Welcome to the University of Hertfordshire’s 16th Annual Learning and Teaching Conference. Our theme this year is “Student-Staff Partnerships”.

As a University we are wholly committed to student-staff partnership and our work in this area has a national profile. We are therefore delighted that our keynote presenters are our very own Karen Clark and Joy Jarvis whose materials and guidance on partnership working have been published by Advance HE for the benefit of the sector. They also coordinate the University’s Student-Staff Partnership Network enabling the sharing of good practice and the support of collaborative projects. This conference provides a showcase for the many varied and innovative student-staff partnership activities taking place across the University.

Our exciting programme includes a special performance from students of the University of West London as well as parallel sessions from UH colleagues. These are identified according to seven different strands of activity and delegates are welcome to attend sessions within a strand or to move between strands as they choose:

- Student leadership
- Student-staff learning relationships
- Co-curricular activities
- Curriculum developments
- Partnership working to develop student support
- Inquiry and research
- Improving services

The afternoon will include 3 minute poster and video presentations as well as a plenary session to showcase the partnership work of Hertfordshire Students’ Union (HSU) and the Alumni Team.

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 with colleagues. We hope you find it an enjoyable, stimulating and rewarding day.

Helen Barefoot
Deputy Director of the Learning and Teaching Innovation Centre
‘Flapjack Moments’ and Rivers of Experience: What do staff gain from engaging in student-staff partnership?

Karen Clark and Joy Jarvis

It’s been ten years since Joy and Karen began working together on ‘student-staff partnership’ projects. They will reflect on a decade of collaboration, unpacking their own learning and exploring the continued relevance of this work for professional practice.

Taking a conversational approach they will consider the contested nature and challenge of effective ‘partnership’ and through story and metaphor will share ‘flapjack moments’ of inspiration and how their professional learning has developed over time.

Student-staff partnership is understood in widely different ways in the university sector: for some it counteracts a consumer orientation in Higher Education and engages students in shaping their learning; for others it’s about co-creating resources for learning and even courses themselves; whereas others view it as a part of a performative marketisation agenda. The work Joy and Karen have done centres on undertaking inquiry projects about learning and teaching in student-staff groups. The process is for them the central focus of this work, with the dual goals of aiding participants’ professional growth and gaining and sharing knowledge beyond these partnerships.

Together with colleagues they have created a range of articles and resources for students and staff both at UH and across the sector. They have documented student learning from some of the projects which can be found on the Learning and Teaching Innovation Centre (LTIC) website and they now turn attention to their own learning and the implications of this for colleagues.

Joy is Professor of Educational Practice based in the School of Education and Karen works with the learning and teaching specialist team in the LTIC. They are cofounders of UH Student Staff Partnership Network, an informal association of colleagues drawn from across the whole university whose work features in many of the conference presentations.


We are very pleased to welcome Sylvester Atkins, Bony Fonesca, Pia-Azure Phoenix Maloney and Elmi Rashid – final year Acting students from the University of West London who have researched, written and conceived a theatrical response, which represents real stories of BAME students in higher education. Their performance will be introduced by Sara Raybould (PVC Student Experience) and Paul Harvard (Course Leader BA Acting).

Plenary presentations

Hertfordshire Students’ Union

Hertfordshire Students Union (HSU) will share how they work in partnership to provide students with opportunities, support and activities to complement their studies as well as to represent students’ academic interests.

UH Alumni Team

Colleagues from the Alumni office will discuss how partnerships continue after graduation, sharing a range of different activities which tap in to the expertise and experience of our alumni.
## Registration and Introduction

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8.45-9.15</td>
<td>Registration available</td>
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<tr>
<td>9.30-10.15</td>
<td>Keynote: Karen Clark and Joy Jarvis</td>
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<tr>
<td>10.15-10.25</td>
<td>Conversations</td>
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<tr>
<td>10.25-11.00</td>
<td>University of West London – Black. Asian. Minority. Just ME</td>
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## Refreshments, Networking and Poster Viewing

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>11.00 -11.30</td>
<td>Refreshments, Networking and Poster Viewing</td>
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<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Weston Auditorium</td>
<td>R115 Student-staff learning relationships</td>
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<td>R118 Co-curricular activities</td>
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<td>R140 Curriculum developments</td>
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<td>R141 Curriculum developments</td>
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<td>M143 Partnership working to develop student support</td>
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<td>M147 Inquiry and research</td>
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<td>N105 Improving services</td>
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## Parallel session 1

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<td>John Mower and Grace Carter</td>
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<td>Diversity Festival proves similarities</td>
<td>Ernestine Gheyoh</td>
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<td>Student Industrial Projects</td>
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<tr>
<td>12.00 -12.30</td>
<td>Parallel session 2</td>
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<td>Tackling race inequality through student-staff partnership</td>
<td>Daniel Akinbosede, Cage Boons, Nathan Ghann, Helen Barefoot</td>
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<tr>
<td>#WTFLC Lesley Glass, Sayara Beg, Jacob Clinton, Catherine Cox, Valerie Harden, Ayodele Onabanjo, David Raeside</td>
<td>Jim Collett</td>
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<tr>
<td>Staff and Student Collaborations in Outreach</td>
<td>Who wants to be a Quiz-Whiz? Gerlinde Darlington and Helen Monribot</td>
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<tr>
<td>UH VX220 Project Behrad Vahedi</td>
<td>Wellbeing Session Sharon Maxwell Magnus and Helen Stamps</td>
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<tr>
<td>What’s your digital super-power? Conversations with students about their digital skills Amanda Jefferies, Jeff Wiltshire, Non Scantlebury</td>
<td>Listening to your audience: How developing students and transforming lives will improve your service Shanara Hibbert, Steph Keegan, Faith Goligher</td>
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# Programme

## Lunch, Networking and Poster Viewing

12.30 - 13.15

## Hertfordshire Students’ Union Showcase

13.15 - 13.45

## Alumni office showcase

13.45 - 14.00

## Parallel session 3

14.00 - 14.30

<table>
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<tr>
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<th>Session</th>
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<td>Brave companion of the road: bridging the attainment gap by building sustainable student-staff learning relationships</td>
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<td>Naomi Austin, Laide Bissessar, Judy St John, Cage Boons, Emmanuel Kanu and Danecia Barrett</td>
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<td>Widening Access and Student Success: utilising student partnerships to inform practice</td>
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<td>Education 4.0 exploring the challenges and opportunities for ‘student-staff’ partnerships to liberate and embed digital skills in curriculum design and delivery</td>
<td>Harnessing student engagement and motivation through the use of Trello boards</td>
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<tr>
<td>Non Scantlebury, Angela Dimond, Louis Filer, Caroline Wilson, Jo Eaton, Jeff Wiltshire</td>
<td>Smoothing the transition to UH – designing a student support “Reach your potential pack”</td>
</tr>
<tr>
<td>Learning and Researching at the University of Hertfordshire: what can we attribute to new undergraduates?</td>
<td>Peer mentoring to support student mental health and wellbeing</td>
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<tr>
<td>Grant Bage and Nirjaree Patel</td>
<td>Helen Payne</td>
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</tbody>
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## Alumni office showcase

13.45 - 14.00
### 3 minute presentations

**(including 3 minute video presentations)**

<table>
<thead>
<tr>
<th>Title of Contribution</th>
<th>Names</th>
<th>Type of presentation</th>
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<tbody>
<tr>
<td>The Student Philosophy Society</td>
<td>Brendan Larvor, James McCabe, Zainab Hakim</td>
<td>Presentation</td>
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<tr>
<td>Taking the plunge – working in partnership with our students to introduce the use of virtual classroom software</td>
<td>Mark Millar and Sevim Kaya</td>
<td>Video</td>
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<tr>
<td>Digital Information Literacy Skills for Students</td>
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<td>David Allen, Dan Pateman and Lucie Trollope</td>
<td>Video</td>
</tr>
<tr>
<td>Staff as Students – Living the Values in Library and Computing Services</td>
<td>David Combes</td>
<td>Presentation</td>
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<tr>
<td>Students as Staff – a two-way partnership</td>
<td>Steve Owen, Natasha Capal, Jon Constantine and Shanara Hibbert</td>
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Parallel sessions

11.30 Parallel session 1 - Co-creation of a student symposium
Celeste Jones and Alethea Bradley

The annual Tourism, Hospitality & Event Management final year student conference is organised using a staff-student partnership to co-create both the running of the event and the delivery of conference papers. This is not without challenge, involving the module leader acting as the client and students as the event organisers.

11.30 Parallel session 1 - A team-teaching approach
John Mower and Grace Carter

An exploration of a team-teaching approach between a senior lecturer in the School of Education and a newly qualified primary school teacher, focusing on developing philosophy for children.

11.30 Parallel session 1 - Diversity Festival proves similarities
Ernestine Gheyoh Ndzi, Kofi Addo, Emmanuel Kanu

Vibrant, colourful festivals of diversity in Hertfordshire Law School have helped establish a learning community conscious of much that is shared. Students take the lead in organising and promoting with staff the celebrations of culture. The idea was sparked by one lecturer’s personal recollection of student isolation.
Parallel session 1 - Student Industrial Projects
Paul Moggridge and student presenters

In this presentation, we share how a partnership between BSc/MSc project students and an industry Knowledge Transfer Partnership project can benefit all involved. The students’ effort and expertise lead the research, while industry provides a real-world problem and guidance.

Parallel session 1 - Decolonising the Curriculum through Co-Creation and Active Listening
Chris Lloyd and Adam Crymble

This presentation outlines a Teaching and Learning Award project that begins the work of decolonising the curriculum. We place emphasis on co-creation and active listening as ways to help amplify the student voice, especially those who are BAME.

Parallel session 1 - Let’s get started
Kathy Whayman and Debbie Martiny

The ‘Let’s Get Started!’ new starter event took place in the induction period for all nursing students. The aim was to promote a welcoming, relaxed interactive atmosphere. Events consisted of icebreakers, games, refreshments and bitesize sessions from Student Wellbeing, Student Funding, Active Students, Student Union and BAME Student representatives.

Parallel session 1 - Reading Hacks: new approaches to textual learning
Ivan Phillips, Barbara Brownie, Kim Walden

This seminar focuses on progress to date of the staff-student Reading Hacks project, which aims to develop resources for transforming the academic reading experience for Creative Arts students. The proposed ‘hacks’ cover 5 approaches: Visualising; Gamifying; Listening; Vocalising; Mapping. Through discussion, the seminar will explore possibilities for developing the project.

Parallel session 1 - Experience and Engagement Toolkit - developing an ethnographic approach to enhancing student services and spaces through engagement
Peter Hanna and Sarah Halliday

Explore how Library and Computing Services have been working with, observing and listening to students and using our learnings to drive improvements in the learning experiences in the LRCs. Try our newly developed Experience and Engagement Toolkit, and consider how you might use it to drive improvements in your area.

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Parallel session 2 - Tackling race inequality through student-staff partnership
Daniel Akinbosede, Cage Boons, Nathan Ghann, Helen Barefoot

The presentation will share the recent student-staff partnership work associated with race equality which was initiated through the BAME student success working group. The role of BAME student advocates will be explored including current work within academic Schools, working with central units on institutional initiatives as well as wider impact at other institutions.
This L&T Award project in Languages explores the use of Quizzes and Question Banks on Canvas to improve L&T strategies, increase student engagement and prepare for its future use in summative assessment. It focuses on creating components of a module that support students in developing self-management and effective learning strategies.

#WTFLC invites you to share our experiences of being part of a ‘Faculty Learning Community’ (Cox, 2004) meeting regularly to discuss teaching and learning issues and promote the Scholarship of Teaching and Learning. Why not form a FLC for your CPAD students – past, present and future?

Following the success of its Formula Student Campaigns, the University Of Hertfordshire has created a sister team; aiming to develop real, MSA approved racing cars to compete across the UK and Europe. Project VX220 aimed to assert the University as one of the UK’s top Motorsport Engineering Universities.

Bayfordbury Observatory has been one of the cornerstones of the University’s outreach activity since its creation over fifty years ago. Open nights and short courses used to be organised and run by astronomy staff and research students. However, a sea change has occurred in the last decade with undergraduates filling the majority of tasks. New activities, such as group and external visits, have flourished. Students have gained confidence and experience through these activities.

This project aimed to destigmatise and open the conversation about mental health and appropriate support in The School of Humanities. Key findings included the importance of online support and resources. In addition, it brought out that students are often unaware of actions that they could take to support their wellbeing.

Key ideas from student conversations about their use of digital technology are presented. This research was undertaken through an LTIC Innovation Award to explore students’ digital skills and use of technology and how the university can further enhance and support them.
**Parallel session 2 - Listening to your audience: How developing students and transforming lives will improve your service**
Shanara Hibbert, Steph Keegan, Faith Goligher

Hertfordshire Students' Union have used student feedback to make measurable and positive change in the University, whilst also improving students’ transferable and employability skills. We will share with you how we involved students in successful projects and initiatives and suggest how you can do the same in your area.

**Parallel session 2 - BAME Careers Event: Building Aspirations, Meeting Expectations**
Naomi Austin, Laide Bissessar, Judy St John, Cage Boons, Emmanuel Kanu and Danecia Barrett

The Black, Asian and Minority Ethnic (BAME) Careers Event was a collaboration between the BAME Advocates and University of Hertfordshire staff. 96% of students said the event positively impacted their student experience, one commented: “I walked away inspired and educated!” Join us to share good practice and consider, what next?

**Parallel session 3 - Widening Access and Student Success: utilising student partnerships to inform practice**
Shannen Rock, Jonathan Sage, Oluwole Bamgbelu, Jessica Matautia, Lucy O’Shea

We would like to share the variety of ways our team works with students in their journey through the education system, from secondary school through to the University of Hertfordshire. This is through our events, in school sessions, on campus activities and student success opportunities we offer students.

**Parallel session 3 - Kinaesthetic learning in Biosciences**
Ela Bryson, Hersha Patel, Arohi Srivastava

A study was carried out to explore whether kinaesthetic learning, when students ‘learn by doing’, could be implemented more widely in Biosciences to enhance student experience. A staff survey and focus group sessions involving 8 second year students showed that both groups highly valued this type of learning.

**Parallel session 3 - Brave companion of the road: bridging the attainment gap by building sustainable student-staff learning relationships**
Saskia Keville and Chancy Marsh

We will discuss the building of sustainable learning relationships as a means of bridging the attainment gap. Using personal learning experiences over 2 years we will highlight how the journey through the submission of four reflective assignments and subsequent feedback profoundly impacted both the student and staff member which still continues post-graduation.

**Parallel session 3 - Digital information skills for students**
Monica Rivers Latham and Helen Singer

This project has involved students in developing Canvas materials to help academics embed digital information literacy skills into their programmes, according to GLJ principles. This workshop is an opportunity for staff to try out the materials and plan how they can be embedded into their own Modules or Programmes.
Parallel session 3 - Demystifying Academic Expectations - Feedback Formats
Suzanne Fergus, Halimah Bakare, Antinda Toh

The first-year transition into Higher Education and transition throughout a programme of study provides a considerable change both academically and socially for students. Participants will engage in an interactive session and the approach shared is transferable across discipline boundaries to support students and staff in effective feedback dialogue.

Parallel session 3 - Students as partners in research
Helen Payne and Richard Bristow

A four-minute film illustrating aspects of the research project and learning experienced by a student partner from their own voice.

Parallel session 4 - Harnessing student engagement and motivation through the use of Trello boards
Sunila Modi and Marija Cubric

This seminar will demonstrate how a software tool (Trello board) can be used to support students’ learning and engagement throughout the dissertation process, within the context of a Master’s programme in project management at Hertfordshire Business School.

Parallel session 4 - Demystifying Academic Expectations - Feedback Formats
Suzanne Fergus, Halimah Bakare, Antinda Toh

Parallel session 4 - How Gamification (playful learning) can facilitate shared community learning experience in a Higher Education (HE) environment
Anshul Lau

This session will aim to inform the participants how integration of game-mechanics in an HE environment could allow: (1) wider accessibility; (2) greater motivation and engagement; (3) increased social engagement; (4) improved attention and problem solving; and (5) feeling of empowerment. Incorporation of Game-mechanics (Gamification) in fact improves learners’ effective experiences of engagement and motivates them to learn more as a part of wider learning community experience.

Parallel session 4 - Education 4.0 exploring the challenges and opportunities for ‘student-staff’ partnerships to liberate and embed digital skills in curriculum design and delivery
Non Scantlebury, Angela Dimond, Louis Filer, Caroline Wilson, Jo Eaton, Jeff Wiltshire

A group learning workshop exploring how ‘student-staff’ partnership working might help to ‘reshape’ or ‘refocus’ curriculum design to help integrate and embed digital skills across programmes. Delegates will interact with a range of resources and be given specific challenges to explore with session outputs captured and shared on the workshop Padlet.

Parallel session 4 - Student Technology Mentors and staff working together to create the Guided Learner Journey
Samantha Clarkson and Lucy Bamwo

Staff and student reflections on the impact of their partnerships during the introduction of Canvas and Talis following the Guided Learner Journey principles. We will share how staff student partnership can contribute to effective use of the learning environment in the future.
Transition to Higher Education (HE) can be a process that students find difficult. This early phase can cause confusion at the least and lead to withdrawal from the Programme at worst. With input from students, a pack was designed to smooth some of the issues encountered in the transition process.

One of UH’s six graduate attributes is ‘Learning and Research skills’. Others describe students becoming stronger in related fields: knowledge, problem-solving, analysis, evaluation, criticality and ethics. Two partnership projects – undertaken with and about first-year undergraduates – researched ‘learning and research’ skills, uncertainties and assumptions students bring into (and develop) at university.

This session will report on a recent project which engaged students to make a film on peer mentoring for supporting student mental health and wellbeing. It has been funded by Advance HE and will be promoted by Hertfordshire Students Union, Student Minds and Advance HE to engage others universities to apply for a guidance document on how to set up their own peer mentoring scheme.
The Student Philosophy Society (Presentation)  
Brendan Larvor, James McCabe; Zainab Hakim

We will introduce you to the UH Philosophy Society, how its activities run in partnership between staff and students, the effects of the society on student social networking and their study performance.

Digital information skills for students (Presentation)  
Monica Rivers Latham and Helen Singer

This project has involved students in developing Canvas materials to help academics embed digital information literacy skills into their programmes, according to Guided Learner Journey principles. This workshop is an opportunity for staff to try out the materials and plan how they can be embedded into their own Modules or Programmes.

A student-staff partnership to create a new reading environment (Presentation)  
Kate Voss

A group of BEd students along with academic Kate Voss and Information Manager Beth Woodhead, established a working group to make changes to the Teaching Experience Collection in de Havilland LRC, in order to reenergise and refurbish the space and in doing so help students develop and share a love of children’s literature.

Podcasting: an innovative student-staff partnership (Video)  
Richard Matuvo, Julie Vuolo and Anthony Herbland

The 3-minute video presentation will introduce an innovative podcasting Student-Staff partnership and audio extracts will be shared with the audience at the University Learning and Teaching Conference.

Peer-Assisted Learning in Computer Science (Presentation)  
Mariana Lilley, Mike Watkins and Chad Williams

The Department of Computer Science runs a Peer-Assisted Learning (PAL) programme in which academic staff work alongside second and final year students to support first year students in their transition into Higher Education as well as in further developing their programming skills.

The Big STEAM Event (Video)  
David Allen, Dan Pateman and Lucie Trollope

The Big STEAM event aimed to engage children with science and the arts. Some BEd students worked with tutors to lead an interactive drama presentation with 400 local school children in the Weston Auditorium. The content explored the lives and work of famous scientists.
The consequences of professional action – when things go wrong (Video)
Rossina Sink and Karen Nagalingham

A staff and student collaborative simulation project resulting in the staging and execution of an NMC professional conduct hearing based on a real case study. MSc Adult Nursing students assumed different roles and studied the implications using the NMC Code (2018). Guided discussion facilitated by a former Regional Nurse Director.

Partnership working with past students in clinical simulation (Presentation)
Ceri Baker, Gary Meager and Michele O’Grady

In this presentation we will showcase how we work in partnership with our past students to reinforce sound clinical skills for our current student nurses. We will demonstrate how the collaboration between UH and our alumni enables us to demonstrate ongoing commitment to high quality nursing care.

POSTERS

BSc Hons Nursing: Research Elective
Lisa Whiting, Natalie Pattison, Babatunde Elugbaju and Nyemah Elnemr

Two UH nursing education staff worked in partnership with two BSc Hons Nursing (Adult) students to co-design, and pilot, a 4-week bespoke Research Elective that took place in August/September 2018. This poster presents the elective programme as well as the knowledge/skills that the students gained and the application to practice.
The Green Team
Kirsty Wright and Sebastian Blake

The Green Team has partnership at its core. An SU Student Led Initiative, which has been initiated by the Environmental Team, the Green Team has 30 student members. Since October 2018 they have planned environmental campaigns, events and community projects with over 1,400 face-to-face interactions and 400 volunteer hours recorded.

TGI Friday’s … Training, guidance and information sessions to support student midwives in clinical practice
Jacqueline Dent and Vibe Truels

TGI: a collaborative innovation between the university and clinical practice that is designed to respond to learning needs identified by students. Midwifery students highlighted a lack of confidence in performing clinical skills in practice settings; TGI sessions have been piloted to assess how they might complement current teaching approaches.

Redesigning the ground floor of the College Lane LRC – a Library & Computing Services and Interior Architectural Design (IAD) student partnership
Cathy Tong and Peter Hanna

During Semester A 2018, students on the Interior Architectural Design Programme were given the opportunity to work on a live project to redesign the ground floor of the CL LRC. This gave the students valuable experience and LCS creative ideas to enhance the learning environment from designers who understand the space.

Curriculum connections – using authentic employer video demonstrations to enhance in-class student engagement and bring the workplace closer to the classroom
Hershna Patel, Eve Rapley and Ralph Rapley

Biomedical science is a dynamic field. To raise awareness of ever changing laboratory techniques and equipment, we have teamed with UH alumni working in laboratories at Public Health England, to create a series of short videos to inform and engage students, and to bring the workplace closer to the classroom.

Bringing statistics closer to Biology students
Fang Lou

Statistics is important but difficult to teach. I will be sharing my experience in teaching statistics to various groups of students. Plain language and everyday examples have been used whenever appropriate, and a learning and teaching partnership with students is crucial in bringing statistics closer to students.

Students as Partners (SaP): Are our Policy Actors and Accountability Mechanisms fit-for-the-purpose?
Muhammad Jamro

‘Students as Partners’ is one type of student engagement, however not every engagement can be partnership. Students/staff partners (particularly those who are not fully aware of complex university organisation) must be appraised of engagement policies to maintain the integrity of various frameworks. Useful student/staff led projects are identified engaging students as change agents.

We will also be presenting posters from University funded projects which all feature student-staff partnership working:
- Learning and Teaching Innovation Awards
- Collegiate Campus Life Fund
- Comet Projects
Reflections on the day