



THE UNIVERSITY *of* EDINBURGH



The University of Edinburgh Learning and Teaching Conference

Inspiring Learning

Wednesday 20th June 2018
John McIntyre Conference Centre

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Welcome

Dear colleagues

It is with great pleasure that I welcome you to the first University of Edinburgh Learning and Teaching Conference. We are delighted to be hosting Professor Amy B.M. Tsui from the University of Hong Kong and Dr Katarina Mårtensson and Dr Torgny Roxå from Lund University in Sweden, as our keynote speakers, and I am sure that their work on large-scale curriculum reform and the importance of teaching cultures and conversations, will stimulate a great deal of discussion during and after the conference.

Our University has a long history of pioneering approaches to learning and teaching and we hope to showcase many examples of the diversity and richness of practice from across the University at this conference. We have more than 50 presentations from students and staff across the University, contributing to a vibrant and exciting conference programme. There are 300 staff and student delegates attending the conference, a clear confirmation of the interest and commitment colleagues across the University have to innovation in teaching and learning, and to ensuring a rich and rewarding experience for our students. I hope you will all have an enjoyable and fulfilling day.

Kind regards

A handwritten signature in black ink, appearing to read 'C. Jeffery', written in a cursive style.

Professor Charlie Jeffery

Senior Vice-Principal

Programme Overview

08:15 – 08:50	Registration and Refreshments
09:00 – 09:15	Welcome, Professor Peter Mathieson
09:15 – 10:15	Keynote One, Professor Amy B.M. Tsui
10:15 – 10:45	Refreshments
10:55 – 11:25	Session One
11:35 – 12:05	Session Two
12:15 – 12:45	Session Three
12:50 – 13:40	Lunch and Poster Viewing
13:45 – 14:45	Keynote Two, Dr Katarina Mårtensson and Dr Torgny Roxå
14:45 – 15:15	Refreshments
15:25 – 15:55	Session Four
16:05 – 16:35	Session Five
16:45 – 17:00	Plenary, Professor Charlie Jeffery

Social Media

Please include the conference hashtag in posts: #uoeltconf18.

Photography

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Session Overview

Session One:

Time	Session	Title	Presenter
10:55 – 11:25	1A	The Near Future of Teaching at Edinburgh	Sian Bayne et al.
10:55 – 11:25	1B	LiberatEd: Creating an Intersectional, Inclusive and Empowering Curriculum	Diva Mukherji et al.
10:55 – 11:25	1C	Three Sequential Presentations <ul style="list-style-type: none"> • Implementing continuous summative assessments for enhanced student engagement: benefits and challenges at The University of Edinburgh • Introduction of a new online platform for formative and summative assessments in the MBChB programme • Creating and Climbing ALPs (Assessment Literacy Pyramids) 	Kathryn Redpath David Kluth Susan Rhind
10:55 – 11:25	1D	Two Sequential Presentations <ul style="list-style-type: none"> • More frequent and game-ified feedback using Coderunner to teach introductory programming • “Toybox” tools that Soften the Mathematical Blow 	Stuart King et al. Alan Murray
10:55 – 12:05	1E/2E	Playful Learning - evaluation and development of OER Board Game Jams	Eva Murzyn et al.
10:55 – 12:05	1F/2F	Humanising Higher Education: what can we learn from the Health Humanities	Daphne Loads
10:55 – 12:05	1H/2H	Exploring Co-Creation and its Potential for Developing More Inclusive Curricula	Tanya Lubicz-Nawrocka

Session Two:

Time	Session	Title	Presenter
11:35 – 12:05	2A	What do Edinburgh Students Want? A mixed methods analysis of NSS 2016 Free Text Data	Jill Mackay et al.
11:35 – 12:05	2B	Three Sequential Presentations <ul style="list-style-type: none"> • Generating impact by linking research and teaching: students as change agents • The PhD with Integrated Study in Science and Entrepreneurship • Reflections on introduction of ‘Medical Research @Edinburgh: a research masterclass with....’ for early years MBChB Students 	Hannah Cornish et al. Jean O’Donoghue et al. Gillian Gray et al.
11:35 – 12:05	2C	Product, process or practices? Distributed learning and assessment in digital education	Tim Fawns et al.
11:35 – 12:05	2D	Lecture Recording in Mathematics and Physics – Initial Findings	Pamela Docherty

Session Three:

Time	Session	Title	Presenter
12:15 – 12:45	3A	Three Sequential Presentations <ul style="list-style-type: none"> • Intimacy at scale: Fostering academic community after enrolment growth • How physics students develop business skills and commercial awareness through business simulations competition • Preparing medical students for effective practice: the challenge of transition from a medical student to a FY 1 	Nick Treanor Susan Bird Val McDowall et al.
12:15 – 12:45	3B	What question? Enabling dialogue between students and their teachers	Anna Wood et al.
12:15 – 12:45	3C	Three Sequential Presentations <ul style="list-style-type: none"> • Using assessed blogs to develop research skills • Assessment in a digital age: Rethinking multimodal artefacts in higher education • “s167378, you need to use another word here”: How English for Academic Purpose (EAP) tutors interact when giving academic writing feedback 	Nina Morris Jen Ross Jill Haldane

12:15 – 12:45	3D	Developing teachers of the future: the Undergraduate Certificate in Veterinary Medical Education	Neil Hudson
12:15 – 12:45	3E	'PLZ HELP': Navigating Minecraft as a digital education space with postgraduate students	Philippa Sheail et al.
12:15 – 12:45	3F	Enhancing engagement and creating community with a school-based Edinburgh Teaching Award	Catriona Bell

Session Four:

Time	Session	Title	Presenter
15:25 – 15:55	4A	Teaching Research Methods at Scale: connecting accredited University provision and open MOOC learning	Jeremy Knox
15:25 – 15:55	4B	Showcasing good practice across the University - Teaching Matters	Jon Turner
15:25 – 15:55	4C	Three Sequential Presentations <ul style="list-style-type: none"> • What Works? Sharing Insights from School Annual Quality Reports • What can the questions that graduate students bring to ELE's Writing Centre tell us about student learning across the disciplines? • "After University? What you said; What can you do about it" 	Nichola Kett et al. Alison Thomas Matt Vickers
15:25 – 15:55	4D	Preparing students for dealing with wicked problems	Rebekah Tauritz et al.
15:25 – 16:35	4E/5E	How can we make research-led learning and teaching visible and how can we measure and evaluate it?	Sarah Cunningham-Burley et al.
15:25 – 16:35	4F/5F	Enhancing Assessment Literacy amongst PGT students and staff	Claudia Rosenhan et al.
15:25 – 16:35	4G/5G	Enhanced student engagement with digital education through the creation of an online community	Maggie Carson
15:25 – 16:35	4H/5H	Engaging PGT students with feedback, the use of audio feedback	Gill Aitken et al.

Session Five:

Time	Session	Title	Presenter
16:05 – 16:35	5A	How to Build a Learning Community	Pamela Docherty
16:05 – 16:35	5B	Three Sequential Presentations <ul style="list-style-type: none"> • The APEX 5 Expedition and Apex (Altitude Physiology Expeditions) – Inspiring Learning in the Bolivian Andes • University Social Responsibility – Supporting Experiential Learning through European Collaboration • “Doing things outside the academic box”: teaching sensory geographies in practice 	Christopher Graham et al. Matthew Lawson et al. Nina Morris
16:05 – 16:35	5C	Three Sequential Presentations <ul style="list-style-type: none"> • What is the value of lecture recording at the University of Edinburgh? • Wider Themes in Digital Education – flexibility, structure and student agency • Developing online career development learning tools for the Vet School: using alumni to inspire confidence in professional networking 	Jill Mackay Peter Evans Susan Rhind et al.
16:05 – 16:35	5D	Two Sequential Presentations <ul style="list-style-type: none"> • Integrating the world of work into university • Supporting student development through alumni mentoring projects 	Suzanne Agnew et al. Craig Phillips et al.

Keynote One

Professor Amy B.M. Tsui, The University of Hong Kong.

Transforming Student Learning: the journey of a university-wide curriculum reform.



Abstract:

How do we prepare students for an unknown future, and what kind of learning experience will equip students for careers that have yet to be invented? These are questions that universities worldwide have been grappling with in the past two decades. At the University of Hong Kong, we have tried to address these questions in a university-wide curriculum reform afforded by a government-mandated education restructuring from three-year to four-year undergraduate education. Our thinking and university-wide deliberation have been guided by the following questions:

- What is the core mission of a university?
- What does the university need to do to ensure that students have the knowledge, skills, dispositions and values not only to cope with change and the unknown future, but more importantly to bring about change and to shape the future for a better world?
- What learning experiences will help to nurture such knowledge, skills, dispositions and values, and what kind of learning environment will afford such experiences?

In this presentation, I shall take you through the journey that we have traversed, from the conceptual framework, the design of the curriculum, the underpinning theories of learning to the implementation strategies and processes, and discuss the achievements and the challenges. I shall share with you my personal reflections on the complexities of curriculum reform processes, and how they can or should be managed and sustained.

Biography:

Amy B.M. Tsui is Professor Emerita of The University of Hong Kong, and was Chair Professor of Language and Education in the Faculty of Education (1997-2017). During 2007-2014, she was Pro-Vice-Chancellor and Vice-President (Teaching and Learning) at HKU during which she led the historical reform of undergraduate education from a three-year to a four-year degree programme. She has given presentations on the reform in a number of conferences and workshops in the UK, US, continental Europe, Australia, China, Russia, S. Africa, India, and Singapore. Her work was reported widely in local and international media, including the Times Higher Education and the Chronicle of Higher Education. She has published nine books and over 100 articles on classroom discourse, conversational analysis, language policy, and teacher development, has presented over 80 keynotes in international conferences and has served on the editorial and advisory boards of over 25 international refereed journals. She has been providing professional and community service locally and internationally throughout her academic career, including serving on governments' advisory

committees, university councils and advisory boards, and is currently a member of the Board of Governors of the International Baccalaureate. She was awarded an Honorary Doctoral degree in Education by the University of Edinburgh in 2015.

Keynote Two

Dr Katarina Mårtensson and Dr Torgny Roxå, Lund University, Sweden.

Strong and weak ties – changing teaching cultures in higher education.



Abstract:

Academic teachers form their conceptions about teaching while interacting with close colleagues inside *significant networks* (Roxå & Mårtensson, 2009). These significant and trustful interactions take place privately, backstage. Hence, teaching will not change unless these significant conversations change. For change in teaching to happen, academic teachers need to talk to new people about teaching and student learning, talk about new things, or talk in new ways, while interacting inside their significant networks. Such change will both signify change and drive change further (Mårtensson, 2014).

From an organisational perspective, it is productive to approximate significant interactions with clusters, weak ties, and strong ties as they are explored in network research (Granovetter, 1973). In the organisational meso level, academic teachers form workgroups, disciplinary communities, or other entities, where they interact through strong ties. In these clusters traditions, habits, tacit assumptions, and recurrent practices are formed over time (Jawitz, 2009; Trowler, 2009), and these cultural features make it appropriate to talk about clusters as *microcultures* (Roxå, 2014; Roxå & Mårtensson, 2015). Between clusters/microcultures, information is carried through weak ties. Mark Granovetter, in a seminal article from 1973, coined the phrase *the strength of weak ties*. Anyone in higher education who wishes to improve teaching and inspire learning therefore should pay attention to and strengthen the weak ties that constitute interactions about teaching and learning.

This presentation outlines a sociocultural perspective on higher education based on aspects mentioned above.

References

- Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380.
- Jawitz, J. (2009). Learning in the academic workplace: The harmonization of the collective and the individual habitus. *Studies in Higher Education*, 34(6), 601–614.
- Mårtensson, K. (2014). *Influencing teaching and learning microcultures. Academic development in a research-intensive university*. PhD-thesis. Lund University Press, Lund, Sweden.
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- Roxå, T. & Mårtensson, K. (2009). Significant conversations and significant networks – exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547–559.
- Trowler, P. (2009). Beyond epistemological essentialism: academic tribes in the 21st century. In C. Kreber (Ed.) *The University and its disciplines – within and beyond disciplinary boundaries* (pp. 181–195). London, Routledge.

Katarina's Biography:

Dr. Katarina Mårtensson is senior lecturer and academic developer at Lund University, Sweden. Her work includes supporting organisational development through academic development, scholarship of teaching and learning, and leadership. Her research and publishing focuses on social networks, academic microcultures, and academic leadership, and her PhD-thesis in 2014 was titled “Influencing teaching and learning microcultures: Academic development in a research-intensive university”. She is co-president of ISSOTL, the International Society for Scholarship of Teaching and Learning, and was between 2013-2016 co-editor of IJAD, the International Journal for Academic Development.

Torgny's Biography:

Torgny Roxå is Associate professor at Lund University, Faculty of Engineering. He has 30 years of experience in academic development with a focus on developing quality cultures in higher education organisations. He developed the first pedagogical academy, the Lund ETP, which now runs on its 17th year and inspired both Swedish and international institutions. His research is focused upon strategic change in teaching cultures within higher education organisations, especially significant networks and microcultures. He is also Distinguished Scholar in Educational Leadership at McMaster University in Canada.

Session One

1A The Near Future of Teaching at Edinburgh	Presentation
Presenters: Sian Bayne, Digital Education and Michael Gallagher, Moray House School of Education	
Co-authors: Jennifer Williams, Institute for Academic Development	

‘Futures thinking’ has become popular over recent years as a way for institutions to understand the implications of rapid social and technological change (Slaughter 1996). In its most interesting forms, futures work takes place across communities to co-develop creative and speculative responses to change (Facer and Sandford 2010).

At Edinburgh, the **Near Future Teaching** project has been working over the last year to apply this method to collaborative thinking about futures for teaching and learning in this university. The driving ethos of the project is that our digital education should be driven not by technology, but by the values of its students and staff.

The aim of the project is not to predict the future but to create it, and in doing so to understand how to plan for future investment in technology, people and culture, and the future curriculum.

We have worked with hundreds of students and staff to understand the values and visions they have for the future of teaching and learning across undergraduate, postgraduate, on-campus and distance modes; we have devised possible scenarios for the future of education, and have worked with a wide group of people to design responses to these.

Some of the project outputs can be seen on the website www.nearfutureteaching.ed.ac.uk.

In this talk we will share project findings, and test our ideas for the future of digital education with workshop attendees. We will be looking for your active input on how, as a university, we might respond to our digital future.

References

- Facer, K. and Sandford, R. (2010) The next 25 years?: future scenarios and future directions for education and technology. *Journal of Computer Assisted Learning*. 26.
- Slaughter, R. (1996) The knowledge base of futures studies as an evolving process. *Futures*. 28:9.

1B LiberatEd: Creating an Intersectional, Inclusive and Empowering Curriculum	Presentation
Presenters: Diva Mukherji, Black and Minority Ethnic Liberation Campaign and Sarah Moffat, Edinburgh University Students' Association	

LiberatEd is a student-led initiative created by Edinburgh University Students' Association and led by Black and Minority Ethnic (BME), Disabled, LGBT+ and Women students from across the University, aimed at challenging the academic establishment to become more diverse, more inclusive, and more critical of historically dominant narratives.

Started in 2016, LiberatEd has provided a platform for students to discuss the issues they face as largely students from underrepresented backgrounds, and is used to support the introduction of a diverse and decolonized curriculum. Having hosted workshops across various schools, it has identified the core issues students face, and it works to vocalize and promote these issues to the wider student body. It encapsulates a variety of action – ranging from library exhibitions to successfully starting for more diverse course options.

LiberatEd aims to diversify existing Eurocentric and male-dominated reading lists and include more academics and texts from underrepresented backgrounds. This includes mainstreaming intersectional and critical perspectives throughout curricula and at all levels of study, including at Pre-Honours. Universities are spaces of knowledge validation, and LiberatEd uses its platform to amplify often overlooked narratives, integrating them into the core curriculum.

It also advocates for the increased hiring of BME, Disabled, LGBT+ and Women academics, and providing both academics and students from underrepresented groups with opportunities for career development and progression. It also supports all teaching staff being equipped with the knowledge, skills and confidence to challenge problematic behaviour, including racist, sexist, ableist, homophobic and transphobic microaggressions. This also includes ensuring that teaching and assessment methods are inclusive, for example, by empowering students from underrepresented groups to make their voices heard in lectures, tutorials and labs.

LiberatEd hopes to expand the current curriculum to one that values and strengthens voices from marginalized backgrounds. This initiative, a partnership between students, staff and the Students' Association, will work to make the university a more inclusive environment. This workshop will provide a framework of the work LiberatEd does, and draw from a range of material that demonstrates the necessity and benefits a decolonized and diverse curriculum has for students.

The presentation will include a short presentation at the beginning, explaining the aims and objectives that LiberatEd is based on, and will follow with some exercises with the participants. The exercises will involve participants thinking about the various ways in which teaching staff can engage in creating a more diverse curriculum, from in tutorials to wider college or university level policy.

1C Three Sequential Presentations	
1C:1 Implementing continuous summative assessments for enhanced student engagement: benefits and challenges at The University of Edinburgh	Did you know? Talk
Presenter: Kathryn Redpath, Centre for Open Learning	

One of the challenges most of us face at The University of Edinburgh is how to keep students meaningfully and purposefully engaged in their courses from the first few weeks and throughout, without over-burdening them with too many assessments and putting too much strain on colleagues doing the teaching and marking. This session will outline how colleagues in English Language Education (ELE) thought creatively to provide enhanced opportunities for continuous student engagement on English for Academic Purposes (EAP) courses within the Edinburgh International Foundation Programme (IFP).

In the past, EAP assessments were positioned towards the end of each term and this was placing too much pressure on students at particular points whilst not engaging them sufficiently throughout the term. In response to this we designed a series of innovative continuous summative assessments (CSAs), which in term one include a self-reflection on writing, as well as tasks about referencing, paraphrasing and summarising, cohesion and criticality, and in term two are based on the writing of a comparative critical review. Through the CSAs colleagues are now able to: provide students with formalised individual formative feedback at regular intervals on key areas for their academic development; keep them engaged with what they are learning from week to week; provide more scaffolded support for their development in their content subjects, and better prepare them for their summative assessments.

End of course feedback on the CSAs was favourable: students felt they were very useful in terms of their learning on the IFP, and they liked the fact that they could gain credit as they progressed through the term. However, a number of challenges arose with the implementation of the CSAs, such as the impact on staff time, as well as issues around electronic submission and marking. These issues, and how they were addressed, will also be explored.

1C:2 Introduction of a new online platform for formative and summative assessments in the MBChB programme	Showcase tools and technology
Presenter: David Kluth, Edinburgh Medical School	
Co-authors: Alan Jaap, Jennifer Hill and Paul De'Ath, Edinburgh Medical School	

Knowledge based assessments are an important component of the MBChB programme and are used to assess competency from Years 1 to 6. We have been using online assessment for the last 10 years, but the platform we used (OSCA) did not allow generation of adequate feedback from either formative or summative exams, the development of a searchable item bank, nor the construction of exams against a defined blueprint.

To address these issues Edinburgh Medical School decided to implement a new online delivery platform with IS Project management support. There were four elements to the project:

1. **Procurement.** Due to the cost the purchase had to go through formal procurement. This involved determining all the requirements for the system, putting out to tender and then reviewing real-time performance of relevant systems against our criteria with input from administrative, academic and IS staff.
2. **Item bank set-up.** This started in September 2017. This part of the project involved the import of designated online questions from our existing bank. This was around 6500 items, many of which were copies. We constructed a preliminary blueprinting system to enable all questions to be tagged in each of the relevant years for purposes of student feedback and exam construction. Faculty members started the process of editing and approving all of the items, which was 80% complete by January 2018.
3. **Formative exams and feedback.** We implemented the new platform across all years (1, 2, 4, 5 and 6) in semester one. To ensure students were familiar with the system a formative exam was arranged in all years under exam conditions. The students received a new detailed breakdown of their performance by specialty and skill, an indicative pass score and an explanation of the correct answers. We also delivered formative exams remotely that students could complete in their own time. We obtained preliminary student feedback on usability and satisfaction.
4. **Summative assessments.** We used the blueprinting software to automatically generate the papers for each year; these were then reviewed and approved by relevant faculty members. The exams in Years 1, 2 and 4 were all completed successfully, in particular we had no crashes of the online system as in previous years.

Our talk will highlight the challenges and lessons learned at each stage of the project as well as highlight the benefits to students and staff of our current system for exam construction and student feedback and subsequently clinical exams. We will deliver a practical demonstration of the platform.

1C:3 Creating and Climbing ALPs (Assessment Literacy Pyramids)	Lightning Talk
Presenter: Susan Rhind, Royal (Dick) School of Veterinary Studies Co-authors: Andy Brown, Jill MacKay, John Ryan, Kirsty Hughes, Caroline Mosley, Catriona Bell and Sharon Boyd, Royal (Dick) School of Veterinary Studies	

Assessment literacy is an increasingly used term in higher education which encompasses the range of knowledge, skills and attributes necessary to understand both the purpose and process of assessment. The notion of assessment literacy is entirely consistent with current views on feedback – in particular that for quality feedback to be sustainable, students need to be given specific opportunities to engage with both the more ‘technical’ aspects of assessment but crucially the academic understanding of standards and expectations – as Sadler (2010) describes, they need to ‘appropriate for themselves three fundamental concepts - task compliance, quality and criteria’.

This short talk will present the commonly used model of Miller’s pyramid from medical education which provides a framework for assessing medical competence. We propose an extension of this framework to the context of assessment literacy. Our model aligns assessment literacy activities to each level of the pyramid thus creating an Assessment Literacy Pyramid (ALP) aligned to desired programme outcomes.

We will present an example of an ALP in the context of veterinary medical education and challenge the audience to consider similar models appropriate to their own academic disciplines.

1D Two Sequential Presentations	
1D:1 More frequent and game-ified feedback using Coderunner to teach introductory programming.	Showcase tools and technology
Presenters: Stuart King and Chris Sangwin, School of Mathematics	

I will relate recent experience using the CodeRunner software (<http://coderunner.org.nz>) to teach introductory programming to students in Mathematics. CodeRunner is server-based software that allows automatic checking and marking of student code that is submitted to it. This allows the lecturer to structure tutorial time around setting small to medium-sized programming tasks to be completed by students online using CodeRunner. The CodeRunner software automatically checks the student’s code when it is submitted, comparing with lecturer-provided examples to discover if all the set test cases are passed, with a task being complete when they are.

The value to students of the CodeRunner system is twofold. Firstly, it acts to ‘gamify’ the tasks, students genuinely got hooked on seeing an array of ticks that show they have completed all the tasks, even though this was really a very weak game. Secondly it provides immediate feedback on an attempted solution, a student can see precisely what test was made, the output they obtained, and the output that they should have obtained. It is this last feature of using the software that I think was the most successful: it encouraged students by giving enough feedback to build their confidence from one successful task to the next. From the lecturer’s perspective the focus on providing tasks with immediate small amounts of direct feedback (even though that was automatically given), meant that the focus of the course shifted much more to trying to construct the questions asked to build the ‘scaffolding’ of tasks to build students’ confidence and proficiency to tackle bigger programming problems. The discussions with students in the workshops focussed on the detail of the questions in a clearer way than in previous years where tasks were given on paper and feedback was verbal in workshops.

Student views of the course were generally very good, and a number of the students specifically mentioned the use of CodeRunner in building their confidence early on and helping them to get started programming. Several others commented that they felt the focus on programming tasks in this way ‘forced’ them to learn the material, which they found beneficial.

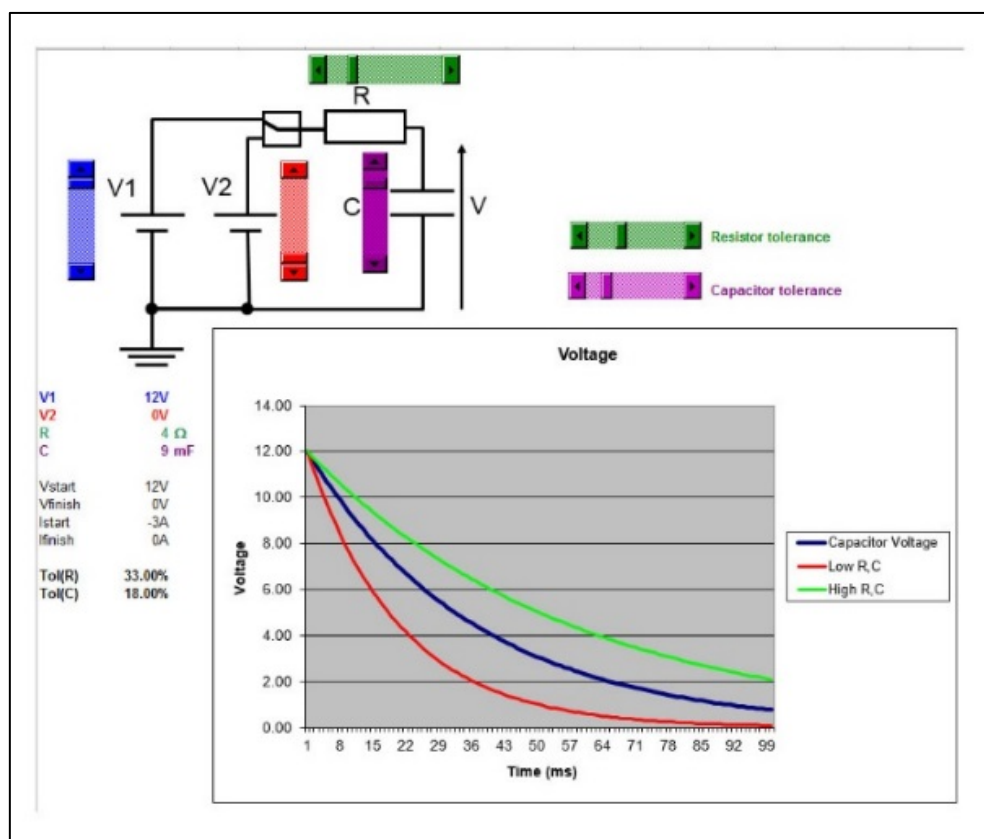
1D:2 “Toybox” tools that Soften the Mathematical Blow

Did You Know? Talk

Presenter: Alan Murray, School of Engineering

Students in many subjects find mathematics – and in particular mathematical equations – daunting and occasionally impenetrable. This suite of “Toybox” tools (<https://www.teaching.eng.ed.ac.uk/open-educational-resources>) allows students to explore some of the most fundamental mathematical representations in Science and Engineering via “simulations” that are based on Microsoft Excel. The paper will:

- present examples of the existing Toybox tools (example below)
- discuss the elements of Excel that have been used to make these work
- show examples of new “Toybox” tools in non-Science subjects developed for the conference



It is hoped that the paper will open up new collaborations with colleagues across the University and transfer the simple, but unusual, techniques that have been used to other subject areas.

1E/2E Playful Learning - evaluation and development of OER Board Game Jams	Workshop
Presenters: Eva Murzyn, School of Psychology and Stephanie (Charlie) Farley, Information Services	

The Open Educational Resources (OER) Board Game Jam playful learning sessions have been running out of the Education, Design and Engagement team in the Information Services Group since February 2016 and have focused on using a playful activity, the creation of a board game, to educate and engage staff and students in the understanding of copyright, open licensing, and Open Educational Resources.

Along with a chance to experience a taster of the Board Game Jam sessions and games created from earlier Jams, this workshop will present the findings of our PTAS-funded qualitative study evaluating the impact of the sessions on student and staff practice, and in what ways the playful learning activity resulted in engagement in learning and retention of Open Educational Resources, copyright, and licensing knowledge. The study involved small focus group sessions with Jam participants, and investigated how the playful element was perceived and integrated with the copyright knowledge, the key rewards and challenges of a playful approach, and the impact the Board Game Jams have had on the learning and teaching practice of the attendees.

We will also discuss the development of a short, quantitative measure of session impact based on the findings of the qualitative study. The measure can be used for ongoing evaluations of the Board Game Jam and other playful engagement activities run out of ISG across the University.

1F/2F Humanising Higher Education: what can we learn from the Health Humanities	Workshop
Presenter: Daphne Loads, Institute for Academic Development	

It has long been understood (although intermittently forgotten) that there is more to being a doctor than technical competence and propositional knowledge. Medical Humanities is a well-established field of study which aims to develop practitioners

“... who take charge of their own minds, who are free from narrow and unreflective forms of thought, who are compassionate and who act in the public or professional world.”(Cole et al., 2015).

This broader and deeper curriculum is addressed through exposure to and dialogue with non-medical disciplines, particularly in the arts and humanities. More recently, the emerging field of Health Humanities has tackled a wider remit, working with patients and carers and a range of health professionals. It also has a more ambitious aim:

“Rather than trying to humanise an existing biomedical knowledge base... the integrative approach attempts a more thoroughgoing process of refocusing medicine to address what makes us fully human.” (Crawford et al. 2010).

Could a similar approach be valuable in humanising higher education? The description above of an autonomous, compassionate agent seems as appropriate to a university teacher as to a doctor. Moreover, it is also appropriate to many other participants in higher education: students, librarians, learning technologists, counsellors, policymakers and others.

Of course some of us already have a background in the arts and humanities; others do not, but all can benefit from time and space to reflect on our practices and our identities. One of the ways I facilitate this reflection is through collaborative close reading of teaching texts as a way of exploring the human dimensions of higher education. By collaborative close reading I mean paying careful attention to a short text, word by word, together building up layers of meaning. By teaching text, I mean any writings that repay close scrutiny and that can tell us something about learning and teaching. In this workshop, I will invite participants to:

- read a teaching text together
- consider the potential of this practice for creating community and inspiring learning.

References

Crawford, P., Brown, B., Tischler, V., Baker, C. (2010) Health Humanities: the future of medical humanities? (2010) *Mental Health Review Journal* 15 (3)
Cole, T., Carlin, N., Carson, R. (2015) *Medical Humanities: an introduction* New York; Cambridge University Press

1H/2H Exploring Co-Creation and its Potential for Developing More Inclusive Curricula Workshop

Presenter: Tanya Lubicz-Nawrocka, Moray House School of Education

In this 'workshop', we will explore how co-creation of learning and teaching can be implemented, and its potential to develop more inclusive curricula. Bovill et al. (2016) suggest that 'Co-creation of learning and teaching occurs when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches' (p. 196). In my PhD, I have conducted interviews and focus groups at five universities in Scotland with both students and staff who have engaged in co-creation of the curriculum. I will present my initial research findings showing that some staff and students participating in co-creation of the curriculum in Scottish universities perceive it to benefit them by fostering the development of shared responsibility, respect, and trust; creating the conditions for partners to learn from each other within a collaborative learning community; and enhancing individuals' satisfaction and personal development within higher education. By incorporating diverse students' interests and wider knowledge, staff and students work together to create more inclusive curricula. Those participating in co-creation of the curriculum projects overcome challenges as staff and students take on different responsibilities, sometimes have increased time and effort involved in their learning and teaching, and sometimes face 'institutional inertia' or resistance from colleagues or students as they challenge the status quo. After briefly presenting benefits and challenges to co-creation of the curriculum, I will suggest questions for colleagues to explore together while they walk and talk to discuss processes of student engagement and co-creation of more inclusive, diverse curricula.

Session Two

2A What do Edinburgh Students Want? A mixed methods analysis of NSS 2016 Free Text Data	Presentation
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Presenters: Jill Mackay, Royal (Dick) School of Veterinary Studies and Neil Lent, Institute for Academic Development

Co-authors: Kirsty Hughes and Susan Rhind, Royal (Dick) School of Veterinary Studies; Hazel Marzetti, Institute for Academic Development

Background:

The 2015 Enhancement-Led Institutional Review recommended that the University of Edinburgh explore the free-text comments from National Student Surveys in greater detail, and utilise the responses to inform student experience. This project explored the 2016 NSS free-text responses from all 3080 students (response rate 78.8%) across the 19 Schools which responded.

Methods:

This project utilised a range of methods. Initially, three Schools were selected for exploration by JM, HM, KH and NL. All researchers independently coded the same 20 responses for each School in a grounded theory approach, generating themes directly from the data. Researchers then collaborated on refining these into broader themes that all researchers recognised. There was considerable overlap in the independent coding and no instances of a theme that was not recognised by the other researchers. Seven themes were identified: organisation; community and alienation; facilities; student concerns and self-development; learning and teaching; assessment and feedback; and research focus of staff. Within these themes there were sometimes overlapping expressions. The same dataset was explored via text-mining methods using the 'tidytext' package in R to explore word frequencies and associations by college.

Results:

The students' sense of their own identity was often expressed through their experiences at Edinburgh. Students often viewed attending the University of Edinburgh as a great achievement and considered themselves, and indeed their peers, to be of an excellent standard. This led to frustration when students felt as though their 'worth' was not recognised by the staff they interacted with, and this was expressed in a variety of contexts from assessment to the students' own career progression, fundamental issues regarding teaching and learning. Students consider themselves to be intelligent, their lecturers to be world-leading experts, and their university to be of an extremely high standard. As a result, the culture of 'never awarding As' is extremely frustrating for students.

Text mining analysis found a greater frequency of words like 'feel' used by students from the College of Arts, Humanities and Social Sciences, whereas the College of Science and Engineering frequently used words relating to the design of programmes (e.g. 20 credits vs 10 credits). Feedback was discussed positively when it was meaningful and informative, but negatively when considered 'unfair'.

2B Three Sequential Presentations	
2B:1 Generating impact by linking research and teaching: students as change agents	Did you know? Talk
Presenters: Hannah Cornish, Institute for Academic Development and Andy Cross, School of GeoSciences	
Co-author: Jon Turner, Institute for Academic Development	

Research is increasingly connected to - and driven by - stakeholders, participants and beneficiaries beyond the University. Many academics are engaging these groups earlier in the research cycle, and working in partnership to enhance their research and ensure its positive impact on communities, society and the economy. Alongside the increased importance of this impact-focused agenda there is recognition by the University of the additional potential to link research-led teaching to this, by offering authentic, experiential learning opportunities to students. This can be done by offering opportunities for students to directly contribute to research, learn about research from researchers, and then apply the results, equipping them with the skills needed for multi-disciplinary and collaborative working required both inside and outside academia.

Through an ongoing project (funded by an ESRC Impact Accelerator Award) we are identifying and evaluating a range of activities and courses across the University that function to connect research, student learning and impact in interesting ways. Such activities are hypothesised to provide opportunities for students to learn as genuine change agents, build capacity to extend and embed the impact of University research, and pave the way to creating meaningful long-term relationships between students and staff, external organisations, and community groups. In order to maximise opportunities to learn from and build on current strengths, we are analysing existing practice with the intention of a) determining how successful these approaches are, and b) developing practical frameworks to help improve and integrate them more widely.

During this talk we will introduce the project in more detail, before discussing the main themes and findings to date. We hope to offer participants insights into how they can embed these early findings into their own practice, while discussing ways of overcoming barriers to adoption (both perceived and real) and highlighting relevant support and guidance available.

2B:2 The PhD with Integrated Study in Science and Entrepreneurship	Did you know? Talk
Presenters: Jean O'Donoghue and Colin Campbell, School of Chemistry; Fumi Kitagawa, Edinburgh Business School	
Co-author: Jamie Fleck, Edinburgh Business School	

The changing nature of the doctoral training landscape is widely recognised. One aspect of this is the increasing number of doctoral graduates without increased numbers of academic positions. The disparity between the number of academic positions and the number of PhD

graduates requires a recognition of the role that doctoral training has in stimulating prosperity in our knowledge economy beyond academia.

Here we present our Centre for Doctoral Training (CDT) and in particular our integrated study programme as a response to pressures including employability of doctoral graduates and training for a postdoctoral career outside academia.

OPTIMA, the EPSRC and MRC CDT in Optical Medical Imaging, began in 2014 with the objective to train the next generation of healthcare entrepreneurs. Our CDT is hosted by the Universities of Edinburgh and Strathclyde and accepts 12 PhD students a year from a broad range of disciplines, to conduct interdisciplinary research into developing and applying new optical imaging modalities to real-world clinical problems. In addition, our PhD students undergo a training programme in Innovation and Entrepreneurship delivered by the University of Edinburgh Business School and the Hunter Centre for Entrepreneurship, targeting healthcare scientists.

In our integrated study programme, we have endeavoured to create a unique learning experience for our PhD students. These scientists have, in general, no formal business studies education but are keen to learn about the commercial environment and how to embed innovation and opportunity identification in their scientific careers.

To assess the student experience so far in three different cohorts, we conducted semi-structured interviews to assess the students' perception of their own change in outlook, and how their experience of this integrated teaching in addition to research differs from that of their peers.

We have found that the student experience is, overall, a positive one with students feeling more rounded and in control of their own careers. They identify as a different type of doctoral student with professional interests outside of academia as well as in academic research.

This early evaluation and reflection has allowed us to capture some of the additional benefits of embedding an integrated study programme within our doctoral training. We believe that we can advocate the embedding of innovation and entrepreneurship teaching and learning for early career researchers in scientific fields and share our practice and experience with other centres and graduate schools.

2B:3 Reflections on introduction of 'Medical Research @Edinburgh: a research masterclass with...' for early years MBChB Students	Lightning Talk
Presenters: Gillian Gray and Nick Spath, Edinburgh Medical School	

Introduction

Research leaders from the Edinburgh Medical School (EMS) frequently appear in the national and international press. Although Medical Students may come to EMS in part because of its outstanding reputation for academic research, they rarely have contact with research superstars. The intercalated BSc year for medical undergraduates offers a fantastic

opportunity to explore potential future career interests, including research, developing valuable skills for lifelong clinical practice [1,2]. It has been a compulsory part of the curriculum in Edinburgh since 2016. However, many students have a limited understanding of what research involves and encounter difficulty in knowing which BSc would best suit their interests.

Proposal and Discussion

Here we propose a designated 'Research Masterclass' programme, aimed at addressing these issues by giving MBChB students the opportunity to meet with leading researchers and their groups, to learn more about cutting edge research being undertaken in the EMS, to engage with typical research problems and processes, and ask questions which will help them to make more informed decisions about their BSc year.

Sessions will be centred around a talk from a high profile research leader, covering their main research interests, ongoing work and future developments, and highlighting the benefits of research for a career in medicine. Interactive breakout groups will follow this talk, facilitated by members of the speaker's research team. Students will tackle typical research problems, discussing approaches to solving research questions. Sessions will accommodate between 50 and 80 students and last between one and two hours.

The objectives of this programme are to increase exposure of MBChB undergraduates to research leaders, stimulate interest and broaden perspective regarding the intercalated year. If successful, this will enhance a sense of belonging to the wider medical school community, maximise benefit from the intercalated year and stimulate individuals who may be budding future career researchers.

Summary

Following highly positive feedback and constructive input from two medical student groups, we plan to pilot this programme in the first quarter of 2018, with a view to extending the programme to provide four sessions per academic year for first and second year undergraduates, prior to selection of intercalated programmes for Year 3.

[1] – Nicholson JA, Cleland J, Lemon J, Galley HF. Why medical students choose not to carry out an intercalated BSc: a questionnaire study. BMC Med Educ. 2010;10:25.

[2] – Woolliscroft JO. Revitalising academic medicine: the views of an interested bystander. Med Educ. 2004;38(11):1138-40.

2C Product, process or practices? Distributed learning and assessment in digital education	Presentation
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Presenters: Tim Fawns, Edinburgh Medical School and Clara O'Shea, Moray House School of Education

Assessment methods in higher education can isolate students from the people and many of the resources they have interacted with in the process of learning. We argue that ideals of reliability and standardisation privilege internal, individual and abstract forms of knowledge at the expense of contextualised, collective and adaptive practices. If we accept that

assessment is an important driver of learning, and that graduates will need to be effective users of social and material resources in the workplace, then it follows that assessments in which students are able to make use of available resources may be more appropriate in relation to future employment. This is particularly important in light of an increasing requirement for rapid adaptation to technological change.

In this paper, we draw on ideas from distributed cognition, in which processes of thinking are shared across people, tools and objects, to question traditional higher education assessment practices. We draw on experiences of our students on the MSc Clinical Education and the MSc Digital Education to question established definitions of knowledge, independence, self-regulation and autonomy. We argue that a requirement, within assessment, to reduce dependency on other people and external resources could be a barrier to learning by reducing opportunities to develop effective practices and to evaluate and, therefore, motivate, the adaptive capacity to integrate into complex social and technological environments. In conclusion, we call for the development of assessments in which students are not only allowed but encouraged to make effective use of people, technology, environments and artefacts in ways that test both understanding and the ability to operate effectively within collaborative, distributed systems.

2D Lecture Recording in Mathematics and Physics – Initial Findings	Presentation
Presenter: Pamela Docherty, School of Mathematics	

We currently hold a PTAS grant to investigate the effect of lecture recording on student learning in undergraduate Mathematics and Physics.

In particular, we are using the data provided by the lecture recording system (time of access, minutes watched, section of video etc.) in order to understand how students use this material. We are also exploring the relationship between the aforementioned behaviours and student learning attitudes and attainment. In particular, we would like to discover if underlying study beliefs and strategies are a factor in students' approaches to using the lecture recordings.

Additionally, we are investigating if and how students use lecture recordings differently in different course formats, namely 'flipped' courses using the TopHat voting response system for peer instruction, and more traditional didactic courses.

The project runs until August 2018 so this presentation will give a brief summary of our findings to date.

Session Three

3A Three Sequential Presentations	
3A:1 Intimacy at scale: Fostering academic community after enrolment growth	Did you know? Talk
Presenter: Nick Treanor, School of Philosophy, Psychology & Language Sciences	

In this brief talk I will highlight some recent initiatives in philosophy directed toward building a better community for students, specifically to encourage deeper academic engagement. Philosophy is traditionally a relatively small subject in universities, with total enrolment on degree programmes often 75-150. In that setting, a sense of familiarity and inclusion comes naturally, as students and academic staff inevitably get to know one another given the intimacy of scale. At Edinburgh philosophy is much larger, with nearly 700 students on degree programmes and over 2/3rds on joint degree programmes. Moreover, our pre-honours courses are extremely large and often enrol more non-philosophy students than philosophy students. As a consequence, it is difficult for students to get to know one another or feel part of an academic community of students and scholars. In light of this challenge, philosophy has recently introduced a number of new initiatives designed to consciously create the sort of community that is key to inspiring students and academic staff. These changes took place at the curricular, co-curricular and extra-curricular levels, and in this brief talk I will outline what we've done, why, and how it may be of interest to other subjects and schools.

Specific initiatives I'll mention include: tutorial groups in large pre-honours courses grouped by degree programme; grouping students on degree programmes with the same personal tutor; a programme of extracurricular events for students and for students and staff, e.g. an annual honours welcome dinner; peer critique exercises and topical working groups for dissertation students; changes to the structure of the honours curriculum, in particular separating 3rd and 4th year courses; involving students in advisory roles in academic staff appointments by incorporating a teaching session for candidates.

3A:2 How physics students develop business skills and commercial awareness through business simulations competition	Lightning Talk
Presenter: Susan Bird, Careers Service	

As the link Careers Consultant for the School of Physics I intend to introduce the IBM Universities Business Challenge (virtual business trading simulation competition with support from business mentors) and the learning outcomes it promotes in terms of preparing graduates for the future.

I will illustrate the success of the School of Physics last year and how, working collaboratively with the School, we have built on that success for this year submitting three teams with students from years 2 – 4. (12/12/17 Two of the three teams have made it to the semi-final 23/2/18).

“The UBC offers undergraduates a unique opportunity to improve their knowledge of the business world, put theory into practice and develop their team-working, leadership and employability skills by participating in a team-based competitive challenge. The Challenge gives undergraduate students the opportunity to work as a board of directors in realistic, simulated companies, making all the critical business decisions that affect the company's performance.”

Experiential learning about business

Research conducted in conjunction with Canterbury Christ Church University Centre for Entrepreneurship and Innovation shows that the UBC complements classroom learning and provides a learning-by-doing experience which embeds taught theory, regardless of study discipline. It helps students to improve their understanding of how businesses work, develop their decision-making skills, their team-working abilities and increase their knowledge in key business areas such as risk management, marketing, finance, strategy, production, pricing and HR.

The UBC is designed around Learning Dynamics business simulations as a competitive experiential learning challenge to develop employability skills required in the workplace:

- Analytical skills
- Influencing skills
- Planning and organising
- Innovation in problem-solving

The findings were that the UBC also develops the following outcomes:

- promotes social learning
- develops enterprise skills and competencies
- encourages an entrepreneurial mindset

and provides an employability learning experience that cannot be achieved in class.

3A:3 Preparing medical students for effective practice: the challenge of transition from a medical student to a FY 1	Did you know? Talk
Presenters: Val McDowall and Barbara Findlay, Edinburgh Medical School	

Preparing graduates for the future: the challenge of transition into the clinical environment.

The General Medical Council states that the graduating medical student “must be able to demonstrate the outcomes in Tomorrow’s Doctors in order to be fully prepared for clinical practice.”

Following graduation, new doctors enter into a two year consolidation and training period, known as foundation training. Many new doctors describe the transition from medical student to junior doctor as a difficult and steep learning curve.

The MBChB programme at Edinburgh University is now one of the few in the UK to be a six year compulsory programme. Students undertake an intercalated degree in year three covering a wide variety of subjects; therefore their first experience of hospital medicine is now not until fourth year with multiple specialties taught in a short three-year time frame. Effective team work is the cornerstone of good patient care, however many of our medical students often feel vulnerable, unwanted and in the way during clinical placements. They can struggle to integrate into the ward and the team ranging from external reasons due to opportunities of placement or internal due to personality (seeking opportunities independently) GMC 2008.

Traditionally Edinburgh graduates are recognised as having excellent academic skills and knowledge but struggle clinically in the first year or two compared with other university junior doctors. The challenge for the future is to prepare our graduates to be as clinically excellent and ready as those graduates from other universities.

We are interested in how other Schools within the wider University prepare their graduates to move from student to effective participator in their new role post-graduation. We are looking for advice and solutions to help motivate students to engage in participating with their clinical experiences.

GMC 2008 How prepared are medical graduates to begin practice? A comparison of 3 UK diverse medical schools. Final Report of the GMC education committee.
<http://dro.dur.ac.uk/10561/1/10561.pdf?DDD45+>

3B What question? Enabling dialogue between students and their teachers	Presentation
Presenters: Anna Wood (remote participation) and Hamish Macleod, Moray House School of Education; Jessie Paterson, Royal (Dick) School of Veterinary Studies and Paul Anderson, School of Informatics	

Conversations between academics and students play a central role in successful teaching and learning in higher education and one important aspect of these dialogues is the questions that trigger them. However, at least anecdotally, it is common for both students and teachers to experience dialogues that seem to be at cross-purposes, are frustrating or in some way difficult.

Our PTAS-funded project sets out to examine academics' and students' experiences of questions and of dialogues in academic settings. We conducted semi-structured interviews with 14 participants (seven student and seven teachers) across three schools: Education, Vet School and Informatics, and used thematic analysis to determine key themes for each group.

These themes included: a) The reasons why students are reluctant to ask questions – such as worries about losing face and fear of others' negative reactions b) worries about when and where it is acceptable to ask questions c) concerns about being listened to by teachers

and negotiating the student/teacher relationship and d) communication challenges – for both home and non-UK students.

We use these findings to suggest practical strategies that can support both students and academics to have more productive conversations.

In keeping with our emphasis on dialogue, we propose to present this work as a 30 minute talk/discussion. We will give a short introduction to the project and explain our key findings. Following this there will then be an opportunity for the audience to respond to our findings by sharing their experiences of dialogues with students and their strategies for overcoming any difficulties. Similarities (and differences) to our findings will then be discussed.

3C Three Sequential Presentations	
3C:1 Using assessed blogs to develop research skills	Pecha Kucha
Presenter: Nina Morris, School of GeoSciences Co-authors: Hazel Christie, Institute for Academic Development and Jacob Barber, School of GeoSciences	

According to Dunleavy and Gilson (2012), “blogging is quite simply, one of the most important things that an academic should be doing right now” and, they contend, it is crucial that we develop these skills in our undergraduate curriculum. Over the last decade numerous positive teaching and learning outcomes have been associated with the use of blogs as a form of assessment including enhanced critical reading skills (Kidwell et al. 2012), more independent thinking (Dunleavy 2015), increased reflective skills (Glass 2013), and a heightened ability to make connections between course materials and the wider world (Smith 2010). Research into how blogging affects student learning, however, has largely focused on the more social elements of this technology, debating whether posting and commenting activities encourage student learning and engagement, build camaraderie, or support collective problem-solving. Very few studies have analysed whether the writing style associated with blogging may also be beneficial. This presentation will outline the findings of, and share the experiences of participants involved in, a PTAS project conducted at the University of Edinburgh which explored the experiences of students and staff in relation to assessed blogs focusing, in particular, on the extent to which blog writing enhanced students’ (self-perceived) communication skills, self-confidence, and ability to ‘do’ research.

3C:2 Assessment in a digital age: Rethinking multimodal artefacts in higher education	Pecha Kucha
Presenter: Jen Ross, Moray House School of Education Co-authors: Amani Bell and Jen Scott Curwood, University of Sydney	

Digital assignments are increasingly part of the landscape of higher education, with educators in many disciplines seeking to scaffold students’ competence and engagement with social, visual, interactive, and multimodal information spaces outside formal education into critical and creative capacities to work with and generate knowledge in formal settings.

However, assessment rubrics for such assignments have not always kept pace: teachers may be consciously or unconsciously working with “a paradigm of assessment rooted in a print-based theoretic culture” (Curwood, 2012, p. 232). Consequently, technical and compositional assessment criteria do not always address the richness and complexity of multimodal work. This presentation emerges from work in progress from a collaborative pilot project between members of the Centre for Research into Learning and Innovation (The University of Sydney, Australia) and the Centre for Research in Digital Education (University of Edinburgh, UK). The aim of the research is to develop new insights into the nature of digital assignments and methodologies for their design and assessment, drawing on theories of place-based learning, mobility, and multimodality. This is particularly relevant at a time when universities are rethinking teaching and learning by offering new opportunities for students to collaborate, innovate with technologies, and represent their disciplinary knowledge. In this presentation, Jen will share and theorise findings from interviews with students and tutors as well as analysis of multimodal assignments in an undergraduate class at the University of Sydney, and use them to spark discussion of implications for this work at the University of Edinburgh.

Reference:

Curwood, J.S. (2012). Cultural shifts, multimodal representations, and assessment practices: A case study. *E-Learning and Digital Media*, 9(2), 232-244.

3C:3 “s167378, you need to use another word here”: How English for Academic Purpose (EAP) tutors interact when giving academic writing feedback	Pecha Kucha
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Presenter: Jill Haldane, Centre for Open Learning

Global strategies of internationalisation in tertiary education have increased the student body at the University of Edinburgh. To support the successful learning, the instruction in expressing knowledge and the achievement of academic outcomes for this cohort, there is growing provision, including online delivery, for international postgraduate students in the skill of disciplinary writing. Increasingly diverse spaces for learning and teaching of academic discourse and language of argumentation requires ‘a context of instruction and interaction’ (Hyland and Hyland, 2006: 14) between teacher and student: interpersonal relationships are negotiated to accommodate both identities and communication goals. Yet communities of practice are ideologically different (Hyland, 2013), and cross-disciplinary mediation of discourse may inhibit the negotiation of clear meaning about students’ writing, potentially impacting on the developing confidence of postgraduate writers.

This presentation is an analysis of English for Academic Purpose (EAP) tutors’ register when negotiating discourse on feedback on academic writing courses at the University of Edinburgh. Focussing on pronouns and determiners that reference items in the text (this, these, here) or the participants in the feedback activity (you, me, your, my, I), the data show a possible hypothesis that feedback discourse may vary linguistically depending on the mode of delivery as well as the focus on language and grammar or argumentation; this variation can tell us about the interpersonal relations between EAP tutor and student, with important implications for inspiring students as writers-in-training.

3D Developing teachers of the future: the Undergraduate Certificate in Veterinary Medical Education	Presentation
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Presenter: Neil Hudson, Royal (Dick) School of Veterinary Studies

Co-authors: Nigel Stansbie, Susan Rhind, Ian Handel, Kirsty Hughes, Julie Dickson, Richard Mellanby and Catriona Bell, Royal (Dick) School of Veterinary Studies

A key responsibility of veterinarians is the education of clients, colleagues, students and the public. In order to formally recognise the important role that students play in our teaching and learning processes and to foster students as partners in education, we developed and introduced a novel Undergraduate Certificate in Veterinary Medical Education (UCVME), believed to be the first of its kind in the veterinary sector.

The UCVME is an optional modular programme and students can enrol in the third year of the veterinary degree. There are core and elective components, with completion over the final three years of the veterinary degree.

The UCVME has been embraced by students, with over 140 students enrolling since its inception in 2014, with 22 final year students (out of a year group of 160) achieving certification in 2017. Activities receiving credit have included: peer-assisted learning sessions, widening access educational workshops (encouraging and raising aspirations in school pupils), volunteering with educational charities, public engagement activities, veterinary client education and conference presentations. In addition, subsets of students are being mentored towards application for Associate Fellowship of the Higher Education Academy, with four successfully achieving this qualification in 2017.

The programme has provided opportunities for students to design and deliver outreach workshops to schools. In the first year of the programme, 26 students were involved in 10 outreach educational activities to over 900 school pupils in the UK and USA. An illustration of this is the ongoing delivery of science workshops for high school pupils.

This presentation will detail experiences with the programme, including feedback and reflections from student participants and stakeholders including partnership school teachers.

We believe this programme can help facilitate transitions in to and through university, help the educational training of students and ultimately develops key veterinary graduate skills. Furthermore, the programme has enhanced the learning community by providing opportunities for students and staff to work together as partners in education. There is significant scope for this UCVME model to be adapted and rolled out in other Schools and subject areas in Edinburgh and indeed further afield.

3E 'PLZ HELP': Navigating Minecraft as a digital education space with postgraduate students	Presentation
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Presenters: Philippa Sheail and Noreen Dunnett, Moray House School of Education and Stuart Nicol, Information Services
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This paper draws on the experience of the authors in working with postgraduate students in Minecraft, the highly successful 'building block' gaming environment, as part of a fully online Masters programme in Digital Education. In the context of the recent literature on Minecraft in education, and the programme team's previous work in the virtual world Second Life, we consider the opportunities and challenges of working with Minecraft as a digital learning and teaching space for postgraduate students. We present examples of student explorations, activities and responses to Minecraft over four course instances (2016-18). The course design incorporates a two-week intensive block of student engagement with Minecraft in 'creative mode', during which students are asked to explore Minecraft as a potential education space with a focus on building, design, creativity and collaboration. For fully online students who may never meet in person, we propose that Minecraft also has the potential to become a low-stakes virtual meeting and social space, albeit one which does not conform to the usual conventions of an academic environment. Working with emerging themes of public, community and temporary digital spaces, this paper highlights some of the highs and lows of the technical and organisational challenges of learning and teaching in a 'randomly generated world' without a formal 'supplier' partnership. We show that, despite its solid visual block architecture, Minecraft also presents a fragile and temporary space which, while providing highly creative opportunities, is often beyond the control of the student, teacher and institution. We conclude this paper with some recommendations for teachers and technologists working with students in digital education spaces which may be temporary, unstable and unpredictable.

3F Enhancing engagement and creating community with a school-based Edinburgh Teaching Award	Presentation
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Presenter: Catriona Bell, Royal (Dick) School of Veterinary Studies Co-authors: Susan Rhind, Jessie Paterson and Jill Mackay, Royal (Dick) School of Veterinary Studies
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Background

The R(D)SVS established a collaboration with the Institute for Academic Development in 2015 to offer a local school-based version of the Edinburgh Teaching Award (EdTA), a nationally accredited, mentored, longitudinal pathway to gaining Fellowship of the Higher Education Academy (HEA).

This local EdTA offers a flexible blended format, tailored to individual colleagues' needs and interests with regard to teaching and learning, with an additional strategic advantage of combining both veterinary-specific educational training alongside wider 'generic' educational training and philosophy, and provides this in a convenient and accessible location for colleagues at Easter Bush campus.

Results

a) Engagement Levels:

Since launching in June 2015, we have now achieved engagement levels of more than 50% amongst academic staff (69/130), with a further 26 colleagues from non-academic roles also participating (e.g. veterinary nurses, teaching technicians, postgraduate demonstrators). Nineteen colleagues have successfully completed the EdTA, and nine of these have subsequently gone on to join our team of EdTA Mentors. Furthermore, demand for the EdTA has spread via word of mouth to the point where our next cohort (June 2018) is already full, and we have a waiting list of a further nine colleagues hoping to join the EdTA.

b) Policy Changes:

As a result of positive initial feedback about the EdTA alongside strong support from School Senior Management, participation has now become mandatory for newly recruited academic staff (from January 2016) and existing staff are encouraged to participate, and the EdTA is also included in both annual appraisal forms and work allocation models.

Key Findings

Engagement levels with the local EdTA have far exceeded our expectations, and have helped to create a vibrant community of enthusiastic educators at our School in a relatively short timeframe. This approach may therefore be of interest to other Schools, and the presentation will outline the approach that was taken to embed the EdTA at the R(D)SVS, alongside an honest overview of the challenges faced and possible solutions identified.

Session Four

4A Teaching Research Methods at Scale: connecting accredited University provision and open MOOC learning Presentation
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Presenter: Jeremy Knox, Moray House School of Education

This presentation will discuss the design and delivery of a recent Massive Open Online Course (MOOC) entitled 'Introduction to Social Research Methods' (known as 'SOCRMx'). Offered on the edX platform, this pioneering design combined an accredited University of Edinburgh online Masters course with the public-facing format of a MOOC, thus demonstrating innovative ways of approaching distance learning at scale. During the academic year 2017/18, 31 students from the University's MSc in Digital Education programme participated in the MOOC as a formal part of a 20-credit course on social science research methods. Over 1,250 members of the public also participated, creating a vibrant and inspiring community of international learners, both within the University and beyond. This presentation will highlight the key design aspects of the SOCRMx MOOC intended to accommodate the different motivations and interests of a broad range of learners: enrolled students seeking formal accreditation as part of the MSc in Digital Education; University students from other programmes and schools interested in social science research methods to support their existing learning; students not enrolled at the University looking for additional materials to those provided by their current institution; educators and teachers from the University and beyond interested in finding out how MOOCs are taught; and members of the public interested in life-long learning. This diversity

of student population is a significant challenge for the 'open' format of the MOOC, and the future visions of distance learning provision. The student-centred SOCRMx design provided a choice of routes through the course materials, video contributions from a range of academics across the University, formative quiz assessments, and a final peer assessment exercise. The talk will conclude with an overview of the data analytics deriving from two instances of the course, as well as future recommendations for approaching distance learning at scale.

4B Showcasing good practice across the University - Teaching Matters	Presentation
Presenter: Jon Turner, Institute for Academic Development	

This presentation will provide an introduction to the University's teaching blog, 'Teaching Matters'. Teaching Matters aims to promote, discuss and celebrate teaching at the University of Edinburgh. Come along to experience some highlights from the Teaching Matters blog archive that demonstrate the high quality of teaching and learning taking place across the University. We will explore the ways in which you can use Teaching Matters as a searchable resource, as well as ensuring you are aware of the different ways you can contribute to this highly successful initiative.

4C Three Sequential Presentations	
4C:1 What Works? Sharing Insights from School Annual Quality Reports	Did you know? Talk
Presenters: Nichola Kett, Academic Services; Shereen Benjamin, Moray House School of Education and Tina Harrison, Edinburgh Business School	

School annual quality reports are a key part of the University's annual monitoring, review and reporting process. The process recently changed so that School annual quality reports are now considered at University-level rather than at College-level, with the College still playing an important role in their analysis. Using a streamlined annual report template, Schools identify new and innovative developments from throughout the year worth sharing more widely. Therefore, School annual quality reports are a rich source of good practice examples from across the University covering many aspects of learning and teaching and student support. The themes of good practice identified through an analysis of all 2016/17 School annual quality reports were: assessment and feedback; academic community; innovative learning and teaching and curriculum development; enhancing and management of teaching; student support; support for postgraduate research students; and employability. Due to the new reporting process, we now have information about these good practice examples readily available at University-level. The University is committed to sharing these good practice examples and attendees at this session will have the opportunity to hear examples from across the three Colleges and all types of provision. This session will be complemented by posters from the Colleges which share good practice examples linked to the conference subthemes.

4C:2 What can the questions that graduate students bring to ELE's Writing Centre tell us about student learning across the disciplines?	Did you know? Talk
Presenter: Alison Thomas, Centre for Open Learning	

The University of Edinburgh offers students a variety of one-to-one writing appointments. One of the most recent innovations at UoE is a writing centre offering appointments for international postgraduate students, and staffed by English Language Education (ELE) teachers.

This writing centre has been running for a year now, and operates by students bringing a short piece of their own writing, and a question of something they are unsure of, or would like to know more about. Because ELE teachers are not specialists on content but on writing and language, the format has created a data-set of student questions which reveal common – and disparate- concerns across disciplines.

I suggest that such a service not only supports student engagement at UoE as students

- engage in their own learning
- feel part of a supportive institution

but that such questions can reveal much about ‘real-time’ student concerns, which can be used to inform both when and what support might be required in terms of curriculum and pedagogy within subject areas. I shall present some of these student concerns.

4C:3 “After University? What you said; What can you do about it”	Lightning Talk
Presenter: Matt Vickers, Careers Service	

Students need to take charge of their career planning and increasingly do so from their first year, such is the level of competition in the graduate job market and requirement for experience. This lightning talk outlines an interactive session for first year maths undergraduates which aims to encourage this and inspire them to make the most of their time at university.

The session is entitled “*After University? What you said; What can you do about it*” and makes use of data from the University’s pre-arrival questionnaire (pre-entry) in order to remind current students what their personal goals were in coming to university and what they wanted to achieve. The focus then moves onto employability and the importance to recruiters of skills, including a group activity examining different graduate job skills.

4D Preparing students for dealing with wicked problems	Presentation
Presenters: Rebekah Tauritz and Velda McCune, Institute for Academic Development; Sharon Boyd, Royal (Dick) School of Veterinary Studies and Andy Cross, School of GeoSciences	

This presentation will focus on how you can prepare your students for dealing with wicked problems such as climate change, poverty and conflict in their future roles. Wicked

problems are messy real-world problems which cannot be fully defined. They have no single right solution, have a dynamic character, are intertwined with other complex problems, require imaginative interdisciplinary problem solving, and bring together multiple stakeholders with diverse perspectives. We will look at the competences students might need to work well in the context of uncertainty and highly complex problems and how these might be developed. The presentation is based on a project funded by the Principal's Teaching Award Scheme which looked into how colleagues across the University teach in relation to wicked problems and how they learned to do that. This qualitative study involved 30 academic staff members with varying levels of teaching experience in the University. Ethnographic data were collected across all three Colleges. This included semi-structured interviews and observing the participants as they navigated the virtual settings and online resources identified by them as sites where they could learn about preparing students to manage wicked problems. We also collected data on relevant virtual learning environments teachers used for their courses. Our participants shared a wide range of effective approaches to teaching in relation to these wicked problems including: asking questions that do not have one right answer; connecting learning with students' lives; interdisciplinary collaboration; and learning how to solve real-world problems. In the presentation we will share more about these teaching approaches and help participants consider how they could bring learning from this presentation into their own practice.

4E/5E How can we make research-led learning and teaching visible and how can we measure and evaluate it? Workshop
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Presenters: Sarah Cunningham-Burley, Edinburgh Medical School and Pauline Jones, Governance and Strategic Planning
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Research excellence does not always equate with teaching excellence but our research provides an outstanding platform for research-led teaching and learning to be embedded across our curricula. A challenge is to make the most of the broad and rich research environment to engage all our staff and students in a teaching and learning experience that is understood and experienced as distinctively research-led. Existing position statements on research-led learning and teaching emphasise its transformative nature and the importance of a researcher mind-set both for enhanced learning and future careers. Research-led learning and teaching is multidimensional, involving not only research skills, learning about research but also learning through research and, indeed, learning about learning. It can be characterised as taken-for-granted *and* innovative, pervasive *and* exceptional. This workshop aims to identify the ways in which colleagues across the sector are amplifying their efforts regarding research-led learning and teaching, how they go about making this visible and what methods are being harnessed and developed to measure the contribution of research-led learning and teaching within the curriculum, students' wider experience of our research culture and staff engagement. Monitoring and evaluation is an active process which should positively reinforce efforts towards research-led learning and teaching.

The workshop will commence with a brief overview of possible approaches, qualitative and quantitative, to map, monitor and evaluate progress regarding research-led learning and teaching and then involve small group discussions to focus on current practices and to scope the range of impacts, outcomes, outputs and indeed inputs that would support effective

monitoring and evaluation at different levels within an institution. This should be beneficial across the board, whether thinking about a specific learning activity, whole courses/programmes or, indeed, subject area, School and University commitments.

4F/5F Enhancing Assessment Literacy amongst PGT students and staff	Workshop
Presenters: Claudia Rosenhan and Farah Akbar, Moray House School of Education	
Co-author: Takuya Numajiri, Moray House School of Education	

Assessment literacy, the understanding of, and engagement with, the assessment processes, is a crucial skill for students and staff, and forms part of their graduate and professional development. Their understanding of and belief in assessment directly informs learning and teaching behaviours. One way of enhancing assessment literacy is to involve both staff and students directly in discussions surrounding the assessment criteria and the level descriptors, also known as marking schemes. Based on our recent PTAS-funded investigation, we have found that students have, overall, a positive response to the marking scheme when asked to engage with it directly, which validated attempts to make the marking scheme more explicit and comprehensible. The research also found, however, that students increasingly believed that other tacit criteria and knowledges creep into the assessment of their work. This assumption seems to be supported by evidence from academic staff, who admit that they sometimes tend to draw on tacit criteria in their evaluation of academic work. This finding is supported by the literature, in which a lack of shared understanding between students and staff, in particular about the way academic work is assessed, forms the largest obstacle to the development of effective assessment literacy and a community of practice.

Our workshop on academic assessment literacy will draw on our findings and the supporting literature to provide a starting point for a discussion amongst staff across disciplines, to gather ways in which disciplines form communities of practice around student assessment, provide support for international students in particular, and address as the continued need for staff development. The workshop will draw on worked examples, in which different marking schemes are investigated as facilitators of assessment literacy. Questions addressed may include how the tacit knowledge held by assessors can be shared with students, and how students can draw effectively on this shared knowledge to respond in their assignments.

4G/5G Enhanced student engagement with digital education through the creation of an online community	Walkshop
Presenter: Maggie Carson, School of Health in Social Science	

Enhancing engagement and creating community is an important aspect of any teaching role but especially so in digital education (Baran et al, 2012). Social isolation and a lack of peer support can be a significant problem for online learners leading to dissatisfaction and increased attrition rates (Ali et al, 2004, Sit et al, 2005). With the imposed time restraints of a 20 credit course delivered over ten weeks there is precious little time available to build meaningful relationships and establish a sense of trust within diverse cohorts of online learners.

What is the role of the teacher and how much responsibility should they take for creating a sense of community?

In your experience as either a teacher or an online student what factors do you believe significantly contribute to the educational experience for online learners? How can we promote successful interactions that encourage our students to work collaboratively to enhance their personal and collective learning?

Come and join in the discussions as part of this Walkshop and experiment with the use of an adapted icebreaker tool which has been used successfully in an online course to foster a sense of community and contribute to sustained student participation in asynchronous discussion boards.

4H/5H Engaging PGT students with feedback, the use of audio feedback	Walkshop
Presenters: Gill Aitken, Tim Fawns and Derek Jones, Edinburgh Medical School	

The MSc Clinical Education is an online Master's programme with increasing student numbers. Students are practicing health professionals with an educational remit who study part time. Consequently they have busy and demanding professional lives.

Each course is assessed by means of written work, designed to relate to the students' educational role. The programme team have been providing audio feedback to students for the past two years (in addition to in-text comments in grademark). The audio-feedback has been well received by students who like its personalised nature. It has also been suggested that it helps students to feel part of an academic community and that they view it as a means of engaging with tutors.

Staff also found the system convenient, no impact has been found on the time taken to mark, some staff report it takes less time, others more. This is an important consideration, given the numbers of students enrolled on the programme.

The programme team often reflect that similar mistakes are made in subsequent assignments, with some students clearly engaging more with the feedback provided than others.

We are considering how we can ensure that students engage with the feedback provided. Some suggestions will be suggested to trigger discussion and we are interested in the views of our peers. What others have tried and what we can consider in the future. While this work has been undertaken in one online programme it has wider implications for all those involved in giving (and receiving) feedback.

The walkshop will start with a summary of our findings. Specifically the lessons we have learned from providing audio feedback and how others can learn from these lessons. We will then invite participants to consider the following questions:

- 1) How can we encourage students to engage with the feedback we provide
- 2) Can audio feedback help in that process
- 3) What other methods of feedback can be employed.

Session Five

5A How to Build a Learning Community	Presentation
Presenter: Pamela Docherty, School of Mathematics	

In the National Student Survey 2017, the School of Mathematics was ranked first in the learning community category of all Russell Group Mathematics and Statistics departments. I'll explain how (I think!) we got here – what actions the School has taken to build a learning community among students and staff, what has worked well and what hasn't, and why a strong learning community is so important in higher education.

5B Three Sequential Presentations	
5B:1 The APEX 5 Expedition and Apex (Altitude Physiology Expeditions) – Inspiring Learning in the Bolivian Andes	Pecha Kucha
Presenters: Christopher Graham and Greig S Torpey, Edinburgh Medical School Co-authors: Eleanor W Lee, Jason Young, Gordon Paterson, Joseph A Willson and J Kenneth Baillie, Edinburgh Medical School; Alexander IR Jackson, University of Southampton and AA Roger Thompson, University of Sheffield	

Since its inception in 2001, APEX (Altitude Physiology Expeditions) has provided positive and highly autonomous experiences of research for University of Edinburgh (UoE) medical students, with many progressing to academic training and careers as clinical academics. Apex provides students from across the University, from all backgrounds, courses, and year groups, with a unique international learning experience. Apex also facilitates interdisciplinary learning and teaching, and student-staff partnership, through faculty and alumni supervision of the research and expedition organisation.

In 2017, the APEX 5 Expedition collected physiological, psychological, and genetic data from UoE student volunteers at sea level and high-altitude (4,700m) to further understanding of the physiological responses to low oxygen levels (hypoxia). Our expedition also aimed to inspire and develop UoE students by providing a well-organised and rewarding research expedition for our volunteers.

Broadly, we explored the impact of hypoxia on the immune system, blood clotting, and the eye. Hypoxia is a feature of several medical conditions and is common in intensive care patients, and we hope that our research will lead to better treatment options for hypoxic patients at sea level. We also evaluated if personality traits affect perception of mountain sickness symptoms. Data analysis and manuscript preparation are in progress.

We propose to discuss the benefits of the APEX 5 Expedition and Apex to the UoE and its students:

- 1) Inspiring learning in our student volunteers:
 - Through exposure to altitude and medical research, and via research-led teaching
 - APEX 6 and the student-led future of Apex

- 2) Preparing graduates for the future
 - Providing volunteers and organisers with a unique international experience
 - Lessons learned as the expedition organising team, from:
 - The research: ethical and grant applications, practical research skills, peer education, and data analysis and dissemination
 - Organising and executing the expedition: project management, teamwork, and leadership
- 3) Enhancing engagement and creating community within the University
 - The Apex model – benefitting UoE students through rewarding student-led research expeditions.

5B:2 University Social Responsibility – Supporting Experiential Learning through European Collaboration	Pecha Kucha
Presenters: Matthew Lawson, Department for Social Responsibility and Sustainability and Peter Evans, Moray House School of Education	

The University of Edinburgh is a leading partner in a pioneering European-funded project aiming to better understand University Social Responsibility, through audits of partner universities across Europe. Students play a central role in this project, undertaking audits, as well as going through a self-reflective learning process through a SLICC Course hosted by the University. Students completing the course will be awarded a Level 6 EQF Certificate in Social Responsibility Auditing.

At the Learning and Teaching Conference, we will look towards sharing the experiences of students going through the experiential learning process for both the Edinburgh and Kaunas audits, touching upon the benefits highlighted by students. Further lessons and insights using the SLICC model, with international visiting students, will be shared.

The project is a collaboration across the EHEA including the UK's National Union of Students, supported by the European Students Union, working with the University of Edinburgh (UK), the University of Porto (Portugal), Kaunas University of Technology and the Students' Associations of these universities (EUSA, AEFPCUP and KTUSA).

The project secured €290,745 from the EU Erasmus+ programme to support a three year programme. This project includes audits, site visits and the development of open educational resources over three years. These include materials to support facilitator training, student auditor training, learning, certification and assessment, and communication.

The project aims to contribute to the wider process of developing alternative models of curriculum development and renewal, centred on experiential non-formal learning in a real-world setting, advancing co-created transformative learning that will contribute to enhancing participants' employability in a way that also promotes the wider social responsibility and sustainability agenda, as per the Global Sustainable Innovation Forums, for example. The project will recruit 60 students to undertake auditor training and participate in the audits during the project.

5B:3 “Doing things outside the academic box”: teaching sensory geographies in practice	Pecha Kucha
Presenter: Nina Morris, School of GeoSciences	

This paper will focus on the design, and students’ responses to, my human geography undergraduate Honours option course Space, Place and Sensory Perception. Now in its fourth year, the course has four key aims: to introduce the students to the broad range of scholarship on the senses currently circulating within geography and related disciplines; to illustrate the ways in which our understandings of distinct sensory perceptions are historically, culturally and geographically situated; to consider the methodological implications of geographers’ theorization of the senses and the challenge that new and emerging approaches present to older paradigms; and, to encourage the students to reflect upon their own sensory engagements and make connections between knowledge gained in class and the wider world. Organised around lectures (including presentations from visiting scholars/practitioners), film screenings, student-led discussions, and immersive tutorials (with mini-field excursions, demonstrative props, and practical experiments), and drawing on literature from a range of disciplines, the course attempts to be as sensorially engaging as possible in its pedagogy, providing numerous opportunities for students to physically explore their senses and reflect upon their own experiences. For example, demonstrating a commitment to experiential rather than rote learning the course is assessed primarily by student blogs (composed of six posts) which individuals write in response to the course material. During the presentation the audience will, as far as possible, be encouraged to explore their own sensory engagement with the world around them.

5C Three Sequential Presentations	
5C:1 What is the value of lecture recording at the University of Edinburgh?	Pecha Kucha
Presenter: Jill Mackay, Royal (Dick) School of Veterinary Studies	

Background:

By the 2018/19 Academic Year, approximately 300 rooms across the University of Edinburgh will be equipped with Media Hopper Relay lecture recording facilities. The service allows for a variety of classroom activities to be recorded and uploaded to the Virtual Learning Environment (Learn) within each course. Media Hopper Relay aims to facilitate student learning through providing easily accessible course materials, however there are a number of associated challenges with implementing lecture recording.

In the surrounding literature, staff have expressed concerns that lecture recording affects student attendance¹; that it may impact staff’s intellectual property rights; and that privacy concerns are not adequately addressed². For students, lecture recording has often been found to alleviate stress during lectures; and can mediate the impact of learning adjustments or language barriers^{3,4}.

When exploring the impact of disruptive technologies, e.g. technologies which will eventually displace the current format, it is important to consider how cultural factors

influence how an organisation successfully adapts⁵. This presentation will explore how the concerns around lecture recording are expressed by staff and students at the University of Edinburgh.

Methods:

This project reports on the themes identified in unstructured interviews with staff and students across the University with regards to lecture recording.

Results:

Many of the concerns regarding lecture recording expressed in the literature were echoed by staff and students at Edinburgh, such as worries about attendance, copyright, or the possibility of cyberbullying. A core concern of staff was that of the ‘canonicity’ of a lecture, and staff worried that a lecture recording would over-emphasise the value of lectures as part of student learning.

Preliminary Conclusions:

Lecture recording can provide added value to the learning and teaching experience at Edinburgh, provided staff and students can incorporate lecture recording into their practice. This may require additional upskilling of both staff and students, e.g. recognition of copyright and improved study skills support.

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5C:2 Wider Themes in Digital Education – flexibility, structure and student agency	Pecha Kucha
Presenter: Peter Evans, Moray House School of Education	

Wider Themes in Digital Education is a new course on the MSc programme in Digital Education. The course is flexible and student-led being centred on a portfolio of self-contained learning activities. The course is structured around up to four small-scale learning projects that aggregate to the equivalent of 20 credits at SCQF Level 11 and can be taken outside the constraints of the semester timescales. The course provides a flexible framework for participants to engage with new and contested developments in theoretical concepts and practices in the fast moving domain of digital education.

Students on the MSc in Digital Education are generally experienced mid-career professionals working in higher and further education, schools, corporate and third sector settings as academics, learning technologists, teachers, trainers and consultants. They are often involved in many significant and innovative projects, participate in and facilitate professional communities of interest and practice through which they engage in the generation and dissemination of new knowledge in the field of digital education. This course recognises and incentivises this 'good citizenship' of our students by providing opportunities to gain academic credit through their interactions with emerging technologies and practices in digital education.

Students on the course have produced a wide range of outputs including: 'traditional' and web-essays and position papers on, for example, accessibility in digital education and the ethics of learning analytics; critical reviews of digital education resources, courses, conferences and practices; open education resources on good academic practices; and analysis of specific technologies for teaching and learning.

Yet, our assumptions about student capacities for setting personal learning goals, self-regulating and self-directing their learning, project management, and for transferring concepts and models from one course into their personal professional contexts have, at times, all been challenged. This Pecha Kucha will present my reflections as Course Organiser on the Wider Themes in Digital Education course and the implications for supporting students as active, independent, autonomous and collaborative learners.

5C:3 Developing online career development learning tools for the Vet School: using alumni to inspire confidence in professional networking	Did you know? Talk
Presenters: Susan Bird and Rebecca Valentine, Careers Service	

Two Careers Consultants from the Careers Service will introduce how the Careers Service is working at UG and PGT levels in the Vet School with two initiatives:

- 1) A project from the Vet School will be included as early adopters in the launch of the student-alumni platform (Edinburgh Connections, developed in collaboration with the Careers Service and Development & Alumni) in March. The project aims to help students source Professional Accreditation Placements from alumni working in vet practices and widen the pool of opportunities. An academic colleague will be coordinating this work in School.
- 2) Following a successful funding bid to develop digital resources, academics from the Vet School approached the Careers Service to develop and deliver two online sessions on LinkedIn for PGT distance learners in the College of MVM. a) Basics & benefits b) LI next steps. These sessions were recorded to provide resources beyond the live session.

These online sessions were tailored to address professional needs of these students using case studies and illustrative examples relevant to this cohort. Further short videos will be developed next year on job search strategy and CVs. These digital resources will then be made available to a wider audience within the College of MVM.

5D Two Sequential Presentations
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5D:1 Integrating the world of work into university

Did you know? Talk

Presenters: Suzanne Agnew, Careers Service and Dave Saunders, Moray House School of Education

Students say they want real-life opportunities to apply their degree as part of undergraduate study. Resourcing can make that a challenge. Workplace attachments, where student assessment is connected to volunteering-type experiences, may offer a solution.

This 'Did you know...' will be a collaborative input between an academic from the Moray House School of Education and Sport and a Careers Consultant from the Careers Service. The focus will be on the benefit to students and staff, of offering a credit-bearing workplace attachment as part of third-year undergraduate study. As well as covering the practicalities of this opportunity we will focus on how the attachment, and the approach to finding it, provides students with huge benefits in their future career.

Based on the success of the option at undergraduate level there will also be sharing of how the workplace attachment is now being offered at PGT level.

5D:2 Supporting student development through alumni mentoring projects
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Did you know? Talk

Presenters: Craig Phillips and Deborah Fowlis, Careers Service
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Mentoring has become an institutional priority in recent years. Two Career Consultants from the University of Edinburgh Careers Service will host a workshop looking at how they have been working with different Schools across two Colleges to coordinate and deliver alumni-student mentoring projects.

A mentoring project was piloted within the History department in 2016/17. This collaborative project brought together the Careers Service, History Department and the Development and Alumni Team. Third year History students at the University of Edinburgh were paired with and supported by alumni mentors over a six month period during the academic year. This pilot project was evaluated and following its success is running again in 2017/18.

A similar project is now in progress within the Chemistry department for 2017/18. Mentees are 4th and 5th year students, paired with graduate mentors working in a wide range of sectors. Mentees indicated which career areas interested them and appropriate pairings were made. Four mentor-mentee meetings will take place over approximately 6 months, virtual or face-to-face. Both projects worked with an external mentoring consultancy to support mentor and mentee training and development.

Alumni can play a key role in supporting student development by sharing their insights and experience with our current students. Projects such as this can improve students' awareness of where their degree can take them and how it can be used beyond the academic realm.

This talk will consider the development, opportunities and challenges of delivering such collaborative projects in very different schools. In addition, participant thinking will also be stimulated through group discussion and exercises. Attendees will have the opportunity to learn more about mentoring, alumni engagement and student development, and consider the potential to hold such projects in their own School.

Posters

P1 MySuperbug – designing and defending superbugs within the MBChB undergraduate medicine curriculum

Presenters: Brendan Owers, Information Services and Olga Moncayo and Lydia Crow, Edinburgh Medical School

Within the first year of undergraduate medicine, interest was expressed to improve the delivery within the infection teaching week, where negative feedback had been received in the past. In what has previously been described as ‘killer presentations’, students had suggested disinterest in the subject, due to the lack of engagement within lectures. The previous format provided a vast amount of information from a large number of slides that left them and their lecturer exhausted at the end of lectures.

Keen to try something new to increase student satisfaction, and to make the learning enjoyable, whilst utilising the tools available within the central VLE (the overall programme recently migrated to), **the aim of this redesign was to allow students to begin to think and work more creatively, as opposed to trying to recite slides from presentations within a passive setting.**

This created an opportunity to make use of both individual and group-based learning activities within a blended environment, allowing for student-to-student interactions to enhance the learning process and experience (Inoue, 2009), that wouldn’t have been possible within campus-based lectures of 200+ students.

Based upon Twigg’s (2003) replacement model, the redesign reduced traditional lecture times, and implemented self-study learning opportunities, with instructions delivered via the VLE, leading into a group-based learning exercise, before coming back into a lecture environment for a wider, interactive review session. Also aligning with the 3E framework approach (Smyth and Mainka, 2010), these self-study and collaborative engagement opportunities can also increase successful achievement through the deepening of the learning experience.

Enhance: Lecture materials made accessible from the VLE.

Extend: Self-paced learning activities and additional materials available online, through the use of interactive reading lists.

Empower: Group engagement through designing and presenting superbugs to their peers using materials and tools provided within the VLE i.e. graphic sets and discussion forums.

“By learning together in a learning community, students have the opportunity to extend and deepen their learning experience, test out new ideas by sharing them with a supportive group, and receive critical and constructive feedback. The likelihood of successful achievement of learning objectives in a given unit and in overall course outcomes increases through collaborative engagement.” (Palloff and Pratt 2007, p.158)

From a wider strategic learning and teaching perspective, working towards this redesign, based upon feedback from students, reaffirms the commitment stated within the institution’s current learning and teaching strategy (Learning & Teaching Strategy, 2016); working in partnership with students to bring enhancements to learning and teaching, and to highlight priority areas for working together.

The redesign has been piloted and evaluated by students this semester. Students were invited to participate as an additional learning opportunity, in its first year. 42 students participated in the redesigned activities and provided feedback and improvement ideas for future iterations.

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P2 Student transitions: academic support for online distance students
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Presenters: Louise Connelly, Royal (Dick) School of Veterinary Studies and Donna Murray, Institute for Academic Development

The University of Edinburgh has placed great importance on the development of distance education and in 2017, Senate focused on the future of distance learning, and there was the launch of the ‘Near Future Teaching’ project. Consequently, it is important that the University understands how to support the unique cohort of online distance learners (ODL), many of whom are mature, juggling work/life commitments, and studying part-time. A joint research project with the Royal (Dick) School of Veterinary Studies and the Institute for Academic Development aims to explore the current provision of academic support available at different transitional stages of the student journey. In doing so, Programmes, Schools and potentially other HEIs, will be better equipped to provide academic support to ODL students which can enhance their student experience; potentially reduce attrition rates; and provide the right academic support at the stages when it is needed.

The initial (pilot) stage of the research (October 2017 - March 2018) includes the distribution of a survey and interviewing students from the online MSc Equine Science

programme. This stage has provided a baseline in order to disseminate surveys and undertake interviews with other online students, across the University. In doing so, the findings will enable the development of a transitions roadmap for academic support for all online distance students.

Initial findings indicate that levels of self-efficacy and awareness of academic support vary in relation to a range of topics and at different stages of their studies. For example, only 46% of those surveyed stated that they were 'very confident' about literature searching, 23% were 'very confident' about critical reading, and 15% 'very confident' about statistics.

The poster will be of interest to all ODL programmes and will present the initial findings, the current roadmap design, and the next stage of the project.

P3 Assessment: for much more than awarding a mark. Examples of practice from ODL

Presenter: Sharron Ogle, School of Biomedical Sciences
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Co-authors: Ellie Devenish-Nelson, Sarah Greenwood, Rob Thomas and Tori Priestly, School of Biomedical Sciences
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Our MSc in Biodiversity, Wildlife and Ecosystem Health is an online distance learning (ODL) programme designed to bring people together from all sectors related to wildlife conservation. We are now in our eighth year and our student cohort continues to be very diverse, both demographically and academically, with a significant proportion looking to the MSc as a stepping stone to a career change. We recognise that as well as presenting students with carefully developed learning materials we must also create space for discussion and engagement. However, our students are part-time and courses run for only 5 or 10 weeks, so with limited time to explore complex topics assessment has to be an integral part of the learning experience.

As an experienced ODL team, we have developed a number of innovative assessment methods and modes to bring variety and add value to the student experience. We see assessment as a way to generate much more than a numerical mark, rather as an opportunity to engage our students in proactive and collaborative learning, to set their own agenda for their assessment journey, to develop their graduate attributes and to become part of a diverse learning community.

Our poster will highlight a selection of items from our assessment portfolio and explore how they have been constructed to maximise these additional benefits. The role of assessed discussion in enhancing engagement, sharing practice and developing an inclusive learning environment will be explored, as will the use of add-on activities such as summarising case studies, presenting interview findings or website reviews, or taking on one side of a debate as a way to add variety and individuality to the activity. We will also share some examples of our written assignments, especially those which will prepare our graduates for a future in the conservation sector, asking them to consider how to communicate with different audiences, how to write for different purposes, and how to use tools such as PowerPoint and infographics.

P4 Graduates' perceptions of graduate attributes

Presenters: Gill Aitken and Sarah Henderson, Edinburgh Medical School

Introduction

We undertook 17 semi-structured interviews with recent graduates from two MVM online masters programmes (Clinical Education and Clinical Management of Pain) to ascertain their understanding of the concept of graduate attributes and what they felt they had gained from undertaking the programme of study.

Results

All reported that completing the degree had a positive effect on their career development, commonly reporting that the degree had allowed them to attain senior positions faster than their peers.

In terms of skills development all reported an increase in confidence, critical thinking and developing their own academic voice. Interestingly these skills were reported as transferring from the academic programme of study to the workplace.

Those with teaching responsibilities reported that the mentoring style adopted by the programme teams were one of the outstanding factors that influenced their own teaching practice.

Respondents identified the benefit of engaging with an academic community as particularly helpful in their professional development, specifically in terms of increasing confidence as they appreciated that many others were facing the same problems as them. The way these programmes are structured allows discussion and sharing of experiences and ideas. The part-time mode of delivery allows learners to apply their new knowledge in the workplace as they are studying.

Conclusions

While none of the respondents were familiar with the term graduate attributes, all reported their development as a result of the programme of study.

Respondents had not really considered the less tangible aspects of completing a Master's degree when enrolling but all agreed that they benefitted from completing the degree in more ways than they had anticipated.

We will discuss these findings in relation to the University's strategic plans.

P5 Academic Writing Feedback: What do postgraduate students and their tutors understand by "content" and how can the feedback best be provided?
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Presenters: Jill Northcott and David Caulton, Centre for Open Learning
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Co-author: Pauline Gillies, Centre for Open Learning
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Separating language from content potentially creates a false dichotomy (Hyland 2013). Turner (2004: 104) asserts that this hierarchized dichotomy, with content viewed as the more important, is at the root of many of the problems in academic writing development. This research into tutor feedback on postgraduate writing explores this question.

Collaborative online academic writing courses to enable postgraduate students to improve their writing skills within their academic specialisms include the provision of extensive written feedback by both academic writing and subject specialists. Writing tutors provide feedback on language, structure and academic conventions on specific sections of an academic assignment and the subject tutors give feedback on the content and argument of the final redrafted essay.

An exploratory grounded-theory study into the effectiveness of the feedback provided has revealed that student expectations for the type of feedback provided by the different feedback providers is not clearly demarcated. The assumption that academic writing teachers will provide feedback on content as well as language has led to an interest in discovering what is entailed in providing written feedback on content. Similarities and differences in both the type and quality of feedback provided by members of the different communities of practice suggest possible ways of meeting student expectations for feedback.

P6 Media Hopper Replay – Lecture recording service Progress and Evaluation

Presenters: Lorraine Spalding and Brendan Hill, Information Services
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A written and illustrated report on the progress of the Lecture Recording Programme, emphasising the role that research and evaluation is playing in the rollout. The poster will include:

Contextual Information

- The context from which the Lecture Recording Programme arose (e.g. Learning and Teaching Committee).
- The structure of the Programme including the roles of the Academic User Group and the Evaluation Group.
- The goals that were set, both practical (no. of rooms) and in terms of accessibility and inclusion, utilisation, staff engagement and student satisfaction.
- Progress toward those goals, including take-up (mentioning the high prevalence of scheduled recordings) and the number of recordings.
- A number of 'vignettes' – individual stories highlighting lecturers that are making particularly pedagogically imaginative uses of the service.
- Comments from student representatives on the ways in which lecture recording is supporting their studies.

Evaluation Activities

- Summaries of the Programme evaluation activities being carried out, including: Research being undertaken by Dr Jill Mackay (and being reported in her proposed presentation to this conference - see presentation 5C:1 MacKay); Each of the 5 PTAS projects funded to date; any further projects funded in the March 2018 PTAS call; any further evaluation work commissioned by LTW before June 2018.
- Information about future opportunities for funding for carrying out evaluation of lecture recording.

P7 CMVM: Sharing good practice from annual monitoring - a taster menu.

Presenter: Victoria Bennett on behalf of CMVM Quality Assurance and Enhancement Committee

Co-authors: Claire Phillips, Royal (Dick) School of Veterinary Studies; Gill Aitken, Edinburgh Medical School; Sharron Ogle, School of Biomedical Sciences

This poster complements the 'Did you know?' Talk from Academic Services highlighting good practice emerging from the recent School annual quality monitoring process and accompanying posters from the other two Colleges. The activities illustrated focus around the theme 'enhancing engagement and creating community'. The Schools and Deaneries work hard to create community across a diverse student population at all levels, from face-to-face Undergraduates to students on Postgraduate online distance learning programmes. The poster showcases a range of engagement activities taking place across the College both to build community (between staff and students and amongst students themselves) and to promote engagement with learning. Beyond the examples illustrated in the poster there is a rich vein of other good practice and innovation activities within the College. We welcome discussions with colleagues seeking further details of these activities, potential cross-college application and collaboration opportunities.

P8 VetPALs – a journey to success

Presenter: Jessie Paterson, Royal (Dick) School of Veterinary Studies

Co-authors: VetPAL Leaders

VetPALs has grown from its early days in 2013-14 to becoming a well-embedded and core component of the School's support for students. Whilst the primary aim of supporting students' transition into HE, by helping them to develop their learning and study skills, has remained the main focus, the School has reaped other unexpected benefits, including an enhanced feeling of community and networking across the years. Since the early days of 8 Leaders the VetPAL leader team now consists of 35 representing all years (except the first and graduate entry years - the cohorts that the scheme is primarily aimed at) and has created a strong feeling of congeniality in helping others in their academic study. The Leaders, through the Edinburgh Award, have recognised and developed key employability skills such as communication and team working.

The scheme has grown such that currently half of the first years now regularly attend the sessions, helping the first years also to network. Other features of the initiative include a dedicated week in January for all students with a focus on study skills, ad hoc sessions for later years (e.g. 3rd year and final year) and a similar scheme for students entering the graduate entry programme. Other off-shoots have included the creation of student-created resources by the VetPAL leaders. This includes a pre-arrival course (created through a PTAS award) and study tips embedded within the School's main Student School Learn course. The Leaders also run a special more tailored workshop in January each year aimed particularly at helping students who feel they are struggling and the team are also involved in the School' Paws and Reflect scheme where students have the opportunity to relax in the company of dogs. Lessons learned and tips for success will be included in the poster.

P9 Student-authored computer-assisted learning (CAL) on the Edinburgh MBChB – lessons learned

Presenters: Christopher Graham, Rhianna McIntyre-McClure and Sophie Vennard, Edinburgh Medical School

Co-authors: Michael Buckton, Rebecca Reynolds, Ruth Andrew and Steven D Morley, Edinburgh Medical School

Pedagogical research suggests that computer-assisted learning (CAL) inspires students by giving control of learning and simplifying visually intensive subjects, whilst providing an additional route to achieving curriculum-defined learning outcomes (LOs).

A CAL package was created by a University of Edinburgh (UoE) medical student, supervised by faculty staff, to promote understanding of the thyroid gland in health and disease during the MBChB2 Endocrinology & Diabetes (E&D) Module. Content was synthesised from module core materials, following UoE MBChB and UK Society for Endocrinology LOs. Student-designed anatomical and biochemical animations were implemented by the UoE Interactive Content team. Questions were integrated throughout the CAL to stimulate user attention and promote self-assessment.

The CAL package was evaluated via an online questionnaire comprising Likert scale questions and free text responses (ethical approval: UoE MVMSEC Educational REC). Audits undertaken in 2015 ($N=19$) and 2016 ($N=45$) documented high student satisfaction and several constructive suggestions for improvement. The CAL was reported as being interesting, logically organised, user-friendly, and helpful for reinforcing key LOs. Crucially, student-authored thyroid CAL were equally well-received as their faculty-authored counterparts and all respondents would recommend student-authored CAL to their peers. The thyroid CAL package is now being used as a template to develop further student-authored CAL on calcium homeostasis and multiple endocrine neoplasia.

The experience of the senior student author mentoring junior colleagues in student-authored CAL creation will be reported. Use of MBChB2 E&D CAL by senior medical students for revision of basic biomedical sciences material on clinical rotation will also be reviewed. Finally, lessons learned from creating the first of its kind student-authored patient case study CAL will be shared.

Although the student-authored CAL described here is firmly rooted within the Edinburgh MBChB, the integral CAL principles of breaking down complex subject material, allowing student control of the pace of learning, and providing additional routes to achieving core LOs is likely to be applicable across the University.

Acknowledgements: Implementation of animations was supported by an Edinburgh Fund Innovation Initiative Grant to CJG.

P10 Exit the classroom: digital, mobile teaching and learning
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Presenters: James Lamb and Michael Gallagher, Moray House School of Education

Our poster presentation invites colleagues working across the disciplines to consider how digital, mobile learning can provide valuable and exciting approaches for teaching and learning. At a time when smartphone devices and networked content are increasingly dominant in a global context, and strategic importance is attached to blended and online education, we make the case for teaching and learning that takes place beyond the conventional spaces of classroom and campus.

We make this argument by describing learning events that combined digital pedagogy with mobile technologies as we enacted seminars, conference contributions and research activities on the streets of London (January 2015), Amsterdam (June 2016), Edinburgh (November 2016) and Bremen (September 2017). Through this trajectory of events we have developed a model for distributed learning where students and tutors across campuses and continents can critically and imaginatively engage with their surroundings and with each other, tailored to the particular subject interests of the assembled (or non-assembled) group.

All of these activities were driven by a desire for teaching and learning that could be adopted and adapted to a range of educational contexts. To this end, the events we describe draw principally on critical work in mobile learning (e.g. De Souza e Silva & Frith 2013), digital education (e.g. Bayne 2014) and multimodality (e.g. Kress & Van Leeuwen 2001), all of which resonate across the disciplines, and out into the street.

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P11 Good Practice Poster from School Annual Quality Reports from CSE

Presenter: Matt Elliot, College of Science and Engineering Office

A poster presentation demonstrating some of the Good Practice identified through the School Annual Quality Reports. The Poster has been broken into three areas;

- Excellence
- Enhancement
- Innovation

For each area: excellence, enhancement and innovation, we will provide examples of practice that demonstrates enhancement of the student experience. Within each sub-area examples will be taken from the School annual Quality reports that exemplify Good or Best

practice. This varies from enhancement of assessment procedures to development of Student Support Services and improvement of technology-driven teaching and learning. This information is already shared widely within the College and the conference is an opportunity for this work to be shared more widely across the University. This poster presentation also ties in with the Proposal from Academic Services on Sharing Good Practice and will hopefully be accompanied by posters from the other two Colleges. Each of the areas chosen also relates well to 'Inspiring Learning' as well as several of the conference sub-themes.

**P12 An international stakeholder-led approach to developing employability:
VetSet2Go!**

Presenters: Susan Rhind, Kirsty Hughes, Liz Mossop and Martin Cake, Royal (Dick) School of Veterinary Studies

The VetSet2Go Project (<https://www.vetset2go.edu.au/>) is an international collaborative project to develop a framework for building employability in the veterinary profession. The definition of employability in the project emphasises success and satisfaction in the workplace, with 'the self' as a major stakeholder and bringing particular focus on resilience and wellbeing.

This poster will give an overview of both the larger project and the subprojects that have contributed to the data gathering. We will present data specifically from the 'Client expectations' subproject led by the Edinburgh team. A series of client focus groups and interviews were held gathering data from small animal, equine and farm clients across two geographical locations. Data were transcribed and thematically analysed generating six 'capabilities and definitions of satisfaction': Client Engagement, Professionalism, Communication Skills, Decision Making and Problem Solving, Commitment to Animal Welfare and Commitment to Quality and the Profession. Each capability contained within it a series of behavioural indicators and an online client survey was developed which was distributed internationally.

We will present the overall employability framework which has now been developed through inputs from all the subprojects and discuss the 'Resource-cards' and self-assessment tools aligned to this framework. These resources will be made freely available through the project website. The outputs are not only planned to be embedded as tools within the core veterinary curriculum but are also being explored as part of a wider national conversation in the veterinary profession relating to the continuum of assessing students in the workplace, supporting transition to the profession and continuing professional development.

P13 Diversifying your syllabus with the Diversity Reading List

Presenter: Simon Fokt, School of Philosophy, Psychology and Language Sciences

The Diversity Reading List in Philosophy aims at supporting gender and race equality in academic philosophy through facilitating the diversification of teaching syllabi.

‘A major contribution to the under-representation of women in professional philosophy occurs at the undergraduate level’ (Paxton et al. 2012: 955). Since the majority of philosophy lecturers, as well as the majority of the authors of the texts typically read in class, are white men, the image of a stereotypical philosopher is that of a white male. This influences two psychological mechanisms which disadvantage students and philosophers from under-represented groups: stereotype threat and implicit bias. We can challenge the stereotype of the philosopher as a white male by creating more diverse curricula. But this is no easy task – texts by authors from under-represented groups are likely to be less popular and finding and assessing them involves considerable effort, adding to the already busy schedules of lecturers. We aim to help you overcome this difficulty.

The DRL is a curated and annotated database of texts written by authors from under-represented groups. It can be searched for specific texts, authors or keywords, or browsed by topic in an easily navigable structure of categories. Whenever possible, it includes teaching notes, abstracts, author’s keywords, exportable references, and links to online versions of texts and other resources. With it, you don’t need to spend hours searching for adequate teaching texts – we’ve done the preliminary search for you.

The DRL is ran by a dedicated team of volunteers from all over the world and has been growing rapidly since 2015. It won several development grants, has been discussed widely on philosophy blogs, and is increasingly becoming an important point of reference for lecturers. Shared under a CC-By license, it is available to everyone and can inspire similar projects in other disciplines.

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