

The Learning and Teaching Forum
Learning and Teaching Conference 2020
Poster Presentations

Name/department	Title/Abstract
<p>Jenny Pollard, Tamsyn Kiss <i>Environment and Geography</i></p>	<p>Easing transition for outgoing Year in Industry students This project will pilot using students as mentors to ease transition for outgoing year in industry students creating a vital and inclusive learning community and offering students key peer support during the Year in Industry vacancy search and recruitment cycle. The Environment and Geography department is keen to develop its student community further with room to progress in both NSS results and TEF score.</p>
<p>Annis Stenson, Clare Burgess, Thom Shutt & David Gent <i>Academic Support Office</i></p>	<p>Why do students not turn up? Students' engagement in their learning, manifested through active participation and cognitive investment in learning activities, is thought to be positively correlated to retention, attainment and learning gain (Zepke, 2015; Thomas, 2012). In the 2019/20 academic year, the Academic Support Office has led a project investigating factors influencing student engagement at York. This workshop, led by student members of the project team, will provide an overview of the project and will share some of its initial findings. After an initial summary of the rationale behind the project and its relation to the literature. The presenters will then summarise the project methodology, with delegates invited (in small groups) to actively participate in a creative task used by the team to elicit student views on engagement. This will feed into a whole group discussion, with participants' views compared and contrasted to key findings from the project to date. Participants will be invited to collaboratively propose means of improving students' engagement, whether at module, department or University levels.</p>
<p>Paola Ponce <i>Archaeology</i></p>	<p>Object-based learning in higher education: the case of using human skeletal remains in archaeology at the University of York Object-based learning is a method of knowledge acquisition that has long been acknowledged as a powerful pedagogical tool in higher education. Much has been said about the principle of utilising material objects as a source of learning in archaeology, particularly in the field of material culture. However, the contribution of using human remains as special archaeological objects of pedagogical value has not been addressed before. Therefore, this study seeks to evaluate the contribution of object-based learning in teaching Human Bones at the Department of Archaeology at the University of York. A comparison between the marks obtained in two contrasting types of module assessment was carried out, a traditional of textbooks over an object-based exam using human remains. Statistical analysis suggested that over the academic years 2014-2019, students have consistently received higher marks on the object-based exam compared to textbook exams suggesting a possible relationship between learning through tangible objects and a significant advantage over traditional learning resources. This study discusses the learning experience of using materials through sensorial/tactile</p>

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	<p>senses and reflects on the idea that this form of traditional learning is becoming progressively less relevant and important in higher education due to the pursue of applying recently developed cutting-edge, digital methods of teaching.</p> <p>This study relates to the chosen theme of ‘Diverse learning and assessment strategies’ because it compares two types knowledge acquisition, the use of traditional text-based and object-based learning and their contrasting forms assessment.</p>
<p>Yumi Nixon <i>Language and Linguistic Science</i></p>	<p>Use of Mentimeter for language teaching</p> <p>The usefulness of Mentimeter has been explored in Japanese language classes in terms of: (1) building inclusive learning environments, (2) helping students’ retention of lesson contents by providing stimulating and fun activities, and (3) gaining immediate feedback from students on their performance. Use of target language activities helps students with various areas of skill building such as reading, vocabulary and grammar, and activity contents can be used for speaking practice in class. Most successful activities have been the revision of grammar and scripts in terms of students’ knowledge building and sharing of students’ attitudes and opinions as introductory topics for conversation practice.</p> <p>Mentimeter is a very easy tool to use in classrooms and due to its ready-made formats, preparation on the part of the organiser can be minimised. At the same time, it is easy to use for students who are from diverse backgrounds in terms of age, culture and socioeconomic factors. It is therefore very useful in terms of building an inclusive learning environment by providing a sense of participation and enabling learners to share information and opinions in less threatening ways by building comfortable scenarios for other face-to face interactive tasks.</p>
<p>Andy Needham, Jess Bates, Mike Groves, Andy Langley, Steph Piper <i>Archaeology</i></p>	<p>A Novel Approach to Artefact Studies in Archaeology: Using Experimental Archaeology to Facilitate Deep Learning</p> <p>Accessing Archaeology, a newly redeveloped year 1 undergraduate course, aims to introduce students to artefacts from the contemporary world through to the most ancient archaeological periods, and from diverse cultures and geographical regions. The core principle that technology can be social and cultural, providing a direct way to touch the lives of ancient people, can be challenging for students new to archaeology to appreciate. In designing and delivering Accessing Archaeology, we were posed with a pedagogic challenge: How can we facilitate deep learning of artefacts in students unfamiliar with the materials, working techniques, and cultural settings in which they were made and used?</p> <p>To address this we created an integrated programme of indoor and outdoor experimental archaeology - the replication of (pre)historic archaeological objects to enable an understanding of their production and function - to</p>

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	<p>expose students to some of the materials and techniques used across different archaeological periods to create a diverse range of artefacts.</p> <p>Student feedback after delivery explicitly highlighted that the opportunity to actively engage with materials and processes through experimental replication, and the multi-sensorial engagement this encourages, was successful in supporting the delivery of the course aims by encouraging deeper and more critical engagement with artefacts and the materials and processes used to make them. The handling of replica artefacts during indoor seminars reinforced outdoor experimental production, allowing students to appreciate the complete objects in a more critically reflective way, thinking beyond superficial appearance to explore questions of sociality, culture, craft, skill, working techniques, toolkits, and functionality.</p>
<p>Andy Needham, Jess Bates, Mike Groves, Andy Langley, Steph Piper <i>Archaeology</i></p>	<p>Crafting Inclusive Learning Communities using Small Group Practical Work</p> <p>Studying at university level can be challenging, especially in a subject that is being studied for the first time, such as archaeology. Creating an inclusive learning community is therefore important to encourage student engagement with unfamiliar teaching methods and a new subject matter.</p> <p>Accessing Archaeology, a redeveloped year 1 undergraduate course, aims to introduce students to artefacts from the contemporary world through to the most ancient archaeological periods, and from diverse cultures and geographical regions, delivered via lectures, seminars, and indoor and outdoor practical work.</p> <p>To facilitate community and inclusivity within the module, an integrated programme of indoor and outdoor experimental archaeology - the replication of (pre)historic archaeological objects to facilitate understanding of their production and function - was created, aligned to materials covered in the course: stone, organics, and ceramics. We argue that crafting replica artefacts encourages learning communities by exposing students to aspects of the social processes that are a component part of craft activity: the sharing of ideas, the learning and implementation of skills and techniques, and working collaboratively to solve unfamiliar problems.</p> <p>Student feedback results suggest experimental archaeology, when deployed alongside seminar-based teaching, can be an important means of supporting the creation of a positive learning community and is something that students really enjoy. Engaging in shared practical tasks in experimental archaeology as part of seminar groups can be a way to encourage contributions, and help students new to university get to know each other and form peer-groups by talking through objects together, simultaneously encouraging deep-learning.</p>
<p>Dr Rachel Hope <i>Biology</i></p>	<p>BioJEWEL: the Biology Journal of Excellent Work and Exemplary Learning</p> <p>BioJEWEL is an online undergraduate student journal, recently developed through staff-student partnership in the Department of Biology. Its mission statement is to create an inclusive learning community amongst students</p>

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	<p>by providing resources to foster reflective, independent learning. The journal consists of three key areas: (1) learning and assessment - undergraduate work is presented in parallel with feedback and example reflections to improve independent learning skills and understand how to build on feedback; (2) advice and guidance on how to use reflective learning and marking guides to make the most of university time; and (3) interviews with staff and students to inform career planning and research interests both at university and beyond.</p> <p>We showcase the structure and underlying principles of BioJEWEL, presenting reflections from students and staff about the development of the journal, feedback from student users, and finished pieces of published work. We describe how the journal production cycle will be sustained in the long term through post-CAP reflection, editing and publishing workshops. Finally, we indicate how the use of the journal alongside diverse teaching activities can support the development of critical thinking and writing skills that students can use to improve future assessments, and provide suggestions for how the journal could be adapted for use in other departments.</p>
<p>Claire Hughes, Sarah West, Gordon Eastham <i>Environment and Geography, Stockholm Environment Institute York, University Estates Services</i></p>	<p>A teaching collaboration between the Department of Environment and Geography and University Estates Services</p> <p>Research methods teaching is a fundamental part of most higher education programmes which require our students to be both consumers and producers of research. However students often have negative attitudes towards research methods training. A combination of active and service learning has been suggested as an effective approach to increase engagement and motivation. This allows students to gain first-hand experience of designing and undertaking research whilst making an important contribution beyond their module or Department.</p> <p>This poster will present an innovative teaching collaboration between the Department of Environment and Geography and University Estates Services which allows students to develop skills in research project design and execution whilst generating important information on the status of the environment on campus. Through this collaboration students have the chance to contribute to the campus Ecological Management Plan.</p>
<p>James Youdale <i>Academic Support Office</i></p>	<p>Lecture Capture - What are we learning?</p> <p>Themes: Creative and Innovative Learning Methods; Building Inclusive Learning Communities</p> <p>As Higher Education continues to embrace the principles of Universal Design for Learning, aligned to legislative drivers such as the 2018 Accessibility Legislation, enabling technologies, such as Lecture Recordings, are becoming increasingly pervasive within the sector.</p> <p>In 2019, The Programme Design and Learning Technology Team undertook a review of the University's Lecture Recording Policy (2018) to assess the impact of the provision of supplementary lecture recordings on the student</p>

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	<p>experience. This poster reports on the key findings of the subsequent evaluation work, undertaken between December 2019 and January 2020, which set out to explore a number of key themes which have emerged from the previous research.</p> <p>How might the motivational factors that inform/influence the consumption of Lecture Recordings challenge the assumptions which underpin the traditional 'live lecture' and didactic teaching paradigms? Which problematic factors - such as perceived lecture pace and high cognitive load - may we extrapolate from student feedback to inform pedagogy? Indeed, does Lecture Capture (a provision that is designed to augment/supplement) even have a place to suggest innovation to the practices that underpin the pedagogic encounters that it captures? Could this be a land grab, where 'assistive', end-user-focused provision dares to suggest transformation?</p> <p>This interactive poster presentation seeks to frame these provocations around student feedback and service statistics, with the aim of nurturing reflection and constructive discussion. An interactive digital augmentation will allow for the discussion of delegates to be captured and projected live, alongside the poster.</p> <p>Related Literature:</p> <p>Arico, F. & Lancaster. S. (2019). Facilitating active learning and enhancing student self-assessment skills. <i>International Review of Economics Education</i> Volume 29, September 2018, pp 6-13</p> <p>Morris, N. Swinnerton, B. & Coop, T. (2019). Lecture recordings to support learning: A contested space between students and teachers. <i>Technology Enhanced Learning in higher education; motivations, engagement and academic achievement. Computers & Education</i>, Volume 137, 2019, pp. 104-113</p> <p>Nordmann, E., Kuepper-Tetzel, C.E., Robson, L., Phillipson, S., Lipan, G., McGeorge, P., (2018). Lecture capture: Practical recommendations for students and lecturers [WWW Document]. doi:10.31234/osf.io/sd7u4 https://psyarxiv.com/sd7u4/</p> <p>Witthaus, G. & Robinson, C. (2015). Lecture capture literature review: a review of the literature from 2012 to 2015. Centre for Academic Practice. Loughborough University. Available at: https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/25712/3/Witthaus_Lecture</p>
<p>Susan Halfpenny, Steph Jesper <i>Information Services</i></p>	<p>Get your free digital skills!</p>

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	<p>In our digital age, the ability to effectively use, manipulate and produce digital content is fast becoming a requirement for participation in educational, social, economic and political activities. Despite the internet and digital technologies being part of daily life for many, research (OECD, 2019) reveals how some are excluded for want of information, media and/or ICT skills. Academic libraries have the opportunity to support their community and the general public's development of information and digital skills, enabling them to succeed in the digital society.</p> <p>The Information Services Teaching and Learning at York have developed a range of open educational resources, including the Skills Guides and two courses on FutureLearn to enhance learners' understanding of the digital society. The resources also aim to develop learners' critical digital skills enabling them to effectively use technologies. Our open teaching offering also includes an inclusive face to face Digital Skills Training programme which is open to all staff and students, and our recent Digital Storytelling series opened its doors to the general public. Much of the content has been developed collaboratively with both academic and support staff input, enabling us to offer a varied range of content.</p> <p>This poster will showcase some of the resources we have created that can be reused in academic programmes. It will reveal some of the lessons we have learned from teaching diverse groups of staff and students. We will also reveal some of the strategies we have used to build inclusive learning communities that cross geographical boundaries.</p>
<p>Lou Stringer <i>Academic Support Office</i></p>	<p>Online academic skills resources: what's possible and what do students want?</p> <p>Online academic skills resources are increasingly being created around the university to provide additional self-study support for campus and online students.</p> <p>As part of a broader project to develop a new suite of academic skills resources, I've created online academic skills resources to support an MSc cohort. These include interactive tutorials created with the Xerte platform, screencasts created with Panopto and other text-based resources. In this presentation/poster, I'll demonstrate some of the innovative features in Xerte and Panopto that help create interactive, engaging and effective self-study resources that also have great accessibility. To look at student preferences about self-study resources, I'll also present usage data and student feedback, and consider the implications of this for future resource design.</p>
<p>Anna Hammond <i>Hull York Medical School</i></p>	<p>An innovative use of the arts in an undergraduate curriculum to challenge thinking about diversity and professionalism</p>

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	<p>Tutor experience/student feedback had highlighted the challenges in working with students in developing humanistic approaches to care and constructive professional behaviours. 'Professionalism' / Diversity as curriculum areas may be met with suspicion by students. Learning activities are easily dismissed as unnecessary with inherent difficulties in 'teaching' in this area. Facilitating learning of important, sensitive information is not well served by traditional didactic approaches, but more creative approaches to learning are easily rejected.</p> <p>We adopted a transformative approach (Mezirow 1990) challenging established views, without patronising. This used a one-act drama 'The Purple List', a moving, emotional and involving performance delivered by 'Sam' enacting the impact of his partner Derek's dementia as it progresses over a two year period. We developed a workshop to supplement the play, in consultation with the author/actor, to further highlight important aspects of professionalism, diversity and humanistic care for Year 3 HYMS students.</p> <p>We will provide feedback to delegates regarding our experiences of using this performance, in HYMS and in different academic organisations and departments.</p>
<p>Victoria Jack <i>Academic Support Office</i></p>	<p>The Together York Summer</p> <p>Together York celebrates the diversity that exists in the University of York community. Together York reaches out and invites all students, whoever they are, wherever they are from, whatever their background, language or experience of education to join this diverse group of people. Through Together York, we share our experiences, thoughts, challenges and ideas in an inclusive and supportive environment; we develop skills to enhance our ability to understand and appreciate people who are different from ourselves, we challenge our beliefs and constraints, examine our privileges and prejudices and develop community. We mix, we expand our horizons and we become stronger, more capable students and participants in the global community in which we study and where we will work.</p> <p>Together York Summer is an opportunity to build the understanding and skills to participate as globally aware students in a diverse community. We will do this by working on the themes of connection with ourselves and others, with the university and research, with our community and with employers.</p> <p>Together York Summer is open to all university of York students and includes a wide range of exciting activities, workshops, social events and experiences throughout the Summer to help students grow, develop, build relationships and be part of the university community.</p>
<p>Lilian Soon <i>Academic Support Office</i></p>	<p>The student experience of digital accessibility</p>

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	<p>What do we know about how students use our systems and resources for learning? Our research into this area provides us vital information to help us focus on what we do next. Through working with student interns embedded in departments, running focus groups and user research workshops, we bring together our findings from our digital accessibility work to summarise key ideas for action.</p>
<p>Victoria Jack <i>Academic Support Office</i></p>	<p>Transcultural Communication: the language of integration</p> <p>The integration of students from different backgrounds represents a challenge within diversifying higher education, particularly in undergraduate cohorts where students have limited experience of collaborating with students who are different from themselves. Students and staff report self-segregation in lectures and seminars not only between what are sometimes labelled "home" and "international" students but also between students from different socio-economic, "ethnic", linguistic, regional, educational backgrounds of different ages, personalities and abilities (Turner, 2009; Rose-Redwood, 2013, Spencer-Oatey et al 2017) . The response of the Writing and Language Skills Centre at the University of York was to make transcultural communication the focus of a credit-bearing optional and elective level 6 module accessed by both visiting and registered students across faculties.</p> <p>This poster will present experiences of developing and directing the transcultural communication module content, engaging in shared learning and collaborating to generate assessment criteria (Orsmond et al: 2000). Delegates will be encouraged to consider the curriculum choices they/their students would make and how they/their students would define and assess effective transcultural communication in module provision. The poster presentation also aims to develop our understanding of the relevance of transcultural communication in decolonising the curriculum (Le Grange; 2016) and developing appropriate androgogy for a diverse community of students and staff assuring integration and inclusive collaborative learning (Semper & Blasco; 2018).</p> <p>Le Grange, L. (2016) Decolonising the University Curriculum, South African Journal of Higher Education, Vol 30, No 2 (2016)</p> <p>Orón Semper, JV & Blasco, M, (2018) Revealing the Hidden Curriculum in Higher Education, Stud Philos Educ (2018) 37:481–498</p> <p>Orsmond, P., Merry, S.& Reiling, K. (2000) The Use of Student Derived Marking Criteria in Peer and Self-assessment, Assessment & Evaluation in Higher Education, 25:1, 23-38</p>

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