



The
University
Of
Sheffield.

**The Eleventh Annual Learning &
Teaching Conference:**

**“Engaging Students in a Research-
Intensive Environment”**

Tuesday 10th January 2017

Book of Abstracts

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First Plenary

9:00 – 10:30

9.00	<i>Registration and coffee</i>	<i>Students' Union, Level 4</i>
9.30	Introduction Professor Wyn Morgan, Pro-Vice- Chancellor for Learning and Teaching	<i>Students' Union Auditorium, Level 2</i>
9.50	Title tbc Professor Brendan Stone, School of English	<i>Students' Union Auditorium, Level 2</i>
10.10	Q&A	<i>Students' Union Auditorium, Level 2</i>
10.30	<i>Break</i>	<i>Students' Union, Level 4</i>

First Parallel Sessions

11:00 – 12:00

1. Facing Outwards: New narratives of engagement at The University of Sheffield

Professor Brendan Stone (English), Professor Rowland Atkinson (Urban Studies and Planning), Dr Beatrice De Carli (Architecture)

What is this session about?

The University's focus in the new Learning and Teaching Plan on an 'Outward Facing Ethos' presents an opportunity to reflect on our students' aspirations for themselves, and indeed our own conceptions of the role of a University. It is not unusual to hear assertions that factors such as rising fees, an insecure job market, and competition between universities for students have increasingly marketised the student experience. This session will provide an opportunity to critically examine such contentions, and to consider opportunities for us to shape our own narratives concerning the place and value of higher education at Sheffield for individuals, communities and society.

How might we articulate a 'value' narrative which evades the rather crude binary in which higher education is either seen as a public good or a means for individuals to prosper? What assets does the University hold which enable us to look beyond the shifting contingencies of the immediate present and reconnect with a vision of higher education as an endeavour aimed at making positive changes in the world while developing individuals' abilities and potential? What are the barriers – structural, operational, ideological – which hinder us from realising this vision? And how might we overcome them?

Who is this session aimed at?

Our session is aimed at professional services and academic staff as well as undergraduate and postgraduate students. It will also be of value to Directors of Learning and Teaching and Cross-Cutting Directors of Learning and Teaching.

How will colleagues benefit?

This session will highlight how formal learning environments and experiences cannot be considered in isolation from other aspects of university life. Using examples including engaged learning, student volunteering, SURE, public engagement, etc, colleagues will be helped to reflect on the interconnectedness of, and flow between, areas of endeavour and concern which have come to be regarded as discrete from each other. Colleagues will have the opportunity to contribute to and influence a fresh conceptualisation of 'Outward Facing' learning through sharing their own ideas, experience, and aspirations.

2 a) Leading the way through peer learning and teaching

Holly Nicholson (Civil and Structural Engineering), Jordan Rickard (Chemical and Biological Engineering)

What is this session about?

This paper presents a case study of a successful instance of peer learning in the context of the Sheffield Engineering Leadership Academy (SELA), an interdisciplinary, co-curricular development programme at the University of Sheffield. It focuses in particular on the Skills Bootcamp, which forms the annual induction for new members to the programme. The learning activities and experiences at the Bootcamp are designed and delivered by students in their final year of the SELA programme, who teach incoming students based on their own learning and experience. We examine the multiple levels of peer learning and teaching that this creates, and consider them in light of the literature on peer learning and teaching, where both positive and negative experiences are reported. The value of this peer learning experience is discussed in the context of creating a community of learning and professional practice within both the University and the wider engineering community. It encourages the students to challenge the way they think about learning and builds a foundation of skills and techniques for the new members to deploy throughout the SELA programme. Throughout the programme this community of learning is maintained through two yearlong group projects which examine solutions to real-life problems, opportunities of research placements in the Faculty of Engineering, and a series of workshops led by university researchers and industry experts.

Who is this session aimed at?

Any professional working in education that wants to explore the use of peer learning and teaching in the way they deliver learning.

How will colleagues benefit?

They will gain and insight into what the SELA programme is about and how we have had much success using peer learning to deliver soft skills to engineering undergraduates.

b) Research-led thesis projects – MSc Sustainability in Architecture Studies

Dr Sofie Pelsmakers, Aidan Hoggard (Architecture)

What is this session about?

For the first time last year, at the MSc Sustainability in Architecture Studies (SAS course), staff shifted traditional student-lead chosen thesis research projects to staff-lead research questions that students could sign up to. Additionally a "conference paper" submission was introduced as part of the 60 credit thesis submission. We would like to present how we made this change, what we learned (anonymisation of topics, earlier start, formation of thesis groups, peer to peer learning, aligning with a specific conference to make it meaningful) and how that this research-lead approach appears to have led to (a.) more effective tuition and (b.) better average student results (c.) supported the formation of "thesis groups", leading to peers being able to learn from and support each other compared to the traditional 1-1 thesis supervision from the past.

Who is this session aimed at?

It is not yet clear however how - if - this also supported staff research (this will be investigated prior to the Conference) though 3 of 17 students submitted and presented their paper at a conference. We would welcome this opportunity to present and to reflect and discuss with colleagues at PGT level about pedagogical changes and challenges of such an approach, especially with the programme nearly doubling in size and the course having to bring in external thesis tutors.

How will colleagues benefit?

Benefit: sharing of experiences and discussion of different thesis models across faculties/schools.

3. a) AMRC Foundation Degree in Manufacturing Technology: Compressed learning and student engagement

Kathryn Jackson, Ian Loasby (AMRC Training Centre)

What is this session about?

The AMRC Training Centre launched the Foundation Degree in Manufacturing Technology in September 2016. The course uses a novel pedagogy, enabling students to work for employers in industry four days per week whilst completing a degree at the same rate as full time students. This is possible using the flipped classroom pedagogy, enabling the limited contact time (1 day per week) to be reserved for high quality interactive learning whilst non-interactive learning is done outside of contact time; semester durations are longer (18 weeks as opposed to 12 weeks);

Student engagement with the course is key to their ongoing success given the challenging workload they need to combine with employment. Learning activities are designed so that they can incorporate experience from their own employment which feeds into the contact time. Modules use weekly tests followed by tailored feedback so we can track student understanding & progress. We have the flexibility to modify the course content to reflect this.

Online material is rich and varied across each module in MOLE with a range of activities and it is not simply using it as a content repository.

Students have each been given an iPad so that they can interact with the learning material when it is most convenient for them as well as use them during contact time.

Who is this session aimed at?

This session is aimed at

- Departments which offer or are looking to offer part-time or full-time compressed learning degrees which enable students to work for an employer whilst completing their degrees
- Departments which are developing flipped learning materials from scratch and would like to know about some of the pitfalls and opportunities.

How will colleagues benefit?

Benefits will include the following:

- An overview of a novel approach to degree-level teaching which represents a paradigm shift from the conventional route into and through university
- A new user's perspective of developing content and embracing learning technology
- An overview of student performance, engagement and feedback so far

b) Seeing the bigger picture – contextualising Engineering

Dr Candice Majewski (Mechanical Engineering)

What is this session about?

Encouraging engagement with the wider context and implications of a particular topic is often challenging, particularly in Engineering fields where students tend to be more

comfortable with more mathematical subjects. When considering design and manufacturing subjects, an understanding of economic, social and other issues can be equally as important as technical knowledge, but can be difficult to achieve through traditional lecture-based teaching methods.

The MEC6444 module introduces students to Additive Manufacturing, a relatively new group of manufacturing technologies. Technical details of processes and capabilities change rapidly, whereas the underpinning concepts and motivations for using these technologies remain relatively consistent even as they evolve. The key aim of this module is to encourage students to develop their own understanding of these concepts, in order to apply the same principles when analysing or using these technologies throughout their later career.

This talk focuses on the continuing evolution of this module from its beginnings as a traditional lecture-based course through to a much more interactive learning experience, with a mix of traditional lectures, independent research, open discussions, and the possibility of attending an established research conference in this field.

Who is this session aimed at?

The talk is aimed at anyone interested in encouraging students to engage with the wider context of their subject, or who would like to introduce new methods into their teaching. In particular, if you are considering implementing changes but aren't sure what to do or how to do it, this might give you some ideas!

How will colleagues benefit?

This talk will discuss some of the advantages of encouraging students to direct their own studies, as well as providing some suggestions as to how to make this a focus of a module. Some practical hints will be offered regarding the additional challenges presented when dealing with large class sizes.

Perhaps more importantly, colleagues will also benefit from a frank view of how not to deliver this type of module, highlighting methods and techniques that have been unsuccessful and suggestions for how they may be improved upon.

c) Gamification – how to engage students in research-led teaching in class

Christakis Liassidis (Business Administration and Economics Department, International Faculty)

What is this session about?

This is a practice that I have been following for about three semesters now involving the use of gamification to excite and enthuse students in engaging them in research-led and research-intensive teaching.

Students (especially undergraduate students) often feel that research, or reading scientific and academic articles and other publications are for academics only, and that they are at a level much higher than theirs.

This practice, despite being around for decades now, it has come under the term gamification only 5 years ago. The concept in a nutshell is to engage students in something they feel that is boring by presenting to them the topic (research in this case) as a game; where there is guessing, the element of surprise and luck, trial, anticipation, losers, winners, etc.

Who is this session aimed at?

It is aimed at any academic, colleague, who would like to see how such a practice in class can make a difference. Students consider this practice a "game" (hence the term "gamification") or as a moment of relaxed teaching, and they appear more open to follow what comes next. Also, colleagues could get hints as to how they can adjust this to their classes irrespective of what discipline they are in and what unit they teach, and at what level.

Colleagues attending the conference will be interested in this session because they may search to find opportunities for their units to develop similar techniques to attract the attention of students in reading and discussing published pieces of research, and also engage them in carrying out research themselves.

How will colleagues benefit?

As said above, this is a way to remind ourselves that a combination of all the latest technologies that are used in teaching and learning with such more "primitive" methods of teaching can indeed yield better results in the students' effort to understand as well as to remember certain issues, related to research-based topics, raised in class.

It also creates a 360-degree inclusive environment that I believe makes understanding, remembering, and learning more effective. This is something that I truly believe in. It appears to have worked really well for me so far. Thus, I am sure that, if implemented correctly, colleagues will indeed benefit and find out more about yet another technique that aims at facilitating the teaching (from our side) and learning (from the students' side) process.

4.a) Academic transitions in the context of a research intensive institution

Dr Rita Hordósy (Widening Participation Research and Evaluation Unit), Dr Tom Clark (Sociological Studies), Dr Dan Vickers (Geography)

What is this session about?

Tracking the transitions of a diverse group of students through the different stages of their studies, the paper situates their experiences in the wider university setting. Reflecting on the changes in their academic experiences over the course of their university years, their notion of the research intensive institution is investigated. First, the paper analyses the way students talk about and understand the aspects of academic research that surrounds them whilst studying at the University of Sheffield. Second, the relations to staff and their research at the different stages of a university pathway are scrutinised. Third, the paper sheds light on how students themselves engage with research and become confident in the process of enquiry. The research points to disciplinary similarities and differences in experiencing academic transitions.

Who is this session aimed at?

The session is aimed at staff interested in academic transitions as experienced by students and their relation to the research intensive nature of the institution.

How will colleagues benefit?

The research provides a unique insight into the views of students on their academic experiences. Moreover, the paper points to the changes over time in such views as interview data collected encompasses the whole student journey.

b) Curiosity, enquiry and confidence: Developing investigative skills in Foundation Year learners

Dr Camilla Priede, Ros Tratt (Lifelong Learning)

What is this session about?

This paper discusses engaging Foundation Year students in research and scientific enquiry. Students arrive with non-standard qualifications, and varied levels of confidence in their abilities. We draw on experience of designing and teaching the 'Introduction to Natural Sciences' module which discusses students' ability to 'think like a scientist' and we will outline the approach and ethos of this module which is rooted in a lifelong learning pedagogy. During the module students engage with the process of scientific research by taking part in activities around the campus including researching the history of scientific theories; designing and carrying out investigations related to current issues (e.g. urban air pollution, nutritional quality of food); and taking part in citizen science projects. We conclude by celebrating the triumphs of this approach as evidenced in level 3 dissertation work undertaken by adult learners who have been empowered to research fields which are their lifelong passion.

Who is this session aimed at?

This session is aimed at anyone who seeks to build their learners' confidence and enthusiasm for inquiry and independent research.

How will colleagues benefit?

Colleagues should leave with a sense of how to engage students in research and to give them confidence to unleash their curiosity for the world around them. They should also leave with a sense of how to scale a student research opportunities through the lifecycle of a programme, and the range of ways in this can be undertaken.

5.a) Incorporating a company...and much more. A case study from Law on active research and self-directed learning

Rachel Cooper and Pauline Laidlaw (Law)

What is this session about?

This session will examine the pedagogic value of a company incorporation exercise undertaken by postgraduate students on the Legal Practice Course in the School of Law in light of the theme of the conference. The session will consider why and how the learning exercise was developed looking at the challenge posed by the need to provide the students with authentic practice based legal research to carry out, without incurring real life liabilities. It will reflect on the experimental nature of the activity and how it requires the students to actively participate in research and collaborate with each other to complete the exercise and benefit from feedback. It will reflect on how, on a vocational course with relatively high contact time, carrying out this activity completely outside the classroom helps the students develop as independent self-directed learners.

Who is this session aimed at?

This session is aimed at all members of the University community with an interest in planning, developing and delivering learning and teaching activities. It should be of interest to those seeking to develop creative approaches to delivering research led teaching to students in a manner which provides the students with an opportunity to develop as learners through working independently to produce an authentic solution to a real life problem.

How will colleagues benefit?

It will provide colleagues with a practical example of how a research based activity can be delivered to students in an authentic manner so as to enable them to actively participate in an experimental exercise that delivers effective learning outcomes and challenges the students without exposure to real life risks.

b) Making numbers matter – lessons from teaching quantitative skills in the Social Sciences

Jamal Lahmar (Education, Q-Step Programme), Dr Alasdair Rae (Urban Studies and Planning, Sheffield Methods Institute, Q-Step Programme)

What is this session about?

This session explores the challenges of engaging students with quantitative skills, the role of critical reflection on our identity and beliefs as researchers, and our (inter)disciplinary position in relation to quantitative research. We will also share a range of resources that have been designed to support staff in their approach to teaching and learning in this area. In line with the expectations of QAA, HEFCE and other external bodies – in addition to the principles of the “Sheffield Graduate” – students need to not only develop a range of skills for scholarly inquiry, but we must also nurture a positive and critical perspective on the role that quantification takes within academic, professional or sociological aspects of our respective disciplines.

Delegates will explore practical approaches to embedding research skills, and the implications that individual or departmental research ‘profiles’ can have in establishing or challenging the ‘identity’ of our respective fields for students.

Who is this session aimed at?

This session is aimed at all staff involved or interested in the teaching of research methods, study skills, supervising dissertations, projects or any sorts of inquiry-based activity, at any level. There is no expectation of prior engagement with quantitative methods – in research or teaching – and we would welcome contributions and discussion from a range of perspectives.

How will colleagues benefit?

Students in the social sciences have been described in the literature as anything from ‘reluctant’ to ‘terrified’ when asked to engage with statistical concepts. We will share our recent experiences of supporting teaching and learning across our faculty to offer some insight and suggestions for overcoming the “emotional handbrake” that students (and staff!) might have when approaching quantitative skills for the first time.

Colleagues will also be introduced to the Q-step-funded, FSS Quantitative Methods Resource (available for use by all staff at TuOS). The site includes self-study resources for students, thought-provoking discussion-starter videos, examples of approaches to assessment – all designed to support staff who wish to engage their students with critical statistical literacy and research methods. A similar ‘qualitative methods’ site is also in development.

c) Engaging Medical postgraduate students in identifying DDP literature review support requirements

Emily Fisk, Billy Bryan, Dr Peter Grabowski (Medical School)

What is this session about?

Feedback from students and staff has highlighted some shortcomings in the support for some critical learning outcomes on the Medical School's Doctoral Development Programme (DDP). This session will describe how two PhD students worked with the Medical School Graduate Research Committee to assess current delivery of the DDP Literature Module to identify unmet support needs of students and to propose recommendations that might improve student achievement of learning outcomes. The students used a mixed methods design to consult PhD students and supervisory staff through a survey and a follow-up semi-structured interview with some supervisors. The project was supported by funding from the Student Engagement in Learning and Teaching in 2015-16 scheme.

Who is this session aimed at?

This session will be of interest to students and staff interested in collaborative development of the curriculum.

How will colleagues benefit?

We will report on how the students developed and carried out the study, and on how they analysed data to develop recommendations for enhancing the DDP Literature Review module, both from the perspective of the PhD students and from academic staff. We will place the project in the context of relevant educational literature.

6.a) What does research “mean” when it comes to cross-campus learning and teaching?

Dr Amanda Crawley Jackson (French), Dr Alastair Buckley (Physics and Astronomy), Fran Sutherland (Projects and Development)

What is this session about?

We'll use our experiences of developing a cross-campus pedagogy (in level 2 achieve more - 10 bn) to try and explain what can be thought of as “research” in terms of UG engagement. We'll be looking for feedback and discussion on how we plan to show what research is, and how it works, during this years 10 bn programme. We'll also discuss our plans to use examples of university research in 10 bn to broaden learning experiences around global issues. This can be seen as complementary to departmental engagement with research which often seeks to use research to teach specialisms. Finally we want to discuss whether or not there is any tension between university and government expectations of research (for example - in terms of the REF) and the value of university research in terms of learning and teaching (to be seen in the TEF).

Who is this session aimed at?

Conveners of interdisciplinary and interdepartmental modules and staff engaged in strategic curriculum development across the university.

How will colleagues benefit?

Learn about similarities and differences in research engaged L&T between different faculties and departments. Have the opportunity to openly discuss what research means for cross campus L&T.

b) Interdisciplinary teaching – the advantages and challenges of teaching in teams

Dr Kevin Kuykendall, Ida Kemp (Interdisciplinary Programmes Office, Faculty of Arts and Humanities)

What is this session about?

Interdisciplinary learning requires students to understand different approaches, practices and ways of constructing knowledge to be truly 'interdisciplinary'. In order to achieve this, many of the modules delivered by the Interdisciplinary Programmes Office (Arts and Humanities) are taught as a 'team' in which experts or practitioners from different disciplines contribute to the module delivery and present their own perspectives and experience. Team taught modules offer students the opportunity to explore topics from different angles and this can lead to better engagement and learning experiences, as well as develop critical thinking. The IPO has developed particular expertise in this area, by addressing things that have worked well (and not so well) and would like to take the opportunity to share this with colleagues. In particular, there are some key components which aid in the delivery of such modules which not only enhance the learning environment but also the student experience.

Who is this session aimed at?

Anyone who is interested in interdisciplinary learning, teaching or team taught modules

How will colleagues benefit?

Colleagues will be introduced to some theory surrounding interdisciplinary teaching, based upon practice found not only at Sheffield, but at other HE institutions which engage with interdisciplinary teaching. They will also see how this works in a practical way through modules delivered by the IPO, which receive excellent student and external examiner feedback.

Second Parallel Sessions

12:10 – 13:10

7. Consistency and the VLE – ensuring the foundations are in place to support widespread change

Farzana Latif (CiCS), Dr Chris Stokes (Cross-Cutting Director of Digital Learning), Danny Monaghan (CiCS), Ali Day (Student Education Officer)

What is this session about?

There is a desire from both staff and students to improve consistency across the delivery of learning and teaching using the VLE. This has been highlighted through a variety of projects, including staff and student feedback from the VLE review, a recent SALT's project that focused on student expectations of digital learning, and current partnerships with students to develop frameworks to support this. These projects have outlined the value of a more consistent approach and outlined recommendations, from both a staff and student perspective, to help strive to improve consistency and enhance the learning experience. Arguably, only by having these foundations in place, can we optimally achieve innovative blended learning approaches (such as flipped learning) and better enhance the student experience.

This session will enable delegates to explore how these findings can impact their own practice by sharing current findings, enabling discussion and critique. The session will also outline successful practice and accompanying frameworks that have had proven success.

Who is this session aimed at?

All those involved in leading (programme leaders and senior departmental staff), supporting and delivering (Academic teaching staff, learning technologists, departmental managers) learning and teaching.

How will colleagues benefit?

Attendees will have the opportunity to reflect on their own practice, to consider techniques to enhance the student learning experience and to improve collaboration across the programme of teaching. They will also have the chance to discuss and develop ideas during the session and share their experiences to date.

8.a) Stepping stones to student engagement in research: From interfering to interacting!

Dr Paschalia Patsala (English Studies, International Faculty)

What is this session about?

Project-based Learning (PBL) greatly fosters student engagement and helps them cultivate actual research skills. This presentation demonstrates an innovative approach to PBL designed and implemented in the PGT Programme of “Applied Linguistics with TESOL” in the International Faculty. Through concrete steps (e.g. syllabus design, research ethics simulation activities, realistic and student-driven coursework and dissertation projects, publication preparatory seminars etc.) students undertake the role of a linguistics researcher at early stages of the programme; they employ existing software tools to carry out projects which culminate in real presentations in actual research conferences and communities. The specific model enhances student autonomy and involves students in a constructive investigation, while encompassing a great number of transferable skills, such as inquiry, knowledge building, reflection, designing, decision-making, problem-solving, interpretative capacity, critical-thinking processes, only to mention a few. In a nutshell, following the distinction between “academic challenges, scenario challenges, and real-life challenges”, my approach to PBL addresses real-life challenges, emphasising on authentic research questions, with outcomes and solutions to be directly implemented.

Who is this session aimed at?

This session is aimed at any Academic Staff member, irrespectively of scientific discipline, who wishes to incorporate in their modules opportunities and challenges for non-trivial student-driven projects. Colleagues would be interested in delivering their MA and/or BA modules that are built around a goal-directed process and which embody a feeling of authenticity on the students personal or collaborative research outcome. Focusing the learning experience on projects engendering a ‘purposeful activity’ makes students intrinsically motivated to strive for the highest quality. The stepping-stones towards the creation of a more engaging learning environment will be also accompanied by good practices highly recommended within the University (also commended on under Best-practices in the TUoS Research Ethics Annual Report 2015-16).

How will colleagues benefit?

The main benefit from attending this presentation is that it will add to participants’ own ideas about coursework, activities and exercises that engage students, both undergraduate and postgraduate ones, in research practices. The ideas and tips that will be demonstrated are expected to offer to attendees solutions which are not purely “teacher-led, scripted, or packaged”, but enhance student autonomy, unsupervised work.

Colleagues who will attend may enrich their own portfolio with ideas about how to prepare students towards the management of research as well as real-life projects and the whole responsibility such endeavours entail. The approach adopted and presented explains how to involve students in a constructive exploration and assist them in cultivating numerous transferable skills.

b) A new approach to Level 3 project work

Dr Katherine Inskip, Jim Weston, Professor David Mowbray, Professor Paul Crowther, Dr Luke Wilson, Dr Ed Daw, Dr Alastair Buckley, Professor David Lidzey, Dr Susan Cartwright, Dr Chloe McDaid, Dr Matt Mears (Physics and Astronomy)

What is this session about?

In the physics department we've recently changed the way we deliver level 3 project work to provide a greater choice of specialist skills while retaining an active, research-like learning environment. We've moved from students working in pairs on a research project supervised by a single academic, to small cohort learning where there is a balance of scaffolded skills development and student-led project work. We believe that this approach allows authentic and deep skills development. We'll explain the common ethos of the new modules (speaking strongly to employability) and then give a brief overview of them. The example modules include (with inauguration date) - Group industrial project (2014), Quantum information lab (2015), Physical computing lab (2016), Physics Education and Outreach (2016), Materials Physics laboratory (2017), Detectors for science and technology (2017).

Who is this session aimed at?

Conveners of project based modules in levels 3 and 4 UG degree programmes.

How will colleagues benefit?

Learn about a range of practices that could inform future developments.

9.a) Student-staff partnership in learning, teaching and assessment

Dr David Forrest (English), Dr Andrea Bath (Learning and Teaching Services), Alex Hamilton (Student Associate for Learning and Teaching)

What is this session about?

One of the four L&T priorities for the Faculty of Arts & Humanities in 2016-17 is Student Voice. One strand within this priority is the SALT project which aims to explore student-staff partnership in learning, teaching and assessment and to develop approaches that can effectively incorporate the student voice.

This session will present the findings of the project so far and discuss the planned outcomes that the team are working towards to provide models for developing genuine collaborations between students and teachers to design learning experiences. In addition we will share insights into linking the work of the SALTs with the Faculty Student-Staff Committee with the aim of enabling the student representatives to be active participants in the Faculty's learning community.

We would welcome comments and feedback from colleagues that we can use to inform this piece of work.

Who is this session aimed at?

This session is aimed at colleagues who are interested in ways of involving students in decision making and design of teaching, learning and assessment activities. This links to the emphasis on students as partners in “Learning and Teaching @ Sheffield 2016-21”

How will colleagues benefit?

Colleagues will benefit from finding about emerging learning from our SALT project and also from hearing about experiences from others in the audience as we would welcome comments and feedback from colleagues in the Q&A session that we can use to inform this piece of work.

b) Collaborating with students to modernise laboratory class teaching

Dr Emma Jones (Molecular Biology and Biotechnology)

What is this session about?

I have re-designed some aspects of my laboratory teaching with the goal of increasing student engagement through the incorporation of TEL tools. Over the summer I supervised an OnCampus placement student to undertake some research into available TEL platforms and to determine peer enthusiasm for engaging with these tools. I also supervised two students in the lab to design a new sequencing component for one of my practicals. All three students had experienced my classes as learners last year, thus making them a valuable resource for developing the curriculum. As a result of their work, I have developed a ‘Digital Schedule’ that students will access in the lab classes which acts as a jumping-off point for useful websites, videos, data collection sheets and formative assessment quizzes. I have also designed two new computer sessions which should allow students to engage with tools that are relevant to a research environment.

Who is this session aimed at?

This session is aimed at academic colleagues who would be interested in using students to help them with their learning and teaching development. It may be particularly relevant to those who teach in a lab environment but really it is relevant to anyone who teaches. It is also aimed at colleagues who are interested in simple ways to incorporate TEL into their teaching.

How will colleagues benefit?

My presentation may encourage colleagues to apply for schemes such as the OnCampus placements, the Faculty Curriculum Development Fund, and the Digital Retreat, all of which have been fundamental in enabling me to develop my teaching in the way that I have. They may also get ideas of TEL tools that they could adopt into their own teaching.

c) Learning and teaching about equality and diversity in Higher Education and beyond: Turning “deficits” into “assets”

Professor Tamara Hervey, James Cairns, Sarah McCloskey, Nellie Wanyama (Law), Nazma Begum (Politics)

What is this session about?

In summer 2016, a group of staff and students at the University of Sheffield worked together on a project on how to learn about and teach equality and diversity. The project was supported by USE and FSS Curriculum Development Fund, and drew on a range of expertise within and outside TUoS, particularly the SEED project (<https://sites.google.com/a/sheffield.ac.uk/seed-project-sheffield/>). The focus of our

project is the Law School and the legal profession, but its applications are wider, extending potentially to all graduate professions and indeed all graduates. The session will report on the main findings of the project, its learning & teaching and research outputs, the lessons learned from the process of co-learning, and plans for the future.

Who is this session aimed at?

Staff or students who would like to reflect on how to encourage learning and personal/professional development among diverse communities of students in the context of structural, societal, and psychological inequalities. Staff or students who would like to explore practical ways to develop not only awareness of such inequalities, but strategies which subvert them (or if not subvert them, empower structurally dis-empowered individuals). Staff who are considering co-production of research or learning & teaching outputs with students (UG and PG).

How will colleagues benefit?

Opportunity to learn from a student-and-staff co-led project which draws on literature on 'positionality' and L&T best-practice about equality and diversity in HE and professional identity formation.

10.a) What is the value of a doctoral degree? Exploring perceptions of personal value gained from doctoral study in the context of the UK knowledge economy

Billy Bryan (Academic Unit of Medical Education)

What is this session about?

The recruitment of doctoral graduates yields collective knowledge, skills, networking, and prestige benefits to organisations, and to UK industries. As individuals though, do graduates experience net gain from the doctoral process, and how do they perceive that value? This interview study used a critical, interpretive lens to examine perceptions of value across experiences of doctoral education and asked specifically about the skills, behaviours, and competencies graduates translated into different workplaces. Twenty four doctoral graduates across varied careers claimed that significant added-value was cultivated through experiences outside of their projects, such as: engaging in placements, joining committees/groups, and taking part in public engagement/communication competitions. Graduates found most value in the personal resilience they develop through study, as well as deriving useful and translatable learning from inter-personal, cultural awareness, and relational processes. This study evidences how doctoral students can gain the most value out of their studies for their future careers.

Who is this session aimed at?

This session is aimed at anyone who is involved in PGR education and development; including those in a support or management role (PGR supervisors, tutors, developers). The content will also be of value to current and previous PGR students who want to learn how they might get real value from their study which translates to the workplace.

How will colleagues benefit?

The findings from this study will provide a blueprint for doctoral success to students and those involved in supporting PGR students. I will identify and discuss how supervisors and advisers can avoid the common pitfalls in doctoral development. I will give recommendations to outline the 'most valuable doctoral experience' so that it may inform the practice of colleagues in PGR education. I will use real actionable examples from the data to engage colleagues from different disciplines to illustrate how they might enact

positive change upon PGR affairs in their departments. It may give colleagues ideas of how to develop their PGR programmes or help launch their own inquiry into how their own students perceive doctoral value.

b) Trust me! Building and breaking professional trust in doctoral student-supervisor relationships

Dr Kay Guccione (Research and Innovation Services)

What is this session about?

Emotionally engaged supervision, as well as technical and intellectual mentorship is expected of doctoral supervisors, and the need to consciously create 'high-quality relationships that engage students in research activity, and in the research culture is being recognised to a greater extent than ever. This study offers some insight into perceptions of relationship quality in doctoral supervision, through the lens of trust. It uses a qualitative approach to examine how 54 doctoral students (across disciplines) in five UK universities experienced supervisory relationship building and management. Participants reported a role for trust in supervisory relationships, and began the PhD with an implicit trust in the supervisor. This implicit trust could be converted into a shared professional trust, eroded, or broken, in response to specific actions. This study evidences a role for trust-building in creating good quality supervision relationships and demonstrates that building trust is a fluid process of renegotiation.

Who is this session aimed at?

This session will be useful for anyone who would like to better understand the processes and pitfalls of doctoral supervision relationships for themselves, and for those they teach and develop. It will be of direct interest to doctoral supervisors, and of more general interest to anyone who supports doctoral students formally (e.g. PGR tutors, PGR administrators, researcher developers) or informally (research associates).

How will colleagues benefit?

I will share the learning from the study as a toolkit for supervision, making some recommendations and offering some points for personal reflection. Using real examples from the data will help to illustrate the impact of supervision relationships and to engage participants in reflection on their own styles of supervision and those they have experienced, or observed within their own research environments. It will give them ideas about how to approach (re)building trust with colleagues.

11.a) Who's the project for? The issues and benefits of working with a community client

Mel Burton (Landscape)

What is this session about?

This session explores the benefits gained from working with a community client, and highlights some of the issues. Students from the Department of Landscape have worked with the Livesey Street Project and Hillsborough College over the past three years to develop ideas about how this neglected area of Sheffield can be improved. This semester long project has helped to give level 2 students insights into the complexities of 'real world' working. In order to balance the needs of multiple stakeholders, and develop imaginative yet realistic solutions that meet the clients brief, students have had to work in a holistic way - blending the knowledge and skills developed across three modules. The integrated nature of the project – running across three modules, has also challenged staff to work in a different way.

Who is this session aimed at?

This session is aimed at those who are thinking of working with external clients and community groups on student projects. Also, those who have tried similar approaches and wish to compare methods and outcomes.

How will colleagues benefit?

The project has been developed over three years and colleagues will benefit from insights into developing and running a community based project. The project is also integrated across three modules and how this works, in terms of programming, learning outcomes and assessment, will also be explained.

b) Project ACE: Action on Community Energy Efficiency

Dr Mohammad Zandi (Chemical and Biological Engineering), Dr Nigel Russell (Learning and Teaching Services), Ryan Malcolmson, Ademuyiwa Agbonyin, Vasileios Kalliris (Chemical and Biological Engineering)

What is this session about?

Project ACE is a brand-new project initiated by the Chemical and Biological Engineering department which aims to progressively tackle energy efficiency problems in Sheffield's community. Project ACE brings master's students face-to-face with key decision-makers. Difficulties faced are real-life, real-world situations which means that even our best efforts can be met with indifference and intransigence. This is what makes the Engaged Learning Program such a rewarding experience; the setting is not the sterile and controlled conditions of a laboratory, but far less certain environments complete with political, financial and community pressures. This is where engineering know-how is put to its sternest and truest test. This is where Project ACE seeks to make its mark, tackling energy efficiency issues by presenting its case with engaging and compelling field data of the highest quality.

Who is this session aimed at?

Academics and Students

How will colleagues benefit?

Setting an example for the academics to bring benefits of their research into their community.

c) International students, migrant communities: The local and the international in an Engaged Curriculum project

Dr Tim Herrick (Education)

What is this session about?

During 2015-16, a dozen MA students in the School of Education worked with members of local Sheffield communities within international roots to explore experiences of formal education. The students were all international students, from amongst other places, China, Pakistan, and Indonesia; and they were partnered, in small groups, with members of the Afro-Caribbean, Roma-Slovak, and asylum seeker communities in Sheffield. They shared experiences of formal learning and international mobility, and started a discussion about how education affected their personal identity. There was learning on all sides: for the students, a greater sense of how members of different local communities experienced the British education system, which they, as visiting students, may hold in high regard; and

for the members of the local communities, a clearer sense of what being part of a city with an international university might allow. Short films reflecting their experiences were produced by all groups.

Who is this session aimed at?

Students, academic, and professional services staff who are interested in internationalisation, student experience, and engaging current students both with academic research and with local communities. It might also be interesting for anyone wishing to develop co-curricular work with busy full-time students, and those who profess an interest in digital technologies and their place in academic communication.

How will colleagues benefit?

Colleagues will benefit from hearing my reflections on an experience that was beneficial for university and community partners. They will (depending on the preparation time I put in) hear a balance of theoretical analyses of what happened, in terms of the students' identifies and worldviews, and those from community partners; and a practical discussion of how to fit a project like this into the busy lives of everyone involved. They may also draw inspiration from the project, and consider how comparable practices in their area of work might be developed.

12.a) Perceptions of feedback – the student/staff mismatch

Dr Louise Robson (Biomedical Science)

What is this session about?

Student perception of and engagement with feedback has long been identified as an area that needs improving. In the biology departments in 15/16 it was identified that there were significant differences in the types and usefulness of feedback methods identified by undergraduate students and staff: a mismatch that needs to be addressed. Only 30% of students “fed forward” on receiving feedback, while 60% of staff indicated this is important. There is therefore a mismatch between what we expect the students to do versus what they actually do. Interestingly, while 80% said they knew what to do with feedback, 85% said they wanted more guidance. Engagement with feeding forward is therefore another key area for improvement. In response Biomedical Science has implemented a “student / staff feedback partnership”, with more structured one to one tutor sessions on feeding forward. Future work will be reviewing the impact of this approach.

Who is this session aimed at?

This session is aimed at all staff with a responsibility for either delivering feedback on work to students or who provide support on feedback to students and staff. The session will provide evidence highlighting differences in how students and staff perceive feedback within the biologies at Sheffield. However, it is likely that similar issues exist in other departments across the university. The evidence will also be of interest to staff who play a role in supporting learning and teaching outside of the departmental structures.

How will colleagues benefit?

The session will review findings from a survey completed in 2015/16, and will cover the student and staff perceptions of: 1. What is feedback? 2. What is useful feedback? 3. What is timely feedback? 4. What students should do with feedback? The session aim is to highlight those areas that need work in the biologies, and as these issues are likely to be similar in other departments highlight areas for other groups to work on. The hope is that by disseminating the findings of this survey other staff and departments will be able to

review their own feedback provision, using the findings to improve student engagement with feedback and learning.

b) The use of online chatrooms for participative student engagement or “avoiding those seven elephants”

Aidan Hoggard and ARC6780 students (Architecture)

What is this session about?

In their work in the school of Architecture (Holder et. al. 2013) seven ‘Elephants’ were identified in relation to intercultural relations in peer-learning and classroom engagement. The ‘Elephants in the Room’ refer to issues present which create a significant barrier to student learning, especially for students from non-UK cultures. This session looks at how online chatrooms were integrated into module delivery as a means of avoiding some or all of these issues (Elephants). The session will reflect upon the approach using student feedback and we will invite students from the module to join the session live through an online chatroom to get their honest (and if they prefer, anonymous) comments and views.

Visualising and Challenging Barriers to Domestic-International Student Integration at SSoA.(2013) Holder, Trogal, Udal

Who is this session aimed at?

Most staff are likely to encounter to intercultural relations in peer-learning and classroom engagement. Like it or not the Elephants are probably there. This session should be of interest to all such staff but perhaps especially those who are looking at forms of online and anonymous engagement. The session will also demonstrate significant efficiencies in terms of dealing with queries collectively in the chatroom as opposed to numerous private conversations and tutorials. Staff working on distance modules should also be interested.

How will colleagues benefit?

I will briefly describe the seven ‘Elephants’ and I’m sure most staff will recognise a few! In the first instance an awareness is likely to improve classroom engagement for staff. I will reflect upon the feedback of the approach in a module delivery and colleagues will have an opportunity to ask student participants for their honest reflection (via the online chatroom). I will also describe briefly the technologies involved in setting up online chatrooms and point staff in the right direction if they want to find out more.

c) Effective engagement of students in an online learning environment

Dr Parveen Ali (Nursing and Midwifery)

What is this session about?

To provide effective and evidence based care, health and social care practitioners need to be able to understand the research process, its relevance and application to clinical practice. Simultaneously, health care practitioners serve individuals, families and communities with diverse, social, cultural, ethnic characteristics, and they come from their own diverse backgrounds and working experiences. Advances in information technology make it possible to bring health care professionals based in different parts of the world together and enables them to reflect on their experiences and share their learning with each other. This paper aims to share our experiences of using online interactive strategies to facilitate interaction, collaboration and sharing of experiences among students who are experienced health care professionals. Using examples from our online programmes, we will share experiences of students and facilitators based at different geographical locations to learn about research, its relevance and its application.

Who is this session aimed at?

This session is aimed at students and staff interested in using effective interactive strategies to facilitate student engagement in online learning environment. The session will also be relevant to those supporting online learning and examples include professional service staff providing administrative and technical support to students

How will colleagues benefit?

The session aims to highlight effective strategies that have helped us improve students' engagement and participation in their learning through critical reflection. I will also talk about interactive tools (Adobe connect, Google Community, use of media) that facilitate interaction and will explore challenges experienced during this process. This learning can help colleagues (students, staff and colleagues from professional services) to make use of relevant information in their practice.

Third Parallel Sessions

14:00 – 15:00

13. Elegant consumers and active creators: Engaging students in research-led learning through a co-developed portfolio of information and digital literacy resources

Elka Hubenova (Politics and Library Student Associate for Learning and Teaching), Kate Grigsby, Vicky Grant (Library)

What is this session about?

Join the University Library SALT team and Skills Advisors for a speed conferencing style workshop of information and digital literacy skills. The workshop will first give a brief overview of the student ambassador and library skills advisor partnership, a collaboration which is co-developing a range of online open educational resources and library-based learning workshops, focused on six core information literacies: Discovering, Understanding, Questioning, Referencing, Creating and Communicating. These literacies capture how students at the University of Sheffield are not simply elegant consumers of information but are also actively engaged knowledge creators, vibrantly contributing to the outputs of their research-led learning experience. Information and digital literacy intersects literacies, skills and tools to enhance active student learning. It is key to transformative pedagogy, enhancing education, employment and active digital citizenship. The learning in our workshop will predominantly be through active experience of the student journey.

Who is this session aimed at?

The workshop is aimed at academic and professional service colleagues with an interest in information and digital literacy, research-led learning and teaching, creative pedagogies, critical literacy, transformative learning, employment and active digital citizenship. The University Library Student Associates for Learning and Teaching will showcase our information and digital literacy offer through a series of short, bitesize sessions. If you are interested in learning through active participation then this workshop is for you!

How will colleagues benefit?

Colleagues will develop an understanding of the information and digital literacy workshops offered by the University Library, and the role they play in a research-led institution. The workshop will also provide an opportunity to contribute ideas to the University's emerging portfolio of information and digital literacy resources. As we showcase our tutorials and workshops, we will invite you to contribute ideas by considering where these resources can be embedded in student learning and where they can be utilised in the feedback process. We will invite you to contribute ideas and to signpost students to these resources. You will also personally gain an insight into the practical digital tools that help learners to develop and apply information literacies. There will also be the chance to network with the Library Skills Advisors and the SALT team to find out more about the project, and about our approach to student centred learning.

14.a) Can we teach our Medical students to be socially accountable?

Dr Joanne Thompson, Professor Deborah Murdoch-Eaton (Academic Unit of Medical Education)

What is this session about?

In November 2015 we introduced a new Student Selected Component (SSC) to the MBChB in Social Accountability to enable students to think more broadly about the social determinants of health and health inequalities, and how they can negatively impact upon people's lives. We encouraged our students to have the capacity and willingness to engage in this aspect of our curriculum designed to embed this concept, in line with previous research (McCrae and Murdoch Eaton 2014). We seek to produce graduates that are fit for purpose who can address priority health concerns of the people they serve when in practice. We encouraged students to understand the way different organisations work together to try and improve people's health and well-being. Importantly, students were tasked with having to make a clear, tangible contribution to the community based organisations they worked with so that each placement was beneficial for everyone involved. Students were required to reflect on their learning and the impact this learning would have on their future clinical practice.

Who is this session aimed at?

This session is aimed at all academics with an interest in community engagement and co-production.

How will colleagues benefit?

Colleagues will benefit from hearing about our experience of conducting this module for 2 years. We will highlight how we set it up and areas for research, reflection and improvement.

b) Collaborative production – working with marginalised communities

Daniel Jary (Architecture)

What is this session about?

The talk will explore the work carried out by students from the School of Architecture in Goldthorpe, a former mining village in South Yorkshire. The School's involvement with the local community has grown out of work done in previous years by staff and students from Town and Regional Planning (now USP) and a project run as part of the University's

Discover Social Sciences Outreach programme. During 2015-16 the Architecture School ran an MArch studio exploring the regeneration of Goldthorpe through a series of interventions based on non-market production and social enterprise (<https://studiocollaborativeproduction.wordpress.com>).

The students' work was grounded in a detailed analysis of the physical, historical and social factors which define the place.

Building on this work, a group of students are now undertaking a six week Live Project developing proposals for the re-use of the disused railway cuttings which run through the town.

(<https://www.facebook.com/search/top/?q=goldthorpe%20railway%20cuttings%20lp>)

Who is this session aimed at?

The talk will demonstrate the value of close community engagement maintained over a number of years. It will be of interest to anyone wanting to understand how research, learning and teaching can be responsive to real local needs, and how mutually beneficial relationships with marginalised communities can be nurtured and sustained.

How will colleagues benefit?

A range of research, learning and teaching techniques will be explored ranging from more conventional desk-top research through to live community consultation and participation events. There will be an opportunity to discuss the relative merits of these approaches. The benefits of collaboration, with community groups and artists, and between academic departments will be highlighted, and strategies for engaging with different stakeholders explored.

15.a) Collaboration and civic values in the international classroom

Dr Richard Steadman-Jones, Neslihan Onder Ozdemir (English)

What is this session about?

This presentation will offer two short case studies, both involving collaborative work in an undergraduate classroom and both exploring the implications of such work for life beyond the university. The first focuses on an experimental project developed here in Sheffield – a semester-long course in which students registered for BAs in English (mostly British) and international students registered in other departments worked together on collaborative multimedia projects. The other describes a longitudinal experiment encouraging medical students in a developing country to collaborate in the context of a course on scientific writing. In both cases, we are interested in the learning that arose from the collaboration itself and particularly in students' awareness of cultural difference, of the meaning of democratic participation, and of their rights and obligations as learners. We shall focus on the 'downs' as well as the 'ups' that we experienced and reflect on the undergraduate classroom as a space for the exploration of civic values.

Who is this session aimed at?

The session is aimed at teachers, students, and professional services staff with an interest in internationalising the student experience.

How will colleagues benefit?

Our aim here is not to offer a 'tool kit' for making collaboration 'work'. Instead we hope to offer opportunities for reflection on what it means to work collaboratively and how collaboration is connected with concepts such as 'global citizenship' and 'democratic participation'. It will be of particular interest to colleagues who are thinking about the larger contexts in which the collaborative work typical of internationalising projects and

peer-supported learning take place. Our reflections will be informed by our own background in the humanities but will not assume prior knowledge on the part of participants. The session will be particularly helpful for those interested in the productive possibilities of 'difficult' conversations.

b) Students' lived experience as a learning resource

Victoria Mann (English Language Teaching Centre), James Ashton (Aerospace Engineering)

What is this session about?

This session considers how the lived experiences of students with disabilities can inform both practice and research. It shows how these experiences can be harnessed to improve inclusivity in teaching and develop innovative teaching practices, for example, developing inclusive assessments and teaching strategies. Further, it discusses how these experiences can inform research. It uses the case study of how a student who had experienced cancer related fatigue used this experience to develop a new way of thinking about fatigue, and had his research accepted at an international cancer conference (the NRCI).

Who is this session aimed at?

This session is aimed at anyone who is interested in inclusive teaching, disability and the experiences of disabled students in the university. It will be of particular interest to academic staff and staff in student support roles, and student facing roles.

How will colleagues benefit?

Colleagues will learn how to make their teaching more inclusive, to meet the needs of diverse students, and will take away an insight into how a student's lived experience can inform both teaching practice and research.

16.a) Built-in, bolt-on or blended? Academic skills inside and outside the curriculum

Dr Oli Johnson, Amy Mollekin (301 Student Skills and Development Centre)

What is this session about?

Recent literature suggests that academic skills should be built into the curriculum to provide a coherent learning experience for all students. 'Bolt-on' skills, in contrast, are criticised as detached, generic and difficult to apply to disciplinary learning. At 301 Student Skills and Development Centre we run both curricular and co-curricular workshops as well as collaborating with departments to integrate academic skills into the curriculum.

The Academic Skills Certificate provides recognition for students who attend four workshops at 301 and submit a reflective account of the experience. We are currently undertaking a research project to examine ASC submissions and investigate how successfully students have been able to integrate methods and frameworks with their ongoing curricular learning. This research suggests that far from being perceived as 'bolt-on', students are able to conceptualise learning as a broader process of engagement beyond their department. This paper will examine the tangible benefits of this process to argue that a blended approach offers an alternative model for student skills development.

Who is this session aimed at?

This session is aimed at academic and professional services staff who are interested in curriculum development, skills development opportunities for students and models for collaboration between professional services and departments. It is likely to be of

considerable interest to colleagues involved in teaching students from a wide range of educational backgrounds who are seeking to identify ways to improve student confidence and attainment on a range of assessment methods.

How will colleagues benefit?

The paper will identify examples of best practice that can be applied across departments and faculties and provide practical suggestions for embedding academic skills development opportunities into the curriculum. We will provide practical examples of where an integrated approach to student skills development has worked, as well as some of the potential pitfalls that we have identified, and encourage colleagues to consider the implications of the findings for their own learning and teaching practice.

b) Supporting students researching contrastive linguistics

Dr Roel Vismans (Languages and Cultures)

What is this session about?

In the module Contrastive Germanic Linguistics (GER331) final-year students in Germanic Studies (German and often also Dutch) work throughout the academic year towards completing an independent research project, written up in a 6,000-word report. The comparison must always be between at least two Germanic languages, including English, German and Dutch. At the beginning of the module, most students have only a rudimentary knowledge of linguistics, and none at all of contrastive linguistics. They are also unfamiliar with standard research methods in linguistics. In this presentation I will discuss (1) the enhancement of student performance and self-confidence through contributions by colleagues from 301, the library and MASH; (2) the benefits of students' engagement with specialists from elsewhere through the attendance at a conference focusing on their area of study; (3) the importance of mutual support among the students despite the fact that they write individual project.

Who is this session aimed at?

Academic colleagues from all faculties; professional colleagues from student support areas like 301 The Student Skills and Development Centre; (postgraduate) students interested in learning & teaching

How will colleagues benefit?

I would like to (1) increase awareness of the value added by the university's student learning support services; (2) discuss with colleagues ways of increasing the students' own contribution to support themselves and each other; (3) highlight the value of students' interaction with researchers from outside the home institution.

c) Portfolio assessment for postgraduate professional skills development

Dr Angela Carter, Dr Anna Topakas, Rose Shepherd (Institute of Work Psychology, Management)

What is this session about?

We describe a new postgraduate module aiming to encourage development of professional skills and careers within a work psychology practitioner (or human resource) context. Based on research by Bedwell, Fiore & Salas (2014) the module supports the exploration of 10 skills (e.g., reflecting on the use of evidence-based practice, data gathering techniques, interpersonal skills) and career development (individual job search)

areas that are explored and developed using experiential learning, expert practitioner presentations and research opportunities. Students build a portfolio of evidence (from self-assessment and multi-source feedback) and reflection based on these 10 entries. In the presentation we will describe the learning and assessment activities and draw on tutor and student feedback about skill development. Module outcomes suggested increased student confidence and the ability to articulate work-related techniques as successful in gaining job roles and encouraging self-directed learning. The students themselves describe the module as “exciting and forward thinking”.

Who is this session aimed at?

This session is aimed at those interested in professional skill development and assessment to prepare students for professional (e.g., applied psychology) or research-based careers. Further, the presentation will be valuable for module leaders interested in innovative assessment methods, especially if they are considering incorporating reflection and evidence-based development as part of the assessment.

No prior experience is necessary but a keen interest in employability and the academic-practitioner interface will facilitate the learning experience.

How will colleagues benefit?

We develop the notion of classroom learning in innovative and creative ways while stressing the ability to assess learning. Assessment examines a personal journey of learning and development consisting of a range of activities and events, including theoretical input and independent reading, using feedback for development, learning through supporting others' learning, being responsible for team and peer feedback. We describe integrated practice that facilitates student on-going learning and development in a manner that contributes to their employability in general and their continued professional development.

We highlight the value of reflection enhancing learning, and giving students an opportunity to reflect repeatedly will eventually make this into a habit of life-long learning and development. The benefits of reflection for learning are well documented in the literature (e.g., Boyd & Fales, 1983; Moon, 1999) and colleagues will explore examples of reflection in action they might like to incorporate in their teaching practice.

17.a) Killing the ideas-killers: Harnessing support to innovate in the curriculum

Jesse Armstrong (CiCS Creative Media), Dr Millie Mockford (Animal and Plant Sciences), Dr Ali Riley (University of Sheffield Enterprise)

What is this session about?

All too often, great ideas for innovation in the curriculum falter or are 'killed'. This is either because of time pressures, or confusion about exactly what support is available from who, and how to access it. We will present here a case study of an innovative outward-facing module development in Animal and Plant Sciences (APS) in which students produce documentary films to present current scientific research to a lay-audience, to a tight brief, assisted by external 'experts'. We will show how different services (University of Sheffield Enterprise and the CICS Creative Media team) supported the development and implementation of this module, allowing students to develop, on top of their academic skills and knowledge, creative media skills and enterprise capabilities. A holistic approach to curriculum development such as this becomes more than the sum of its parts, and can result in a richer and more authentic learning experience for students.

Who is this session aimed at?

This session is aimed at academic colleagues who would like to make changes or developments in their curriculum but are not sure how to practically implement them. It is also aimed at academic colleagues who would like more information on the range of support for curriculum development that they can access that they may not already be aware of. Finally, it would also be of interest to colleagues who are interested more specifically in how enterprise capabilities and creative media skills can be developed and enhanced through the curriculum, supporting subject learning.

How will colleagues benefit?

Colleagues will have the chance to hear a case study of an innovative learning experience that is easily adaptable to different subjects and contexts. They will also have the chance to hear about two professional services teams that support curriculum development, particularly in the area of the outward-facing curriculum (University of Sheffield Enterprise Academy) and digital learning (CICS Creative Media Team). The session will provide clarity on exactly what these services can do, and how support can be accessed by anyone.

b) The flight of the short-haired bumblebee – developing enterprise skills in postgraduate research students and post-doctoral researchers

Eunice Lawton (Faculty of Engineering), Pratik Desai (Chemical and Biological Engineering)

What is this session about?

The Think Ahead team received funding from Enterprise Educators UK (EEUK) to pilot a programme in 2016 that provided funds for post graduate and post doctoral researchers to try out their research ideas with community groups. This gave them the opportunity to develop enterprise skills without the need to set up a business. This presentation explains why the project was set up and provides a case study on one of one funded projects to demonstrate the outcomes and benefits.

Who is this session aimed at?

Those interested in post graduate and post-doctoral education especially the development of enterprise skills

How will colleagues benefit?

Attendees will learn about how research staff and students can develop enterprise skills using an experiential approach. Our survey that was carried out as part of this project showed that nearly 50% of researchers could see commercial possibilities for their research and few explore these further. Our new programme seeks to raise the awareness of researchers so they have the knowledge and skills to progress their ideas further that could lead to further research opportunities or commercialisation.

c) Students making small talk: Student-led clinical learning in speech and language therapy

Helen Cameron, Dr Judy Clegg, Stephanie Crichton, Nicola Malley (Human Communication Sciences)

What is this session about?

This session will describe the processes and outcomes of a student engagement project focused on clinical placements for student speech and language therapists. Pre-registration postgraduate students from the Department of Human Communication

Sciences collaborated with staff to design a pilot student placement as part of Sheffield Small Talk: a parent/carer and child group for young children with speech, language and communication needs. Students and staff worked together to agree learning objectives and design clinical activities that would be beneficial for not only the students but also the parents/carers and children from the local community who attend the group. Outputs from the project will be presented by students, along with data on the placement's impact on student self-efficacy.

Who is this session aimed at?

This session is aimed at staff and students who are interested in how students can be genuinely engaged and involved in curriculum design and delivery. It may be of particular interest to those involved with community engagement and clinical/work placements.

How will colleagues benefit?

We will be sharing our learning on the practicalities, successes and challenges of student engagement which may benefit colleagues. This session will also provide an opportunity to gain insight into the student perspective on the behavioural, emotional and cognitive aspects of student engagement.

18.a) On the case: Enhancing independent learning and research skills through case-based learning

Dr Sarah Hale, Dr David Vessey (Lifelong Learning)

What is this session about?

This paper argues for the benefits of case-based learning in promoting a culture of independent and self-directed learning for students. It will explain the advantages of adopting this approach, and share experiences of how it has been used in the Social Sciences (Politics) and History to develop wider research and academic skills alongside subject knowledge and understanding. In doing so, the session will demonstrate that case-based learning can lead to deeper learning and is an essential technique in any flipped or distance learning approach.

Who is this session aimed at?

The paper will appeal to academic colleagues who are eager to expand on traditional pedagogical approaches to enhance student engagement, expanding the core research tenets of experimentation and inquiry to the learning process, including beyond the classroom.

How will colleagues benefit?

Colleagues will gain a greater appreciation of putting students in the driving seat of their own learning; in effect, ceding control of learning outcomes to the students. In this respect, case-based learning brings the tutor closer to fulfilling the role of facilitator, in some cases stepping back altogether except for practical purposes such as time management. Case-based learning can further offer a more accessible method to introduce potentially challenging subjects, questions and theories. We hope that attendees will leave the session with some ideas for how case-based learning might be used in their own disciplines.

b) Student collaborations with national impact

Ellen Marshall (Maths and Statistics Helpdesk), Daniel Wilson (Sheffield Robotics), Sofia Maria Karadimitriou (Mathematics and Statistics)

What is this session about?

This session discusses collaborative staff/student projects undertaken at the Maths and Statistics Help centre (MASH) and how the work benefited the wider community as well as students and staff within the University of Sheffield. The projects identified gaps in the provision of maths and statistics support and resulted in cross-disciplinary learning material for students and staff to be used nationally. One of the projects involved creating new statistics self-help material which enables students to build up their knowledge as well as use one of two leading statistical packages. The second project, a collaboration with the SpLD service and Department of Lifelong Learning, used existing and new research to address the issue of maths anxiety within the curriculum. The process of project identification, combining of experience and skills, the challenges, benefits and outcomes will be discussed.

Who is this session aimed at?

This session is aimed at students or staff who may wish to collaborate. Both projects resulted in cross-disciplinary learning material so colleagues interested in using any of the material with students will also find this session useful.

How will colleagues benefit?

This presentation will discuss the identification of suitable projects and individual skill sets of students to ensure the best outcomes. We will also discuss some of the challenges and the benefits to the staff and students involved.

c) Journalism in danger: Engaging students outside the classroom

Dr Lada Price (Journalism Studies)

What is this session about?

This paper highlights the steps that the Department of Journalism Studies is taking to engage young and future journalists with the harsh realities that journalists face while reporting. Our educational strategy aims to create opportunities for student engagement with issues related to media freedom, threats to reporting and the consequences of impunity. The focus of this paper is the Department of Journalism Studies' 2015 annual International Journalism Week themed "Journalism in Danger". The events taking place during the week and the specifically designed "case study research project" provided students with opportunities a) to engage with journalism safety and explore physical and political constraints to reporting in different regions of the world and b) propose solutions to a pressing real-life problem based on their research.

Who is this session aimed at?

The session is aimed at both educators and students who are seeking different and innovative ways to engage students with important issues that are currently not included in the formal teaching curriculum.

How will colleagues benefit?

Colleagues can draw from our experiences in designing a project that aims to engage students with an important real-life issue that is relevant to all our students in the Department. Thirty-five students completed the case-study project in 2015, which was developed after extensive consultation and collaboration with editors and senior journalists from UK media organisations. In addition we engaged PhD researchers in the Department who worked with the students in small groups and provided guidance with their research strategy and presentations.

Final Plenary & Networking

15:00 – 16:00

15:00 *Break* *Students' Union,
Level 4*

15:15 -15:45 **Question Time & Closing
Plenary** *Students' Union
Auditorium,
Level 2*

Professor Wyn Morgan (Pro-
Vice-Chancellor for Learning
and Teaching), Ali Day
(Education Officer, Students'
Union)

15:45 **Final Remarks** *Students' Union
Auditorium,
Level 2*

Professor Wyn Morgan, Pro-
Vice-Chancellor for Learning
and Teaching

16:00 *Close*