



The
University
Of
Sheffield.

**The Seventh Annual Learning & Teaching Conference:
“Embracing Diversity”**

Wednesday 9th January 2013

**Richard Roberts Building
The University of Sheffield**

Book of Abstracts



9:00 – 9:30	Registration	RRB Atrium
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9:30 – 9:50	Introduction Professor Paul White Pro-Vice-Chancellor Learning & Teaching	RRB Auditorium, Maximum Capacity (MC): 300
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FIRST SESSIONS		
10:00		
-		
11:15		

<p>1. Workshop <i>From diversity to convergence: Introducing students to Higher Education</i> Anna Sotiriadou & Professor Petros Kefalas (CITY College)</p> <p>What is this about? The student body of the International Faculty come from different educational systems which bear the legacy of South-East European countries old regime; the diversity in knowledge and skills is obvious. Incorporating inter-cultural perspectives and integrating those diverse groups of students into the UK higher education is a challenge. We initiated a structured effort to introduce new students to all those concepts and generic skills that would require through their HE studies. The balance between respect of previous educational culture and application of a rigorous academic framework is hard to achieve, especially for new students, either at UG or PGT level. This is an interactive workshop; we will work in small groups and identify and discuss key issues with special emphasis on best practices. We will then present our experience and practices on offering a unit entitled "Academic and Transferable Skills". Through examples and case studies, we discuss the opportunity to present issues that students should otherwise normally discover themselves at a later stage, sometimes with significant effort.</p> <p>How will colleagues benefit from this? The workshop would attract colleagues from the University who wish to address similar problems with international students or diverse groups in terms of background and skills. This work will give them a chance to rethink of ways of incorporating academic and transferable skills into their curricula.</p>	<p>Collaboratory 1, IC (MC: 40)</p>
<p>2. Workshop <i>Student integration in the learning & teaching environment: A SALT research project</i> Professor Ian Bache University Director of Learning & Teaching (Internationalisation), Chris Maidment (Lead SALT, Institutional Group), Sarah Browne (Institutional SALT), Rito Dipto (Institutional SALT), Kerry Dragon (Institutional SALT), Thomas Fisher (Institutional SALT), Meanna Yeung</p>	<p>RRB-A84 (MC: 32)</p>

(Institutional SALT), Mary Kane (Internationalisation Project Adviser) & Deanna Meth (Learning & Teaching Development Manager, LeTS)

What is this about?

A group of Student Ambassadors for Learning and Teaching (SALTs) are currently working on a cross-cutting institutional research project to look at integration between home and international students in the learning and teaching environment. This interactive workshop will look at the preliminary findings of the project based on a series of focus groups conducted with a mix of home and international students. SALTs will present the student experience of integration in lectures, seminars, and tutorials and look at how teaching staff are creating an inclusive environment. As part of the Internationalisation of Learning and Teaching work led by Professor Ian Bache, this project is supported by Learning and Teaching Services.

How will colleagues benefit from this?

Through small group discussions, participants will benefit by learning more about the implications of the results of the research both at the institutional level as well as implications for their own practice. They will learn from a sharing of solutions and approaches, and have the opportunity to comment on further development of the project. The session will provide preliminary recommendations for improving integration, including practical tips that those attending can take away, as well as ideas for further dissemination of findings.

3. Workshop

Black & white & read all over: The case of undergraduate research, risk & ethical review

RRB-A85 (MC: 32)

Dr Sarah Hale (The Institute for Lifelong Learning) & Dr Willy Kitchen (The Institute for Lifelong Learning)

What is this about?

Undergraduates are undertaking more research-led learning than ever before; not just the final year dissertation, but a wide range of research activities prior to that. Any research involving human participants requires ethical approval - indeed, an understanding of this process is a vital part of undergraduates' development as researchers. But research ethics policies and procedures have, by and large, not been drawn up with large cohorts of undergraduates in mind, and are geared towards the needs of postgraduates and academic staff researchers. This raises a number of potential problems when dealing with ethics approval for undergraduate research projects - especially when the proposed research is 'high risk'.

How will colleagues benefit from this?

This workshop gives colleagues the opportunity to pool knowledge and exchange good practice in addressing some of the issues raised by this expansion of undergraduate research activity.

4. Workshop

Meeting the expectations of our Chinese students

Mark Collier (Head of International Student Support) & Dr Tim Cooper (International Student Support Officer) (Facilitators); Student Panel

RRB-B79 (MC: 54)

What is this about?

Of over 5,000 international students enrolled at The University of Sheffield about half are Chinese. In 2012 the Student Support & Guidance section of Student Services set up a Chinese Student Project to identify the particular support needs of this group and to suggest ways in which these might be met. The section has recently been given approval for a second OnCampus student intern to carry the project forward into 2013 and investigate further the social, cultural and academic expectations of our Chinese students.

As the University seeks to build inclusive communities of learning and incorporate inter-cultural

perspectives into the curriculum, a number of the findings that have come out of the project so far are of significance with reference to how Chinese students access and share information both from academic departments and support services. These include:

- The importance of friendship groups and informal peer support networks
- A preference for Chinese-language social media sites (such as *Weibo* and *Renren*) as access points for key information over “official” University web pages and emails
- The potential for increased use of video to deliver key messages, including the use of subtitles and transcripts in Mandarin Chinese
- The possibility of the University working closer with external organizations such as the Chinese Students and Scholars Association (CSSA) to help with the cultural transition of Chinese students
- The need for universal language and clear and consistent layout of University web pages to ensure genuinely inclusive access to information
- The fact that Chinese students can be initially unwilling to express opinions and make their voices heard in group situations

How will colleagues benefit from this?

Following a brief overview of the project this interactive workshop, which will include a small panel of current Chinese students, will aim to explore these and other themes related to the closer integration of Chinese students into the academic and social life of the campus. It will include examples of the use of videos, both made by the University and by students themselves, and a discussion of ways that the University might engage more fully with social media sites such as *Weibo*.

5. Workshop

Working in managed projects: A graduate employability skill

Dr Tony Cowling (Computer Science)

Dainton SRC12b

(MC: 30)

What is this about?

This interactive workshop will focus on what students need to learn about working in managed projects, in order so that they can carry out such projects effectively. All students should be provided with opportunities to develop skills for employment in a global market, and to develop a skill that is important for “graduate level” employment. A key feature that distinguishes such employment opportunities from lower-level ones is that graduates are not just working to carry out a set of tasks by following prescribed procedures. Rather, they will also be undertaking some tasks that are more-open ended. These one-off “projects” are often undertaken by a (usually small) team of employees with guidance from a project manager. Hence, it is important to equip students with the skills needed to carry out such projects, and in particular to work effectively with project managers. Achieving this does not require that students learn all about project management, for which there is a very considerable body of knowledge (usually known as the PM-BOK), but it does require them to understand how a project manager will expect to manage a project, so that they can play their roles effectively.

How will colleagues benefit from this?

The aims of this workshop are firstly, to introduce teaching staff to the basic concepts that are to be understood in order to run a managed project:

- (i) Defining the goals, deliverables and teams for a project;
- (ii) Defining the structure of a project: processes, activities, stages and milestones;
- (iii) Managing the operation of a project: monitoring and controlling progress;
- (iv) Assessing a project.

Secondly, during the workshop, discussions will focus on how to involve students in the running of a project, so as to equip them to carry out other such projects in their future careers.

6. Presentations (3)

a. *A Q methodological study of doctoral teaching & learning:*

The student perspective

Dr Martin Hughes (The School of Education) & Dr Simon Watts (Psychology,

RRB Auditorium

Nottingham Trent University)

What is this about?

The team of tutors working on the three year Doctoral training programme (DEdCPsy) at Sheffield University are ideologically committed to promoting an 'Adult Learning Model' that operates in a social context, where modelling, scaffolding and feedback to support that learning is common. Staff believe that students are in an excellent position to judge what they need and require from the course and emphasise the active construction of knowledge, providing students with opportunities to shape the curriculum, encouraging reflective analysis, individual and group peer consultation and self-evaluation. Over the three years, staff assume that students will experience increasing confidence and competence and construct a model of the role of the Educational Psychologist with which they are comfortable. A critical consideration of the 'Adult Learning Model' is given in this presentation, by exploring the student perspective. In order to understand the *student* viewpoints of teaching and learning on the DEdCPsy, Q Methodology was used with 16 Doctoral students training to become Educational Psychologists at Sheffield University. Two clear viewpoints emerged from the analysis and were interpreted. These will be discussed in relation to the 'Adult Learning Model' and teaching and learning in higher education and education more generally.

How will colleagues benefit from this?

This study enables colleagues to consider their views of teaching and learning. Our approach challenges a 'one-size-fits-all model' and encourages exploration of how a deeper understanding of different viewpoints might enable the student experience to be improved.

b. Planning at the grassroots

Cilla Hollmann-Sykes (English Language Teaching Centre), Dr Malcolm Tait (Department of Town & Regional Planning) & Özlem Çelik (Department of Town & Regional Planning)

RRB Auditorium

What is this about?

This presentation examines the difficulties faced by fairly large groups (ca. 15) of taught postgraduate students from a variety of backgrounds. Slightly more than half are international students. They are working together on a Simulation Exercise to recreate real decision making situations and the uncertainties and complications that arise from this. They have had a certain amount of autonomy in structuring their working patterns, and have mainly chosen to divide the work among several smaller sub-groups. Our aim was to overcome early divisions along nationality lines in order to stimulate co-operative learning by all students within this multi-cultural cohort.

Our findings show that, while groups may be willing, they do not always have the know-how to collaborate in a learning situation of this kind. 'Group work' is challenging for all students, but the challenges may be different for different groups: home students need to be supported in learning ways of working with students from cultures where interactional patterns may be very different just as much as international students need to learn how to engage with peers in what may be a very alien learning context.

How will colleagues benefit from this?

We hope to show how learning can be enabled within a multi-cultural cohort through a range of methods, from language support within the department for the international students to guidance on managing groups, and to identify the extent to which our interventions have changed the dynamics of the groups.

c. Use of the Café Forum concept for embracing diversity & broadening scholarship

Professor Ian Douglas (The School of Clinical Dentistry)

RRB Auditorium

What is this about?

The topic to be discussed looks at the use of the café forum concept for application to "Embracing

diversity”. Within the University there is a PG module called the “PG Café Forum” which aims to provide students with opportunity to present their work to other PG students who have a diverse range of academic backgrounds and to a mixed audience of home and overseas, PGR and PGT students. The strap line is that the programme is organised by PG students for PG students, though it has reference and occasional guidance by a member academic of staff. The Forum presentations are short and must avoid the use of technical language that would be incomprehensible to non-specialists, all of which provides preliminary experience useful for public engagement. At the end of each presentation, the audience gives anonymous feedback to help the presenter reflect on content and style.

How will colleagues benefit from this?

The session will outline the concept, give information and examples on the activities of the Forum and give colleagues an opportunity to reflect on whether this approach has broader applicability within University programmes. This would be a valuable approach where building inclusive communities of learning, broadening scholarship and using peer review are aims.

7. Presentations (3)

a. *Turning competition into sheer rivalry!*
Chris Liassides (CITY College)

RRB-A87 (MC: 64)

What is this about?

Group work with the involvement of students from different countries, nationalities and cultures. The students are asked to design a product that would work globally. They need to come up with the product itself, its package, brand name, colour, slogan, promotional campaign. This engages students in a creative exercise where, ideas, concepts, and past literature are brought together, to yield the most positive results possible. It cultivates educational culture since the topics create new student perspectives through an inter-cultural approach by international students who deal with the aspect of globalization.

How will colleagues benefit from this?

This is a good platform to engage diverse groups of students, who add with their individual background, culture, ethnicity, and experiences value to the concept of group project. Since this is a project coming straight from the industry, the timely aspect of it engages students in a creative exercise. It keeps students interested throughout the course of the semester and adds value to their knowledge with regard to employability, since it prepares them in dealing with similar issues when they go “out there”. Colleagues attending the conference will be interested in this session because they may search to find opportunities for their Departments to develop similar projects in line with their disciplines, especially if they intend to bring a better balance into their programmes’ “assignment maps”, trying out new methods of assessment that are indeed more pleasant to work on and definitely more aspiring, as well as matching the Sheffield Graduate attributes.

b. *Social inclusion & academic excellence for all:*

The power of information literacy
Amy Collins (Library) & Vicky Grant (Library)

RRB-A87 (MC: 64)

What is this about?

Information literacy (IL) is a key skill for employability, essential for an inclusive curriculum and a core attribute of the Sheffield Graduate, (University of Sheffield, 2012), and yet it is thought that the term is not widely known or understood. IL is defined by CILIP, (2004), as “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

This presentation will consider the skills that academics feel students need to excel in both their academic studies and future careers, and will map these to the seven pillars of information literacy, (SCONUL, 2011). We will also discuss UNESCO’s claim, (2005), that information literacy promotes social inclusion of all nations.

How will colleagues benefit from this?

Colleagues will discover how social inclusion and academic excellence for all students can be achieved. We will challenge delegates to rethink their curriculum and consider incorporating information literacy into every stage of learning, teaching and feedback. We will use a blend of presentation, video, discussion and debate, and ask delegates to consider whether enhanced information literacy is the key to academic success as well as being a basic human right in a digital world.

By showcasing our new information literacy video, web pages and tutorials we will suggest that enhanced collaboration between professional services and faculty is now a key driver towards effective transitional support and academic excellence for all.

c. We Are Here: A case study in using pedagogy to celebrate ethnic diversity'

Janine Bradbury (English) & the We Are Here Team

RRB-A87 (MC: 64)

What is this about?

This presentation (delivered by participants and project officers) will reflect and report on the first year of the We Are Here project. This unique widening participation scheme is based in The School of English. It has a variety of aims including addressing the underrepresentation of BME culture in the curriculum, engaging with prospective students from a more diverse range of backgrounds and questioning the perceived 'whiteness' of the subject matter, students and staff in The School of English. The project has two working strands: supporting a group of young writers at Fir Vale School and supporting The Black Pupils Achievement Programme at King Edward VII School. Academic presenters will discuss how they have used research expertise in The School of English to celebrate the work, ideas and values of school pupils from low participating neighbourhoods and ethnic minority groups. Project participants from school groups will share their reflections on the project.

How will colleagues benefit from this?

The presentation is aimed at an audience of current students, Student Services employees, researchers and teachers. The project, while small in scope and inspired by pedagogic concerns has (and continues) to involve collaboration with staff in the Vice Chancellor's Office, Learning and Teaching Services, Student Recruitment and Outreach, The Students' Union (including the Students' Union President, Abdi Suleimann), The External Relations Team, Sheffield University Enterprise, and a number of external partners (including The Showroom Cinema and Clemson University, South Carolina). Any secondary school teachers, university lecturers and University professionals interested in the equality and diversity implications of learning and teaching strategy (particularly as this relates to the nuances of our internalisation agenda) would benefit from the presentation, which speaks directly to these issues and more.

11:15 – 11:45

Break

Atrium

SECOND SESSIONS

11:45

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12:45

8. Workshop

Enhancing integration & inclusivity for PGT's through mentoring & peer support

Facilitators: Ian Bache University Director of Learning & Teaching (Internationalisation), Paul Rodgers (Student Transitions & Support), Emma Jeggo (Student Support & Guidance), Rachel Jones (Student Skills & Development Centre), Richard Alderman (Student Union Education Officer) & Student Discussion Groups

Collaboratory 1, IC
(MC: 40)

What is this about?

The University of Sheffield and the Students' Union have identified that peer support has a key role to play in delivering our objectives; to ease the transition process and enhance the learning experience and sense of belonging of all new students, but with a particular focus on developing provision for international postgraduate taught students. The workshop will be delivered by members of the Sheffield University Mentoring Group, recently formed to explore how mentoring and peer support can be used to aid integration and embrace diversity. Can the University harness the values and expertise of Sheffield Mentors to further support the integration of a diverse student community? Outcomes from the workshop will inform the working groups proposals on using peer support to enhance the early transition and integration of international postgraduate taught students.

How will colleagues benefit from this?

Participants will be challenged to think about the provision made in their departments for international postgraduate taught students, the problems this group face and how peer support (both academic and social mentoring) could address issues surrounding diversity and integration. Collaborative discussion will encourage participants to have fresh ideas and bring about innovative thinking.

9. Presentations (2)

The experience & outcomes of anti racist social work education

Sukhwinder Singh

RRB-A84 (MC: 32)

What is this about?

The focus of this paper is to present some preliminary findings from a doctorate research study on how professional social work training programmes prepare students to work with 'cultural diversity' and 'cultural difference' (Mama, 2001). The aim of this study is to evaluate the pedagogic relevance and practice utility of teaching social work students about 'race', racism and anti-racism and whether this enables them to develop 'cultural awareness' and 'cultural competence' (O'Hagan, 2001).

How will colleagues benefit from this?

This study is important because regionally and nationally there have been very few attempts to empirically capture how social work training programmes and interventions accommodate and evidence race equality and cultural diversity issues. The research paper will present empirical data which suggests that it is possible to evidence pedagogic interventions on anti racism and measure how these diversity interventions can affect and lead to knowledge, skills and attitudinal change (Carpenter, 2005).

b. Feedback for project level students: Ensuring all students get good feedback

Dr Brad Wynne, Dr Clair Hinchcliffe & Dr Plato Kapranos
(Materials Science & Engineering)

RRB-A84 (MC: 32)

What is this about?

Giving effective feedback to all students is critical for their ongoing development, particularly during individual long term projects such as final year and MSc projects. However, feedback to an individual student can vary significantly due to a large variation in individual supervisor or assessor effort at the point of giving feedback. That is to say, some assessors give outstanding feedback and others do not. This clearly disadvantages some student based only on which supervisor/assessor that they were assigned. Many overseas students are also further disadvantaged because in many cases this will be the first feedback for an individual project, and are less likely to question any feedback given. In this presentation we present some ongoing work from the Advanced Metallic Systems Centre for Doctoral Training where we have tried to focus an individual assessor's feedback to specific topics in the hope that specific points to highlight are raised. Examples of how this worked (and not worked) will be given and we hope to generate some interesting discussion.

How will colleagues benefit from this?

Our aim is to present data that confirms that a "feeling" mark can actually be quantified into actual feedback if the right direction is given to the assessor. As such, we are very keen to initiate a debate of what defines an effective level of feedback at this stage of a student's academic progression.

10. Workshop

International teaching collaborations: departmental approaches to managing the student experience & integration

Professor Anne Peat (School of Nursing & Midwifery), Professor John Greenlees (School of Mathematics & Statistics), Dr Mark Winter (Department of Chemistry), Dr Rob Edyvean (Department of Chemical & Biological Engineering), Karen Anderson (International Relations Office) & Angela Marron (LeTS)

RRB-A85 (MC: 32)

What is this about?

A number of departments are launching new models of collaborative activity, including 3+1 and 2+2 programmes with China and Thailand. The workshop will explore related issues including:

- how to provide an equivalent learning experience in other locations
- home/international student integration on programmes which involve large cohorts of international students coming to Sheffield

How will colleagues benefit from this?

This workshop provides an opportunity for those involved in or interested in collaborative provision to discuss and find out more about current issues and initiatives.

11. Presentations (2)

a. Curricular opportunities for addressing our learning & teaching priorities:

Undergraduate students as community-based researchers

Level 3 English Literature Students from the Researching Community Stories

Module with Dr Brendan Stone & Dr David Forrest (English)

RRB-B79 (MC: 54)

What is this about?

This workshop will involve students and staff from the level 3 English module, 'Researching Community Stories', reflecting on the ways in which undergraduate students can operate as part of a live research project. Students will speak about their experience of working as community researchers on the project, and as collaborators with members of staff and external partners.

How will colleagues benefit from this?

This presentation will be of benefit for colleagues who have interests in the following areas:

- Engaging students in the research process

- Acknowledging students as collaborators and co-producers of knowledge
- Embedding community-oriented public engagement in the curriculum
- Creating communities of learning involving students, staff and external partners.

b. Managing a diversity of perceptions & expectations

Gary Albutt, Sally Underwood & Dr Tony Ryan (Nursing and Midwifery)

RRB-B79 (MC: 54)

What is this about?

Achieving effective communication in large, complex and hierarchical organisations is often difficult. Perceptions of the roles of individuals and organisational groups may become ambiguous and poorly defined leading to diversity in role expectations and notions of performance. Such ambiguities can lead to potential tensions and conflict between organisational groups where such notions differ.

At a time of major challenge in the NHS the requirement for good communication and collective understanding of organisational priorities is crucial to delivering effective treatment and care. Excellent clinical leadership is recognised as fundamental to the provision of high quality care and to creating a culture of innovation and support in the workplace through facilitating the positive engagement and commitment of clinical teams.

The School of Nursing and Midwifery is working with a number of NHS trusts to provide support to the development of the Clinical Matrons role, The Matrons are a key clinical leadership group in care delivery and service improvement, and a significant conduit between executive and strategic management levels of their organisation and the direct care delivery teams.

A key aspect of the support provided by the School has been to manage tensions arising from diverse perceptions within these organisations of the Matrons role, the nature of their engagement with the organisation and associated performance expectations. Reconciling a view held by senior managers of the Matrons failure to act as empowered, autonomous and influential leaders, and the Matrons view of themselves as mainly issuing instructions and transacting power in a hierarchical way, with little personal or collective status, authority or organisational influence.

How will colleagues benefit from this?

This presentation will outline the various strategies adopted by the School to reconcile these diverse and conflicting views in order to achieve a better understanding of the nature of the roles and the manner through which interactions between the various teams within the organisation can occur positively to support organisational development.

12. Workshop

Sweet! An AI-inspired, Modified 'Pick & Mix' Benchmarking Process for Disability

Inclusivity

Professor Paul Latreille (Management, from January 2013) & Chris Hall (Swansea University)

Dainton SRC12b

(MC: 30)

What is this about?

How can we assess the quality of provision, processes and practice across the institution in relation to disabled learners? What do we do well and where is there scope for improvement? Benchmarking provides a systematic yet efficient approach to exploring such questions, helping to inform internal decision-making and planning. This interactive workshop will share insights and resources from an institutional benchmarking exercise undertaken at Swansea University as part of the 2011 HEA Developing an Inclusive Culture in Higher Education developmental programme. We will outline the basic benchmarking methodology and explain how this was adapted and applied – uniquely – to disability. Participants will then have the opportunity to explore some of these processes in their own context, including a scaled-down scoring exercise using 'clickers'.

How will colleagues benefit from this?

Of interest to all staff working with disabled students, this workshop will provide participants with an understanding of the benchmarking concept and the practicalities of applying it in the context of disability. Supporting resources developed to underpin the data capture, reflection and scoring processes, and which can be adapted for local use, will be shared. Most importantly, the interactive elements of the workshop will enable colleagues to experience first-hand the effectiveness of the process in promoting the dialogue among stakeholders that is so crucial in developing an inclusive learning community.

13. Presentations (2)

a. *Hidden Disabilities (Dyspraxia) in the classroom*

James Ashton & Victoria Mann (English Language Teaching Centre)

RRB Auditorium

What is this about?

Whilst dyslexia is a recognised and widely acknowledged learning disability, there are a number of different learning difficulties which impact on students' learning. These difficulties can often go unrecognised and subsequently affect a student's progress throughout their course. This presentation will focus on the hidden disability of dyspraxia; it will consider how the theory of dyspraxia and a student's experience of dyspraxia can inform support for higher education students, providing a bridge between theory and practice. This presentation will consider what dyspraxia is and how it impacts students' performance, and will discuss support strategies

How colleagues will benefit?

This presentation will provide colleagues with a definition of dyspraxia and a clear understanding of the disability and how it impacts on students' learning. It will support lecturers in identifying indicators of dyspraxia and effectively supporting students in meeting the demands of the course.

b. *Disability Transitions*

Bryan Coleman & Gayle McKay (Student Services)

RRB Auditorium

What is this about?

The University's Disability and Dyslexia Support Service works to aid the transition of prospective and new disabled students to university life through on-campus events and outreach work. The presentation will set the wider context – Aim Higher, OFFA, the university's obligations etc – before focussing on current activities that provide information and advice about access, transition and support to prospective and current students. This includes events for prospective disabled students, outreach events, the recruitment of current disabled students as Disability Champions, and the Champions' involvement in enhancing our approach.

How will colleagues benefit from this?

The session will raise colleagues' awareness of the issues faced by prospective and current disabled students, as well as providing insight into the practicalities and rewards of working directly with disabled students in order to promote disclosure by illustrating the benefits gained – i.e. day-to-day support from the university and the opportunity to develop skills and confidence as a Champion.

14. Presentations (2)

a. *Bringing World News Home: Internationalising Journalism Studies in Sheffield*

Dr Jairo Lugo-Ocando (Journalism Studies)

RRB-A87 (MC: 64)

What is this about?

With triple professional accreditation and a very inflexible curriculum, the Department of Journalism Studies at the University of Sheffield, has struggled chronically to foster and develop further its international teaching and learning links. However, in the past few years we have started to turn things

around and become one of the departments in the Faculty of Social Science that it is putting internationalisation at the centre of teaching and learning. This paper shares the experiences in dealing with the ongoing task of re-structuring the curriculum and changing cultures in the department so teaching and learning becomes global and reflects the increasing diversity. In so doing, the paper examines the experiences of developing a departmental strategy for internationalisation, organising for the first time the international journalism week and promoting overall a more global approach to teaching and learning in the department.

How will colleagues benefit from this?

The internationalisation experience in the Journalism Studies Department have been both challenging and rewarding. Learning from it can be useful for other departments and colleagues to set their own research strategies in their own terms and based on their own needs, resources and objectives.

b. 'Global Engineering Challenge' one year on: How it went & plans for this year

Dr Trish Murray (LeTS/Engineering) & Dr Rachel Horn (Civil & Structural Engineering)

RRB-A87 (MC: 64)

What is this about?

The Global Engineering Challenge was a project week intended to develop skills and knowledge for the global workplace. All first year students from the Faculty of Engineering were arranged into multi-disciplinary and multi-national groups and were challenged to tackle real-world problems from a global perspective. The projects were further used as a "vehicle" upon which taught sessions were interwoven, both to progress the projects and to develop academic skill. The week was ambitious because of its scale, its attempt to cross the normal discipline boundaries, cascade teaching through PhD student facilitators and a reliance on inspiring the students to engage since the week was non-credit bearing. This presentation will bring the audience up to date with the authors' opinions, evaluations from students, facilitators and staff, and our plans for the future.

How will colleagues benefit from this?

The Global Engineering Challenge has drawn much interest both within this institution and also, nationally. It has largely been heralded as a huge success. However, planning and implementing a project of this magnitude has taught us much. For colleagues who may be planning similar activities that cross the discipline boundaries, address real-life projects, help students to develop employability/global skills, this is an opportunity to learn from our experience.

15. Presentations (2)

a. Studies on gender issues in teaching physics

Dr Rhoda Hawkins (Physics & Astronomy)

RRB-B81 (MC: 64)

What is this about?

I will present results of research I have conducted as part of my CiLT portfolio in which I focus particularly on gender issues in physics. Women are clearly a minority in physics and it is important to be inclusive and welcoming of them in our teaching and learning methods. To inform my considerations, I draw on studies in the literature, my own experiences and investigations of our undergraduate students, particularly in the form of a student survey I have conducted with 90 respondents. I discuss specific needs of female physics students and changes to teaching practice, suitable to the subject matter of physics, to improve their learning experience. My suggestions include the use of more formative (and less summative) assessment during the course to help reduce the high levels of anxiety found amongst female physics students. I also discuss the learning style of female students who tend to work together and ask for help more than to work alone. Whilst this study is focussed on physics the findings may be of interest and use in other subjects in which women are in a minority.

How will colleagues benefit from this?

Colleagues from any department in which women are a minority will benefit from hearing about the

situation in physics. The results of the survey of physics undergraduates, especially in terms of learning styles, may be directly or indirectly applicable to other subjects. Suggestions made on gender inclusive teaching and learning methods will be helpful to colleagues involved in different aspects of teaching. This session may be of particular use to departments working towards Athena Swan awards.

b. Building inclusive learning communities: Aiming to increase the number of women in computer science

Dr George Eleftherakis, Dimitrios Pappas, Alexandra – Christina Pătrașcu, Maria Gaci, Rita Dobruna & Shkurta Gashi (CITY COLLEGE) RRB-B81 (MC: 64)

What is this about?

Women were under represented into science and engineering during most of the previous century. This changed rapidly the last decades as they approached or exceeded enrolment parity in mathematics, physics, biology and other fields. While this is a fact world wide, there is one area in which their presence relative to men instead of increasing it is decreasing: computer science. Apparently, there is an overall alienation from CS, though not from computers and technology. Several studies point to the fact that people with an aptitude for programming and Computer Science (CS) in general do not choose to major in the field. As the field of computer science keeps advancing rapidly and expanding into other disciplines, eventually more or probably most of the people will have to be introduced to computational thinking skills, in need of what it has to offer.

CITY College ACM-W Student Chapter, also called Muses was founded on June 2012 and was officially established in September 2012. It is the first Women Student Chapter not only in Greece, but in Europe. It was founded by first level students (women) with the aim to increase the number of women in the Computer Science department interested in building a career in Computer Science and to build an inclusive community of learning. The chapter has now fourteen members already, coming from six different countries that they work together, developing in a short space of time, a sense of community!

The mission of Muses is to support and encourage people to come in the computing field with focus on women, but not only. The presentation will provide the rationale of this idea, our objectives, describe in detail our activities, share our experience, best practices and, discuss the benefits and drawbacks of the project.

How will colleagues benefit from this?

We welcome colleagues from the University, especially from Science and Engineering faculties, who wish to address similar problems with women or any other minority group in their fields. CITY colleagues that will be present will be glad to provide any best practices and share their experience with colleagues at Sheffield.

Buffet Lunch

Atrium

12:45 - 13:45

Networking & Exhibition Space Viewing

**Collaboratory 2,
Information
Commons**

THIRD SESSIONS

13:45

–

14:45

16. Workshop

Real enrichment, real engagement, real projects: Google Apps to enhance the student learning experience

Gary Wood (English) & Sarah Horrigan (CiCS)

Collaboratory 1, IC
(MC: 40)

What is this about?

Showcasing Google award-winning AllAboutLinguistics.com – which was created as an assessment by our own undergraduate students – this session will demonstrate the creation of a vibrant, inclusive community of learning using Google Apps. Building the site allowed our first-years to support the transition of A-Level students by highlighting the diverse range of opportunities offered by degree-level linguistics. Feedback confirmed students' high intrinsic motivation through the authentic learning experience and ownership of learning, with all grades rising. Students noted they put in more work but got far more out of it than traditional assessments. Further, the project enhanced employability with students recognising that they gained tangible, transferable skills through the learning process.

How will colleagues benefit from this?

This hands-on session will let you hear from the students involved, take you through a structured approach and demonstrate easy, practical ways to integrate online collaborative activities into your own learning and teaching practice in an interactive workshop.

17. Workshop

From Diversity to Convergence: introducing students to Higher Education

Anna Sotiriadou & Professor Petros Kefalas (CITY College)

RRB-A84 (MC: 32)

What is this about?

The student body of the International Faculty come from different educational systems which bear the legacy of South-East European countries old regime; the diversity in knowledge and skills is obvious. Incorporating inter-cultural perspectives and integrating those diverse groups of students into the UK higher education is a challenge. We initiated a structured effort to introduce new students to all those concepts and generic skills that would require through their HE studies. The balance between respect of previous educational culture and application of a rigorous academic framework is hard to achieve, especially for new students, either at UG or PGT level. This is an interactive workshop; we will work in small groups and identify and discuss key issues with special emphasis on best practices. We will then present our experience and practices on offering a unit entitled "Academic and Transferable Skills". Through examples and case studies, we discuss the opportunity to present issues that students should otherwise normally discover themselves at a later stage, sometimes with significant effort.

How will colleagues benefit from this?

The workshop would attract colleagues from the University who wish to address similar problems with international students or diverse groups in terms of background and skills. This work will give them a chance to rethink of ways of incorporating academic and transferable skills into their curricula.

18. Workshop

Student integration in the learning & teaching environment: A SALT research project

Professor Ian Bache University Director of Learning & Teaching (Internationalisation), Chris Maidment (Lead SALT, Institutional Group), Sarah Browne (Institutional SALT), Rito Dipto (Institutional SALT), Kerry Dragon (Institutional SALT), Thomas Fisher (Institutional SALT), Meanna Yeung (Institutional SALT), Mary Kane (Internationalisation Project Adviser) & Deanna Meth (Learning & Teaching Development Manager, LeTS)

RRB-A85 (MC: 32)

What is this about?

A group of Student Ambassadors for Learning and Teaching (SALTs) are currently working on a cross-cutting institutional research project to look at integration between home and international students in the learning and teaching environment. This interactive workshop will look at the preliminary findings of the project based on a series of focus groups conducted with a mix of home and international students. SALTs will present the student experience of integration in lectures, seminars, and tutorials and look at how teaching staff are creating an inclusive environment. As part of the Internationalisation of Learning and Teaching work led by Professor Ian Bache, this project is supported by Learning and Teaching Services.

How will colleagues benefit from this?

Through small group discussions, participants will benefit by learning more about the implications of the results of the research both at the institutional level as well as implications for their own practice. They will learn from a sharing of solutions and approaches, and have the opportunity to comment on further development of the project. The session will provide preliminary recommendations for improving integration, including practical tips that those attending can take away, as well as ideas for further dissemination of findings.

19. Workshop

Recruiting students from diverse backgrounds

Sue Armstrong (Women in Engineering), Gary Albutt (Nursing & Midwifery), Dr Penny Simons (French), Zoe Ollerenshaw (Law), Professor Alistair Warren (Biomedical Science) & Debs Fowler (Student Recruitment & Admissions)

RRB-B79 (MC: 54)

What is this about?

In April 2011 the University submitted its Access Agreement for 2012/13 to the Office for Fair Access (OFFA), committing to increase the number of students from a broad range of backgrounds including those from low participation neighbourhoods, low socio-economic groups, mature students and students with disabilities.

The University of Sheffield is rightly proud of its ability to attract students from a range of WP groups, including those from the state schools sector. In addition to meeting the specific targets set in the Access Agreement, an important element of the development and delivery of the faculty plans will be to ensure that we continue to have a diverse student body and where appropriate we put steps in place increase this diversity.

During 2012/13 Faculties have been asked to develop detailed widening participation (WP) plans to include a number of key targets in relation to identified WP groups. Faculties have been working with the central Outreach team to develop the Faculty plans, which will be presented to the Admissions and Outreach Sub-committee in November 2012.

A key element of the plans is the development of programmes at Faculty level in which students from WP backgrounds are invited onto long term programmes aimed at supporting their progression to HE. This will include new (initially) two year subject specific programmes for post-16 students, some of which will be joint Faculty programmes (e.g. Science and Engineering). Within these programmes students will

interact with the University and departments to participate in exciting subject-specific activities, academic skills development sessions (some in relevant A level subjects), sessions providing information about HE as well as opportunities to meet and work with current students.

The funding that has been allocated also gives Faculties scope to support other existing schemes as well as trialling new forms of activity. This work will be reported to OFFA annually as part of the annual cycle of monitoring.

It is important that we understand the motivation of students who enter the University from WP backgrounds and that we learn from their prior learning experiences so that we can provide relevant support both before they come to University and during their studies.

There is some evidence that students who enter the University from low socio-economic backgrounds may perform better than those who enter from more privileged parts of the education sector. It may be that the motivation and work ethic of those from an environment where the support from schools is limited serves them well in a University environment where they must develop an independent learning style in order to achieve to a high level.

More data on the progression of WP students will become available over time through the work of the new WP Research and Evaluation Unit (WPREU).

How will colleagues benefit from this?

The conference session will provide an opportunity to showcase the work that is being developed collaboratively as well as finding out more about what we have committed to within the Access Agreements.

20. Workshop

How do we Globalise the Parochial?

Dr David Forrest (English), Christina Healey (English Language Teaching Centre)
& Dr Richard Steadman-Jones (English)

Dainton SRC12b
(MC: 30)

What is this about?

We are developing a module in which two groups of learners – level-3 students in an arts/ humanities department and advanced ESL students from the English Language Teaching Centre – work together on projects exploring the cultural dimensions of everyday life in the city from a comparative perspective. The work is motivated by the need to internationalise L&T in a department whose UG body is dominated by 'home' students, to integrate international students socially and widen their experience of the city, and to ensure that the two groups meet and work together on a basis of equality. The students will meet weekly throughout one semester and, in small mixed groups, develop projects investigating their different perspectives on everyday themes. The projects might consist of films, photo essays, written texts, or audio programmes and will involve the students in getting out and about in the city and learning about each other's responses. We hope that this will result in (a) the creation of a shared space in which different groups come together and in which their distinct contributions are fully valued, (b) the chance for home students to use their skills of cultural and linguistic analysis in a comparative way, and (c) the chance for international students to develop their language skills and reflect on their 'host' city with support from the ELTC. In the session we shall describe the approach and showcase materials that exemplify what kinds of work students might produce and what types of reflective writing this might lead to. We shall then open the session to feedback, discussion, and creative planning.

How will colleagues benefit from this?

We want to use our own work as stimulus to open up a broader discussion about how we develop mutually beneficial relations between groups of learners from different cultural backgrounds. We ourselves are tackling this by conceptualising the city as an international, intercultural, and less parochial space. In this we hope that we are developing a model that integrates a civic agenda (with its implicit associations of a local sphere of dissemination) and an internationalizing one (with its associations of

global priorities). We want to share this approach and elicit insights from colleagues with comparable experiences. This is perhaps the least fully represented theme in the university's inclusive teaching and learning handbook and we are keen to gather good practice in a way that has already been done for other themes.

21. Presentations (2)

a. *Solve quadratic equations or visit worlds of fantasy.*

Dr George Eleftherakis (CITY College)

RRB Auditorium

What is this about?

Globalization in combination with the extensive ability to communicate with the use of technology over the last decades had a significant impact to higher education. The inevitable mixture of students from different educational systems, life experiences and cultures creates a need for teaching strategies that are extremely flexible and employ innovative ideas that will enable a community feeling to emerge. Ignoring students' previous learning styles, educational cultures, and most importantly knowledge and skills inadequacies results in the formation of minorities that do not engage, are discouraged and eventually abandon their studies. Teaching diverse groups of students requires focusing to the aim and learning objectives of every taught unit and the curriculum in general, and rethinking ways, techniques and tools used to achieve them.

At the University of Sheffield International Faculty, CITY College, over the last years we have cohorts consisting of diverse groups of students. This led us to redesign the Computer Science Level 1 introductory programming unit in computer programming to make it accessible to a much wider audience. This was achieved by:

- abstracting out everything but the essential computational skills in the first half of the semester,
- introducing an educational tool aiming to bolster the skills of the students, both with or without programming experience, in the area that traditionally is the most difficult for them. To achieve the desired results the tool should enable visual and immediate output of the efforts of students, should be easy to use it with few minutes training, should have a fun factor, and should allow students to use it in a creative way.
- integrating the curriculum with carefully designed extra curriculum activities

The focus of this presentation is on the tool called Mentor that has been developed and how this was designed to abstract unnecessary complexity, focus on the basic computational skills that are essential for the students to proceed successfully with their studies and most importantly enhance students' engagement.

How will colleagues benefit from this?

We welcome colleagues from the University who wish to address similar problems with diverse groups in terms of background and skills and are looking for a creative technology enhanced solution and at the same time they believe in the power of stories and fairytales to bring people together. The tool could be easily used from many disciplines not focusing on developing computational thinking skills but any other discipline specific or not knowledge. The presentation could be regarded as an initial step for exploring potential interdisciplinary collaboration and research.

b. *The social network: Using student societies to develop communities of learning*

Tom Dixon (Student Union Activities Officer) & Richard Alderman (Student Union Education Officer)

RRB Auditorium

What is this about?

Why is there a disconnect between the academic community and the social community in the eyes of students? What opportunities do departments struggle to offer that could be facilitated by student societies? Do students really want to spend their down time learning?

Student Societies have high levels of engagement and a strong sense of community. Can a community of learning be fostered between students in their free time? This session, delivered by the Students' Union's Education and Activities Officers, will invite departments to explore how they interact with departmental and national societies, showcase the variety of activities that societies have previously developed to support the student learning experience, and discuss how societies can be used as a tool to encourage diversity and integration.

How will colleagues benefit from this?

- Greater links with departmental societies will foster a stronger connection between staff and students in departments
- Using your departmental society more effectively has the potential to deliver a wider range of events to support the student experience that the academic department does not have the time/resource to offer.
- In departments with a significant cohort of international students, national societies can be used as a tool for integration and in developing international elements to the curriculum.
- Working in collaboration with departmental societies offers increased scope for enhancing the employability of students through running events and in gathering more informal feedback in social settings.
- Building on established social networks allows the development of peer-led learning and support opportunities.

22. Presentations (2)

a. *'What's Faith Got to Do With Us?'*

Debora Green (Student Services)

RRB-A87 (MC: 64)

What is this about?

The University of Sheffield is a proudly secular institution. Its community/communities are not necessarily secular, though. While for many staff faith-related issues are irrelevant, uncomfortable or negative, for many of our students they are key.

Of the 17 000+ students who responded to questions about faith and belief this year, two-thirds identified as belonging to particular faith groups. Of those, 41% (28% of all respondents) stated that their faith is important-very important to them. (One third of respondents identified as agnostic, atheist, humanist or spiritual.)

How will colleagues benefit from this?

This session will look at policy and provision relating to faith on campus and explore the challenges and opportunities in teaching and supporting students. Scenarios or questions in advance would be welcomed.

b. *Do we teach who we are? Personal beliefs & how they possible affect our teaching*

Dr Suzie Savidou (CITY College)

RRB-A87 (MC: 64)

What is this about?

Educational classrooms have changed a lot for the last few decades, in a way that they make diversity one of the most critical challenges that educators have to face. This can be concentrated mainly around two facts: (a) students nowadays come from different racial, cultural, financial and linguistic backgrounds and (b) Students with several types of disabilities spend more time in typical classrooms. We, as educators need to understand and be well prepared and supported to deal effectively with diversity, as the lack of understanding is reflected on our behaviour and influences students' performance or well being. Teaching diverse groups of students (including those with different life experiences) is a challenge, and we should deal with it efficiently.

How will colleagues benefit from this?

Colleagues who participate will benefit from:

- Being presented with concepts affecting the ways of dealing with diversity such as individualism-collectivism, rationality-spirituality or gender differentiation etc
- Exchanging ideas about how self monitoring of own thoughts, feelings and action tendencies can be is an important source of information about the others' inner world

Some examples are the way I perceive my family (and the role each plays in it), related to how I also perceive people coming from collectivistic or individualistic backgrounds. 'Fear of the other' is another example which can make us engage in cultural stereotyping and affects our interactions with students.

23. Presentations (2)

a. How do you solve a problem like internationalisation?

Professor Iain Todd (Materials Science & Engineering), S.Fulton, Professor Hugo Dobson (East Asian Studies), D.Grundy, D Wood & C.Watkins RRB-B81 (MC: 64)

What is this about?

As the make up of the student body at the University changes we face a number of challenges. Not least of these is how to ensure that all of our students share in the international experience that being at a modern British University presents. This challenge was one we sought to tackle as part of a Strategic Improvement Group as part of our Sheffield Leader 4 program but as with all good research our initial findings took us in an entirely new and different direction and made us look at how we as an organisation seek to solve complex problems. We don't promise any answers - but the odd good question might be asked.

How will colleagues benefit from this?

Have you ever wondered why our wonderful policies don't seem to be fully implemented? Have you wondered why SUSU are such a successful organisation? So did we.

b. Widening participation in policy & practice.

Julie Askew (Student Recruitment, Admissions & International Relations), Dr Julian Crockford (Widening Participation Research & Evaluation Unit) & Gaynor Hamilton (Outreach Projects Team) RRB-B81 (MC: 64)

What is this about?

This presentation will provide an overview of the some of the key indicators against which Widening Participation students are defined and the diversity of the University's student intake is measured. We will then use a number of case studies to demonstrate what these indicators actually mean for students and what they can tell us about a student's lived experience and their preparation for, and expectations of, university life.

How will colleagues benefit from this?

This session will provide colleagues with background information about the WP indicators that are used across the University and by external agencies such as OFFA and HEFCE, but more importantly with an understanding of what they tell us about how students may anticipate or respond to the experience of studying at Sheffield.

14:45 – 15:00

Break

Atrium

Convenor - Ian Bache

University Director of Learning & Teaching for Internationalisation

Professor Tony Ryan

Chair of Equality & Diversity Board & Pro-Vice Chancellor Science

Margaret Hart

Director of the Institute of Lifelong Learning

Elspeth Jones

Emerita Professor of the Internationalisation of Higher Education & International Education Consultant

Biography: Elspeth has over 25 years' of experience in international education as a leader, practitioner and author. She has worked for the British Council in Japan and Singapore for seven years as English language specialist and teacher trainer, and helped to establish the Tokyo teaching centre. Until July 2011 Elspeth was Professor of the Internationalisation of Higher Education and International Dean at Leeds Metropolitan University. Reporting to the Vice-Chancellor, she was inaugural Dean of the Leslie Silver International Faculty with 250 staff and 5,500 students. At Leeds Metropolitan University Elspeth led the drive for 'World-wide horizons' which saw the international dimension of university life as fundamental for all students and staff while supporting the international student experience and aiding recruitment.

Elspeth also wrote Leeds Metropolitan's internationalisation strategy, the first published in the UK, and led the implementation of both that strategy and the subsequent one. Elspeth was responsible for the recruitment of international students, for curriculum internationalisation and staff development for internationalisation as well as the university's international partnerships. To support culture change, Elspeth initiated Leeds Metropolitan's International Reflections webpage in September 2003 and edited it daily until June 2009. In 2006 Elspeth introduced International Volunteering to offer international and intercultural experiences for UK and international students as well as staff. In 2009 she founded CAPRI, the Centre for Academic Practice and Research in Internationalisation which aims to develop a global community of practice in internationalisation.

Elspeth has published and spoken extensively on the internationalisation of higher education, details of her publications can be found at <http://www.elspethjones.com/Home.html>.