

## Abstracts booklet - Festival of Learning & Teaching 2023

### #StMarysFLT23

Session	Presenter(s)	Abstract
Keynote	<p><b>Dr Emily McIntosh</b></p> <p>Dr McIntosh has held a variety of senior management roles in learning, teaching and the student experience in several UK universities. She joined the University of the West of Scotland (UWS) as Director of Student Success in January 2023. Her expertise includes institutional leadership for learning and teaching, including student transition, technology enhanced learning (TEL), academic practice, equality, diversity and inclusion (EDI), academic advising, and student engagement. Emily is a Principal Fellow of the Higher Education Academy (PFHEA, 2017) and a National Teaching Fellow (NTF, 2021). She was a founding Board member and Trustee of UK Advising and Tutoring (UKAT) from 2016-2021, is an Executive Member &amp; Trustee of the Heads of Educational Development (HEDG) group (2022-) and an Independent Board Member of the Board of Corporation for the Trafford College Group (TCG).</p>	<p><b>Personal Tutoring or Academic Advising? Reconsidering Models of Academic and Pastoral Student Support Post-Pandemic</b></p> <p>This keynote session will consider typical HE approaches to student support, including personal tutoring/academic advising and how they might be reconsidered and reconstituted post-pandemic as a key part of enhancing the student experience and facilitating student success. The session will look at principles that underpin an integrated approach to advising, models for embedding advising into the curriculum, and why historic models of advising, whilst well-intentioned, haven't really worked in what is a consistently evolving HE sector in the UK. We will explore new ways of imagining advising post-pandemic, including the challenges of implementing something that works, at scale. Themes will also include training for colleagues, navigating the academic/pastoral continuum, student leadership, universal design for learning and opportunities for the taking. Finally, we will explore the impact of advising on student behaviour, retention, progression and outcomes.</p> <p>Emily has always had a keen interest in all things student success and has published monographs, chapters and articles on a wide variety of topics from academic advising, personal tutoring and peer learning to integrated practice.</p> <p>She is on twitter: @emilythemac</p>
A1	<p>Matthew James Associate Professor Course Lead for MA Bioethics &amp; Medical Law and MA Theology St Mary's University</p>	<p><b>Help! I'm a personal tutor get me out of here</b></p> <p>With increasing attention being paid to student experience, retention and progression, the role and function of personal tutoring is 'under review' across the HE sector. The initial flexibility and liberation of personal tutoring and the chance to 'build connections' with students, can quickly lead to frustration and uncertainty as to what exactly should be happening, on both the part of the student and tutor. Personal tutoring can often be "Two people in a room that neither wants to be in for a purpose that is unclear to both" (Powell and Prowse in Lochtie et al 2022: 115).</p> <p>As student communities become more diverse the need for effective academic and pastoral support is only going to increase. How can personal tutors provide a form of holistic support and contribute to student belonging, without seemingly requiring tutors to be counsellors or self-help gurus? Adopting principles from the world of coaching can</p>

		<p>help bring focus and purpose to tutorials benefiting both student and tutor. In this session, involving contributions from students, how the GROW model has contributed to effective personal tutoring will be discussed, identifying the ways in which it can empower students by raising their awareness of challenges they are facing and supporting them to develop solutions.</p> <p>References: Powell, S., Prowse, A. (2022). 'A framework for personal tutoring: system and activity', in D. Lochtie, A. Stork and B. W. Walker. The Higher Education Personal Tutor's and Advisor's Companion. St Albans: Critical Publishing, pp.114-121.</p>
A2	<p>Kee Hean Lim Associate Professor in Occupational Therapy Faculty of Sport, Allied Health and Performance Sciences St Mary's University</p>	<p><b>Exploring the psychological, emotional and social impact of being at university</b></p> <p>Introduction: Recent global and local statistics indicate that the number of students struggling and experiencing mental health issues at university has increased dramatically.</p> <p>Aims: The study focused on the perspectives, feelings and lived experiences of students during their university journey. It explored five themes, transition to and within university, mental health and well-being, managing exams and assessments, awareness of university support services and sense of belonging.</p> <p>Method: This study consisted of 9 focus group, comprising forty-nine participants including postgraduate, undergraduate and international students. Thematic analysis was used to analyse the data and identify key themes.</p> <p>Findings: Transition to university, academic pressures, lack of belonging, limited finances, and absence of social networks impacted adjustment, academic success, mental health and well-being. Students relied on peer support, community, meaningful occupations, coping skills, university support services, personal tutors, and achieving work and life balance to enhance their academic and social accomplishment, mental health and well-being.</p> <p>Conclusion: The university journey presents many stressors that impact a student's mental health and well-being. The importance of mental health and well-being should be embedded in all aspects of university provision, including awareness, education, personal tutoring, peer support and student services must be more accessible and student-centric.</p>
A3	<p>Rachael O'Connor Associate Professor University of Leeds</p>	<p><b>Exploring personal tutoring in partnership with underrepresented students</b></p> <p>I will share findings from my project: 'Exploring academic personal tutoring in partnership with under-represented students'. This presentation focuses on a student co-designed staff/student reverse mentoring project, spanning 20 disciplines within a Russell Group university. The project involves: (i) students mentoring staff on their lived experiences as students who self-identify as under-represented; and (ii) those staff and students collaborating to propose developments to personal tutoring, stemming from their reverse mentoring experiences. This work builds on the presenter's pilot project, one of the first HE reverse mentoring schemes from a diversity and inclusion perspective (O'Connor, 2022). This project was co-designed with 15 students from 12 different disciplines who self-identify as underrepresented and participated in by a wider group of students (mentors) and staff (mentees) (n=38). Reverse mentoring is about authentic staff/student partnerships which dismantle norms that serve as barriers for under-represented students. Reverse mentoring also has potential to catalyse cultural change. The presentation will interest colleagues looking to develop their practice or influence others working with underrepresented students in personal tutoring. This presentation offers one unique intervention to achieve better personal tutoring for staff and</p>

		students, where everyone's voices are included, wellbeing prioritised and everyone can feel they belong and matter.
A4	Carolyn Hopkins Lecturer Primary Education (Expressive Arts) Institute of Education St Mary's University	<p><b>How can tutors build trust relationships with our students from Gypsy, Roma and Traveller community ...and what difference can it make?</b></p> <p>This session will focus on the findings of an Action Research Project investigating the experiences of students from Gypsy, Roma and Traveller (GRT) communities while studying at St Mary's University, and more broadly within Higher Education. From the outset it became clear that GRT students navigate significant cultural and material barriers in order to study at university. Furthermore, their experiences reveal a Higher Education environment where racist attitudes are not uncommon and where all stakeholders often lack awareness and understanding of the barriers and challenges that GRT students face.</p> <p>Through conversations with staff participants, exploration of GRT student narratives, and reflection on my own experiences during taught sessions at SMU, it became clear that providing effective personal support to students from GRT communities can be challenging for many reasons. Not least because these students are often invisible in both our data and in our learning environments. Research revealed some quiet yet effective strategies to support the development of trust between GRT student and tutor. Most encouraging was the positive and impactful difference this made to the student's experience and learning journey. This is timely research as SMU proactively seeks to further support students from this minoritised group.</p>
A5	Mark Griffin Head of Department Institute of Theology and Liberal Arts St Mary's University	<p><b>Group Tutorials - the Drama StMary's Approach.</b></p> <p>DramaStMary's business model - a small team of academic staff facilitating the practice of a large stable of industry focused practitioners - presents special problems in terms of academic and personal tutoring. Over the past eight years the department has defined and evolved a structure that simultaneously supports a social learning contract and ensures specific student issues that impinge on learning are picked up early and dealt with effectively. In this session Mark Griffin, Head of Drama, reflects on some of the successes and lessons learnt since the group tutorial became standard practice.</p>
A6	Michael Ayres Senior Lecturer Faculty of Sport, Allied Health and Performance Sciences St Mary's University	<p><b>What Personal Tutoring can Learn from Player Development Approaches and Processes in Premier League Academies</b></p> <p>The purpose and process of Personal Tutoring shares many similarities with that of how young talented football players are developed and nurtured within Premier League Football Academies. The interdisciplinary approach to player development utilises the principles of the Purpose-Outcome-Process model (POP, Jaffe and Alford, 2012) feedback and sense making research (Taylor, Collins and Cruikshank, 2021) and performance analysis data provide a coherent and robust individual player development plan. We propose that the current personal tutoring process can learn from the practical and theoretical approaches of player development to provide a more student centred and holistic approach to personal tutoring.</p>

A7	<p>Anna Lise Gordon Professor, Institute of Education Katharina Stegmann Student Engagement St Mary's University</p>	<p><b>'Mind the Gaps'. An examination of the OfS-funded project to promote the mental well-being of students studying with little or limited family support</b></p> <p>St Mary's University has been the lead partner in an OfS-funded collaborative project with two other universities (King's College London and University of West London) and a specialist NHS mental health partner, Maudsley Learning (South London and Maudsley NHS Trust) for two years. The focus for the collaboration between providers, and between staff and student co-creators, has been on student mental health and wellbeing, as they negotiate key transition points in their university journeys, to support their academic progress.</p> <p>The funded project ends in July 2023, so in this session we will share our experiences of the process and our rich learning about how to co-create initiatives with students whose lived experiences can inform and support an authentic approach to enhancing student mental health and wellbeing effectively. Most importantly, we will identify the benefits for the St Mary's community in the future, by sharing approaches and resources which may be embedded into programmes or signposted by personal tutors in their pastoral work with students.</p>
A9	<p>Clare Saunders Head of Academic Professional Development, CTESS Matt James PGR Lead and Course Lead IoTLA Carolyn Porter Programme Lead, IoE Laura Minogue Senior Lecturer in Academic Practice, CTESS</p>	<p><b>Rethinking personal tutoring at St Mary's</b></p> <p>In 2023/24 St Mary's will launch a revised Personal Tutoring Policy, accompanied by a suite of supporting resources and development opportunities for tutors. In this session we will share highlights from the review group's work to enhance personal tutoring, drawing on feedback from staff and students University-wide as well as research and good practices across the higher education sector. During the session you will:</p> <ul style="list-style-type: none"> <li>- Explore and help to shape development of our new Personal Tutoring Hub;</li> <li>- Discuss how the revised Personal Tutoring scheme will integrate with other teaching and learning support activities;</li> <li>- Identify opportunities to ensure both students and staff can maximise the benefits and rewards of Personal Tutoring.</li> </ul> <p>By the end of this session you will have some practical ideas about how the revised Personal Tutoring scheme can enhance teaching and learning in your area; and your feedback will also be used to inform implementation of the revised policy.</p>
B1	<p>Sophie Wilson Senior Lecturer, PGCE Geography Institute of Education St Mary's University</p> <p>PGCE Secondary ITE Team: Sarah Batty Rachel Croft</p>	<p><b>#TeachLikeThePlanetMatters: Our collective responsibility!</b></p> <p>The aim of this short talk is to share 5 simple ideas to show how the Secondary PGCE Team in the IOE at St Mary's have started to embed the values of sustainability into their different subject disciplines to help prepare our trainee teachers to teach like the planet matters. This session draws on research done on Sustainability Education by Scoffham and Rawlinson (22) and will present examples to model for delegates how Sustainability Education is being addressed in existing curricula, so they can start to make links with their own practice. As sustainability is an evolving concept with multiple interpretations in relation to the notion of there being planetary boundaries, it is</p>

	Jane Moss	recognised that there is an urgent need for action to help us to transition away from the current linear model of progression towards a more circular one. These examples will prompt delegates to explore ideas for designing their own curriculum, and to ask how they could start embedding sustainability into their existing teaching. This will also help re-enforce the shared responsibility we all have to work together to prepare our world for a more sustainable future, by placing this at the heart of our Education.
B2	Abbe Brady Head of Department Psychology and Pedagogic Sciences Faculty of Sport, Allied Health and Performance Sciences St Mary's University	<p><b>The Circular Economies of Sustainability, Service Learning and Community Engagement in Higher Education</b></p> <p>This session invites the audience to consider the concept of circular economies of benefits associated with three imperatives for contemporary HEIs. Sustainability, Service Learning and Community Engagement are often viewed as separate activities and this presentation describes the nested ecology of Service Learning in Community engagement within the Sustainability.</p> <p>The presentation highlights how pedagogy can be linked to wider community and global social purpose and in this respect create virtuous cycles of benefit for many stakeholders. The session will highlight examples from both St Mary's University and from selected partners as part of the worldwide Uniservitate movement.</p> <p>By the end of the session, it is hoped that participants will have an awareness of the imperatives associated with the United Nations' Sustainable Development Goals and how through purposeful community engagement and service learning, we can recognise how we can contribute to the greater good.</p>
B3	Sophie Wilson Senior Lecturer, PGCE Geography Institute of Education St Mary's University  Dr Susan Pike, Assistant Professor in Geography Education School of Education Trinity College Dublin	<p><b>Sustainability Education – the Irish model</b></p> <p>The aim of this session is to investigate the most recent curriculum initiatives being developed in the Irish Initial and Continuing Teacher Education and to use this to identify possible opportunities for the St Mary's Teacher Training Programme. Drawing on research done during a recent Erasmus funded staff mobility exchange visit to Trinity College in Dublin, this joint presentation considers the conference key questions in the Irish context;</p> <p>How can we educate for sustainability? How do we ensure our practices as a university are sustainable from environmental and ethical perspectives? Where and how do we address sustainability in our curricula?</p> <p>This will draw on research done as part of a recent visit to Dublin which included meeting academic staff at Trinity College School of Education including members of the Sustainability Office and the School of Geography, and visiting key sites within Trinity, such as the wildflower meadow, the vertical garden, sustainably buildings and the Tangent Centre for Ideas. This was supported by visits to several partnership schools in Dublin, with sustainability embedded in their curriculum, and ongoing sustainability projects.</p>
B4	Janine Pavlis Lecturer in Primary Education Institute of Education	<b>Reorienting primary Design and Technology teacher training to address sustainability: challenges, implications and possibilities</b>

	St Mary's University	Sustainability is a very important word in Design & Technology. The collaboration between sustainability and Design and Technology refers to anything and everything related to reducing environmental damage. We are responsible for the way we design, make, use, and dispose of the things we create. As part of the reorientation of Design and Technology, products are consciously designed by considering their life cycle, potential to be recycled, and environmental impact. At St Mary's University, Design and Technology in Initial Teacher Training is preparing future teachers to use the right skills, attitudes and values when thinking sustainably (DATA, n.d.). As part of this talk, I will discuss the challenges, implications, and future possibilities of educating for sustainability in the field of Design and Technology. This talk reflects on the current year's content and the changes made to the curriculum to address sustainability within it.
B5	Nikki Anghileri Head of Widening Participation St Mary's University	<p><b>The challenge of 'belonging'. With student populations and delivery modes diversifying, can 'belonging' still be part of the student experience?</b></p> <p>It is hard to find research about student outcomes in HE which doesn't mention feelings of 'belonging' as essential to degree continuation and success (eg Thomas, 2012). Similarly, gaps in performance data are often explained by a lack of belonging. But in an increasingly diverse HE landscape, what does this really mean? What does belonging 'feel' like and how does that relate to the measures we use to assess outcomes? If factors like representation and visibility are crucial, how can a small staff group represent the increasingly diverse student populations? How can we assess belonging without becoming just performative? Where does remote learning feature in this landscape? And what is the role of the personal tutor? I can promise more questions than answers, but without raising the challenge, we risk the very things we put in place to promote 'belonging' actually having the opposite effect....</p>
B6	Patrick Oxenham Senior Lecturer in Performance Analysis Faculty of Sport, Allied Health and Performance Sciences St Mary's University	<p><b>Using AI to Support Student Research Projects</b></p> <p>Artificial Intelligence has grown to prominence within Higher Education with the view that students are undermining the integrity of assessment processes by using Chat GPT to generate automated work. However, the emergence of AI brings opportunity for students and it is our role as educators to equip students with the applied tools to support their learning journey. As a result, this lightning talk will introduce Litmaps, an AI tool to support student literature reviews in research.</p>
B7	Yiannis Mavrommatis Course Lead MSc Nutrition and Genetics Faculty of Sport, Allied Health and Performance Sciences St Mary's University	<p><b>ChatGPT in our lives: challenges and opportunities.</b></p> <p>ChatGPT is an AI-based chatbot that has the potential to revolutionize higher education. This overview will explore the creative uses of ChatGPT in education and the implications for assessment design. Additionally, it discusses how to involve students in transparent discussions around ChatGPT and AI more broadly.</p> <p>One creative use of ChatGPT in education is as a teaching aid to present complex concepts in an interactive and engaging way. ChatGPT can generate mind maps, flowcharts, and perform complex analytics on data, making it an excellent tool for research and analysis.</p> <p>In terms of assessment design, the use of ChatGPT presents challenges in maintaining academic integrity. However,</p>

		<p>with proper implementation, it can be integrated into assessment design in a way that enhances student learning and understanding.</p> <p>Finally, this overview will explore how to involve students in transparent discussions around ChatGPT and AI more broadly. It examines the ethical implications of using AI in education and the importance of involving students in discussions around these issues. ChatGPT has the potential to be a valuable tool in higher education. However, it is important to carefully consider its implementation to ensure that it is used ethically and in a way that enhances student learning.</p> <p>DISCLAIMER: This abstract was written exclusively by ChatGPT 3.5</p>
B8	<p>Jane Chambers  Director of the Institute of Education  Eleanor Stewart, Head of Apprentices  Susan Elderfield, Course lead  St Mary's University</p>	<p><b>Learning to Work: The theory and practice of an Apprenticeship programme</b></p> <p>Being employed while gaining a degree with no tuition fees is an offer that is almost too good to be true! Let's take a look behind the headlines and explore what it takes to run up an Apprenticeship programme, what it is to be an employer of an Apprenticeship and what life is like for the apprenticeship. Oh, and of course what it is to be visited by the regulator - Ofsted.</p> <p>This session will illuminate and critique the Apprenticeship offer as seen through our very own School Chaplaincy and Youth Ministry programme.</p>
B9	<p>Oliver Blenkinsop, Lecturer, Sport Rehabilitation  Kelly Kaulback, Lecturer, Sport Rehabilitation  Faculty of Sport, Applied Health &amp; Performance Sciences  St Mary's University</p>	<p><b>Using simulation to address implicit bias</b></p> <p>Have you unconsciously inflated or deflated a person or certain group of people on the basis of their race, sex or disability? You would probably like your answer to be "no", but the unfortunate reality is that negative evaluations of people based on irrelevant characteristics exist in our learning environments and curricula. This is implicit bias, often silent and subconscious, but always significant. This session aims to increase awareness and understanding of implicit bias, propose simulation as a teaching and learning method to address implicit bias in developing practitioners, and provide future recommendations based on relatable reflections from the classroom.</p>
B10	<p>Lisa Panford  Senior Lecturer, PGCE Modern Foreign Languages  Institute of Education</p> <p>Dr Jane Chambers  Director of Institute of Education</p> <p>St Mary's University</p>	<p><b>Adapting the Diversity Cafe model to promote your students' critical understanding of diversity, inclusion and equity issues: challenges and opportunities</b></p> <p>How can we promote St Mary's vision for inclusive practice through our programmes? How can we engage and empower our students to operate in increasingly inclusive ways? How do our programmes foster belonging in our learning community and facilitate partnerships with outside organisations with aligned values?</p> <p>In this session Jane and Lisa will share the St Walpole Prize Award winning Diversity Café model with participants. In addition to sharing the wide-ranging benefits of our approaches which centre social justice in the context of Secondary Initial Teacher Education, we share some of the challenges and learning points which we have encountered along the way. Space will be provided for collaborative inquiry into how this model might be usefully adapted to meet the needs of the students in your own subject discipline/professional domain.</p> <p>This short session will be of interest to all colleagues who are interested in developing innovative and creative</p>

		programme initiatives to enhance students' critical understanding of diversity, inclusion and equity issues.
C1	<p>Stephanie Baines Lecturer in Psychology Brunel University London</p> <p>Dr Pauldy Otermans Senior Lecturer in Psychology Brunel University London</p>	<p><b>Authenticity and diversity in assessments</b></p> <p>It's important that we as educators prepare our students for the job market which is challenging, changing and diverse in the current landscape of Industrial Revolution 4.0. Our work focuses on embedding authenticity in the programme. Our approach is to consider not just the authenticity of the assessments themselves but who are students are and how they engage with the assessments. This session will cover our approach with detailed examples, our findings from two research studies and share good practice with participants. This will include data examining students' assessment preferences in relation to student demographics and how they prepare for different types of assessments within our Psychology UG programme.</p>
C2	<p>Ashley Gumbrell Course Lead MSc Performance Football Coaching Faculty of Sport, Applied Health &amp; Performance Sciences St Mary's University</p>	<p><b>Exploring the impact of presentation delivery on student engagement and learning</b></p> <p>The development of slides and visual materials is a central part of all presentations, with all academics wishing their content to be informative, engaging and a gateway to student learning. But what if our attempts to engage and deliver our content is undermining student learning? What if the very foundations of all our presentations are flawed? David Philips (2016) is credited with the inspiration behind this notion and this workshop. It is the premise of his ideas that will be used to bring to life and ascertain the true meaning of 'death by PowerPoint'. The purpose behind this workshop is to explore our relationship with presentation tools such as PowerPoint and identify its many features whilst seeking to understand their impact on student engagement. The live demonstration will explore how contrast, colour and content can all be factors contributing to the demise of an effective presentation, with solutions proposed to provide impactful changes.</p>
C3	<p>Dr Jessica Hill Head of Department Sports and Exercise Science</p> <p>Dr Sarah Oakley Course Lead Applied Sport &amp; Exercise Physiology</p> <p>Faculty of Sport, Applied Health &amp; Performance Sciences St Mary's University</p>	<p><b>Enhancing graduate employability through the provision of authentic learning opportunities</b></p> <p>Graduate employability has taken a place in the spotlight, partly as a result of the contribution graduate outcomes has to the TEF and B3 metrics. With increasing pressures to enhance employability skills this session will focus on an initiative built into a module at postgraduate level to provide authentic learning opportunities for students.</p> <p>The coronavirus pandemic has resulted in doors being closed to students seeking to get real world experience working with sports teams and making it difficult for them to get placement opportunities. In this session we will outline the strategies that we have put in place to help provide authentic learning opportunities to students on the Applied Sport and Exercise Physiology MSc programme. We will talk through two key examples we have developed; 1. A physiology clinic where the MSc students provide physiological support to the athletes based at St Marys and 2. A partnership with a British Army team planning on rowing the Atlantic Ocean to whom our MSc student are providing physiological support. These experiences have facilitated the development of key employability skills and valuable experience opportunities in our field.</p>
C4	<p>Kim Salmons Head of Department</p>	<p><b>Putting the Art back into Artificial Intelligence</b></p>



	<p>Institute of Theology &amp; Liberal Arts St Mary's University</p> <p>Stewart MacCain Senior Lecturer History St Mary's University</p>	<p>The rise of Artificial Intelligence is changing the way that society operates and how humans interact with each other. Driving and responding to this, is the behaviour of University students and their likelihood to choose STEM subjects including degrees such as Computer Science. The past two decades have, as a result, seen a decline in the Humanities and a devaluing of the skills that such degrees can offer. However, I would like to argue that the recent developments in AI present an opportunity for the Humanities to make a comeback. In this discussion I will be exploring the role of the Humanities from two perspectives: first I will consider how the Humanities can contribute to a society which is becoming increasingly valued through quantitative evaluation and a seemingly pre-destined approach to its own future; secondly I will look at the opportunities that AI presents to Humanities subjects and how these disciplines can transform and shape themselves to reflect a digital world.</p> <p><b>The AI (French) Revolution? Automation and the Historian's 'Qualities of Mind'</b></p> <p>For many teaching in History departments, the launch of ChatGPT was far from welcome. A flurry of 'hot-takes' informed us that AI was coming for our assessment models. Worse, the potential of Large Language Models to transform the production of texts slotted neatly into a broader narrative about the technological transformation of society, with implications for higher education and the job market. If History is principally 'doing things with texts', what might this mean for the Historical profession? What would our students, primed to deploy their aptitudes in textual analysis and communication in the knowledge industry, do?</p> <p>Since then, Historians like Wulf Kansteiner have pointed to the present limitations of AI in the production of historical knowledge, and the structural features that make replacing historians with robots a distant prospect. This paper will extend these insights with a specific focus on the implications of AI for teaching and learning in History. By setting ChatGPT a series of tasks common for undergraduate students of the French Revolution and evaluating the outcomes, I will consider how far AI can replicate the 'Qualities of Mind' cultivated by History students. I will also suggest some of the features of historical education that may prove enduringly important in the future.</p>
C5	<p>Laura Davies Course Lead Physical Education, Sport and Youth Development</p> <p>Melina Healy, Learning Development Lecturer Abbe Brady, Head of Department</p> <p>Faculty of Sport, Applied Health &amp; Performance Sciences St Mary's University</p>	<p><b>Examining the impact of a primary physical education service-learning project</b></p> <p>In this presentation we will explore the impact of a service-learning project within the local community. Level 6 PESYD students undertaking a Primary PE module undertook 6-weeks of teaching experience at a local primary school, whilst simultaneously engaging in research into motor skill development for holistic development in primary school children. Care was taken to establish positive relationships and build a partnership that would respond to authentic needs and be beneficial to all stakeholders in the school (pupils, teachers, and leadership) and University (students, programme and staff). Ethical approval was obtained and data was collected through the use of surveys and focus groups with primary school pupils and teachers, and St Mary's University students and staff.</p> <p>The positive impact of the project was observed across multiple strands, in this presentation we will focus on the feedback from the primary school students and teachers, and from St Mary's University students. We will also explore the observations from St Mary's University staff who noted increases in student engagement, independence, professionalism, and attendance during the 6-week placement experience. We conclude with examples of partnership and questions about capturing the impact of sustainable and authentic service learning.</p>

<p>C6</p>	<p>Holly Chinnery Senior Lecturer in Psychology and Course Lead of MSc Psychology of Mental Health</p> <p>Josie Borhardt Psychology alumini Emily Storr Psychology student Jemima Hobbs Psychology student</p> <p>Faculty of Sport, Applied Health &amp; Performance Sciences St Mary's University</p>	<p><b>The Practice of Teaching and Learning: Understanding classroom power relations from a relational pedagogy approach</b></p> <p>Gutmann (2015) stated that the overall general aim of Higher Education is to provide opportunity through equal access for all students. Relational pedagogy is an educational approach used to achieve this that emphasises the importance of connectivity and relationships. It is used alongside various teaching modes including transmission (such as lectures) and transformative (such as inquiry) techniques to engage students in content that holds little interest or is hard to digest (Yair, 2008). Relational pedagogy relies on building and sustaining relationships between students, students and teachers, students and content, and maintaining a safe, collaborative learning environment (Goralnik et al., 2012). Fostering broader ways of thinking about these relationships in Higher Education, three fundamental areas of practice are currently being explored: curriculum, assessment, and teaching and learning. Led by a senior lecturer and current and alumni students, this facilitated session will address the practice of teaching and learning. Specific focus will be paid to the classroom power relations translated into practice, including but not limited to student group work, classroom setting and design, and student disability. Reflective and interactive activities will be provided by the hosts and undertaken with audience participation.</p>
<p>C7</p>	<p>Dr Mark Price Senior Lecturer Institute of Education St Mary's University</p>	<p><b>Colleagues as tutors and students: towards an emotional-relational pedogogic encounter</b></p> <p>My own masters and doctorate were undertaken in the institution where I was a member of staff. I found myself being taught and supervised by postgraduate provision team members, who in other contexts, I worked alongside as colleagues in the same work groupings. This is not unusual. At St Mary's, along with others, I now act as tutor and supervisor to several colleagues across the University, undertaking their own doctoral study.</p> <p>This could be tricky. Part of the role of tutor and supervisor after all, is to pass judgement on students' work – and the potential can be for some discomfort or unease on both sides. In this presentation though, I consider the case for an emotional-relational pedagogy, regarding such collegial relationships as sites of pedagogical encounter – framed by an intention and positioning towards positive regard, development of trust and commitment to collaborative learning. Drawing on my own recent research (Martin and Price, 2021; Mariaye, Price et al., 2023) and a forthcoming chapter in an edited text with a current colleague and doctoral student, this presentation aims to further understandings and open discussions as to how such relationships might provide sites of co-created learning, for both student and tutor.</p>
<p>C8</p>	<p>Helen Thouless Senior Lecturer in Primary Mathematics</p> <p>Clare Martin Senior Lecturer in Education</p> <p>Institute of Education St Mary's University</p>	<p><b>Reconceptualisations of Special Educational Needs and Disabilities in Initial Teacher Training: Blurring the Boundaries</b></p> <p>This session will start by considering what inclusion is and what the barriers to inclusion are in English schools and universities. We will then explore Martin's (2021) research that found that having to confront a previously unencountered Special Educational Need and Disability (SEND) led teachers to question their conceptualisations of SEND and ability. Not only did they reappraise what they thought a given label might mean for teaching and learning but they realised that their expectations of other pupils might be wrong. We then consider how I reconceptualised the Year 2 Core Mathematics module in the BA Primary programme to interweave ideas about inclusion throughout</p>

		the module and the impact that this had on the students. The discussion will focus around how these ideas of inclusion can be taken up by other departments and programmes.
C9	<p>Madeleine Williams Library Officer</p> <p>Janet Yiu Subject Librarian</p> <p>St Mary's University</p>	<p><b>Lean Library: Access Academic Resources Without Breaking a Sweat!</b></p> <p>The Lean Library browser extension enhances access to academic resources, streamlining and simplifying the process of authentication and discovery using the University's library database. In a world where research and learning are increasingly becoming digital, quick and easy access to resources is integral. In a study conducted at UCLA in 2009, it was discovered that, to start research, Google or another search engine is preferred by students and researchers over Library databases (Mizrachi 2010). Lean Library addresses this challenge by connecting academics, researchers and students with the resources they need through their library, without the need to start research on the library's discovery tool. How often are researchers faced with an inaccessible article whilst searching online? By connecting academics and researchers to the university databases, the need for time consuming website navigation will be reduced considerably, giving more time for active study. Lean Library will search the St Mary's Library databases to help provide unrestricted access to resources that may otherwise be behind paywalls. Lean Library provides an intuitive solution for accessing academic resources. We believe that its use will benefit academic researchers, saving them time and promoting efficient access to information.</p> <p>References Mizrachi, D., 2010. Undergraduates' academic information and library behaviors: preliminary results. Reference Services Review, 38(4), pp. 571-580. Available at: DOI:10.1108/00907321011090737 (accessed:27/04/2023)</p>
C10	<p>Madeleine Williams Library Officer St Mary's University</p>	<p><b>The Power of Digital: How can Interactive Resource Lists promote teaching and learning?</b></p> <p>From handwriting to typing, and typing to digital learning, the academic sector and teaching and learning environment has seen drastic changes over the years. When it comes to creating and managing resource lists in this digital age, academics can face a plethora of challenges. With the increasing volume of online resources and the need for more accessible and flexible reading materials, traditional methods of creating and sharing lists are no longer sufficient. That's where Interactive Resource Lists come in. Interactive Resource Lists offer a seamless and user-friendly experience for academics and students alike. By using Interactive Resource Lists, academics can easily create and manage course resource lists that include a wide range of materials, from books and journal articles to videos, webpages, and more. A study done by the University showed the impact of student engagement when digital solutions such as VLEs and Interactive Resource Lists are utilized properly. Programmes with higher use of these digital learning platforms achieved a higher NSS (National Student Survey) score (Choong and Stapely, 2022). Enabling students to easily locate course materials, as well as aiding academics in managing their teaching resources is key to engagement in this digital learning age (McGuinn, et al., 2017).</p> <p>References Choong, B. and Stapely, P. (2022) "Digital Learning Pedagogy Framework". St. Mary's University. Unpublished. McGuinn, K., Stone, G., Sharman, A. and Davison, E. (2017) "Student reading lists: evaluating the student experience at the University of Huddersfield", Electronic library, 35(2), pp. 322-332.</p>