University of Glasgow

7th Annual University of Glasgow Learning and Teaching Conference:

Challenging Conventions: some conventions are challenging and some conventions need challenged

10th April 2014

Welcome to the seventh annual University of Glasgow Learning and Teaching Conference

This year's Conference is entitled 'Challenging Conventions: some conventions are challenging and some conventions need challenged'.

The theme of the Conference reflects a time of challenge for higher education. The advent of MOOCs has sparked a real debate about whether current pedagogic approaches will endure into the near future; the whole concept of the University model will inevitably face challenge as part of this debate.

The Conference theme recognises that staff involved in the delivery of higher education face a whole range of challenges as they evolve and innovate their provision. Regardless of whether the challenge comes from the constraints of externally imposed frameworks or from assumed conventions that may be founded on the needs of a different generation, there is an ever-present need for us to reflect on the appropriateness of our practice.

This Conference provides an opportunity to explore some of these issues and to learn from the experience of others. In doing so, it provides the opportunity to showcase some of the truly innovative practice that has the potential to change the nature of what we do.

As ever, much of what is presented at the Conference serves to underline the progress we are making with our Learning and Teaching Strategy, available from:

www.glasgow.ac.uk/services/planning/staff/public/learningandteachingstrategy

It also provides a forum for productive discussion and can even spark future collaborations.

We have opened our Conference to external delegates for a number of years now and so I would like to extend a particular welcome to colleagues attending from other higher education institutions.

I hope that you have a very productive day and that you leave our Conference with renewed inspiration to continue to enhance the learning experience of our students.

Best wishes

Professor Frank N. Coton
Vice Principal (Learning and Teaching)

Keynote Address 1

Two challenging conventions: teacher and text in digital environments
Dr Sian Bayne, University of Edinburgh

This talk will look at two particular areas of digital disruption which we are experiencing in the contemporary university, drawing on research and practice within Massive Open Online Courses (MOOCs). First, it will consider how 'the teacher' is constructed within the MOOC, asking some key questions about how these environments structure our activities as teachers, and what kinds of 'teacherly' identities they offer us. What does it mean to 'teach' when we work with a teacher:student ratio of, for example, 1:20,000?

Secondly, the talk will consider another core academic convention: the assessed 'text'. Looking at how video, animation, audio, linkage and image can be used for assessment within MOOC space, it will consider the challenges these modes offer us for the representation of academic knowledge in digital environments and at massive scale.

The presentation will draw on research conducted for the recent report on MOOC pedagogy commissioned by the UK Higher Education Academy, and on experiences from the 'E-learning and Digital Cultures' Coursera MOOC offered by the University of Edinburgh.

Biography
Dr Sian Bayne is Senior Lecturer in Digital Education, in the School of Education at the University of Edinburgh. She convenes the Digital Cultures and Education research group, and is Associate Dean (digital scholarship) in the College of Humanities and Social Science. She teaches on the MSc in Digital Education (a large distance programme) and on the E-learning and Digital Cultures MOOC. She researches distance education, MOOCs, on-campus e-learning and museum learning, with current areas of interest in open education, code cultures and 'more-than-human' movements in cultural theory.

Email: sian.bayne@ed.ac.uk
Twitter: @sbayne
Web: sianbayne.net

Keynote Address 2

How Evidence Based Teaching Methods Have Transformed University Education and Hastened the Death of the Traditional Lecture
Brian Hogan, University of North Carolina

American Higher Education has undergone dramatic changes in the past 10 years. A myriad of political, socioeconomic, and demographic changes have reshaped the composition of the University undergraduate population. For example, 19% of incoming first year students at the university of North Carolina are first generation college students, and 13% come from families with yearly incomes more than 200% below the national poverty line. Furthermore, the Latino enrollment in two and four year colleges and Universities is growing at a rate that outpaces immigration, making Latinos the largest underrepresented minority group in the nation (excluding Asians). Simultaneously, the United States economy is changing from manufacturing to an innovation and technology driven economy that requires a 34% increase in Science, Technology, Engineering, and Mathematics (STEM) graduates.   Lamentably, the United States has fallen far behind other industrialized nations in reading comprehension, math, and science. Furthermore, we are failing to retain students from all demographics in the STEM disciplines, particularly minorities and first generation students. The President's Council of Advisors on Science and Technology noted that only 14% of minority students who originally began matriculating in a STEM field completed a Science degree. Importantly, while race and gender do play a role in STEM completion, the socioeconomic status of a student is a significant factor in STEM retention. National data have shown the traditional lecture format, which was embraced and used for hundreds of years, fails to meet the desired learning objectives for this changing population of engaged students. As a result, American higher education is moving away from the model of the "teacher centered" classroom to a more "student centered" environment. The process of challenging one's deeply engrained belief in "lecture dogma" and actively moving towards a highly structured, student focused classroom is a difficult task for student, professor, and institution. However, our data show that by using techniques such as reverse course design, problem based learning, and experiential education improve student learning independent of socioeconomic background, race, or gender. The ability to rigorously and formatively assess student learning outcomes has shown learning gains to be statistically significant for all undergraduate students in our large introductory courses.

Biography

Brian Hogan is Research Assistant Professor in the Department of Chemistry at the University of North Carolina, Chapel Hill.

Professional Background

Trenton State College, B.S. (1996); Research Assistant, Waksman Institute of Microbiology, Rutgers University; Research Assistant. Iconix Pharmaceuticals; University of North Carolina, Ph.D. (1999-2003); Visiting Lecturer, Department of Chemistry, University of North Carolina (2003-2004)

Teaching

Dr. Hogan has been the recipient of four campus wide teaching awards, the Center for Global Education course development award, and the Chapman Family Faculty Fellowship for teaching excellence, and is a fellow at the Institute of Arts and Humanities as well as the Center for Global initiatives. He teaches honors courses both in biochemistry in the chemistry department as well as science and society as an adjunct in the Honors College. His research focuses on matriculation, retention, and innovative teaching strategies aimed at increasing the number of underrepresented students in STEM disciplines.

Campus and Community Mentorship

Dr. Hogan is the Academic director for the Scholars' Latino Initiative, a program dedicated to increasing access to Latino high school students, and is the founder and president of "A Little Bit of Promise," a campus student group and non profit organization, focusing on women's literacy while also building schools in Guatemala. He serves on the Provosts Committee for Inclusive Excellence and Diversity and is a faculty fellow in the office of Diversity and Multicultural affairs.

Dr. Hogan is deeply involved in the local community as well, and was recently named to class IV of the " Thorp Faculty Engaged Scholars Program." This program is an initiative of the Carolina Center for Public Service to advance faculty involvement in the scholarship of engagement. Such scholarship, while fully grounded as disciplined inquiry according to the highest academic standards, also strengthens university-community relationships and contributes to the common good. Dr. Hogan's research focuses on increasing the number of Latino and Latina students graduating in the Science, Technology, Engineering, and Mathematics, STEM, fields.

Dr. Hogan is also a member of the Center for Faculty Excellence, CFE, and his teaching techniques and interviews for the CFE 100+ Initiative, Engaging Students in Large classes, are featured online.

Learning & Teaching Conference 2014 - Abstracts

Learning and Teaching Conference 2014: Abstracts

1A   Tweeting during lectures/tutorials: Engaging learners—not clipping their wings

Presenter: A.G. Pate, Interdisciplinary Studies

Students on the MA Primary Education Programme were encouraged to tweet during lectures and tutorials in Semesters 1 & 2 for two specific courses in order to determine if it would impact on their engagement and learning. Within weeks, three main types of tweets were identified: questions/answers, reflections and reporting. While this project is still ongoing, early results have been positive. Contrary to the expectation that students would be off-task, the results have shown that during the lecture/tutorial they are reflecting more on the main lecture points, asking (and answering) relevant questions (particularly by students who are traditionally more-reserved) and they are tweeting web links and academic references which link to wider reading and engagement with the subject.

The author will reflect on the impact tweeting has had on the methodologies used in his own practice for lectures and tutorials. Evaluation data had shown that responding to live comments/questions provided students with lectures which were more engaging and interactive.

This presentation will conclude with a consideration of how this social media can be applied in other programmes.

References

Evans C., (2013) Twitter for teaching: Can social media be used to enhance the process of learning? British Journal of Educational Technology. Available at: http://onlinelibrary.wiley.com/doi/10.1111/bjet.12099/abstract.

1B   Search, Cut, Paste and Submit: The Four Horsemen of the Turnitin Apocalypse

Presenters: Kevin O'Dell and Joe Gray, Life Sciences

The Level 2 Essential Genetics class comprises a very mixed cohort of 400 students. So a key aspect of our approach to teaching is to convince the class that genetics is relevant to them. One route to achieving this is to ask them to look for a contemporary 'genetics' story on the BBC website, find the original published peer-reviewed research source of this story and submit a 500-word essay emphasising the key points of the research.

The essay is submitted via Turntin, and, whatever essay descriptors and instructions we use, this provokes a deluge of traffic on our Moodle forum. Whilst some of this traffic concerns fascinating discussions of state-of-the-art research in genetics and is very welcome, much of it speculates on our reasons for using Turnitin. Such discussions range from mild and legitimate concerns, to threads bordering on panic.

What is it about Turnitin that precipitates such a response from the students? Are their fears justified, or is it in part that few of them actually understand what plagiarism is? Do they (or we) understand what the originality score means, and why to many of the students mistakenly believe that there is some magical originality cut-off, above which they'll 'automatically' be accused of plagiarism?

After four years of using Turnitin as a tool and the forum to acquire feedback, we have a database of about 1500 students and their essays that allows us to explore these questions.

In addition, perhaps we should also address one other fundamental issue. Is essay writing a useful exercise for a 21st century student?

1C   Staff and students co-creating the curriculum: the influence of underpinning motivations

Presenters: Cherie Woolmer and Catherine Bovill, Learning and Teaching Centre

Increasing attention is being given to providing opportunities for students to participate in, and shape their learning within the higher education sector, which is one way in which learning and teaching conventions are being challenged. Much of the debate to date has focussed on student participation through representation, internships and as co-researchers. However, there are perhaps fewer examples of students co-creating the curriculum – whether an entire curriculum or co-creation of curricular elements such as choosing a text book or co-designing assessments.

This workshop will start by outlining examples of co-created curricula and we will invite participants to share other examples. This will be informed by sharing higher education curriculum definitions (Fraser and Bosanquet, 2006), as well as a framework for higher education curricula (Barnett and Coate, 2005) to explore how definitions and conceptualisations can influence what we co-create and how we approach co-creation.

The main focus of the workshop will explore different motivations for co-creating curricula. Drawing on research literature we outline a range of motivations that lead staff to consider co-creating curricula with students. We explore participants' motivations and how motivations can influence the forms of co-created curricula that result. Other themes we will discuss include the conventions about who has authority and expertise in curricula design, disciplinary conventions and regulations as well as the influence of individual teaching philosophies. This workshop relates directly to the University's Learning and Teaching Strategy objective 'to continue to build on our strong student-staff partnership to promote student engagement with learning...'.

References

Barnett, R. & Coate, K., (2005) Engaging the curriculum in higher education. Maidenhead: Open University Press.

Fraser, S. & Bosanquet, A. (2006) The curriculum? That's just a unit outline, isn't it? Studies in Higher Education, 31 (3), p. 269-284

1D **Learning to judge and judging to learn: using technology to support student-authored Situational Judgement Tests**

Presenters: Jennifer A Hammond, Veterinary Medicine, Amanda Sykes, Learning and Teaching Centre, John Hamer, Computing Science

Learning how to make appropriate judgements, particularly in a professional context, is becoming increasingly important for our graduates as they begin their careers. Of particular note, *situational judgement testing* has been adopted as a method for selection to foundation training for UK medical graduates (ISFP 2011). A *situational judgement test* (SJT) presents a professional-world scenario representing a dilemma, challenge, or opportunity to demonstrate judgement. Alongside the scenario, several possible actions or responses to the situation are listed. The scenario may be presented as a real or simulated video or (most commonly) as a written description. The respondent is asked either to rank the responses from best to worse, or to select one or more preferred options.

This workshop will present the findings of a pilot study at the University of Glasgow using the specially developed SJTwise software. In the study, final year students worked in groups to create, discuss and test their own SJTs. Participants will have an opportunity to try out SJTwise, and to discuss how SJTs might be useful for, and could be integrated into, their own context.

References

ISFP, M.S.C. (2011) Final report of the Improving Selection to the Foundation Programme project. ISFP Final Report. Available at:
http://www.isfp.org.uk/ISFPDOCUMENTS/Pages/FinalreportofPilots.aspx. Accessed 13/11/2013

2A   Distance Learning Courses: A first attempt with perspectives on the development and day-to-day running

Presenters: Chris Finlay, Life Sciences, Mary McVey, Life Sciences, Dr Beth Paschke, Chemistry, Dan Keenan, Recruitment and International Office and Katy Stewart, Institute of Cardiovascular and Medical Sciences

Distance learning courses, in their various formats e.g. MOOCs (Massive Open Online Courses) and SPOCs (Small Private Online Courses), are receiving a lot of press at the moment, particularly with the University of Glasgow signing up to deliver two MOOCs in the near future. Creating and running such courses is not a straightforward process and requires careful planning and continuous support throughout taking up a significant amount of staff time.

In the past academic year the annual University of Glasgow Summer School piloted a distance alternative which replaced three weeks of summer school campus activity. This was based within the Moodle VLE and involved staff members who have traditionally run the campus-based summer school.

This pilot involved Biology, Chemistry and Study Skills courses and, in this initial year, ran with a relatively small number of students. Each course took a different approach when designing and developing the distance experience. The aim was that, if successful, the distance alternative will be rolled out to other courses as well as substantially increasing the numbers of students involved. This presentation will explain both the staff and student perspectives of creating and running the new distance alternative to the summer school. To give some additional perspective the presentation will also include experiences from the postgraduate MSc Sport & Exercise Medicine programme. This programme had been running as a distance course for several years and is currently undergoing major redevelopment to be re-launched in 2015.

The lessons learned from these experiences as well as suggestions for further development and improvement will be useful for anybody considering developing any kind of distance provision.

**2B   The immersion approach to teaching research skills to first year psychology
          undergraduates – Can we run small research projects on a large scale?**

Presenters: Jason Bohan, and Larissa Szymanek, Psychology

The conventional approach to teaching research methods and statistics in psychology are taught in laboratory-based classes where students participate as a subject in an experiment and are given a prepared data set to analyse along a prescribed set of guidelines. This is believed to scaffold their learning and introduce them to methodological concepts. However, whilst this conventional approach delivers a homogenous student experience, students report such classes as dull and feel that they do not develop their research knowledge or capabilities (Barry, 2012; Rowley, 2008). We report a novel attempt to teach research methods and statistics in a large Level 1 class (N=650) with the aim of enriching student engagement and independent critical thinking skills through guided development of student-generated mini-experiments.

Taught over three tutorial sessions, students were actively engaged in the development of 'novel' research questions, data collection and analysis, culminating in an oral presentation of their results to their peer group. In tutorial 1, tutors assisted small groups of 4/5 students in generating hypotheses on set topic areas (.e.g. age-related differences in memory). Students used resources available on Moodle to run their projects. In tutorial 2, tutors helped students understand, analyse and interpret their data. In tutorial 3 students presented their research findings in a talk delivered to their peers in the tutorial group. Students and tutors recorded a reflective diary of their experiences using Mahara and we assessed students' self-perception of their research methods knowledge before and after the activity.

In this presentation we will report on how this project developed over time and the administrative challenges faced in organising and running such projects in a large class with graduate teaching assistants as tutors. We also review the student and tutor experience throughout the project and discuss whether this practice is applicable to other disciplines.

References

Barry, J. (2012) Do students who get low grades only in research methods need the same help as students who get low grades in all topics. Psychology Teaching Review, 18 (2), pp.116-125

Rowley, M., Hartley, J, & Larkin, D., (2008) Learning from experience: the expectations and experiences of first-year undergraduate psychology students. Journal of Further and Higher Education, 32:4, pp.399-413.

2E   Challenging Conventions: The Chemistry Clinic, the Student Role in Knowledge Exchange

Presenter: John Liggat, University of Strathclyde

Co-author: Debbie Willison, University of Strathclyde

It is clear that graduates who engage in industry-facing activity during their studies are better equipped to embark on their career (Mendez and Rona, 2010). The fourth year of the MChem programmes in the Department of Pure and Applied Chemistry at the University of Strathclyde contain a compulsory Industrial Training Placement. These placements fulfil the criteria required for accreditation by the Royal Society of Chemistry (Royal Society of Chemistry, 2013). It is clear, however, from previous discussion with students that there exists a cohort which has a desire to work in non-traditional, but chemistry-based businesses where marketing, business skills and commercial awareness are as important as chemical knowledge.

Additionally, the Department has strong industrial links with many SMEs, and larger companies. A number of these companies often approach the Department to request support in solving a chemical problem that has arisen in their business but, in many cases, academic staff do not have the time to devote to finding a solution. With Knowledge Exchange currently a topical issue for the Higher Education sector (HEFCE, 2013), we married these two facts together and the idea of the 'Chemistry Clinic' was created. This is offered as an alternative to the Industrial Placement and challenges the convention that knowledge exchange does not normally involve student input.

At the heart of the Chemistry Clinic is student engagement. Teams of staff and students become members of a 'firm'. Members of the firm work in partnership with businesses to provide solutions to their chemical problems. By adopting a multidisciplinary approach, Chemistry students also have the opportunity to engage with students from other Faculties, e.g. marketing. Additionally, the project features a vertically integrated aspect, allowing students from earlier years to gain exposure to the Chemical Industry.

References

Mendez, R & Rona, A, (2010) 'The Relationship Between Industrial Placements and Final Degree Results: a study of engineering placement students', Learning and Teaching in Higher Education, Issue 4-2

Royal Society of Chemistry, 2013, External Placements (all programmes), http://www.rsc.org/Education/courses-and-careers/accredited-courses/external-placements.asp (accessed on 21st October 2013)

HEFCE, 2013, Knowledge Exchange, http://www.hefce.ac.uk/whatwedo/kes/ (accessed on 21st October 2013)

3A   Refutation Texts are Effective at Overcoming Students' Misconceptions about Science

Presenter: Kevin Paterson, University of Leicester

Acquiring new knowledge often involves conceptual change, in which the learner must over-write existing but incorrect knowledge with the new. This is of particular importance when learning about science, as scientific knowledge is frequently updated and superseded.

The present research assessed the effectiveness of using a refutation text style, in which a common misconception is overtly negated, to support conceptual change by undergraduate students when acquiring scientific knowledge. A multiple-choice questionnaire (MCQ) was used to assess participants' science knowledge before and after reading 12 text passages (half in traditional expository text style and half using a refutation text style, counterbalanced across two participant groups). In addition, half the participants received instructions that set an overt learning goal (to learn information for a forthcoming test) and half did not. A comparison of performance on the MCQ test before and after the reading task showed that refutation texts produced significantly more conceptual change than expository texts, with no mediating effect of instruction type.

The findings demonstrate the effectiveness of a refutation text style in overcoming students' misconceptions when acquiring scientific knowledge and showed that this can benefit conceptual change even in the absence of an overt learning goal. We consider the implications of these findings for pedagogical design and the teaching and learning of science in higher education.

3B   **"My anxiety levels rise just flicking the pages" - Statistics Anxiety when learning Statistics as part of another course**

Presenters: Lorna Morrow and Maxine Swingler, Psychology

Statistics is often a compulsory part of the curriculum for psychology, and other subjects e.g. social sciences. Learning of statistics and research methods is an important professional skill for any student wishing to pursue a career in psychology; also, research skills are associated with the development of graduate attributes (Robertson & Bond, 2005), and are included as one of the guiding principles in the University's Learning and Teaching Strategy (2011 – 2015). Despite this convention, statistics is perceived by students as challenging (Lahar et al., 2007). Indeed, recent research has documented the existence of statistics anxiety, defined as the experience of fear or dread regarding statically-related tasks or concepts (Payne & Israel, 2010). This has been found particularly in psychology, business and social science students (Papousek et al., 2012) – i.e. those required to learn statistics as part of another course. Aside from the emotional distress of this, the experience of statistics anxiety has been shown to negatively impact attainment outcomes (Hembree, 1990; Schacht & Stewart, 1990).

The purpose of the current research was to identify the prevalence of statistics anxiety in psychology students here at the University of Glasgow; identify perceived causes of this; and establish any practical interventions that could be introduced in attempt to alleviate this. Both quantitative and qualitative data were collected, using measures of anxiety and self-efficacy in statistics and psychology, and focus group discussions. The results showed that more than half of the students reported moderate/considerable statistics anxiety, and this was higher than the experience of anxiety towards psychology. Analysis of the qualitative data suggested various factors that increased statistics anxiety levels, such as assessment, and this anxiety prevented students from revising for exams and attending lectures. Factors identified as potentially reducing statistics anxiety and the feasibility of possible interventions will be discussed.

3C   Moodle as Big Brother: quantifying students' engagement through their use of a virtual learning environment

Presenters: Helena Paterson, Jason Bohan and Philip McAleer, Psychology

Recently, Casuso-Holgado et al (2013) reported a high correlation between student engagement and achievement in the biomedical sciences, replicating findings from other disciplines as well as research on general student retention and achievement. Measuring student engagement is conventionally achieved through self-report questionnaires. However, such methods limit the number of participants and the usability of engagement measures for identifying non-engaged students for targeted interventions.

We report on a pilot study to quantify student engagement through their use of a virtual learning environment and the resultant engagement score's use as a tool to predict student performance at level 1. For Level 1 Psychology students there are a variety of Moodle sites to communicate information and encourage their study skills development. Some of this represents important and vital services, such as submitting coursework through Turnitin or accessing their laboratory handbook. However some of the information is specifically designed for self-study and additional support, for instance extensive guidance about plagiarism; writing resources; and optional homework assignments. Students have a choice about whether and how often they access the additional information. Moodle offers a tool for tracking student use of each page and hence we intend counting the number of visits students make to optional information on Moodle at discrete time periods in semesters 1 and 2: before their first coursework submission; before semester 1 exams; and again before their final coursework submission. At each stage we will correlate student results with the engagement score and also identify less-engaged students.

We will discuss the results along a number of dimensions including the method's effectiveness as a measurement of student engagement; its ability to predict student performance; and the feasibility of using it to identify struggling or non-engaged students for targeted intervention such as reminders and advertising about additional resources and optional homework.

References

Casuso-Holgado, M. J.; Cuesta-Vargas, A. I; Moreno-Morales, N.; Labajos-Manzanares, M. T.; Barón-López, F. J.; Vega-Cuesta, M.,(2013) The association between academic engagement and achievement in health sciences students. BMC Medical Education, 13(1), p33. doi:10.1186/1472-6920-13-33

3D   Evidencing Employability: the challenges of using e-portfolios for assessment and for promoting professional practice

Presenters: Nyree Finlay and Louisa Campbell, Humanities

What is the role of assessment and how can it be used to actively promote employability within and beyond university? In this session we challenge the traditional roles regarding course evaluation and conventions around the purpose and use of assessment.

This interactive workshop will begin with an overview of our experiences on the Evidencing Employability project and the challenges of creating e-portfolios for assessment and use after graduation to emphasise employability. Evidencing Employability is a University of Glasgow Learning and Teaching 2013-14 development funded project creating new e-portfolio resources for current undergraduate and taught postgraduate students and staff to use for work placement portfolios and work-based learning assessments.

Using student-generated content, delegates will be able to explore online the use of Mahara e-portfolios in specific subject areas and discuss issues around the development of assessment interfaces for work placement portfolios.

Evidencing Employability also developed marking interfaces and Mahara resources for students to use e-portfolios after graduation as a tool for future employability and as an opportunity to showcase their graduate attributes and professional skills. Templates, self-study learning guides and peer-forums have been developed for a range of subject areas (archaeology, classics, dentistry, earth science and education) and can be copied and adapted for use in any subject.

The project also engaged with external work placement providers and industry representatives to develop modes of feedback for work-based learning that students can use to support their professional practice. Showcasing the destinations and work placements whilst at University and the role of e-portfolios also encourages awareness of graduate attributes and is a powerful self-learning tool.

There will be time for general discussion on how to promote student engagement with Mahara and strategies to support ongoing developments with alumni.

3E   Challenging the dominance of the Standardised Evaluation Questionnaire (SEQ): the case for direct & formalised dialogues

Presenter: Doug Carr, University of Derby

The 2011 White Paper on Students at the Heart of the System emphasised the need for 'effective use of student surveys and other evaluations to be at the heart of a continuous process of improving teaching quality' [BIS 2011, p34]. Whilst the use of standardised evaluation questionnaires (SEQ) to make broad comparisons of learning experiences is widespread, there is a growing recognition that other approaches that provide richer qualitative feedback can play an important part in complementing survey approaches [Darby, 2007]. With increasing use of the SEQ to make judgements on the learning experience (at either an institutional, programme or module level) the presentation contends that the prominence of the 'one-size-fits-few' approach that SEQs present needs to be challenged.

This workshop will focus on the use of the Nominal Group Technique [Chapple & Murphy, 1996 & Fox, 2007] as a dialogue based approach which on its own can serve as a useful set of opportunities for formally and directly engaging with learners about their experiences but can also serve as a useful adjunct to SEQs. In terms of content, the workshop will provide a 'big-picture' view of evaluation; review some sector / institutional contexts for evaluation; explore key elements of the NGT process and review key merits / limitations of using NGT for enhancement purposes. It is envisaged that a large part of the workshop will be given over to an exploration by session participants (modelling key aspects of the NGT approach) on their perceptions about the applicability of NGT to their areas of practice / subject disciplines.

References

Chapple, M. and Murphy, R. (1996) the Nominal Group Technique: Extending the Evaluation of Students' Teaching and Learning Experiences, Assessment and Evaluation in Higher Education, Vol 21, No 2 1996, pp 147-162.

Darby, J.A. (2007) Evaluating Course Evaluations; The Need to Establish what is being Measured, Assessment and Evaluation in Higher Education, Vol 32, No 4 2007, pp441-455.

Department for Business Innovation & Skills - CM8122 [2011] Higher Education: Students at the Heart of the System, London, HMSO.

Fox, W.M. (2007) The Improved Nominal Group Technique (INGT), Journal of Management Development, Vol 8 No 1, 2007, pp 20-27.

4A   Modern Languages Careers Week: A School-owned Employability Initiative

Presenters: Katrin Uhlig, Modern Languages and Cultures and Ann Duff, Careers Service

The crucial role of Careers Services for higher education institutions is well documented, as are the difficulties of such services in reaching out to certain groups of students, e.g. Arts undergraduates (Watts 2006). Experience at the University of Glasgow reflects this; it would seem that the conventional approach of employability initiatives being organised by the Careers Service alone poses a particular challenge when it comes to engaging these students.

Butcher et al (2011) highlight the importance of academic disciplines taking ownership of employability initiatives and working in partnership with students, services and employers in order to make employability a prominent component of students' university experience. In October 2013 the School of Modern Languages and Cultures (SMLC) organised a week of careers events for its undergraduate students. The SMLC Careers Week initiative was organised in close partnership with the Careers Service and other stakeholders, but was placed firmly under the ownership and management of the School.

This paper will introduce SMLC Careers Week as a best practice example of a school-owned employability initiative. We will place particular emphasis on how events were promoted using a number of channels including social media to reach as wide an audience as possible, as well as on aspects of sustainability of the project for future years. We will also focus on the challenge of securing academic staff buy-in, and demonstrate how the initiative has contributed not only to an increase in students' confidence in their employability, but also to greater staff engagement with employability and graduate attributes.

Many of the aspects discussed will be transferable to other subject areas.

References

Butcher, V., Smith, J., Kettle, J. & Burton, L., (2011) Review of Good Practice in Employability and Enterprise Development by Centres for Excellence in Teaching and Learning. [pdf]. York: Higher Education Academy.
[Accessed 4 November 2013]

Watts, A.G., (2006) Career Development Learning and Employability. [pdf].York: Higher Education Academy.
[Accessed 4 November 2013]

4B   Should student led service learning be an integral part of the University?

Presenters: Oliver Coombs and Caelum Davies, Glasgow University Students' Representative
                Council

Service learning is a popular concept in North America; 'a credit-bearing educational experience in
which a student participates in an organised service activity that meets identified community needs
and reflect on the service activity in such a way as to gain further understanding of course content, a
broader appreciation of the discipline, and an enhanced sense of civic responsibility.' (Bringle, 1996)
At some universities, traditional service learning is supplemented by allowing students to design both
the theory and the practical sides of their course.

Encouraging students to lead service learning is an approach that is popular at the University of British
Columbia, Vancouver, with students gaining hands on skills, both from the community work and the
input in course creation. These skills are explicitly tangible and they allow students to clearly
demonstrate and articulate graduate attributes.

This presentation will explore the possibility of student led service learning at a university such as
Glasgow. What are the advantages of student led service learning? What are the potential pitfalls? Is
putting course design in such a setting risking the academic rigour expected? Could there be
possibilities for interdisciplinary work in such a setting?

It will also examine more fundamental questions about service learning, such as, is it within the remit
of a HEI to be encouraging community development?

References

Bringle & Hatcher, Implementing Service Learning in Higher Education, The Journal of Higher
Education, Vol 67. No. 2, pp.221-239

4C   Partial MOOC-ification: Applying MOOC techniques to enhance traditional course delivery

Presenter: Jeremy Singer, Computing Science

Last year I inherited a Computing Science undergraduate course on Java Programming. The course is fairly intense, with over 150 students taking weekly lectures and lab sessions. In this seminar I will discuss how I applied a range of techniques from Massive Open Online Courses (MOOCs) to reduce my workload and to foster a culture of student peer support.

Applicable MOOC techniques include online videos, web discussion forums, reviews and recommendations, automated assessment. I will outline how I used each of these techniques, and how the students responded to them.

The session will conclude with an open discussion about whether we should move to a hybrid course delivery approach. Are we spooked by MOOCs? Then let's follow the Bill Gates strategy - embrace and extend them.

5A   A University of Glasgow Guide to MOOCs

Sarah Honeychurch, Learning and Teaching Centre and Steve Draper, Psychology

MOOCs (Massive Open Online Courses) have made a lot of headlines and captured attention from university management. What is a MOOC? Do we care? Should we? This paper offers a briefing on what the first things you need to know are.

This paper explains what the different types of MOOCs are, the different pedagogical theories they assume, and discuss how they might evolve in the future. We identify the various motivations each stakeholder group might have for becoming involved in a MOOC as a learner, teacher or institution. Do MOOCs mark the dawn of a golden age of adult education and free CPD; or the final collapse of large courses into impersonal production lines? We discuss some apparent challenges to "normal" HE standards e.g. attrition rates, likely workloads.

Here are some interesting arguments about MOOCs:

1. The quality of the learning experience will be mainly dependent upon the quality of the peer interaction because with one teacher for thousands of learners, personal interaction with the teacher must be negligible. So if a course is to be different from just buying a book, or a DVD set, then it must have interaction. (But how is this different from large lectures?)

2. What are the learner experiences so far? The main message is: some are absolutely terrible, some are really good. The same informant typically has had experiences of both kinds.

3. There is a gigantic range of degree of engagement amongst the learners on a given MOOC. This is the same issue as actually exists in the University of Glasgow's Level 1 courses but much bigger. The Harvard SPOC (Small Private Online Course) is one way of addressing this: requiring no fees but to write an acceptable essay as an entrance requirement (measures commitment of effort perhaps more importantly than capability: no tourists).

4. We might argue that the real MOOCs are a) Video Games; b) Wikipedia. These are pre-existing, socially important, enterprises which involve even more participants than any MOOC to date, with a large collaborative element, and which at bottom are all about learning.

5. MOOCs as a research stimulus: how would your recommended course design do if it had 5,000 students?

As well as applying well to the overall conference theme, this accords with all of the Learning and Teaching Strategy objectives as it explains how MOOCs can help to shape the University learning community, ensure that we continue to excel in learning and teaching and to deliver an excellent student learning experience.

5B   Exploring the potential to overcome some of the challenges of supervision through "matching" of students and supervisors

Presenter: Niamh Friel, Psychology

Co authors: Lorna Morrow, Psychology and Velda McCune, University of Edinburgh

A key part of higher education is research by students. Through the course of their dissertation students acquire research and other valuable transferable skills that will be integral to their future successes. Literature suggests that the supervisor plays a central role in the success of these projects (e.g. Devos, 2007). Current literature concentrates on the qualities of an effective supervisor and much focus is given to setting out guidance on what academics should do in order to become good supervisors (e.g. Lovitts, 2001). Independently, other research suggests that students' characteristics and approaches to learning can have an impact on success (e.g. Busato et al, 2000). Conventionally, the qualities of a "good" supervisor and the qualities of a student are studied separately. No research bridges the gap between these aspects. It is proposed that the qualities of the supervisory relationship, and hence the students learning experience and the outcomes of the dissertation, depends on a complex interaction between the characteristics, personalities and expectations of both the student and the supervisor. Recognising the complex and challenging nature of this interaction, this paper investigates the significance of "match" or "mismatch" of psychological factors in supervisor-student partnerships, and considers the extent to which this can impact on the learning experience at undergraduate and masters level. Utilising a mixed methods approach (interviews and questionnaires) this research uniquely investigates pairs of students and supervisors.

Data collection occurred in two phases:

1. Student data pre-project;
2. Student and supervisor data post project.

This paper will discuss the key findings which have emerged and will focus on the development of students through the process, and if there are consequences of "match" or "mismatch" between student and supervisor. This concept of a 'match'/'mismatch' is novel but could have significant practical implications for overcoming some of the challenges of supervision.

References

Busato, V.V., Prins, F.J., Elshout, J.J and Hamaker, C. (2000). Intellectual ability, learning style,personality, achievement motivation and academic success of psychology students in higher education. Personality and Individual Differences 29, pp 1057-1068

Devos, A. (2007). Mentoring and the new curriculum of academic work. Organisational Transformation and Social Change, 4(3), pp 225–236

Lovitts, B.E (2001). Leaving the Ivory Tower. The causes and the Consequences of departure from doctoral study. New York: Rowman and Littlefield Publishers, Inc.

5C   The Year One Common Structure in Engineering

Presenter: Donald Ballance, Engineering

In 2013/14 the School of Engineering introduced a new common structure for year one of the undergraduate degree programmes in Engineering. The development of this new structure took almost two years and involved significant consultation with academic staff across the School. There have been significant changes to the content of almost all year one courses, and the number of year one courses in Engineering has reduced from nearly 40 to under 20. This has resulted class sizes in excess of 250 students for the first time in Engineering at the University of Glasgow and repeat lectures have been introduced for the first time.

This paper looks at the motivation for change, the changes introduced and describes the new structure developed. In addition to the structural changes introduced, a number of innovations for courses in Engineering have been introduced and these are presented. The effect of the changes on student learning and success is considered and the lessons learned from introducing such a major change are discussed. Finally this paper looks at how the changes in year one will be taken forward over the coming years to restructure all years of the degree programmes in Engineering.

5D   Portfolios and peer reviews: the challenges of challenging conventional assessment

Presenters: Lisa Irene Hau, and Ian Ruffell, Humanities

This paper discusses the challenges involved in redesigning the assessment of a Classical Civilisation Level 2 course in order to make it more focused on developing skills and encouraging reflection than on essay writing alone.

We begin by explaining our decision to move to a combination of essay writing, peer reviewing, and portfolio compilation. We go on to discuss the evolution of this assessment over the past decade in response to the challenges that we have encountered, and the strategies we have adopted (human, pedagogic, technical) to overcome those. We set out the rationale for our current assessment both in terms of preparations for Honours entry and in terms of developing graduate attributes, and reflect on the continuing challenges posed by this type of assessment to convener, tutors, and markers. In particular, we consider the problem of how to elicit useful student feedback and how to judge if the changes made are having a positive effect, as well as the impact of isolated changes to assessment practice within much broader student curricula.

Building on discussion with practitioners in Classics at a portfolio workshop held at Glasgow in May 2013, the paper ends with some ideas for future development of assessment on this and other courses and opens up discussion of the merits and problems of portfolios and peer reviews as parts of undergraduate assessment.