

UCL Education Conference 2018

ABSTRACTS

1. Comparing the student experience before and after major educational curriculum reform, Micro presentation

Speakers: Inês Direito with Emanuela Tilley, John Mitchell, Jenny Marie and Jason Davies

Over the past four years, the Faculty of Engineering Science has been implementing a multidisciplinary curriculum review of engineering education – the Integrated Engineering Programme (IEP) – where students, from the very beginning of their degree, engage with the practical application of engineering through active learning pedagogies, such as problem/project-based learning, as well as the development of professional skills that are highly sought after by graduate employers. The IEP is in line with UCL Connected Curriculum by giving students the opportunity to participate in interdisciplinary activities and develop their transferable professional skills in the context of authentic real-world engineering projects.

In order to assess the impact of the IEP on students' experience of studying engineering at UCL, data was collected through an online survey. Initial findings indicate that IEP students were more likely to agree that UCL is contributing to their ability to solve complex real-world problems.

2. IEP Round table title: Collaborative teaching and pedagogies for multi-disciplinary learning

Speakers: John Mitchell, Abel Nyamapfene, Kate Roach, Emanuela Tilley

We will take time at the start to outline two collaborative teaching and pedagogical models employed within the IEP with the intention of informing others who are looking to towards developing new modules or revamping existing teaching that are multi-disciplinary and aimed at aligning theory and practice within the students' learning experience. The structures used within the IEP will be presented as case studies and then the attendees will be given time to think about how they would structure their teaching and associated teaching team to support the pedagogy built into their module (or programme) syllabus. Time will also be given for the participants to think about how the pedagogy is impacted by the size of the cohort and well as how the learning outcomes are impacted to include broader learning experiences.

3. External-facing assessments: Balancing the needs of students, external partner organisations and the public

Speakers: Dr Nick Grindle and Dr Vincent Tong, Dr Thomas Kador, Dr Pilar Garcia Souto, Nicole Brown

Students producing work directed at an external audience - whether a formal assessment, a 'showcase portfolio', or a selection of work curated by students outside the curriculum - is emerging as a critical field of enquiry and practice. Drawing on three case studies this roundtable examines the challenges and opportunities as they embed external-facing assessments in programmes of study. After a brief introduction to the institutional context of UCL's initiatives relating to the Connected Curriculum Collab projects, we will present three different examples: co-produced public facing assessments (Thomas Kador), peer assessments after group work (Pilar Garcia Souto) and the use of portfolios (Nicole Brown). In the subsequent discussion we aim to explore the opportunities for building capacity to establish partnerships between students, external partner organisations and the public. We also discuss the role that educational professionals and colleagues might have in mediating between the institution, its students, staff, and other stakeholders.

4. Sustaining the Liberated Curriculum: experiences of using archives for research

Speakers: Rebecca Sims

This presentation will share the outcomes of a 'Liberating the Curriculum' funded project which aimed to improve student engagement with archives on the Archival Research and Oral Histories in Education module (Year 2, BA Education Studies,

UCL Institute of Education). The module uses a range of archives across seminars and coursework to help develop students' critical analysis of source material. We received funding to support focus groups with students, and to conserve and digitise archives to improve access. The project helped develop two new research projects, review existing ones, and broaden the subjects covered during seminars. Current projects include multi-racial education, Special Educational Needs (SEN), and experiences of international students - all using sources held by the IOE Archives. Becky Sims (Head of Archives, UCL Library Services) will be joined by Rosie Gillham, a student who took part in the project, and Mandeep Bhachu who completed the module once the project aims had been completed.

5. How to support students of colour leading decolonial campaigns

Speakers: Mahalia Changlee with Amina Omar and Samira Abdalla

Last year I co-led a campaign to decolonise the Anthropology curriculum. By authoring a report to highlight its issues, working with staff to diversify reading lists, and establishing a 'decolonising the curriculum' agenda within the department, significant changes have been, and are being, made.

Students who lead decolonial campaigns are often students of colour (more vulnerable to attack, higher levels of isolation, and impacted by the BME attainment gap). Staff frequently admit they don't know how to bring up issues of race when talking to students, but this should not silence this discourse in academic spaces. When BME students lead decolonial campaigns, their ethnicity is something that cannot be ignored. Supporting and safeguarding these students requires more than verbal approval, it requires recognising one's place in this dynamic.

Want to 'support students'? In this presentation you will learn how we are continuing to decolonise the curriculum and learn what 'support' really means from students of colour.

6. Liberating and Decolonising the Curriculum at UCL Medical School

Speakers: Dr Amali Lokugamage

The Clinical and Professional Practice Department of UCL Medical School have led two projects called 'Practically Creating and Inclusive Curriculum' and 'Decolonising the Medical Curriculum'. As patient populations grow increasingly diverse, doctors and medical students should ideally be equipped with skills and knowledge to treat patients from minority groups equitably and non-judgmentally. The implementation of such a "diversity curriculum" has largely been left to individual medical schools.

However, existing cultural competence training programmes have been critiqued as being too simplistic and flattening cultural differences down to lists of facts. The Francis Report and the #MeToo campaign has also made us aware that human rights violation exists and there is a need to challenge power hierarchies when there is unfairness. This is the basis of our two projects which are described in this presentation

7. Ten tips for teaching medical students about FGM

Speakers: Jayne Kavanagh and Jonathan Mayhew

The following tips have been developed following years of teaching medical students about this sensitive and challenging topic.

- Acknowledge sensitivity of the topic at start of session and provide staff contact information for further support at the end of session
- Develop students cultural understanding of FGM
- Bring students' basic level of knowledge to the same level
- Clarify current law on FGM and legal requirements for doctors
- Ensure understanding of the potential complications of FGM
- Analyse/refute justifications and dispel myths
- Develop students' skills to conduct an effective consultation with women from FGM practising communities and protect girls at risk of FGM

- Involve women with experience of FGM
- Discuss ethical issues
- Ideally recruit and train facilitators with clinical experience of caring for women/girls from FGM practising communities and experience of teaching medical ethics

8. PhD supervision at UCL: sharing good practices and reflecting on areas of improvement

Speakers: Alexandra Bulat

Every PhD journey is unique. Discussing and sharing good supervision practices, supported by appropriate supervisor training, could help PhD students have a smoother and more enjoyable time at UCL. Do PhD students at UCL receive the academic support and feedback they need? Do supervisors and students match expectations? What are the common challenges supervisors encounter? Based on qualitative interviews with 11 UCL Faculty Graduate Tutors (FGTs) and a number of Graduate Tutors (GT), this presentation shares examples of good practice in PhD supervision at UCL, as well as areas of improvement, reflecting on how these may vary across Faculties, and why. These interviews are part of a larger project at the UCL Arena Centre, having the role to inform content in a new supervisor training course that is currently being developed.

9. LabNote: A ChangeMakers project

Speakers: Amy Li

Postgraduate students find the existing 'research log' difficult to use and the majority of researchers still use paper lab book to record their experimental data. Developing an e-lab book could be beneficial for educational purposes, for example, supervisors could effectively assist students in data analysis and students can share their data easier. The previous study showed that an e-lab book could reduce >17% loss of data annually. Within UCL ChangerMakers Scheme, we initiated the project by discussing with researchers across the UCL which allowed us to obtain initial information on specific functions to develop for our prototype. We found that 43.8% researchers using both electronic storage. 37.5% need to access their data daily and 31.3% need to access it weekly. 50% researchers would want to include an automatic data formatting as well as using PC/Laptop as their primary device. Therefore, developing an e-lab book could be beneficial for data archiving.

10. Peer Doctoral Mentoring: Creating a student-led social learning community

Speakers: Lauren Clark, Bridie Woods and Fiona Victory

This presentation explores a peer mentoring scheme set up and run by current PhD students at UCL Institute of Education to support new students as they begin their doctoral studies. We will discuss the rationale for starting the scheme, with funding and support from UCL ChangeMakers, and also the importance of it being student-led. Then we will describe how we maximized the advantages and navigated the challenges of embedding informal, student-led, peer-mentoring groups within the formal support provided by the Doctoral Research Training Programme at IOE. We will draw on Wenger's concept of Communities of Practice to describe how, as well as providing practical (signposting to resources) and emotional (a space to share experiences and concerns) support to new doctoral students, participating in the mentor program also contributes to the development of learner identity.

11. Making space to study: student experiences of managing time and space in an Online MPhil/PhD

Speakers: Richard P.J. Freeman (presenter) and Martin Oliver (co-author) – both Centre for Doctoral Education, UCL Institute of Education

There is a growing awareness of the importance of initiatives to widen participation in doctoral education. The experiences of doctoral students are already 'deterritorialised', involving improvised sites of study; how do doctoral students create the networks, spaces and infrastructure they need when doctoral programmes are increasingly decoupled from campus-based provision? In this paper we present an analysis of data from a diverse group of students on the Online MPhil/PhD, using visual images and interviews, to understand how they have found or made spaces in which to study, used resources, managed their patterns of study, and interacted with their supervisors and doctoral colleagues. We will consider what constitutes doctoral study in the 21st century. Building on these results and similar studies, we will discuss how institutions can best support all their students by appropriately configured infrastructure - wherever they are located on the continuum between exclusively online and notionally completely face-to-face.

12. Memory, Identity, Heritage: Topics in History

Speakers: Carlotta Ferrara degli Uberti, Tony McNeill, Adrian Pearce, Ulrich Tiedau

Seeing students as partners in curriculum change and making use of 'London as part of our Campus' (UCL Green Paper),

this presentation focusses on our experiences with an interdisciplinary and collaboratively taught module introducing a cohort of students from a diverse range of disciplinary backgrounds, to historical memory and critical heritage studies. Approaching concepts like memory, identity and heritage from a variety of different angles, students embark on field trip to selected monuments in London, where group presentations are held in situ, before they write up their experiences individually. The short presentation reports our experiences and observations and may also include highlights of students' work.

13. Providing joined up employability support without reinventing the wheel

Speakers: Dr Cloda Jenkins and Robert Donovan
In UCL Economics, the Department Careers Tutor works closely with UCL Careers and the student society to organise a wide range of events for students. Taking a joined-up approach, building on what is already in place, means we make best use of limited resources. For example, rather than creating a bespoke employer event we made use of an existing fair, creating a section just for economics students. We also delegated responsibility for organising an alumni evening to the student society, but with support provided by the Department in organising the event. The student society also markets events co-hosted by the Department and UCL Careers. We would like to share with others

what we do, how we make our approach joined up and how we adapt in response to lessons learned.

14. Predictive Factors Leading to Traditional Engineering Careers

Speakers: Michaela Pollock with Co-presenters Cicely Strioloa, Allison Godwinb

After graduation, the industrial opportunities available to many Engineering Faculty students at UCL are largely based in the financial or consultancy sectors, independent of the students' original motivation to choose engineering as a discipline of study. This UCL-based study examined students' motivation to choose Engineering and Engineering careers in Faculty of Engineering second year students. A sequential mixed method approach, using a quantitative survey with qualitative follow-up interviews, was used to investigate what aspects of students' motivation, attitudes, and personality predicted staying in or leaving Engineering careers and why those factors were important. The results of this analysis reveal particular reasons for choosing engineering that differentially predict those who plan to stay or leave their university discipline. In addition, results from this investigation can help to identify practical ways to improve undergraduate teaching, highlight effective elements that should be included and considered when recruiting diverse youth interested in engineering careers.

15. Embedding Employability: Insights and Outcomes

Speakers: Dr Sayjda Talib (lead author), Teaching Fellow, Lancaster University with Dr Stacey Noble Senior Teaching Associate, Lancaster University Talib and Noble (2018) Abstract - "This paper details the experiences of embedding bespoke employability modules within the accounting and finance curriculum at Lancaster University and also provides a take on the role of the Academic Employability Champion, a new departmental 'curriculum facing' post for academic staff. The paper begins by outlining the pedagogical gaps faced by the department with increasing anecdotal employer feedback that graduates were not 'desk ready'. The paper then outlines the consultation process with the faculty/central careers team and the initial provision of AcF.150 and AcF.350, the employability modules. Changes to the module in the five years which it has been operational include greater involvement with employers, intensive student conferences and workshops, integration of cutting edge technology (e.g. video interview simulations and business games). The paper ends with a discussion on the feedback from students, staff and employers and the potential applicability of the bespoke modules in other Higher Education (HE) institutions.

16. Design and implementation of an assessed Journal Club; initial experiences of bringing research skills education into a taught course framework

Speakers: Andrew Melbourne & Ivana Drobnjak Journal clubs are a popular method for bringing academic researchers together to discuss recent research in their field. Traditionally, the journal club mechanism allows researchers to keep abreast of the most relevant current work and facilitates researcher interaction. Here, we describe our experience of developing a journal club that now forms a formal assessed course within the Centre for Doctoral Training in Medical Imaging at University College London (<http://medicalimaging-cdt.ucl.ac.uk/>). Students work together through group work and discussion to develop skills for critical thinking and reviewing, develop academic presentation skills, and understand the motivation for paper writing. We discuss some of the elements of this course in this article and how the traditional concept of a journal club has been adapted to generate a stable but responsive assessed MSc level course.

17. Developing and deploying a cross programme student business research centre

Speakers: Jane Burns

Recognising the need to develop a deeper understanding of, and engagement with research on the BSc Information Management for Business degree programme. A suite of new modules were developed to support students as researchers as a throughline through the three years of the programme. The decision was made to host and develop these as an integrated meta Moodle site. By April 2018 the first iteration of the new modules will have run. We report on the challenges and triumphs (hopefully) of running three modules within a single hosted environment for circa 500 students across three year groups.

18. Challenges and Opportunities in choosing a research topic and carrying out a dissertation project: Drawing on alumni's experiences

Speaker: Cosette Crisan

Enhancing the postgraduate students' provision is a key objective of the UCL Education Strategy. Our project contributes to meeting this objective through addressing the 6th dimension of the UCL Connected Curriculum, by actively encouraging current students and alumni on three masters programmes to work together in order to enhance the educational provision within the CPA department (Curriculum, Pedagogy and Assessment, UCL Institute of Education). We will be reporting on our project whose aims are: to identify recommendations for direct improvements of the PGT students'

experiences early on in their studying of the dissertation/reports module; to use the identified recommendations in designing an interview protocol with the alumni; to create opportunities for alumni to share their experiences (through short videos of the interviews and a live mentoring session).

19. Connected Curriculum: Practical guidelines

Speaker: Daphne Sobolev

UCL's Connected Curriculum policy encourages researchers to engage students in academic research. However, conducting Connected Curriculum research raises a wide range of practical challenges, including the choice of research topics, students' knowledge, students' motivation, students' integrity issues, coordination of the students' efforts, outcome assessment, and how to make the result of the research publishable. Although dimensions of Connected Curriculum research have been defined, specific guidelines for the realisation of the policy have not been formulated. In this talk, I will exemplify the practical challenges of Connected Curriculum through two studies on consumer ethics, which I have conducted in collaboration with 120 first-year Management Science students. I will present solutions for these challenges, and suggest guidelines for successful realisation of the Connected Curriculum policy.

20. Feedback and feedforward: Engaging students in active reflection to enhance learning

Speakers: Simmonds Jane¹, Cawood Sarah², Elton Andrea², Teh Wan Yin²

1. Programme Lead MSc/ PGDip/ PGCert, Advanced Physiotherapy, Senior Teaching Fellow, Great Ormond Street Institute of Child Health
 2. Post Graduate students, MSc/ PGDip Advanced Physiotherapy, Great Ormond Street Institute of Child Health
- Feedback is inseparable from the learning process, and is integral to several theories of learning (Sambell 2011;2016). Feedback should help students to; understand their performance, perform to a higher standard on future assessments, aid confidence and the belief they have control over their success in higher education. However students report dissatisfaction with feedback and statistics show students often do not check their written feedback when they receive their marks (Bloxham 2014). When students do engage, they often report that feedback is not useful to them, that they struggle to apply the comments and suggestions given to future assignments, and that feedback looks back at work that has been done, rather than forward to how they can improve (Duncan, 2007). Drawing on assessments within the post graduate paediatric physiotherapy pathways this presentation will focus on engaging students in active reflection as part of the feedback and feedforward cycle.

21. Student-Centred Formative Assessment: The Online Learning Record Sheet

Speakers: Sharmina Mawani

This presentation will focus on an innovative formative assessment practice that I introduced in which students completed an online Learning Record Sheet (LRS) on a weekly basis following the lecture. As each student comes with a different level of prior knowledge, progress is based on specific criteria that they set for themselves, making the learning a very personal endeavour.

The LRS is a personal record of the students' own learning in which they document what they learned, its relevance to their professional development, and areas that require further enhancement. The LRS enables students to be more aware of their progress in the module. Raising self-awareness in areas that they feel need further development will lead them to self-improvement and self-management. I provided online feedback three times in the term and, surprisingly, this became a dialogue when some students responded to my feedback.

22. Managing feedback and engagement

Speakers: Richard Pettinger

The purpose of the workshop are to summarise the extent of the amount of cheating that goes on at all levels in the presentation and assessment of work across the university,

and to make proposals to address it effectively.

Based on the experiences of the School of Management (SoM) and observations from elsewhere both at UCL and also other institutions, and based also on discussions with present and former students, the workshop identifies the key issues (including the shortcomings of turnitin and other vehicles), and recommends things that can be implemented effectively, and crucially how to gain student commitment and buy in to the concept of fully authenticated, independent and original work.

23. Comparison of student's performance in open-ended coursework compared to exams: differences due to gender, degree programme and nationality

Speakers: Adam Gibson with Jennifer Griffiths and Inês Direito

We report on a medical physics module which is assessed by open-ended problem-based learning coursework and exam. The module attracts a mix of male/female, UK/EU/international and intercalating medics/physicists. The difference between exam score and coursework score was calculated for each student.

There are conflicting reports in the literature about whether women perform better than men when assessed by coursework compared to exams. However, we found no statistical difference in the performance of women on coursework compared

to exams than men. There is some anecdotal evidence that international students are more suited to exams and do less well on coursework than home students, but again we found no evidence to support this. We did, however, find that physics students performed equally well on exams and coursework but that intercalating medical students did substantially better on exams than coursework. We are investigating the reason for this through focus groups.

24. Improving the quality of feedback on clinical teaching by changing the platforms used to survey medical students

Speakers: Namita Panicker and Dr Rumbidzai Chandauka

Our presentation will discuss the usage of alternative platforms to get timely feedback from medical students that would assist in informing us regarding the quality of teaching they received in the clinical setting and also, the student's individual experience of clinical learning. This included eliciting their transition experience from preclinical learning to learning in clinical setting and the impact of teaching fellows had in their learning. For the first time at our hospital, we collected relevant feedback that could be easily analysed and disseminated among the involved clinical teams, which would then contribute to their developing teaching practice in a timely manner.

This also helped us in deciding our future teaching strategy. We plan to make this an interactive session, by giving a demonstration of the platforms we have used and offer interested delegates an opportunity to try them out.

25. Experience of distance learning in postgraduate physiotherapy

Speakers: Claire Fitzgerald, Ale Palma and Valentina Vergara.

A new distance learning approach was piloted within the UCL postgraduate physiotherapy programme for the 2017-18 academic year. On-line learning took the form of e-capsules, many of which contained links to additional on-line resources. A workbook was created to help guide the students through each topic. Emphasis was placed on ensuring that students engaged with each other, and with staff. To this end, weekly group-based challenges were set over the course of the 5-week module, often using Slack as an on-line collaboration tool. Furthermore, there were two 'meet the expert' opportunities for students to learn from a professor of physiology and a medical consultant. All students rated the module as a 'good' or 'excellent' learning experience. Additional comments from students included; 'the support I have received was fantastic. I didn't expect so much valuable interaction with tutors from an on-line module.' We will continue to develop the distance learning module for future years.

26. Evaluation as Education

Speakers: Mary Richardson

The evaluations that occur as part of module and programme reviews are an accepted part of the accountability structure within universities.

However, worthwhile evaluation has an educational aim – it's integral to teaching and learning. This presentation reports on the revision of student evaluations systems within the Institute of Education at UCL. A steering group of Programme Leaders worked with academic staff, administrators, IT staff and students to create a pedagogically useful evaluation tool. Delivered online, the evaluations differentiate between: face-to-face and distance students; between modules and programmes and; between undergraduate and postgraduate students. The evaluations are now part of a year-long full departmental trial which includes regular feedback surveys for academics to check on the efficacy of the evaluation tool. The paper will report on the educational value of the feedback from the evaluations and on the adjustments necessary when using evaluation to inform teaching and learning.

27. Multiculturalism and Active Learning in Higher Education

Speakers: Karen McGarry, Assistant Professor of Anthropology, McMaster University, Canada

In an effort to enhance student retention and develop critical thinking skills in the classroom, many postsecondary institutions are investing millions of dollars into transforming lecture-based classrooms into active learning classrooms (ALC's). As both a form of pedagogy and undergraduate assessment, ALC's are often hailed by instructors and university administrators for their ability to challenge the traditional authority afforded the professor, and to offer an inclusive space for students to engage in a wide array of discussion topics. Drawing upon an empirical case study from a Canadian university, this paper explores the role of ALC's within an increasingly multicultural and diverse classroom from a student-centric perspective. Ultimately, many international students and students of non-European backgrounds felt that such pedagogy and assessment is oftentimes both Eurocentric and exclusionary. This raises concerns regarding the role of ALC's within the context of increasingly diverse student demographics.

28. Old pedagogy, new tools

Speakers: Martin Compton (Greenwich)

Drawing on trials with lecturers in training and the principle that pedagogy should come before technology, this session aims to show through exemplification how a range of relatively easy to use, free or freemium online tools or mobile/ tablet applications (including: Adobe Spark, Screencastify, Pinterest, Edpuzzle, Spreaker, Anchor and

GoConqr) can be used to optimise and rejuvenate the constructivist 'advance organiser' approach to supporting student learning.

An advance organiser seeks to bridge what students know to what is to follow. It is a form of introduction to new topics that may pose questions, help students make connections between previous and new topics, draw out latent knowledge & ideas or provide a framework from which concepts can be deduced or inferred. This technique can be used ahead of or at the start of lectures and seminars and our goal has been to exploit the wealth of free, cloud-based or downloadable tools and apps to create engaging and effective advance organiser resources.

29. Using UCL researchers publications and flipped classrooms for teaching science communication

Speakers: Elvira Mambetisaeva

Public awareness of science is an essential attribute of any scientifically informed society. Surveys show that publics would like to be informed more about current research. This is why scientists at any stage of their career should be able to explain the nature of their scientific research to publics.

In my teaching of science communications I use publication of UCL researchers whose research findings were widely publicised by the mass media. During an interactive tutorial I ask students to re-write the abstract from the research paper into a piece suitable for the lay public and present it to the class. Students then are given various media publications of the same articles and the video clips with scientists' interviews to illustrate how to communicate science to publics. Students learn about the differences in how to communicate science to expert and non-experts and also become familiar with the research of scientists who are currently working at UCL.

We also use 'flipped classroom' to engage MSci students in departmental seminars given by invited speakers.

Before attending the seminar, students in small groups introduce the topic of the seminar to the rest of the class. This approach helps students to critically appraise research papers, learn to summarise complex concepts and data and present them in a concise way. It also enables the whole class to comprehend better the topic of the seminar. The learning outcomes are improvement of oral and written science communication skills.

In addition to the out-facing assessment, students write a scientific report on the topic of the seminar they presented. Furthermore, students feel as a

part of a departmental scientific community by being invited to the seminars.

30. Developing a competency based flipped lecture CPD course for biochemistry

Speakers: Dr Mina Sotiriou and Dr Caroline Pelle-Many. Competency-based courses teach professionals the skills they need to do their job. In 2016 a competency-based short course (CPD) titled: 'Essential Lab Skills and Molecular Biology Techniques Workshop: from Theory to Bench', was developed to address the professional needs of graduate biologists.

The course was divided into two parts: 1) A preparatory online learning where participants had access to the online material two months before the workshop at UCL, 2) followed by the practical workshop in the lab over four days.

The success of the course led to the continuous running of the course over the next two years.

A postcourse survey was completed by all participants in all cohorts with the objective of gauging perceptions of professional development.

Additionally one more evaluation survey also took place, three to six months after completion of the course, to assess the confidence levels of participants.

This study will report on the findings from both surveys and discuss the principles of CPD effectiveness and impact on practice.

31. Rethinking Assessment of First-Year Undergraduate Symmetry with E-Learning Techniques – micro presentation

Speakers: Stephen E. Potts & Shucayb Ali

The knowledge of symmetry operations and point groups in first-year undergraduate chemistry is crucial for the understanding of more advanced topics in later years, but it is a topic with which many first-years struggle, both in terms of understanding and engagement with the material. We tested a new method of symmetry assessment for first-year chemistry undergraduates to encourage them to think more deeply about symmetry. The participants uploaded photos of everyday objects to Moodle and discussed their symmetry operations, leading to assignment of a point group. With the everyday objects, there was much scope for debate and teaching each other, fostering deeper learning. The effectiveness of this approach was assessed in comparison to a control group (who completed a classical piece of coursework) by use of pre- and

post-coursework quizzes and questionnaires.

32. Providing feedback on values-based aspects of professional practice in speech and language therapy – micro presentation

Speakers: Michael Dean

Students on UCL's professional qualification in speech and language therapy have placements in clinical settings, being assessed and receiving feedback on their knowledge and skills from experienced clinicians, university tutors and peers. Assessment of their practice includes a focus on 'values-based' aspects of healthcare such as treating service users with respect, dignity and compassion. Service users are uniquely placed to provide feedback on these areas, but people with communication difficulties face challenges in responding in interviews or questionnaires. A project is underway to explore the behaviours that people with aphasia (language difficulties acquired following brain injury) relate to these values, how they can be measured, and how this information can be incorporated into the feedback students receive on their developing clinical skills.

33. IPAC - Individual Peer Assessment of Contribution to group work: methodology, results and insights.

Speakers: Garcia-Souto MdP, Grammenos R, Striolo C, Vogel M, Cloda J, Bele E, Newton W, Akinmolayan S

Universities and professional bodies recognize the educational benefits of getting students to work in groups. However, staff and students have concerns about the fairness of the traditional assessment, when all members of the team get the same mark. In particular, this leads to poor student experience and numerous complaints of 'free riders', significantly affecting the NSS scores. The IPAC Consortium was formed at UCL to look into the use of Individual Peer Assessment of Contribution (IPAC) to group work. In the first part of this session we present some results on areas in which we have been working, i.e. from the basics of the methodology to the various specifics during implementation, student and staff perception, staff moderations in practice, review of software/platforms to run the method, tests and case studies within UCL, guidelines, and a newly developed customizable and easy tool to run IPAC. In the second half we open a discussion with the audience, consult for additional priority areas that we should explore, and invite participants to join the Consortium.

34. The space for place in higher education: continuing the conversation on learning spaces

Speakers: Brent Carnell Thomas Kador/ Zachery Spire/Paul Temple

As a large central London-based university, the production, consumption and distribution of space represents an ongoing challenge and this session will explore the principles influencing estate space provision and use. The session is aimed at opening up questions and ideas about the provision and governance of space within higher education institutions. After a brief introduction, Dr. Paul Temple will speak on participation, representation and the institutional estate. Following this, Dr. Brent Carnell and Dr. Thomas Kador will facilitate a round-table discussion activity aimed at generating feedback about the needs of administrators, students, educators and researchers to transform 'spaces' into 'places' of learning and working. These small group discussions will feed into a plenary discussion with the aim of beginning to inform a user-defined 'manifesto for space in higher education' in the coming months. This session aims to be lively and energetic with active participation.

Outline of Space Symposium 2:

- Dr Paul Temple – leading expert on learning spaces – will kick off the session by outlining participation, representation and the institutional estate (10-15 minutes)

- Round table discussions of key themes/ issues at UCL? Across HEI? (6-8 tables, 4-6 respondents per table) (30-35 minutes)
- Feedback and discussion (large group) (25 minutes)
- Creating a manifesto for space at UCL: key themes and issues (30-40 minutes)
- Close and fond farewell

35. E-Student Staff Liaison Committee as a vessel for student empowerment in DL education: UoL PGLaws as a case-study

Speakers: Helen Xanthaki

Distance learning is plagued by inherent obstacles in effective student support. The paper argues that a e-Student Staff Liaison Committee can open a channel of communication and participation between teachers and students, strengthening the student voice, creating a sense of belonging that enhances student support. PGLaws SSLCom will be presented as a case study along with a critical assessment of its functioning over the last year.

36. Making Moodle more accessible for disabled staff and students

Speakers: Jessica Gramp (Digital Education Advisor) and Co-presenter: Angel Perez (Student Disability Advisor)

In 2017, a team of Digital Education and Disability Support staff worked together to improve the Accessibility of UCL Moodle. They conducted focus groups with disabled students and staff to understand difficulties they had using Moodle. Ten priority areas were identified. The team worked with Accessibility consultants, developers and designers to improve Moodle Accessibility, resulting in:

- A new, accessible UCL Moodle visual design.
- Improved training, staff development and support for disabled staff and students, and teaching and support staff.

A key part of this project was a UCL Moodle course to help tutors use Universal Design for Learning (UDL) principles to make their teaching more accessible.

This workshop provides a brief project overview, with a focus on the UDL staff development course.

Workshop attendees will gain:

- an overview of the main obstacles for disabled staff and students.
- a summary of how to make (offline and online) learning spaces more accessible.

37. Informing the caterpillar while being mindful of the crocodile

Speaker: Samantha Ahern

Students' mental wellbeing is a growing area of concern for HEIs. We have seen large increases in students declaring a mental health condition upon admission to UK universities. Is this just the tip of the iceberg?

The Universities UK #StepChange report calls for the alignment of learning analytics to student wellbeing, specifically to identify changes in students' behaviours. From research into the analysis of social media behaviours and message sentiment it is possible to identify the onset of a depressive period. This is beyond the scope of our role, but is it possible to identify student behaviours that are of concern?

In this session we will discuss why this is deemed necessary, how learning analytics may be used to identify these behaviours and what the ethical and legal issues may be in doing so

38. Closing the BME attainment gap at UCL: Introducing the BME attainment project.

Speakers: Paulette Williams with Julie Evans

This presentation will outline the background to the BME attainment gap in the UK. Data shows that consistently, there is a significant difference

in achievement measured by final degree grades between UK BME students and their white counterparts. There is some variation in this gap between different degree disciplines and also between different universities and the gap at UCL is smaller than the national average but still statistically significant - despite the same entry qualifications. UCL has recently joined a project that is funded by the Higher Education Funding Council for England that aims to develop successful interventions to reduce or remove this attainment gap. The presentation will outline the aims of the 3 year project and what has been achieved so far.

39. Exploring the BME student experience in the Faculty of Brain Sciences

Speakers: Nafisa Wagley

Evans et al (2015) undertook a quantitative research study to investigate whether national concerns of an attainment gap between UK BME students and UK non-BME students, was also prevalent across the same student groups at UCL. To further complement and develop on the findings of this quantitative study, the Faculty of Brain Sciences also initiated a qualitative research study to explore the views of its own UK BME students. The Faculty successfully obtained a ChangeMakers grant to work in partnership with student leads, looking at the experiences of its UK BME students at undergraduate and Masters level.

The analysis focused on exploring several themes arising across the student life cycle. This presentation will explain the nature of the qualitative study adopted and what the project entailed, who was involved, key findings and conclusions that can be drawn from the project. This project aligns with further work being done through a HEFCE-funded project aimed at reducing the attainment gap at UCL.

40. Student Voice for Change: The Group Work Project

Speakers: Anne Butler, Pamela Butler, Rosie Gillham (students) with co –presenter: Rebecca Schendel (staff).

As final year BA Education Studies students we – and many of our lecturers – found group work challenging. We instigated a project which took place over the 2017 summer break, aiming to overcome some of the challenges we faced and find ways to implement our outcomes and strategies into the programme.

Our research included staff and student surveys, academic literature and existing professional practice. Workshops were created and delivered to staff and students in 2017 and will continue this year. We continue to work with both the Programme Leader and the Teaching and Assessment Lead to change the culture and pedagogical practice of group work at a programme level, and will recruit new students to continue the project after our graduation.

We propose to share our project at the Education Conference to encourage more students to find a voice to challenge and overcome pedagogical issues they encounter during their studies.

41. ChangeMakers Student Fellows: Collaboration and Empowerment

Speakers: Manuela Irrarázabal, Maisie Harrison, Octavian Maxim, Saul Wodak

This presentation will centre around the experience of staff-student collaboration within the framework of UCL ChangeMakers. It will contribute our understanding of the impact students have while undertaking roles that involve evaluating, giving support, running workshops, and disseminating projects aimed at benefitting the learning experience at UCL. UCL ChangeMakers supports such partnerships by empowering students to take an active role in their education and university life. In addition it has changed staff perception with regards to having students as partners, both in the implementation of a project and in reviewing teaching practices. Drawing on their own experiences as student fellows, the four presenters (BA, MA, MSc, and PhD students) will focus on the challenges and benefits involved in these practices in higher education. Subsequently, they will discuss their personal experience with UCL ChangeMakers, as well as sharing student and staff evaluation of the ChangeMakers program and specific project outcomes.

42. Teaching on abortion at UCL Medical

School: helping students to help women

Speakers: Jayne Kavanagh and Jonathan Mayhew

Abortion provision can be a complex legal and ethical issue for healthcare professionals. It involves an interplay of legal duties, personal beliefs, and professional responsibilities. As such, it can be challenging to teach sensitively but effectively.

At UCL Medical School, we utilise a range of methods to teach this topic, including large and small group work, interaction with women who have experienced abortion care, as well as doctors with a conscientious objection to abortion and a conscientious commitment to abortion care, in order to present a balanced but woman focused view to students.

We are keen to explore medical students' opinions on how we teach abortion, as well as to understand students' personal beliefs on abortion. We therefore devised a short questionnaire encompassing Likert-scale and free-text data to capture:

a) how their own values shape the way in which they experience the teaching we provide, and to identify their perceived areas of strength and areas for improvement in our curriculum.

b) the way students' personal beliefs might affect their future involvement in abortion care.

We will use the analysed data to refine and inform

the content and format of our teaching delivery.

We aim to empower students to help shape the fundamental structure of our teaching on abortion. Most importantly, we want every medical student to be able to support women in whatever choice they make surrounding pregnancy in a professional, fair and non-judgemental way.

43. ChangeMakers: Engaging Students as Learning Partners

Speakers: Ghita Kettani with Zita d'Hauteville and Nancy (Jingyao) Shao and Chris Evans

This presentation will consider the results of UCL's ChangeMakers project: "Engaging Students as Learning Partners". During the Spring term a group of three students and a module convenor had weekly meetings to discuss the ongoing teaching and learning on a module in Interaction Design at UCL. They also organised focus groups, interviews and conducted surveys which were then used to implement frequent changes. The idea of "learning partners", unlike student reviewers, is that they are registered on the module and are therefore stakeholders and have insights into teaching and learning that can make lessons more engaging and effective (Sorenson, 2001).

Such partnerships can change the understanding of both students and teachers. The presentation will consider the insights that were made and the changes that resulted. It will conclude with recommendations for others considering adopting learning partnerships as a mechanism for engaging students in the process of improving learning and teaching.

44. Quality Assurance Visit to Whittington Health Trust: A Model of Medical Student and Faculty Co-creation to Identify Current Reality and Desired Future

Speakers: Eleanor Wilson, Camilla Massardi, Grace Sutton, Aayushi Gupta, Charlotte Perry, Saima Azam, Caroline Fertleman

Background - Whittington Health NHS Trust (the Trust) provides clinical placements for UCL Medical School. The Director of Undergraduate Medical Education requested a quality assurance visit to identify the current reality and desired future of teaching.

Methods - Students were as integral to the visit preparation as faculty and directly liaised with the Trust's chief executive. Analysis of student feedback in several meetings established immediate actions and a decision to increase benchmark module satisfaction from 60% to 75% for 2017-18.

Results - Feedback revealed exceptional student

satisfaction in paediatrics, anaesthetics and care of the older person. The Trust was consistently praised for its friendly culture and community placements. Lower satisfaction was mostly related to limited inpatients.

Conclusions - The visit generated immediate actions and improvement ideas, including employing additional Clinical Training Fellows to boost educational capacity. This quality assurance process, co-created by students and faculty, provides an effective and cohesive model of reflective practice.

45. Connecting research with interactive statistics teaching to UCL Masters Neurology students – an UCL arena exercise

Speakers: Dr Saiful Islam & Dr Caroline Selai, IoN Education team.

All UCL Institute of Neurology masters students need skills in the practical application of statistics for their research project. Many find statistical concepts difficult to grasp. The sight of a mathematical equation can be scary! However, we believe that statistics can be taught in a stimulating and interesting way. We aimed to devise a statistics taught module which would make students feel empowered rather than scared. We did this (i) through interactive teaching sessions (ii) we connected the whole statistics curriculum to current real-life examples of neuroscientific research.

Within each lecture, a researcher presents their own research giving the clinical and neuroscientific context. Next, the statistician uses this data to teach a variety of statistical methods. Having reflected on our own personal experience of teaching this year, plus the feedback from our students, we will present our ideas for future evolution of our statistics teaching.

46. Enhancing employability and feedback through a novel tutorial system

Speakers: Alana Loewenberger

In response poor engagement in BSc PALS tutorials, a novel system was introduced aimed at enhancing employability, feedback and engagement. In addition to the traditional format of presenting and critically evaluating journal articles, students took turns in acting as a facilitator: actively listening, summarising conversations, remaining neutral, and ensuring each student had an equal voice. An Academic Skills Development Form was designed to encourage students to reflect on areas of strengths and areas needing further improvement. Tutor leads provided individual feedback, and developmental goals were generated collaboratively. This information was shared with appropriate academic staff to ensure students were consistently supported in achieving their goals.

Student engagement and academic tutorial skills improved immensely over the course of the year,

evidenced through attendance and improvement of academic skills between term 1 and term 2. Feedback was consistently positive across the cohort, and staff reported that the form provided a very useful resource for academic references.

47. Learning Through Artefacts

Speakers: Maya Howard

'Learning through Artefacts' brings life to the UCL collections for families in the local Home Education community. It is run entirely by students ranging from undergraduate to PhD. The aim is to empower students to practically apply and integrate their studies or research into workshops. Our focus is on human culture: introducing children to the diversity in our wider world and significance of material culture. We have built strong connections with academics and other staff at UCL from a range of departments. We have used current UCL research as a background to our project, including object-based learning and the connected curriculum. We have created a training scheme for student volunteers that help them plan and prepare, and develop their employable skills. We want to do a short presentation that illustrates the strength of our project and details the difference it is making right now in the UCL community, with concluding remarks on how it can proceed by designing it for students by students.

48. Tailoring Writing Support for Engineering Students

Speakers: Kate Roach, Charlotte Barrows and Sally Day

Engineering undergraduates are not known for their interest in writing and yet it is one among a suite of communications skills that they will need in their future careers. In addition, a high number of UCL engineering undergraduates do not have English as a first language. Here, we report on a pilot project to provide writing support to undergraduate students in the department of Electrical and Electronic Engineering. Our aim was to introduce writing as a skill which has the potential to extend and enhance engineering thinking and to encourage students to see it as a process that can be developed. Using content based on material that the students had encountered in other modules we designed introductory lecture-style sessions, followed by small groups based on the format of professional writing workshops. In this presentation, we will explore the pedagogy and share the results of the pilot so far.

49. Student Perceptions of the Connected Curriculum in iBSc Programmes – micro presentation

Speakers: Henry T. Lancashire

In the third-year of the six-year UCL Medicine MBBS BSc programme students undertake one of 18 integrated BScs (iBScs) across six UCL

faculties. Both the iBSc structure and the Connected Curriculum framework emphasise connections with research [1]. However, as a 1 year programme, can iBScs connect research with medical studies as a whole?

iBScs are criticised for increasing the length and cost of medical degrees [2], and anecdotally students consider the iBSc as separate and less important than other years. Benefits are reported for students with iBScs in terms of: careers, academic performance, undertaking research; and in-depth skills [3].

This presentation will discuss preliminary results from focus groups compiling students' perceptions of the "enquiry throughline" in iBScs and connections with other academic years.

References

1. Fung (2017) DOI:10.14324/111.9781911576358.
2. Nicholson et al. (2010) DOI:10.1186/1472-6920-10-25
3. Jones et al. (2013) DOI:10.3109/0142159X.2013.806983

50. Student Leadership in Research-based Education

Speakers: Vincent Tong

The Connected Curriculum is UCL's distinctive approach to research-based education. Students are encouraged to work with staff to advance their research-based education through schemes such as CC Collab and UCL ChangeMakers, and to review the development of the Connected Curriculum in their programmes of study.

In this presentation, we first provide an overview of these examples of students working in partnership with academics. We then showcase two innovative initiatives with students leading the development of research-based education beyond their departmental contexts. First, students from across UCL have been co-hosting events for staff and have co-written a book to inspire research-based education beyond their disciplines in the R=T consortium project. Second, Student Fellows are leading collaborative work on the Connected Curriculum at the institutional level. We finally invite students to work in partnership with staff not only to enhance their own research-based education but also to help shape higher education together.

51. Enhancing Student use of Feedback through 'Meet the Researcher'

Speakers: Jenny Marie and Nick Grindle

This academic year a new version of 'Meet the Researcher' has been piloted in two UCL departments. It is designed to provide students with a model of how to seek and use feedback to enhance their academic work. The researcher gave students a piece of their published work, along with the submitted version, and feedback from the peer reviewers and editor. In the interview, students asked how the researcher responded to the feedback and the impact it had on the work as finally published. Initial feedback has been positive from students. One wrote: "It was a lovely change to see that everyone, even the professionals who are teaching us students, make mistakes and receive criticism...[It] honestly improved my attitude towards my own work and the criticism I've received." In this presentation/round-table we will outline this version of 'Meet the Researcher' and discuss both staff and student perceptions of it.

52. The experience of Postgraduate International Students in a London University

Speakers: Sergio Galdames & Sophia Lam

In a context of growing internationalization of the higher education in the UK, with 46% of students studying at postgraduate level are from outside the EU.

This presentation aims to report the journey of international master students doing research at a university in London. The objective of the study is to investigate the learning process of a diverse group of international students (n=30), most of them Asians and Latin-Americans, focusing on the research components of various master programs in 2017. A qualitative approach is adopted, including semi-structured interviews, focus groups and, questionnaires. The findings indicated that context is key, as international students not only encountered difficulties in language but also in conducting an empirical work in a new setting. In particular, there is a mismatch between their expectations and skills, and the pedagogical approach of the university. for teaching and equipping international students to conduct research in the Implications UK are discussed.

53. Where is Psychology Now?: a new student-led monthly workshop aimed at enhancing the Connected Curriculum principles in PALS

Speakers: Alana Loewenberger

Since Autumn 2017, BSc PALS has been hosting monthly workshops entitled 'Where is Psychology Now?'. In each workshop, an in-house or external speaker discusses a topic that relates to more than one module within the programme, with experiential exercises illustrating psychological principles and how these may apply to real-world settings,

throughout. Following UCL's Connected Curriculum principles, the workshops aimed to: foster curiosity amongst staff, students and alumni; consider how research may be applied to real world settings; and enhance a sense of belongingness amongst the department, promoting wellbeing and inclusivity. Attendance has been high, ranging from 15-55 staff/students per session. A student consultation survey was distributed in November 2017. 36 students responded. 78% stated that the workshops offered an additional insight into how one might use PALS degree, and how to integrate content across the programme. 89% voted for future workshops.

54. Learning Stories: Pedagogies of participation in reflexive research

Speaker: Cathy Elliott, Manya Eversley, Laura Katan and Sarai Keestra

How can participation in research enable students to become reflexive researchers, able to engage with the narratives of others and interpret them in relation to their own emotions and stories? What is the role for a teacher in enabling student participation in reflexive research, and what sorts of personal, emotional risks and rewards might that entail? On the basis of our joint research project investigating on-campus antisemitism, we – a teacher and three undergraduate students – argue that a pedagogy of participation not only enables deep and engaged learning, but also that it can be used to promote a reflexive engagement with the world.

By listening to and telling the stories of fellow students, we learned to tell our own stories and locate the ways in which we are embedded in flows of power and resistance, oppression and privilege, thought and feeling.

55. Assessments: letting students decide what they want to do.

Speakers: Nicole Brown (Lecturer, UCL IOE), Diana Morea-Ghergu (Student, BA Education Studies)

Within and across UCL assessment strategies require improvement, whilst initiatives such as liberating the curriculum ask for more inclusivity and better recognition of diversity. It is against this backdrop that I am developing an assessment that allows students to decide which output they want to produce. I am module leader for a compulsory year 1 undergraduate module. The existing module assessment prescribes a group presentation and a 2000-word essay. However, my students combine this essay with an output of their choice (artefact, installation, video recording, board game). I am currently working with the students to better define the assessment criteria and guidelines in order to formally revalidate the assessment format. In this presentation, one of my students and I will provide insights into the processes, benefits and challenges of developing an assessment that allows the students to decide the final outputs.

56. Making an impact on Anthropology NSS Feedback and Assessment scores: 2014 (52%): 2017 (78%): How?

Speakers: Caroline Garaway

This presentation explains what the Department of Anthropology has been doing to improve NSS scores on feedback and assessment over the last 4 years, taking them from a stubbornly low 50's score in the years leading up to 2014 to an above-UCL-and-sector average by 2017. Recognising that we were failing on several levels, a comprehensive approach to tackling the issue was taken, focusing on everything from making sure students recognised feedback when they got it, to increasing the transparency of feedback deadlines, undertaking a thorough analysis of our undergraduates' assessment journeys and improving marking criteria and consistency in the quality and quantity of feedback. Critical to the success of the approach were the tangible improvements made but also the concomitant management of student expectations and constant dialogue with them about what they felt was needed and what was being done.

57. What do students and researchers gain through working together to create a translation business plan?

Speakers: Jennifer Griffiths

Biomedical Engineering undergraduates are paired with research-intensive academics for a week-long 'Dragons' Den' assignment. They learn about research and then create a business plan and portfolio of technology translation pathways. Assessment includes presenting to a panel of experts including UCLB staff, a government advisor and a star of BBC Young Apprentice. This UCL assignment is translatable to many disciplines, and has recently been taken up by Swinburne University of Technology as part of their new BSc in Engineering Practice. We will discuss ways to engage and support both students with development of transferable skills and business and translation knowledge through active learning, and research-intensive staff as they build student contact and develop their teaching. This has been done by communicating expectations and by designing an assessment output that is useful for both the staff and students. Staff found the assignment enjoyable, and students reported improving their transferable skills and understanding.

58. Digital Marking with Tablets

Speakers: William Dennis

For years, feedback on hand-written student work (such as mathematical) has been done with ink and paper. However, new tablets such as the iPad Pro used with digital pens have recently made it possible to mark work digitally with all the ease and functionality of pen and paper. The advantages of digital marking over physical ink marking are significant. Work is automatically backed up and marking can be accessed from multiple locations simultaneously. This makes marking for high volumes of student work significantly easier, particularly when multiple/second markers are required.

This talk presents case studies of how iPad Pro and Pencil have been used in Medical Physics for marking mathematics and diagrams. Data collected in these studies has shown that students prefer and even expect this type of feedback, while staff have also found significant benefits from the flexibility of marking this way.

59. What do students want and value in the feedback they receive on their work?

Speakers: Sue Walters

Two recent research studies (one a Changemaker project) conducted within UCL have considered student satisfaction with feedback: specifically what our students do with the assessment feedback that they receive, and whether they find it of value, as well as what makes for effective formative feedback

Our findings reveal a great deal about what students want and value in the feedback that they receive on their work, as well as on the affective aspects of feedback and the importance of considering context rather than a 'one size fits all' approach to the provision of feedback. Implications and challenges for both our policy and our practice arise from both pieces of research.

60. Literature review on factors influencing adults' online learning experience: the development of the analytical instrument.

Speakers: Olga Rotar

Flexibility and accessibility of online education suggest promising advantages for non-traditional adult students (UNESCO 2009). However, drop-out rates from online programmes are significantly higher compare to traditional campus-based programmes. In the United Kingdom Open University, for instance, graduation rates in a fully online programmes present only one-quarter of the equivalent full-time programmes graduation rates. A large number of studies have been conducted in order to understand how adults experience their transition to online education, suggesting various theoretical models and retention strategies. Researches emphasize the complexity of factors influencing adults' online learning experience. Yet, little is known in-depth about how these empirically identified factors actually effect adult learners' transitional experience and perceptions of

their progress and learning prospects. Moreover, as literature review shows, the diversity of adult learners was not considered by scholars as an important factor when investigating the drop-out phenomenon.

61. Research Supervision at UCL: Developing an online learning course with UCL eXtend.

Speakers: Bissera Ivanova and Raphael Hofaecker

This talk will present the development of an online course for research supervision developed by the UCL Arena Centre in collaboration with three student fellows. In an attempt to move parts of the supervisor training online, UCL eXtend proved to be a useful resource. This talk will discuss the process of planning and designing the course.

Throughout the development of the course, we were aiming to ensure to use a variety of tools corresponding to the needs of different types of learners. The diversity of tools on the eXtend platform were helpful in diversifying the content presentation to ensure an interactive approach for this online course.

Our own experience in designing the course will be mentioned. We intend to give insight into how to approach the design of an online learning course, as well as a concrete illustration of the tools available.

We hope to demystify an area of increasing importance and encourage the usage of resources UCL has to offer.

62. Students as partners in curriculum change: Object-based learning for Psychology/ Brain & Behaviour

Speakers: Dr. Frances Knight (main speaker), Krisztina Fabian, Agata Plasa

We will present a staff-student research project, 'Object-based learning for education in Psychology'. Object-based learning is a pedagogical approach that provides a rich educational experience to inspire deep learning. Our research explored the use of resources housed within UCL Pathology Museum for an active BrainBank lecture on a neuroscience module (BA/BSc Psychology with Education). Students visit UCL Pathology Museum where they practically apply curriculum content by examining brain specimen and clinical notes. Across two years, student feedback regarding resources, timing and delivery method, was collected through focus groups and short questionnaires, which were fed-forward to enhance the subsequent BrainBank lecture. Interviews were conducted with Subhadra Das (UCL curator), and Thomas Kador (Connected Curriculum) to understand how UCL museum collections might be better promoted for education throughout UCL. We will present the BrainBank lecture, the process of student feedback/feed-forward, and discuss the success of engaging students as partners in curriculum change.

63. The YouTube effect®: A paradigm shift in how musicians learn, teach and share?

Speakers: Dr Neil R. Garner

This thesis explores the lived experience of qualified music educators and how they perceive, navigate and leverage the affordances of the web-based digital video tool, YouTube. The personal and professional value of YouTube in terms of learning, teaching and sharing both in situ, as classroom-based professional music practitioners and ex situ, beyond the classroom for lifelong musicians is revealed through participant led narrative and idiographic explication. A, purposive, homogenised sample of eight participants were interviewed and one pilot study was conducted using interpretative phenomenological analysis (IPA) as the methodology. The results show that a paradigm shift has occurred in the way that the participants learn and in the way they share and appropriate learning using YouTube. It was found that YouTube was universally valued as an archive or repository of exponentially increasing musical information. However, YouTube's integration into the school environment raised considerable issues of 'model conflict', practitioner autonomy and systemic control. YouTube was found unsuitable as a 'bolt-on' technology, since it can create dual and often-conflicting realities within a single controlled and systematised learning space.

My original contribution to knowledge is the exposition of the paradigmatic effect of YouTube on music learning, teaching and sharing and the reciprocal shifts in the professional and the personal praxes of eight music educators. Supporting this contribution is my reappraisal of Berlyne's (1954, 1960, 1966, 1978) seminal work on epistemic and perceptual curiosity. This thesis transports Berlyne's theoretical descriptors for the differing types of terrestrial exploratory behaviours and their motivators, via the concept of an expanded perceptual reality, from the physical environment and into the virtual environment of YouTube. This offers a theoretically underpinned lexicography to the academy to accurately categorise YouTube use and users and to describe their non-linear navigation and exploratory behaviours within teacher-led, mediated and user-generated creative learning contexts.

64. Using VLEs to develop student skills

Speakers: Gehan Abou Ameira

Virtual learning environment has been used in recent years by many universities and higher education colleges. This enables individuals to continue developing new skills during their life time and establish a competent portfolio. Incorporation of an interactive Logbook in dental programs enhances collaborative learning, knowledge sharing, and personal development planning. To the best of our knowledge, this has not been evaluated before in

dental postgraduate courses in the UK.

Materials and methods: A questionnaire was sent to all postgraduate students that completed their MSc in 2016. The questionnaire included a set of 7 questions and their feedback was analysed.

Results: The return rate was 100%. 64% of postgraduate students used the log book on weekly basis and only 9% felt it was difficult to use.

Discussion: Developing an interactive tool to assess postgraduate student's performance during their MSc is an efficient way to monitor their performance.

65. Use of Slack to support distance learning postgraduate education

Harriet Shannon with Claire Fitzgerald, Reem Althawadi, Jessie Lauren Horne, Ruth Elise Matlary, Chloe Meehan, Alexandra Palma, Chad Redgrave, Michael Shaw, Valentine Vergarao

A challenge of distance learning is to encourage students to interact remotely with each other and with staff. The UCL postgraduate physiotherapy programme introduced 'slack' to support a distance learning module. Slack is a cloud-based, searchable collaboration tool. It allows users to interact with each other, share links and files, organise their workspace and engage with group work and discussion, as well as having a private messaging capability. Most students (79%, n=12) found slack a useful addition to their learning.

One student stated, '(Slack) is easy to use, and an excellent way of keeping in touch.' Another stated that, 'the weekly streams provided a friendly parallel to the serious lectures, it injected an element of fun.' Conversely, a minority of students felt pressured to engage with slack constantly, in case they missed vital information. Changes to the way that slack is organised in future will alleviate this issue.

66. Whatsapping: Informing students in the digital age

Speakers: Alexander Norori-McCormac*, Sudeshna Basu, Eva Sorensen, Alberto Striolo.

The development of email and social media has fundamentally changed how educators and academics engage with students. With increased speed comes increased expectation, but also opportunities to enhance the student experience.

It is well known that students form WhatsApp groups for swift communication between themselves for a variety of reasons. During the current academic year, the student Whatsapp group for the MSc in Global Management Programme has been leveraged for the rapid dissemination of information or to gauge responses to proposals in real time, allowing for better planning, improved outcomes and improved student satisfaction.

It is not however without its detractors; there is an increased expectation of availability, wherever and

whenever, and not everyone makes use of such technology. How can we maximise the potential of such platforms for enhancing the student experience into the future?

67. Sing new forms of learning spaces through blended synchronous learning

Speakers: Lynne Rogers; co-presenters Clare Bentall -, Marinete Araujo Da Silva Fobister and Fiona Nerberg

The advent of Web 2.0 technologies has heralded new digital resources and platforms that influence the mode of delivery of education, offering students more flexible, collaborative learning spaces. Framed with the theoretical lens of Connectivism (Siemens, 2004), this paper explores the use of blended synchronised learning whereby teaching sessions are delivered simultaneously to online and face-to-face students. Questionnaires were circulated to UCL IOE teaching staff and their students who use Blackboard Collaborate, a web based conferencing programme, in this blended synchronised learning approach. In-depth interviews were then undertaken with module and programme leaders. Key themes which emerged included facilitating the connectedness between online and face-to-face students and engendering the social dimension of learning for all students,

the wider educational benefits of linking students together from all over the world, and the importance of a dedicated facilitator. Challenges mostly centred on technological problems.

68. Teaching medical students clinical reasoning tasks faced in primary care using theory-informed online simulation approach: design, development and early evaluation of the electronic Clinical Reasoning Skills Educational Simulation Tool (eCREST)

Speakers: Ruth Plackett and Jessica Sheringham

Online patient simulations can help students to practise making clinical decisions in a safe environment. However, there are gaps in our understanding of optimal designs, and impacts on learning. We developed an online teaching resource called eCREST (electronic Clinical Reasoning Skills Educational Simulation Tool) to improve medical students' clinical reasoning skills. Using interactive 'patient' simulated cases, students could 'ask' 'patients' questions to form diagnosis ideas. They received responses as videos of patient-actors or text with test results and previous consultation notes. Students were also prompted to explain the information elicited about patients and their diagnostic hypotheses. In a feasibility trial in two medical schools, 244 final-year student volunteers registered for eCREST and 124 were assigned to the intervention group. Amongst the intervention group, 89 (71%) completed three cases and of

those, 80% agreed it helped them learn clinical reasoning applicable to clinical work. Students also reported they formed new strategies for asking questions and considered more differential diagnoses than previously. Early evaluation suggests eCREST was acceptable and might improve clinical reasoning in medical students.

69. Extending the reach of UCL teaching and research with a flexible mode of delivery

Speakers: Joanna Stroud with Abigail Whiteman

In 2017 the UCL Centre for Anaesthesia and Perioperative Medicine launched its first massive open online course (MOOC). Perioperative Medicine in Action aimed to connect learners from across the multidisciplinary healthcare team with UCL research and teaching that would directly inform their professional practice. The course team made full use of the capabilities of the MOOC mode of delivery, offering flexible but rigorous learning opportunities that were suited to the needs of their audience. While exploiting the links between research and practice through dynamic content captured in the clinical environment and with those working in the discipline, the course made use of formative assessment and self-evaluation tasks that were effective at scale and carefully interwoven with social learning activities.

The course gained endorsement from the Royal College of Anaesthetists (RCOA) and has attracted close to 8000 learners from 129 countries. Response to the course, the first of its kind in the field, has been overwhelmingly positive with a high number of learners (84%) suggesting that it will change their practice and improve patient care, while 60% are now considering a higher degree in the discipline.

70. Showcase Portfolios – a student partnership project

Speakers: Nicholas Grindle, George Hadjipavlis, Saiful Islam, Kshipra Kulkarni, Evelyn Mantiou & Jacob Rix

Following a partnership between UCL Innovation and Enterprise and the UCL Arena Centre, six student fellows and two members of the Arena Centre have been researching how portfolios are used inside and outside higher education, and what potential there is for portfolios to connect students with audiences and help shape students' conceptions of what learning is about. The group presented initial findings at the Student Union Education conference, and using feedback from that session, this session will consist of a 15 minute presentation from our team of student fellows. The Fellows will present initial project findings based on literature searches, consultation with professional bodies, and conversations with a wide range of stakeholders in education and the workplace, and

will offer some preliminary thoughts about what a UCL Portfolio might look like. They will then invite discussion and comment from the attendees in the form of a 'world café' style workshop. The themes of the portfolio will concentrate on, but are not limited to, student support and wellbeing, and a 'throughline' that students could use to continuously reflect and improve on their work throughout their time at university. Furthermore there is a specific emphasis of aiming portfolios to improve skills for employability. The project team are keen to solicit people's views on the project to inform their final proposals which will be presented in June 2018.

71. Educating Teachers Matters' - outcomes from a seed-funded seminar series

Speakers: Amanda Ince

Education as a subject discipline has a troubled history in relation to teacher education. UCL IOE is currently negotiating what Hardy (2008) terms 'policy-tensions' regarding the relationship between educational research and the education of student teachers. At the heart of this sits a dilemma about the knowledge required to be a teacher and a teacher educator, particularly about what constitutes 'research literacy' in the field. An IOE seminar series 'Educating Teachers Matters' aimed to:

1. support our own institutional needs to develop research-informed teacher education
2. bring together researchers in the discipline of teacher education with those involved in developing teacher education programmes, to debate core issues for principled programme design.

The seminar outcomes have implications for teacher education programmes at the IOE, particularly in the context of the 'research-informed' agenda (BERA-RSA, 2014). Seminar evaluation identifies priorities for development to increase the contribution of research to teacher education.

72. How refreshing! A theory of learning embedded in subject teaching: Learning Study in HE

Speakers: Guy Durden

Learning Study (Pang & Marton, 2003) combines Action Research and Design Research in a process where groups of teachers plan, teach and review teaching sessions. Learning Study is powerful because it integrates a theoretical analysis of knowledge that is based upon evidence gathered directly from students (phenomenography), with a theory of learning and a practical teaching strategy for the development of that knowledge (variation theory). There is strong evidence for Learning Study as a way of promoting significant conceptual change in school students' understanding of what they are learning (e.g. Cheung, 2015) and school

teachers' understanding of what and how they are teaching (e.g. Durden, 2016). Despite this evidence, Learning Study has yet to be applied to Higher Education (HE). This study reports interim results of a pilot project to assess the effectiveness of Learning Study in Initial Teacher Education in HE

73. The induction needs of new teacher educators: designing an innovative induction programme at UCL Institute of Education

Speakers: Sarah Worton and Polly Glegg

We present research underpinning the development of an innovative induction programme for teacher educators (TEs) at UCL Institute of Education.

In teacher education, as in professional programmes including law and medicine, tutors may be recruited based on expertise as a practising teacher (or lawyer or doctor) – what Murray (2008) terms a 'first order practice'. As a university tutor they engage in the intersecting, yet different 'second order practice' of teaching the practitioner. Without careful induction the novice tutor is poorly placed to make the best impact on their students: their first-order expertise is necessary, yet insufficient, for their new role.

Our research identifies significant differences in induction needs identified by new and experienced TEs. We present findings and how they informed the design of an induction programme, addressing needs identified by both groups.

We conclude with tentative recommendations for approaching induction which could be adopted/adapted for use elsewhere across UCL.

74. How do UCL doctoral students feel about feedback on their work? Enhancing Feedback and Wellbeing

Speakers: Rosalind Duhs with Sam Smidt

Fresh (2018) survey data exploring UCL doctoral students' perspectives on feedback will inform this presentation. The current focus on enhancing assessment and feedback at UCL emphasises taught courses, yet feedback lies at the heart of PhD progression.

Survey responses indicate a range of experiences, from helpful feedback to supervisory teams 'picking up the pieces' after demotivating feedback. Recent literature foregrounds compelling themes, which also emerge from our data. Issues include tension between emotional responses from students and their desire to receive honest feedback (Carter and Kumar 2017), the dangers of ambiguous feedback (Carter et al 2017), and the impact of divergent cultural heritage in supervision (Xu 2016).

Our ten-minute presentation will leave time for interaction and suggestions for steps to support supervisors and develop feedback to UCL PhD students.

75. Distributed leadership and research degree administration: Understanding the role of a good programme administrator for professional doctorate programmes

Speakers: Denise Hawkes, Carol Johansson, Catherine McSweeney

Studies of the interaction between professional and academic staff in leadership in higher education institutions have focused on distributed leadership. Whilst such studies have considered the leadership of the whole university, aspects of this model also apply to the relationship between programme leaders and administrators. This paper aims to explore the usefulness of this model in leadership of professional doctorates. The study is an exploratory one, reporting on the reflections of how one programme is managed through the eyes of the programme leader and lead administrator. The results provide evidence for the usefulness of this model in understanding the working relationships between programme leaders and administrators. We also show that a long-term appointment in the role of programme administrator is vital in ensuring a good student experience. This is linked both to general good practice of programme administration and to the unique characteristics of professional doctorate students.

76. Student Empowerment: The Changing Role of the Personal Tutor

Speakers: Dr. Anjoom Mukadam

Traditionally the personal tutor is seen as an individual whose role is to enhance students' academic and personal development by offering support, advice and guidance. As a strong advocate of the student-centred approach I wanted to encourage students to take responsibility for identifying and prioritising their goals, setting clear actions and committing to carrying them out. I replaced advice with an invitation to students to think about 3 short-term academic goals and by using open-ended questions facilitated them to consider the best ways for them to achieve their goals. Before the meeting came to a close I encouraged students to commit to specific start/end dates/times for the identified tasks. This approach meant students could customise the actions they would take to achieve their goals based on their own circumstances, skills and learning preferences.

77. Making it explicit: improving provision for academic skills development in post-graduate taught programmes

Speakers: Dr Nicola Bretscher, Co-presenters: Angeliki Michailidou, Mine Cekin

We will introduce our UCL Changemakers project 'Making it explicit', which aims to improve provision in taught post-graduate programmes, specifically in

relation to academic skill development e.g. reading and writing critically.

The project team are evaluating current and past provision, drawing on student experience, to investigate how academic skill development can be improved in Understanding Mathematics Education (UME), the core module of the MA in Mathematics Education programme. We will focus on identifying recommendations in two ways: (1) direct improvements to provision through formative task development and (2) improving skill development indirectly e.g. how best to make explicit/raise student awareness of provision embedded in taught module sessions. We expect our recommendations to be relevant beyond the MA in Mathematics Education and hence be of potential benefit to future students on the full range of post-graduate taught programmes at UCL.

78. How student-staff partnerships lead to concrete improvements of a programme, and the student experience

Speakers: Jesper Hansen and Imogen Long

During the presentation, Imogen (a PhD student) will discuss her role as a student fellow at the UCL Arena Centre for Research-based Education. She will talk about what her role involves, and discuss the skills she has gained through working in a role outside of her department and working closely with another member of staff. Jesper (a Senior Teaching Fellow in the Arena Centre)

will present how the partnership with Imogen has led to changes in the way that the Arena Centre's Teaching Associate Programme (TAP) will be run next year. TAP is a developmental programme for PhD-students who teach, and the changes introduced will result from the extended collaboration between Jesper and Imogen, including the observations, conversations, interviews and focus groups she conducted. A key outcome of the talk is to enable others attending the conference to recognize the advantages of such partnerships, but also to draw attention to some of the potential issues and considerations (such as funding and time management).

79. Bringing the student voice into academic development programmes

Speakers: Joseph Thorogood

Getting the student voice into academic development for full-time staff is not a straightforward task. Who should speak to staff on behalf of the student body? In this paper, we discuss our extension to a UCL ChangeMakers initiative (Student Reviewers) in which students observed a member of staff's teaching (both offline and online). They then met with the staff member and created a dialogue about teaching practice. Our addition was to invite student reviewers to present their findings to a cohort of new staff in UCL's mandatory training program (run by UCL's Arena Centre for Research-Based Education). We asked the reviewers to

discuss the issues they felt were most important and what good teaching looked like to them. We report on how staff found the feedback, how the reviewers found presenting to staff, how we kept the sessions constructively critical, and how useful this strategy is for academic development.

80. An ethnographic study into medical students' perception of general practice as a future career

Speakers: Jack Yuan and See Chai Carol Chan

General practice provides 90% of all NHS activity and is increasingly important in preventing inappropriate hospital admissions and maintaining good public health. To meet the rising patient demand, the National Health System (NHS) "5 year forward view" looks to recruit 5,000 more General Practitioners (GPs). Yet, there is a shortfall in recruiting junior doctors into GP specialist training. One of the reasons identified in the Health Education England WASS Report is the negative perception of the specialty held by medical students. By recruiting two medical students as participant observers, we aim to capture the effect of the "hidden curriculum" identified in the WASS report through using more informal encounters and conversations with current medical students.

This literature adopts an ethnographic approach in order to complement existing literature with focused and candid accounts regarding to factors that are shaping how medical students perceive general practice as a career choice.

81. Teaching Greek with the mummies

Speakers: Antony Makrinos with Federica Miccuci

This session will examine innovative ways of engaging students in research through exploring mummy labels at the Petrie Museum. The presentation will offer new delivery modes to liberate the standard academic curriculum for Classics which until now required students learning Greek to engage only with texts. The session will present a class in the Petrie Museum in which students were invited to interact with material culture, i.e. 10 mummy labels with Greek inscriptions and to translate and comment on them. In order to make students active learners the experience was enhanced by engaging them with images of people from Roman Egypt (using reproductions of the Fayum portraits) and inviting them to imagine their lives and produce their own mummy labels using replicas of ancient writing materials. Students were introduced to ancient writing practices and the use of the stylus and custom made wooden writing tablets. The best writing samples were then donated to the Petrie Museum. The experience was supported by the expert knowledge of a PGTA who will be my co-presenter. At the end of the class

students have offered feedback about this new learning experience which will be embodied in the presentation.

82. Building Bridges between disciplines: Inter-professional learning for student speech and language therapists and educational psychologists

Speakers: Suzanne Jago and Dr Susan Birch
Staff on the UCL speech and language sciences MSc and the Educational Psychology doctorate (DECPsy) have collaborated to develop an inter-professional learning opportunity for students. Newly qualified SLTs and EPs are expected to demonstrate effective collaboration skills in the work place, particularly considering changes to the SEN Code of Practice and the introduction of EHC plans. Research by the departments indicates that students value the opportunity to exchange knowledge about roles and responsibilities with other key professionals. However the opportunity to do so on clinical placements is variable. Consequently, the inter-professional workshop was developed to enable student SLTs and EPs to explore each other's working practices and to develop practical collaborative skills through jointly problem solving common clinical scenarios. Staff are also collaborating on a research project to explore barriers to joint working faced by qualified, practising SLTs and EPs; the results will influence the further development of this workshop.

83. Meta-structures and skills frameworks for assessment in research-based education: helpful or hindering?

Speakers: Gwyneth Hughes, Adam Gibson, Jenny Griffiths, Ali Mozaffari

Many programmes at UCL are developing a research throughline where research activities and skills are progressively developed and assessed so that the throughline develops a student's capacity to undertake investigations over the whole programme (Fung, 2017).

However, assessment of research skills in a modular programme is not straightforward. Research skills have to be identified and these may overlap with more generic academic and professional skills. It may not be obvious how research activity is joined up, assessed and supported across the programme, particularly in interdisciplinary programmes when students take different pathways. Assessing research skill progression in a throughline could be helped or hindered by a range of frameworks/ generic meta-structures. The paper will consider the following influences:

- Discipline-level structures such as the Integrated Engineering Programme
- Connected Curriculum framework
- UCL student assessment criteria guidelines
- External accrediting body requirements
- No external meta-structure or local marking

grids

This paper will explore how 3 programmes with different research throughline designs have experienced the influence of meta-structures on assessment of research skills and explore what lessons they have learnt.

The paper will conclude with a brief look at a research skills assessment framework from Australia to consider what this approach might offer for disciplines.

84. What are UCL medical school students' perceptions of summative feedback provided for OSCEs and SBAs examinations?

Speakers: Anjali Gondhalekar

Background:

UCL medical school continues to provide summative feedback to medical students after their OSCEs (Objective Structured Clinical Examinations) and SBAs (Single Best Answer). This project aimed to evaluate student views of current feedback methods used to ascertain ways of improving the feedback provided in future examinations.

Feedback currently provided includes written examiner feedback for each OSCE station, station specific histograms to graphically illustrate the cohort's mark distribution and a statistical breakdown of SBA questions for each sub-specialty. Finally, a face-to-face feedback lecture delivered by faculty members discusses each OSCE station.

Summary of the work:

Questionnaires were disseminated to medical students in years 4, 5 and 6 and students were invited to attend focus groups at the Royal Free Hospital and Whittington Hospitals, London. Further focus groups in March and April 2018 will garner student opinion further.

Summary of the results:

104 students responded to our questionnaires regarding feedback for examinations in years 4, 5 and 6.

88% of respondents found the written examiner feedback useful. Moreover, 81% of students appreciated the statistical sub-speciality breakdown of SBAs.

78% of students found histogram and ranking data for each station to be useful, even though some felt it didn't always accurately correlate to written feedback.

Students found the OSCE debrief lecture least helpful of the feedback methods with 55% of students finding it helpful.

Never the less, overall 67% of respondents found

there to be considerable improvements in feedback compared to previous years.

Discussion & Conclusions:

UCL medical school's examination feedback methods have shown considerable improvement, whilst some students remain unsatisfied.

Having garnered the opinions of the students and their suggestions for improvement, some are keen to obtain the raw marks for each station, which is not always equitable.

Take Home messages:

This research indicates a gradual improvement in student perception of feedback, even across year groups. We hope that future focus groups and student collaboration, will enable us to identify areas to further improve summative feedback for UCL medical students to better support their learning needs.

85. What really makes a difference? A summary of some of the latest published evidence for teaching techniques.

Speakers: Elinor Bailey

Including: ways to use class voting, techniques for inclusion in the curriculum, a 'growth' mindset, 'backwards design' of courses, and a new way to carry out classroom observation. Based on a 3 day workshop with the Yale Summer Institutes team held in the UCL Physics Department.

86. Academics and students in conversation about multimodal assessment

Speakers: Mira Vogel

"Students learn to produce outputs - assessments directed at an audience" is one of the dimensions of the UCL Connected Curriculum. It implies a diversification of student work into media and genres beyond the essay, report and test. How does this play out for students required to produce digital outputs such as blogs, videos websites, and podcasts? How can assessments be designed to encourage students be ambitious but not leave them floundering? How can peers help each other achieve more than can be achieved alone? How do assessors - whether academics or fellow students - go about making judgments about diverse interpretations of the same assessment brief, exhibiting diverse skills? How do assessors manage the changes?

Reflecting findings and recorded first person accounts from a 2016-17 Connected Curriculum Fellowship project (https://wiki.ucl.ac.uk/x/LUq_Aw) in the light of a review of the relevant literature, this presentation will consider these questions.

87. Using MyFeedback to view and compare assessment feedback

Speakers: Jessica Gramp

The UCL Moodle MyFeedback is a report that enables students and staff to view grades and feedback for assessment activities such as Moodle Assignments, Turnitin Assignments, Workshops and Quizzes across modules in a single-view report. MyFeedback provides links to submissions and any feedback that has been returned via Moodle. This presentation will demonstrate how the report can be used to support students in personal tutoring meetings. Watch the video on how UCL students can use the MyFeedback report: <https://youtu.be/gI9Mq4qsFPs>

88. Helping students towards transformative learning with threshold concepts **Australian Catholic University, Canberra, Australia**

Speakers: Catherine McLoughlin

Pedagogic research organised around the investigation of threshold concepts offers a fresh way of thinking about teaching learning processes with students. Originally developed by Meyer & Land (2006), the term threshold concepts is a way of conceptualising key stages in learning important and often troublesome concepts within a discipline

Although threshold concepts have been identified in disciplinary contexts such as mathematics, occupational therapy and engineering, little research has been conducted to investigate how student teachers engage in the process of becoming professionals and meeting national standards mandated for employment. More recently, researchers have begun to develop methods to recognise how students often struggle with threshold concepts, which act as bottlenecks to full comprehension. Grasping a threshold concept is transformative because it involves an ontological as well as a conceptual shift in the learner. New understandings are assimilated and learners experience a change perception, cognition and identity. An illustration would be a shift from a being a student of teaching to someone who thinks and behaves like a teacher. Threshold concept research is linked to students' emerging conceptual understandings and, therefore establishing a dialogue with the students about their struggle to comprehend is essential. This paper reports on a study of how threshold concepts was used to engage students in dialogue about their learning to become professional teachers. It also illustrates how threshold concepts can be used to assess students' understanding of essential professional knowledge.

89. Enhancing Laboratory Based Learning through Developed Assessments (Video Lab Reports & On-line Post Labs)

Speakers: Dr Aga Kosinska with Co-presenter: Dr Peter Bowman

Writing a scientifically acceptable chemistry lab report remains the biggest challenge for the majority of science students, particularly those on foundation programmes. Many students entering higher education have a little experience of laboratory environments or of communicating their experimental data (MacNeil & Falconer, 2010; Haggis, 2006), and generally for science students, even those who enjoy the laboratory experience, this is a daunting task (Rosenthal, 1987). Lab reports, however, can constitute a major component of students' overall grade (20-50% of a Chemistry module) and are therefore a key to academic success. An enhanced learning approach has been introduced to support learners' written and oral skills. The template based, on-line post labs and video lab reports have been designed to develop and support international students' communication abilities (Overton et al., 2011; Kosinska et al., 2014 <https://eic.rsc.org/ideas/using-video-for-lab-reports/2010149.article>, latest access 2017).

90. The Use of Visual Images to Elicit Student Feedback

Speakers: Dr Peter Fine

Aims and Objectives: Student feedback is an essential element in the development of an educational experience. Traditionally the prolific use of surveys in the discourse of 'quality enhancement' has failed to fully address a holistic view of student experiences. The use of visual representation in evaluation activities can influence quality reflection of past learning experiences. The aim of this study was to report on the use of 'picture cards' as an appropriate visual method of obtaining feedback.

Method: General Dental Practitioners (GDPs) studying towards a Masters' degree in restorative dental practice were recruited for this study. An independent researcher, with a background in visual art and art history undertook the visual representation session. Each GDP was encouraged to choose one 'picture card' image from 27 available images, address their peers with their reflections of the learning experience, and reflect on their choice of card.

Following this event a short questionnaire was used to find out GDPs perceptions to this novel approach to feedback.

Results: 11 questionnaires were returned. One respondent recalled which picture card they chose.

45% (n=5) respondents felt giving feedback to a stranger preferable. Only 9% (n=1) reported they would prefer to give feedback by picture card evaluation technique. Qualitative data from the questionnaire: i) indicated the picture cards were only moderately helpful in stimulating thoughts, ii) provided limited data of the GDPs learning experience, iii) provided windows into the learning and professional lives of the participants.

Conclusions: The outsider independent nature of the feedback sessions allowed for an open and frank discussion on the quality of learning experience of participants. The use of the picture cards rarely enabled students to reflectively articulate their learning experience both on an individual and interactive basis. This visual method of feedback proved to be less/as effective as traditional feedback methods but may be less onerous to explore.

91. Reference lists for written examinations – literature. micro presentation

Speakers: Simmonds J V, Shannon H, Davenport HS

Programme Leads: MSc Advanced Physiotherapy and Physiotherapy Studies, Great Ormond Street Institute of Child Health

Working within an evidence-based higher education culture, the expectation is that students will integrate key research literature into their assessments.

Within UCL's postgraduate physiotherapy programmes, students undertake unseen written examinations in core clinical modules. Tutors have observed limited integration of research into examination answers, particularly by students who find academic writing more challenging, while students have reported high stress levels related to recalling references in exams. In 2016-17 the team piloted a process giving students the option to prepare and submit a list of 20 references in advance of the examination which is then returned to them for use on the day.

Feedback, via a short survey, was obtained from both students and marking teams. Grades were compared to previous cohorts where available. Students reported that while the written examinations remained stressful, preparation of the lists helped them particularly to focus their revision. Staff reported some improved integration of

literature.

92. Impact of online resources in teaching Statistics to Undergraduates

Speakers: Elinor Jones

We investigate the use of a virtual learning environment (VLE) by over 200 undergraduate students, mostly statistics or mathematics majors, enrolled on a course in applied statistics. The VLE provides access to a variety of tailor-made resources varying in degrees of interactivity, and is intended to supplement weekly face-to-face lectures. Student engagement with the VLE is automatically tracked.

A model for academic achievement will be built based on student interaction with the VLE. In particular we look at which resources are preferred by weaker or stronger students, and whether academic background impacts on how these are used. We conclude with a discussion on the types of resources that students find most useful in learning statistics at University level.

93. Flipped learning for first years: the key to successful engagement or disaster waiting to happen?

Speakers: Dr Amy Thornton. Co-authors will be Matt Smith and Dr Sherry Nakhaeizadeh

The abstract is: After some disappointing results from the first time our Qualitative Research Methods course was run, we realised that student engagement had been low, and they were failing to attain the required depth of knowledge within the contact time. Flipped learning as a model was used to re-design the course with the hope of achieving higher levels of engagement, setting expectations around digital engagement through moodle, and hopefully leading to greater digital engagement in the longer term for those students. By setting the baseline to be achieved outside of class, it was hoped that greater interactivity and a deeper understanding could be reached in class and tutorial time. However, with first years things are not always as they seem...

94. Use of quizzes in large statistical lectures: student perception

Speakers: Niloufar Abourashchi

The focus of this project is to improve the quality of the feedback provided to undergraduate medical students so that the information feedback to them can be used to identify areas for improvement and help lead to better performance in both future examinations and clinical work. Currently, the UCL medical school provides students with individual feedback from examiners for each OSCE (objective structured clinical examination) station, histograms indicating the distribution of the year group's performance in each OSCE station which allow students to compare their performance with their peers and a breakdown of their marks for each speciality examined in the written SBA (single best answer) examination. We hope to garner the opinions of year 6 medical students who received this form of feedback in their Year 5 examinations to ascertain how useful this feedback is. Additionally, we would canvas student opinions on what they would like to be included in feedback. Based on the students' opinions we would implement changes to the current methods of feedback to improve its quality and tailor it to the needs of the students so that it can be an effective tool of identifying areas of strengths and weaknesses thereby allowing students to reflect and develop skills that could lead to improved performance.

