, Hungary

As the fragmentation of academic life gathers pace (discussed elsewhere as the disaggregation of academic practice, Macfarlane 2011) we maintain (as do others such as O'Farrell and Fitzmaurice, 2013) that it is necessary to pay more attention to the affective dimension of our changing roles and designations and find ways to sustain ourselves emotionally (Kensington-Miller et al, under review). We have done this through our engagement in shared narrative enquiries over the last three years: collaborating to explore the influence of engagement with SoTL on academic identity (Simmons et al 2013) and the impact of context on our identity as academic developers (Kensington-Miller et al, under review). For both of these projects we have used reflective narratives as a way of communicating and capturing our experience: "stories help us create, interpret, and change our social, cultural, political, and personal lives" (Chase, 2005, p. 651). Duncan (2004) among others argues that regular journaling and reflection on those writings is a rich data source while Brookfield maintains that "... memoir, story, and personal narrative – can indeed be a crucial element of the scholarship of teaching and learning" (2013, p. 127). Latterly we have found ourselves drawn to the use of metaphor to further explain and explore the impact of challenging situations and critical incidents on us as SoTL scholars. This workshop will share the narrative enquiry techniques we have used to explore and examine our changing identities: we will work with participants to identify metaphors that explain their situation and to construct short narratives focusing on the role of SoTL in their academic life. Finally we will share our own stories and the emerging conclusions we have drawn from the work done thus far.

Brookfield, S. (2013). Scholarly Personal Narratives as a New Direction for the Scholarship of Teaching and Learning. *Teaching Theology & Religion*, 16(2), 127-128.

Chase, S. E. (2005). Narrative inquiry: multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 651-679). London: Sage.

Duncan, M. (2004). Autoethnography: Critical appreciation of an emerging art. *International Journal of Qualitative Methods*, 3(4), Article 3.

- Kensington-Miller, B., Morón-García, S., Renc-Roe, J. (under review) The chameleon on a tartan rug: Adaptations of three academic developers' professional identities Macfarlane, B. (2011). The Morphing of Academic Practice: Unbundling and the Rise of the Para-academic. *Higher Education Quarterly*, 65(1), 59-73.
- O'Farrell, C., & Fitzmaurice, M. (2013). Academic developers using narrative to support our professional development. *Innovations in Education and Teaching International*, 50(3), 227-237.
- Simmons, N., Abrahamson, E., Deshler, J. M., Kensington-Miller, B., Manarin, K., Morón-García, S., Oliver, C., Renc-Roe, J. (2013). Conflicts and Configurations in a Liminal Space: SoTL Scholars' Identity Development. *Teaching & Learning Inquiry: The ISSOTL Journal*, 1(2), 9-21.

360 degrees of SoTL at Uppsala University

Geir Gunnlaugsson and Svante Axelsson, Uppsala University, Sweden

Teachers at Uppsala University completed 360 original small-scale pedagogic projects over an 18-month period. These projects are designed, executed and presented within the framework of the University's academic teacher training course. The course is mandatory for teachers, runs over five weeks and is offered twelve times per year. Course participants are encouraged to transfer and translate course topics into the home institution environment and explore issues and questions that they deem as challenging to themselves in their roles as teachers in higher education, as well as to colleagues and students. The project topics selected raise a number of important questions regarding such training programs; on scholarly methodology, translation of knowledge into the home environment and perhaps most significantly the impact that such exploratory project work has on the participants and their own "everyday" environment and the longevity of the effect of exploring teaching and learning in a scholarly fashion. Such questions are the basis of an on-going research project at Uppsala University. The 360 project reports generated during the selected period are classified in order to identify trends, challenges and special focus areas. These findings are followed up by surveys and individual interviews with course participants to establish the level of retention and impact that the project work has had, both on the individual participant and in the home institute environment. What is received and retained by the course participants, and how are the results transferred into actual teaching and learning environments within the universities various departments? The authors of this study argue that such project work are powerful, yet under-utilized, tools to enhance a SoTL-aware approach to teaching and learning as well as a motivational factor for the new teaching staff to engage in research and development in a reflective, scholarly fashion.

MONDAY SESSION 4: PECHA KUCHA AND LIGHTNING PAPERS

11h 00 -13h 00 Room G05

PECHA KUCHA

1: Student Expectations of Academic Teachers Contributions to their Learning

Staffan Andersson, Jannika Andersson Chronholm and Maja Elmgren, Uppsala University, Sweden

Student responses to introduction of pedagogical initiatives, such as adoption of research-based educational practices, can be very influential on the future of such initiatives (National Research Council, 2012). To inform this type of introduction processes, we present results from an investigation on beginner student's expectations of how academic teachers will contribute to their learning. Enrolling students in science and technology were asked the following open question as part of a web-based survey: "How do you expect your teachers to contribute to your learning?" 553 of about 880 students in the surveyed population choose to respond. Their answers were coded and iteratively sorted in a grounded theory approach (Robson, 2011). The three most common themes found in the answers were providing lectures, answering questions and providing information and structure. 58% of the students focussed on information transfer from the teachers, whereas 27% focussed on pedagogical approaches and student centred practices. The remaining 15% were too vague to be classified. A small minority of the student described contributions to learning that could be expected from a teacher inspired by the scholarship of teaching and learning. Some themes show statistically

significant differences depending on student background factors, such as gender, programme affiliation and parents' education. As an example, students from non-academic families to a larger extent expect teachers to be accessible for providing support. Our findings provide valuable insights into expectations of teachers from a heterogeneous student population. They also have important implications for how to introduce and motivate research-based teaching approaches to the whole student population.

National Research Council (2012). *Discipline-Based Educational Research: Understanding and Improving Learning in Undergraduate Science and Engineering*. National Academy Press, Washington D. C., p. 180-181.

Robson, C. (2011). *Real world research: a resource for users of social research methods in applied settings*. (pp. 146-150) Chichester: Wiley.

2: Blended learning, blended instruction: a case study in course re-design

Susan Beatty, Patrick Feng, Nadine Hoffman, Jennifer Lee and Brenda McDermott, University of Calgary, Canada

Using a course redesign initiative as an opportunity for research, an instructor, three librarians, and a writing specialist collaborated to investigate students' responses to a partially flipped, blended approach to learning in an interdisciplinary first-year science and technology course. The instructor invited librarians and a writing specialist to collaborate with him to develop course content which focused on improving the students' research and writing skills in an inquiry based, learner-centric course. The redesign included partially flipped instruction on research skills, writing and citation in advance of classroom instruction. This was an instructional shift for the teachers and students. Students were asked to take more responsibility for their learning outside of the classroom and in advance of instruction, while we teachers took on the responsibility to create a learning experience whereby students could learn and apply new skills during class. It was a challenge to enter into this contract and to negotiate our way through a course redesign that has more than its fair share of new (to us) elements: online delivery, informative short, instructional videos, pre-tests, post-tests, new content, and practical learning activities aligning with the content and the learning outcome timetable. As the course ended, students were surveyed on their understanding of their learning experience. The results tell us there is more work to be done in course development and student engagement with learning. Students did not necessarily understand the purpose and benefit of pre-class assignments, nor did they all participate. This paper will give a brief summary of the steps taken in course redesign and review the results of the student survey relating to the instructional elements. Finally, the paper will discuss the reflections of the teachers in light of their new learnings and their understanding of the changing roles of teacher and student.

3: Learning as Development: Reconceptualising reflection as a driver of learner (trans-)formation

Martin Fellenz and Mairead Brady, Trinity College Dublin, Ireland

Reflection and reflective student work has many uses in higher education. This paper offers a reconceptualisation of student reflection as acts of subject-object transformation (Kegan, 1982; 1994) and reframes reflection as developmental work that can enable learners to generate insights that can lead to substantial transformations of the self. This approach reflects an ontological perspective on higher education (e.g., Barnett, 2004, 2009; Dall'Alba & Barnacle, 2007) and thus focuses on the processes of becoming that are central to the formation of the learners' self – a concern very much at the heart of higher education (Fellenz, 2015). The paper discusses the use of reflective student work in the context of the predominant concerns of much of current higher education practices with skills and knowledge – with the 'performative student' and the 'knowing student' (Barnett, 2009: 438). It briefly consider how reflection is used in this context, and presents an alternative perspective that reframes reflection as having the potential to profoundly affect the relationships between knowledge, knowing and the knower. Specifically, it deploys key ideas from Kegan's (1982; 1994) constructive developmental theory to outline how reflection can play a role in the (trans-)formation of the learner. It discusses consequences of adopting this perspective, in particular for the conception of the roles and expectations of students and teachers in higher education, and outlines pragmatic educational implications derived from the presented analyses.

Barnett, R. (2004). Learning for an unknown future. *Higher Education Research & Development*, 31, 65–77.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, 34, 429–440.

Dall'Alba, G., & Barnacle, R. (2007). An ontological turn for higher education. *Studies in Higher Education*, 32, 679–691.

Fellenz, M.R. (2015): Forming the Professional Self: Bildung and the ontological perspective on professional education and development, *Educational Philosophy and Theory*, 1 – 17. DOI: 10.1080/00131857.2015.1006161

Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.

4: Behind the Teaching Hero Award: Personal and Professional Orientations of Teaching

Elizabeth Noonan and Terry Maguire, Irish National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland

This presentation will outline the findings from research on the inaugural student-led Teaching Hero awards which were initiated by the National Forum for the Enhancement of Teaching & Learning in 2014. Using the concept of learning impact at a key transition, students were invited to nominate their Teaching Hero and to explain in 150 words the basis of their nomination: "Don't just tell us that your Teaching Hero was great ... tell us why". Over 2,000 submissions were made, and 53 Teaching Heroes were identified for an award from 26 different higher education institutions. Initial analysis of the student responses illustrated students' often profoundly personal experiences of their encounters with Teaching Heroes they nominated, in addition the characteristics, skills and behaviours of the Teaching Heroes were identified from the students' texts. Amongst these were: characteristics of being interesting/ passionate; behaviours which included helpfulness, and being caring and generous with their time and good communication skills. Teaching Heroes received their awards in September 2014. Based on a qualitative survey and semi-structured interviews with Teaching Heroes, the research explores the ways these Teaching Heroes undertake their daily teaching roles and offers an analysis of the key themes arising (Braun & Clarke 2013 with a particular emphasis on:

- Investigating the personal and professional orientations that Teaching Heroes hold towards their teaching;
- Identifying practices that appear particularly central to their teaching
- Describing the personal and professional impact of the Teaching Hero award.

The context for the study draws on concepts of authenticity (Kreber 2009) and the factors that shape teacher identities and practices. It also acknowledges the situated context in which practice is localised and the learning that may be available through examining taken for granted practices and the links to quality practices (Martensson, Roxa and Stensaker 2014).

5: PRiSM: Engaging Students in Pedagogic Research

Samantha Pugh and Kelvin Tapley, University of Leeds, UK

Academics in the Faculty of Mathematics and Physical Sciences at the University of Leeds who are interested in developing an evidence-based approach to teaching enhancement have established a new research group. PRiSM (Pedagogic Research in Science and Mathematics) brings together individuals who are engaged in pedagogic and educational research in the Mathematical and Physical Sciences, with a focus on action research, to inform teaching practice and curriculum design. A key feature of PRiSM is to develop research in teaching enhancement and during the summer of 2014 a number of student scholarships were awarded that were focussed on teaching development and pedagogic research. There are many benefits to all parties in engaging students in pedagogic research within their disciplines, such as:

- students gain a greater insight into the development of teaching and learning;
- staff gain a greater insight into student perspectives through "partnership" working;
- a student perspective is embedded within the development of T & L;
- students gain valuable transferable skills;
- and the scheme wholeheartedly embraces the philosophy of "students as producers."
- Projects that were undertaken in Summer 2014 included:
 - embedding employability in physics;
 - developing a mobile phone app to support the learning of electromagnetism;
 - developing a new discovery module entitled "Contemporary Science Debates,";
 - understanding mathematics in a chemistry context.

Additionally, undergraduate and postgraduate students were actively involved in the creation of new context and problem based learning resources, taking on authorship of sections of the resources. Engaging students in such activities ensures a student perspective is at the heart of their creation, whilst providing an excellent development opportunity for the students and often also the staff. Further summer internships will be taking place during 2015, covering a wide range of pedagogic issues.

6: Business Acumen & the Arts: Examining an Educational Gap at CIT utilising the ADDIE Model

Angela Wright, Cork Institute of Technology, Ireland

Businesses must expose their products and services to customers so as to make sales and be heard. The world of the artist is no different, and, in the words of Luciano Pavarotti, the artist must be 'heard and be seen'. The aim of this paper is to examine if there is a need to ensure that our artistic students are 'market ready'. The paper specifically examines this concept in the context of Cork Institute of Technology (CIT). Artists generally do not view the world in terms of business and commerce, only as a creative space. At present, within the School of Music & CCAD, CIT does not provide business programmes or subjects that creative students can take to prepare for the commercialised world in which they must operate. CIT is currently failing our artists in this regard. Although leaving as accomplished in their own artistic field, they lack, for example, any formal training in legal knowledge to mention but one void in their education. The Dublin Institute of Technology Conservatory of Music & Drama offers a Bachelor of Arts (Hons) in creative and cultural industries DT597 to their students. The DIT programme is a wide and varied one, but it certainly offers the business aspect that is missing at CIT. The aim of this study is to investigate if there is a need for a special purpose award that would allow artistic students to take some business modules. This paper will investigate if, in the future, the option of undertaking a special programme (a special purpose award) that will cover the main business areas be required for future commercial careers will be of interest in the first instance, and ultimately, be of benefit to the future careers of these students. For the purpose of this research, a qualitative approach is considered the best approach. The empirical data was gathered in the form of 11 face to face interviews with current musicians and visual artists who are making their living from music or art. A focus group was also conducted, and proved beneficial to discuss potential subjects for future study. Interestingly, the findings are rich and the attitudes to the business world are very interesting. Having established the need for this special purpose award based on empirical evidence, the paper then proceeds to outline the content of this suggested award through the lens of the ADDIE Model. Through the special purpose award, students will have an opportunity to acquire relevant business acumen and, where an opportunity may arise.

LIGHTNING PAPERS

1. The college experience and the impact on student retention: A study in Institute of Technology, Sligo

Michael Barrett, Institute of Technology Sligo, Ireland

Research on student retention and the student experience is very limited in the Irish third level sector and most of the research is concentrated in the university sector. This study examines two cohorts of students who are enrolled in technical and non-technical disciplines in an Irish institute of technology. Furthermore, the understanding that this research will bring to the institute of technology sector will lead to a range of recommendations at departmental, institutional and sectorial level. The study uses translational research which draws on basic research on the sociology of access and participation and applies this to issues such as the fit between the student's cultural capital and the Institute's values. The lack of fit with the institute's values helps with the understanding of issues such as student engagement and how successful students learn and are retained. The study uses institutional data, surveys and focus groups to build an understanding of the issues impacting students and the impact on student retention. The study finds that the students are predominantly from the lower socio-economic classes, with no tradition of higher education in their families and communities. For these students to be successful require the students to feel that they belong to the

institute and are confident in their ability to succeed. The institute needs to use every opportunity to build this confidence and belonging, reinforcing the student's goals. This understanding informs strategic and operational recommendations to help the Institute develop successful widening participation initiatives with student equality of opportunity regardless of SES and academic background.

2: The challenge of enabling global citizens: Teaching professional skills to diverse cohorts

Tina Bass, Leanne de Main, and Neil Pyper, Coventry University, UK

There has been a growing focus in the pedagogical literature on the concept of global citizens. UK universities are recruiting international students in increasing numbers, resulting in a myriad of learning styles, cultural expectations and prior experience. Advocates of global citizenship have argued that in a context of extremely international cohorts, higher education should enable students to develop the ability to operate in multicultural settings, displaying behaviour that shows high level of awareness of, and consideration for, the diversity of backgrounds and worldviews that are likely to be encountered in a modern workplace. While most higher education professionals would agree that such an approach is desirable, they face clear challenges implementing it. For example, cohorts may be diverse, but this does not mean that students relate to each other effectively, nor that operating in a diverse environment leads them to develop the characteristics that have been identified of global citizens. This is particularly the case in the teaching of professional skills on large business school programmes, which poses particular challenges. These relate to ensuring relevance to all students, even though professional practices and career paths and ambitions vary enormously. Resource constraints limit teaching teams' abilities to tailor the learning experience to the needs of specific student individual and groups. However, any attempt at a 'one size fits all' approach leads to a significant proportion of the cohort disengaging. Seeking to explore these issues, we will present the results of a qualitative research project that includes in-depth semi-structured interviews with teachers of employability courses at five UK business schools on the practice of teaching professional skills to large international cohorts. This will make a distinctive contribution in at least two ways. Firstly, it will identify and explore synergies in the literatures on global citizenship and employability. Secondly, there have been few studies of professional skills education in UK higher education. Our work represents an initial move to fill this gap. This could enable knowledge sharing among a network of academics teaching employability and global citizenship.

3: An investigation of the scholarship of teaching and learning in the placement tutor-student teacher dyad in Initial Teacher Education

Kathy Kirwam and Trish Fitzpatrick (co-presenter), University College Cork, Ireland

Student teachers regard school placement, and interaction with the placement tutor as the two most important components of their initial teacher education programmes (Valencia et al 2009, Cochran-Smith 2012). Informed by the scholarship of teaching and learning, these original two studies seek to explore the role of the placement tutor in the supervision of physical education student teachers in an Irish context, from the perspectives of all stakeholders to include student teachers, newly qualified and experienced physical education teachers, placement tutors, school principals/deputy principals and the researchers themselves. This timely and relevant study coincides with the recent publication of the Teaching Council's 2013 'Guidelines on School Placement', which calls for "greater consistency in the school placement experience" and "enhanced collaboration" (Teaching Council 2013, p.3) between universities and schools. The placement tutor, positioned at the interface of both school and university, is tasked with balancing the "dual role of assisting and assessing" (Slick, 1997, p.713) while managing "to scaffold the learning of novice teachers toward more expert teaching" (Zeichner, 2005, p.118). Study 1 provides a macro view of the challenges faced by the placement tutor in his/her dual role of advisor to, and assessor of the student teacher. Study 2 examines one aspect of this role, i.e. the post lesson dialogue between both parties, hence providing a micro 'insitu' perspective of the macro study 1. Both methodologies use a qualitative approach which include preliminary questionnaires, focus groups, semi structured interviews and reflective diaries. Preliminary findings from both studies will be presented. It is anticipated that these findings, embracing the principles of the scholarship of teaching and learning, will inform research, policy

and practice regarding the role of the placement tutor in the supervision of physical education student teachers in both national and international contexts.

Cochran-Smith, M., Cannady, M., Mc Eachern, K., Mitchell, K., Piazza, P., Power, P. and Ryan, A. (2012) Teachers' education and outcomes: Mapping the research terrain. *Teachers College Record* 114 (10), 1-49.

Slick, S. (1997). Assessing versus assisting: The supervisor's roles in the complex dynamics of the student teaching triad. *Teaching and Teacher Education*, 13 (7), 713-726.

4: An exploratory investigation into how the SoTL can support concurrent teacher education students during the key transition phases of the school placement process

Rebecca Purcell and Jennifer Johnston, St Patrick's College Drumcondra, Ireland

This paper presents data around student teachers' confidence and concerns with regards to school placement and how the SoTL of those working in teacher education can support the key transition phases. 168 students on concurrent teacher education degree programmes at St. Patrick's College Thurles were surveyed pre and post school placement 2013/2014. Students on the concurrent programme part take in three progressive post-primary placements, from 2nd year through to 4th year. In the concurrent model of teacher education, the academic study of subjects proceeds in parallel with educational studies and periods of school placement. Research on the nature of teaching establishes the concurrent model as highly intricate and requiring extensive knowledge (subject matter and pedagogical) and a broad range of skills, flexibility, versatility and commitment (Darling-Hammond 2000). Therefore, a concurrent approach facilitates a progressive approach to teacher development, a maturing of professional understanding, leading to the development of a 'well-qualified teacher' – the most powerful predictor of student achievement at post-primary level (Darling-Hammond 2000). In St. Patrick's College Thurles, student teachers are exposed to a range of theoretical understandings and afforded an opportunity to apply such theoretical concepts in the real-life application of school placement (Lowenthal and Muth 2008). The focus of this research is to determine 'how can the SoTL support concurrent teacher education students during the key transition phases of school placement?' Preliminary findings indicate that those working in teacher education have the potential to support student teachers in the transition phases of school placement through developing a 'researchly' disposition in student teachers and supporting them in sharing their practice with others.

5: Building bridges in social work professional education

Katharina Swirak, Eleanor Bantry-White (co-presenter), Mary Hurley, and Susan Mackey, University College Cork, Ireland

This presentation examines how SoTL builds bridges between research and practice in the context of social work professional education, and places a spotlight on this integrative challenge so common across professional educational contexts. By drawing on the experiences of the teacher, the tutor and the student, it examines the transformative capacity of SoTL to break down assumed dichotomies between research and practice, academia and practice, research teaching and student dissertation, lecture space and tutorial space. It explores the key transition on the student's journey towards the threshold concept of research-informed practice/practice-informed research. Contextual challenges are also interrogated, such as the pervasive consumerist culture that implies teaching as delivery and learning as technical skill acquisition. The supposed tension in relation to knowledge generation between pragmatism and epistemological coherence is also interrogated. SoTL creates the conditions of liminality in which students must grapple with their prior assumptions about practice expertise and wisdom, and move from a position of prescribed knowledge to a performance of understanding through research-informed practice/practice-informed research. SoTL sheds light on the perspectives of students, their assumptions about what they 'know' and should 'know,' and facilitates partnership between teachers and students. The axiological coherence between social work research and practice offers a portal for students to connect with research as an integrated part of their professional identity. By engaging students through reference to the profession's value base, students can construct research as a means of interrogating whether the process and outcome of their practice is ethical. Finally, harnessing students' emic perspective through elicitation of their practice placement experiences enables students to position themselves as practice-informed

researchers: practitioners unsettle established research through the questions arising out of the 'messiness' of practice and are therefore actors in the generation of research and knowledge.

MONDAY SESSION 5: WORKSHOPS

11h 00 -13h 00 Room G08

11h 00-12h 00

Exploring the Edges of Practice in SOTL in UK

Jaqueline Potter, Keele University, Joelle Fanghanel and Susannah McGowan, University of West London, Jane Prtichard, Bristol University, and Gina Wisker, University of Brighton, UK

There is a growing sense internationally that the scholarship of teaching and learning (SOTL) provides a useful and flexible framework to think of issues related to the promotion of teaching and the enhancement of student learning. SOTL crucially informs learning and teaching, and the achievement of university learning and teaching strategies, for example, by way of underpinning the curriculum, driving research-informed teaching, and by developing students as researchers and enabling their engagement. At the same time SOTL is fundamentally linked to, and informs practices of academic professional development, career planning, recognition, promotion, and reward. Joelle, Susannah, Jane, Jackie and Gina formed a research group to study SOTL in the UK, its support, development, use, reward and recognition. Funded by the UK Higher Education Academy, the work includes a review of recent international literature and involves original research involving a survey, interviews, focus groups and the building of case studies to explore institutional, staff and student understandings, approaches, successful practices and challenges in relation to SOTL across disciplines, and in a range of different types of institution. The work looks to explore and describe how SoTL in the UK provides a vehicle for professional development, recognition and reward across the diversity of the four nations' higher education providers. In this workshop, we will share findings from the 'edge of practice' and showcase the diversity of SOTL meanings, usage and challenge in the UK based on our research work with the academic community. We will situate these findings within the main headlines and themes emerging initially from our internationally focused literature review. The main part of the workshop will facilitate exploration and debate with participants about the implications of these findings, including their transferability to other national contexts and to the wider diversity of higher education providers in Europe. Along with participants, the presenters will expect to learn and explore alternative understandings, approaches, practices and challenges to inform and feed into our ongoing research.

12h.00-13.00

Design, assessment and evaluation of learner-centered-teaching – a transatlantic cooperation

Kerrin Riewerts and Petra Weiss, Bielefeld University, Germany, Dorothe Bach, Karen K. Inkelas and Jill Jones, University of Virginia, USA

Recent research on development in higher education indicates that students are more engaged and achieve better outcomes in an active learning setting. Even though of this evidence, universities are still far from adequately providing learner-centered environments. However, literature also suggests that professional development programs can serve as catalysts for transforming college teaching into a more learner-centered teaching culture. Like in many teaching and learning centers (TLC) around the world, at Bielefeld University (Germany) as well as at the University of Virginia exist special qualification programs where graduate students/post docs can enhance teaching skills like understand and apply basic theories of student learning, apply principles of integrated course design, reflect on personal beliefs and design and conduct a class session/course. Drawing on similar theoretical frameworks and materials (Ambrose; Fink), both programs use teaching observations, reflective teaching statements and syllabus design as their primary activities. In addition, in Bielefeld participants design and conduct an innovative teaching project with the aim to evaluate and document a special teaching problem. Educational assessment specialists at University of Virginia partnered with the TLC to assess the extent to which the participants adopted a learner-centered model of teaching. Expanding the emerging research on the impact of such programs (Palmer & Little), the study included an assessment of participants'

perceived self-efficacy and of the learner-centered nature of their syllabi. A newly designed and validated syllabus scoring rubric revealed actual changes in the participants intended practices. This workshop provides an overview of a transatlantic assessment study measuring the success of two educational development programs. Participants will learn about program formats, engage with the assessment instruments, discuss the data obtained through them, and consider how they may use program and/or assessment components to enhance their educational development programs.

MONDAY ROUND TABLE: 'PROFESSIONAL DEVELOPMENT FRAMEWORKS'
13h 15 – 14h 00 Room G16

Facilitated by **Prof. Sarah Moore**, National Academy for the Enhancement of Teaching and Learning

MONDAY LUNCHTIME WORKSHOP
13h 15 -14h 00 Room G08

Unlock your creative potential

Ken Marsden, Nottingham Trent University, UK

Creativity exists in all of us, whatever our role. What tends to happen is that we become trapped in mind-sets that can then stifle our creativity and hinder the development of the SoTL. Further, there is too much emphasis on finding the right answer and too little on looking for more than one right answer. As a result we tend to lose much of our imaginative power. This hands-on interactive workshop forms part of my continuing research into this subject and will help participants to

- Think differently about, and generate ideas for, enhancing the SoTL
- Embrace active learning by unlocking their creative potential for developing and applying problem-solving skills within own work/role/context

The workshop is divided into 3 sequential parts:

Part 1 will highlight the importance of demonstrating mental flexibility and being able to shift in and out of different roles in order to become more adaptable and creative. It will refer to some of the key practitioners in this area (including Goleman, Harford and De Bono) and includes some examples of the presenter's personal experience as well as visual problem-solving activities to help participants prepare for Part 2.

Part 2 invites participants to contribute towards a world café style activity designed to formulate ideas for "changing one thing" about their current work practice / SoTL and to generate solutions for turning these ideas into action. In keeping with the world café philosophy, participants will engage in peer support by discussing their ideas with each other at each table.

Part 3 will focus on displaying and discussing participants' ideas and actions with each other, and include an evaluation of the potential for further developing these approaches within their own work context.

MONDAY SESSION 6: NATIONAL INITIATIVES IN SoTL
14h 00 -15h 30 Room G02

SoTL and the New and Improved-Different and Distinct Learning and Teaching

Laura Ritchie and Kirsten Hardie (co-presenter), Association of National Teaching Fellows, and Caroline Stainton (co-presenter), Higher Education Academy, UK

This session considers the importance of SoTL and its role in the development of new and different ways of learning and teaching. Through the consideration of the unique and diverse work of UK National Teaching Fellows from across a range of disciplines, this session shares unique ideas, experiences, activities and projects that evidence how SoTL can inform, support and advance learning and teaching in higher education. The session offers ideas and examples of SoTL and pedagogic practice that colleagues may take inspiration from and adopt and adapt within their own learning and teaching work. UK National Teaching Fellows are members of the Association of National Teaching Fellows (ANTF) which operates as a community of practitioners working in partnership with the Higher Education Academy, UK, to enhance and embed the work of National Teaching Fellows on learning and teaching in the higher education community. The session is aimed at HE lecturers, managers, Heads of Learning and Teaching, pedagogic scholars and researchers who have an interest in developing further their understanding of the process, role and activities of Teaching Fellowships, the HEA National Teaching Fellowship Scheme and National Teaching Fellows. The session is aimed at colleagues who are interested in becoming, or are, institutional fellows and those who may consider applying for national learning and teaching fellowships. The session will be of value to delegates that are keen to network and aim to develop learning and teaching that is informed, supported and evidenced by SoTL. The session intends to provide colleagues with an inspirational, informative and entertaining consideration the importance of SoTL in learning and teaching. The session will encourage networking and the consideration of collaborative activities. The session will help inform and hopefully inspire colleagues regarding fellowship application. Supported by the Association of National Teaching Fellows

Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities

Maria Larsson and Anders Sonesson, Lund University, Maja Elmgren, Uppsala University, Mona Fjellstrom, Umea University, Sweden

Högre utbildning (meaning Higher Education) is a Swedish peer-reviewed Open Access journal launched in 2010. The purpose for starting the journal was twofold: to support the development of knowledge about teaching and learning in a primarily Swedish and Nordic Higher education context, and to support the development of SoTL. In International journals perspectives from Britain, Australia and North America dominate, and any questions related to the context of Swedish higher education may be of lesser interest unless as part of a comparative study. Also in these journals, authors are often researchers of Higher education. The first issue of Högre Utbildning was published in 2011, and to date nine issues have been published. From the start, the number of submissions slowly but steadily has increased. Authors are primarily from Sweden, but also from other Nordic countries. Topics range from teacher ethics to national systems of quality. Authors are sometimes teachers/researchers from the field of education but more commonly from other fields of teaching and research. Many studies relates to the authors' own teaching and subject field, thus qualifying their work as both educational research and Scholarship of teaching and learning. Our impression is that Högre utbildning has filled a gap for Swedish (and Nordic) university teachers and scholars by providing a peer-reviewed forum for dissemination that is one stepping stone above the local report or conference proceedings and one below, or rather next to, the international journals. We argue that similar gaps exists in other countries or regions as well and suggest that journals similar to our can contribute to the formation of both scholarly knowledge and practises. As editors we would like to share our experiences from the first four years of Högre utbildning.

Academic Leadership for Teaching Excellence - fifteen years of development

Stefan Palsson and Maja Elmgren, Uppsala University, Sweden

Pedagogical leadership is pivotal for establishing excellent teaching environments (Gibbs et al. 2008). The departmental pedagogical leadership was studied 15 years ago at Uppsala University, Sweden (Elmgren et al. 2000). As a result, a number of measures were taken to strengthen the pedagogical leadership and the identity as an educational leader, such as courses and networks for pedagogical leaders and clarification of the role in university policies. An ongoing study illuminates the situation today. What do pedagogical leaders experience now? Did the efforts change anything? Is the attitude towards pedagogical leadership changed and has a changed attitude contributed to a more excellent teaching environment? In addition to the questions raised in the original study, questions related to nine categories associated with teaching at research intensive universities were introduced (Gibbs et al. 2008). Preliminary results suggest changes in a positive direction. Attitude towards educational leadership is significantly more positive today, even though there are differences among the faculties. Furthermore, the pedagogical leaders are clearly more satisfied with the tasks expected in their duty, and they appreciate the support they get through networks, courses and seminars. Remaining problems are time and resources, and for some also credibility and mandate. All categories associated with teaching excellence were considered important and useful when discussing leadership. We will discuss important implications of scholarship of leadership in the development of a community of scholarly practice.

Elmgren, M., Hedin, A. & Theander, K. (2000). Och plötsligt var jag studierektor: en belysning av studierektorsrollen och dess möjligheter. (And suddenly I was the director of studies: illumination the role and its possibilities). Uppsala: Uppsala universitet.

Gibbs, G., Knapper, C., & Piccinin, S. (2008). Disciplinary and Contextually Appropriate Approaches to Leadership of Teaching in Research Intensive Academic Departments in Higher Education. *Higher Education Quarterly*, 62(4), 416-436.

MONDAY SESSION 7: ENGAGING TEACHING ASSISTANTS IN SoTL
14h 00 -15h 30 Room G14

Getting beyond 'good ideas' for teaching: integrating teaching research projects in the training program for doctoral teaching assistants at ETH Zurich

Pia Scherrer, ETH Zurich, Switzerland

Graduate teaching assistants are employed for a wide variety of teaching tasks. In STEM disciplines they often conduct tutorials, laboratory or exercise classes and thus make important contributions to students' learning experience (see Gilmore, Maher, Feldon, & Timmerman, 2013). However, teaching assistants' involvement in teaching is mostly limited in time. Once they finish their degree, a rich source of insights into student learning processes leaves the department with them. This presentation discusses emerging work at ETH Zurich, where we attempt to systematically collect teaching experience gained by doctoral teaching assistants by organizing the training program for doctoral TAs around a SoTL-based project. Our presentation addresses the following questions:

- 1) Which specific practical considerations does conducting teaching and learning research with doctoral TAs entail?
- 2) What are the potential benefits and challenges arising from including a teaching research project in the doctoral TA training program at ETH Zurich? To answer these questions, we will first review existing literature on a) training graduate teaching assistants (Chadha, 2013; Gilmore et al., 2013; Kreber, 2001), b) emphasizing SoTL approaches in higher education (Brew, 2010; Kreber, 2001; Trigwell, Martin, Benjamin, & Prosser, 2000) and c) extending the impact of SoTL beyond individuals (Larsson & Mårtensson, 2014; Mårtensson, Roxå, & Olsson, 2011; Shreeve, 2011). We will use these sources to interpret our experiences and identify benefits, challenges and practical considerations for conducting small-scale teaching and learning research projects with doctoral TAs. We will end by summarizing our 'lessons learnt' and by giving an outlook on the way ahead.

A Longitudinal Analysis of the Beliefs about Learning and Teaching of Undergraduate and Postgraduate Student Teachers

Kathleen Horgan, Mary Immaculate College, Ireland

Research on teacher learning indicates that student teachers appear to progress through developmental stages during their teacher preparation programmes. It also states that student teacher learning is impacted by their entering cognitions and beliefs which are shaped by their prior experiences of life and education. There are conflicting views in the literature regarding whether student teachers learning trajectories progress through outward linear stages of development or follow a more recursive, meandering progression. Using a grounded theory analysis, this three-year longitudinal study uses changes and refinements in student teacher beliefs about learning and teaching as indicators of student teaching learning and development. Over a three-year period, it explores comparatively the cognitions of undergraduate and postgraduate teacher education students during their pre-service programmes. The findings of this research study highlight key learning milestones and changes in cognitions of student teachers during their pre-service education which are relevant to the design and delivery of teacher education. The study found that while the entering cognitions of postgraduate teacher education students were more mature and informed than those of their undergraduate counterparts, at the point of exit from their programmes the learning differentials between both cohorts were insignificant. While this convergence may be attributable to the fact that the duration of the undergraduate pre-service programme is longer and allows for significant maturation and learning, the appropriateness of the postgraduate programme to the learning needs of mature and, in most cases, experienced student teachers may need to be evaluated.

Designing professional development for TAs - a scholarly approach

Pernille Maj Svendren, Birgitte Lund Nielsen, Annika Buchert Lindberg, Rikke Frolich Hougaard, and Ole Eggers Bjaelde, Aarhus University, Sweden

Based on research from the field of university teaching it must be seen as essential that early career academics are encouraged to inquire into own practice and student learning: a scholarship of teaching and learning. STEM programs in Denmark rely on PhD students as TAs to assist with undergraduate education, subsidiary to their research, but often they have no prior experience with teaching. We have therefore at Science & Technology, Aarhus University, offered an introductory teaching course since 2009. The course has been developed in iterative cycles of design, enactment, analysis, and re-design, and aims at supporting the TAs in the first steps of their scholarship of teaching and learning. The course covers multiple topics including constructive alignment and learning goals and consists of three course days with assignments before, in-between and after. In one assignment the TAs design a learning activity, and try it out in a videotaped session with peers. Following the course the TAs design and try out a learning activity in own practice and report their findings. This study examines the professional development of the TAs, i.e. their competences in backward designing teaching based on learning goals, their reflective approach, and their competences in facilitating university students' active learning. The study was conducted using pre and post questionnaires from five repetitions combined with observations and videotaped assignments. Overall, feedback of the course has been very positive, and assessments revealed that the TAs gained instructional, curricular and pedagogical knowledge, and that their reflections developed from being teacher-centred to student-centred. The TAs reported that they valued the interaction of reflection on practice and theory-based knowledge on teaching, being with peers in a supportive environment, and they saw immediate benefits of the course. The TAs experienced changes in their way of thinking about teaching that demonstrates development towards teaching-scholarship.

Interdisciplinary Research on Teaching Philosophy Statements from a Learning Perspective

Arshad Ahmad, Janette Barrington and Erin White, McMaster University, Marleah Blom, Concordia University, USA

To land an academic position, graduate students require more than discipline-based expert knowledge and research experience; they need teaching competence (White et al., 2012), along with an ability to articulate views and practices specific to teaching and learning (Sankey & Foster, 2012). Thus a well-articulated teaching philosophy statement is now a common requirement when applying for academic positions (Kearns & Sullivan, 2011), and carries a good deal of professional weight within the hiring process (Alexander et al., 2012). Research on teaching philosophy statements (e.g., Kaplan et al., 2007; Schönwetter, et al., 2002) reveals a range of criteria and resulting rubrics and frameworks to develop and evaluate quality statements. The problem lies in the generic nature of this research and the difficulty of assessing an individual's beliefs about teaching from a learning perspective. In this presentation, we report on an interdisciplinary research project that aims to assess the quality of teaching philosophy statements by looking for evidence of a deep learning/student focused approach to teaching (Trigwell & Prosser, 2004) as well as disciplinary differences. The sample comprises 80 statements written by graduate students from a range of disciplines participating in a 35-hour seminar on teaching and learning. Data analysis has evolved in three stages: (1) the development of a method for coding statements based on consensus; (2) the quantitative analysis of inter-rater and intra-rater reliability and ranking of statements based on one reliable factor; and (3) the qualitative emergence of one core concept and verification of exemplars. The aim of our session is to discuss some fresh interpretations of what constitutes a quality teaching philosophy statement as well as the creative challenge of supporting an interdisciplinary research team.

MONDAY SESSION 8: SoTL SUPPORTING INTERDISCIPLINARY WORK

14h 00 -15h 30 Room G16

Learning from one another: school teachers and academic partnerships in generating interdisciplinary STEM curriculum

Kerry Bissaker, Flinders University, Australia

Declining enrolments in STEM topics and degree enrolments at both the high school and university level in Australia was the catalyst for an innovative initiative which resulted in the building of the Australian Mathematics and Science School on the grounds of the Flinders University in Adelaide Australia. The OECD recognised school was established in 2004 and enrolled students from Year 10-12 to address not only declining enrolments but students' negative attitudes towards STEM, a shortage of appropriately qualified STEM teachers and a curriculum that lacked relevance to contemporary life. All stakeholders recognised the need to transform curriculum and teaching practices to re-engage students and teachers. A major strategy for generating such transformation involved fostering professional partnerships between academics and the school's teachers. Academics and teachers were provided with time to work in collaboration to develop innovative interdisciplinary curriculum, engage teachers and students directly in academics' current research and enhance teaching practices of the school teachers and the academics. Both groups had a commitment to the school's vision that the learning environment for the students would be reflective of the learning opportunities and environment generated for the teachers. Longitudinal research on the teachers' professional learning at the school focused on many factors including the processes for establishing professional partnerships with academics. The value and challenges of these professional partnerships will be explored in this presentation, highlighting both tensions and dissonance around curriculum development and teaching approaches between the groups. Initially the academics viewed themselves as leaders of the teachers' learning but this did not always prove to be the case. Outcomes for both groups will also be shared including unexpected changes in academics' approaches to the teaching of their tertiary students.

Institutional teaching and learning research directions: Contributions from the community

Kris Knorr, Beth Marquis, Catherine Anderson, Robert Cockcroft, Nancy Fenton, Danielle Gabay, Amy Gullage, Joe Kim, Lynn Martin, Sandra Monteiro, and Sandra Preston, McMaster University, Canada

In recent years, there has been an increase in scholarship of teaching and learning research in postsecondary education (McKinney, 2012). Many scholars point out, however, that these activities are happening in pockets of isolation on university campuses (e.g., Hutchings, Huber, & Ciccone, 2011; Marquis, Healey, & Vine, 2014; Mighty 2013). In an attempt to embed SoTL more broadly across our campus in southern Ontario, Canada, the teaching and learning institute called upon members of our academic community to help shape priorities for teaching and learning research at our University. With an aim to bridge boundaries across various facets of the institution, instructors, students, and other members of staff were invited to join interdisciplinary research working groups that were themed around six broad research topics—for example, community-engaged education and global learning, interdisciplinary teaching and learning, and technology-enhanced learning. There was an overwhelming response for participation in the research working groups, with 120 individuals (including students, staff, and instructors) wishing to be involved in shaping the teaching and learning research directions of the institute. In this workshop, we will describe in further detail the process we undertook to establish the research working groups, how we developed leadership and support within each of the groups, and the ultimate development of proposed research reports to be shared with senior administration at our university. Considering these processes in relation to established models for embedding SoTL within institutional cultures (e.g., Mårtensson, Roxå, & Olsson, 2011; Williams et al., 2013) and building scholarly communities (Wenger, McDermott, & Snyder, 2002), we will reflect on and evaluate their potential for developing teaching and learning inquiry that might build bridges across disciplines and units on university campuses. Participants in this session will be given the opportunity to consider and discuss how a similar model for embedding SoTL into their own institutional culture may transpire at their own institutions.

3U NStep: building a community of practice in STEM educational research

Brien Nolan and Ann O'Shea, Maynooth University, and Judith Strawbridge, Royal College of Surgeons in Ireland

In 2013, the 3U partnership (DCU, Maynooth University and RCSI) established 3U N-STEP (National Initiative in STEM Education and Practice) to advance teaching and learning in the area of STEM Education. The initiative has two strands; we will report here on Strand 1 which concerns research into the teaching and learning of STEM subjects at third level. The aim of this project was to encourage research into teaching and learning at university level by setting up and administering a research fund. It was envisaged that each successful project would typically involve researchers both from Education and STEM departments, with projects normally involving researchers from more than one of the partner institutions. This collaborative interdisciplinary approach allowed experts in educational research and those with subject-specific content knowledge to work together to investigate issues concerning teaching at third and fourth level. In all, eight projects were funded after the first call. The projects involved new collaborations between academics in the three institutions and many of the participants were new to the field of educational research. We will report on the possibilities afforded by such a scheme to build an interdisciplinary community of practice in the scholarship of teaching and learning.

Innovation and leadership in interdisciplinary context: the findings of a qualitative study

Peter Draper, University of Hull, UK

This paper describes the outcomes of recent interdisciplinary research into the experiences and impact of innovators in learning and teaching in one university in the UK. The paper also discusses relationships between innovation and leadership, focusing both on innovators' leadership behaviours, and on ways in which formal leaders such as heads of department deploy innovators to meet their strategic management objectives. The paper presents a simple model which captures various ways in which innovators describe what they do and explains the passion for student engagement which motivates them, before arguing that successful innovators in learning and teaching demonstrate many of the attributes of effective leaders. The second part of the paper looks at the work of innovators from the perspective of formal leaders such as heads of department. Formal leaders can often name the innovators in their departments, and deploy them strategically by allocating resources such as time and money to enable the innovators to advance key department objectives. Paradoxically, these objectives often privilege research and researchers whose work is given greater prestige above learning and teaching. The concept of the academic discipline emerges as centrally important both to the self-understanding of innovators, and the priorities of formal leaders, and in its concluding section, the paper provisionally uses the concept of the signature pedagogy (Shulman 2005) to argue that innovators in learning and teaching play as central a role as researchers in defining, establishing and transmitting the key concepts and practices of their disciplines. The research described in this paper was funded by a Small Development Grant from the Leadership Foundation for Higher Education.

Shulman, L. (2005). Signature pedagogies in the professions. *Daedalus*, 134 (Summer), 52-59.

MONDAY SESSION 9: PECHA KUCHA AND LIGHTNING PAPERS

14h 00 -15h 30 Room G05

LIGHTNING PAPERS

1: Educational development in the Scandinavian countries - informed and inspired by SoTL? A case study in three universities

Marit Allern and Rangnhild Sandvoll, Avondale College of Higher Education

This study explores how and to what extent Scholarship of Teaching and Learning (SoTL) is a premise provider for educational development in three Scandinavian universities. Academic staff development as an institutionalized activity to improve teaching and learning is in Scandinavia compulsory, though this is organized and regulated in different ways in Norway, Sweden and Denmark. However, these countries practice a decentralized strategy for academic staff development. Our study is a comparative case study based on semi-structured interviews with leaders of education and on document analyses of strategic documents. We ask the following research questions:

1. How does the university organize a program for a basic pedagogical competence and how is the teaching competence of individual academic staff assessed?
2. Does the institution have systems for further pedagogical qualification and to recognize and reward excellence in learning and teaching?
3. In what way and to what extent has there been a change in the institutional approach to educational development over the last 30- 40 years?

We found that all the three universities have a somewhat similar approach using courses and Teaching Portfolios. There are, however, differences in how they are used in the programs for academic staff development, appointment and tenure. There are also differences in scope of programs and if some courses are compulsory or not. Further inquiry will tell more about the similarities and differences in what are the criteria to assess the portfolios. Working with teaching portfolios has a great potential concerning both basic pedagogical qualifying, in the appointment process and for further pedagogical qualifying. Theoretical underpinning of approaches to teaching, communication of results, self-reflection and peer review is part of this.

2: A Scholarly Approach to Reach Scholarly Approaches Nationwide

Roy Andersson, Lund University, Sweden, and Mette Mo Jakobsen, Norwegian Association of Higher Education Institutions, Norway

This presentation is about interdisciplinary common initiatives within a large field to enhance and encourage quality of education nationwide, by means of a scholarly approach to teaching. To reach innovative pedagogical approaches it is seen as important to stimulate collaboration and knowledge sharing across discipline borders. The STEM field (the science, technology, engineering, and mathematics disciplines) is in Norway addressed by education policy to improve national competitiveness and technology development. Recruitment, to reduce dropout and to increase throughput within STEM is an area of priority. National bodies (1) have started a common top-down initiative with a goal to facilitate a bottom up initiative for a scholarly approach among higher education teachers to planning, carrying out, evaluating, assessing and reviewing teaching nationwide. Among others, answers in a large survey within mathematics documented a lack of formal educational and didactic skills among teachers, underlies the initiative. Many students also rated teacher expertise as high, but educational and didactic skills as inadequate. To encourage and give credibility to a SoTL approach it has also been used for the development of these national initiatives. Experiences from LTH, the Faculty of Engineering at Lund University in Sweden, which is very active within the area of teaching and student learning, and from DTU, the Technical University of Denmark as well as from Norwegian Centres of Excellence in Higher Education, have been considered and incorporated during the process. The presentation will focus the scholarly approach to planning and carrying out the 1st Norwegian STEM conference on teaching and learning, its background and results. It will evaluate, assess and reflect on the process and the experiences from this national initiative to achieve a scholarly approach to teaching and learning within the STEM area. (1) The Norwegian Association of Higher Education Institutions (UHR), the National Faculty meeting of Natural Sciences (NFmR) and the National Council for Technological Education (NRT), in collaboration with the national center for recruitment to STEM higher education.

3: Towards a Framework for Categorising T&L Strategies

Mike Casey, University College Dublin, Ireland

The shift from “passive” pedagogy, especially the traditional lecture, to strategies that involve more “active” engagement by the learners is a central theme in the development of Teaching and Learning in higher education in recent decades. This presentation will describe some attempts to make that transition, and will tentatively propose a model that may be useful in the selection of non-traditional T&L strategies. We will briefly describe our experiences of the strengths and weaknesses of various strategies including flipped classroom models, problem-based learning, and team-based learning. We will then set out a model for categorising the profusion of active learning strategies that are described in the literature. The model does not attempt to capture the myriad of complexities involved in T&L, but may nevertheless be useful for teachers in selecting methods to suit their teaching philosophy and the learning objectives of their courses. The model is loosely based on Laurillard's "Conversational Framework" theory, and it uses data from the education literature to locate some common T&L strategies in a three-dimensional framework. The resulting 3D map reveals some of the key relationships and differences between the plethora of strategies available.

4: I am what I do': A Study of Teacher Education Qualification (TEQ) Training in Further and Adult Education in the island of Ireland

Anne Graham Cagney, Ned Cohen, General Teaching Council for Northern Ireland, UK, and Denis Robinson, Waterford Institute of Technology, Ireland

The role of Further and Adult (FAE) education in creating and enhancing human capital has been identified as central to the island of Ireland's recovery and economic renewal. National policy (North and South) has identified the need for FAE professionals to have interdisciplinary knowledge, skills, qualities and dispositions to work in the sector. (Teaching Council Act, 2011; Department of Education/Department for Employment/Learning consultation response, 2014.) As a community some educators measure teaching ability by standards that have already been achieved. This view may therefore conclude that learning for the teacher has been completed or at least contained within a particular framework. Such a view leaves no desire, or at the very least limited possibility, for professional development. Therefore, it is critical to identify the starting point, the predominant driving force, for the FAE educator in order to develop a different and fulfilling pathway towards professional development. The objective of this study was to explore how distinctive learning spaces can be built into TEQ programmes in order to create opportunities to support the evolving professional identity of FAE teachers. More precisely, the aim was to identify how to create professional learning spaces that enable one's personal, professional and situational dimensions embrace notions of identity, context, emotion and agency. Literatures that inform this research study include Beauchamp & Thomas (2009), Beijaard et al (2004), Rodgers and Scott (2008), Mezirow (1991), Donald (2002), and Entwistle (2008, 2009). Using qualitative critical incident techniques and purposive sampling, participants were drawn from TEQ and PGCE (FE) programmes in the North and South of Ireland. The research results identify aspects of the learning space that impact on how teacher possible selves evolved from being 'task based' to 'quality based'. Further steps are suggested for developing TEQ programmes and the need for more research into FAE teaching-learning environments in professional development for teachers in Ireland is identified.

5: Digital serious games and formative assessment - an experiment in using game-based student response systems in the teaching of languages and culture

Imelda Elliott, Université du Littoral Côte d'Opale, France

Student response systems (SRS)/clickers have been around since the sixties. However a major problem was the cost of buying the equipment. The development of free Internet based applications such as Socrative and Kahoot together with a bring your own device policy have enabled us to experiment with game-based quizzes for the purpose of formative assessment in order to boost student engagement, motivation and learning. Kahoot transforms the classroom temporarily into a television game show with attractive graphics and sounds. The teacher becomes the game show host and the students are the competitors. Socrative enables the teacher to use a traditional quiz format or a serious game in the form of a space race. I initially took an interest in using Socrative for quizzes to enable students to remember dates in a culture course. I then tried out the space race and I was amazed at the interest and engagement of all of the students. Moreover comments and explanations can be added so that the student can revise elements that have been taught in class as well as finding out if his response is correct. Kahoot quizzes do not include comments but the students work hard to try and get the highest possible score. This experiment in using Kahoot and Socrative is showing great promise. As the literature shows, clickers increase active learning and enable all students to participate. It is difficult to know the extent to which they improve grades but classes appear to be more dynamic and the students more motivated and engaged. SRS certainly increase interaction and foster self-assessment. These digital serious games would appear to inform the changing roles and expectations of students in my classes

PECHA KUCHA

1: Continuing to map the terrain: integrative learning as a developmental platform for SoTL

Daniel Blackshields, Bettie Higgs and Marian McCarthy, University College Cork, Mary Creaner, Trinity College Dublin, and Martin Fitzgerald, Limerick Institute of Technology, Ireland

The evolving path of Higher Education praxis has created deep channels of specialist knowledge. While this has had obvious benefits, the tendency to pursue narrowness as an endpoint, throws up side-effects such as fragmentation, insularity and inflexibility. The consequences of such are pronounced in a more reflexive postnormal world as evidenced in increasingly sustained attacks on embedded cultures of teacher-centeredness and the hegemony of

discipline-specific content knowledge. Integrative learning, by embracing pluralism and heterogeneity, directly confronts the partiality and territoriality of knowledge built steadfastly through specialised disciplines, programmes and courses. Its synthesising impulses places students at the heart of learning, enabling them to make connections across disciplines, contexts and spaces. Accepting rather than excluding 'troublesomeness' - and the existential anxiety that this embodies for student and teacher - it seeks to merge content knowledges with cognitive, affective and operative effectiveness. Its transformative potential will grow as awareness of the importance of student-centered learning intensifies to increasingly challenge pedagogical and epistemological orthodoxies and institutional logics.

This panel will use our recently published *Integrative Learning: international Research and Practice* (Routledge, 2014) as a roadmap to continue, with participants, to unfold the dialogue, commenced by Huber and Hutchings in *Mapping the Terrain* (2004), on integrative learning as a praxis exemplifying Wendell Berry's ideal that universities are 'mandated to make or help to make ...human beings in the fullest sense of those words...responsible heirs and members of human culture...' (cited in Palmer et al, 2010: p. 1). We will thus, as a community, continue the kind of "going meta" required of SoTL, framing and systematically investigating questions related to student learning: What it looks like? How to deepen it?; with an eye to designing learning experiences that cultivate the creative embrace of complexity, pluralism and uncertainty infused with the virtues of humility, modesty and accountability; mindful of the perpetual nature of learning.

2. Digital Pedagogy: Reflecting on Key Transitions for Teaching and Learning on an Online Inter-institutional Degree Programme

Deirdre Breatnach, Emer Ring, David Moloney, Mary Moloney, Jennifer Pope, Anne O'Keeffe, Deirdre Ryan and Marie Ryan, Mary Immaculate College, Nora Maria Ni Mhurchu, Anne Marie Corkery, Lucy Ellis, Sharon Phelan, and Gerard O' Carroll, Institute of Technology Tralee, Ireland

The National Strategy for Higher Education to 2030 (Higher Education Authority, 2011) stresses the importance of building more flexible learning opportunities within Irish Higher Education. To this end, many Irish Higher Education Institutions have responded by developing blended and online programmes. While the technology, which is readily available, easily facilitates this transition, there is a dearth of reflection and evidencing of the key transitional challenges for teachers and students who move from a real classroom to a virtual one. One of the recommendations of the National Forum's Principles and First Insights from the Sectoral Consultation on Building Digital Capacity in Irish Higher Education is to "develop digital capacity in tandem with a strong evidence base for enhanced pedagogy" (National Forum, 2014: 13). This paper will reflect on an evidence-base of the teacher and student experiences of a new online degree programme, a Bachelor of Arts in Early Childhood Practice (BA ECP), which is being jointly delivered by two Irish Higher Education Institutions: the Institute of Technology, Tralee, and Mary Immaculate College, Limerick. The overall aim of this inter-institutional BA ECP is to respond to demands for accessible graduate pathways in the field of early childhood care and education (ECCE). The aim of the paper is to draw upon both teacher and student reflections of this blended learning programme, so as to identify the key transitions in online teaching and learning. In the realm of ECCE, particular challenges emerge in programme delivery related to the need for students to combine theoretical concepts and practice-based knowledge and understanding. This paper will draw upon surveys of faculty and students who have completed their first year of teaching and learning on this programme, and thus will provide a comprehensive teaching and learning perspective on digital pedagogy and key insights into transitions for teachers and students.

3: Levelling the playing field for transitioning students in Biomaths – using reflective practice to investigate mechanisms for supporting and encouraging learning

Hazel Corradi, University of Bath, UK

A consideration of how ongoing reflective practice can refine the student learning experience to achieve higher basic competency in calculations for the Biosciences. Students studying the Biosciences are not usually required to have A-level maths, but those that do not have the qualification usually need to do some extra maths in their first year to catch up. However, these students often dislike maths and some have maths-phobia. The challenge is therefore to incentivise and motivate these students to practice the calculations they need to be able to do. This case study, conceptualised as an ongoing reflective learning cycle, will illustrate how reflective and research-informed practice has been used over

a 5 year period to probe the level of student learning and build a mechanism that increases engagement with maths as part of a non-credit bearing unit. Interventions include exploring low-stakes assessment and using online assessment mechanisms to allow students to repeat calculations until they achieve the required level. The experience of the practitioner in adapting the learning support mechanisms to optimise student engagement will be reflected on, along with future plans to increase achievement further. The emerging tension of trying to avoid incentivising surface learning approaches whilst still promoting high levels of engagement will be explored.

4: The use of documentary films and other visual media in the delivery and assessment of a sociology of sport module

Joe Meegan, Athlone Institute of Technology, Ireland

This initial investigation was undertaken as part of an educational research project funded by Athlone Institute of Technology (AIT) and the National Digital Learning Repository (NDLR). The aim of the project was to explore the potential benefits to student engagement and learning from a change in delivery and assessment methods. The module involved was a 1st year Sociology of Sport module on the level 6 Higher Certificate in Business Studies (Sport & Recreation). Throughout the course of the module the students watched a number of sports documentaries related to the course syllabus. Prior to watching each documentary the students were given a lesson plan consisting of a number of open ended questions. The purpose of the lesson plan was to help guide the student through each documentary and to help initiate discussion at the conclusion of each. They were then required to record a video review (blog) of each documentary based on their own interpretations and the class discussion. They received formative feedback after each recorded review. The students were graded on their development and progression in the areas of presentation, structure and content across all the documentary reviews. The concluding element of the continuous assessment required the students to present a collection of chosen short videos (3-4) taken from the internet and related to a subject area within the module. The students were graded on the quality of their presentation, relevance of the videos to the topic and their reason for choices. In year 1 there was a small increase in the number of students choosing the module, 9 to 12, this increased in year 2 to 18. Attendance also improved in the first year from 60% to 80% and again in year 2 to 85%. However there was no improvement in the student's final grades in either year 1 or 2.

5: From Threshold Concepts to Successful Transitions: Towards a pedagogy for Threshold Concepts based learning

Anne Ryan and Terry Twomey, Limerick Institute of Technology, Ireland

The idea of Threshold Concepts can be challenging for the educator. What are Threshold Concepts? Are they the same as core concepts of any given discipline for all learners? Or do we need to diagnose where and how the liminal space and troublesome or tricky learning are experienced by different learners? Should we focus only on the content of the Threshold Concept or equally on providing students with the psychological capital (Land 2012) transferrable to dealing with the recurring context of troublesome learning? This research starts from the characteristics of Threshold Concepts (Meyer and Land 2005) and the Liminal Space (Higgs 2012; Higgs and Cronin 2013; Land, Rattray and Vivian 2014) to develop a pedagogy to support what Higgs refers to as the "messy" or "tricky" learning. Students may drop out of Higher Education (HE) because they are ill-equipped for the different approaches to teaching and learning. "From Transaction to Transition" report in 2011 highlighted the importance of foundational competencies for new entrants to higher education (HEA/NCCA 2011). This project sets out to explore the questions above and to develop a pedagogy to support a Threshold Concepts approach to students' difficult learning, based on previous work by David Perkins (2006). Developing and working with that pedagogy uncovered a dichotomy between a traditional content driven approach and a process driven approach that may be indicated for addressing Threshold Concepts. The object of this "Successful Transitions" project is to develop a learning experience around student-identified troublesome or tricky learning, working with potential future college students. Utilizing the idea of Threshold Concepts to support second level students become more engaged with their learning aims to open the conversation around self-management of learning and working through difficult learning experiences with confidence. Delivering this programme to second level students raises questions regarding our role as educators and the position of the learner in the teaching, learning, content triangle.

MONDAY SESSION 10: WORKSHOP

14h 00 -13h 30 Room G08

SoTL as a lever for cultural change in higher education organisations

Torgny Roxå and Katarina Mårtensson, Lund University, Sweden

Trowler (2009) describes how teaching traditions form teaching and learning regimes in higher education. Often the result is that academic teaching becomes hard to influence, sometimes perceived as resilient to change. Scholarship of Teaching and Learning can be used as a lever for cultural change in higher education organisations. It can support academic teachers to reflect critically on their teaching practice and to go public about student learning. It implies that teaching as a practice is treated in similar ways as research (Olsson and Roxå, 2013). In this workshop participants will explore and discuss organisational culture, especially how cultural elements influence individual members in a higher education setting. A critical aspect here is how a change like this can occur in accordance with academic and disciplinary values like academic freedom and critical thinking. (Mårtensson, 2014). Group discussions will draw on a case (Mårtensson, Roxå, and Olsson, 2011) describing a research-intensive traditional European university. It becomes clear that SoTL can indeed influence teaching cultures. However, a focus on culture has its limitations in relation to formal structures in the organisation. These issues will also be pursued in the workshop, especially their implications for the support and maintenance of a long-term change initiative. Other issues concern how to evaluate and document change.

Mårtensson, K. (2014). Influencing teaching and learning microcultures. Academic development in a research-intensive university. Engineering Education. Lund, Lund University.

Mårtensson, K., T. Roxå, and T. Olsson. (2011). Developing a Quality Culture through the Scholarship of Teaching and Learning. Higher Education Research & Development 30(1): 51 - 62.

Olsson, T. and T. Roxå (2013). Assessing and rewarding excellent academic teachers for the benefit of an organization. European Journal of Higher Education 3(1): 40 - 61.

Trowler, P. (2008). Cultures and Change in Higher Education. Theories and practice. Gordonsville, Palgrave Macmillan.

TUESDAY SESSION 11: NATIONAL INITIATIVES IN SoTL

14h 00 -15h 30 Room G08

Transition from Second Level and Further Education to Third Level: insights from a qualitative study

Eleanor Denny, Trinity College Dublin, Anne O'Keeffe and Geraldine Brosnan, Mary Immaculate college, Fiona Farr, University of Limerick, Martin Fitzgerald, Limerick Institute of Technology, and Florence Dowling, University College Dublin, Ireland

Within an economic metaphor, education is acknowledged as central to the development of human capital and long-term economic growth of a nation. Smyth and McCoy (2009) note that it is also a strong predictor of adult life chances, influencing access to, and quality of employment, income levels and even health. McCoy and Byrne (2010), in their multivariate analysis, have provided a quantitative baseline for non-progression of new entrants in Irish HE. In an attempt to pre-empt non-progression, it is crucial that we better understand the possible transitional barriers, challenges and obstacles that students face when they transition from secondary level or Further Education to Higher Education. To complement our quantitative understanding of progression and non-progression, there is a need to elicit qualitative insights from new entrants to higher education across a representative sample of Irish HE, especially in terms of their reflections on the level of HE preparedness they gained from their Second Level or Further Education experience. This need has been identified by Ireland's National Forum for the Enhancement of Teaching and Learning whose work is thematically focused on Teaching for Transitions. To this end, the National Forum, as part of its first seven thematic research commissions, solicited a study on 'Transition from Second Level and Further Education to Third Level'. This paper will present its initial findings. The study is led by Trinity College Dublin in partnership with the Shannon Consortium institutions: University of Limerick, Limerick Institute of Technology and Mary Immaculate College. Within this cross-sectoral HE context, focus groups were conducted with First Year students to audit their

perceptions of how their antecedent educational experience prepared them for the transitional challenges of higher education. Disseminating the insights from this qualitative student-focused evidence-base will be of national interest in the attempt to pre-empt non-progression.

Acknowledgement: This research has been supported by funding from the National Forum for the Enhancement of Teaching and Learning.

Transitions ‘In’, ‘Through’, and ‘Out’: a compilation and analysis of the Scholarship of Teaching for Transitions, 2000-2015

Donna Maria Alexander, Bettie Higgs (co-presenter), Daniel Blackshields, James Cronin, Marian McCarthy, Tony Ryan, and Catherine O'Mahony, University College Cork, Shane Kilcommins and Kathryn O'Sullivan, University of Limerick, Ireland

Transitions in higher education are manifold and here are categorised into transitions "in," "through," and "out." These seemingly simple categories are complicated by the diversity of the student body, the distinctiveness of disciplinary cultures and consequent approaches to student learning, and the multitude of entry and exit trajectories available to students. Navigating the pathways in, through and out of higher education can be challenging for the student. Thus understanding the nature and impact of pedagogies of transitions is a worthy goal. This panel focuses on a funded project the "Scholarship of Teaching for Transitions: a review of Teaching for Transitions-related Teaching and Learning research and activity". Taking a systematic review approach the project first provided a snapshot of existing national and international scholarship on teaching for transitions with a particular emphasis on pedagogies that have been shown to facilitate smooth transitions. Based on the review, evidence was collated and the project team made recommendations as to how the scholarly literature on teaching for transitions can be used to enhance and embed best practice. This panel will examine the systematic review strategy that was used to garner scholarship produced between 2000 and 2015, the outcomes of the focus groups which enhanced the evidence base, and the final outputs of the project: an open access annotated database of available scholarship of teaching for transitions. The latter is available as a resource for colleagues wishing to undertake their own research on teaching for transitions or to inform the development or revision of policies and practices based on supporting student transitions. Papers in this panel will focus on the robustness and suitability of the methodology in capturing the snapshot of scholarship on teaching for transitions, an overview of effective pedagogies for supporting student transitions, and the potential impact that a scholarship on teaching for transitions can have.

Acknowledgement: This research has been supported by funding from the National Forum for the Enhancement of Teaching and Learning.

Structures and Supports for Learners in the Recognition of Prior Learning

Phil O'Leary, Stephen Cassidy, Irene Sheridan and Deirdre Goggin, Cork Institute of Technology, Ireland

Recognition of Prior Learning (RPL) allows for all forms of learning to be recognised within the context of a destination award. RPL is of increasing significance in the context of lifelong learning where it is used as a mechanism to facilitate participation in higher education and returning learners. RPL is also of relevance to the workplace and those seeking to re-enter work as it supports the inclusion of work based and situated learning in formal academic programmes. This paper explores current practices in relation to RPL in higher education in Ireland with a particular focus on the structural realities required to ensure supportive provision for summative purposes. The individual nature of what a candidate knows, and the context-specific nature of prior experiential learning can mean that appropriate structures and supports for the candidate are a critical element in ensuring reliable and robust provision. The process of enquiry and the complexity of interrogation of experiences in context of programme outcomes and learning outcomes can be a significant barrier for the learner. This research combines an analysis of mission-based performance compacts, publically-available information and in-depth interviews with RPL practitioners in higher education institutions to provide insight into the diversity of supports and structures in place to assist the learner in this process. By exploring the particular structures and systems guiding and candidates in the preparation and assessment of non-formal and informal learning, some conclusions can be drawn relating to the enablers and challenges in current practice. This research

provides insight into the operation of RPL in a dynamic economic climate within which higher education plays a key role in supporting the reskilling and up skilling needs of the workplace.

Acknowledgement: This research has been supported by funding from the National Forum for the Enhancement of Teaching and Learning.

A systematic review mapping Irish SoTL research (1990-2015)

Sara O'Sullivan, Amanda Gibney, Suzanne Guerin, Manolis Kalaitzake (co-presenter) and Michael Staunton, University College Dublin, Ireland

This paper presents the findings from a current research project funded by the National Forum for the Enhancement of Teaching and Learning in Irish Higher Education. The six-month 'snapshot' project aims to establish the extent and characteristics of research on teaching and learning in the Irish higher education field, via a systematic review. It is focused on research on one or more aspects of teaching and learning practice that has been made public.

Systematic reviews are becoming common in higher education research (Bearman et al 2012). However outside of the medical and nursing fields (see for example Cant and Cooper 2010, McGahie et al 2006), to date they have not been used to map other SoTL domains. The project brings together for the first time a considerable corpus of Irish SoTL research. It is the first systematic study of published and unpublished research focused on teaching and learning at a national level, and as such it is expected to make an important contribution. It takes a wide lens, including research made public via publication in peer-reviewed and other journals, working papers and conference presentations. The search protocol and the findings will be presented. Overall 38 academic databases were searched and more than 12,000 results are currently being screened, first to eliminate duplicates, and then for inclusion/ exclusion. The analysis draws on Tight's (2012) framework for higher education research. For each study located, themes or issues, methods or methodologies, engagement with theory and level of analysis will be identified. This project will establish in a scholarly way the current state of research in the Irish higher education teaching and learning field, tracing aspects of its development, investigating its strengths and limitations, and offering suggestions as to future directions required. The resource produced will be a resource for future SoTL scholars, both in Ireland and internationally. It will also provide an important evidence base for policy makers and others seeking to enhance Irish higher education.

Acknowledgement: This research has been supported by funding from the National Forum for the Enhancement of Teaching and Learning.

TUESDAY SESSION 12: SoTL SUPPORTING INTERDISCIPLINARY WORK

09h 40 -11h 10 Room G14

Using SoTL to Explore Learning in an Interdisciplinary Palliative Care Role-play

Catherine Sweeney, Marian McCarthy and Eleanor O'Sullivan, University College Cork, Ireland

Palliative care is best delivered by an interdisciplinary team approach and has been suggested as a good setting for interdisciplinary education. The importance of palliative care education at undergraduate level for healthcare students is being increasingly recognised. Undergraduate nursing and medical students in University College Cork are offered an optional 5-credit interdisciplinary palliative care module. Delivering bad news and providing support to those who receive it are important skills in the context of caring for people with palliative care needs. The culminating performance in the module is an interdisciplinary breaking bad news role-play where students from the two disciplines have to work together to break bad news. This study investigated student learning in an interdisciplinary breaking bad news role-play using an action research approach was taken. Qualitative data was gathered from focus groups, student and facilitator feedback, and a breaking bad news role-play recording were thematically analysed. The role-play was set up to reflect the real life process of breaking bad news in a palliative care setting. The findings revealed that the role-play led to increased understanding of and changes in attitudes towards key palliative care principles, interdisciplinary teamwork, and communication of bad news. There was evidence of high levels of student engagement and increased self-awareness. Students and facilitators commented on how real the role-play felt. The findings suggest that the interdisciplinary breaking bad news role-play was a rich integrative learning experience that was valued by students.

Student experiences of using values-based digital technology to enhance and evaluate inter-professional education (IPE)

Dympna Casey, Louise Campbell, Yvonne Finn, Caroline Hills, Clare Carroll, Andrew Hunter, Pauline Meskell, Rosemary Geoghegan, Geraldine McDarby, Martin Power, Eimear Burke, Josephine Boland, Marie Tierney, National University of Ireland, Galway, David Seedhouse (CEO of Values Exchange) New Zealand, and Heike Schmidt-Felzmann, National University of Ireland, Galway, Ireland.

Inter-professional Education (IPE) takes place when at least two professions learn with, from and about one another to enhance collaborative practice. How best to implement IPE is a major challenge. Large student numbers and difficulties synchronising timetables are barriers to uptake. So far few educationalists have explored the use of digital technology as a means of overcoming these barriers. Currently NUIG and UCD are implementing a pilot study funded by the National Forum, to evaluate the impact of a digital technology based IPE programme designed to promote collaborative practice within undergraduate health care disciplines. The IPE Values Exchange system (VX): The six week programme focuses on values-based decision-making and ethically problematic health care situations. The VX system provides a rich pedagogical framework for exploring values and challenging preconceptions. The educational model underpinning VX draws on several pedagogical approaches including student-centred learning, problem- and group-based learning as well as self-directed engagement. It is a specifically designed highly networked environment which utilises a range of interactive learning tools enabling students to work collaboratively to solve specific shared problems, in a context specifically designed to make value-judgements transparent. Design: A mixed methods study was selected to evaluate the programme. A qualitative descriptive design utilising interviews with students and staff is currently being used to collect the data. The Readiness for Interprofessional Learning Scale and the Interdisciplinary Education Perception Scale will be used to collect quantitative data on student's attitudes toward IPE. Approximately 250 students across NUIG and UCD will be involved. The first pilot will be completed in NUIG at the end of February 2015 and involves 189 students from nursing, medicine, speech and language, occupational therapy and social care. This paper will present the preliminary evaluation findings from these interviews and recommendations for future implementation of the programme.

Student projects with the 'E' factor

Carol Wakeford and Maggie Fostier (co-presenter), University of Manchester, UK

Final year research projects aim to develop both discipline-specific and transferrable skills, such as critical thinking (CT) and problem solving. In the Biosciences, projects are traditionally laboratory-based, although a variety of alternatives have evolved over recent years in response to the diverse employment destinations of our graduates (Wakeford, 2011). In the Faculty of Life Sciences at the University of Manchester, these include projects in Science Media, Education, eLearning and Enterprise. To further enhance the employability of our students, we are developing a model for interdisciplinary projects, where two or more students from different Faculties will work together to address a research question, or generate a common output. This model includes key aspects for student support and assessment, particularly of CT. It is based on the validation of our current assessment criteria by staff from two different Faculties. They are using semi-quantitative text analysis for CT (with NVivo software) of a selection of project reports, using descriptors that are aligned to Bloom's taxonomy. Moreover, these descriptors will be available to students to enable them to better realise their higher order thinking skills. In addition, we are implementing a skills audit for students that will help them reflect on and identify the key skills that they have acquired during their project, such as teamwork, problem solving, communication, and critical thinking, all of which are recognised by employers as essential to equip students for the world of work (Grice and Gladwin, 2004). This model could be applied to other disciplines across the University or other institutions. These interdisciplinary projects are attractive at many levels, and in an environment where universities must demonstrate the added value that they bring to students, they would offer an exciting, authentic, and novel addition to the curriculum, enhancing both student engagement and employability; projects with the 'E' factor!

Grice, D. and Gladwin, R. (2004) Developing Employability Skills, LTSN Physical Sciences Practical Guide. Available from https://www.heacademy.ac.uk/sites/default/files/ps0071_developing_employability_skills_aug_2004.pdf [accessed 19/02/2015]

Wakeford, C. (2011) Evolution of e-learning projects: a creative experience? *Bioscience Education eJournal* 18. Available from <http://www.bioscience.heacademy.ac.uk/journal/vol18/beej-18-1SE.aspx> [accessed 19/02/2015]

Using SoTL to develop and refine an interdisciplinary global justice inquiry course

Beth Marquis and Arshad Ahmad, McMaster University, Canada

Recent scholarship has emphasized the ways in which higher education can contribute to the pursuit of social and global justice—in part by helping students develop their capacities to appreciate difference, recognize inequality, and engage in meaningful, well-founded social action (Adams, Bell, & Griffin, 2007; Shultz, Abdi, & Richardson, 2011). Nonetheless, best practices for meaningful global justice education have not been fully defined. While several approaches have been proposed, including learning communities (Kingston, MacCartney, & Miller, 2014), study-abroad opportunities (Richardson, De Fabrizio, & Ansu-Kyeremeh, 2011), and contemplative pedagogies (Kahane, 2009), evidence of their efficacy is mixed. Against this backdrop, [study university] has developed an interdisciplinary, ‘Global Justice inquiry’ course. This course, which is housed in a small, interdisciplinary program but open to enrollment from students across campus, involves a wide range of faculty, alumni and community partners as members of the instructional team, and provides students with an opportunity to pursue self-directed inquiry—informed by these diverse perspectives—into global justice topics. As such, it aims to help students develop knowledge and skills of relevance to global justice by bridging boundaries between disciplines, departments, cultures, and constituencies (including the university and the community). SoTL has played an integral role in this work. While previous research (authors, forthcoming) was conducted to inform the course design, the present study aims to assess the extent to which the class is meeting its goals in practice. A qualitative approach, involving in-depth interviews with participants early in the course and after its completion, as well as close readings of student assignments, was employed to gather rich data about the extent to which participating in the course impacts students’ understanding of and approach to global justice issues. This session will present preliminary findings from this study, using it as a case study to engage participants in considering the ways in which SoTL might assist the development and refinement of boundary-crossing, interdisciplinary initiatives designed to contribute to global justice.

TUESDAY SESSION 13: IMPACT OF SoTL ON EMPLOYABILITY

09h 40 -11h 10 Room G16

Supporting the transition of postgraduates into employment or higher-level study: are our programmes fit for purpose?

Aysha Divan and Stephanie McBurney (co-presenter), University of Leeds, UK

Reconfiguration of the higher education sector is causing substantial concern about the long-term sustainability of postgraduate (taught) Masters provision in the UK. This is driven by increased tuition fees at undergraduate level, a recent decline in UK postgraduate numbers and continuing concerns from employers around graduate skills and the needs of the employment sector. In this session, we will consider two specific questions; 1) what motivates students to study a Masters level qualification and 2) how are the skills/knowledge gained through Masters-level study utilised in the workplace? We will present data collated from students who graduated from our biological sciences Master’s programme from 2005-2012. We will show that the vast majority of these students are strongly motivated by employment prospects and identify research and practical elements as the most valuable skills and experiences gained through their Masters level teaching and learning. However, we identified differences between the roles the respondents were currently in and the extent to which they believed the programme had adequately prepared them to undertake these roles: with the highest proportion of those in science-based employment outside of academia indicating they would have liked more industry-applied training compared to those in research positions within academia. We therefore conclude that whilst the respondents considered the Masters qualification as adding value in the employment market and were positive about their learning experiences, revisions to the curriculum are required to provide better preparation for progression into defined career routes. Following on from this we will show how we are working with

employers to reconfigure our Masters programmes to better prepare students to transit into and progress through the next stages of their careers.

Engaging the Workplace in the Classroom: Aspiring Towards Authenticity

Geraldine Duignan, Mary Heneghan and Ailish Breen, Institute of Technology, Sligo, Ireland

Workplaces provide a diversity of learning that is contextualised, socialised and not readily available in traditional learning contexts (Sheridan & Linehan, 2013). Because the workplace is the context of practice, learning in the workplace is considered a form of authentic learning informed by real contexts, activities, and best practice (Franz, 2008). Providing work placement for students, however, is not always practical with large class sizes. The literature on “Authentic” learning provides a useful framework within which to build workplace competencies of undergraduates. Authentic learning typically focuses on real-world problems and their solutions, using role-playing, problem-based activities, case studies, and participation in virtual communities of practice (Lombardi, 2007). Authentic learning can be successfully facilitated using educational technologies. (Herrington, 2006; Amory, 2014). We describe (1) a workshop designed to provide an authentic learning experience for large undergraduate classes, and (2) evaluation of students learning in relation to Level 8 standards (QQI, 2014): Knowledge, Know How and Competence. The workshop is delivered using a blend of online and traditional classroom environments. The appeal of the workshop is in fostering relationships with industrial partners. Students are randomly assigned to groups and tasked with addressing a complex workplace case scenario. Scenarios are provided by the Health Products Regulatory Authority (HPRA) and represent real situations encountered in the regulation of medicines. In a limited timeframe, students must research the problem, identify a course of action and present findings to the HPRA via online technology. HPRA representatives give immediate feedback on each case. Learning is assessed in relation to Level 8 standards using a survey tool. Data indicates that participants develop insight into their own professional competencies in relation to teamwork & communication, specialised knowledge of the industry and problem solving skills. Key to the success of the workshop is framing the student presentations in a professional context.

Empowering students to articulate Graduate Attributes through Participatory Action Research

Julie Dunne, Dublin Institute of Technology, Ireland

Dublin Institute of Technology (DIT) has identified a suite of Graduate Attributes and requested that all programmes define a clear statement of how these are being developing and assessed. This requires the prioritisation of Graduate Attributes in order to embed them suitably in curriculum. The National Strategy for Higher Education recommends the closer involvement of external stakeholders in curriculum design as a means to make practical the ‘engagement mission’. This view is supported by the 2012 ‘IBEC National Survey of Employers Views of Irish Higher Education Outcomes’ report that advocates better communication with industry to ensure currency and relevancy of graduate skills. In tandem with this, as part of an on-going research project to investigate the use of blogs as a work-placement assessment to promote peer-to-peer learning and reflection on practice, an objective has been defined to investigate if a better appreciation of graduate attributes may help students to frame their work-placement experiences and consequently deepen their reflection and advance their employability through improved articulation of their transferable skills. Taken together, this has provided an opportunity to carry out a Participatory Action Research project involving students of the DIT Higher Certificate in Pharmacy Technician Studies as co-researchers and co-producers. One cycle of the Action Research is to identify the most important attributes for their profession. This paper will explain the steps taken to define the Graduate Attributes, including the various sources used to assist the students. It will outline how they were prioritised; showing results from a small-scale (N=48) survey based on the Australian Graduate Employability Indicators Survey. Finally it will explain how this part of the Action Research, together with scholarly best practice on developing and assessing graduate attributes, has led to changes in the curriculum which aim to better support the transition into employment.

Using the SoTL framework to teach teamwork

Christine van Vliet, University of New South Wales, Australia

One of the Graduate Capabilities of University of NSW, Australia is to create leaders who are collaborative and effective team workers however undergraduate medical science students tend to undervalue teamwork. Using the SoTL framework we conducted a focus group with students about teamwork and found that they identified a number of issues including unfair distribution of workload and lack of recognition of each individual's contribution. In response, we developed Team and Individual Quizzes (TIQ) and Team and Individual Projects (TIP), informed by Team-based learning (TBL), a collaborative learning strategy devised by Professor Michaelson, University of Oklahoma. TBL emphasizes a pedagogical approach based on student accountability and collaborative learning. The TIQ and TIP approach is innovative because it combines both individual accountability and accountability for the team. Students receive both an individual mark and a team mark which ensures recognition of both their individual contribution and their collaboration as a team member. In summary, using the TIQ approach, students are allocated into teams and given pre-reading. Students complete an individual quiz and then re-sit the quiz as a team. In TIP, students are allocated into teams and given a project. Each student's contribution is recorded and marked in addition to the overall project. Students are also able to submit an optional anonymous report on another student's contribution which may impact marks. TIQ and TIP were evaluated using student and tutor surveys. Students reported improved satisfaction with teamwork, peer teaching and overall learning success. Tutors reported improved student attendance, engagement, participation and peer interaction.

TUESDAY SESSION 14: SoTL AS A BRIDGE

09h 40 -11h 10 Room G15

Conceptualising and Realising Civic Engagement in a post-1992 UK University: a case study

Peter D'Sena, University of East London, UK

As a concept, civic engagement is value-laden, potentially controversial, but importantly, open to interpretation. Some HEIs have preferred to place their emphasis on the ways in which its research, rather than its teaching, can deliver benefits to individuals, organisations and society. Another drive, however, is that civic engagement provides a sense of involvement for students in and around communities. In general terms, civic engagement refers to ways in which citizens participate in the life of a community in order to improve conditions or to help shape the country's future. Theoretically, therefore, it can encompass a wide range of activities from working in a soup kitchen to writing to institutions and politicians. As such, engagement can take many forms, from individual volunteering, to organisational involvement and electoral participation. Given the plethora of opportunities and issues, it is not surprising that there is rigorous academic debate about what civic engagement is, what its purpose(s) should be, and how it can best be taken forward in different disciplines. This paper investigates the scholarship of civic engagement as conceptualised and realised by academic staff in a post-1992 university in the UK. An audit and analysis of perceptions and practices was followed by in-depth interviews using different qualitative approaches, as informed by Ku's high impact pedagogies. Findings have contributed to debates about the inculcation and transmission of civic engagement as permutations of content, a set of processes for skills development, or a philosophy, and also its relationship to 'service learning', graduate attributes and social justice. We also consider connections and tensions with citizenship education and question whether civic engagement is a threshold concept, wherein SoTL practitioners learn to navigate difficult spaces such as conceptualisations and realisations between developing political activism at one end of the spectrum, and unthinking 'loyalty to the flag' at the other.

Holistic university education and discourses on curriculum

Trudi Cooper, Edith Cowan University, Australia

This presentation discusses how SoTL was used to inform, unify, and justify a revised curriculum for the youth work degree in Australia. The paper focuses on the use of the Barnett and Coate curriculum framework to renew the national youth work curriculum in higher education in Australia. This framework argues that curriculum should help students integrate what they know, with what they can do, with who they are becoming. The emphasis on the importance of education as a process to develop wisdom through integration of knowledge and skills into students' personal development has a long tradition in many cultures. However, technocratic and performative approaches to curriculum since the 1980s (for example competency-based curriculum and requirements for curriculum to include only demonstrable and tested, learning outcomes) have substituted development of a narrow set measurable skills for more holistic educational goals. In many institutions this technocratic approach has captured the discourse about curriculum, so that it is no longer considered legitimate to include educational goals that are not measured by testing within the course. These arguments have been rehearsed elsewhere. This paper will discuss 1) the positive value of holistic curriculum; 2) why this curriculum framework was especially important for youth work education; 3) how the curriculum framework facilitated constructive conversation and those external to the university through the youth work consultative committee 4) how the adoption of this curriculum framework influenced the curriculum development process; 5) how the curriculum changed the delivery of the course to students at one university and benefits to students 6) implications for staff development; 7) tensions between this curriculum framework and structures that approve course changes within universities.

Acknowledgement: The project was funded by the Australian Learning and Teaching Council (now the Office of Learning and Teaching).

TIME – Technology Inspired Minors Engagement

Sandra Moffett, Jose Santos, Mairin Nicell, and Martin Doherty, Ulster University, UK

The School of Computing and Intelligent Systems (SCIS), Ulster University actively engages in developing pedagogical skills in Science, Technology, Engineering and Mathematics (STEM) subjects. Realising that STEM stimulation needs to be encouraged from a young age, a longitudinal suite of programmes was created (at various stages from 2009) to encourage participation in STEM-based activities related to the field of computing. The TIME suite – Technology Inspired Minors Engagement - engages with young people aged 10 to 18 years from a range of schools across Northern Ireland, including those which traditionally do not tend to send pupils to higher education.

The TIME suite is focused on outreach activities supported through Ulster University's Access Agreement to provide 'community orientated services which contribute towards enhancing our reputation and reach at educational, political and community levels' (Ulster's Community Engagement Strategy, 2013). Five complementary widening access projects, targeting school pupils in both the primary and secondary sectors, are detailed in the paper. These five strands are known as WASPS (Widening Access Skills in Primary Schools), Plan Bee, the Seagate Summer School, WABIPS (Widening Access by Introducing Programming in Schools), and the INPUT (Informing the Pre-University Transition) project. The paper will provide an overview of each of the projects and the lessons learned during six years of implementation. The impact of TIME will be outlined in terms of pupil engagement, University application numbers and student success stories. This paper will be of interest to those engaged in widening access activities and/or those promoting STEM at

What Colour is Sacred: exploring a teaching pedagogy that encourages cross-cultural learning

Caroline Molloy, Coventry University, UK

In 2014 Coventry University won the Institutional Award for Innovation in Internationalisation from the European Association of International Education. One of the learning activities commended by EAIE were the online international learning collaborative projects. This paper will discuss the visual culture, cross-cultural online international learning collaborative project, What Colour is Sacred? Run between the level 2 Photography students, at Coventry University

and students undertaking a photography option at the Universidad de Europa in Madrid and how it led onto an Erasmus supported cultural visit to Madrid for the students from Coventry University. The aim of the collaboration was to offer the students an international experience, improve their digital literacy, and raise their cultural awareness and understanding of varying cultural perspectives. Presenting some of the collaborative works, this paper will address some of the benefits and challenges experienced by the students, during the collaboration and examine the value of the experience. Working in small groups, to encourage peer-to-peer learning, the students collaboratively researched and visually explored comparative subjects. Through discussion with their peers and online digital communication with their international partners, the students navigated their responses to broad topics. Having articulated their responses, the students exchanged their research, images and videos with their international partners and presented each other's work to their own cohort, providing a contextual narrative to support the presentation. To conclude, the paper will discuss how beyond the student interaction, through dialogue with the students, they were encouraged to reflect on their experiences working with the OIL collaborative project. Exploring how they responded to cultural boundaries and found productive ways to manage dissimilarities. We believe this collaboration improved the students' intercultural competencies, supporting their development into being global graduates.

TUESDAY SESSION 15: PANEL DISCUSSION

09h 40 -11h 10 Room G08

Undergraduate students decoding the disciplines: a sotl partnership studying the political science literature review

Peter Felten, Mary Rouse, Julie Phillips, And Rachel Mehaffey, Elon University, David Pace, Indiana University, USA, And Susannah Mcgowan, University Of West London, Uk

The "decoding the disciplines" methodology has been used to study "bottlenecks" to student learning in a range of disciplines (e.g., Pace & Middendorf 2004; Shopkow 2010; Zhu et al 2012). While generative, the decoding approach typically involves academic staff talking with peers, leaving student voices out of the dialogue. This panel will use a new decoding study to explore questions about disciplinary learning, sotl, and student-faculty partnerships.

The study presented in this panel explores how undergraduates with differing levels of expertise decode a specific disciplinary bottleneck, the task of writing a literature review in political science. Panelists (themselves undergraduate students) will analyze the results of 13 decoding interviews:

1. 5 interviews of second-year undergraduates who recently completed a political science research methods course,
2. 5 interviews with fourth/final-year political science undergraduates who are completing a senior thesis, and
3. 3 political science professors.

The panel also will feature critical analysis of both the process and the outcomes of this study by two scholars who have used decoding extensively. The panel will provide insights into the nature a specific disciplinary bottleneck (the political science literature review) as well as exploring the implications for decoding and for sotl of involving students as partners in this research.

Pace, D. & Middendorf, J. (2004). *Decoding the disciplines: helping students learn disciplinary ways of thinking*. New directions for teaching and learning, vol.98, san francisco: jossey bass.

Shopkow, I. (2010). "What 'decoding the disciplines' has to offer 'threshold concepts,'" in *Threshold concepts and transformational learning*, ed. Jan h. F. Meyer, Ray Land, & Catherine Baillie (Rotterdam: Sense Publications).

Zhu, C., Rehrey, G., Treadwell, B. & Johnson, C.C. (2012). Looking back to move ahead: how students learn geologic time by predicting future environmental impacts, *journal of college science teaching*, 41 (3), 60-66. 317-32.

TUESDAY SESSION 16: PECHA KUCHA AND LIGHTNING TALKS

09h 40 -11h 10 Room G05

LIGHTNING PAPERS

1: Partnering in our Roles as Teachers, Learners, and Researchers

Mary Goldschmidt, University of Scranton, USA

This presentation will examine one way that SoTL can inform the changing roles and expectations of students and teachers in higher education. An important dimension of these changes involves not only greater learner autonomy, but deeper partnerships between faculty and students. Likewise, in the ongoing evolution of SoTL, a commitment to students as co-inquirers is an equally important development. In both areas, the target is a “shared responsibility” for learning, as well as a commitment to examining what Peter Felten identifies as those problems which inhabit “the space between what the teacher and the students do”. My study examines this shared space in two ways. First, it focuses on effective ways to foster self-regulated learning (SRL) among students by using explicit instructional methods. Decades of scholarship have shown that students who use the metacognitive strategies associated with SRL, namely, goal-setting, self-monitoring, and self-evaluating, are more effective learners. In higher education, studies examining the effects of instructional interventions confirm the positive influence of SRL on student learning and achievement. Less-studied have been student attitudes toward these methods when they are required and assessed as part of the course grade. It is in these attitudes that we gain insights into the intersection of teachers’ and students’ experiences in the learning environment. The small-scale, initial phase of my study had as its participants students from a variety of majors enrolled in an introductory literature course that included explicit instruction in SRL. Data from an anonymous survey and interviews will be analyzed for factors that might impede or enhance overt instruction in SRL. Findings will then be used, in collaboration with student co-inquirers, for the design of phase two of the study in the following year. Both the content and methodology of this study address a partnership model in higher education.

2: Two birds with one stone: promoting staff and student development through scholarly engagement with the evaluation of new practice

Charles Neame and Peter Gossman, Manchester Metropolitan University, UK

In 2014 Manchester Metropolitan University created a scholarship fund to support the evaluation of new pedagogic practice being developed by its academic staff. The local context is Higher Education research as an institutional priority, reflecting a sectoral context of an increasing focus on pedagogic research (McEwen & Mason O’Connor, 2014). Awards were advertised internally as ‘scholarships’, to foreground the centrality of the sometimes ambiguous idea of scholarship in the proposal (Bovill et al, 2012; Gossman et al, 2009). The fund has not supported the development of new resources or methods, but the evaluation of their application or implementation, with an emphasis on pedagogic impact. 8 scholarships of £8000 each were offered. The fund was oversubscribed, and the selection process eventually resulted in the award of 12 scholarships, varying from £2000 to £8000. This paper presents a preliminary evaluation of the effectiveness of the scheme; not in achieving the specific aims of the individual projects in the aggregate – to be considered subsequently - but in terms of the award winners’ evaluations of the scheme as a mechanism for helping them to engage with the scholarship of teaching and learning. Their experiences and preliminary evaluations of the scheme, its processes and impact to date are presented in the paper. This will include a discussion of the perceived benefits: to the researchers (in terms of their professional development); to their students; and to their academic departments. The discussion will also consider any weaknesses in the design of the scheme, and whether these could be amended in future iterations. The paper will therefore propose initial recommendations for the further development of this and equivalent schemes.

Bovill, C., Sheward, L., & Smyth, K. 2012. Higher Education research in Scotland. Edinburgh. Universities Scotland.

Gossman, P., Haigh, N., & Jiao, X. 2009. The Status of the Scholarship of Teaching and Learning (SoTL) in New Zealand Universities: Three institutional case studies. Ako Aotearoa

McEwen, L. & Mason O’Connor, K. (Eds). 2014. Developing pedagogic research in Higher Education. London: SEDA.

3: Bridging Boundaries - focusing on the aim of education and educational meetings

Kristina von Hausswolff and Anne-Charlotte Ek, Malmö University, Sweden

New challenges have faced higher education due to its expansion from 1990s and onwards. Today educators meet larger and more diverse student groups in combination with demand for cost beneficial teaching. Pedagogy is one way of handle the situation - methods of teaching and resources for learning. We believe it is risky to divert teaching methods from the subject taught. Gert Biesta, professor of Education, points out that since the 1990 the discourse in relation to education have changed towards learning [1]. He takes a critical approach to today's focus on student's learning as individuals. This route risk oversimplifying the complexity of teaching and the important relationship between teacher and student is underestimated. Combining Biesta's standpoint with the four didactical questions what, how, why and for whom place the meeting between the student, the subject and the teacher at the center. In line with Biesta [1] we argue that that the aim of education need to be articulated and orchestrate. The aim of education has three aspects; qualification, socialization and subjectification [1]. When the meeting take place, both teacher and student are qualified in the subject matter. The student is at the same time socialized to the norms, and practices of the academic community. We argue that "diversity" is a necessary precondition for an educational meeting and for the discipline to evolve. To the question raised: How can SoTL inform the changing roles and expectations of students and teachers in higher education? Our answer is: Focus on the aims of education in combination with didactic questions. We illustrate our standpoint in the Didactic Triangle: "teacher-student-content" combined with Biesta's framework "qualification-socialization-subjectification". In our presentation we will illuminated our argument with examples from our teaching. G. Biesta "Good education in an age of measurement: ethics, politics, democracy." Boulder, Colo.: Paradigm Publishers, 2010

4: Rewarding teaching excellence – a discussion of long-term organisational impact

Torgny Roxå and Thomas Olsson, Lund University, Sweden

The Faculty of Engineering at Lund University rewards teachers for their scholarly approach to the development of teaching and learning (Olsson & Roxå, 2013). Teachers can apply to the Pedagogical Academy and if they meet certain criteria they will get a raise in salary, their departments will get extra funding, and the teacher will be awarded the title "Excellent Teaching Practitioner". In this presentation we discuss how a reward systems can influence the culture of higher education organisations. Our system was launched in 2002 and findings from 2008 pointed towards a significant impact on the local culture. We have examined assessment useful for determining cultural impact from a reward system based on the scholarship of teaching and learning (Olsson & Roxå, 2008). Criteria include: "Who are rewarded?", "How does the careers of rewarded teachers develop?", "Are successful researchers engaging?", "Are different policy-levels, as well as written policies, affected?" The present study focuses on long-term organisational effects. We found that a significant proportion of individuals in the Faculty Board, the Faculty Management Team, the Departmental Leadership Team (eighteen Heads of Department), the Recruitment Board, the Careers Board, the five Educational Programme Boards, and the three Research Boards were members of the Pedagogical Academy – typically between 25 and 40%. Within the entire teaching staff, 15% are members of the Pedagogical Academy. Other results show that 34% of the members are full professors, and that policies for promotion and hiring have changed significantly. We conclude that the orientation among rewarded teachers is of highest importance if we want to achieve a long-term organisational impact. We also conclude that it takes time to reach the kind of impact described here.

5: Using Music along with the Scholarship of Teaching and Learning to bridge the gap between Academia and Society

Mary G. O'Brien, University College Cork, Ireland

This paper will demonstrate how the scholarship of teaching and learning has been used to disseminate the knowledge of free composition and the teaching of sight singing to previously untrained adult members of society. It shows how the gap between academia and society can be bridged by using a clear and defined, step by step, approach to teaching and learning. Excerpts from this process will be shown, as well as elements resulting from this work. Music will be the key element used for demonstration purposes, but artistic style graphic scores and digital media aspects of my work will also be executed. The results of the aims and objectives, in the form of musical compositions will be shown to

highlight my working methodological approach which evolved from conception through time, media and space to its current evolutionary state. Aims and objectives will be clearly stated. Case Studies showing the resulting approaches to the scholarship of teaching and learning music to various groups of adults within Cork City and County will be demonstrated. A sample of various learning styles were tried and tested. Links to relevant educational theories will be drawn and explained as part of this presentation on the scholarship of teaching and learning, in relation to music and how it can bridge the gap between education and society.

PECHA KUCHA

1: The effects of Semesterisation on Teaching for Understanding; the students' perspective

Aoife Ryan, F. Jerry Reen, Stuart Collins, Gerard McGlacken and Marian McCarthy, University College Cork, Ireland.

A semester-based system was introduced at UCC in September 2014. Supported by the university's strategic plan for the development of teaching and learning, semesterisation is envisaged to promote the 'student learning experience by distributing workload throughout the academic year, encouraging better student engagement in their studies earlier in the year and reducing pressure with split examinations'. The focus of this research is to assess our students' experience of semester one with the aim of informing SoTLs role in the transition to semesterisation in UCC. A 27-part questionnaire was constructed and distributed online to students across the College of Science, Engineering & Food Science. Questions were stratified into categories with emphasis on semesterisation in general, student learning, exams, and the student experience. Students from a diverse array of disciplines responded to the survey. Preliminary findings (n=315) have provided interesting insights into the students perspective and experience. The majority of students (68%) felt the introduction of semesterisation led to exam-oriented fragmented learning and put increased emphasis on 'learning for exams versus learning for understanding'. Just 17% felt there was time in classroom to engage in activities that allowed them to develop understanding of the topics; the remainder felt modules were too rushed. 60% felt 'they did not have time to develop connections between modules'. In relation to assessment, 37% of students reported they had significantly less continuous assessment (CA) and 36% stated CA was completely dropped from several modules. 77% believed that semesterisation helped them to get better exam results but only 56% believed that semesterisation helped them to 'better understand the material'. Perhaps related to this, 47% of students are either planning or thinking about getting grinds to bring their S2 marks up. In relation to the 'student experience' most felt there was 'no time for extracurricular activities and many reported they felt 'stressed', 'rushed' and 'exhausted'. Despite this 78% said they preferred a semester-based system and overall first and second years appeared to cope best. The majority of students appear to prefer the semesterised academic year but there appears to be a major focus on teaching and learning for terminal examinations versus teaching and learning for understanding.

2: Student and staff perceptions of embedded skills

Derek Raine and Sarah Gretton, University of Leicester, UK

The Natural Sciences programme at the University of Leicester is delivered by research-based (or problem-based) learning explicitly designed to embed professional skills into science modules. Each of the core modules is based round an interdisciplinary problem and the professional skills supported with authentic, usually group assessments. A skills module runs alongside the core science content modules to prepare students for the assessments, for example by running formatively assessed sessions on presentations, writing for various audiences and so on. But these cover only a subset of the skills we hope to develop. Such areas as critical thinking and leadership are not explicitly taught but are nevertheless an expected learning outcome. So staff know how programme is supposed to work, but how is it perceived by students? Do they see a progression of skills which they acquire with increasing confidence? Can they articulate these skills for example to prospective employers? Can they even use these skills outside the classroom? The talk will discuss the variety of authentic assessments through the programme and the way in which they are supported. We will then present the results of a questionnaire and focus groups with current students and recent graduates run as part of an undergraduate pedagogic research project soliciting our students' views on their progress and the confidence they have in their development in each area.

3: The Talent Framework Underpinning Faculty Success: Exploring How to Support Faculty Engagement in International Scholarly Networks

Anne Graham and Grainne Neville, Waterford Institute of Technology, Ireland

Talented people are 'individuals who can make a difference to organisational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential.' (CIPD, 2007: pg3).

Heretofore, faculty members have determined the nature and extent of their professional development; most often driven by career progression ambitions and research interests. Pressure for change has meant that for most research active and research engaged faculty their projects and studies now take place within a context where there is tension between the rigor, relevance and accountability in their research publications and the needs of society in general. Therefore, going forward faculty will have to maintain the relevance of their research interests to their academic community; and to the practice community. This will have implications for their core research, networked relationships, and inter-disciplinary orientations. The study explored how faculty members engage in international scholarly networks. More precisely, the aim was to identify how talented individuals create social network relationships, research collaborations and social/professional linkages that lead to valuable learning opportunities and research contributions. Literatures that inform this study include Bourdieu, (2004); Donald (2002); Weaver, Robbie, Kokonis and Miceli (2013); Graham Cagney and Mannix (2014); Santonen and Ritala (2014). This interview study used qualitative critical incident techniques (Ellinger & Watkins, 1998) with purposeful sampling from current full-time faculty at the University of Georgia, Athens, Trinity College Dublin, and TSSG (WIT) who agreed to be interviewed.

The research results identify aspects of the talent framework underpinning faculty success in international scholarly networks. It also identified the role of evolving social, personal and professional identity as an enabler in developing competencies that underpin networked relationships and inter-disciplinary orientations. The need for more research into the talent framework underpinning collaborative scholarship and faculty engagement in scholarly networks in general is identified.

4: Conditions for the development of a quality culture - an exploration from the perspective of leaders and awarded teachers

Klara Laksov, Stockholm University, Mikael Alexandersson, Halmstad University College, and Asa Kettis, Uppsala University, Sweden

How do Higher Education Institutions handle external demands and influences that changes with social trends and political agendas? Harvey & Stensaker (2008) identified four different types of quality culture that characterize an institution one of which is the regenerative quality culture, which has the traits of a learning organisation. In this paper we aimed to understand how Higher Education Institutions may go about creating such a regenerative quality culture. In the spring of 2013 we asked all Swedish universities to send a list of their educational award winners from the last five years. These laureates (n = 190) at Swedish universities were sent a web survey with open questions about why they got the prize, what they believed have contributed to their success, any obstacles they encountered and what they believed that the management can do to promote good quality teaching at different levels of the university (department, faculty and university). Additionally we conducted five interviews with strategically selected people from different countries with a knowledge and experience in higher education leadership. In a qualitative content analysis (Graneheim & Lundman, 2004) the responses of the educational award winners (n = 82) were read through in its entirety and then categorized into themes. The activities prize winners claimed to have been rewarded for focused largely on two areas - that they had created a positive learning environment or that they had developed and renewed courses or programs. The obstacles and strategies the awardees suggested that the university management should focus on to create good conditions for teaching quality included culture, organization and resource allocation. These were mirrored to the interview outcomes. The obstacles as well as the strategies are discussed in the paper in relation to the four types of quality culture defined by Harvey & Stensaker.

Graneheim, U.H., and Lundman B. (2004) "Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness". *Nursing Education Today*, 24, 2, 105-112.

Harvey, L. and Stensaker, B. (2008) "Quality Culture: understandings, boundaries and linkages". *European Journal of Education Research, Development and Policy*, 43, 4, 427-442.

4: Understanding leadership

Susan Morón-García, University of Birmingham, UK

This paper discusses the development of a module on leadership as part of a postgraduate programme on academic practice. "The programme is built upon the principles of participation, collegiality, action learning and enquiry-based learning. We seek [...] to promote [among other things]:

- engagement with the Scholarship of Teaching and Learning;
- a critical approach to practice and context" (Morón-García, 2014, p12)

With this in mind I surveyed what was already on offer within the institution, reviewed the scholarship of academic leadership, discussed the proposed outline with an academic leadership consultant and, for the first iteration, co-facilitated with an experienced academic leader. As a result the module encourages participants to analyse what is meant by leadership, to critique and explore this in their context, to evaluate their own leadership experience and to plan for the type of leadership they would like to undertake. This includes acknowledging the complexity of academic leadership (Bolden et al, 2012, Rowley & Sherman, 2003), thinking through whether or not they want to have a formal leadership role, or whether they would prefer to lead in a different way, drawing on discussions about distributed leadership (Gosling et al 2009, Jones et al 2012) and on Morley's (2014) work highlighting the way many women, in particular, do not want to join the "leaderati" because of their discomfort with the culture. The outcomes of this work support the creation of different institutional spaces in which to discuss the concept and practice of leadership in higher education (in contrast to the often managerial nature of the courses on offer). In addition the reading of and responses to the scholarship, as well as reflection on culture and context, suggest that we need to do much more to nurture leaders who reflect the diversity of our staff and student population.

Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M., & Haslam, S. A. (2012). *Academic leadership: Changing conceptions, identities and experiences in UK higher education*. London: Leadership Foundation for Higher Education.

Gosling, J., Bolden, R., & Petrov, G. (2009). Distributed Leadership in Higher Education: What Does It Accomplish? *Leadership - London*, 5(3), 299-310.

Jones, S., Lefoe, G., Harvey, M., & Ryland, K. (2012). Distributed leadership: a collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy & Management*, 34(1), 67-78.

Morley, L. (2014). Lost leaders: women in the global academy. *Higher Education Research & Development*, 33(1), 114-128.

Morón-García (2014) *Postgraduate Certificate in Academic Practice: Participant Handbook*, Birmingham: University of Birmingham

Rowley, D. J., & Sherman, H. (2003). The special challenges of academic leadership. *Management Decision*, 41(10), 1058-1063.

TUESDAY SESSION 17: BUILDING DIGITAL LITERACY

11h 30 -13h 30 Room G02

Can Twitter be Used to Enhance Student Engagement and Learning of Neuroanatomy in Medical Education?

Catherine Hennessy and Scott Border, University of Southampton, UK

Students in higher education are increasingly expected to engage in discussion to encourage deep learning. Student participation in discussion during lectures and on forums is often unsuccessful, which can be frustrating for teachers hoping to use discussion to evaluate and provide feedback on their students' learning. At the University of Southampton, Twitter has been successfully used by many faculties to increase student engagement, however not yet by the faculty of medicine. Neuroanatomy is a notoriously difficult subject in medical education, with students often feeling worried and anxious before they have even started, potentially decreasing their engagement with the subject. Neuroanatomists are encouraged to support learning using current, relevant methods however there are limited reports on the use of Twitter to support Neuroanatomy teaching. This study investigated whether Twitter can be used to create an informal space for neuroanatomy discussions between students and teachers and whether this was conducive to: learning, increased student engagement and relieving students' anxieties. The nlm2soton hashtag was created and was displayed (via a widget) on the University's Virtual Learning Environment (Blackboard) for a cohort of 197 BM5 Year 2

medical students studying neuroanatomy. Student usage was tracked to measure levels of engagement throughout the course. Student opinions on the use of Twitter were obtained during a focus group and from questionnaires. 150 questionnaires were completed and revealed that Twitter was useful for: learning neuroanatomy (69% agreed), receiving feedback to assist learning (67% agreed), easier communication with teachers (80% agreed), building engagement (75% agreed) and increasing morale (72% agreed). Focus group outcomes reinforced these points. Twitter was successful in aiding student learning and engagement with Neuroanatomy. Interestingly, contributions intended to raise spirits were the most common. These were valued highly by students due to the stress relief and sense of support they provided.

Patterns of student engagement with a variety of learning resources in a large first year mathematics module

Maria Meehan and John McCallig, University College Dublin, Ireland

With so many electronic resources available now to students and lecturers, it is important that we engage in the scholarship of teaching and learning to better understand how to incorporate these resources into our modules. In particular, in this study, we are interested in the impact that making video resources available to students, has on how they engage with the live lecture. Maths for Business is a large first year module that is core for all Business students in University College Dublin. In 2013-2014, the module coordinator and one of the presenters of this talk produced short videos using Explain Everything on an iPad. These videos were based on the learning outcomes for the module and were made available to students on Blackboard - the university's Virtual Learning Environment. Students were informed that they were free to attend lectures, watch the videos, or both. We were keen to monitor how they would engage with the various resources on offer and to this end the following data was collected: attendance at the live lectures; number of times each video was accessed by each student, and date of access; attendance at weekly workshop; attendance at weekly continuous assessment quiz; attendance at MSC; in addition to prior mathematical achievement and each student's final grade in the module. In this talk we will discuss the patterns of engagement of the students with the variety of learning resources on offer. We will also discuss the impact on learning depending on whether students actively engaged with live lectures and/or the videos.

Rather a blog than a word: building teachers' digital literacy through the experience of a fully online course

Dominique Verpoorten and Françoise Jerome, University of Liege, Belgium

The CAPAES (compulsory training program for higher education teachers in Belgium) has last year integrated an online course (1) in its program. This oral presentation highlights the trainers' underlying reasons for this choice, presents the tools used (a blog, as an icon of Web 2.0 applications, and a traditional eLearning platform), and reports on the 34 participants' exposure to such an instructional setting. Data reveals that: a) the digital literacy of the teachers, prior to their implication in the course, was relatively small (even in the personal sphere), b) despite this limited familiarity, all teachers could make use, as learners, of the offered digital tools, and c) a fair level of satisfaction results from this fully-online course experience, albeit only weakly linked to the discovery of new tools and to the teachers' awareness that these could be used in their own teaching. The oral presentation reports on the regulations that took place in the course, based on this feed-back. In an extended scope, the presentation lastly relates the local observations to models of teacher professional development (TPACK (2), phases in continuums - ACOT (3), LOTI (4) - of teacher learning and adoption of technologies) and formulates some questions and recommendations possibly useful to teaching and learning centers dealing with the training of teachers' digital literacy.

Syllabus available at: <http://progcourse.ulg.ac.be/cocoon/en/cours/PESU0027-1.html>

Koehler, M.J., & Mishra, P. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teacher Education Journal*, 108(6), 1017-1054.

Dwyer, D., Ringstaff, C., & Sandholtz, J. (1991). Changes in Teachers' Beliefs and Practices in Technology-Rich Classrooms. *Educational Leadership*, 48 (8), 45-54.

Moersch, C. (1995). Levels of technology implementation (LoTi): A framework for measuring classroom technology use. *Learning and Leading with Technology*, 23(3), 40-42.

"The Media Workshop" - Designing a Sustainable Organisation for a Digital Learning Environment

Marie Leijon, Kristina von Hausswolff, and Patricia Staff, Malmö University, Sweden

In this presentation we will report and discuss experiences from the process of designing a sustainable organisation for a digital learning environment for Malmö University as a whole. With pedagogy as a starting point the aim has been to create an intentional community of practice with a focus on learning and digital media. Malmö University aims to be at the pedagogical forefront by using information technology and the possibilities afforded by new media, in order to create a more efficient learning process and a mutual exchange of knowledge. But how can this strategy be realized? New forms of teaching and learning in higher education require new spaces for teaching and learning. We also know that teachers in higher education need support, training, learning resources and infrastructure in order to create those new learning spaces and to develop their scholarship of teaching and learning with a focus on digital media (cf Allen et. al 2012 a,b; Bebell & O'Dwyer, 2010; Holcomb, 2009). Our solution to this challenge is to create a multi-institutional research based hub for learning with digital media. The idea stems from the Lave & Wenger (1991; Wenger, 1998) concept "community of practice" with the addition of technology stewarding as a way to cultivate digital learning processes. At Malmö University this hub goes under the working title "the media workshop" and has both a physical and a virtual form.

TUESDAY SESSION 18: INFORMING KEY TRANSITIONS

11h 30 -13h 00 Room G14

Investigating the Impact of an Inquiry-based Laboratory Course in First-Year University

Kathy Nomme, Thomas Deane, Erica Jeffries, Carol Pollock and Gulnur Birol, University of British Columbia, Canada

Students entering the first year of university undergo a significant transition in their attitude towards learning. While the emphasis in high school (secondary school) science is on acquiring information, recognising patterns and applying basic concepts, in university we expect students to take responsibility for their own learning, to ask questions, and to know how to take steps to answer those questions. A first-year biology lab course has been designed to facilitate students' experience of scientific inquiry, which leads them to ask meaningful questions, develop means of obtaining evidence, and make inferences from their findings. The major component of the course is the design, planning, and implementation of a unique experiment. Students then analyse the results and communicate their findings (written and oral reports). As part of our ongoing course revision process, we initiated a SoTL project to investigate whether our students in this inquiry-based lab course develop skills to think more like a scientist. We were particularly interested in students' conceptions of science as a process of investigation and whether this lab influences these conceptions. Our methodology included systematic measurements of student attitudes towards science as a process, as well as student learning of important concepts. We used a set of validated instruments consisting of a locally developed attitudinal survey, and student interviews targeting student attitudes, and validated concept inventories related to experimental design and statistical reasoning to assess student learning. We administered the survey and the concept inventories at the beginning and at the end of the course. In this paper we will share the findings of this SoTL project and how the findings are informing the revision of the curriculum to further support the development of positive attitudes and of thinking "like a scientist" in first-year students.

Teaching and learning interventions in a first year Biology course

Teresa Redmond, Maynooth University, Ireland

This paper analyses the impact of teaching and learning interventions on a first year Biology undergraduate programme. The overhaul targeted perceived barriers to learning, and also targeted difficulties encountered in the transition from secondary to tertiary education. In addition to an extensive literature review, qualitative methods in the first stage informed the interventions, with a series of interviews being conducted with both students and faculty.

Constructive alignment (aligning learning outcomes, learning and teaching activities and the assessment) was the underpinning framework. A common theme or 'story-line' was identified for the co-taught course, and key 'troublesome knowledge' or 'threshold concepts', were identified and targeted in well-resourced labs and workshops. Learning resources that were incorporated included a specifically designed, formative and summative assessment regime, multi-media resources, animations, models, and targeted preparation of graduate-teachers for small group teaching and learning episodes. The course restructuring resulted in 3 successive years of substantial grade improvement (of at least 20%). From year two, financial constraints resulted in replacing graduate-teacher graded assessments with an on-line learning and assessment platform. While this latter methodology primarily targets 'factual knowledge' at the 'recall' and/or 'comprehension' level of cognition, evidence suggests enhanced learning at the higher cognitive levels. Effect on retention is also reported.

Collecting and analysing qualitative data on mathematical difficulties experienced by students attending a maths support centre in Ireland

Nuala Curley and Maria Meehan, University College Dublin, Ireland

Since September 2008, there have been approximately 25,000 visits in total to the UCD Maths Support Centre (MSC). For each visit, there is an electronic record of the mathematical topic that the student sought support for and the module the student is studying in addition to other information. Our experience in the MSC led us to believe that an analysis of the MSC records could reveal certain basic mathematical topics and concepts that cause persistent difficulties for students. Our first look at the topic data collected however, proved disappointing. We found the tutors' comments too broad in nature. They lacked the detail necessary to effectively identify and diagnose the basic mathematical difficulties that were underlying some of the queries and topics that students presented to the MSC with. Our challenge was to develop a process of qualitative data collection. Firstly we devised suitable codes for the basic mathematical difficulties. Secondly we discussed with the tutors how we might be more specific in our topic entries and at the same time find ways to ease the work involved for the tutors. From February to April 2014 we undertook a pilot study. During this time we worked with the tutors emphasizing the importance of recording not just the mathematical topic that students presented with, but more importantly, identifying and recording the basic mathematical difficulties that the students encountered while working through problem areas. In September 2014 we began our data collection. It involved 8 weeks of intensive collaborative work with the tutors to ensure the quality and authenticity of the data. In this presentation we present a preliminary analysis of the prevalent mathematical topics that are emerging from this eight-week data collection.

Negotiating a practice of learning

Staffan Andersson, Anders Johansson, Maja Elmgren and Minna Salminen Karlsson, Uppsala University, Sweden

Research on study choice and participation in higher education, particularly in science and engineering, stresses the importance of students' on-going identity work as learners (Holmegard, Ulriksen & Madsen, 2014; Henriksen, Dillon & Ryder, 2015), especially on the scale of field of study. Our project explore how such identity work takes place on course level. An interview study concerning course achievement was undertaken with 21 students on a third-semester physics course. An interpretative discourse analysis (Gee, 2011) of the interviews yielded a model for students' negotiations of their practice in the course. Three types of practice were described: Ignoring to study, Studying to pass, and Studying to learn. The choice between these was influenced by the significance recognized for the course. This recognition, in turn, was generally discussed in relation to identity, largely connected to programme affiliation. This negotiation process becomes especially relevant when differently profiled programmes allow students to recognize and expect different ways of doing disciplines. However, in the study context they often study the same courses. We will present examples of the consequences this can have, based on quantitative data from the fields of physics and economics. Our results emphasize the importance of designing and teaching courses in a way that enable all students to recognize them as significant, to encourage both learning and participation.

Gee, J.P. (2011). *An introduction to discourse analysis: theory and method*. (3rd ed.). New York: Routledge.

Henriksen, E.K., Dillon, J., & Ryder, J. (Eds.). (2015). *Understanding student participation and choice in science and technology education*. Springer.

Holmegaard, H.T., Ulriksen, L.M., & Madsen, L.M. (2014). The process of choosing what to study: A longitudinal study of upper secondary students' identity work when choosing higher education. *Scandinavian Journal of Educational Research*, 58(1)

TUESDAY SESSION 19: BUILDING DIGITAL LITERACY

11h 30 -13h 00 Room G15

Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy

Elaine Riordan and Fiona Farr, University of Limerick, Ireland

It is widely agreed that '[r]eflection on experience provides a means for prospective and experienced teachers to develop more informed practice, making tacit beliefs and practical knowledge explicit, articulating what teachers know and leading to new ways of knowing and teaching' (Crandall 2000: 40). Reflective practice in language teacher education has been realised in a number of ways, for example, reflective journals (Richards and Farrell 2005); professional development portfolios (Farr Forthcoming); and of relevance to us blogs and electronic portfolios (Pryor and Bitter 2008). Using such asynchronous tools with professional teachers can not only foster reflections on teaching practices, but may also facilitate the development of digital literacies, and the possible integration of technology in teaching (Arnold and Ducate 2006). This paper therefore explores the use of electronic portfolios for individual reflections, and a shared blog for collaborative reflections, for professional TESOL teachers during the first year of a structured PhD programme. We employ a mixed-methods approach in that we examine the discourse from the online tools for evidence of reflection and learning through computer-assisted corpus-based techniques. Such a methodology allows both quantitative and qualitative analyses of data. As well as being interested in the affordances such tools have for reflective practice and social learning, we also explore the merits such tools have for building teachers' digital literacy. This is examined via surveys distributed to the teachers after using the tools to investigate their perceptions towards the tools, to examine whether they have continued to use the tools, and whether they feel their skills have increased. This paper concludes with a discussion of the implications of such findings for teaching and learning in a digital world.

A Developmental Shift in Retention of Content from Digital and Paper Sources?

Nicholas Freestone, Gurpreet Singh Lohia, and Thuy Mason, Kingston University, UK

It has been shown (Mangen et al, 2013) that primary school children do better in tests of factual recall when they read printed text material compared to digital text material. This latter study was performed on tenth grade school children in Norway. Similar studies on university-age students in the UK have not been extensively reported up to now. Here we report on a study that looked at higher education (HE) students at levels 4 and 6 (Years 1 and 3) in a UK HE institution to determine if there were differences manifested in the ability to accurately recall information from paper- and digitally-presented content as students progressed through the university system. Students were presented with the same body of information and could choose whether to study that information in digital or paper forms in a time-constrained manner. Immediately after this period students were presented with questions relating to the text studied. A preliminary analysis of the answers given by the participants in their first year of university studies (Level 4) revealed that there were significant differences between the accuracy of recall of information from the two media sources. Students gained higher marks on average when tested on their recall from paper compared to digital sources of information. However, no such differences were manifested in the final year (Level 6) cohort. Mangen (2008) has suggested that student learning from any media source is crucially dependent on the nature of the physical interaction between student and media source. We hypothesise that as students progress through the HE system they are increasingly able to efficiently retain information from a variety of media sources.

Technology Enhanced Learning: The use of first person perspective video recording to improve medical student training in procedural skills

Patrick Henn, Robert Gaffney, Áine Connolly, and Anthony Gallagher, University College Cork, Ireland

The training of medical students to perform procedural skills is a fundamental component of medical education. The clinical skills laboratory (CSL) has emerged over the past two decades as an essential structural unit in which to undertake this training. Technology Enhanced Learning (TEL) in medical education is evolving. TEL has the potential to introduce new technologies for use in teaching and learning, and for use in the assessment of learning. TEL can enable learners to have increased control over their learning, allowing learners to customize their learning to meet their personal learning objectives, including the sequence of learning, the pace of learning, and the time apportioned to learning. Training in a simulated environment is an effective form of learning because it incorporates feedback thus allowing trainees to hone their performance. This affords the trainee the opportunity to engage in deliberate practice training, rather than the traditional approach to training which relied more on repeated practice. Metric-based performance feedback to trainees drives efficient and effective learning and skill acquisition. The capability to video record from a first person perspective offers trainees the opportunity to review their performance and to score their performance against pre-defined metrics. In our pilot, we used first-person perspective video recording of IV cannulation training to deliver metric-based performance feedback to final year medical students. Two groups of 12 students were prospectively randomized either to a Traditional Training (TT) group, or to a group using video glasses to record their performance, the Proficiency-based Progression (PBP) group. The TT group showed greater performance variability and made 2½ times more procedure errors than the PBP group. This difference was statistically significant ($p = 0.018$). We conclude current and next generation technologies having substantial potential to advance medical education in the 21st century, especially when combined with evidenced based pedagogical practices.

Assigning Learning Activities – does sequence matter?

Karen Smith and Sunita Chowrira, University of British Columbia, Canada

As part of the Flexible Learning Initiative (FLI) at the University of British Columbia, two of the first-year Biology courses were transformed in the semi-flipped classroom model. The goal of the FLI is to promote deeper conceptual understanding along with an emphasis on a relevant and rewarding learning experiences in the classroom. A variety of content delivery methods were introduced to make the flipped classroom approach feasible and sustainable. A major part of the in-class time is devoted to group work, problem solving and discussions that are supported with timely and appropriate scaffolding. The in-class group activities are designed to include introductions, sufficient time for the activity, and intermittent follow-ups to summarize and conclude the activity, as a way to help students make meaning of the activity and learn from the experience. The success of our approach in the first year courses is being systematically assessed using validated concept questions as pre- and post-tests. Pre- and post-surveys on student involvement, motivation, and engagement are also being used to document student perceptions of the approaches being implemented. Lessons learned from the transformation of the two large enrolments, multi-section, 1st year biology courses, are informing similar transformation of 2nd year and other upper-level courses in Biology. Data from the assessments of the project, our triumphs, and our challenges will be shared in the presentation.

TUESDAY SESSION 20: PANEL DISCUSSIONS

11h 30 -13h 00 Room G08

11h 30-12h 15

Developing a writing group for academic staff writing about the scholarship of teaching and learning

Susan Smith, Leeds Beckett University, UK

Academic staff already in post at Leeds Beckett University are under increased pressure to have a PhD.

This work explores engagement methods that the Centre for Learning and Teaching at Leeds Beckett University uses to foster collaboration for our academic writers and to support those academic staff doing a PhD by published work. This work has resulted in a burgeoning writing group, a strengthening of the teaching and learning culture and scholarship, improved staff relationships and sharing of practice across the disciplines. Increasing numbers of staff are registering for a PhD by published work in the UK and internationally and writing for publication can be stressful, isolating and demanding (Smith and Deane, 2014). Supporting their needs to reach an appropriate standard for publication in the public domain and for the PhD threshold standard is important (O'Sullivan and Cleary, 2014) and can be achieved through writing groups where mutual engagement and a sense of joint identity are fostered through a community of practice. (Wenger, 1998). In addition, staff undertaking a PhD by published work award or, indeed, just writing up their scholarship for peer reviewed journals need to show the "triple whammy": coherence, contribution to the field and originality in their publications and final synthesis summary (Smith, 2015). Our experience might usefully be shared with other academic writers, educational developers and researchers. Discussion of the sharing of key methods used in Leeds such as a) the writing group, b) draft sharing of papers/outputs to elicit strength in originality, coherence and contribution to existing knowledge using a supportive feedback model for writing support (Ryan and Zimmerelli, 2006), c) supervisor networks and d) the production of a themed edition journal will be outlined.

12h 15-13h 00

Scaffolding undergraduate research and inquiry in the curriculum

Dilly Fung, University College London, UK, Colm O Tuathaigh, Siun O'Flynn, and Bettie Higgs, University College Cork, Ireland

This session will feature a seeding paper by Dr Dilly Fung on the "Connected Curriculum" at University College London, an institutional wide initiative which seeks to integrate research into every stage of an undergraduate degree. This will be followed by case studies of good practice in embedding undergraduate research from participants in an institutional pilot mapping exercise. Participants will be introduced to a mapping tool which was developed from Council on Undergraduate Research's COEUR tool and further refined by the work of Angela Brew, Macquarie University, Australia. It is envisaged that the session will encourage further discussion on approaches to support the incremental development of students' research skills and an enquiry-based mind set. Participants will be invited post event to use the mapping tool for their own programme or module.

TUESDAY SESSION 21: PECHA KUCHA AND LIGHTNING TALKS

11h 30 -13h 00 Room G05

PECHA KUCHA**1: Incorporating the Visual into Teaching and Learning**

Barbara Stuart, University of Denver, USA

This session invites participants to consider the barriers to assigning and assessing visual projects in management education. Although students are increasingly media literate, proficient with a variety of media to produce images, illustrate concepts, locate contexts, develop web pages, films, graphics and use multi-media to more fully express themselves, there are few academic venues for this demonstration of a significant learning experience (Fink, 2013). Researchers (Bell & Davison, 2013) have compiled studies of barriers to theorizing, producing or assessing these artifacts. Participants will familiarize themselves with these barriers to visual essays and examine anecdotal evidence of student's engagement with content through visual essays, including conversations with students and faculty. Finally using the assessment tools already available (Van Leeuwen, & Jewitt, Eds., 2001), and multi - media materials provided, participants will have an opportunity to prepare a visual essay to elaborate a learning objective of their own choosing. For those interested in experimenting with new assessment methods, Future Work Skills 2020 identifies ten critical work skills not usually assessed in the classroom. This research collaboration identifies skills like sense-making, media literacy and a design mindset. A rubric will be provided to assess the demonstration of these skills in visual essays. Learner centered and developed materials, images and artifacts may fall under the category of 'disturbing the peace' as described by Mack (2013). Those involved in such aesthetic inquiries create disturbances in learning's historical ways of knowing and may require new ways of making the invisible, visible.

Bell, E., & Davison, J. (2013). Visual Management Studies: Empirical and Theoretical Approaches*. *International Journal of Management Reviews*, 15(2), 167-184.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

Gallos, J. V. (2009). Artful teaching: Using the visual, creative and performing arts in contemporary management education. *Handbook of Management Learning, Education and Development*, Sage Publishing, Thousand Oaks, CA.

Mack, K. (2013). Breaching or disturbing the peace? Organizational aesthetic encounters for informed and enlivened management learning experiences. *Management Learning*, 1350507613506676

2: SoTL for changing organisations and teaching methods – HAWK

Torsten Sprenger, University of Applied Science and Arts (HAWK-HHG), Germany

The University of Applied Sciences and Arts - Hildesheim, Holzminden, Göttingen (HAWK -HHG) newly introduces SoTI as a special instrument for teacher training, organisational change and as a coaching variant. As SoTI is not a very well-known training method in Germany, possibilities seem to be large and rewarding. As science and teaching do have high degrees of freedom, especially new and modern teaching methods sometimes do need a long time to get implemented. The Project "LernkulTour" at the HAWK places a particular emphasis on organisational implementation of their supported processes, which should have a high acceptance from lecturers as well. Such a process needs a model example, which has started now focussing STEM education (Science, Technology, Engineering, and Mathematics). This model process follows a clear division of professorial expert contents in contrast to the didactical input and method provision by "LernkulTour". The aim is to establish a functional and adaptable tool, which can be used as intrinsic and personal quality control method, for coaching purposes in case of conflicts as well as evaluation tool for competence oriented and interdisciplinary student projects. This presentation gives a short overview over the current situation about SoTI projects and implementation via the "Qualitätspakt Lehre" in Germany. The main part focuses the HAWK implementation strategy for SoTI and provides SoTI implementation examples within an ongoing coaching process and regarding a cross-faculty student research based learning activity.

3: Exploration of Values, Beliefs and Assumptions of Recognition of Prior Learning (RPL) Mentors in Ireland

Phil O'Leary, Cork Institute of Technology, and Ann Ledwith, University of Limerick, Ireland

Recognition of Prior Learning (RPL), provides a mechanism for all learning to be valued. In the formal learning system RPL allows all forms of learning to be assessed for credits. RPL is an increasingly significant aspect of provision in the lifelong learning and adult education arena in that it enhances the capacity of higher education to meet the challenges posed by a society that must keep up with rapid developments in how we live and in technology. The RPL mentor plays a key role within RPL provision, working with candidates as they prepare their prior learning case and supporting the development of the portfolio or assessment. A critical factor is how a mentor responds and engages with the candidate. While each mentoring relationship is unique, the RPL mentor interacts with many candidates in a given semester, therefore their values, beliefs and assumptions are significant in this space. Little research has been carried out on the interface of the relationship between candidate and RPL mentor (Friesen, 2011; Hamer, 2010; Whittaker, 2011). This paper sets out to address this gap in the literature by exploring the values, beliefs and assumptions of RPL mentors within higher education, in Ireland. Interviews were carried out with twenty one higher education institutions in Ireland with particular focus on the RPL mentor and those active in the lifelong learning arena. The findings provide insight and opinion as to which values, beliefs and assumptions best support the RPL mentor in their role of supporting the candidate with the task of building an RPL case.

4: Using SoTL to inform the digital transformation of a large wholly online undergraduate unit

Norma Barrett, Deakin University, Australia

In a climate where the popularity of e-learning and accessibility to quality education amongst increasingly diverse student cohorts is a dominant discourse, employing strong pedagogical approaches to inform the design of online learning resources is of great significance. Creating an interface which is easily navigated by both 'native' and less experienced digital consumers can be very challenging for even the most experienced of educators. Many of us find ourselves inadvertently working to a deficit model by unsuccessfully attempting to recreate a traditional 'classroom' context in an online space. This paper examines the role of educators in overcoming the challenges they face in creating effective contemporary online learning environments for their students. The extensive re-development of a large wholly online first year health unit (with 2500 student enrolments annually) from a deficit model of delivery to a heavily scaffolded, learner centered digital space will be showcased. Central to the discussion will be the careful underpinning of the SoTL within each element of the unit's new and imaginative online delivery. Quantitative and qualitative student evaluations will be presented in light of the unit re-developments employed.

LIGHTNING PAPERS

1: Problem Based Learning: Assessing Student Solutions in an Interdisciplinary Course

Regina Kelly, Odilla Finlayson, and Eilish McLoughlin, Dublin City University

An interdisciplinary science course has been implemented in Dublin City University with the intention of providing students the opportunity to develop a range of key skills in relation to: real world connections of science, problem solving, ICT use, team work, and oral communication while linking subject knowledge in each of the science disciplines. One of the problems used in the interdisciplinary course was selected to evaluate if it afforded students the opportunity to display problem solving skill strategies. Many education researchers have reported on the learning goals, the role of facilitator, and the role of students in successful problem solving, however very few allude to the means by which they assess student problem solving solutions. In general, problem based learning classes require students to collaborate and solve a complex problem that usually has a variety of potential solutions depending on the assumptions of the student. Is it possible to assess such problems with standard grading? Are multiple tutors equipped to grade problem solving processes adequately in large problem based learning courses? The Minnesota Rubric is a five point Likert scale assessment tool derived from problem solving strategy models and research literature in cognitive science,

mathematics, and physics. In this research it was adapted and used to assess student written course work. The problem solving progressions were categorised as: useful description, science approach, application of science, mathematical procedures, and logical progression. Student solutions were graded in each category from 1 (inappropriate and contains errors) to five (appropriate and complete). Student written solutions were assessed using the rubric and a general marking scheme. The results from both methods were compared and the problem was evaluated regarding its suitability in developing student problem solving strategies. A key impact of evaluating student work by the rubric was that it facilitated meaningful information about the students' problem solving process rather than solely assessing the correctness of the student solution.

2: A Cross Discipline Case Comparison in Designing Decision-making Training Models

Nora McCarthy, Karen Neville, Simon Woodworth and Andrew Pope, University College Cork, Ireland, Alexander Nussbaumer and Christina Steiner, Graz University of Technology, Marion Rauner and Mag. Helmut Niessner, University of Vienna, Austria

This study will present a decision-making training model for an Information Systems (IS) postgraduate conversion course (UCC-BIS) and a practitioner emergency management (EM) course (UCC-ASSERT). The masters in IS for Business Performance (ISBP) uses a collaborative industry project to develop students business analytical and decision-making skills. The course is designed to develop students IS skills in semester one, to practice the knowledge acquired through assignments in semester two and apply their decision-making skills in a role-based group project, mentored by IS managers, in semester three. The scholarship of teaching and learning (SoTL) was used to facilitate a cross-comparison with an EM module/project. Role-based simulations in medicine are a tried and tested method of skill development and transfer that can support the learner on the path from novice to become an expert in incidence response in a safe and controlled manner. Simulation also addresses the fundamental aspect of any training and education programme of ensuring retention of knowledge and skills acquired.

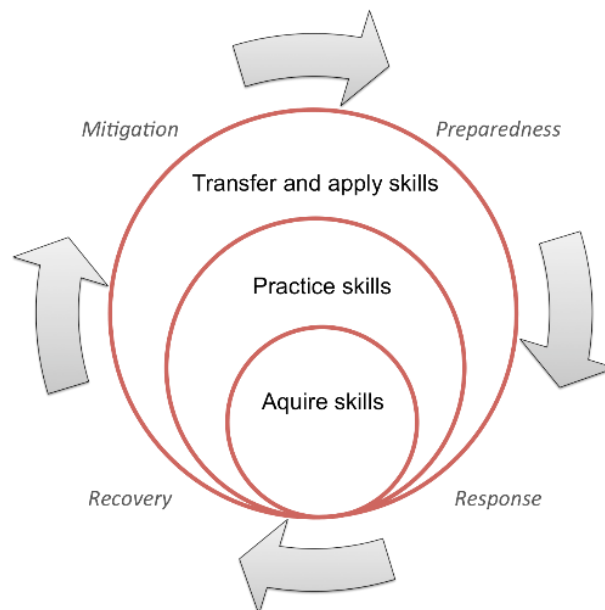


Figure 1: The Emergency Management training approach

The training approach, illustrated in Figure 1, was devised by TU Graz University in Austria in collaboration with UCC-ASSERT. The model uses a combination of methodologies to enable the acquisition of critical skills and decision-making competence. Skills that underlie the area of study (IS or EM decision-making) will be addressed, with progression to practice and integration of skills using a variety of training methods and case example/s. Transfer consists of applying the skills learned in a real world context. This paper will report how these steps will provide the basis upon which the training approach for the MBS ISBP and the ASSERT EM training modules will be organised and compared in order to provide and test effective decision-making in the emergency lifecycle (mitigation, preparedness, response and recovery) and in industry for business performance.

3: Bridging Boundaries through the Scholarship of Intergenerational Learning in Higher Education

Trudi Corrigan, Dublin City University, Ireland

In 2008 the DCU Intergenerational Learning Programme began in Dublin City University to explore the scholarship of the wisdom, lived experience, expertise and experience that older people could bring to a third level campus. The aim of this programme was to provide a space where older people could share their tacit knowledge, expertise and experience with younger third level students and where the experience would be reciprocal and beneficial to both generations. The aim of this programme was to make older people visible on campus and online and to bridge the gap that currently exists between older people from the wider community sharing their knowledge and experience with university students especially if the younger students are studying for degrees that do not require older people to be part of learning. Currently there are less than 5% of older people aged 60 years of age and older studying for full time professional degrees on the DCU campus. The research engaged in this programme is to inform the changing role and expectations of students and teachers in higher education in recognising that many older people when they are retired are interested in the role of learning for learning sake. This is also to recognise that learning in higher education provides the university with a wealth of tacit knowledge and expertise that has the potential to be used for the greater good of society. The programme explored the benefits of rejuvenating the wealth of personal and professional knowledge gained over a lifetime for many older people. In return it is to recognise the role that higher education needs to play in informing key transitions in terms of the benefits of keeping the mind active in ageing.

This is also to recognise the benefits of social engagement, bonding and interaction shared between older people and university students and the potential of this role shared through interdisciplinary practice. This is to recognise the meaning and potential of bridging boundaries between the old and the young through the Scholarship of Teaching and Learning. It is to reframe our understanding of older people and to recognise that they are not just defined in the field of gerontology as they age but in the field of scholarship and education. It is also to recognise the potential that this and other intergenerational programmes in Higher Education have to contribute to the personal and professional learning of younger students.

TUESDAY ROUND TABLE: 'PROFESSIONAL DEVELOPMENT FRAMEWORKS'

13h 15 – 13h 45 Room G16

Facilitated by **Dr. Terry Maguire**, National Academy for the Enhancement of Teaching and Learning

TUESDAY SESSION 22: PROFESSIONAL DEVELOPMENT AS A BRIDGE TO SoTL

13h 45 0 15h 00 Room G02

Using profession theory concept jurisdiction to further understanding of SOTL's bridging boundary conditions and possibilities

Pernilla Severson, Malmo University, Sweden

In this paper scholarship of teaching and learning (SoTL) is discussed in relation to profession studies. SoTL is situated and constructed as an academic skills development process for teaching higher education. In many ways SoTL can be understood as professionalisation of a field of work as well as professional development in higher education. In this paper profession theory inspires a furthering of SoTL by using the analytical concept jurisdiction; which means groups of people managing to get jurisdiction within a line of work. Jurisdiction is a way to demarcate against other groups. It is linked to differentiation (divide in areas of responsibility), and integration (cooperation in teams). Jurisdiction is to claim something. SoTL claims to create high quality higher teaching and learning. Being an academic developer, is claiming jurisdiction of a certain form of expertise, not resembling traditional meanings of expertise. In this paper a suggestion of a start of history of jurisdictions of SoTL is given by referring to classic work of Bass, Boyer and Schulman, on how they present who served these jurisdictions, where they came from, how it was created, how conflict shaped

participants. It is discerned that jurisdiction makes articulate how degradation implicates competition. It brings forward values of constructing and placing academic development organisations in academia. It also brings a deepened understanding of frictions in the everyday life of an academic developer. In conclusion it is argued that profession studies can enrich SoTL, by acknowledging competition and possible cooperation, bridging boundaries is made possible.

Education development competence – A common Nordic-Baltic framework supporting competence development, the assessment of merits and mobility

Mona Fjellstrom, Umea University, and Anne Mette Morcke, Aarhus University, Sweden, and Rie Troelsen, University of Southern Denmark, Denmark

The national networks for education development in the Nordic-Baltic countries are working on a common competence framework. The purpose is to formulate a ground for educational developers' professional preparation, competence development, portfolios, recruitment and mobility. There are also some initial thoughts on the possibility of designing a common programme for education development excellence run by the national networks.

From working mainly at the individual level with teachers focused on the specific teaching situation, education developers are now often engaged in development processes at all institutional levels in higher education working with many different actors (Havnes & Stensaker, 2006). Educational developers are engaged in organizational development, e-learning implementation and quality enhancement. The work has been increasingly scholarly, integrated, aligned, transformative and attentive to context aspects (Gibbs, 2013). This has placed new demands on the educational developers' ways of being and knowing (Timmermans, 2014). The overall aim with the competence framework is to promote educational developers' occupational identity (Dawson et al, 2010) and thereby contribute to a scholarship of teaching and learning for educational developers. Our starting point is a Finnish academic developer's competence description (Ansela & Maikkola, 2007) which is inspired by the SEDA fellowship scheme guidelines and the Tuning project. The first step is to run workshops at the national network conferences with the aim of validation and context adjustment. The results will for instance be used in the planning of a five-week course for educational developers in Sweden 2016. During the presentation, we will share our ideas and experiences so far, inviting comments and contributions that can take our project forward.

Short, Sharp and Full of Ideas: Using SoTL to support academics in embedding writing into their subject teaching

Pauline McGlade and Moira Maguire, Dundalk Institute of Technology, Ireland

For successful transition through all levels of higher education, students must demonstrate an understanding of subject knowledge and the ability to communicate this to lecturers. Therefore, writing is integral to the learning process. However, academic writing often presents students with challenges that are not always addressed in the classroom. Writing in the Disciplines (WID) and Writing Enriched Curriculums (WEC) are increasingly researched theoretical approaches to embedding the teaching of academic writing into subject teaching in Higher Education. This paper discusses the development and evolution of practical based approach to WID and WEC by the Dundalk Institute of Technology. This initiative was born out of a necessity to meet the demands of lecturers for support in their efforts to enhance their students' academic writing and the need to utilise the writing specialist's time more effectively. We took the scholarship around WID and WEC as our starting point and used it to design a series of interactive and interdisciplinary sessions. In these sessions the writing specialist worked with lecturers to explore ways to incorporate writing activities into subject teaching whilst prioritising curriculum content (Wingate et al., 2011; Buzzi et al., 2012). They also aimed to demonstrate how academic staff could engage students in the process of academic writing before it became a high-stakes activity (Ganobcsik-Williams, 2004). The initial, one hour, sessions gave lecturers the opportunity to participate in low-stakes writing and reading activities. Feedback from these sessions prompted further short, practical sessions on incorporating medium-stakes writing activities inside and outside of the classroom, supporting essay writing and using feedback to enhance students' writing. Demand for these workshops was very high with participants attending from a range of disciplines. Evaluations are extremely positive and identify areas for further collaboration between the academic writing support service and lecturers within disciplines.

TUESDAY SESSION 23: CHANGING ROLES AND EXPECTATIONS

13h 45 – 15h 00 Room G14

Bridging Theory & Practice in Dental Education - Learning By Doing

Eleanor O'Sullivan, University College Cork, Ireland

While traditional pedagogies play an important role in dental undergraduate education, there is growing recognition of the need to go beyond teaching basic facts and skills to foster students' ability to integrate their learning across contexts and time and develop the deeper attitudes and values needed to fulfill their future professional roles. This paper presents a novel educational intervention designed to scaffold student learning and to develop students' ability to integrate and interpret knowledge and apply it in complex, real-life, unscripted situations. Intervention is based around student participation in the Mouth Cancer Awareness Day event (MCAD 2010 - 2014). The role of the General Dental Practitioner (GDP) in the prevention/ detection of Head & Neck Cancer (HNC) is a key topic in undergraduate dental education. Final year students from the Bachelor of Dental Surgery and Diploma in Dental Hygiene were involved in providing HNC screening and behaviour modification / risk reduction advice to the general public, using all the skills required in their future professional roles (CANMEDS). TfU framework was used to scaffold the intervention moving from the generative topic (GDP role in HNC prevention), looking at what students need to understand about this topic to develop short and long-term goals, provide students with opportunities for performances of understanding with on-going formative assessment and reflection. Student feedback on the intervention was invited via anonymous self-completed questionnaire, containing quantitative and qualitative questions. Student feedback revealed that most students highly valued the intervention and deeply appreciated the opportunity to work in a real-life situation; students reportedly felt challenged by the intervention as it required them to intergrate their 'book-learning' across contexts and time and apply it to a variety of new situations. Gaps in their learning and understanding were highlighted. Students were also reported an increased awareness of the complex, multifaceted nature of their future role as a dental professional. This paper provides an overview of practical intervention designed to help students make productive connections between theory and practice and addresses curricular deficiencies associated with traditional approaches to dental undergraduate education particularly the lack of 'practical real world relevance'.

Real-time anonymous feedback on student visits to the Maths Support Centre - a study of lecturers' views on its relevance to, and roles in, their practice

Anthony Cronin and Maria Meehan, University College Dublin, Ireland

The Mathematics Support Centre (MSC) in University College Dublin (UCD) is a busy centre with almost 6000 student visits recorded in 2013-2014. Over the last 18 months we have been developing a system that captures the visiting student's mathematical difficulty. One aim is to enable the MSC to offer evidence-based support to students. Another aim is to provide feedback to lecturers. The (anonymised) feedback is uploaded to a dedicated page of the School of Mathematical Sciences website where it is organised by module code, and can be accessed by the lecturer(s) of the module. We were keen to find if lecturers of large first and second year groups found this MSC feedback useful, and in particular, if this feedback had, or had the potential to have, an impact on their practice. Thirteen academics agreed to participate in the research which was conducted during the first semester 2014-2015. They accessed the feedback regularly and were interviewed three times - at the start, middle and end of the semester. We present some preliminary findings from this research. Almost all lecturers in the study found the MSC feedback useful and some gave examples of how it had impacted their practice. An interesting finding from the research is the variety of ways lecturers employ of implicitly monitoring students' learning in large lectures.

Do students study and learn differently using e-Readers?

Anne Campbell, George Callaghan, and David McGarvie, Open University, UK

In the Higher Education (HE) distance learning sector, there is presently a shift from the use of printed to electronic core texts (e-books), with many students now using a tablet or an e-Reader for studying (Sharples et al, 2012; Massis, 2010). There has been very little research into how HE students engage pedagogically with study materials in e-Reader

format, with many papers focusing mainly on the practicalities and convenience of the technology (Lai et al, 2011; Broadhurst et al, 2012). Much of the pedagogic literature (Thayer et al, 2011) is written from the point of view of the potential impact on library collections and services (Pattueli et al, 2010; Mallett, 2010). There is presently some controversy surrounding the effect of modern technologies on the brain's capacity for comprehension and absorbing reading practices, such as deep concentration on a text (Mangan et al, 2014; Kretzschmar et al, 2013; Bilton, 2010; Carr, 2010). The capacity for deep reading is usually associated with the attentiveness and quiet intensity of studying from printed books. Our main research question is whether e-texts studied on an e-Reader can provide a similar experience. This presentation will draw on research findings from a UK Higher Education Academy funded cross-discipline study within a distance and open Higher Education institution, the UK Open University, into how students read and learn using an e-Reader. The study involved students and tutors from Level 1 modules in Science and Social Science who studied their core modules in e-text format, pre-loaded onto a common e-Reader, Amazon's Kindle. A mixed methods approach to the research included diary studies and semi-structured interviews, with data analysed using grounded theory. An unexpected outcome was increased concentration on a text for several students when using the Kindle, possibly as a consequence of an inability to create cognitive maps when using the device. We also noted a variety of study patterns and increased flexibility in study habits, aided by the portability of the device.

Sharples, M. and Cross, S. (2012) *Pedagogy of E-books: Report of a survey and Interviews with OU Taught Postgraduate Students*, Open University UK internal report.

Massis, B (2010) E-book readers and college students, *New Library World*, vol 111, no 7/8, pp 347-350.

Lai, J and Chang, C (2011) User attitudes toward dedicated e-book readers for reading: The effects of convenience, compatibility and media richness, *Online Information Review*, vol 35, no 4, pp 558-580.

Broadhurst, D and Watson, J (2012) E-Book Readers for Full-Time MBA Students: An Investigation in Manchester, *Journal of Business & Finance Librarianship*, vol 17, no 2, pp 170 -182.

Thayer, A, Lee, C, Hwang, L, Sales, H, Sen, P and Dalal, N (2011) The imposition and superimposition of digital reading technology, CHI '11 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, pp 2917-2926.

Pattueli, M C and Rabina, D (2010), Forms, effects, function: LIS students' attitudes towards portable e-book readers, *Aslib Proceedings*, vol 62, no 3, pp 228 - 244.

Mallett, E (2010) A screen too far? Findings from an e-book reader pilot, *Serials: The Journal for the Serials Community*, vol 23, no 2, pp 140 -144.

Mangan, A, Robinet, P, Olivier G, Velay, J.-L (2014), Mystery story reading in pocket print book and on Kindle: possible impact on chronological events memory, Paper presented at the 2014 IGEL conference, Abstract available at <http://www.igel2014.unito.it/index.php/abstracts>, accessed 22nd Feb 2015.

Kretzschmar, F, Pleimling, D, Hosemann, J, Fussel, S, Bornkessel-Schlesewsky, I, Schlesewsky, M (2013) Subjective Impressions Do Not Mirror Online Reading Effort: Concurrent EEG-Eyetracking Evidence from the Reading of Books and Digital Media, *PLOS ONE*, vol 8, no 2, pp e56178-e56178.

Bilton, N (2010) *'I Live in the Future & Here's How it Works: Why Your World, Work, and Brain Are Being Creatively Disrupted'*, Crown, Random House, New York.

Carr, N (2010), *'The Shallows: How the Internet is changing the way we think, read and remember'*, Atlantic Books, London.

TUESDAY SESSION 24: INFORMING KEY TRANSITIONS

13h 45 – 15h 00 Room G16

The Finance curriculum: implementing threshold concepts

Leigh Wood, Susan Hoadley, Leonie Tickle and Tim Kyng, Macquarie University, Australia

Finance capabilities are increasing in demand, as indicated by industry trends and recent significant growth in students undertaking finance programs. However, research into what should be taught in finance programs to develop these capabilities is extremely limited. Based on our research with finance students and academics, we propose a new conceptual model of the finance curriculum that makes different types of knowledge (Wood et al, 2012; Baillie, Bowden & Meyer, 2012) explicit, and locate finance threshold concepts (Meyer & Land, 2003) within this model. The ability to act effectively in future professional roles involves the identification, understanding and integration of different types of knowledge (Baillie, Bowden & Meyer, 2012). However, our research indicates that very little explicit attention is given to this in finance program design and delivery. We argue that an explicit, planned and motivated approach to the development of different types of knowledge in curriculum design and pedagogical practices will assist students in

making the transition(s) required to move from finance student to finance professional. In addition, our research indicates that a type of knowledge framework offers a way to differentiate the curriculum and curriculum delivery to address the needs and dispositions of different students.

Baillie, C., Bowden, J. A., & Meyer, J. H. F. (2012). Threshold capabilities: Threshold concepts and knowledge capability linked through variation theory. *Higher Education*, 65(2), 227–246.

Meyer, J. H. F., & Land, R. (2003). Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising within the disciplines. In C. Rust (Ed.), *Improving student learning - theory and practice ten years on* (pp. 412–424). Oxford: Oxford Centre for Staff and Learning Development (OCSLD). Retrieved from <http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf>

Wood, L. N., Mather, G., Petocz, P., Reid, A., Engelbrecht, J., Harding, A., Perrett, G. (2012). University students' views of the role of mathematics in their future. *International Journal of Science and Mathematics Education*, 10(1), 99–119.

Learning Agreements: A flexible strategy for integrative learning

Mary Creaner and Jane Creaner-Glen, Trinity College Dublin, Ireland

This paper will outline the use of learning agreements (LAs) as one strategy for facilitating integrated and collaborative learning on a postgraduate academic and professional training course in an Irish University. LAs, as they are presented in this context, are written negotiated agreements between the student and the programme of study and provide opportunities for students to individualize and integrate their learning across the programme modules. The use of LAs is based on a number of assumptions concerning adult learning, which relate to facilitating adult learners to take responsibility for their learning, draw upon previous knowledge and skills in order to optimize plans for future learning. The LA strategy is also useful orientation resource for students who are transitioning and/or returning to higher education. This research informed presentation will outline the rationale and steps involved in the process of constructing, implementing and evaluating the use of learning agreements with postgraduate students. The contents of a LA will be discussed in terms of reflective practice and how they are used to inform assessment and evaluation will be summarized. A case study will be used to demonstrate theory in use and examine how the LA enhances integrative learning. Learning Agreements will be discussed as a means of facilitating student orientation, informed consent, the creation of individualized learning plans and the promotion of self-directed and integrative learning. The key benefits, limitations and implications of using this learning strategy will also be discussed and recommendations for further development will be presented.

This paper is based on the following chapter:

Creaner, M. & Creaner-Glen, J. (2014). Learning agreements: Road maps to integrative learning. In: D. Blackshields, J. Cronin, B. Higgs, S. Kilcommins, M. McCarthy & A. Ryan. (Eds.). *Integrative learning: International research and practice* (Routledge Research in Higher Education). (pp. 83-95). East Sussex, UK: Routledge

Why do we stay or why do we go?

Shelagh Waddington, Eanan Strain and Una Crowley, Maynooth University, Ireland

The reasons why students do/ do not succeed in third level education are multifaceted. Examples would include prior academic performance, financial, personal and health issues, along with adaptation to study conditions and the degree of support provided by the institution. Studies (for example Leveson et al., 2013, Krause, 2005) have identified that there is often no single factor causing this. While some factors are outside institutional control, others may be addressed by better preparation or by intervention within the institution, e.g. addressing modes of learning, teaching and assessment. Data available for this study includes withdrawal interviews over the last 10 years, surveys of incoming students and a survey of current undergraduates to explore the differences between those who stay and those who go. This paper reports on the initial findings of this work. This study is particularly timely within the Maynooth context as the undergraduate curriculum is currently undergoing major change, starting with first year in September 2015. Between 2004 and 2013 student numbers in Maynooth University increased by 22%. Approximately one quarter of the students come from non-traditional backgrounds. Maynooth also attracts more students whose parents did not go to Higher Education than other universities (Irish Universities Study, 2009). This diversity presents challenges for the institution in providing everyone with the best possible learning experience. It is planned that outcomes of this work will include recommendations for teaching/learning innovation and for other supports. This will have applicability within Irish and international institutions.

Irish Universities Association (2009) Irish Universities Study, Dublin, IUA

Krause, K-L (2005) Serious thoughts about dropping out in first year, *Studies in Learning, Evaluation, Innovation and Development*, 2(3),55-68.

Leveson, L, McNeil, N and Joiner, T (2013) Persist or withdraw: the importance of external factors in students' departure intentions, *Higher Education Research & Development*, 32(6),932-945

TUESDAY SESSION 25: PECHA KUCHA AND LIGHTNING TALKS

13h 45 -15h 00 Room G05

PECHA KUCHA

1: Application of a novel approach to medication review in post-graduate training in General Practice

Carol Sinnott, Colin Bradley, University College Cork, and Martin Rouse, University Hospital Waterford, Ireland

In General Practice (GP), patients with multiple chronic diseases prescribed multiple long-term medications are increasingly the norm. Postgraduate trainees in GP require instruction on approaches to medication review for these complicated patients. The aim of this project is to pilot a novel approach to teaching medication review in postgraduate GP training. The first step was to undertake a pilot study and qualitative evaluation. This took place in the South East Postgraduate GP Training Scheme, Waterford, Ireland and involved GP trainees (GPTs) who meet once weekly for small group (6-8 trainees), three-hour, facilitated training sessions. Pre- training session preparation: GPTs were asked to bring anonymized clinical information on two patient cases to their weekly training session. Only patients prescribed 10 or more regular medications were to be chosen as cases. In-session intervention: The approach to medication review involved collaborative medication review of chosen cases by a pair of trainees. One GPT ("the presenter") openly discussed the case with another GPT ("the co-reviewer"). Discussion of medications was supported by a checklist, provided by the facilitator (CS). The GPT pair was asked to collaboratively make recommendations on the patient's medications. Feedback questions to trainees were informed by the World Health Organisation guide to evaluating innovations in practice. The pilot study ran over two training sessions and involved nine GPTs. All adhered to the pre-training session instructions. During the session, each GPT acted alternatively as presenter or co-reviewer. The structure of the reviews improved with better adherence to the medication checklist. Recommendations for medications emerged from all reviews. Evaluation results showed GPTs believed the approach was appropriate and applicable to GP training. However, they had concerns about its feasibility and sustainability in actual clinical practice. In postgraduate GP training, this novel approach prompted excellent trainee engagement and facilitated skill development in medication review for complicated patients. Further refinement is required to improve its applicability to clinical practice.

2: SoTL for Computing Students and Soft Skills

Monica Ward, Dublin City University, Ireland

The Scholarship of Teaching and Learning has a role to play in the education of computing students in soft skills. Computing students by their nature prefer the 'hard' skills, such as programming, logic and technology. They tend to shy away from the soft skills, such as writing and presentations. However, it is important for computing students to have good soft skills as they will need to communicate with users who do not have the same level of technical skills. This paper reviews the use of active learning, cooperative learning and problem-based learning on a technical communications skills source for third year computing students. The students are given the task of acting as a software consultancy company that is asked to research a particular 'technology in society' topic (e.g. computers in schools, cyberbullying) and write a report for the relevant Minister (e.g. the Minister of Education or other relevant party). The students must prepare a sceanecast of the main ideas of their report, as well as deliver a presentation to the entire class. The students are given information and demonstrations on presentation skills, reading and writing technical and non-technical articles, as well as how to use the library resources (on-line and printed). Students have to figure out what

skills they already have, what they need to master and where and how they can get information that they need to prepare the report. The students work cooperatively and they have to divide the workload up between them to produce the report by the very strict and tight deadline. There are rubrics provide to the students and there are several assessment milestones as part of the project. The paper will provide a review of the process as well as student feedback.

3: FYI Breast Cancer: Making Healthcare Information Accessible

Emily Rutherford, James Finn, Elaine Lehane, P Waters, A Ashraf, Sabin Tabirca, and Mark Corrigan, University College Cork, Ireland

Digital literacy and the role of technological innovation in education are increasingly becoming recognised as key areas in both tertiary pedagogy and patient education. In this project we aimed to develop a low-cost tool to bridge the gap between current practice and ideal levels of patient education and engagement. This tool is envisaged as a prototype for other areas of healthcare and education in which this gap exists. Breast cancer was chosen as a specific topic as it is the most searched for cancer term on the internet (McHugh et al, 2011). However, online medical information is often unreliable, irrelevant or in a form that makes it inaccessible to many users. Data mining software (OC346796) was utilised to identify the most frequently searched-for terms regarding breast cancer in a three month period (April-June 2014 inclusive). The questions were comprehensively answered, then reviewed by a literacy specialist. The questions and answers were also accompanied by diagrams and recorded as audio files for patients with limited literacy. Hyperlinked definitions of medical terminology were provided. A facility was included to allow patients to save and annotate questions that they wished to discuss further with a healthcare professional. In this way, we envisaged the app as a tool to serve in both the efficient acquisition of knowledge and formation of physician-patient relationship. All content was assessed by the National Adult Literacy Agency (NALA) to ensure maximum accessibility. FYI Breast Cancer is now freely available through both Google and Apple stores, providing a breast cancer resource for patients of all literacy levels. The scholarship of teaching and learning can aid in refining this prototype for more effective use across a variety of disciplines.

McHugh S, Corrigan M, Morney N, Sheikh A, Lehane E, Hill A. (2011) A quantitative assessment of changing trends in internet usage for cancer information. *World J Surg.*, 35 (2), p 253-257.

OC346796) WLRN. EURO House, 1394 High Road, Whetsone, London, N20 9YZ 2013. Available from: Wordtracker.com.

LIGHTNING PAPERS

1: Exogenous and endogenous factors of student examination success

Lawrence Dooley, Marian McCarthy and Declan Kennedy, University College Cork, Ireland

Globally, student attendance is emerging as a significant issue impacting teaching and learning. Rogers's (2001) citing of Tuckman's research (1979, p.119) that "dwindling attendance at Oxford was deplored in sermons by the masters" in the fourteenth century highlights the issue as one that has perturbed academics without solution for a long time. Colby (2004) while identifying a strong, positive relationship between student attendance and success, revealed that "if a student does not attend at least 70% of teaching sessions they have a 2 in 3 chance of failing and a 4 in 5 chance of not getting a 1st or 2:1" (ibid, 11). Stanca (2006) highlights that recently, a number of researchers have examined the relationship between students' absenteeism and academic performance and reported positive relationship between attendance and academic achievement (Rodgers 2001; Dolton, Marcenaro and Navarro 2003; Kirby and McElroy 2003). This has led some authors to call for mandatory monitoring of undergraduate courses. Interestingly, Colby (2004) called into question the authenticity of the figures used in his study, citing the limitations associated with paper-based attendance data and recommending a non-manual method of attendance monitoring to produce sufficiently reliable data. Gaining a better understanding of the explanatory variables for determining student examination success, together with why students decide to attend (or not attend) class is of potential value for SOTL since it will provide insight for future curriculum design and educational delivery. This research reports on analysis of two undergraduate modules using electronic attendance monitoring and student survey of the exogenous and endogenous factors (Guney et al., 2009) relative to examination performance. The research addressed the following questions:

1. Does attendance in class impact the student examination results achieved?

2. What are the contextual factors that determine student decision to attend class?
3. What are the implications for SOTL of the exogenous and endogenous factors impacting student examination performance?

2: Developing mathematical knowledge for teachers

Brien Nolan, James Lovatt, Dublin City University, Majella Dempsey and Ann O'Shea, Maynooth University, Ireland

The concept of Mathematical Knowledge for Teaching (MKT) was introduced by Ball et al. (2008) building on Shulman's (1986) notion of pedagogical content knowledge. MKT is 'the mathematical knowledge needed to carry out the work of teaching mathematics'. In this project, a team of researchers at DCU and Maynooth University studied the development of MKT in two groups of pre-service teachers.

The project aimed to help students develop their own MKT through a series of workshops designed and delivered by the authors. The workshops involved a broad discussion of MKT using the Ball et al. (2008) paper, video analysis of teaching situations and discussion, mathematical task analysis and design, sessions on content knowledge relating to fractions and algebra and analysis of pupils' work related to these concepts, and readings from the Mathematics Education literature. The students' awareness of MKT was investigated using pre- and post-intervention questionnaires and focus group interviews. We describe the intervention and present the findings from the analysis of the data collected. In particular, we describe how the group's view of the mathematical work of a teacher changed over the course of the project.

3: Role of SoTL in Supporting Interdisciplinary Collaboration in EM Learning

Karen Neville, Simon Woodworth and Andrew Pope, University College Cork, Ireland, Alexander Nussbaumer and Christina Steiner, Graz University of Technology, and Marion Rauner and Mag. Helmut Niessner, University of Vienna, Austria

This paper showcases the collaboration of three universities: University of Vienna, Graz University of Technology, Austria and Business Information Systems (BIS) UCC to create an integrated framework (Figure 1) to guide the development of an emergency management (EM) decision-support-toolset (DSS) and support the preparation (training/learning), response, and recovery in a large-scale incident for EM practitioners and final year undergraduate security/EM modules. In other to teach, while producing an artefact (DSS and training guidelines), the EM and development framework combines multiple methodologies: applied EM, training and agile development lifecycles, international interoperability best practices, incident command structures (ICS), cognitive needs of end users and risk communication. Each phase incorporates check points which force the application and evaluation of development and learning through exercises/scenarios in order to demonstrate usage and applied practice. The framework integrates multiple methodologies and work/development processes (WP) to guide the development of a DSS which must train EM practitioners and manage an emergency. SoTL enabled a consortium of educators from medicine/EM, IS development, interoperability, psychology of decision-making and phased quality management to guide the application of the framework in teaching EM/security to different groups (IS Security, IS Development and Understanding EM Modules). It forced the consortium to phase the learning and simultaneously demonstrate its application in the development of a specialised DSS. Learning/training varied groups challenging topics (EM, DSS development) is difficult and collaborative discussions enabled the joint improvement of the framework and shared teaching experiences allowed the consortium to reflect on the design and impacts of multiple modules. This paper will present the findings of the use of the framework in facilitating an increased understanding and application of EM and development phases from three universities.

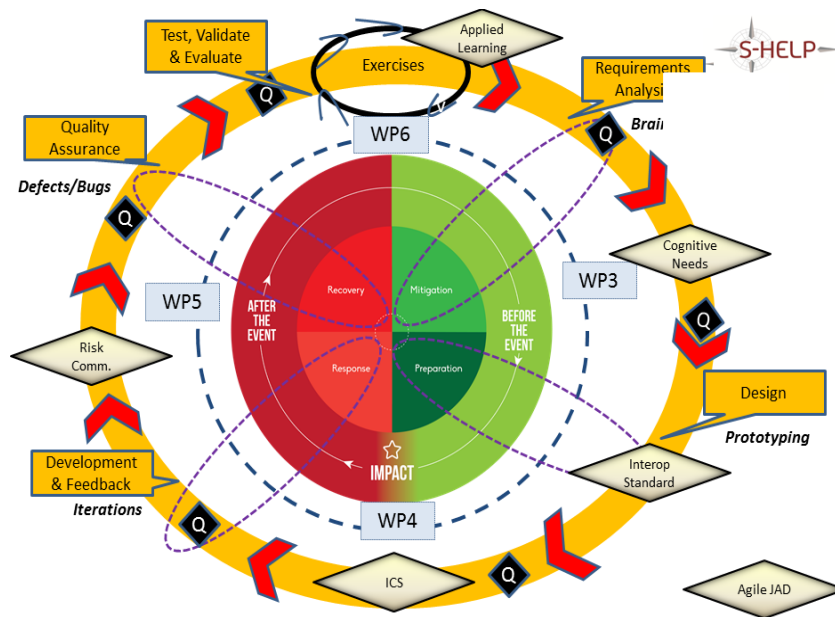


Figure 1: EM/Security and Development Framework

TUESDAY SESSION 26: WORKSHOP

13h 45 -15h 00 Room G08

SoTL in teaching portfolio writing and assessment – what is valued and why?

Anders Ahlberg, Maria Larsson, Katarina Martensson, Thomas Olsson and Torgny Roxå, Lund University

Documentation of teaching skills and pedagogical competence often include a SoTL-based pedagogical reflection as the core of a teaching portfolio, either written for promotion or for rewarding good teaching (Olsson et al, 2012). In the proposed workshop the participants are invited to explore emerging meanings of SoTL in the assessment of portfolios with the help of authentic example portfolios. Our experience of portfolio assessment has brought some critical aspects in focus. Here are four examples of themes that will be illuminated:

- Is evidence based teaching designs preferable to designs based on local teaching and learning context?
- Is reactive solving of teaching and learning problems preferable to proactive avoidance of such problems (awareness through literature knowledge and peer communication)?

- What makes academics develop teaching? How is this expressed in teaching portfolios?

- Many academics express a lack of legitimacy to cite pedagogical literature in their portfolios and thus avoid referencing. Others litter their portfolios with shallow imprecise literature references. How do we deal with these behaviours in portfolio assessment? The proposed workshop will start with 1) a brief introduction in robust ways how to construct a SoTL-based teaching portfolio. This is followed by 2) a presentation of investigatory themes to look for in handed out portfolios, 3) analyses of authentic teaching portfolios in pairs of participants, and 4) a plenum discussion on findings and principles. Each participant will form their own personal standpoints during the workshop; the investigatory themes are mainly chosen to be open-ended and exploratory with no obvious right or wrong answers.

Olsson, T, Mårtensson, K, Roxå, T., & Ahlberg, A., 2012: Pedagogical competence and teaching skills – a development perspective from Lund University, Sweden. In: Szczyrba, B and Gotzen, S: Entwicklung, Dokumentation und Nachweis von Lehrkompetenz an Hochschulen. LIT Verlag Berlin.



ABSTRACTS

Posters

CHANGING ROLES AND EXPECTATIONS

1. “One day, one problem” - applying SOTL on a course about teaching in higher education

Per Andersson and Maria Wester, Umeå University

At the Centre for Teaching and Learning at Umeå University, we are responsible for the development of university teachers' pedagogical competence. One of the main purposes of our courses is to help teachers develop an array of teaching methods – including a sound basis for their decisions about which method to use. We work with teaching methods for student active learning that develop sustainable knowledge (Hattie, 2009), for example Problem Based Learning, PBL. Our problem is that this usually takes a lot of time on our short courses. So we asked ourselves: How can we use SoTL to describe, develop and evaluate a method that gives key transitions in the university teachers' journey towards pedagogical competence, both theoretically and practically (Dietz-Uhler and Bishop-Clark, 2012)? We wanted a group of teachers on one of our courses to learn more about PBL and to be active while doing this. We also wanted a meta-didactic discussion about it afterwards. We found a method called “One day, one problem” (O’Grady, 2012) that we wanted to try. We had to redesign the method slightly to fit our context, by writing a relevant scenario in line with our expected learning outcomes. Apart from this we followed the suggested process in the article. We carried out formative and summative evaluations, and we as teachers documented the activity. Our preliminary analysis shows that this method gave us what we wanted since the learners were positive towards working this way, and the self-evaluated learning process and product was given high grades. Our preliminary results and conclusion is that this method is a useful way to both teach about the PBL process and to work with course content. We also saw that SoTL, systematically searching, finding, developing and evaluating a new teaching method is a good way to develop both our own and our students' pedagogical competence.

Bishop-Clark, C., & Dietz-Uhler, B. (2012). “Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish.” Sterling, Virginia: Stylus.

Hattie, John. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Abingdon, Oxon: Routledge (2009)

O’Grady, G. (red.) (2012). “One-day, one-problem: an approach to problem-based learning.”

2. Using SoTL to help assess reflective writing

Julie Dunne, Dublin Institute of Technology, Ireland

This poster examines the role of critical reflection to maximise the benefit from work placement, practical work or other forms of experiential learning. It will introduce the three stages of experiential learning and discuss the role of reflective assessments to drive all three. It will summarise the seminal literature around the process of reflection and reflective cycles (Boud; Kolb & Fry), and also briefly consider the more recent thinking and applications of reflection for example in an online environment and for work placement learning. By way of example, resources including those used in DIT for a workshop to prepare students for an online reflective assessment will be outlined. The grading of reflective assessments will also be considered, including what the literature tells us about how we can categorise the levels of reflection in a written submission, and what can and cannot be reliably evaluated when it comes to marking reflective assessments. A worked example of how a rubric can be applied to grade a piece of reflective writing will be demonstrated, and will include a discussion around the feedback the student should be given to help them improve their reflective writing.

3. "Deadly Buzz"

Silvia Gursinski, Aoife Cooney (co-presenter) and Jessica Mannion (co-presenter), Institute of Technology, Sligo, Ireland

Student engagement is defined as “students' involvement in activities and conditions that are linked with high-quality learning” (Coates, 2008). This includes the key components of belonging, retention and success (Horstmanshof, 2007) and need to be understood within an integrated perspective. This working paper will form the basis for a workshop outlining the journey of a teaching team of six lecturers through the planning, implementation and evaluation of a first

year core module. Delivered to 150 first year students attending the Social Care Practice and Early Childhood Care and Education (ECCE) programmes in an Institute of Technology in Ireland. The module aims to engage students in an active learning process. The purpose of the module is to introduce students to key theories and concepts which underpin practice in Social Care and ECCE environments. The workshop will provide an overview of the challenges faced by lecturers involved. It will also present some successful solutions achieved in developing an engaging and informative approach to team teaching. By documenting the practices developed and the learning gained from this we will highlight challenges in teaching to different audiences with distinctive expectations and needs. The module design called for the implementation of creative approaches including use of digital media to develop an understanding of diversity, interdisciplinary practice and professional identity. This reflects recent Government reports (Better Outcomes, Brighter Futures, 2014) which highlight the need for a change in practice and understanding. Collaboration between organisations and institutions is valued, developing cultures of respect which acknowledge the rights of the child through genuine consultation and involvement (DCYA, 2014).

In the workshop we hope to provide participants with examples of teaching methods and hands on activities used throughout the module. The students' perspectives on this approach will be illustrated using Coates' (2008) model of student engagement as a framework to evaluate the success of the programme.

4. Changing perceptions of value: what is a degree worth?

Sadie Hunt, University of Bedfordshire, UK

By several measures, Higher Education in England today might simply be seen as a means to secure employment. As a result of government initiatives, shifts in the global economy, the precarity of graduate employment and increased tuition fees, the way students perceive a degree has changed. The notion of a degree as an experience to enhance cultural capital has been replaced by the perception of a degree as symbolic capital to lead to employment as part of an economic exchange. University courses have responded to these changes, enhancing employability and entrepreneurship skills development to address the student focus on 'getting a job' as a result of their degree.

This paper argues the dangers of this response within the neoliberal context and the risks to not only the values of a degree experience, but also how this informs the impact of our graduates on society, our subject sectors and the world. This paper argues for the use of undergraduate research practices as one option to enable students to engage in practices that are not part of the economic and symbolic capital exchange. The paper suggests that through undergraduate research schemes, students contribute rather than acquire and that to have no assessment and no objective capital to acquire makes possible the potential preservation of the value of cultural capital acquisition through a degree.

5. Using a co-design approach to developing a National Leadership Programme for Directors of Nursing and Midwifery

Tina Joyce, Theresa Keane, Steve Pitman, Cora Lunn, Mary MacMahon and Michael Shannon, Royal College of Surgeons in Ireland, Ireland

This study describes how a co-design approach was used to develop a National Leadership Programme for 75 Directors and Assistant Directors of Nursing and Midwifery in Ireland. The overall programme aims were to enhance individuals' leadership competencies and support strategic organisational development and reform in the Irish healthcare system. Participants attended an 'Assessment Centre', completing competency based assessments and psychometric tests. At workshops they co-designed the programme outcomes, content, structure and learning methodologies. Participants agreed criteria for the strategic organisation development (OD) projects and executive coaching. Learning priorities were mapped against a leadership competency framework which informed programme content and structure – a 6 month 3 x 2 day modular programme including master-classes, networking events and project presentations. The strategic OD projects were facilitated through regionally based action learning teams. Executive coaching was provided throughout. The co-design enabled the creation of a multifaceted programme. The competency framework, psychometrics assessments, and robust theoretical models provided rigor. Regionally based action learning teams enabled participants' model new ways of working across the new structures being implemented in the Irish system. Success of this leadership development programme was attributed to the co-design process by engaging participants

as adult learners and partners. It provided us with sufficient flexibility in meeting participants current and emerging development needs whilst ensuring a sound pedagogical underpinning. Leadership is a 'social activity' best learned through experiential and reflective activities. Co-design approaches to leadership development enable discovery of what really matters to leaders and their development.

6. Using a Retrospective Pre-test Approach to Evaluate Leadership Competency Outcomes on a Nurse Leaders Programme

Theresa Keane, Tina Joyce, Steve Pitman, Cora Lunn, Mary MacMahon and Michael Shannon, Royal College of Surgeons in Ireland, Ireland

The Future Nurses Leaders programme commissioned by the HSE ONMSD/NLIC aimed to enhance participants' leadership competencies and to support strategic organisational development in the healthcare system. Seventy Directors and Assistant Directors of Nursing and Midwifery were surveyed before and after the programme to ascertain their leadership competence as well as their developmental priorities. Using a retrospective pre-test (RPT) evaluation method, determine if participants reported a change in their leadership competence following the programme and whether their development priorities changed over time. Participants completed a RPT survey based on the 'HSE National Directors Competency Framework'. The survey contained 75 items clustered into 11 leadership competency domains. Participants were asked to rate each item on a 7 point Likert at the start of the programme. The survey was repeated 6 weeks post programme. Participants did not have sight of their original survey ratings post programme. The instrument measured the following domains:

1. Importance of each competency to the role of a Director of Nursing and Midwifery.
2. Current self-assessed ability in each competency pre and post programme.
3. Priority for developing each competency pre and post programme

Overall participants reported an increase in their leadership competence. The retrospective pre-test showed that participants often overrated their level of competence at the beginning of the programme. Development priorities changed and expanded over time. Pre and post measures are frequently used on developmental programmes to demonstrate competence on a number of leadership qualities. We recommend using a retrospective pre-test on leadership programmes where participants are asked to self-rate their level of competency at different points of time. This approach allows for the control of response shift bias which can occur in evaluation research.

7. Beyond the standard model of PhD supervision

Michael Nolan, Lida Ansari, Parvaneh Mokarian, Farzan Gity, Shane Hegarty, and Philip Murphy, University College Cork, Ireland

The traditional model of PhD supervision in Science and Engineering is generally a "Master and Apprentice" relationship, with the student learning from the supervisor. Following Lee (Lee, 2008) we identify this predominant model as being Functional, that is a rational progression through set tasks in a particular order with the supervisor directing and managing the work and the student undertaking the work as directed. This can leave little opportunity for Emancipation, Critical Thinking or Student Enculturation that are needed to ensure independence as a researcher. In this paper, we discuss evidence indicating how this model needs to be replaced and propose a Dynamic Supervision Model (DSM) as an alternative to the traditional model. Within the DSM, Supervisors apply all the above concepts, along with sound pedagogical concepts. A key feature is that different concepts will be needed at different points in the PhD program and Supervisors need to take this into account to guarantee a well-rounded researcher upon graduation. We also present the role of team supervision under the proposed DSM. Finally, we discuss how Gardner's Entry Points (Gardner, 1999) can be applied in PhD Supervision.

A. Lee, *Studies in Higher Education* 2008, vol 33, p. 267

H. Gardner, *Intelligence Reframed: Multiple Intelligence for the 21st Century*. NY: Basic Books, 1999.

8. When students self-manage their own process of learning

Lierni Ortiz, Oihane Calderon, Mikel Etxeberria, Iñigo Galdeano, Unai Garciarena, Goizalde González, Amaia Hernández, Enaut Iburguren, Nagore Madariaga and Lara Nanclares, University of the Basque Country, Spain

IKD GAZtE is a project born in the 2011/2012 academic course, self-managed by students from different disciplines of the University of the Basque Country (UPV/EHU), it has the main purpose of promoting the empowerment of the student. After diagnosis workshops made in the Campus of Gipuzkoa, several needs were detected among the students, and taking those needs as a base, the Sense of Initiative Learning Module was created. After two editions of the module it is now deduced that it develops competences related to the sense of initiative, learn how to learn and social and civic aptitudes in the students as well as the development of some other transversal competences. The students participating in the module have to answer a need suggested by an organization with social effect with the elaboration and application of a project. The students become the protagonist of their learning process as all the decisions and actions they make to answer the need are self-managed just by them. The dedicated time takes the value of 2ECTS, which are included in one of their subjects to ensure the curricular development. This 2014/2015 course, we will celebrate the third edition of the module with the collaboration of 8 faculties and 8 social agents. Taking the past positive results into account, the main challenge for the near future is to expand the chance to develop more competences and to have the involvement of more students, faculties and social agents.

9. Vodcasts improve student learning in a first year graduate entry to medicine module

Mark Rae, and Marian McCarthy, University College Cork, Ireland

Increasing evidence suggests that the use of digital media such as audio podcasts and video on demand podcasts (vodcasts) can significantly improve student learning in a variety of academic settings. To date however the effect of vodcasts on exam performance in the biomedical sciences traditionally taught in the pre-clinical years of most undergraduate medical degree programmes has not been assessed. The objective of the current investigation was therefore to determine if supplying vodcasts supporting Physiology lectures in a first year graduate entry to medicine (GEM) module improved student exam performance when compared to the performance of the preceding year's class who did not have access to these enhanced teaching materials. Vodcasts (fully controllable, narrated Microsoft PowerPoint® slides with associated cursor moves) were prepared for nine lectures in module GM1001 using Panopto lecture capture software and posted onto a virtual learning environment and course management system (Blackboard® Inc) at least two weeks prior to the delivery of each lecture. Students in the 2013-2014 GEM I year group were instructed to utilise the vodcasts as preparation for each lecture, but could also use them as revision tools. Performance in the formal end of year examination was assessed and compared with the performance of the 2012-2013 GEM I year group (seventeen identical questions were used for analysis). Data is displayed as mean \pm standard error of the mean and significance was determined using a two tailed, paired Student's t-test. Post-hoc analysis revealed a significant improvement in exam performance of students in the 13-14 year group relative to that of the 12-13 year group ($73.2 \pm 4.1\%$ in 13-14 vs $68.6 \pm 4.8\%$ in 12-13, $P = 0.01$). These results support the suggestion that vodcasts can significantly improve educational outcomes in GEM when used as an adjunct to traditional teaching methods.

10. Leading the horse... mandatory pedagogical training for Higher Education teachers

Angela Short, Dundalk Institute of Technology, Ireland

"Good teaching, it is axiomatic, is a lot better than bad or average or mediocre teaching. Good teaching is a leaven in the life of a student, an institution and a community. Poor teaching is a drag and a drain on all the above" (McAleese, p.22). As the number of students entering higher education continues to climb, questions arise as to the suitability of traditional forms of teaching for what is an increasingly diverse learner population. As straitened finances force governments to reduce the level of public funding into higher education, students are being asked to make a contribution towards their third level education, with evidence that this decision is less of a lifestyle choice, and more of an investment decision directly related to their employment prospects (Chalmers et al, 2008). If teaching quality is to feature in the students' appraisal of the institute in terms of value for money, then good or indeed excellent teaching can become the ultimate differentiator in a plethora of institutes offering generic type programmes. It is perhaps timely then, that the McAleese report should recommend that all teachers in higher education should have received certified

pedagogical training by 2020, a decision that is driven by the increasing diversity of the student body and their respective needs; students differ in their cultural, economic and social backgrounds and accordingly need and indeed expect responsive teaching from academics. Institutional training and support for staff is essential to a culture of excellent teaching but how should this be managed and what if anything can the literature tell us about the effects of pedagogical training and continuing professional development on student learning? This paper will address those questions.

11. Strengthening Teaching Effectiveness through Student Learning Centered Feedback Innovation

Tamara Steger Central European University, Hungary

This poster is based on a project to design and test an innovative student learning centered feedback methodology to enhance teaching effectiveness. A dynamic and integrated student feedback methodology --including short student group discussions on their "most profound learning experience," an in-class suggestion box, an anonymous interim feedback session, and two-question surveys on specific class themes (e.g., teamwork)-- was tested in the course entitled "Environmental Communication and Activism" in the Department of Environmental Sciences and Policy at Central European University. This paper explores the implications for both improving teaching effectiveness based on shared student learning experiences and insights, as well as contributing to and sharing knowledge on innovative student evaluation methods focused on improving student learning. The results so far are a "profound learning experience" in and of themselves. First, unlike end-of-the-year student evaluations, feedback was immediately integrated into the course where feasible; and students embraced the process seriously and enthusiastically. Second, students were able to: 1) engage concepts and themes from the class with increasing ease; 2) benefit from a spontaneously organized social gathering with former students to discuss project ideas and experiences; and 3) make important intellectual progress on their projects through the instructors' identification of their particular learning needs as expressed by them in their feedback. The feedback also showed that sometimes students have perceptions of their classroom experience that may or may not be well-aligned with the course's technical aspects (numerical size of class, scheduling, availability of agenda, etc.), but still need to be addressed. Third, the professor was able to reflect more on how to improve teaching effectiveness in a way that could benefit these students in this academic year based on their own expressed learning needs. While the feedback methodology was time-consuming in terms of gathering, processing, sharing, and integrating feedback, a teaching assistant was key to alleviating the time burdens by providing additional mentoring.

12. Recursively Interleaving Scholarship, Teaching and Learning

Barbara Stuart, University of Denver, USA

This poster will demonstrate the conversion of an inert, dry syllabus to a dynamic graphic syllabus, after iterative design, development and testing. Moving through teaching and learning philosophy questions from 'What I Hope My Students Learn' (Davis & Arend, 2013) and including elements like how to assess the performance of a (not necessarily easy) skill to integrating real-world experiences through reflection, this workshop will provide tips for more learning-centered and engaging syllabus development. State of the art syllabus design is demonstrated with tips formulated by Lund Dean and Fornaciari (2014) for how to put andragogy into practice. One sidebar will include an elaboration of experiences of "the real reason people won't change" (Keegan & Lahey, 2001) in academic settings moving to greater use of technology to support teaching and learning. This faculty member and instructional designer are iteratively improving course design using mid- course and final student evaluation of teaching, classroom observation and videography to underpin design. The methods incorporate continuous feedback and improvement, including developing appropriate rubrics to measure learning when appropriate and creating metrics for visual expression in business classrooms.

Davis, J. R., & Arend, B. D. (2012). *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching*. Stylus Publishing, LLC..

Dean, K. L., & Fornaciari, C. J. (2013). The 21st-Century Syllabus: Tips for Putting Andragogy Into Practice. *Journal of Management Education*, 1052562913504764.

- Kegan, R., & Lahey, L. L. (2001). The real reason people won't change. *Harvard Business Review*.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.
- Pfeffer, J., & Sutton, R. I. (2013). *The knowing-doing gap: How smart companies turn knowledge into action*. Harvard Business Press.
- Whetten, D. A. (2007). Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago. *Journal of Management Education*, 31(3), 339-357.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.
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BUILDING DIGITAL LITERACY

13. Viewshare: From Systematic Review to Digital (Re)Vision in the Scholarship of Teaching For Transitions

Donna Maria Alexander, University College Cork, Ireland

Today, academia is characterised by a distinct shift towards the digital. According to Kathleen Fitzpatrick "some of the most important work that we can do as scholars may more closely resemble contemporary editorial or curatorial practices, bringing together and highlighting and remixing significant ideas in existing texts rather than remaining solely focused on the production of more ostensibly original text" (2009, 9). Open access publications and digital tools and archives are quickly becoming a mainstay of research, but need to be purposefully exploited in order to maximise their use rather than add to the proliferation of resources and research "noise". This poster presentation details the use of Viewshare for the visualisation and exploration of bibliographic data. Viewshare was deployed in the "Scholarship of Teaching for Transitions" project. The project aimed to take a snapshot of existing scholarship on teaching for transitions published between 2000 and 2015 and make recommendations as to how this scholarship can be used to enhance and embed best practice. This poster focuses on the development of a digital database of scholarship located by the project and showcases the use of an innovative data visualisation tool to support future researchers. This poster illustrates the challenge of locating a digital tool with the level of functionality and customization required, as well as being conducive to the existing methodology of the project. Furthermore, this poster exhibits the opportunities and barriers for the representation of bibliographic data within a digital framework primarily built to support cultural heritage collections. Overall, this poster demonstrates the value of using digital tools to harness the scholarship of teaching and learning within the context of the "Teaching for Transitions" project. Not only does Viewshare curate big data in a manageable format, but within the framework of this project it provides a resource that goes beyond visualisation. Scholars who use this database can manipulate and cross-reference via a range of views and widgets to extract the data they need.

Fitzpatrick, Kathleen. *Planned Obsolescence: Publishing, Technology, and the Future of the Academy*. MediaCommonsPress. MC Press. 2009. Web. 20 Feb 2015.

14. Building digital literacy

Joyce Armstrong, Old Dominion University, USA

Students are arriving on today's college campus with technology skills that they have been utilizing for many years. However, their digital literacy knowledge is usually minimal. Two universities collaborated to build ten teaching modalities to assist faculty members in assisting students in developing their digital literacy abilities. Digital information comes to the college student from libraries, culturally diverse community resources, special interest organizations, media, and the internet and it is available through multiple sources. Students and the faculty instructing courses rely increasingly on digitized materials available online—databases, primary source collections, electronic articles and books, etc. Frequently students often do not possess digital and informational literacy skills to successfully engage with online sources critically and productively. To effectively use this multitude of information, college students need to develop and master several skills that will aid in the ability to view the information with a critical, rather than passive, mindset. A curriculum was developed about information literacy for undergraduate students. The curriculum consisted of ten

teaching modules that developed students' abilities to find, evaluate, and use primary and secondary source documents in digital format; identify biased information; demonstrate techniques for determining the authenticity of an artefact; and utilize visual literacy. Each module was based on Literacy Competency Standards for Higher Education which included the following basic components: standards, objectives, required teaching materials for a particular literacy, background information, vocabulary, writing activities for before and after discussions, assignments, and assessment. All materials were selected by the authors to direct students to digital collections. These modules were designed to teach students how to procure, evaluate, and employ online sources and assist instructors in teaching students how best to engage with online sources as active and critical readers and thinkers.

15. Using iPads during Practical Teaching Classes to facilitate Formative Assessment and Feedback to Enhance the Student Learning Experience

Shazia Chaudhry, University of Manchester, UK

In the Faculty of Life Sciences (FLS), first and second year practicals are delivered as stand-alone units that are based on laboratory and experimental design skills. Providing feedback to students on experimental choices made during practical sessions or critiquing generated results can be challenging during the practical session due to the time required to observe individual students. This is particularly evident in departments with a large student cohort (approx. 550 students), leading to large practical classes. In order to help address this issue, iPads using the NearPod application, were used during a first year practical unit, 'Introduction to Experimental Biology', to facilitate formative assessment and feedback during the practical session. The increasing use of technology such as iPads and Personal Response Systems are widely used in universities to supplement lectures, however they are sparsely used to facilitate laboratory practicals. These systems allow multiple-choice based questions to be asked during the practical session and students are able to respond via the application or a hand-held wireless transmitter. The results are aggregated using specialist computer software allowing students to view their results on projected/large screens. Practical sessions involved testing student understanding of the principles and reasoning behind the science and methodologies carried out in the practical session. Students completed evaluation questionnaires at the end of the semester and preliminary analysis showed that 75% of students on the first year practical unit felt they had developed useful skills, over 70% of students found they had enjoyed the practical and 71% found the practical intellectually stimulating. This system enables 'real-time' discussion, guided student thinking and enhanced feedback during the practical. Student responses could also be used to drive the practical with students making strategic decisions at various points during the practical. The system has capabilities to be linked to student personal ID numbers for recording answers and so can be used for the provision of formative or summative assessment.

16. Enhanced experiential learning and the potential to improve surgical patient safety through the application of NFC technology

Emer O'Connell, J Pegler, E Lehane, V Livingstone, N McCarthy, LJ Sahm, S Tabirca, A O Driscoll, and M Corrigan, University College Cork, Ireland

Excellent surgical care requires the optimal management of medications. It is estimated that hospitalized patients are subject to at least one medication error per day. Electronic prescribing reduces medication errors but few systems have been developed to allow effective electronic prescription at the bedside. Near Field Communications (NFC) is an emerging technology that allows data transfer between remote mobile devices. An NFC-based system was designed to facilitate prescribing and drug administration using a smart phone or tablet. The system allows information pertaining to medications, allergies and medical conditions to be stored within a patient's identification bracelet. Such information is retrieved by scanning the bracelet with a smart phone. Advice regarding interactions and allergies is provided by the system as medications are prescribed. Final year medical, nursing and pharmacy students were recruited to test the electronic system as an educational initiative on a simulated ward. Medication errors were compared against errors recorded using a paper-based system. A significant difference in the commission of medication errors was seen when NFC and paper-based medication systems were compared. Paper use resulted in a median of 4.5 errors per prescribing round while NFC prescribing resulted in a median of 0.18 errors per simulated prescribing round ($p < 0.05$). Likewise, medication administration errors were reduced from a mean of 2.3 per drug round with a paper system to a mean of

0.8 errors per round using NFC ($p < 0.05$). A mean satisfaction score of 2.45 was reported for the group, (rated on 7 point scale with 1 denoting total satisfaction with system use).

This emerging technology can be incorporated into training to produce an innovative educational tool. Further testing is in progress to evaluate its role in a clinical surgical environment to enhance surgical management.

17. Is there a downside of technology on society?

Candy Sebert, University of Central Oklahoma, USA

Technology has had a tremendously positive impact on our global society. As time goes by, the pace of innovations quicken. Every part of our personal and professional lives has a technological component whether it is with the Internet, computers, phones, email, texting, social media or video conferencing. However, is there a downside of technology in our society? How can we promote a social, mental, physical and environmentally healthy lifestyle for our current and future generations? Many times the unintended consequences or the hidden costs and benefits of innovative technologies are best defined by those consequences rather than by the original intentions. These consequences can be positive or negative. Interpersonal communications are critical to developing strong personal and business relationships. However, cell phones, email, texting and social media have to some extent, adversely impacted our face-to-face communications in both personal and work related situations by decreasing personal interactions which are more complicated and require considerations and listening skills not necessary in social media. Being “connected” can easily distract us from being in the present. Technology innovation brings both new opportunities and new problems. The use of technology has the capacity of increasing productivity, but it doesn't always result in greater efficiency. Who would have thought that texting while driving would increase the risk of a car accident six times more than driving intoxicated?

SUPPORTING INTERDISCIPLINARY WORK

18. A retrospective eight year comparative study of assessment type in evaluating performance of multidisciplinary students in pharmacology

Orla Barry, Eleanor O'Sullivan and Marian McCarthy, University College Cork, Ireland

Engagement in high-quality assessment is essential for both educator and students. There is considerable pressure on pharmacology instructors to both effectively teach the discipline and to use effective assessment in multidisciplinary undergraduate student groups. To-date there are no studies documenting effective pharmacology assessment in the aforementioned group. This is an eight year observational retrospective study aimed at compiling, analysing and evaluating different types of assessment to gauge multidisciplinary (biochemistry, chemistry, physiology and medicine) student learning in pharmacology. Both quantitative and qualitative methods of assessment were used to provide a richer and mutually corroborative array of evidence. Assessment included end of module (EOM) multiple choice (MCQ) examination and an EOM written essay paper. Our findings indicate significant variation in students' scores depending on the type of assessment employed. Strikingly over an eight year period annual mean scores in the physiology student cohort were consistently and significantly ($p < 0.05$ and $p^{**} < 0.01$) lower compared to all other groups. Interestingly our results also demonstrate no significant correlation between the physiology student marks scored in the two different test formats ($r^2 = 0.29$, $p = 0.17$). Written essay scores were significantly higher ($p < 0.05$) than MCQ scores for the physiology student group. This contrasts with the medical student cohort who demonstrated a consistent and significant increase in mean scores compared to overall annual class means. In addition there was significant correlation ($r^2 = 0.67$, $p < 0.05$) in student marks scored in the two different test formats and written essay scores were not significantly different to MCQ scores. The presence or absence of correlation between MCQ and essay scores indicates that student discipline influences whether student performance is dependent or independent of testing format. Our research suggests that certain modes of assessment may preferentially suit some but not all students from multidisciplinary backgrounds within the one pharmacology class.

19. From Fjords to fermata: Locating Music Education in an International Interdisciplinary Context

Adele Commins, Dundalk Institute of Technology, Ireland

Recent key messages from the European Council for the area of Education and Training include recommendations for developments of all curricula in education to enhance the creative and innovative competences of learners and to develop a much stronger cooperation between the areas of culture and education. From 2011-2014, DkIT engaged in an Erasmus Intensive Programme on Creative and Aesthetic Learning with partner colleges from Belgium and Norway. In each year of the project, a two week residential programme was hosted in a different partner institution. Some of the aims of the project relate to the development of educational links between third level institutions and to facilitate the development of innovative practices in education and training at tertiary level. The IP CREAL developed team-building and group work skills through a series of workshops, brainstorming and reflective practice. Students were encouraged to represent their experiences through various media including visual arts, film, music, dance and drama. For all of the students involved it allowed them to bring their discipline specific skills together and inform each other on the possibilities for problem solving. The project also facilitated the development of inter- and multi-disciplinarity and the nurturing of entrepreneurship amongst the participants. Following each of the two-week programmes, students engaged in a reflective process through focus groups and completed surveys based on their experiences. In this paper, some of the attitudes and responses from the students are considered that help to inform group leaders on challenges and pathways towards success in future projects. The paper outlines how suggestions made by students were implemented and also how the setting and the aims of the project presented new and differing challenges each year. The success of the programme highlighted the potential for greater interdisciplinary work and informed the expectations of students and teachers with regards to future learning.

20. Enhancing Patient Outcome Through SOTL

Eugene Dempsey, University College Cork, Ireland

The Institute of Medicine report in 1998, *To Err Is Human*, estimated approximately 100,000 deaths annually in the US were related to medical errors, one half of these errors were related to procedures. Learning procedural skills requires time to gain the basic theoretical knowledge and subsequently consolidate the skills with exposure and practice. Tertiary neonatal units provide the environment in which trainees have the opportunity to achieve the necessary procedural skills. Increased focus on the prevalence of medical errors and the increasing need to improve patient safety and reduce complications has led to a move away from the old adage of 'see one, do one, teach one approach' to a more simulation based educational approach. However hands on learning remains a very common practice and is often determined by clinical need. I work in the context of a busy neonatal intensive care unit with 30 trainees annually, the majority of whom have limited exposure to newborn care. New ways have to be explored to develop and enhance the acquisition of procedural skills in newborn care. Simulation and video recording has the potential to improve outcome for trainees.

Medical video technology has great potential for cultivating a positive learning landscape. It allows for the appropriate consideration of positive and negative aspects of performance of the trainee. It may allow for trainee self-improvement once they can see themselves perform the task. Visual communication in association with verbal communication could potentially allow for a greater understanding of areas for future improvement. I had not considered this form of training, simulation and video feedback, in the context of the scholarship of teaching and Learning framework. Therefore this paper's asks the following question: Can procedural training in newborn care be enhanced within the context of a scholarship of teaching and learning framework?

21. Issues in teaching students to speak clearly about data

Kari Duffy, and E. Leslie Cameron (co-presenter), Carthage College, USA

A fundamental goal of undergraduate education is to improve communication skills, including oral communication. An additional goal of undergraduate education is to improve quantitative skills. Many college courses, including those offered in the psychological science major, provide opportunities for students to practice their communication skills and/or to enhance their quantitative and reasoning skills. However, students have relatively few opportunities to develop skills in the oral communication of quantitative information, specifically data. The current poster will explore the issue of how to improve students' oral presentation of data. We will describe an oral presentation assignment that uses data from an on-line laboratory (CogLab) to provide students with a platform to talk about quantitative data in a Cognitive Psychology class. Our starting point in this ongoing work is: How do we help students learn to speak clearly about data? Our collaboration combines the perspective of an experimental psychologist and a public speaking instructor. Some of the questions that have emerged in our collaboration are:

1. Data from a previous Midwest Institute for Students and Teachers of Psychology presentation (Cameron, 2006) indicate that students report that they did not learn from each others' presentations, whereas data from a communications class (K. Duffy) suggests that students did learn from student dyad presentations. This raises the following questions:
 - a. What do students perceive that they learn from other students' presentations?
 - b. Do students actually learn from each other's presentations?
 - c. How can we improve their learning?
2. Student ratings of peer presentations tend to be more generous than instructor ratings (e.g., Beyer, 2011). Do student ratings of presentations correlate with student learning?
3. What types of oral presentation assignments can we generate that will better develop students' skill in talking about data? Moreover, how can we assess that learning? Class assignments designed to develop skills will be considered.

22. Promoting Pathways to Intercultural Dialogue and Communication

Angela Flynn and Claire Dorrity, University College Cork, Ireland

Intercultural awareness and cultural competence are tools which are increasingly needed in teaching and learning, and this need is heightened in the context of preparing professionals for areas of practice. Health care workers and Social care workers find themselves at the coal face of meeting the needs of often vulnerable groups within an increasingly complex matrix of services and provisions. Preparing such practitioners to develop culturally competent skills, knowledge and attitudes demands that Higher Education institutes engage in interdisciplinary cultural competence training for staff and students. The School of Applied Social Studies and the School of Nursing and Midwifery, University College Cork in collaboration with Doras Luimní (a Limerick based migrant organisation) is currently building on the delivery of university-wide seminars and modules focusing on the importance of cultural competence in teaching and learning practices. This initiative aims to develop the scope for acquiring cultural competence in teaching and work practice, while also building on previous initiatives to incorporate the development of specific modules at both undergraduate and post-graduate level with a focus on intercultural communication. This is building on the success of previous seminars and workshops with the intention of developing modules in Intercultural communication which could effectively cut across all disciplines. The core aim of the initiative is to examine the need for intercultural training and how it can be more deeply embedded in teaching, learning and work practices. Currently the focus is on health and social professions but the scope for the delivery of generic modules is also being explored. The experiences of this initiative and crucial feedback from participants will be presented in this paper.

23. Strengthening SoTL at the Institutional and Disciplinary Levels

Jennifer Friberg, and Kathleen McKinney, Illinois State University, USA

This presentation will focus on aspects of advocacy for and support of SoTL at both the institutional and disciplinary levels to highlight successful initiatives for the advancement of SoTL. The importance of such advocacy and resources will be briefly noted. Then, initiatives discussed will be used as a springboard for interaction amongst attendees to share "next steps" for SoTL advocacy in a manner which acknowledges differences in both institutional and disciplinary structures and priorities.

At the institutional level, steps taken to enhance understanding of SoTL and support SoTL research at Illinois State University will be highlighted:

- establishment of a SoTL blog to share information, resources, and reflections on SoTL for campus faculty and those interested in SoTL beyond the Illinois State University community
- publishing of a multi-media SoTL research outlet to highlight the SoTL work of faculty, including a variety of representations of SoTL
- allocation of funds to support faculty/student collaborations in designing and implementing SoTL research
- implementation of SoTL Scholar-Mentors to extend the work of SoTL on campus and to develop SoTL leaders who can act as mentors
- development of a campus-wide contest to identify departments/programs/schools who are using SoTL to inform curricular, programmatic, or disciplinary change
- working directly with administrators to understand and use SoTL
- collaborations with other units on campus

At the disciplinary level, specific initiatives for introducing, expanding, and garnering acceptance for SoTL in various fields will be presented:

- adoption of disciplinary position papers to explain SoTL and its value in considerations of faculty productivity
- establishment of a SoTL journal specific to communication sciences and disorders
- SoTL advocacy through a variety of disciplinary research and trade publications
- use of special interest groups to grow interest in SoTL amongst professionals
- establishment of disciplinary SoTL awards (e.g., Sociology)

24. Evaluation of interdisciplinary learning in an undergraduate public health degree

Fiona MacLeod, University College Cork, Ireland

Public Health is a dynamic discipline, continually seeking to address new challenges to the public's health. Public Health students learn a broad array of knowledge and skills across disciplinary boundaries, and are required to integrate this learning into a holistic perspective of public health. The aim of this research was to evaluate interdisciplinary learning in the BSc Public Health & Health Promotion (BSc PHHP) programme in University College Cork (UCC), Ireland. Action research provided the framework for the research. A mixed method approach was used comprising a quantitative cross sectional survey completed by students on, and graduates from, the BSc PHHP. The questionnaire comprised closed and open questions. Current final year students took part in focus groups which were recorded and transcribed for thematic analysis. 101 students and 75 graduates completed questionnaires. 4th Year students were more likely to draw on different disciplines to complete exams ($p=0.043$). 4th and 3rd Year students were more likely to integrate knowledge across disciplines ($p=0.017$). These findings were confirmed by significant trends, $p=0.01$ and $p=0.017$ respectively, across the programme years. 1st Year students relied on lecturers to link disciplines, a reliance which decreased in subsequent programme years ($p=0.036$). Open questions revealed that students link disciplines according to their maturity and knowledge. 1st Year students were least able to appreciate that the programme enabled disciplinary integration. Some graduates reported only seeing the relevance of integration after graduating. Factors impacting on interdisciplinary learning emerged through 8 themes in the focus group analysis, including impact of lecturers, curriculum design and students' academic development. Students on the BSc PHHP programme make connections across disciplines and integrate disciplinary knowledge successfully. Furthermore, this research has highlighted factors which impact on student learning which could be relevant to those involved in interdisciplinary curriculum design and delivery.

25. Interprofessional Education: Empowering Communities to Bridge Oral Health Care Gaps

Marcella Ogenchuk, University of Saskatchewan, Canada

Despite oral health being a fundamental need to the overall health of children, it may be the greatest unmet need in North America¹. Oral health can affect the functional, social, psychological dimensions of children. Early childhood caries (ECC) an infectious disease that results in decay of children's primary teeth² creates a significant burden in both human and financial cost³ with the highest levels of problems in vulnerable populations⁴. ECC is preventable and when caught early is treatable in the community. There are a myriad of interprofessional educational (IPE) initiatives within health education programs, and it is widely accepted in universities across the world that using an IPE approach in the provision of health care services results in better client outcomes and client care⁵. The Caring For Kids Where they Live program is a unique IPE initiative that extends the traditional definition of interprofessional education beyond the team of health professionals to include oral health professionals, nursing students, teachers, support staff, and administrators. This project while developed eight years ago, uncovered student oral health needs and overcame many challenges to enhance student health. Using evidence-based approaches, this team along with the elementary students and their families came together to meet the children's oral health needs in one elementary school. Oral health assessments, oral varnish applications, student toothbrushing programs and referrals were implemented in this practicum. The purpose of this presentation is to discuss the principles of interprofessional collaboration used in this program, report the elementary student health outcomes, and program outcomes. Finally this presentation will discuss the impact of this interprofessional educational experience on undergraduate student learning and the use of evidence-based practice to develop pathways of care in an underserved populations. This unique experiential learning opportunity provides an example of quality student learning within a community setting.

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26. Using Art and Poetry to Develop Observation and Thinking Skills in Pharmacy Undergraduate Students

Eileen O'Leary, Christian Waeber, Suzanne McCarthy and Katie Ryan, University College Cork, Ireland

The curriculum of students in Colleges of Science and Medicine understandably emphasizes science, technology and other quantitative disciplines. But various studies of the impact of visual arts training as a pedagogical tool in medical education suggest that such training improves both observational and empathic skills in medical students and may be superior to standard teaching. We are however not aware of such studies in Pharmacy education, despite the fact that pharmacists often are the patients' first point of contact with the healthcare system. Strategies to enhance observation skills of medical students have recently been described, with many of these programs relying on materials from the fine arts. Over the last 3 years, we have attempted to introduce in the Pharmacy curriculum a series of sessions in which we used visual arts and poetry as substrates for interpretation and discussion in order to improve the students' observation skills. Secondary goals were to disrupt the students' expectation that problems only have a single 'right answer', and to teach them to work as a team, integrating prior knowledge to interpret the content of the painting, photograph or poem. In this presentation, we will discuss how we used carefully chosen images and poems to improve the "soft" skills we believe are essential in the Pharmacy profession. These skills are required to address real-life problems, in which multiple inputs need to be acknowledged and assessed before a diagnosis is made. Confidence comes from exposure and experience not necessarily from always having the 'correct answer'. We will share our experience on how our students engaged with this project, what the students perceived as the benefits and shortcomings of this experiential learning, and will provide a preliminary assessment of their observation skills as they related to the identification of various dermatological conditions.

27. The Leeds Enhancing Educational Practice Network

Samantha Pugh, Mitch Waterman, and Rebecca Dearden, University of Leeds, UK

The Leeds Enhancing Educational Practice (LEEP) Network brings together academic and professional support staff from across the Institution to develop an evidence-based approach to Student Education at the University of Leeds.

All members of staff at the University of Leeds are eligible for membership of LEEP, and the membership is based on shared interests and mutual support for educational development. LEEP also provides a mechanism to ensure that good practice is captured and disseminated, and members support each other to increase uptake of initiatives.

The network consists of a number of self-determined special interest groups (SIGs) that meet on a regular basis to develop and share good practice, thus reducing the amount of duplication of effort across the institution.

One of the key strengths of the network and its SIGs is that they are multidisciplinary; the SIGs are organised on a thematic basis. Current themes include: employability, assessment and feedback, student engagement and research methods. The network is not hierarchical; anyone with a particular interest may propose (and lead) a new SIG.

The LEEP Network has made significant contributions to the development of Student Education at the University of Leeds, most notably in the development of the new Leeds Curriculum, where the assessment and feedback SIG made a major impact on the principles of assessment. Looking ahead, the LEEP Network will have a significant role to play in the evaluation of the impact and effectiveness of the new Leeds Curriculum.

SoTL AS A BRIDGE

28. Bridging boundaries with the help of historical approach

Juha Himanka, University of Helsinki, Finland

This presentation aims at showing the relevance of historical approach to present day studies of higher education. I will give some examples on how we could 1) find an agreement on what our basic concepts mean; 2) understand better our present practises by studying the historical roots of higher education. At the end of the Handbook of Self-regulation (2000) the authors give the following statement (p. 750): “there are almost as many definitions and conceptions of self-regulation as there are lines of research on the topic.” How could these lines of research communicate with each other? In my opinion, they should come to an agreement on their basic concepts. The agreement could be achieved by studying common historical roots of these concepts. This would be in line with the notion of The Forward Look of European Science Foundation concerning higher education, which emphasises the importance of historical perspective to many of the issues requiring investigation (p. 35). An example of historical roots for the study of self-regulation can be found in Plato’s dialogue Meno. In this dialogue, Plato describes how Socrates guided an uneducated boy to find out the answer of the question under scrutiny himself and refused to give the answer only to be learned by heart. Further examples will be discussed in order to bridge the boundaries of our basic concepts with the help of historical approach.

29. A transatlantic stage: International performing opportunities for Irish music students in Higher Education

Daithi Kearney, Dundalk Institute of Technology, Ireland

In 2014, members of the DkIT Ceol Oirghialla Traditional Music Ensemble embarked on two international tours. The principal aim of these tours was to provide participants with the opportunity to gain international experiences and explore opportunities to develop international links in the context of Higher Education. The tours provided participants with opportunities to gain an understanding of music education in other international institutions, further informing the roles and expectations of both students and teachers from Dundalk Institute of Technology. In addition to formal performances in a variety of venues, the group facilitated music and dance workshops in schools, colleges and the community; engaged in pub sessions and collaborations with other musicians and delivered lectures. The group also benefited from attendance at conference sessions, classes and lectures, performances by other groups, visits to museums and art galleries, and the experience of cultures of different parts of the world. These projects moved beyond the prescribed curriculum and provided unique opportunities for teaching and learning for all involved. As well as musical development, participants were challenged to improve their groupwork and communication skills and present their learning to a wider audience. The paper focuses on student responses to their experiences based on discussions,

interviews and surveys. While both tours were considered enormously successful from a number of perspectives, they each presented different challenges to participants and organisers. The multifaceted benefits to various stakeholders are noted while recommendations are proposed based on both the success and challenges faced at different stages in the projects' development.

30. Quantitative analysis of the research student/mentor relationship

Kenneth Martin, Neil Caffereky, Parvaneh Mokarian and Peter Constantinou, University College Cork, Ireland

The relationship between a researcher and their mentor is a key determinant of the career development of the postgraduate research student. In spite of the importance of further research-led innovation in the development of a technology-driven society, the methods of mentoring employed are generally left largely to the discretion and philosophy of the research supervisor. In this study, an analysis will be performed of the ideal balance between close or infrequent contact, positive or negative reinforcement strategies and the overall relationship environment between research students and their mentors in the development of the following areas: (1) Development of Functional approaches required by the student to successfully fulfil their research endeavour and (2) Enculturation of the research student into the performative norms required by the hosting research environment; (3) the successful establishment of the required Critical Thinking faculties emblematic of a successful independent researcher along with the required (4) Emancipation, in addition to the ability (5) develop the necessary relationships with the student/mentor axis among national and international peers. This study will also provide output metrics on the subsequent productivity and retention of PhD graduates with academic research and correlate with previously determined modes of research supervision determined by questionnaire. When completed, this study should provide guidance in terms of scholarship on the ideal balance should such exist between different forms of interaction between a research student and their mentor.

31. Visual Thinking Strategies for Medical Students – the Teacher Experience

Nora McCarthy, R Magner, C Ryan, E Duggan, D Bennett, S O'Flynn and B Maher, University College Cork, Ireland

Visual Thinking Strategies (VTS) is a teaching method based on highly structured discussions of visual art of increasing complexity. VTS is thought to enhance observation skills and critical thinking and to help students understand ambiguity and difference of opinion. However, there has been little research on the benefits of VTS for medical students. Observation, critical thinking, teamwork and keeping an open mind are all intrinsic to the Art of Medicine. The College of Medicine and Health at University College Cork was the first European University to introduce VTS into its curriculum. The aim of this study was to investigate whether VTS improved observation skills and critical thinking skills in medical students. Faculty trained in VTS facilitated a 6-week VTS programme for medical students. Prior to VTS training, the students viewed and wrote about three carefully chosen images (two of which were medical). On completion of the VTS programme, the students again viewed these images and described what they saw. Pre and post responses were linked and data was analysed using the VTS Categories of Thinking internationally validated analysis tool. Eighty-six students completed the programme. There was an overall increase in the number of observations post VTS. Although the number of complex observations decreased, there was a significant increase in observations supported by evidence ($p < 0.005$). Importantly, the number of 'inference with evidence' observations increased three-fold. Speculation also increased. Students valued their opinions being listened to and respected. The VTS programme was associated with enhanced observations supported by evidence and increased inferences supported by evidence, both of which are very important components of critical thinking. Increased confidence in voicing one's opinion is important for Teamwork and Patient Safety. Further studies are needed to see if these findings translate into improved observation, problem solving and Teamwork in clinical practice.

32. Teaching and Learning interculturalism in the Third Level Classroom: A reflection on theory and practice

Claire O'Reilly, University College Cork, Ireland

This paper utilises insights from a SOTL (Scholarship of Teaching and Learning) framework, and will present first the theories and approaches used to teach interculturalism in the classroom; it will then reflect on these approaches based on student feedback from course evaluation. The approach to teaching interculturalism is anchored primarily within the perspective of social and cross-cultural psychology; this is compared with teaching interculturalism within literary analysis. Feedback is based on students reflecting on the application of these concepts from both Arts/Humanities and Business backgrounds and it is argued that concepts and course materials must be tailored to groups specifically. Two theoretical approaches underlie and are reflected in this paper: 1. The SOTL paradigm used in Education provides a lens on how to analyse scholarship in teaching; and 2. selected theoretical approaches to teaching Intercultural Communication. These include the disciplinary perspective of cross-cultural psychology and selected theories of Intercultural Competence. The research discusses the following findings:

1. Findings show that different cohorts of students respond differently to the same intercultural content; business students largely rejected theories and Arts students were receptive. Further changes in the curriculum show how to trigger learning motivation in Business students and enhance receptivity to intercultural learning content
2. Due to the nature of the subject, the author argues that in the classroom the educator has to spend time on demonstrating learning need in the intercultural classroom and this seed needs to be planted to yield the most fruitful learning results
3. The author will reflect on the marrying of intercultural theories (using the aforementioned cross-cultural psychology lens) with literary analysis and how insights generated were incredibly useful in stimulating cultural and intercultural learning of Self and Other.

33. SOTL in Europe: leading the development of scholar-teachers

Joanna Renc-Roe, Central European University, Hungary

This poster presents a snapshot of work from an academic Centre for Teaching and Learning in which the author defines the essential ingredients in having SOTL informing educational development in European Universities. The poster will explore the idea of a coherent integration of SOTL as a philosophy, a set of values and as academic practice into the work of Centers of Teaching and Learning in Europe. The CEU Center for Teaching and Learning is an academic unit aimed at supporting teaching and learning at a post-graduate, American (and also a European) university. As such it forms a unique and valuable case-study for universities in various regions of Europe. Already in its fourth year in operation and backed up by significant preparation and relevant research backgrounds of its founding faculty/academics (in educational research and higher education research), the Center is continually expanding its understanding of what it means to support teachers as scholars and to maintain a scholarly approach to teaching in its own work. Areas to highlight include specific spheres of work of the center, the distinctions between types of interventions and programs, and most importantly, ongoing institutional leadership in terms of defining the very values, principles, and practices that the formation of new SOTL scholars necessitates. This poster will be of interest to colleagues in Europe and beyond, who work on similar challenges in their institutional contexts.

INFORMING KEY TRANSITIONS

34. Yes, and... Cultivating the Art of Conversation through Improvisational Classroom Experiences

Daniel Blackshields, University College Cork, Ireland

Huber and Hutchings propose that integrative learning can 'lead to personal liberation and social empowerment' (Huber and Hutchings, 2004: p. 1). For integrative learning pedagogies to achieve these learning goals we believe that educators should take seriously Leskes' evocation of Jiddu Krishnamurti's rhetorical question: 'What do you consider to be the purpose of education? Is it not to bring about an integrated individual?' in the foreword to *Mapping the Terrain* (2004: p. iv). This poster reports on the pedagogical design and enactment embodying a scenario thinking course delivered to postgraduate business economics students in the School of Economics in University College, Cork in 2013-14. This pedagogy was designed using the principles and practices of Bohmian Dialogue (Bohm, 1996) and the

organisational characteristics of jazz improvisation (Barrett, 2012), acting as an environmental catalyst for students to become aware of the embodied and embedded nature of thought and to challenge and support mindfulness towards students' individual and collective ways of knowing. This poster will report on the design values, assumptions, principles and enactment of this pedagogical experiment and on students' and the facilitator's reflections-in-action and reflections-on-action on their learning experiences while embedded within this pedagogical design.

35. Supporting learning by exploring the expectations and prior experience of veterinary nursing students

Dunne, K., Duggan, V., *Dallat, J. and Campion, D., University College Dublin and *Dundalk Institute of Technology

Supporting learning by exploring the expectations and prior experience of veterinary nursing students. As Irish society becomes urbanized the percentage of veterinary nursing students with animal handling experience has declined, especially in relation to large animals. Are student expectations, prior experience and training producing competent graduates who are suited to their chosen profession? The Veterinary Council of Ireland (VCI) requires graduates to demonstrate competency in the nursing care of all domestic species. Students must be trained how to safely care for species they may be completely unfamiliar with. There are no published studies exploring why students elect to study veterinary nursing. This information could clarify if unrealistic expectations exist and how they impact on student learning, as well as career satisfaction and performance. To address this deficit the first year veterinary nursing student cohorts at University College Dublin (UCD) and Dundalk Institute of Technology (DkIT) were surveyed. An online questionnaire quantified their prior animal experience, learning expectations and reasons for choosing the course. Registered veterinary nurses (RVNs) were also surveyed for comparison. Both students and RVNs were asked to define veterinary nursing competence. The surveys confirmed that the majority of students had little or no large animal experience. Students generally identified competence as a mixture of knowledge and performance. Some RVNs stated that a competent nurse is one who can work independently: a definition of competence beyond that required by regulators or taught by educators. This finding is significant as it indicates that qualified veterinary professionals could place unrealistic demands on recent graduates. By quantifying prior experience and expectations, educators may be able to better meet student learning requirements. This study could benefit learners by helping them identify their skill gaps, as well as providing some insights into more realistic career expectations.

37. Doing' history: postgraduate teaching assistants as emerging disciplinary stewards

James Cronin, University College Cork

Making explicit the process of decoding history underpins the philosophy of the "Teaching History Seminar" at University College Cork. This teaching and learning seminar for graduate history scholars at Cork encourages graduate teaching assistants in history to identify a challenge in their teaching that they can reasonably attempt to transform, over the duration of a single academic year, through a teaching intervention of their choice. Seminar mentoring is grounded in helping graduate teaching assistants to become aware of their personal and scholarly experiences of "doing" history. The seminar's philosophy is influenced by the "History Learning Project", at the University of Indiana, Bloomington, USA, that has pioneered an approach to scaffolding disciplinary knowledge and critical thinking known as "decoding the discipline" for history education. The Indiana research group think of the "doing" of history as a process in making explicit disciplinary knowledge and action through learning and teaching performances. This position is inherently social constructivist in nature. Ideally, such performances should holistically incorporate cognitive and affective dispositions. Increasingly, similar research groups, in Europe and the USA, are concerning themselves with the affective domain in history education, little studied to date. A conclusion from the "Teaching History Seminar" at Cork is that graduate teaching assistants have become more aware of the need to make explicit processes of historical thinking to students transitioning into a full degree programme. The findings of this seminar concur with international research that is beginning to expose divisions in historical thinking, between cognitive and affective domains, as artificial.

38. Threshold or barrier to understanding?: Teaching Actus Reus and Mens Rea as Foundational Concepts in Criminal Law

Fiona Donson and Catherine O'Sullivan, University College Cork, Ireland

This paper will focus on the teaching of core concepts in Criminal Law. This is a first year subject and has a significant impact on the development of student learning and understanding in relation to the wider discipline of law. As a subject, it has traditionally been delivered in a way that separates core concepts, such as intention and recklessness, from substantive offences, such as murder and theft. The authors will present their research findings that indicate that this approach can hinder the development of student understanding of the operation of this complex area of the law. We will argue that the failure to recognise the role that threshold concepts play in the true assimilation of core concepts acts as a barrier to understanding for students in the early stages of their study of law. In exploring these issues we will present research findings that allow for a reflection on these elements, and also emphasise the importance of averting students to what we identify as a key threshold concept in law, that of uncertainty. Finally, we will offer some thoughts on whether a better approach to teaching criminal law can be developed through considering core concepts and substantive offences holistically rather than separately.

39. What were they looking for and did they find it? Graduate international students' first destinations after studying in New Zealand

Cath Fraser and Pam Simpson, Bay of Plenty Polytechnic, New Zealand

Developing cross-cultural understanding between higher education providers and international students has been key to providing educational packages which meet these learners' qualification requirements, equip them for life and careers after graduation, and help to make our study programmes a first choice in today's competitive higher education environment. Using a scholarship of teaching and learning inquiry approach has helped us to understand the transitions a student makes from the education environment of their home country, to that of a foreign provider, and thence into the global workforce. Differences in cultural perceptions can emerge before enrolment, and may lead to a gap between students' expectations and their actual study experiences. Then too, we need to understand their motivations and aspirations for life once they leave us: where do they go, and what are they doing? A recent survey of international graduates from a New Zealand institution asked about their first destinations, and the extent to which they were using content and skills acquired during their time with us. Our findings highlighted a number of areas in which our service provision and workplace preparation can be improved, and given the number of graduates who remained in our country, confirms the phenomenon widely discussed in the recent literature: that international students today are less sojourners than potential citizens. The online survey results were extended through a number of interviews to gather some individual stories behind the larger numerical patterns. This presentation would discuss some of the cross-cultural learning gained by our team during the research process, and would share the recommendations we have made to our organisation as a consequence. We hope that many of the issues and solutions described will resonate with an international audience, and look forward to opening a dialogue with other practitioners in export education.

40. The Washback Effect of Summative Assessments

Kathryn McSweeney, University of Stirling, UK

This poster focuses on the washback effect of summative assessment practices. The Leaving Certificate examination has stood the test of time, enjoys public confidence in terms of standards and status. The 'points' achieved in these high stakes examinations are treated by society as the ultimate goal of education and the validity of assessment is often of secondary concern in comparison to objectivity. However, the system is no longer fit for purpose, because it neglects the development of capabilities and dispositions of students by rewarding rote learning and memorisation. A worrying concern is that the students transitioning to third level education are often not aware of their habitual learning practices or meta-learning capacity. This study was prompted by an interest in the extent to which the aims of education in Ireland are being served by the assessment carried out at a national level. This interest led to an empirical investigation of key stakeholders' perceptions of the validity of assessment and a critical evaluation of its impact on

teaching and learning. The data collection primarily comprised interviews with a selection of teachers, students and teacher educators; and a complementary analysis of the design of a sample of State examinations during the period 2005-2014. The respondents indicated that summative assessment practices are commonly used in classrooms and the findings strongly suggest that external examinations are influencing teaching methods by demanding a test-oriented pedagogy to enable students to achieve certificate points. The technical analysis of a sample of Junior and Leaving Certificate examination questions confirmed that these external assessments predominantly promote lower-order learning and there are clear indications of a washback effect on the quality of learning achieved.

39. The move from head to heart learning following perinatal bereavement

Daniel Nuzum, University College Cork, Ireland

The death of a baby is one of the most challenging bereavements with life-long impact for families. The question posed for this study is how I could foster a deeper experiential learning for pastoral care students as they provide care for families following the death of a baby? I wanted to explore a new way to deepen the experiential learning of the group and to evaluate if this was successful. It could be described as moving from 'head to heart' learning that would improve clinical practice and bring about a greater empathetic approach to care in what is a challenging environment. Following theoretical input, the group was invited to share their hopes and dreams while passing a ball of wool from one to the other to 'spin a web' of connectedness. In the background a foetal heartbeat was playing. Influenced by Kolb's experiential approach and Transformative Learning as exemplified by Mezirow and Cranton this helped to reinforce personal story with action and sensory experience. Without warning the music was stopped and the group asked to drop the web of wool and to share their feelings. The group demonstrated deep learning and were able to access their feelings of hope, expectation and anticipation. Having accessed these feelings they then experienced the reality of their absence and in so doing the students were able to have greater insight into loss and grief. The experience of this experiential learning has transformed how I facilitate this topic of learning. This poster will share the learning and experiences of the group.

40. Maximising SoTL to create employability spaces in curricula for language students and teachers in higher education

Malachy Ó Néill, Ulster University, UK

Blocher's (1974) Ecological Learning Theory might be applied to the Employability agenda currently facing all disciplines of Higher Education, a particular challenge for non-vocational subject areas. This paper will focus on SoTL in relation to the creation of employability spaces within existing and new curricula, presenting a model from the School of Irish Language and Literature which can provide a formula and an impetus for the initiation of discipline-specific activities in all subject areas, maximising the potential of curricular and extra-curricular opportunities and engineering a learning ecology based on partnership.

Annual UK-wide surveys of recent graduates (such as NSS, DLHE and KIS) challenge academics across the UK to deliver student satisfaction, foster employability skills and engender graduate qualities. The employability model presented embraces current SoTL in adopting a series of creative strategies in order to fulfil the expectations of enhanced learning and teaching strategies at institutional, national and international level, offering suggestions for the successful development of core work-based learning modules and optional employability activities for students throughout their higher education journey. A key dimension of the model is the Ulster EDGE Award, a flexible framework which facilitate student participation in a range of generic professional activities. This model, however, highlights the need for subject specialists to develop discipline-specific initiatives in order to initiate the partnership between 'the workplace, the individual learner and the university' (Boud & Solomon, 2001). Employability statistics have traditionally been a challenge for the Humanities yet since the inception of the current model in 2012 EDGE participation has risen dramatically and NSS has returned a 100% student satisfaction score for Irish. Blocher's three subsystems of opportunity, support and reward can inform a framework for work-based learning (Jones & Warnock, 2014) and develop Employability Spaces across all aspects of academic provision regardless of discipline and subject area.

41. A Tale of Two Courses

Carol Pollock and Karen M. Smith, University of British Columbia, Canada

There is a major transition in teaching and learning for students between secondary and tertiary learning environments. Part of the role of first-year (freshman) courses is to help students bridge this gap and transition towards adult learning models. At UBC a flexible learning initiative is in place and two large-enrolment biology courses have been part of this initiative for the last two years. This flipped classroom model takes students through a regular learning cycle that includes pre-class preparation, in-class activities and post-class reinforcement of course concepts. We will present a model for learning in our flipped classrooms and the assessment of this model. Data were gathered from concept inventories, surveys, student feedback, and classroom observations. These data suggest that while students may be initially reluctant to embrace this model, they value this novel approach to an otherwise didactic lecture and recognize the learning gains they achieve during the course.

42. The INPUT project: first impressions

Jose Santos, Sandra Moffett, Mairin Nicell and Martin Doherty, Ulster University, UK

In 2009, four academics from the School of Computing and Intelligent Systems, Ulster University created a project called TIME (Technology Inspired Minors Engagement) to work with young people at various stages of their schooling to excite them about STEM subjects. As part of this initiative in January 2014 the TIME team launched the INPUT project. INPUT (Informing the Pre-University Transition) provides a placement workshop, created for sixth form pupils to encourage them to consider tertiary level, hopefully within a STEM subject area. The INPUT project brings pupils onto the Magee campus, Londonderry for two days, introducing participants to aspects of studying STEM, with particular emphasis placed on computing and engineering. Over two days participants are offered a series of individual activities to complete, including designing and constructing their own websites based on career and employment research, and the creation of a short video to 'sell' themselves to potential employers. They also receive a tour of the computing and engineering facilities and engage in interactive demonstrations of current research projects. Activities are developed to increase participants' awareness of potential choices in STEM subjects at University level, which in turn helps them to make more informed career choices. This workshop is the final step in introducing pupils to STEM and Computing subjects prior to the university application process (UCAS). This paper presents first impressions of the planning process, the launch workshop and first year participant feedback. This paper will be of interest to those involved in widening access activities and/or the promotion of STEM. It is anticipated that presentation at the conference will stimulate debate on the topical subject of pre-University entry and best approaches to address this.

43. A Year of Piloting Pluralistic Finance Education

Vicki Zhang, University of Toronto, Canada

Even after the recent financial crisis, current financial education follows a strictly neoclassical model. I developed and implemented a series of pedagogical experiments to explore an alternative model incorporating financial ethics, moral reasoning, critical thinking and communication skills into the limited curriculum space educators are given. The experiments were conducted in a large-classroom second-year financial mathematics and a small fourth-year course. They were a juxtaposition of individual and team-based activities - research projects that repurpose finance (community/climate bonds, green mortgages), product research that involves interactions with financial sector as consumers, reflective writing, and debates from the perspectives of various stakeholders. Course materials were drawn from various disciplines including economic history, risk management and quantification, political economy, and strive to provide a holistic understanding of the industry and its socio-economic impact. Preliminary findings highlight the urgency and efficacy of introducing elements of humanity education and critical thinking into the pedagogy. The poster also describes the author's experience of academic activism in external professional organizations that have major influence on universities' curriculum setting and student evaluation. It concludes with a discussion of an on-going study aiming to formulate a grounded theory of the effectiveness of financial ethics education, taking into account the unique cultural background of the student body, as well as students' past educational and/or working experiences.

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Name	Surname	Institution
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Marit	Allern	UiT The Arctic University of Norway
Per	Andersson	Umeå University
Staffan	Andersson	Uppsala University
Roy	Andersson	Lund University
Joyce	Armstrong	Old Dominion University
Ambreen	Ashraf	University College Cork
Veronica	Bamber	Queen Margaret University
Eleanor	Bantry White	University College Cork
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Michael	Barrett	Institute of Technology
Fiona	Barry	University College Cork
Orla	Barry	University College Cork
Tina	Bass	Coventry University
Tina	Bass	Coventry Business School
Susan	Beatty	University of Calgary
Sebastian	Bengtegard	Malmo University/TS
Kerry	Bissaker	Flinders University
Daniel	Blackshields	University College Cork
Klara	Bolander Laksov	Stockholm University
Shirley	Booth	University of Gothenburg
Rachel	Bovill	Sheffield University
Mairead	Brady	Trinity College Dublin
Deirdre	Breatnach	Mary Immaculate College
Rebecka	Broman	Malmo University/TS
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Maria	Buckley	University College Cork
Kenneth	Burns	University College Cork
Neil	Cafferkey	University College Cork
Leslie	Cameron	Carthage College
Anne	Campbell	The Open University
Sylvie	Campion	University College Cork
Dympna	Casey	National University of Ireland, Galway
Michael	Casey	University College Dublin

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Adele	Commins	Dundalk Institute of Technology
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Aoife	Cooney	IT Sligo
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Hazel	Corradi	University of Bath
Trudy	Corrigan	Dublin City University
Mike	Cosgrave	University College Cork
Mary	Creaner	Trinity College Dublin
Jane	Creaner-Glenn	Trinity College Dublin
Martina	Crehan	Royal College of Surgeons in Ireland
Anthony	Cronin	University College Cork
James	Cronin	University College Cork
Louise	Crowley	University College Cork
Nuala	Curley	University College Dublin
Aysha	Divan	University of Leeds
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Lawrence	Dooley	University College Cork
Barbara	Doyle Prestwich	University College Cork
Peter	Draper	University of Hull
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Kari	Duffy	Carthage College
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