

University of
Hertfordshire



Learning and Teaching Institute

BME Student Success

Learning and Teaching Conference
2 May 2013



Welcome...

...to the University of Hertfordshire's 10th Annual Learning and Teaching Conference. This year's conference is themed around Black and Minority Ethnic (BME) Student Success and Inclusive Education.

The conference provides the opportunity to share and discuss the excellent examples of inclusive learning, teaching, assessment and support activities enabling student success. We are extremely pleased to welcome Dr Winston Morgan from the University of East London who, through his keynote address, will be sharing national and local research associated with the BME attainment gap.

The parallel session presentations in the morning enable sharing of good practice from within the University and the cluster slots in the afternoon provide an ideal opportunity for Schools to showcase Learning and Teaching Initiatives.

Events such as the Learning and Teaching conference form an important part of your Learning and Teaching related Continuing Professional Development (CPD). It is a valuable opportunity to share ideas and discuss teaching activities with colleagues. We hope you find it an enjoyable, stimulating and rewarding day.

Dr Helen Barefoot

Deputy Head of the Learning and Teaching Institute



Introduction

As a University we have made a bold commitment to address an issue that is a longstanding social injustice in UK Higher Education. We have publicly stated that we will work to ensure that all our Black and Minority Ethnic (BME) students attain their full potential. This is both challenging and invigorating. It involves critical reflection on us, our teaching and our curricula, and it also means being open to different understandings and interpretations of the world and of our students.

I am extremely pleased that today's conference is themed around our BME Success Project and Inclusive Education. Ensuring our students' diverse and rich experiences, heritage, and cultures count for them, and not against them, isn't just about a good honours degree, it is - quite literally - about transforming lives.

The University of Hertfordshire's Annual Learning and Teaching conference is invaluable as a way of celebrating the learning and teaching developments from across the Institution. It is also a key means for sharing best practice to further enrich and enhance our students' experiences in the pursuit of educational excellence at the University.

I hope everyone who is able to attend finds the Conference an enjoyable and valuable experience.

Dr Andrew Clutterbuck

Pro Vice-Chancellor (Student Experience)



Keynote Address

Winston Morgan BSc PhD FHEA
Principal Lecturer,
School of Health Sport and Bioscience,
University of East London








My university education began with a BSc at NELP (now University of East London), I then worked in biomedical research for several years before completing my PhD at the London School of Pharmacy (now UCL School of Pharmacy) in 1993. I returned to UEL and started my academic career 15 years ago, teaching Pharmacology, Toxicology, Biomedical Science and Biochemistry. During that time I remained research active in the bioscience area publishing around 40 peer reviewed papers and supervising 10 PhD students.

At the start of my academic career I became a founding member of UEL's Equality and Diversity committee and immediately took an interest in issues relating to BAME staffing and BAME student attainment. I was also involved in setting up the BAME staff network at UEL for which I am currently a vice chair. Over the last 10 years as part of my work with the E&D committee I have undertaken several projects looking into student progression, attainment and the attainment gap both nationally and at UEL. The results of my research reveal several surprising and worrying observations which go beyond the headline attainment gap figures.

The presentation will look deeply into the causes of the attainment gap and show that the gap should be of concern to all HEI including those at the top of the league tables. Some of the main factors which determine attainment will be examined nationally and at university mission groups with significantly different student profiles. Particular focus will be placed on attainment at the Russell Group and Million+ universities. The presentation will offer some explanations for the gap and provide strategies to reduce the gap.

BME Student Success

As part of the **BME Success Project** this year's conference is themed around the learning, teaching, assessment and support activities enabling **BME student success**. We have asked all contributors to identify how their presentation relates to the following **Principles of Good Inclusive Practice(s)**:

-  Ensures the understanding of individual learning needs
-  Takes a coherent approach which is anticipatory and proactive
-  Provides environments for effective learning for all
-  Ensure materials are accessible and representative
-  Uses assessment which enables all students to demonstrate their learning
-  Makes use of feedback and performance data
-  Is informed by professional development

For each short abstract, you will notice a colour chart which relates to the key above. The colours identify which attributes the authors feel that their activities relate to.



Registration and Introduction

9.00	Welcome and Introduction - Dr Helen Barefoot
9.10	Health and Human Sciences Enhancement Awards
9.20	Introduction to day: Dr Andrew Clutterbuck
9.30	Keynote Address: Dr Winston Morgan (University of East London)
10.30 - 11.00	Refreshments and Networking: Lindop Foyer

Parallel Sessions

11.00 Session 1

A154 (Lindop Building)	A166 (Lindop Building)	A161 (Lindop Building)	1A159 (Lindop Building)
Practical strategies to attract, recruit and train BME students on Initial Teacher Training programmes Hala Seloet	The international staff-student experience Jackie Willis and Angela Hammond	BME participation in the creative arts: workshop to source good practice Rebecca Thomas	Student generated content: using PeerWise to help support chemistry understanding and increase student engagement with course content in a first year module Suzanne Fergus and Stewart Kirton

11.30 Session 2

A154 (Lindop Building)	A166 (Lindop Building)	A161 (Lindop Building)	1A159 (Lindop Building)
Conversations about (b)ME Vicky Pateman	Industrially based engineering group projects Diogo Montalvão, Geoffrey Angel and David Dell	Life after University; what does the landscape look like for BME graduates? Sarah Flynn and Judith Baines	The group assessment system Ian Willcock

12.00 Session 3

A154 (Lindop Building)	A166 (Lindop Building)	A161 (Lindop Building)	1A159 (Lindop Building)
Nurturing intellectual and social interconnectivity in a Business School seminar room: A comparison of outcomes for BME and White students Theo Gilbert	Inclusivity through synchronous online teaching Fang Lou	What's working well and what needs to change? Shivani Sharma	Supersonic project based learning Howard Ash

12.30 Session 4

A154 (Lindop Building)	A166 (Lindop Building)	A161 (Lindop Building)	1A159 (Lindop Building)
Implications of unconscious bias Thomas Baker	Better Together: a workshop exploring the benefits of peer coaching for students Sally Graham, Lynn Bhanja and Kathryn Weston	Shades of Noir: A creative institutional response to the disparities of student attainment Terry Finnigan University of the Arts	Au secours! Using student mentors to help French Beginners to improve their learning strategies Nicole Duplain and Sylvie Templeman

13.00 Lunch break

Poster viewing session with lunch provided in the Lindop Foyer

13.30 - 14.00 Optional workshop A154 (Lindop Building)

Discussion of the NUS Race for Equality Report

14.00 - 15.00 By the Cluster for the Cluster

A154 (Lindop Building)	A166 (Lindop Building)	A161 (Lindop Building)	1A159 (Lindop Building)
Engineering, Computer Science, Physics Astronomy and Maths	Humanities, Creative Arts and Education	Business and Law	Health and Social Work and Life and Medical Sciences

15.00

Refreshments and Networking

15.15 - 15.30

Plenary feedback from Cluster sessions A154 (Lindop Building)

15.30 - 16.00

Plenary panel discussion A154 (Lindop Building)

16.00

Close of conference

By the Cluster for the Cluster

14.00

Engineering, Computer Science, Physics Astronomy and Maths

Research Assessment for Learning (RESAL) presented by Salvatore Livatino.

The RESAL project enhances learning by combining peer-assessment and research informed teaching. Students acquired knowledge by developing research in teams, assessing other students' research, listen to other students' critics to their work, defending and developed research work. Students got engaged and enjoyed playing both researcher and assessor roles. Individual and teamwork were also considered.

Inclusive Practice Across the Disciplines with EVS by Steve Bennett, Trevor Barker, Lily Meng and Peter Thomas. The presenters will outline their use of EVS for peer assessment and weekly testing on a 1st Year Computer Science course, a second year Technology and Engineering Course, and a 3rd Year Humanities course. They will demonstrate how EVS was used to communicate high expectations and student time on task.

Humanities, Creative Arts and Education

The Creative Arts, Education and Humanities cluster will engage colleagues in a facilitated discussion around two questions: 'How can we encourage and enable creativity in learning?' and 'How can we engage in effective partnerships with students in learning and teaching?'

Business and Law

'Using Coaching and Mentoring Tutorials to Support Work Based Learning' presented by Veronica Earle and Janice Cook.

Health and Social Work and Life and Medical Sciences

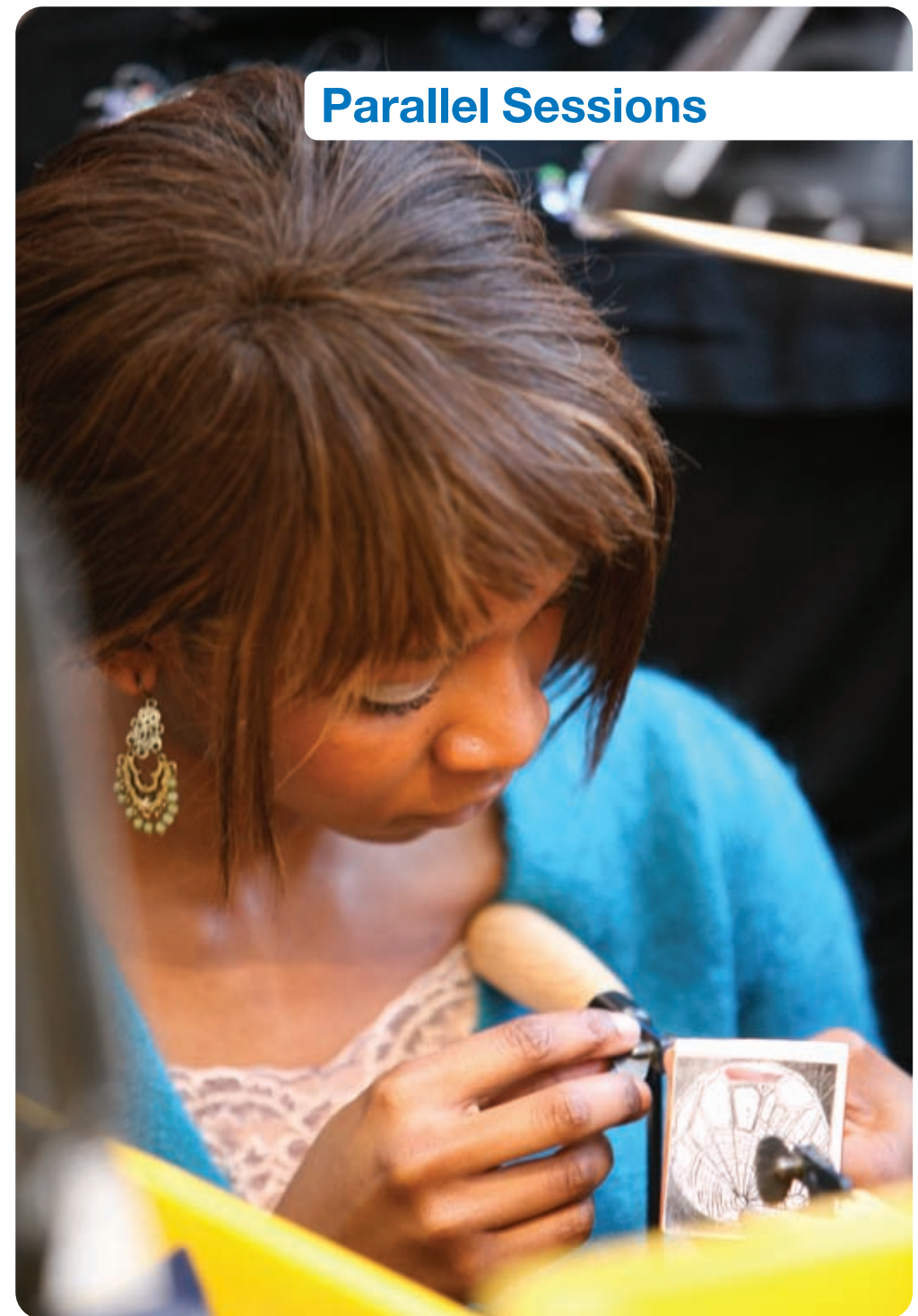
Included in this session Helen York will present on "Encouraging Conversations in large diverse cohorts"

In a large class of diagnostic Radiography students, with a widely diverse demographic, encouraging discussions outside "friendship" groups is challenging.

This session will explore the use of a fast rotation technique for group work to encourage wider participation from the cohort whilst producing class resources which are used to support student learning.

Lucy Annett will present on "A comparison of the effect of three modes of essay feedback (written, audio and face-to-face) on student achievement and satisfaction". The focus is to compare the effectiveness of different feedback modes, Psychology BSc students received written, audio or face-to-face feedback on their coursework essays. Subsequent essay grades did not differ depending on the feedback mode. Students generally reported that they liked and found the feedback useful, irrespective of the feedback mode.

Parallel Sessions



11.00 Practical strategies to attract, recruit and train BME students on Initial Teacher Training programmes

Hala Seloet



This presentation will explore challenges and possible practical strategies to address them on ITT programmes in each of the following phases of their career development.

1. Marketing
2. Selection process
3. Training
4. Mentoring
5. Opportunities for future employability

11.00 The international staff-student experience

Jackie Willis and Angela Hammond



This research explored the contributions made by international staff towards the staff-student experience. Using an ethnographic approach to the study, international staff were invited to discuss their expectations of working in a UK HEI and to establish whether they felt empowered to bring their own culture and experiences into their teaching practice.

11.00 BME participation in the creative arts: workshop to source good practice

Rebecca Thomas



Workshop about 2 student projects at the University of Hertfordshire, BME representation in photography and The fashion industry. The aim is to raise the performance and confidence of a focus group of students., exploring what strategies are useful and how we evaluate what can work practically in raising the performance of BME students?

11.00 Student generated content: using PeerWise to help support chemistry understanding and increase student engagement with course content in a first year module

Suzanne Fergus and Stewart Kirton



Student-generated content (SGC) has been advocated as a means to foster deep learning and increase student engagement leading to enhanced conceptual understanding. The PeerWise online system, a freely available resource to educational institutions was used with first year students in a chemistry module to evaluate its impact on student learning.

11.30 Conversations about (b)ME

Vicky Pateman



Staff and students from the School of Education have sought to foster a reciprocal understanding of BME data. This jointly-presented seminar with both staff and students discusses the SoE research findings from semi-structured interviews and analysis with a view to clarifying the issues embedded in BME underachievement.

11.30 Industrially based engineering group projects

Diogo Montalvão, Geoffrey Angel and David Dell



This presentation describes a multi-ethnic group laboratory assignment, whereby students from all backgrounds worked together. The assignment aim was to foster independent learning, in opposition to traditional spoon-feeding. With strong challenging industrial elements, the tutors acted as supervisors, as the students planned and ran their own laboratory tests.

11.30 Life after University; what does the landscape look like for BME graduates?

Sarah Flynn and Judith Baines



Recent activities have raised awareness within the university sector of the attainment gap that exists between BME and non-BME students. But what about life after university? This presentation will take a look at the available literature surrounding the destinations and career opportunities of BME graduates at a national level.

11.30 The group assessment system

Ian Willcock



A presentation and participative workshop on the Group Assessment System, an online, peer assessment resource for use in formative group work. Based on research into effective group work methodologies, the system allows tutors to set up summative group work and administer peer evaluation efficiently and easily. Bring a laptop to have a go!

12.00 Nurturing intellectual and social interconnectivity in a Business School seminar room: A comparison of outcomes for BME and White students

Theo Gilbert



On an L2 Business module, along with an individual written assignment, 40 students were also each assessed for their performances in a filmed, small group discussion. *Some credit was allocated for sustaining inclusivity of all others during the group's thinking processes.* This talk compares white and BME student's assessment results.

12.00 Inclusivity through synchronous online teaching

Fang Lou



An exploration of how Adobe Connect has been used across the institution to enable inclusive delivery and support of academic programme. The session will provide an overview of current usage of Adobe Connect at UH and be followed by discussion of how this tool could make your practice more inclusive.

12.00 What's working well and what needs to change?

Shivani Sharma



Involving students and alumni in the process of equalizing the experience of studying at University for students from different backgrounds is essential. We present the findings of conversations that are taking place in Life and Medical Sciences and share the direction of related developments.

12.00 Supersonic project based learning

Howard Ash



The School of Engineering and Technology is well known for its Automotive exploits in Formula Student, but there are a growing number of Team Projects that are blazing their own trail. This presentation highlights a number of the student driven projects that are helping our students to stand out ahead of the crowd.

12.30 The implications of unconscious bias

Thomas Baker



In the light of what has been called “unconscious bias”, Thomas will reflect on his teaching practice. He will also outline the positive effects he has observed arising from learning students’ names.

12.30 Better Together: a workshop exploring the benefits of peer coaching for students

Sally Graham, Lynn Bhanja and Kathryn Weston



This workshop will briefly outline key findings from an LTI funded project which set out to explore strategies for establishing effective and sustainable coaching partnerships amongst students on school placement within the School of Education. We will briefly discuss the learning from the project, and then invite participants to try out a coaching exercise based around ‘listening’. Participants will then be asked to join in a discussion on the potential benefits of the peer coaching model for BME students at the university.

12.30 Shades of Noir: A creative institutional response to the disparities of student attainment

Terry Finnigan, University of the Arts



This workshop will be interactive. There will be the opportunity to explore a very interesting website : Shades of noir and learn more about the creative response to the gap in BME achievement at University of the Arts, London

It will also consider how the website has become embedded into the inclusive learning module and is being co-created with staff and students. The session will encourage dialogue and reflection throughout.

12.30 Au secours! Using student mentors to help French Beginners to improve their learning strategies

Nicole Duplain and Sylvie Templeman



The project creates a culture of a learning partnership between students by providing opportunities for experienced learners of French to help beginners improve their learning strategies. It enables participating students to show particular evidence of the following Graduate Attributes: Learning and research skills; Respect for others and Social Responsibility.



Posters



BME Success Project

Helen Barefoot, Sarah Flynn and Suzanne Fergus



The BME success project is an Institutional wide project recognising that everyone within the University has a responsibility to ensure an inclusive culture in which every student can succeed. The poster will showcase some of the work carried out within the University to support the reduction of the attainment gap between White and BME students.

Participatory Design

Mariana Lilley, Andrew Pyper and Bello Usman



Computer Science students from Ireland, Kenya, Malta, Togo, Trinidad & Tobago, United Kingdom and Zambia took part in a participatory design exercise in which they were co-creators of a case study. The underlying motivation was to engage students in the design of learning experiences that are inclusive and effective.

Faculty Enhancement Award Winners 2012



Anna Anders

Enhancing Learning through Student Authored Video

This initiative aimed to provide video clips support to practical teaching on the level four neuromusculoskeletal module of the BSc (Hons) Physiotherapy programme. Physiotherapy students are known to prefer a mixture of learning styles and a previous licenced, professional resource was no longer available so the students had requested an alternative. Student authored video clips of practical techniques, demonstrated by the lecturer, overcame issues around resources to provide a credible, timely solution in the middle of a busy academic year. The video clips were streamed using the video portal on StudyNet, and linked to teaching resources on the module site. Ensuring access was limited to the cohort was important to the students who may be in a state of undress on the video clips. The key points from the focus group evaluation were; the use of the 'flipcam' recorder was easy, the clips were of a good quality, easily accessible and they avoided the students needing to make notes at the expense of observation. In comparison to pre-prepared video clips there was also a feeling of ownership. The video clips were seen by the student group as specific to their learning needs. The video clips were available to the cohort developing 'Communities of Practice', where the students shared a common goal because the clips were made by the students for the students and they felt secure in their group. Finally, for the future, promotion of video clips within practical sessions was strongly valued and advocated by the students.

Linda de Chenu

International Engagement

In 2011 social work students participated in a consultation process on the draft 'GA' which contributed to the University Strategic Plan by developing the International Engagement of students and their global citizenship.

Linda de Chenu as a member of the Joint University Social Work (JUCSWEC) International Subcommittee was involved in producing a 'questionnaire' on 'Local Practice within a Global Agenda' to support student consultation on the GA. At the University of Hertfordshire the consultation took place at three events of a 'Practice Educators Day', an extra-curricular event on International Social work day 2011 and with the MSc European Social Welfare module students. Students challenged conventional thinking and engaged in policy change through 'innovatory discussions' of the GA aims including the 'sustainability' of social work and sustainable lifestyles by 'articulating their perceptions'. Their feedback was collated and submitted to the IASSW. The International Committee then collaborated with the British Association of Social Workers to write an article and to present the Final GA on International Social Work Day 2012 to MPs. The University 'e-clips' published the story and students were informed of web resources and a twitter event to 'support independent learning'. Students reviewed the GA process in 2012 and gave feedback on their 'up to date learning'

The project, which involved 6 Universities, has been presented at a national and an international conference. The strategy for the year 2012-13 is to promote further student learning about the GA implementation and to introduce and evaluate an activity.

Lynne Gordon

Encouraging the use of the EndnoteWeb citation and referencing system

Plagiarism is an increasing issue for academics and much effort in assessment and marking is geared to ensuring that when students refer to work by other authors, it is acknowledged and citations and references forming that acknowledgement are formatted correctly and according to the prescribed referencing system. Many students struggle to become proficient with the required format, due to lack of understanding, experience and/or time. Workshops were facilitated which introduced 'Endnote web' to second and third year radiotherapy students and postgraduate Ultrasound students. A series of eight, short, supporting videos were developed in lieu of further timetabled workshops and allowing review of workshop content. The videos were available on StudyNet module and programme sites, later being adopted by IH for university-wide study support pages.

Potential benefits of increasing use of EndNote web:

- Improved knowledge and understanding of referencing systems and their use: effort is focussed less on citation/ reference list formatting and more on content/ academic writing style.
- Lower levels of plagiarism: assuming some detected plagiarism is due to poor referencing technique
- Sharing of resources: enables sharing of literature sources as read only/ read and write access. Of benefit to staff and students via peer support/group learning approaches.

Sheila Roberts

Involving children as Service Users in the selection and recruitment of candidates to the BSc Children's Nursing programme.

The involvement of Service Users in the National Health Service (NHS) has been steadily increasing in recent years with the formation of numerous patient and public groups all aimed at improving the service activity and fulfilling the government's NHS Plan (2000) for a patient centred NHS. There is a requirement (of HEIs) to involve service users in programme development, delivery and in the selection of student nurses NMC (2011). Within Children's nursing we believe the service users are the children and young people themselves not the parents.

This project involved liaising with local primary schools and establishing working parties in order to work with the young people. Children aged seven to 10 years were chosen to be involved with the selection and recruitment process. The children devised their own interview questions and attended the university on selection afternoons. In small groups of three and with a member of school and university staff present they formed their own interview panel. Candidates were interviewed by the children and in order to value the children's involvement they are then asked to give each candidate a score and to make brief comments about their performance - this is then taken into account when deciding whether or not to offer an applicant a place.

The project has been well evaluated by all involved, the children have enjoyed the experience and grown in confidence, the candidates appreciated the value of being interviewed by their client group and school and university members of staff value the involvement of children.

Majid Ali

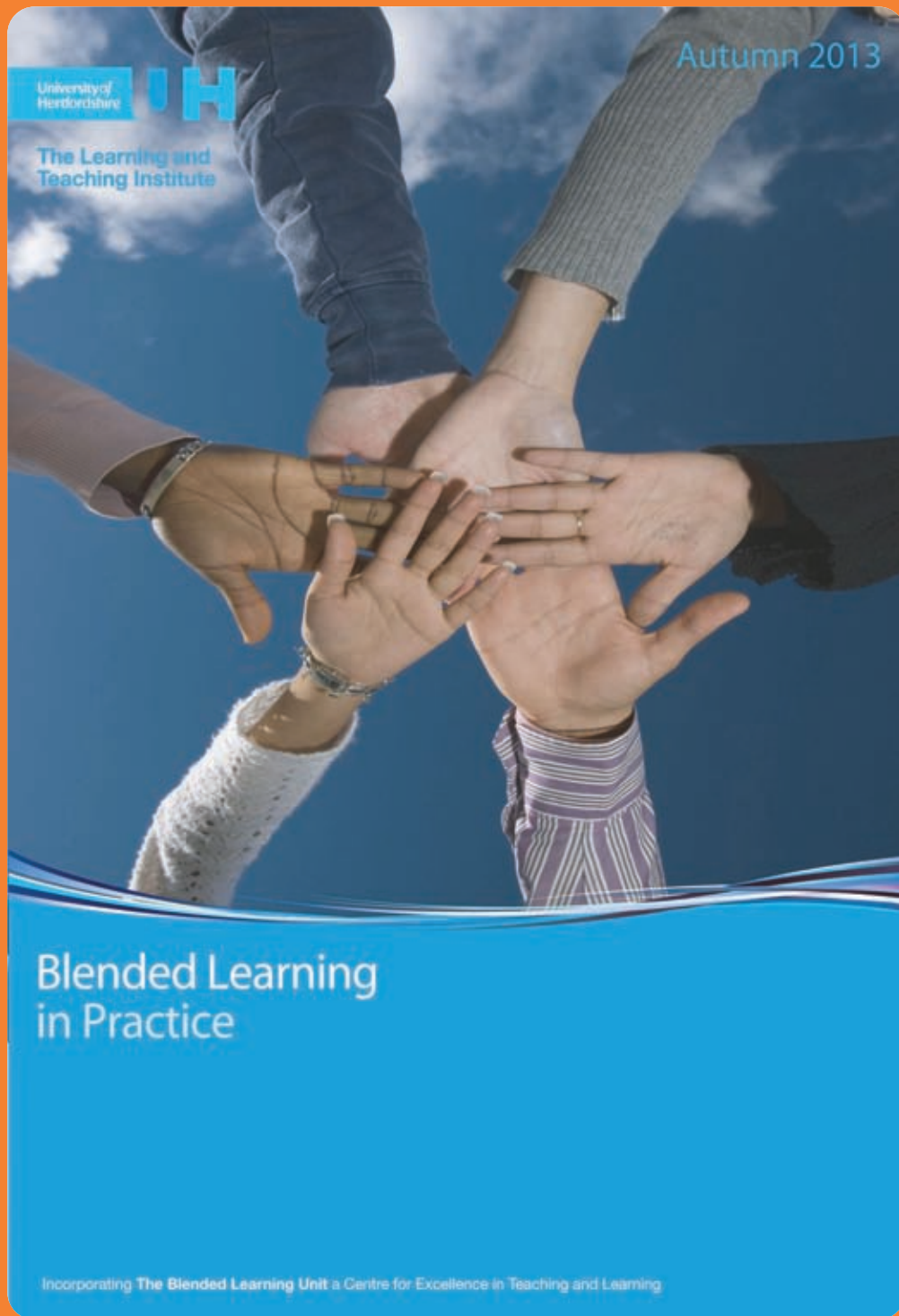
Blended Learning and Technological Developments

Therapeutic interventions in Practice is a 15 credit module run in Semester B for 4th year MPharm students. Two years ago the module faced a challenge of scale up of students which required redesigning of the coursework and better explanation of some learning concepts.

- Podcasts (pre-lecture and post-lecture) were used as effective tool. Pre-lecture podcasts consist of revision of concepts taught in earlier years allowing to build up complex concepts in the lectures.
- Therapeutic drug monitoring calculations considered to be very difficult by students were explained via a video podcast. It was made by using Camtasia and tablet PC which captured the tutor's voice with simultaneous working out of calculations on the screen. The podcast was also interactive with some questions in the end.
- Coursework was redesigned with maximum support given to students. Individual feedback on the first drafts was emailed to students using mail merge. Based on student demand, 10/15 min slots were allowed for students to see the tutors regarding their coursework. These slots could be self-booked by students using Doodle.
- One lecture in particular based on new concepts was accompanied by follow-up interactive quiz (cross-word puzzle) made using special features in Excel 2007. The students were encouraged to complete this quiz by offering box of chocolates.
- Sample paper was replaced by an online mid-semester quiz with multiple attempts for students' practice.

The support and innovations introduced in this module received overwhelming formal and informal feedback from students and a very high percentage in the exam and coursework.





Delegates at this year's Annual Learning and Teaching Conference may already be familiar with the University of Hertfordshire Learning and Teaching Institute e-journal 'Blended Learning in Practice'. The journal has a multi-media format and is intended to appeal to all who teach within the further and higher education sectors as well as being of interest to established pedagogic researchers.

Blended Learning in Practice contains a range of research papers designed to showcase innovative practice in blended learning, together with a range of more general articles providing practical advice and 'hints and tips'. We also have a regular 'student voice' section where we ask the student community for their views on issues of interest to the teaching and learning community.

Blended Learning in Practice is available at <http://www.herts.ac.uk/blip> and the latest edition focuses on issues such as hints and tips to liven up lectures, student views on a variety of teaching methods and research papers on the teaching of employability skills and placement-based learning.

Given the BME Student Success theme of this year's conference, delegates may also be interested to learn that our forthcoming issue of Blended Learning in Practice will be a 'themed' edition focussing on BME issues. The journal will appear in the second half of 2013 and any delegates interested in submitting material to this themed issue of the journal should contact the Editor, Dr Philip Porter (p.r.porter@herts.ac.uk) for guidance.

We hope you will pay us a visit at www.herts.ac.uk/blip and that you find Blended Learning in Practice to be both enjoyable and useful.

Dr Philip Porter
(p.r.porter@herts.ac.uk)
Editor, Blended Learning in Practice



