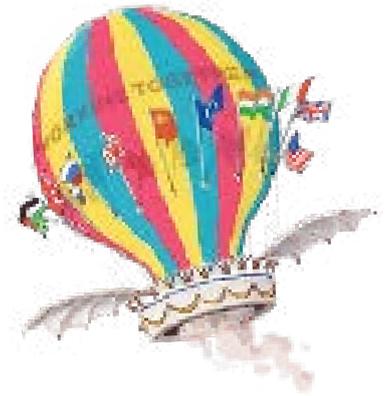


BROOKES LEARNING AND TEACHING CONFERENCE 2017

Working Together: Impacts & Challenges



KEYNOTE SPEAKER

Professor Richard Hall,
De Montfort University

The really open
university: working
together as open
academic commons

DATE
14 June
2017



VENUE
JHBB



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THEMES

- Transnational partnerships & networks
- Inclusivity & diversity
- Staff & student collaboration
- Peer projects



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09.00 - 09.25	Registration, tea/coffee (JHB Union Square)				
09.25 - 09.40	Introduction and conference opening (Union Hall) - <i>Julie McLeod will open the conference and announce the Brookes' TEF result</i>				
09.40 - 10.20	Plenary session - Professor Richard Hall, The really open university: working together as open academic commons (Union Hall)				
Break - out session strands	JHBB 203 <i>Staff and student collaboration</i>	JHBB 204 <i>Peer projects</i>	JHBB 205 <i>Transnational networks and partnerships</i>	JHBB 206 <i>Inclusive and diverse practices</i>	
10.30 - 10.40	Introduction by co-covenantors of strand: Will Roberts and Ben Franks	Introduction by co-covenantors of strand: Berry O'Donovan and Claire Jones	Introduction by co-covenantors of strand: Mary Deane and Mary Kitchener	Introduction by co-covenantors of strand: Neil Currant and Shirley Shipman	
10.40 - 11.10 Session 1	<i>Rachel Long - Flipping Maths! (Workshop session (MEMS))</i>	<i>Dan Croft and Linda Coombes - Do reading lists deliver learning outcomes? (Library)</i>	<i>Roger Dalrymple, Aaron Isted and Patrick Alexander - Taking CPD across boundaries and borders (Education)</i>	<i>Pras Ramluggun, Mary Lacy - Lived experiences of MH nursing students (Workshop session) (Nursing)</i>	
11.15 - 11.45 Session 2	<i>Rose Scofield and student Jess Crombie - How do staff inspire students to submit research to conferences and for publication? A study of equine students (Science)</i>	<i>Andrea Macrae and students Suzie Wright and John Baldwin - Peer expression mentoring - what, how, why and what it can do for your students (English Literature)</i>	<i>Mbakeh Camara and Natasha Robinson - Reaching out to the Gambia (students from Be Inspired Internationally OBSEA funded project)</i>		
11.45 - 12.00	Tea/Coffee in Union Square				
12.05 - 12.35 Session 3	<i>Laura Novo de Azevedo and students Swara Shah, Avar Almkhtar - Questioning perceived staff - student hierarchies for engaging with international professional practice as a co-curricular activity. (Urban Design)</i>	<i>Gabby Barody and students Stephanie White and Sam Mavall - Can experienced students make a difference to new students by supporting supervised skills and simulations? (Workshop session) (Paramedics)</i>	<i>Ahmed Masoud - Transnational education: opportunities and challenges (OBI)</i>	<i>Louise Bunce - Undergraduate student 'consumer' approaches to learning and academic performance (Psychology)</i>	

<p>12.40 - 13.10 Session 4</p>	<p>JHBB 203 <i>Elise Alexander and Gillian Lake</i> - Designing a UMP programme in partnership with students (Early Childhood)</p>	<p>JHBB 204 <i>Jon Martin and Ruth Powell</i> - Making a TEL unit together (University of the Arts)</p>	<p>JHBB 205 <i>Hanako Fujino</i> - Perceptions of Japanese language teachers and learners in the UK: the role of intercultural understanding (Japanese studies)</p>	<p>JHBB 206 <i>Jonathan White</i> - Feedback with international students - drawing on prior experiences, making future practice (OBI)</p>
<p>13.15 - 14.00</p>	<p>Lunch in Gallery Restaurant - Interactive sessions/ posters: <i>Marc Howe and Richard Francis-Festival and community of learning; Posters: Louise Bunce-Supporting BME students; Hannah Hibbert and Carlos Fresneda- Stress factors for Maths students; Anne Osterieder-working in partnership to design a work experience module.</i></p>			
<p>14.00 - 14.30 Session 5</p>	<p><i>Hannah Hibbert (student) and Carlos Fresneda</i> - No more Maths, please! The complex reality of anxiety in Maths degrees (MEMS)</p>	<p><i>Mary Davis and Peter Saunders</i> - Using Sketch Engine to raise awareness of disciplinary differences PENTAL project (OBI)</p>	<p><i>George Roberts and Richard Francis</i> - Walk and talk workshop (OCSLD and Learning Resources)</p>	<p><i>Kate Harford</i> - Religion and belief in the classroom: implications and how to avoid discrimination (Wellbeing)</p>
<p>14.35 - 15.05 Session 6</p>	<p><i>Richard Summers</i> - IQ The elephant in the room - staff perceptions of students (Workshop session) (Crowdcat science director)</p>	<p><i>Gina Dalton, Judie Gannon, Jeannie Fawcitt, Clare Martin, Rebecca Gee</i> - There's more to mentoring than you think - raising the profile and supporting mentoring at Brookes SESE2 Project (Multiple departments)</p>	<p><i>Lorraine Whatley, Joseph Hartland, Lowri Evans and Claire French-</i> Inter-professional palliative care simulation from diagnosis to death (Nursing)</p>	<p><i>Fiona Watkins, Sara Hannam, Mariama Sheriff, Fiona Kelner, Hellen Barton, Judith Piggott</i> - Meeting the challenge of diversity: inclusive teaching and learning practice PESE2 Project (Workshop session) (Multiple departments)</p>
<p>15.10 - 15.40 Session 7</p>	<p>Stephen Spain - Kids teaching teachers (remote presentation from Australia) (Brookes alumnus)</p>			
<p>15.45 - 16.00</p>	<p>Conference round-up: plenary speaker, strand convenors and delegates (Chakrabarti)</p>			

Keynote, 09.40 - 10.20, Union Hall, Keynote Professor Richard Hall

The really open university: working together as open academic commons

Professor Hall questions the role of pedagogic scholarship and innovation in addressing global crises of social reproduction. He argues that working together has both possibilities and impossibilities, which need a richer discussion inside the University.

In the past decade, fall-out from the Browne Review has given birth to a number of alternative education projects. These alternatives focused on creating spaces and curricula that prefigure more democratic ways of doing higher education, in which the boundaries between student and teacher are dissolved and where co-operation and peer-projects between scholars become fundamental. Examples include the Social Science Centre in Lincoln and the Really Open University in Leeds. These projects developed grounded, co-participatory scholarly communities, which acted as incubators for pedagogies like Student-as-Producer (Neary and Winn 2011; Pusey 2016).

However, they also share characteristics with transnational platforms like #RhodesMustFall and #Whyismycurriculumwhite, in attempting to push back against the structuring logics represented by the curriculum (Hall and Smyth 2016). These platforms also connect to co-operative forms of higher education like Mondragon University in the Basque country, the Little Schools of the Zapatista Movement, and the education sector of the Brazilian Landless Movement.

Reflecting on these alternative forms is helpful in analysing our responses to the crisis of higher education, in order to locate spaces for truly progressive pedagogies inside the university. If such spaces do exist, on what are they based and what is their relationship to the curriculum? How do they enable academics and students to respond to issues of inclusivity and diversity, collaboration and peer production?

Three responses may be considered:

- open, academic commons supporting a sharing economy inside and across a porous interdisciplinary curriculum;
- safe, scholarly communities of practice, perhaps forming solidarity economies that refuse enclosure;
- positioning the university and curriculum within (and against?) the development of 'mass intellectuality', or socially-useful knowledge produced outside the university.

Professor Richard Hall is Co-Director of the Institute for Education Futures, and Professor of Education and Technology at De Montfort University.

Session 1, 10.40 - 11.10, JHBB 203, Rachel Long, MEMS

Flipping maths!

This workshop will present the development of the module U08629 Further Discrete Mathematics which was taught in a flipped format this year. Before class, students would read specified sections from a set text and attempt exercises, aided by short videos illustrating key concepts. This would provide the basis for further study of the topics involved. During the class, students would work in groups to further develop the material they had read, creating the more advanced content of the module for themselves (guided by the instructor). There were no lectures and the students demonstrated what they had learned to the other students.

This session will itself be presented in a flipped format, with some pre-session reading and a video to watch before attending the session. Participants will then work together to create the content of the workshop for themselves.

Rachel Long is a principal lecturer and programme lead for Mathematics

Session 2, 11.15 - 11.45, JHBB 203, Rose Scofield and student Jess Crombie, Life Sciences

How do staff inspire students to submit research to conferences and for publication? A study of equine students

This session will report on how staff can inspire students to submit research. Anecdotally students in Higher Education (HE) report lack of interest in publishing their own research. However, throughout their education students produce projects, reports and dissertations that could be submitted for conferences or as papers. This pilot study aimed to discover the motivation influencing students' decisions to submit research, and to examine factors behind this aim. A survey was created and distributed to HE students (n=46) undertaking equine subjects in Cornwall and Oxfordshire who are regularly exposed to published studies in their lectures. Results showed that 30% of students were involved in submitting their own research this academic year. Students who were inspired by lecturers were significantly more likely to submit their own research ($\chi^2=7.641$, $p=0.006$), and also to find published studies used in lectures significantly more interesting than those who did not submit ($\chi^2=60.5$, $p=0.0001$). In motivational issues, 60% of students said lack of confidence stopped them submitting work, compared with 31% who said time was a factor and 9% who indicated lack of support. In consideration it appears that lecturers need to concentrate on inspiring their students to submit their own research, look at introducing methods of building confidence and also ensure papers used in lectures are well chosen.

Rose Scofield is Course Leader for BSc Equine Science. Her research is in the relatively new field of equitation science where the human-horse dyad is studied in detail. This session will be co-presented by Jess Crombie, Y3, who completed her dissertation and has submitted to conferences due to motivation from lectures. The audience will gain some insights into how to encourage students to submit their research.

Session 3, 12.05 - 12.35, JHBB 203, Laura Novo de Azevedo and students, Svava Shah and Avar Almkhtar, Urban Design

Questioning perceived staff-student hierarchies for engaging with international professional practice as a co-curricular activity.

Questioning perceived staff-student hierarchies for engaging with international professional practice as a co-curricular activity.

Staff and students will present the different stages and aspects of the collaboration between them that led to the third successful run of BrookesBUDS (Brazil urban Design Study). The talk will include a brief description of the project with pedagogic aims and context, lessons learnt from three runs of trying to deliver a non-hierarchical co-curricular activity and the perceptions of students who took part in the project. The material produced as part of the project will be exhibited. Delegates attending this session will be able to draw from the positive experiences and challenges to reflect on their own practice. Because of the interdisciplinary nature of urban design, presenters will be discussing how to include other disciplines for future runs of the BUDS project.

Laura Novo de Azevedo is a Principal Lecturer, Svava is a Master's student and Avar a PhD researcher. They have worked collaboratively in several projects in Urban Design.

Session 4, 12.40 - 13.10, JHBB 203, Elise Alexander and Gillian Lake, Education

Designing a UMP Degree in Partnership with Students

Academics engaged in programme development consider many elements: content, structure, industry requirements and benchmark standards and, not least, innovative teaching methods and the challenge that comes from academic rigour. They may even consult students over some elements, but usually to a limited extent. Consulting students is considered good practice by the Higher Education Academy (Healy, Flint and Harrington, 2014) and we believe that students are a vital and often over-looked source of ideas and knowledge. We wanted to see what would happen if we engaged students in a full partnership to revalidate the Early Childhood Studies (ECS) programme at Brookes.

In this presentation we describe the process of developing a partnership with a group of students in the current ECS programme based on our research into professional identity and language. We thought it was important to develop shared values and an understanding of the barriers we might encounter at the outset before we discussed issues such as the content and structure of the programme. We discuss the successes, tensions and conundrums we faced and reflect upon the benefits and lessons of the process. We also consider how such partnerships can be embedded in future developments. In this session, we aim to raise awareness among delegates about the value of partnership with students and an indication of the benefits we have discovered.

Dr Elise Alexander is a Senior Lecturer in Early Childhood Studies with a particular interest in HE pedagogy and its role in developing professional identity.

Session 5, 14.00 - 14.30, JHBB 203, Hannah Hibbert (student) and Carlos Fresneda, MEMS

No more Maths, please! The complex reality of anxiety in Maths degrees

In almost every discipline in Higher Education we encounter numeracy. Numeracy is one of the governments' targets for improvement at all levels. One of the reasons for failing at learning numeracy is the so called Mathematics anxiety, this, often, generalised feeling of, 'I am terrible at Maths' or 'I can't do Maths'. However, what about the students that study the specialised subject of Mathematics? Do they still suffer the same anxiety? Are there any significant differences in gender, location or hobbies? In this talk, we will present our findings about the complex reality of the stress on Mathematical Sciences undergraduate students at Brookes.

Hannah Hibbert is a 3rd year student in Mathematics. After being inspired by the module Medical Statistics, she decided to write her dissertation on Maths anxiety. Dr. Carlos Fresneda-Portillo teaches Medical Statistics. Although his research is mainly on pure mathematics, he contributes to statistical analysis in Health Sciences and Education.

Sessions 6 and 7, 14.35 - 15.35, JHBB 203, Richard Summers, CrowdCat, external speaker

IQ the Elephant in the Room that undermines staff-student collaboration

Despite years of research there is still a single generally accepted stratum III intelligence measure represented by IQ. It has been demonstrated that a strong linkage of IQ to heredity and educational achievement exists [1]. This suggests that despite a great deal of innovation, education is predominantly measuring and attempting to change a parameter which is mostly defined through heredity.

Our aggregation of a wide range of neuroscientific breakthroughs and empirical testing of global brain functioning models has allowed the augmentation of John B. Carol's work, to improve on the 3 Strata model. By understanding the principles of re-entry/neural Darwinism [2], the structure of personality and its relationship to cognitive regulation and the mapping of mental representations to neural activity, two additional forms of intelligence are uncovered, Reflective and Adaptive, These two components are affected by a balance of hereditary, background environmental and choice/behavioural factors and are therefore more compatible with both the measurement of educational effectiveness and in creating insights into improving educational frameworks.

This presentation starts by examining the breakthroughs in neuroscience that have allowed these two alternate intelligence components to be uncovered and understood, before exploring the practical implications of these ideas on staff-student collaboration brought to life using the ancient but continuously evolving art of pushing hands.

References:

Social Consequences of Group Differences in Cognitive Ability - Linda S. Gottfredson (2004)
Consciousness: How Matter Becomes Imagination - Gerald Edelman (2001)

Richard Summers is the Science Director of CrowdCat and the Educational Director of SMART specialising in using breakthroughs in neuroscience and psychometrics to enhance educational design.

Session 1, 10.40 - 11.10, JHBB 204, Dan Croft and Linda Coombes, Learning Resources

Do reading lists deliver learning outcomes?

Reading lists are a seemingly unalterable part of Higher Education, to the extent that while all other aspects of teaching at Oxford Brookes have been re-examined through the lens of Graduate Attributes and Constructive Alignment, reading lists seem to have quietly gone on in more or less the same form as they always have. This session will report on the current findings of a team of researchers from Oxford Brookes Library on their two-year research project investigating whether reading lists can be re-designed to more directly deliver the learning outcomes of a module. The session will introduce the application of Constructive Alignment to reading lists, update you on the progress of the project, and describe how module leaders can get involved.

Dan Croft has held a few roles in Oxford Brookes library and is currently the Scholarly Communications and Research Team Leader. Linda Coombes is an Academic Liaison Librarian for the Business School at Wheatley; she has been working with academic staff to improve the quality of reading lists to support student learning since 2015.

Session 2, 11.15 - 11.45, JHBB 204, Andrea Macrae, students Suzie Wright and John Baldwin, Department of English and Modern Languages

Peer Expression Mentoring: what, why, how, and what it can do for your students.

This session will showcase a Peer Expression Mentoring (PEM) scheme and illustrate how it could be productively employed in other programmes. The PEM scheme has been piloted this year in English Literature in association with the PESE2 Mentoring project. The session will be part presentation and part workshop. The presentation element involves an introduction to the scheme, including the background research-based rationale, the set up process and 'package', and monitoring and evaluation. Two of the mentors will contribute to the session, sharing their experiences and insights. The workshop element involves small group discussion of how the scheme could be adopted and/or adapted, and with what particular targets and benefits, in the context of other programmes.

Andrea Macrae is a Senior Lecturer in Stylistics and co-runs the Integrating English pedagogical project (www.integratingenglish.com). Suzie Wright is a postgraduate student at Oxford Brookes University currently studying English Literature. She is also an English MA Representative and a Postgraduate Student Ambassador. John Baldwin is a postgraduate student currently completing an English Literature MA at Brookes and is part of the Peer Expression Mentor Scheme.

Session 3, 12.05 - 12.35, JHBB 204, Gabby Barody and students, Stephanie White and Sam Mayall, Health and Life Sciences

Can experienced students make a difference to new students by supporting supervised skills and simulations?

This session will report on facilitating peer collaborations between students. I have facilitated senior paramedic students and newly qualified paramedics, to assist in some skills and simulation sessions with the first years. The skills have included general observations, oxygen administration, history taking, documentation plus basic life support. They are supervised and supported as novices, when working with the first year students. The feedback has been positive by both the first years and the novice facilitators. The first years on the whole, have reported feeling less stress and a sense of how they will progress as second/third year students. The novice facilitators have reported feeling a sense of accomplishment as second/third years and the ability to impart knowledge and influence someone's progression. I would like to present these findings and suggestions of how a more formalised structure (third year paramedics as novice facilitators), could be used within the leadership module, that third year paramedic students have to complete. This could be shared with other healthcare programmes. The session will show delegates some benefits of facilitating support from experienced students to new.

Gabby Barody is a senior lecturer specialising in Paramedic Science and Nursing, who has a background in acute care and coaching. She focuses on the development of undergraduate students. Stephanie White and Sam Mayall are undergraduate paramedic students.

Session 4, 12.40 - 13.10, JHBB 204, Jon Martin and Ruth Powell, University of the Arts Teaching and Learning Exchange

Making a TEL unit together

Two colleagues from the University of the Arts London have recently run a TEL (Technology Enhanced Learning) unit, and this presentation will explore the pedagogic processes that contributed to its conception and delivery. The unit serves as academic and professional development for a broad participant cohort of UAL staff; but our contention is that the factors we considered (and wrestled with) during this will be of relevance to a yet broader range of educators, as they consider their own curricula developments. We came to collaborate on its creation almost accidentally, coming from different positions within the university framework; and weren't supposed to work together. Coincidentally, we both brought reservations about the area of TEL to the design approach. This has resulted in a curriculum that questions its subject focus, requiring its students to challenge their expectations as they forge renewed perspectives. This may be seen as a mark of a good educational experience, and one to which we would have aspired. However, an unforeseen outcome of our collaborative effort has been the analogue visual exercises that have served as learning activities – and these emanating from the learning technologist rather than the studio tutor. Drawing on our deliberations throughout, and on the responses to the activities by the initial participants, we will demonstrate our own learning from and about the making of a unit, and about the affordances of TEL in our learning environments. We will invite delegates to reflect on practicable considerations of learning materials; and the means by which diverse individual student concerns may be included within curricula.

Jon Martin is an Associate Lecturer on the PGCert and MA in Academic Practice at the Teaching and Learning Exchange, University of the Arts London. Ruth Powell is lead tutor for Technology Enhanced Learning: MA Academic Practice, University of the Arts London. She supports colleagues in exploring the digital as a space for creative art learning and practice.

Session 5, 14.00 - 14.30, JHBB 204, Mary Davis and Peter Saunders, OBI

Using Sketch Engine to raise awareness of disciplinary differences: a cross-departmental PETAL project

The importance for students of gaining awareness of disciplinary differences in writing has been established by recent research (Deane and O'Neill, 2011; Hyland, 2004). Deane and O'Neill (2011) drew attention to the importance of collaboration between subject experts and writing developers to support students. At OBI, staff teach students from a wide range of disciplines prior to or during their degree studies at Brookes. As a means of expanding their disciplinary awareness, a cross-departmental PETAL project for 2016-17 was devised. 11 members of staff chose different disciplines in which to read 3 articles; the criteria for selection were: recent (within 10 years), written by member of Brookes staff, (possibly a known colleague of programmes students go onto), found on RADAR, and of reasonable length to analyse (ie more than one page). Articles were firstly manually analysed for disciplinary features such as structure, style, use of personal pronouns, academic caution, use of citation, use of evidence and visual elements. Then they were submitted to Sketch Engine concordancing software which facilitated quantitative results such as the most common reporting verbs and modal verbs, within individual articles, across the three disciplinary articles, and compared to other disciplines. The project results are being saved as a materials bank for all departmental staff. The audience may be interested to see some analysis of features of their disciplinary writing, to consider how the perceptions of various readers of their discipline compare to their own perspectives of writing.

References:

Deane, M. and O'Neill, P. (2011). *Writing in the disciplines* (Eds.). Basingstoke: Palgrave Macmillan
Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor: University of Michigan Press.

Mary Davis is a senior lecturer of EAP and runs the Pre-Master's programmes at OBI. She is co-chairing the BLT Conference this year. Peter Saunders is a lecturer of EAP at OBI who has a strong interest in the use of technology in education.

Sessions 6 and 7, 14.35 - 15.35, JHBB 204, Gina Dalton, Judie Gannon, Jeannie Fawcitt, Clare Martin and Rebecca Gee, Built Environment, Coaching and Mentoring, HLS, Engineering

There's more to mentoring than you think: raising the profile and supporting mentoring activities @ Brookes

The Strategy for Enhancing Student Experience (SESE2) 2015-2020 states:

"We will seek to introduce student mentoring where possible across the University" (paragraph 4.3.5). However, many mentoring schemes in higher education rely on a single 'champion' to run and manage the scheme, modest resourcing and the goodwill of mentors and others, who give their time gratis. In the long term this is often not sustainable and schemes wane as a result. The improvised setting up of schemes means staff often waste time reinventing procedures previously developed by others and there is little evolution of additional processes such as evaluation of schemes and dissemination of good practice to ensure the quality and longevity of schemes. This focus of this PESE project is to help sustain schemes, its key aim is:

To deliver sustainable mentoring schemes across the University through the creation of generic training resources, software and administrative support systems, evaluation mechanisms and a portal showcasing the variety of mentoring opportunities to students.

Our session will be an interactive workshop challenging the audience to think about the contribution mentoring can make to their own Brookes context, whether they be academic staff thinking about their students or about mentoring of staff. The session will begin with reflections on the collective mentoring experience in the audience before a short introduction to some of the key findings from the PESE project regarding mentoring in HE generally and activity in Brookes. There will be a discussion before a call to action regarding raising the profile of all mentoring at Brookes and the direct ways that staff can achieve that through directing students to existing mentoring schemes, participating in staff mentoring programmes, and starting their own scheme using the resources and support from the PESE project.

Georgina Dalton is a Principal Lecturer for Quality Assurance in the Faculty TDE. She runs an alumni mentoring scheme and a PAL mentoring scheme. Dr Judie Gannon is a Senior Lecturer in coaching and mentoring. She set up the Bacchus Mentoring programme and has funding from ESRC to research mentoring coordinators. Rebecca Gee is a Senior Lecturer in real estate management and is working on ways to effectively evaluate mentoring schemes for quality, value and impact. Dr Clare Martin is a Principal Lecturer in computing and has set up and run a mentoring scheme. She is working on software platforms to support mentoring. Jeannie Fawcitt is a Student Subject Coordinator in the Faculty HLS. She is working on training resources for mentors.

Session 1, 10.40 - 11.10, JHBB 205, Roger Dalrymple, Aaron Isted and Patrick Alexander, School of Education, Faculty of Health and Life Sciences

Taking CPD across boundaries and borders - some pedagogical questions and challenges

Continuing professional development (CPD) forms a growing part of the outreach work of many UK Higher Education institutions, particularly those whose curriculum offer includes the practice disciplines. At Oxford Brookes, The Centre for Educational Consultancy and Development (CECD) in the School of Education and the Continuing Professional Development Unit in the Faculty of Health and Life Sciences are dedicated to designing and delivering higher education level CPD programmes for their respective professional groups and stakeholders.

Increasingly, such CPD activities are international, offering professional development interventions in cultures and contexts where UK higher education facilitators do not habitually practise. The resulting opportunities also bring challenges for CPD facilitators whose 'toolkit' of learning and facilitation approaches may involve assumptions and expectations that may not hold true of the new contexts in which they are working. Likewise, experience has shown that the content of CPD interventions, typically co-produced to reflect the learning intentions of both the stakeholders and the educational provider, is subject to flex, negotiation and sometimes contestation at the very point of delivery, calling for an agile mode of delivery by facilitators and implying that a 'craft knowledge of CPD' could helpfully be developed to try to prepare facilitators for a more emergent and shifting set of learning outcomes and behaviours than they might expect to encounter when teaching in their home setting. In an interactive presentation aimed to be of interest to colleagues with experience of, or interest in, transnational teaching/CPD, we will draw upon vignettes and case studies from our own experience of facilitating educational and professional development in provincial China and Mexico. We invite participants to reflect with us on the challenges, opportunities and implications for practice in transnational CPD.

Roger Dalrymple is Principal Lecturer for Masters and CPD courses in the School of Education at OBU. Aaron Isted is Head of the CPD and Training Unit in the Faculty of Health and Life Sciences at OBU. Patrick Alexander is Director of the Centre for Educational Consultancy and Development at OBU. CPD projects they have collectively facilitated include overseas consultancy in China, Mexico and Hong Kong and UK-based programmes for internationally-recruited nurses and Saudi Arabian schoolteachers.

Session 2, 11.15 - 11.45, JHBB 205, Mbakeh Camara and Natasha Robinson, LLM Students

Reaching out to the Gambia

This session will present the work of Be Inspired Internationally, an organisation established by a Brookes student to support disadvantaged youth to reach their potential in the Gambia. The organisation won OBSEA Try It and Do It Awards (2016, 2017). We will outline our proposed social enterprise model involving the export of baobab to the UK, which will provide a source of revenue for this project. We will then discuss how social enterprise can be used to impact positively on education, health and the environment. Furthermore, we will talk about how our transnational partnership enables mentoring and career counselling to university students in the Gambia; in exchange for this support, these university students also support high school students from deprived areas with their English and Maths. The audience will learn about the impact of careers counselling for disadvantaged students and the potential of social enterprise to change lives.

Mbakeh Camara is an LLM student from the Gambia, who established Be Inspired Internationally. Natasha Robinson is an LLM student from the UK who is working with Mbakeh.

Session 3, 12.05 - 12.35, JHBB 205, Ahmed Masoud and student Chloe Green, OBI

Transnational Education: opportunities and challenges

In this session, I will give a brief summary of the current status of transnational education aka TNE, highlighting the main opportunities and challenges. I will also discuss Brookes' approach with international partners in undertaking collaborative provision. The session will provide a brief on our exchanges in terms of relationships and opportunities for our students. This will be illustrated by a talk from one of our exchange students. Participants will learn more about the different types of collaborative provisions that Oxford Brookes undertakes in key international markets as well as hear first-hand about the experience of our students going on exchange.

Ahmed Masoud is the Head of International Partnership Development at Oxford Brookes International with expert knowledge on Transnational Education, having been working in the area for over 7 years.

Session 4, 12.40 - 13.10, JHBB 205, Hanako Fujino, English and Modern Languages

Perceptions of Japanese language teachers and learners in the UK: The role of intercultural understanding

This session shares the findings of a recent survey on how Japanese language teachers and learners in HEI perceive the teaching/learning of Japanese and the role that Japanese language skills might play in the future. The survey is the first phase of a longer study in collaboration with academics in other UK institutions that aims to observe the changes in perception of Japanese language teachers and learners in the UK through the process of Brexit.

The survey was carried out by an online questionnaire that consisted of questions on personal information, motivation for teaching or studying Japanese, and how they saw the use of Japanese in the future. There were 74 responses in total, from 34 teachers and 40 students.

The findings showed that many teachers placed much value on intercultural understanding. This seemed to resonate with the students' perception that they already had a high tolerance of other cultures before starting Japanese and felt that they were more tolerant after their year abroad in Japan. There was also a slight mismatch in the final objective of learning Japanese at university. While many students hoped to use Japanese in their future career, teachers felt that learning Japanese would help students have a better understanding of different cultures, not necessarily that it would lead to employment using Japanese. This session discusses the implications of these findings and briefly touches on the mixed views that teachers and students have about the changes that might occur through Brexit.

Delegates attending this session will be made aware of the importance of incorporating intercultural understanding more substantially into the language curricula.

Hanako Fujino is Senior Lecturer in Japanese Language and Linguistics. She specialises in the teaching of grammar, learners' beliefs, and learning enhancement through peer-collaboration.

Strand 3: Transnational networks and partnerships JHBB 205

Session 5, 14.00 - 14.30, JHBB 205, George Roberts and Richard Francis, OCSLD and Learning Resources

Walk and talk: the heroic cycle in higher education

This after lunch session will take place outside (hoping for good weather). I suggest the "heroic cycle" derived from Joseph Campbell's Hero with a thousand faces, as an explanatory and predictive theory based in myths of learning and identity formation in tertiary (non-compulsory) education. There will be a paper for pre-reading and the conversation will be refracted through the morning's sessions. The session is limited to 20 participants. We will wander in an academic grove of significant trees just across London Road.

George Roberts is Principal Lecturer and Educational Developer in OCSLD. He leads the MA Education, Higher Education strand and for many years led the PG Cert in Teaching in HE. Richard Francis is Principal Learning Technologist and leads the Digital Services Team in Learning Resources. He is always on the lookout for ways in which technology can genuinely facilitate learning.

Session 6, 14.35 - 15.05, JHBB 205, Lorraine Whatley, Joseph Hartland, Lowri Evans and Claire French, Nursing

Inter-professional palliative care simulation from diagnosis to death

This session reports into our research into using interprofessional simulation as a method to teach end of life patient care to pre-registration student nurses and doctors. Evidence shows that effective palliative care is delivered in a multi-disciplinary team setting and undergraduate teaching should reflect this best practice (Royal College of Physicians, 2014). Using an observational study we posed the question 'Does undergraduate inter-professional simulation promote positive changes in team working, understanding and behaviour when caring for patients nearing the end of their life?'

We planned and undertook six workshop days which followed a fictional actor from receiving a cancer diagnosis through to death. The students had a mixture of tutorials and simulation scenarios followed by debriefs. Observational analysis was performed on both groups of students during the simulation debriefs. A doctor and nurse independently observed the post-simulation student led debriefs to note salient points. A total of 23 nursing and 30 medical students went through 24 simulations and debriefs. Data gathering is complete and finalised results are in the process of being analysed.

This session aims to raise awareness of the use of simulation as a method to teach inter-professional end of life care to pre-registration student nurses and doctors. Based upon a pilot study done in 2016, it is hoped that the results demonstrate positive self-assessed changes in approach to patients nearing the end of life and working in a multi-disciplinary team.

Royal College of Physicians (2014) National Care of the Dying Audit for hospitals, England, [Online] Available at: <https://www.rcplondon.ac.uk/file/903/download?token=oregrc-n> Accessed: 27/11/16

Lorraine Whatley is a Lecturer in Adult Nursing. She is interested in the use of simulated learning within healthcare and how this can influence and develop practice. Joe Hartland is a doctor working in medical education, passionate about bringing nursing and medical undergraduates together in the learning environment. Claire French is Clinical Skills and Simulation Teaching Assistant in the Faculty of HLS specialising in Simulation make-up, preparation and roleplay in Healthcare.

Session 7, 15.10 - 15.40, JHBB 205, Stephen Spain (OBU Alumnus), Faculty of Education and Arts, Australian Catholic University

Kids teaching teachers

I will present the attributes of the Australian Kids' Conference as it focuses on primary and secondary student voice providing a means to deepen teachers' pedagogy to support second order thinking and conceptual learning. This presentation will further illustrate how this Kids' Conference provides a platform for students to demonstrate creative problem-solving empowering their agency as authors of their own knowledge. Through the development of the students' own projects, language and learning in collaboration with teachers, the presentation seeks to share examples of new approaches and showcase shifts in learner-teacher perspectives in mitigating the widening cultural gap in contemporary pedagogies. The methodological approach in engaging schools and learner participation seeks to recognise the culture of the student/child as an agent of change and, in turn to progress in informing theory, practicum and policy. .

Stephen Spain is the initiator and co-founder of the Australian Kids' Conference and an Education Lecturer at Australian Catholic University. His focus is Systems Thinking and Education.

Sessions 1 and 2, 10.40 - 11.40, JHBB 206, Pras Ramluggun and Mary Lacy

Lived experiences of Mental Health nursing students

This workshop will focus on inclusive practices regarding mental health. Admission staff at Oxford Brookes and Buckinghamshire New University have observed a significant increase in the number of students with mental health conditions applying for the mental health nursing preregistration programme. It is apparent that mental health students with mental health conditions have the additional challenges of adjusting to their role as student as well as individuals with lived experiences of these conditions for both their in-class and practice learning. It is recognised that 'mental health and well-being is an integral part of a healthy university' and any interventions that contributes to the "Healthy Universities' systemic and holistic approach can potentially enhance the well-being of both students and staff" (Royal College of Psychiatrists 2011, P14).

The purpose of the study is to increase the understanding of how these students manage the demands of the programme, the challenges they face, their views on the current available support and resources, and in identifying useful strategies that would enable them to successfully complete the programme. The outcomes of this study are aimed at informing current policies on student support and enhancing the available support provision at the University. Using a case study design, students who met the sole criterion of having a pre-existing mental health condition when enrolling on the mental health preregistration nursing programme from both universities were invited to take part in a 1:1 face to face semi-structured interview.

In this session, the preliminary findings of the study will be presented, then the attendees will have the opportunity to discuss the main themes on the barriers and facilitators for students to disclose their mental health conditions, how they managed their lived experiences during their training and the efficacy of the available support mechanism including potential improvements.

Dr Pras Ramluggun is senior lecturer in Mental Health with expertise in forensic mental health care. Mary Lacy is lecturer in mental health with expertise in child & adolescent mental health care.

Session 3, 12.05 - 12.35, JHBB 206, Louise Bunce, Psychology, Social Work, and Public Health

Undergraduate student 'consumer' approaches to learning and academic performance

This presentation will examine student 'consumer' orientation and its impact on learning. Previous research has shown that the more that undergraduates express a consumer orientation towards their education (i.e., one that entails a sense of entitlement to a degree in exchange for a fee), the poorer their academic performance. The current study examined whether this link can be explained by taking into account students' approaches to learning. It tested the hypothesis that a higher consumer orientation is associated with surface approaches to learning because it involves expending minimum effort with the aim of achieving a pass. A second aim was to explore the relationship between consumer orientation and motivations for attending university, testing the interesting finding that motivations for attending university to learn (rather than to gain a qualification) may sit alongside (as opposed to in opposition to) expressing a consumer orientation. Undergraduates (n=679) studying in England, UK, completed a questionnaire to assess their consumer orientation, approaches to learning, motivations for attending university, and academic performance.

As expected, the link between consumer orientation and academic performance was mediated by a surface approach to learning, whereby expressing a higher consumer orientation was associated with adopting a surface approach to learning, which in turn was associated with poorer academic performance. Expressing a consumer orientation also sat alongside being motivated to attend university to learn, suggesting a more nuanced description of the student consumer: irrespective of expressing a consumer orientation, students may be motivated to attend university to learn. The implications for treating students as consumers on approaches to learning and teaching will be discussed in this session.

Louise Bunce is a Chartered Psychologist and Fellow of the Higher Education Academy. Her research applies psychological theory to understand and improve human development.

Session 4, 12.40 - 13.10, JHBB 206, Jonathan White, OBI

Feedback with international students: drawing on prior experiences, making future practice

Feedback is widely acknowledged to play a central role in helping students to learn and to achieve their academic objectives. However, before students can engage with and take action in response to feedback it is essential that they have sufficient understanding of its nature and applications. In line with this conference's perspective on inclusivity and diversity, and tenets of OBU's Assessment Compact, this study is premised on the notion that international students in particular can struggle with this essential component of learning. The paper foregrounds international students' voices through survey, interview and focus-group data and concludes that limited experience of formative feedback jeopardises their ability to engage with this important part of the learning process. In order to address the issue, explicit instruction in how to better understand, discuss and take action in response to feedback is proposed. It is also suggested that incorporating such practice would benefit both international and home students, whilst fostering greater inclusion and participation in our academic disciplinary communities.

Jonathan White is a lecturer of EAP at OBI working on the Pre-Master's programme. He is currently conducting research into improving feedback for international students.

Session 5, 14.00 - 14.30, JHBB 206, Kate Harford, Multifaith Chaplaincy (Wellbeing)

Religion and belief in the classroom: implications and how to avoid discrimination

A presentation and discussion to raise delegates' awareness of what it means to have people of faith in our classrooms. We will focus on religion and belief as a protected characteristic, and consider it in the context of equality, diversity, and inclusion initiatives within Brookes and the HE Sector. The session will introduce research on the experiences of students of faith in the classroom, and open discussion on how to be inclusive of faith in the context of a secular university. This session will begin with a presentation and lead to opportunities for discussion. This session is designed to be appropriate to teachers in any discipline.

Rev. Kate Harford leads the Multifaith Chaplaincy team at Oxford Brookes. Kate has a postgraduate degree in theology and was ordained into the Metropolitan Community Churches in 2015.

Sessions 6 and 7, 14.35 - 15.35, JHBB 206, Sara Hannam, Fiona Watkins, Mariama Sheriff, Fiona Kelner, Hellen Barton, Judith Piggott, International Partnerships, Dyslexia Service, OBI, Law, Wellbeing, Business

Meeting the Challenge of Diversity: Inclusive Teaching and Learning Practice'

We will share the key findings from PESE2: Inclusive, Multi-Modal Learning Environment. This project had four work streams, each of which was selected after members of the Brookes community put in a proposal for a project which would help to make the university more inclusive. The project team includes academic colleagues and those from professional services, many of whom will be involved in this workshop. We will deliver a short presentation which will include the showcasing of resources, about three of the work streams: Identifying Best Practice in Academic Induction, Diversifying the Curriculum and Supporting Students' Learning Needs. Following the presentations, attendees will then have the opportunity to choose one of three mini workshops, to discuss the findings and recommendations in greater detail and consider how to incorporate this into their own practice.

Work stream 1 - The Identifying Best Practice in Academic Induction strand of PESE2 project was challenged to determine the nature and content of academic induction across the institution with the aim of enhancing the initial student experience through an inclusive academic induction programme.

Work stream 2 - Diversifying the Curriculum

This strand of the PESE2 project focused on creating a pedagogic toolkit to help those involved in the design, delivery and assessment of courses embed Black and Minority Ethnic (BME/BAME) diversity into taught programmes.

Work Stream 3 - Supporting Student's Learning Needs

This project focused on inclusive learning and teaching practices for students with dyslexia and other specific learning difficulties (SpLD).

*Dr Sara Hannam is the Head of International Partnerships at Oxford Brookes Business School
Fiona Kelner (Dyslexia/SpLD Specialist and Manager of the Oxford Brookes Dyslexia/SpLD Service)
champions inclusive learning and teaching as fundamental to the support offered to students with
and without identified specific learning difficulties. Hellen Barton is the Student Transitions and
Engagement Team Manager in Wellbeing in the Directorate of Academic and Student affairs (ASA).
Judith Piggott is Principal Lecturer Student Experience in the Business Faculty. Mariama Sheriff is
an Associate Lecturer at Oxford Brookes International.*

Lunchtime session 13.20 - 14.00, Interactive session, Marc Howe and Richard Francis, School of Law and Digital Services, Gerard Helmich and Members of the Festival and Community of Learning Steering Group

Virtually There - the Festival and Community of Learning and Virtual Reality

The Festival and Community of Learning project has involved creating a filmed virtual reality 'space' in which future Community events will take place, as well as a series of interactive virtual reality events in which students have experienced virtual reality and created virtual reality sculptures. The proposed session is a lunchtime interactive showcase of virtual reality technology, combined with projection of films and virtual reality images which have been created as part of this year's Festival and Community of Learning events.

Marc Howe is a Principal Lecturer in Law, University Teaching Fellow, Senior Fellow of the Higher Education Academy and National Teaching Fellow. Richard Francis is Principal Learning Technologist and leads the Digital Services Team in Learning Resources. He is always on the lookout for ways in which technology can genuinely facilitate learning.

Poster 1, Dr Louise Bunce, Sinitta Saran - PSWPH, Dr Naomi King - PSWPH, Jill Childs - PSWPH; Kanja Sesay - Equality, Diversity and Inclusion Adviser for Students, Psychology, Social Work, and Public Health

Supporting black and minority ethnic students on their journey to academic success

Black and minority ethnic (BME) students disproportionately experience problems with progression than white students: they are more likely to defer, have academic work referred, take longer to complete the course, and withdraw from the course altogether (Dillon 2011; Hussein et al., 2007; General Social Care Council, 2008). Fletcher et al., (2013) argue that this is because universities compromise on the strategies needed to afford equality of outcomes for BME students. These issues may be particularly problematic in Social Work: admission of BME students in Social Work programs across the country, and at Oxford Brookes, are higher than the proportion of BME students entering other degree programs (Social Work Task Force report, Building a Safe, Confident Future, DCSF, 2009). Little research has been carried out that is specific to social work and not much is currently known about the best ways in which BME social work students may be supported. This is important because inequality of access is still an issue in the social work profession for BME students and the profession is unrepresentative of the multicultural society it serves. This research reports on the findings of a literature review and two focus groups that were carried out with a number of BME students studying on the social work programs at Oxford Brookes. The aim is to gain a thorough understanding of how our own BME students can be supported, taking into account conversion right the way through to graduation. The data are currently being collected and analysed.

Louise Bunce is a Chartered Psychologist and Fellow of the Higher Education Academy. Her research applies psychological theory to understand and improve human development.

Poster 2, Hannah Hibbert and Carlos Fresneda Portillo, MEMS

An Analysis of Stress Factors of Mathematics Undergraduate Students

It is widely known that the majority of people trying to solve a mathematical problem come across some form of anxiety. What causes this anxiety? What are the specific factors that contribute to it? Now think about the undergraduate population of mathematics students at Oxford Brookes University. They are solving mathematical problems all the time. It follows that they experience anxiety and stress, but what are the specific factors that cause this stress?

This study looks at the specific factors such as regularity of exercise that contribute to stress. It builds a mathematical model used to predict whether or not a student is stressed based on the results obtained from a questionnaire.

A summary of this model is presented on the poster, along with a look into the descriptive statistics. The results of this analysis show the complexity of the nature of stress. We look at confounding factors, which highlight the possible directions for a further study.

Hannah Hibbert is a 3rd year student in Mathematics. After being inspired by the module Medical Statistics, she decided to write her dissertation on Maths anxiety. Dr Carlos Fresneda-Portillo teaches Medical Statistics. Although his research is mainly on pure mathematics, he contributes to statistical analysis in Health Sciences and Education.

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The co-chairs:

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