**Abstracts booklet - Festival of Learning & Teaching 2024**

**#StMarysFLT24**

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| **Session** | **Presenter(s)** | **Abstract**  |
| **Keynote** | Anna Lise Gordon and Jennifer Murray | **“Work makes my heart sing.” Promoting wellbeing through professional reflection”**This interactive keynote will explore opportunities to promote and protect wellbeing through professional reflection. It will begin by considering the unique challenge of defining, interpreting and nurturing workplace wellbeing within the context of higher education institutions. The session will briefly explore opportunities and limitations of existing workplace wellbeing initiatives and measurement tools. We will consider how these could be adapted to reflect more accurately the lived experiences of University staff. Voices from the St Mary’s community and literature related to workplace wellbeing will be used to introduce connections to reflective practice as a tool for promoting wellbeing and sparking professional joy. Drawing on a range of models of reflection, attendees will be invited to consider the conditions and processes which serve them best as reflective practitioners. Finally, drawing on the themes of values-based practice, gratitude and professional learning, we will offer attendees a range of practical approaches to promote wellbeing through professional reflection.  |
| **A1** | Sam Lovatt, Viki Veale and Gemma Cass | Perceptions of Generative Artificial Intelligence from the Classroom: Opinions from students, staff and the impact for future practiceThe impact that free-to-use generative AI tools has had on learning and the process of learning is clear. Tools such as ChatGPT, Google Gemini or My Snapchat AI can be used by children and teachers to support their learning, complete tasks or even produce work that can be passed off as their own (Department of Education, 2023).The session will be used to share the findings from a research project within the SoE, as well as capturing the work of a SIG whose focus was to evaluate the use of GenAI in schools. The group consists of 9 members of the SoE team from across programmes. The research explores the understanding and development of artificial intelligence related practices currently in schools. The aim of the research is to then draw on the findings to influence and inform Initial Teacher Education and CPD provision for teachers and other educational practitioners within ITE providers.Recent research from Ofcom (2023) finds that children from as young as seven are engaging with using these tools regularly. However, the true extent of use of these tools in schools and for education purposes is unknown. This project sets out to gather data on how children from across their education journey (year 5, 9 and 12) and their teachers are currently using these tools to support learning and their practice respectively. |
| **A2** | Alice Upfield | What is the extent of Generative Artificial Intelligence utilisation among Physiotherapy students?Generative Artificial Intelligence (GAI) holds potential in aiding practicing physiotherapists, yet inadequate teaching on GAI may hinder students' development of the HCPC proficiency in 'utilising technology and digital methods to enhance the care they provide' (HCPC, 2023). This research explores GAI use among physiotherapy students and their perception on its impact on practice. It aims to inform higher education physiotherapy institutions about adapting their curriculum and assessments to embrace GAI while maintaining professional standards.A cross-sectional study investigated the use of GAI in academic writing among St Mary's physiotherapy MSc and BSc students and its perceived impact on their practice. A questionnaire was emailed in March 2024, and submissions closed in April 2024. Descriptive and modified thematic statistics analysed the results.46% of students admit to using GAI at some point in their academic work. There is a consensus of fear around its use academic work, with 75% reporting it is inadequately taught in their physiotherapy programme. GAI shows potential in transforming Physiotherapy practice, but its implementation is hindered within higher education. Teaching ethical, legal, and practical implications of GAI in academia can address this barrier. Further research and collaboration between module, course leads and AI experts are needed to enhance GAI's full potential.\*Ethical use of ChatGP3.4 used for sentence structure and grammatical checks. All content is originally written by the Author - Alice Upfield (An example of how we can teach its ethical use)References: Heath and professional’s council (2023) ‘The standards of proficiency for physiotherapists’ https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/ Accessed: April 2024ChatGPT. (2024). "Generative AI." Retrieved from https://chat.openai.com/share/79a854d9-02f5-4f44-94c0-95c2b7b209b8 |
| **A3** | Giuseppe Cimadoro | AI driven critical interrogation in HE Higher education initially embraced AI's potential, but anxieties linger about its impact on critical thinking skills. Students overusing AI tools could in fact hinder this development. However, an alternative exists: this talk proposes "critical interrogation," a novel approach that leverages AI's strengths to cultivate the essential foundation for critical thinking. Instead of passively using AI, students will engage in active "critical interrogation" with AI chatbots like ChatGPT, Gemini, and Claude. The key is fostering an iterative questioning mindset. By interacting with AI, students will learn to delve deeper through persistent "Why?" questions, replicating a child's natural curiosity. This process helps students test their understanding, identify AI limitations (like factual errors), and rephrase complex ideas for comprehension. These benefits extend beyond sparking curiosity, crucial for critical thinking. Students gain valuable information analysis skills and develop the ability to formulate strong questions. By embracing AI for critical interrogation, higher education can address the potential pitfalls of passive AI use and instead nurture deeper critical thinking in students.AI Workflow for personalised flashcard learningThis proposed AI learning methodology explores an AI workflow for creating personalised flashcards. The focus is on helping students to break down complex theme by creating learning flashcards using a range of different AI tool. In fact, it leverages the strengths of different AI tools: ChatPDF (content analysis): analyses learning materials that is uploaded and suggests possible flashcard questions. This removes the difficulty of formulating an appropriate question by a student who is not familiar with a new topic or theme. Anki (flashcard management): creates digital flashcards based on the suggested questions and organise a learning plan for the student. Large Language Model (e.g., Gemini): adapts answer complexity based on the student's learning level (complex, simplified, or with analogy). This collaborative AI workflow creates an "automatic flashcard manufacturer," tailoring difficulty to the student's progress, and essentially functioning as a robot tutor. |
| **A4** | Vincent Potter | “Robots wrote my CV”: how we can use AI in more ethical and useful ways to enhance student employabilityAI can be used for career purposes in a variety of useful creative ways. However, some are unethical and others can lead to poor results without using effective prompts. The Careers team at St Marys have already started using AI in our employability sessions with students. This interactive session will showcase some of the creative positive ways AI can be used in a careers context, and will highlight some key benefits, limitations and ethics involved. We will also cover the unethical ways that some students already use generative AI, such as to write job applications and how we can have sensible conversations with students about this. We will demonstrate “Career Set” our new CV checker which uses AI to give feedback on CVs and cover letters. We will also look at how generative AI can be used to help with job applications, boost career thinking, support preparation for job interviews and can help students think about their skills. |
| **A5** | Angela Platt and Janie Angell | Empowering students towards career readiness: an initiative in the Arts & HumanitiesIn this session, Angela Platt and Janie Angell will discuss a recent initiative which has been developing in partnership with SCALA and Careers to facilitate students career-readiness. Through discussions between the colleagues (SLSE, Course Leads, and Careers) and students (course reps) we have developed a loose framework to help students create links between what they are learning in the classroom and employability. Through interventions and signposting in the classroom, programmes will ensure that students are able to translate the skills they have honed into tangible examples and outcomes in the workplace. Students will also maintain a portfolio through their three years of study which documents and reflects their work. In this talk, we will discuss the pedagogical practice for embedding employability learning; we will discuss how this fits into recent research into careers and graduate outcomes and how our School is aiming to facilitate link and empower students to prepare for post-university life. |
| **A6** | Clare Nicholson, Silvia Riva, Kate Lawrence, Lori Minini, Marcelle Fernandes and Stephen Wright | Empowering Students for Future Careers: Enhancing Employability Skills in Higher EducationThe session aims to demonstrate diverse approaches to equip students with essential employability skills crucial for success in today's society. At the session's outset, participants will be requested to list barriers to pursuing careers in research. We will then demonstrate how the various initiatives within the Psychology department address some of these barriers, covering topics such as:• Embedding general employability skills in the curriculum and through personal tutoring initiatives (e.g., LinkedIn, ‘Psych St Mary’s’ to network with alumni, transferable skills, individual and group careers tutorials)• Developing AI skills by exploring its proficiency in educational strategies and interventions, while also investigating its potential in implementing theoretical models to develop an attitudes scale.• Enhancing technology proficiency though step-by-step teaching of Gorilla Experiment Builder, SPSS & JOS • Promoting research through summer Internships for undergraduate students, which can also be used to enhance supervision skills for PhD students, and online workshops aimed at encouraging underrepresented groups to consider a career in research To conclude, we will engage participants in a discussion to identify any additional barriers for future consideration. With a concise yet engaging format, our session aims to provide actionable insights to enhance student employability. |
| **A7** | Kelly Kaulback | Did you hear about the Drama in Sport Rehabilitation?Simulation is a technique used to replicate real-world experiences in an immersive environment and in a fully interactive format. In Sport Rehabilitation, simulation learning has been shown to improve decision making in students, ultimately leading to improved patient care. When training to be a Sport Rehabilitator there are just some patient-practitioner interaction skills that can't be taught and need to be learnt through experience. So, who better to dramatise patient-practitioner learning scenarios than drama students themselves? This session summarises and reflects on a collaboration between the drama students and sport rehabilitation students at St Mary's, highlighting their experiences, and intended and reported learning outcomes. There was drama alright! |
| **A8** | Melina Healy and Michael Hobson | Inclusive behaviour – a sense of belongingThis interactive workshop discusses the relationship between inclusive behavior and a sense of belonging. The purpose of this workshop session is to examine the relationship between inclusive practice and inclusive behaviour and its impact on the sense of belonging at university. Looking at the impact that the lecturers behaviour, beliefs borne from their experiences can have on the sense of belonging of student and ultimately student achievement.Aim: To promote collective thought and reflection to develop a truly inclusive environment in the classroom through reflective practice. |
| **A9** | Antonia Alafouzo, Luisa Weinzierl and Robin Birn | Reimagining the Student Experience in Business - A Focus on Transformative Engagement Through Co-Creation and Inclusion, School of Business and CommunicationCurrently employers are not really fully satisfied with the skills and capabilities of recent university graduates, whom they consider unprepared to deal with the demands of today’s work model. skills and teamwork. To improve this, the School of Business and Communication has initiated some innovative initiatives that are at the forefront of current pedagogies, adding value to the student experience through consultation, greater inclusion and co-creation of aspects of learning. These initiatives entail engaging students via close consultations, acting on feedback and creating some assessments together that prepare students to have both soft and hard skills and to approach tasks that simulate activities they will experience in their careers (Ajjawi et al. 2020). Modifications to module contents that would be relevant to the students’ lives and more useful for their employers have also been made and seminars have been designed to be at the forefront of interactive activities that promote engagement and even potentially retention of students. (James & Casidy 2018). These result in deeper relationships being formed between academics and students. Additionally, the initiative ‘YOU ASKED, WE DID’, encourages the active participation of students in co-creating their learning experiences and makes them feel valued, independent and more responsible (Bron et al., 2018). The student feedback to date is encouraging because 'learning is conducted through 'real world' tasks requiring (them) to demonstrate their knowledge and skills in meaningful contexts' (Swaffield, 2011 |
| **B1** | Mike Seal | The Doctorate, is it fit for purpose for Widening Participation students?The doctorate is central to the idea of a university, the quality assurance of research and researchers, and to knowledge production itself. The literature recognises wp doctoral students are not served well by HEI’s in terms of access, success and progression at post-graduate level (Seal, 2022, Arday, 2020, 2021). Consequently, how knowledge is created and validated, and who undertakes research is partial, classed, racialised, gendered and ableist. The graduate research student experience is well documented as being culturally white (Aday, 2020), middle class (Crew & Crew, 2020) and disablist (Daughtry et al, 2009, Sahlin, 2009). Less explored is the discriminating nature of the doctorate itself. Seal (2022) writes on how the doctorate seems to not be fit for purpose for widening participation students, being designed for certain recently graduated students in their early career with little research experience. This session will explore what the literature and widening participation students’ experiences tell us about the discriminatory nature of the structure of the doctorate, who it privileges, and asks whether it can be made more fit for purpose. |
| **B2** | Michael Hobson and Howard Bateman |  Becoming "Boundary Spanners" - Using the gym as a tool for relational pedagogy and building "connected" widening participation studentsThe following session examines how staff used weekly "Reprezent Health" sessions hosted in the university Performance Education Centre (PEC) to support WP students to build connections with other students across year groups and degree programmes, with academic staff, and with support services such as wellbeing and learning development. Previous research suggests WP students often report a reduced sense of belonging, and connectedness to the university compared to other students (Arday and Mirza, 2018; Hobson, 2022). Borrowing principles from the Sport Development sector, staff set up free gym sessions accessible to students who were minority ethnic, commuters, registered with wellbeing, or would benefit from engagement with wellbeing. Academic and service staff engaged in resistance training with and alongside students to create an informal environment, build relationships with students, and facilitate conversations and interactions. Staff acted as what Levina and Vaast (2005:38), refer to as boundary spanners, 'who facilitate the sharing of expertise by linking two or more groups of people separated by location, hierarchy or function'. Building upon Noddings (2013) ideas, we argue the conversations in between training created a space where staff could utilise relational strategies to break down stigmas about accessing academic support and wellbeing, and develop the social capital of WP students by introducing them to other students and staff. |
| **B3** | Jemima Davey and Josie Borchardt | Promoting personal and professional success on placement: supportive resources for studentsThis presentation will draw on the recent publication of various resources for students on placement. We have developed a University-wide handbook to promote wellbeing with specific consideration for the variety of professional environments our students enter as part of their programmes of study. It is well documented that mental health and wellbeing is declining in student populations and work experience can be a time of significant stress for those on professional training courses. A recent survey revealed that 57% of students self-report as having a mental health issue and 27% report a diagnosed mental health condition (Lewis and Bolton, 2023). It is also well-known that individuals with declared disabilities are at heightened risk of suffering with a mental health condition. With that in mind, we will also present the publication of specific handbooks to support individuals with declared needs while on placement. This will draw on ongoing research and the School of Education’s work with the Wellbeing Service and Dyslexia and Disability Team to create a resource that promotes student voice in accessing the right support and facilitating appropriate reasonable adjustments for trainees. We will follow our presentation with an interactive activity for delegates. |
| **B4** | Helen Thouless | Funds of Knowledge: Acknowledging and utilising diversity within our student bodyFunds of Knowledge are the "information, skills and strategies which families and households acquire and use to maximise their well-being and life-chances" (Winter, Salway, Yee and Hughes, 2004, p. 60). In this session I will use a case study of Funds of Knowledge from my second year mathematics education class to highlight the diverse cultural knowledge that students and staff bring to our university and why it is important to all students that we surface this knowledge. As an extension to this case study we will map our own Funds of Knowledge in mathematics and compare staff's and students' Funds of Knowledge. We will then map out our Funds of Knowledge in several different subjects to give us a basis for professional reflection on how we could use this concept across different subject areas. Lastly, we will explore how we could find out about students' Funds of Knowledge across the university. |
| **B5** | Jacob Law and Laura Davies | Equality, Diversity & Inclusion in Action: Developing inclusive student practitioners through a WP collaboration with Goalball UKFunds of Knowledge are the "information, skills and strategies which families and households acquire and use to maximise their well-being and life-chances" (Winter, Salway, Yee and Hughes, 2004, p. 60). In this session I will use a case study of Funds of Knowledge from my second year mathematics education class to highlight the diverse cultural knowledge that students and staff bring to our university and why it is important to all students that we surface this knowledge. As an extension to this case study we will map our own Funds of Knowledge in mathematics and compare staff's and students' Funds of Knowledge. We will then map out our Funds of Knowledge in several different subjects to give us a basis for professional reflection on how we could use this concept across different subject areas. Lastly, we will explore how we could find out about students' Funds of Knowledge across the university. |
| **B6** | Jessica Hill and Jade Salim | It’s not a skills gap it’s an awareness gapEvolving trends in the world of employment due to globalisation, population growth and competition within the job market has increased the importance of employability skills. This has resulted in an increased responsibility for higher education institutions (HEI’s) to prepare graduates for the future. HEI’s have been criticised for not doing enough to develop graduate skills and prepare students for the workplace. It has also been claimed that HEI’s have focused too rigidly on academically orientated content and not enough on applied learning and functional skills. In response to this, institutions are paying more attention to employability by integrating transferable skills, applied learning and authentic assessment into their programmes. It is becoming increasingly apparent that these skills are being developed within programmes, however students are often unable to recognise this and make employers aware of the skills they have gained. To address this we have developed a graduate skills matrix that incorporates skills from the World Economic Forum’s ‘Future of Jobs’ report and the St Marys Curriculum Framework. The matrix will enable students to map skills learned in each module over the duration of their degree programme. To facilitate this, the matrix will be embedded into personal tutor sessions where students can identify and discuss with their tutors how each skill is developing.  |
| **B7** | Jane Chambers and Jemima Davey | The place of research literature in the effective mentoring of emerging professionalsDrawing on UKRI funded research, this presentation will present the outcomes of an enquiry into the use of research literature when mentoring emerging teachers and the impact of developing this area of practice on the professional identities of those fulfilling the role of mentor. While mentors will have expertise in their phase and subject, and despite acknowledging the intent of teaching to be evermore grounded in evidence, there continues to be a necessity to routinely embed research literature into the development of professional practice. Therefore, the secure formation of a mentor’s professional identity and confident use of research in practice is essential.  This presentation is underpinned by recognition of the need to further deconstruct the divide between theory and school-based practice (Grossman et al., 2018) to support mentors in working with emerging practitioners beyond what is outlined in frameworks that shape their training (Oberholzer and Boyle, 2024). We assert that mentors should be supported in considering how research-informed pedagogies and perspectives can be applied contextually to support mentees most effectively (Oberholzer and Boyle, 2024). This presentation serves to critically consider the place of research literature in teaching and learning and aims to offer attendees the opportunity to explore the application of this to their own practice. |
| **B8** | Mark Griffin and Lyse Marcelle | Can a discipline focused alumni association benefit the needs of current students? An investigation.Drama, courses have been a staple of the St Mary's curriculum for seventy uninterrupted years providing education and training many thousands of alumni.As part of a project looking to reconnect and reengage with former students we've been working over a four month period to form a subject specific association with a view to providing enhanced and authentic opportunities for networking, mentoring and collaboration between past and current students.This paper sets out our aims, process and initial findings and offers some ideas for the way in which similar work might be more broadly applied, with a view to building a sustainable community of students and graduates that can continue to provide intellectual and practical support for each other beyond the degree. |
| **B9** | Abbe Brady | Doing sustainability in academia: what embedding sustainability practices can look like |
| **B10** | Gayani Gamage | A thematic exploration of student experiences related to on-campus lecture attendanceResearch indicates that on-campus lecture attendance has decreased since the availability of online lectures and virtual resources (Kortemeyer et al., 2023). One reason identified was that current generation of university students known as ‘digital natives’ or ‘iGen’ (born between 1997-2012) prefer technology supported lectures (i.e. synchronous or asynchronous mode) to traditional ‘knowledge delivery’ type passive lectures (Emahiser et al., 2021; Hernandez‑de‑Menendez et al., 2021). Also, since Covid-19 pandemic, there was an increase in availability of self-learning resources which further supported this trend (Gysbers et al., 2011). Although it is a positive factor, it has an impact on higher education institutes, from allocation of physical and human resources to maintaining university lecturers' morale. Furthermore, as there is no clear relation between grades and on-campus lecture attendance (Liles, Vuk & Tariq, 2018), it has become difficult for universities to justify regular attendance rules also. However, benefits of attending on-campus lectures have been identified such as developing social and professional skills to learning interactively with groups (Emashier et al., 2021). Therefore, this study aims to explore the reasons for low-attendance and expectations for on-campus lectures using a qualitative framework and recommending possible suggestions based on a thematic exploration of student views. |
| **B11** | Laura Ercolani and Leta Pilic | A case study - the St Mary’s Nutrition clinicNewly established St Mary's University's student-led nutrition clinic offers tailored dietary advice to students and staff, focusing on individual health needs and wellness goals. Utilising a hands-on approach, the clinic teaches nutrition students to apply their theoretical knowledge in a practical setting, under the guidance of a staff supervisor. This direct involvement in client consultations provides students with invaluable real-world experience in dietary assessment and counselling.An innovation at the clinic is the integration of artificial intelligence (AI) to assist students. This technology enables the delivery of dietary recommendations and user-friendly action plans, enhancing both the efficiency and effectiveness of nutritional counselling. The staff supervisor plays an important role in ensuring the accuracy of AI-generated data and helps students critically assess the AI outputs. This process not only reinforces students' analytical skills but also deepens their understanding of the ethical considerations in using AI, such as data privacy, informed consent, and algorithm transparency.The presentation will discuss the clinic activities and its benefits to students’ learning experience. It will also explore how the clinic integrates AI into its operations, highlighting the educational benefits and professional preparedness it offers for students. |
| **B12** | Sophie WilsonMª Ángeles Rodríguez Domenech, Mangeles.Rodriguez@uclm.es, Universidad de Castilla - La Mancha, Spain. |  Virtual Field Work in the context of global change – a blended learning approach for Higher EducationThe aim of this session is to introduce the MOOC that has been created to enhance environmental education within higher education institutions and support university teachers in adopting digital and innovative teaching methods, using virtual field trips and participatory tools. Raising awareness about global change serves as a catalyst, enabling educators to incorporate sustainability topics into their teaching and develop effective pedagogical strategies. The session will include reference to case-study examples from several different cities which can be used by attendees to teach with or as a starting point for creating their own future virtual field trip using the range of innovative tools presented. Such digital skills are key to future employability for working in a range of occupations and businesses in a much more sustainable way. |
| **C1** | Finola Utton, Kerry Assemakis and Alison Willmott | We rise by lifting others: using powerful picture books for wellbeing and emotional developmentThis facilitated session will share expert practice in using inclusive picture books for wellbeing and emotional development, including for children who are refugees. Powerful picture books bring the world to people in a way that makes sense to them and are a safe way of dealing with challenging issues and developing empathy (Dolan, 2014). Nurturing of a sense of belonging in child refugees and developing empathy in their peers is crucial as these children are more likely to face wellbeing challenges (Refugee Education UK). Images in powerful picture books evoke emotional responses; literature provides a safe space as the reader responds to fictional characters rather than a current experience (Nikolajeva, 2015). The session contributes strongly to practice within FETA and particularly within the School of Education, but is valuable to all faculty practice across the sector. The shared values of inclusiveness and respect are intrinsic to this presentation and excellence of teaching will be exemplified within a strong evidence base. The session will include a presentation and opportunities for delegates to engage with picture books and share thoughts in relation to how they nurture belonging and could be effective in their own teaching and learning domain. |
| **C2** | Matt James | In the eye of the beholder: using the visual arts to trigger inclusive discussion and learningAs with many disciplines, not just ethics education, it is important to equip students so that they don’t just know ideas and principles, but to also recognize when and how these concepts might apply. The use of the visual arts as an educational approach can be helpful in facilitating students’ moral imagination and independent critical thinking. Giving space for students to “see rightly” (Wellbery & McAteer 2015) in which everything is welcomed and nothing is shunned, allows students to weigh multiple perspectives and opens up inclusive and diverse discussion. Students’ sensitivity to and appreciation of subtleties that may have gone unnoticed in the past are recognised and expressed in profound ways. In this session I will outline what visual thinking strategies (Yenawine 2013) entail, share insights on how this has been applied in undergraduate and postgraduate teaching and give opportunity to ‘road test’ this approach.   References: Wellbery, C., McAteer, R.A. The art of observation: a pedagogical framework. Academic Medicine 2015;90(12):1624–30.Yenawine, P. (2013). Visual Thinking Strategies. (Cambridge, Mass: Harvard Education Press). |
| **C3**  | Helen Upfield | Constellations of professional belonging: Navigations and connections within learning and teaching environmentsThe proposed session will consider how the concept of belonging could be reflected upon through the metaphor of a constellation configured by past, present, and potential connections to learning and teaching. Belonging will be positioned as a way of thinking about how people navigate and interact with learning places, spaces, and communities within an institution. Utilising Pfaff-Czarnecka’s (2011) argument that belonging needs to be approached in terms of its multidimensional breadth, I suggest that whilst belonging is often assumed, it carries the creative and dynamic potential to consider more nuanced accounts of professional identity and agency within educational settings. In response to the question what ‘nurtures belonging’, is a perspective of belonging and not-belonging as a dynamic process which ebbs, flows, and shifts according to both ‘negotiated’ and ‘provisional alignments’ within sites of work and power (Gherardi and Nicolini, 2002, p.419). This is intended to be an interactive and imaginative session, which will introduce key themes from the first year of a PhD on belonging within post-compulsory education; before inviting opportunities for professional reflections of everyday belonging experiences (May, 2013) for colleagues at St Mary’s.  |
| **C4** | Robbie McIntyre | Dynamic Breaks: Examining the Effects of Radio Taiso on Student Engagement and MoodIn traditional classroom settings, long lectures can lead to reduced student engagement and focus, which can negatively impact the learners’ experience and achievement of learning outcomes. Classroom-based physical activity breaks are postulated to promote attention during lectures. However, findings are equivocal and there is a dearth of empirical evidence in university settings. Therefore, this prospective, classroom-based, randomised, controlled, crossover design study aimed to investigate the effect of a short physical activity break during a lecture on postgraduate student mood, energy levels and engagement. Participants (n=9) were randomly assigned to Group A or Group B. During the first 1.5-hour lecture, Group A engaged in a 3.5-minute ‘Radio-Taiso’ physical activity routine, while Group B remained stationary. In the second lecture, roles were reversed. Mood, energy levels, and engagement were assessed at the end of each lecture using the Profile of Mood States questionnaire and a Likert scale. Physical activity breaks tended to have a moderate positive effect on mood (P=0.081, d=0.65), a large positive effect on energy levels (P=0.069, d=0.88), and a moderate positive effect on engagement (P=0.056, d=0.70). This preliminary study suggests that Raido-Taiso physical activity breaks show promising potential to enhance student mood, energy levels, and engagement during university lectures. |
| **C5** | Janine Pavlis and Sam Lovatt | Exploring the connection between Design and Technology and Computing: Enhancing Learning Opportunities in Primary EducationWe provide our BA Primary Education (with Qualified Teacher Status) students with the opportunity to develop as specialists in one of the primary curriculum areas. This year marked the combined specialist module in Design and Technology (D&T) and Computing for our Year 3 Undergraduate students. To present this module’s success, this session will showcase the explicit links between Computing and D&T; affirming the significance of broader STEM (science, technology, engineering, and maths) goals; the subjects’ inclusive identity; creative, inspiring and sustainable projects to undertake in primary schools, and the designed planning of aligned pedagogical approaches to teaching the subjects using the Iterative Design Process (DATA, n.d.) and Computational Thinking (Morris, Uppal, and Wells, 2017). The main literature foundations throughout the module were underpinned by Tinkering: a process of exploring and testing opportunities before final design choices are made (Resnick, 2017). The iterative nature of tinkering promotes the desired skills of the Iterative Design Process. These connections and shared skills are elements that were celebrated and highlighted throughout the new module. |
| **C6** | Ashley Gumbrell | Maximising engagement in distance learning - how does media type impact engagement?We provide our BA Primary Education (with Qualified Teacher Status) students with the opportunity to develop as specialists in one of the primary curriculum areas. This year marked the combined specialist module in Design and Technology (D&T) and Computing for our Year 3 Undergraduate students. To present this module’s success, this session will showcase the explicit links between Computing and D&T; affirming the significance of broader STEM (science, technology, engineering, and maths) goals; the subjects’ inclusive identity; creative, inspiring and sustainable projects to undertake in primary schools, and the designed planning of aligned pedagogical approaches to teaching the subjects using the Iterative Design Process (DATA, n.d.) and Computational Thinking (Morris, Uppal, and Wells, 2017). The main literature foundations throughout the module were underpinned by Tinkering: a process of exploring and testing opportunities before final design choices are made (Resnick, 2017). The iterative nature of tinkering promotes the desired skills of the Iterative Design Process. These connections and shared skills are elements that were celebrated and highlighted throughout the new module. |
| **C7** | Nicola Mills, Rebecca Hughes, Anthony O’Reilly | Supporting students- report and supportThis will be a facilitated discussion around how Student Services works with the Student Union and colleagues from other central services to support our students, particularly in regards to addressing harassment and sexual misconduct. The session will explore opportunities for embedding a university wide approach and will empower staff working outside of the central support services in having difficult conversations with students by providing colleagues with some practical guidance about handling disclosures, maintaining appropriate boundaries and assisting students to access further support with the aim of building confidence in staff. We will explain some of the evolving regulatory dimensions from the OfS and the steps being taken at St Mary’s to address these. This session aims to pose some questions and offer some initial reflections on how a small and specialist provider can provide sufficient resources to support students equitably and effectively and will explore the key strands enabling effective collaboration between academic and professional service staff. |
| **C8** | Tiffannie Shipley, Jaliyah Jack, Dominika Maludzinski, Abril Jacinto, Jessica Andriessen and Amanda Beinhauer with Neena Samota | Co-designing student enrichment: Reflections on peer support and belongingThe session will demonstrate how six MA students helped facilitate and deliver an advocacy session for undergraduate students as part of Reconnect Week. They used their professional backgrounds, subject knowledge and their relational skills to co-design and facilitate learning. In the process they enriched their own sense of belonging by reflecting on their student journey and helped influence undergraduate students to reflect on their own journey of learning and belonging. |
| **C9** | Livia Pataki | EdPuzzle - The power of interactive learning (using interactive videos in teaching & learning)Tired of long lecture style teaching? Your students are not engaging with your content? Why not spice up your lectures with easy-to-use interactive videos? Attendance at lectures are directly linked to the quality of teaching/delivery. Interactive videos have emerged as a potent resource for classrooms, revolutionizing the learning experience. Interactive videos can increase engagement, enhance comprehension and retainment of content knowledge as well as provide instant feedback as formative assessment. This form of learning is also inclusive and fosters collaborative learning in the classroom as it can sparkle discussion, facilitate debate scenarios, and peer assessments by fostering teamwork and communication skills.Students enjoy video and actively seek it out as a medium for learning. Video learning isn't just preferred - it's more engaging and helps students learn better than a traditional lecture. Research shows:- 77% of teens watch online videos daily. - 59% of students aged 14-23 prefer YouTube as a learning method. - 72% of parents believe their children’s media use helps their learning.This short session will showcase EdPuzzle, as an interactive video platform and how it can be used in flipped classroom, 'LIVE' lectures and even as post-lecture revision |
| **C10** | Abbe Brady, Laura Davies, Melina Healy, Sara Daniels | Academics' reflections on the personal and professional impact of using service learning in undergraduate teachingAdvocates of Service Learning (SL) view it as a transformative pedagogy. SL involves students taking part in meaningful real-world activities designed to respond to a community partner’s needs which align with programme-related learning objectives. Systematic reviews and meta-analyses provide substantial evidence of the positive impact of SL for all involved i.e. students, universities, HE staff and community organisations and their members/users. As SL is often initiated and overseen by teaching staff who share an understanding and commitment to using SL as a teaching methodology, we propose that there is much to be gained from examining academics’ experience of SL. Therefore, these presentation involves mini-vignettes from four academics who each share two themes of personal and/or professional significance arising from their experience of using SL in undergraduate teaching. Themes addressed include: cultivating reciprocity in the university-community partnership, the changing nature of staff-student relationships, professional growth and identity for staff, meaningful experiences for staff and students, staff modelling of 'reflection in/on action', inclusive practice and behaviours, seeing students beyond the classroom and witnessing the developmental impact of students seeing themselves as professionals. These themes have critically informed our understanding and ongoing practice in SL and collectively they provide an insight to the value of SL for an often overlooked population at the heart of higher education. |