“Vision is the art of seeing the invisible”

Jonathan Swift
#LJMUTLC17

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“Vision is the art of seeing the invisible”

Jonathan Swift
Welcome to the 16th LJMU Teaching and Learning Conference. This last year has seen significant change within the sector – and, of course, the external environment is likely to become more uncertain as a consequence of Brexit.

Since the last conference – when we were celebrating our HE Review outcome – Year 2 of the Teaching Excellence Framework has been implemented. As an Institution we have engaged with the TEF and, at the time of writing this introduction, we are waiting to hear the outcome of our submission; we will be rated as Gold, Silver or Bronze. Shortly before the dissolution of Parliament, the Higher Education and Research Act (2017) came into being - it is an interesting time to be in Higher Education!

I know that staff across the Institution share a commitment to delivering a high quality learning experience for our students. Alongside this commitment we have dedicated significant resources to a number of pan-Institutional projects that underpin the student experience, for example: the Timetabling Project that will deliver personalised student and staff timetables; the Digital Learner Engagement Project that will help us to identify students who need additional support; and the implementation of a new Institutional Learning Environment which will transform the experience for students (and staff).

The key to the successes we enjoy is our staff. Thank you for your continued support – not only with this conference but all the activities colleagues engage with so readily. We hope you have a great time at the Conference.

Professor Peter Byers, PVC (Education)
Professor Clare Milsom, Director - Teaching & Learning Academy
A Message from the LJMUTLC17 Organising Team

We are delighted to welcome you to the Conference. We hope it provides the ideal forum for you to enrich yourself with new ideas and that it is the perfect environment for you to cultivate new collaborative networks and links.

The Organising Team and Academy staff are committed to ensuring you have a really enjoyable time and, if you have any queries, please do not hesitate to ask anyone at the Registration Desk. Alternatively, you can contact us by e-mail, at LJMUTLC17@ljmu.ac.uk

Enjoy the Conference!

Kaylie Fortune, Teaching & Learning Academy
Virendra Mistry, Teaching & Learning Academy

Keynotes at the Conference

[Day 1] Nick Hillman, Director of the Higher Education Policy Institute

[Day 2] Professor Simon Bates, Associate Director of the Centre for Teaching, Learning & Technology, University of British Columbia, Canada
Day One: Wednesday 14 June 2017

Keynote 1: (Wednesday 14 June, 09:30 - 10:30)

NICK HILLMAN, Director of the Higher Education Policy Institute (HEPI)

Nick Hillman has been the Director of HEPI since January 2014. Previously, he worked for the Rt Hon David Willetts MP, now Lord Willetts, Minister for Universities and Science from 2007 to 2013, as Chief Staff and then Special Adviser in the Department for Business, Innovation and Skills.

The Government’s Higher Education and Research Act (2017) and the legislation that will follow signals far-reaching changes for the sector. This presentation outlines the expectations of a re-formed landscape and sets out some of the characteristics of the evolving system, the challenges these are likely to entail and the key issues that are expected in English higher education. Following the immediate aftermath of the General Election and announcement of the TEF results, this keynote is a timely primer for those interested in critically engaging in the current debate.

HEPI was established in 2002 to shape the higher education policy debate through evidence. Nick Hillman’s pamphlets for HEPI include a comparison of the UK and German higher education system, the educational underachievement of young men, students’ attitudes to free speech and an assessment of the impact of students in the 2015 General Election.

@nickhillman
@HEPI_news
Session 1: (Wednesday 14 June, 11:00 - 11:25)

‘Will they won’t they? Engaging students in a Photovoice group project to enhance intercultural learning’

Rose Khatri, Education, Health & Community
Conon Leavey, Education, Health & Community

Intercultural learning is a core, but oft forgotten, element of internationalisation in higher education. With this in mind a new 10 credit module, Intercultural Learning, was introduced into the MSc International Public Health programme for the first time this year. The focus of the module is to provide core study skills, enhance individual learning strategies and develop methods of engagement, peer group support and reflection.

As part of the module a Photovoice group project on Masters level learning was developed to provide students with an opportunity to document their daily experiences of learning and share their thoughts, feelings and experiences of learning with their peers. Initial resistance to the project created challenges; students were unsure about the methods and the benefits of the project to their learning and the degree programme. Despite uncertainty the students completed the task and produced some excellent presentations. Reflection of the process was captured through a written assignment which re-enforced the value of the process.

This presentation will highlight the strengths and weaknesses of the project; what we learnt as lecturers and students through this process and how we can improve the journey for the students in future. One key outcome of this project was that it did promote intercultural learning and in ways that we could not have anticipated.

Session 2: (Wednesday 7 September, 11:00 – 11:25)

‘Enhancing students’ sustainability and employability across faculties’

Celine Germond-Duret, Science

This presentation reflects on a Curriculum Enhancement Project that developed an optional online summer course on sustainability and employability offered to all LJMU students. Research has demonstrated that the integration of sustainability in curriculum is usually
limited to certain disciplines like Geography, Environmental Sciences, Engineering and Built Environment, reaching a minority of students. Our project aims at all programmes, adapts to students’ subject areas and addresses the employability agenda. ‘Sustainability literacy’ is indeed increasingly recognised as tomorrow’s essential skill.

The first edition of the course ran in summer 2016. The course was available on Blackboard, making good use of the VLE: video lectures, interviews, screencasts, fact files and discussion forums. Students were assessed by quizzes and a final ‘Sustainability in the Workplace’ statement. 100 students enrolled onto the course, with a 65% completion rate. Students came from a variety of programmes (including Wildlife Conservation, Building Surveying, Real Estate Management, Engineering, Geography, Food Design, Events Management, Chemical and Pharmaceutical Science, Forensic Science, Sport, English, Environmental Health, Biochemistry, Psychology, Marketing, Education, Business and Mathematics). Student input was essential. Interns worked alongside the project leader to make the course engaging. Two students in Geography helped develop course material, and two students from Film Studies and Media production produced interview videos with students, staff and businesses as well as a teaser. Additional funding was obtained from the Curriculum Enhancement Internship scheme, and four interns are now working on further reaching and engaging students from underrepresented Schools.

While it is too early to determine the impact of the course on students’ employability, a survey revealed that all students believe they have “deepened their understanding of sustainability” and “enhanced their employability”. The paper reflects on the strengths and weaknesses of this innovative project, as well as on lessons learnt for the wider education for sustainability agenda.

Session 3: (Wednesday 7 September, 11:00 – 11:25)

‘How are sixth form students prepared for higher education: teachers’ and students’ perspectives’

Julie Money, Education, Health & Community
Linda Graham, World of Work Careers Centre

Over recent years, higher education has made a shift from the ‘elite to mass participation’ (Byrne et al. 2014: 407) and, consequently, the type of student that is arriving on our doorstep is very different. Coupled with this shift, there is also the issue of the change of environment that the sixth form students are likely to face as they move from ‘the
controlled environment of school or college and family to an environment in which students are expected to accept personal responsibility for both academic and social aspects of their lives’ (Lowe and Cook, 2003: 53). The aim of this project was to collect data (using focus groups and interviews) from sixth form stakeholders (students and teachers) in four institutions in a north-west borough to establish their perceptions’ of preparedness for higher education. Specifically, it aimed to: explore sixth form students’ and teachers’ understanding, perceptions and ideas of what the university experience is going to be; explore students’ and teachers’ perceived level of preparedness to meet this next educational challenge; and establish if the perceptions of the teachers in preparing students for HE matches those of the students’ perceptions of being prepared.

Many students consider the transition to university to be a culture shock (Beaumont et al. 2011). The manner in which they are prepared in the years leading up to and their sixth form years contributes to their preparation for higher education where Macaro and Wingate (2004: 469) claim that students’ ability to adapt and succeed in university studies is due to ‘a high level of preparedness and to flexibility of motivational orientation’. Students’ perceptions of how well they are prepared for university degree programmes has been identified by Haggis and Pouget (2002) (cited in Byrne et al., 2012: 136) as a significant influence in their success in the transition to the learning environments that are often different to the ones that they have been accustomed to. First year students view the distinct lack of synergy between their previous learning experiences at sixth form as they could not see how the skills developed linked to that of their learning in HE, additionally many had limited coping strategies for dealing with the new environment and as a result would often feel alienated, as there was a limited link between student preparedness and university expectation (Haggis and Pouget, 2002) (cited in Macaro and Wingate, 2007).

**Session 4: (Wednesday 14 June, 11:00 – 11:25)**

‘A video library of tutorial problem solutions’

Glynn Rothwell, *Engineering & Technology*  
John Carrier, *Engineering & Technology*

Student numbers on mechanical engineering programmes has risen from approximately 180 students six years ago to approximately 650 students currently. This rise in student numbers is not a problem in terms of lectures, but does present a challenge with regard to tutorial support. Support provided to students with regard to the solution of tutorial problems currently centres around problem solving sessions delivered to relatively large
group sizes. Ideally small group sessions would be better but this is not possible over a large range of subjects with limited staff resources.

A solution is to continue with large group problem-solving sessions but to supplement this with an online (via Blackboard/Canvas) resource of video solutions. Video tutorials are an extremely effective method of providing additional examples of problems to supplement those given in lecture and tutorial sessions. Students can access these examples in their own time and work through them at their own pace by pausing the video whenever necessary, something which cannot be done during a lecture. The video tutorial can also save lecturers time as they can be produced in a similar amount of time as that taken to explain the problem on a whiteboard, however unlike a live explanation the video can be used over and over again as well as viewed by various groups of people once created. A small number of video solutions were developed as part of a student intern project during the last academic year and were deployed as part of the support strategy for summer referrals. In all approximately 25 students benefited from this.

Further video solutions are currently being developed, again as part of a student intern project. The presentation will explain the methodologies used to produce the video solutions and how they have enhanced student learning.

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**Session 5: (Wednesday 14 June, 11:00 – 11:55)**

**WORKSHOP/DEMO:** ‘An interactive session that looks at forum theatre as an innovative and interactive method of teaching and learning’

- **Carmel Henshall,** *Education, Health & Community*
- **Caroline Boyle,** *Education, Health & Community*
- **Anita Maestri-Banks,** *Education, Health & Community*
- **Gill Turner,** *Education, Health & Community*

Forum theatre is an innovative interactive pedagogical educational method developed and stated by Boal (1970), Freire (1998) and Gillespie (2005). The philosophy encourages the student to see the situation lived by the participants, to analyse the root cause of the situation, understand the sources of oppression, exploring the group solutions to these problems and then acts to change the situation. Therefore, forum theatre is a technique you can use while acting out a scene. The group watching is encouraged to stop the action when they think it necessary, to suggest a different action. At other times, the actors
themselves can stop the action, and ask for help. Sometimes someone else can step in and take over a role - or even introduce a new one.

We would like to share this technique with our colleagues, firstly, by providing an example of where this technique has been used for both undergraduate and postgraduate students and secondly offer the opportunity to discuss an academic issue that a student may have. This will demonstrate the positive benefits from using this technique. The session is interactive and requires audience participation, enabling colleagues to learn from this experiential teaching method.

To summarise, this activity was evaluated positively by students and was highlighted as an area of good practice by the external examiner for the module. Therefore, we would like to share this innovative interactive pedagogical educational method with our colleagues from all disciplines and other institutions for further and higher education.

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Session 6: (Wednesday 14 June, 11:30 – 11:55)

‘Evaluating the impact of long haul international fieldtrips and blogging on the student experience in Sociology’

Fatima Khan, Arts, Professional & Social Studies
Kay Standing, Arts, Professional & Social Studies
Sara Parker, Arts, Professional & Social Studies

Fieldwork is relatively new within the Sociology programme and field visits have been arranged to Belgium and Nepal over the past five years. This presentation will reflect on the impact that the recent long haul fieldtrip to Nepal has had on the students who attended. This pilot study also evaluated the use of blogging as an innovative assessment method on their critical reflection skills. The use of blogging as an assessment tool allows students to synthesise experiences and observations gathered in the field and draw on more traditional research methods developed through the submission of research proposal as part of the module.

Using individual questionnaires, focus groups and student made short videos as well as draw on the examples of blogs produced by students, this co-presented paper will ask the audience to consider how we can best measure the impact of investing in overseas fieldtrips. Feedback was gained whilst in the field from students to capture their immediate thoughts and feelings as well as post field work. Follow up interviews were conducted with
students after the final assessment, a reflective report, to further capture the impact of blogging on student’s deep learning.

The paper will present an alternative vision for student field work coupled with innovative assessment techniques to develop students higher order academic skills (Dummer et al., 2008). It will highlight the student viewpoint on learning and assessment techniques as well as explore the value of learning outside the classroom. This research is timely, given the fact that fieldwork is a new development within the programme and we are seeking audience feedback and suggestions for further research in this area. We hope that the session will lead to potential collaborative research between other disciplines involved in fieldwork.

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Session 7: (Wednesday 14 June, 11:30 – 11:55)

‘Does early intervention from a Placement Learning Support Unit (PLSU) improve future employability?’

Samantha Forde, Science
Leon Brown, Next Point
Pamela Langan, Science

@LJMU_SCSsupport

It is vital that students recognise what they have been learning. There is evidence that they are often not prepared to translate their experience of ‘doing a degree’ into the language of achievements valued by employers.

(Knight et al., 2003: 5)

Early intervention from PLSU promoting the future employability benefits of completing placements to students at level 4, will allow students to plan appropriately. Placements alone will not give students the required skills. However, understanding how to articulate how they have applied their knowledge will increase their chances of future graduate employment. PLSU can deliver high quality learning through ‘The 6 Steps to Success’ skills workshops based on commitment, challenge, control, confidence, courage and communication, informed by value and behaviour based recruitment.

Recruiters have confirmed that 32% of this year’s entry-level positions are expected to be filled by graduates who have already worked for their organisations, either through paid internships, industrial placements or vacation work.
We hope to test the Pedagogy of employability using IT to support learning by collaborating with an LJMU Alumni and University Placement Provider to develop and build a platform to record student skill profiles to inform our practice and plan our future resources. The students within this test group will be tracked through their student journey into graduate employment.

We are aware of student concerns about the overall quality of higher education provision and employment through the annual National Student Survey and HESA data on student initial employment. With over a third of 18 year olds in the UK now going to university it is important that the Teaching Excellence Framework (TEF) develops so that it ultimately increases student engagement, retention and graduate employment.

**Session 8: (Wednesday 14 June, 11:30 – 11:55)**

‘Mind the gap: an investigation into what a 21st century learner looks like’

Barbara Walsh, *Education, Health & Community*

Sarah Nixon, *Education, Health & Community*

Sophie Money, *Education, Health & Community*

Student attainment, engagement and retention are linked in the sense that if we do not retain students then we cannot support them to maximise their potential. Given the importance of the issue to the University (in financial terms) and more importantly to the student (in terms of their careers), maximising the attainment and engagement of our students needs to be a key focus of our work. Dis/engagement, disconnection and retention are major concern factors both across the HE sector and within LJMU.

In order to investigate student connectedness to their courses, a better understanding of what a 21st century learner looks like and what they require from a university education is required. As part of a Curriculum Enhancement bid this project set out to explore the perceptions and expectations of students new to university and to develop, over the course of one year, a deeper understanding of what it means to be a student today.

The presentation will report a set of findings tracking students’ perceptions and expectations from day one, week one, semester one and the end of year one, as we attempt
to create innovative, exciting and well–designed learning experiences of our students. To do this we must understand where they come from and what they are expecting.

Session 9: (Wednesday 14 June, 11:30 – 11:55)

‘Using video to enhance student reflection in practice-based settings’

Ian Sadler, Education, Health & Community
Brett Wilkie, York St John University
Amy Whitehead, Education, Health & Community

The aim of the current paper is to report an approach for enhancing the development of undergraduate students’ thinking and practice in relation to reflective practice (RP) in a sport coaching context. RP has been considered to be central to how professionals learn (Schön, 1983) and is therefore a key attribute of graduates in order to meet the employability agenda. Although there has been growing research on RP in sport-related education (Huntley et al., 2014), what appears to be less clear is how understandings of RP develop and approaches to teaching that support the development of RP. A Level 5 coaching strength and conditioning module was designed within Carless’s (2007) framework for learning-orientated assessment. Video recordings of coaching sessions were used within formative tasks, which allowed students to review their practice and produce an audio commentary that reflected on their coaching. Tutors subsequently provided feedback on this reflective commentary. Summative assessment required the creation of a video log to summarise their reflections in multiple coaching contexts across the module. Focus group interviews were conducted with students (n=20) at the start and end of the module to explore understandings of RP, coaching and their perceptions regarding the development of RP.

Development of understandings of RP over the course of the module was evident and the value of subject-specific, applied contexts to provide concrete experience on which to reflect was a key theme. However, despite this there was still a focus on RP as the ‘correction of errors’ and a relatively superficial interpretation of the use of RP. The potential use of ‘think aloud’ methodology, alongside video, is being explored to further enhance development of RP. This has been previously employed within elite coaching (Whitehead et al., 2016) and has potential application for other practice based disciplines.
Session 10: (Wednesday 14 June, 12:00 – 12:25)

‘The Police Knowledge Fund: an enduring programme that is creating an academic legacy’

Peter Williams, Arts, Professional & Social Studies
Dominique Walker, Liverpool Centre for Advanced Policing Studies

The presentation refers to a partnership between Merseyside Police and LJMU, the Police Knowledge Fund (PKF), funded by two key stakeholders, the College of Policing and HEFCE, following a successful funding application. This funded the admission of 72 Merseyside Police staff, studying in a part-time mode and divided into two cohorts, to a postgraduate Certificate in Advanced Policing Studies, which was further supported by three Advanced Practitioners from Merseyside Police, attached to the Liverpool Centre for Advanced Policing Studies (LCAPS) for three days each week. Additionally, two designated research assistants were engaged and the overall programme was led by a senior researcher.

The main teaching delivery and engagement with students came exclusively from members of this team. For the first cohort, students were split into three communities of practice: Hate Crime; Child Exploitation; and Crime Prevention - specific specialist policing subject areas which were designated as priority areas by Chief Officers and the Police and Crime Commissioner for empirical research, and lacking in evidence-based practice. The programme consisted of three modules, delivered via a blended learning approach, with ongoing support from the PKF team via Blackboard. The final research module, which was entirely student-led, entailed empirical research which focussed on evidence-based outcomes and accordingly students were specifically further supported by individual tutorials, often conducted in the student’s workplace. In addition to the written research findings, students were required to deliver a 15 minute presentation to a joint senior panel at the Merseyside Police Headquarters which involved questions to the student regarding their research findings.

This cohort’s evidence-based research outcomes have now brought change to several operational policing practices within Merseyside Police. A sizeable number of the first cohort have now enrolled on the MSc in Advanced Policing Studies delivered by LCAPS. Some papers have been forwarded for publication.
Session 11: (Wednesday 7 September, 12:00 – 12:25)

‘A vision for entrepreneurial learning: how LJMU’s Enterprise Educators Academe is fostering collaboration in pedagogy and assessment’

David Gibson OBE, Engineering & Technology
Ceri Anwen Jones, Education, Health & Community
Jo Morrissey, Science
Vasilios Tavlaridis, Engineering & Technology

@LJMU_Enterprise

The LJMU Enterprise Educators Academe (EEA) is a unique peer support community created to help develop staff become ‘Entrepreneurial Educators’. The Academe brings together academic staff from areas as diverse as Engineering, Forensic Science and Nursing through to Creative Arts and Sociology. The aim of the EEA is to develop the entrepreneurial spirit of graduates of the University through innovative entrepreneurial learning pedagogies and make huge impact in creating new start-ups, thereby impacting the surrounding ecosystem. The development of the EEA has significantly increased the number of educators actively using an enterprise education pedagogical approach and thus dramatically increased student engagement.

The Academe has won a number of national and international awards for creative approaches to curricular design and innovative assessment strategies with students of all disciplines working on ‘live’ civic projects throughout the Merseyside region.

David Gibson OBE from LJMU’s Centre for Entrepreneurship and two of the EEA Educators, Ceri Jones (Programme Leader, Nursing and Allied Health) and Joanne Morrissey (Senior Lecturer, Forensic Science), will discuss case studies from their relevant disciplines. They will also highlight the use of longitudinal pedagogical research (Gibson and Partington, 2015) to create interactive teaching strategies, and how to use learning technologies to engage students and develop entrepreneurial competencies in a variety of disciplines from all five faculties. They will review the key learnings which will enable innovative educators of all disciplines to develop, measure and publish on both subject specific strategies and cross disciplinary collaborations.
Session 12: (Wednesday 14 June, 12:00 – 12:25)

‘Understanding the pressure to engage students’

Ester Ragonese, Arts, Professional & Social Studies
Bleddyn Davies, Arts, Professional & Social Studies
Alaina Weir, Arts, Professional & Social Studies

Student retention is a key institutional priority for institutions throughout the UK with previous studies focussing on identifying what makes students leave their course of studies. We instead seek to discover what makes them stay. We feel this casts the question in a more positive light and in turn makes it easier to focus on, and identify, best practice and develop valuable tools to help us improve the student experience for as many students as possible. Our research identified a number of static pressure points which were unsurprising. These included transition into higher education, transition between levels and assessment periods. However, from this focus groups another, more interesting picture began to emerge. Students identified a range of pressure points which did not marry up with staff expectations, and these pressure points were not fixed around a particular point in the year and could occur at any time. They could be personal, but, pressure points which were particularly sensitive seemed to be caused where staff, or the institution, raised an expectation which then wasn’t met. These pressure points were, it seems, on-going and forming a kind of continuum. The discovery that pressure points can be created by poorly managed expectations requires a much more honest reflection on what we as institutions, schools and educators can achieve, and a more open and honest dialogue with students

Session 13: (Wednesday 14 June, 12:00 – 12:25)

‘Access on the move: the creation of online video tutorials for broadcast students’

Jackie Newton, Arts, Professional & Social Studies
Bradley Hessey, Arts, Professional & Social Studies

Issues of technical support have come up in every NSS report for Journalism and probably for other programmes that are broadcast or technology intensive. At assessment time technicians are bombarded with pleas for help from students needing to use specific equipment who could not recall specific instructions. The aim of this project was to give students mobile access to technical help through a library of short video tutorials hosted on
Blackboard and Youtube. QR codes were attached to all broadcast equipment and linked straight to the specific video for that camera/recording device etc. so that students could get tuition quickly while on the move - and crucially while out filming. The videos were filmed over the summer and have been available since September (one has 2,000 hits to date). This has taken pressure off technicians and lecturers who, particularly around assessment time, were repeatedly asked the same questions without the video library for reference. It has also meant that staff have more time to work creatively with students and offer advanced help. The project was praised by the Broadcast Journalism Training Council as an example of best practice which should be adopted widely. The authors believe that many courses in LJMU with technical elements could benefit from such a mobile video library.

Session 14: (Wednesday 14 June, 12:00 – 12:25)

WORKSHOP/DEMO: ‘How Kahoot can be used to improve trainee teachers’ formative assessment’

Peter Atherton, Education, Health & Community

@Petestarryid

Kahoot is a game-based student response system, which was launched in 2012. It is frequently used by trainee teachers as a diverting quiz. Can it also be a powerful way to empower learners to reflect on how they learn and for teachers to demonstrate evidence of formative assessment? There may be extensive research in other specific online learning platforms, notably MOOCs, but not in terms of how trainee teachers can improve assessment for learning. Initial predictions, based on experience of observing trainees using Kahoot, suggests that trainees will not have used Kahoot to develop high order thinking skills. The research indicates that Kahoot has the potential to enable trainees to develop their learners’ high order thinking skills and their own questioning techniques. Additionally, both sets of data revealed that respondents feel confident using technology but lack the skills required to use it in the classroom. The research revealed that participants needed more training on how to differentiate and stretch and challenge their learners. It also emerged that some of the trainees surveyed valued Kahoot’s potential to enable teachers to encourage collaborative learning. They also suggested that Kahoot could help learners accept being wrong. There were limitations of the study, namely that the sample was relatively small. Despite being drawn from Initial Teacher Training from two universities, the different contexts are not examined and this presented a risk of losing focus. Moreover, there is a potential risk of subjectivity if the researcher and participants are already familiar
with Kahoot. In terms of further work, the sample could be broadened across faculties and online. There could also be a specific focus on differentiation, stretch and challenge or metacognition. Further research could also evaluate the training needs among staff, as well as trainees.

**Session 15: (Wednesday 14 June, 12:30 – 12:55)**

‘Creating a programme of teaching that meets the workforce needs’

Anne Rees, University of Portsmouth

The constant changes in the Criminal Justice System and the privatisation of much of the National Probation Service has produced a workplace demand for an increased and speedier training route for qualified staff. This new model of academic learning has been developed to meet a range of learner needs and meet the demands of both those learners working in the Probation Service and those employed by Community Rehabilitation Companies (CRCs). This paper will consider the outline and structure of the programme that is delivered via distance learning, from a Community Justice Learning (CJL) Level 4 programme for learners with no previous higher education qualification; a CJL Level 5 qualification which will provide a DipHE and then onto the level 6 PQiP. Running simultaneously alongside this is a programme of study that enables individuals to purchase Core Knowledge Modules to enable them to be eligible to apply for employment with either the National Offender Management Service or the Probation Service or with the CRSs. These knowledge modules are delivered via distance learning through the electronic learning environment Moodle. This paper will consider the complex model developed to meet the needs of changing employment demands.
‘Embedding leadership and character development skills in the curriculum: working with the student body to enhance employability’

Jo Morrissey, Science  
Bupe Mwambingu Fath El Bab, Science  
Sophia Bawn, Science  
Nick Dawnay, Science

It is increasingly apparent that in order to keep students motivated and engaged in their education they need to understand how the curriculum relates to their employability. This project offered an opportunity for two student interns to co-develop a module topic (lecture and workshops) focusing on leadership and employability/enterprise. The students selected to complete the project canvassed employers in the criminal justice and forensic science field to identify the skills that are essential to improve student employability. They also reviewed current and relevant literature in this area. They worked with the Leadership and Development Foundation, the Enterprise Education team and academic team members to co-create innovative, interesting and motivational ways of including these skills in the Forensic Science programme.

The project identified engaging ways to embed the principles of leadership into the curriculum to empower students during their education and after as they seek to enter the job market. There were three sessions designed by the students and the academic project team members. These covered communication, professionalism and enterprise skills and were embedded in a Level 4 skills module. Although there is not a quantitative method of measuring the success of these sessions within a diverse skills module, the free text comments on the module evaluation are very positive. The original project team will be reviewing the success of these sessions and canvassing students who attended the sessions in order to widen the impact across other levels. This project will be continued in to the next academic year with the introduction of new enterprise sessions for students at all levels and the further development of the sessions already implemented.
Session 17: (Wednesday 14 June, 12:30 – 12:55)

‘Mind the gap! Level 4 students’ expectations, experiences and retention in higher education’

Charlie Smith, Arts, Professional & Social Studies

The 2016 HEPI/HEA Student Academic Experience Survey (Neves and Hillman 2016) revealed that students’ experiences of HE rarely matched their expectations exactly, and highlighted a challenge for students to obtain fully formed and realistic expectations of what university will be like; also, the question “Experience matched expectations” had one of the strongest correlation affecting student satisfaction. This presentation summarises the outcomes of an APSS retention research project, which studied the opinions of Level 4 students about their expectations of HE and their early experiences of it. These are issues likely to influence student retention early in their programme of study.

The project sought to establish an understanding of factors that influence: what students’ expectations of HE and their programme of study are; how they arrived at those expectations; and how closely the environment of higher education and their programme of study align with those expectations, and capture students’ views as they are undergoing transition into HE. Students from three different programmes in the School of Art and Design participated in a focus group discussion. Two student interns were employed to facilitate and transcribe the focus group data, and conduct an initial analysis of the outcomes. It was considered that, with students facilitating the discussion, participants would be more comfortable and express their opinions more freely. The potential outcomes are two-fold: firstly, gain insight into students’ views at the midpoint of their first term, so that future induction and early weeks of teaching can address areas that students highlight as challenging.; and secondly, ensure that information being relayed to students before they start their programme of study is appropriately aligned with the realities of the HE environment and their programme.
Session 18: (Wednesday 14 June, 12:30 – 12:55)

‘The virtual guest lecturer: exploring the merits of interviewing key authors to support student learning’

Emma Murray, Arts, Professional & Social Studies

Veteran studies are a relatively new area of criminological scholarship. With literature emerging in a series of disparate places student’s often find it difficult to engage with – especially those key writings that are found in expensive collections. This paper explores the merits of a pilot film project that used award money from the ‘Rising Star in Teaching and Learning’ in 2015 to make the key thinkers accessible. The films were not a replacement of the traditional lecture, but instead brought ten other voices to the classroom for consideration. Drawing on the content of 11 films that were made available for LJMU students in 2016, the focus of this paper is the evaluative comments of students who engaged with this unique opportunity to access these interviews. Questions will be raised around the cost of the project, the value it adds to e-learning, innovations on the ‘Guest Lecture’ and students views on the uses of being able to access and revisit academics thoughts as you are reading their work. The student working group will present alongside the project lead to start a conversation about a virtual teaching model that has been described as ‘like having academics in your pocket’.

Session 19: (Wednesday 14 June, 12:30 – 12:55)

WORKSHOP/DEMO: ‘Tech tools for creating pre-session advance organisers’

Martin Compton, University of Greenwich

It may be a truism to state that pedagogy should come before technology but it still has the capacity to befuddle, be used inappropriately or cause frustration. This session looks at how a range of relatively easy to use, free (or freemium) online tools or mobile/tablet applications can be used to support one pedagogic approach. An 'advance organiser' is a constructivist approach that seeks to bridge what students know to what is to follow. It is a form of introduction to new topics that may pose questions, help students make connections between previous and new topics, draw out latent knowledge or ideas or
provide a framework from which concepts can be deduced or inferred. This technique can be used in class at the start of sessions or prior to classes and the wealth of free, cloud based or downloadable tools and apps offer exciting opportunities to develop engaging advance organiser resources. These include: Videoscribe, Screencastify, Pinterest, embedded video in Google Forms, Spreaker, Audioboom and GoConqr.

We have found that they serve the dual purpose of stimulating the connections described above as well as encouraging participants to access and engage with other online activities (e.g. discussion forums, online seminars, wikis). This session draws on a range of examples that have been used very successfully on a PGCert HE at the University of Greenwich. It is an online/distance learning course and we wanted something more than weekly email and VLE communications to engage participants. Many participants have gone on to use the tools we have showcased to do the same or have used them in other ways to engage, collaborate or otherwise enhance teaching, learning and assessment activities in both face to face and blended courses. It is hoped that this session will inspire delegates to do the same.

Lunchtime Networking Session: (Wednesday 14 June, 13:00 – 14:00)

Colleagues are warmly invited to an informal networking session over lunch, hosted by the Faculty pedagogic and higher education research groups. This session is a great way to meet other people interested in engaging in research. If you would like to be involved in your Faculty research group or find out what’s planned for 2017/18, please contact:

Simon Brooman, Arts, Professional & Social Studies  
Phil Denton, Science  
Martin Hanneghan, Engineering & Technology  
Charlie Smith, Arts, Professional & Social Studies
‘Perceptions of, and responses to, feedback: a quantitative analysis of the role of academic self-efficacy’

Anne-Marie Adams, Science
Hannah Wilson, Science
Jamie Fearn, Science
Sue Palmer-Conn, Science
Julie Money, Education, Health & Community

Academic self-efficacy (ASE) reflects the confidence an individual has that they are able to achieve their academic goals and is closely related to academic attainment. This study sought to identify whether differences in ASE underpinned students’ satisfaction with the feedback they receive and their response to that feedback. 231 Level 5 students from nine programmes across three faculties completed two questionnaires. The Academic Behavioural Confidence (ABC) scale assessed students’ ASE and the Assessment Experience Questionnaire (AEQ) assessed students’ responses to aspects of assessment and feedback proposed to support student learning. Principal components analysis and structural equation modelling confirmed the component structures of these scales. Within the ABC, subscales of confidence in Grades (attaining the grades desired), Verbalising (discussing course material) and Studying (independent study skills) were identified. Within the AEQ, subscales of Quantity of effort (the curriculum encouraged equal and sustained effort), Quantity and quality of feedback (the sufficiency and timeliness of feedback), Use of feedback (the extent to which feedback elicited an active response) and Learning from exams (whether examinations facilitated understanding) were confirmed. Relationships between these subscales and academic attainment (Level 4 mark) were explored. Academic attainment was closely related to confidence in Grades and Studying and bore a stronger relationship with the use to which feedback was put than judgement of its quantity and quality. A median split of overall ASE revealed that students with higher ASE perceived the quantity and quality of their feedback more favourably and judged themselves more likely to respond actively to feedback. In contrast, the groups did not differ in their appraisal of Quantity of effort or Learning from exams. This pattern withstood the covariation of academic attainment indicating that the effect does not reside principally in variance shared between ASE and academic attainment. Qualitative analyses will explore in more detail differences between students of high and low ASE in their perception of and responses to feedback.
Session 21: (Wednesday 14 June, 14:05 – 14:30)

‘Write more, write better’

Sarah Maclennan, Arts, Professional & Social Studies
Sean Broadhurst, Arts, Professional & Social Studies
Patrick Lovatt, Arts, Professional & Social Studies
Lauren McCarthy, Arts, Professional & Social Studies

Essay and other forms of original writing cause significant levels of anxiety in students. This anxiety leads to a regular avalanche of questions: What should I write about? What points should I make? How many books should I read/quotes should I use? David Abulafia, Professor of Mediterranean History at Gonville and Caius College is “...worried about the increasing evidence that undergraduates when they arrive, even at Cambridge, don’t seem to know how to write essays.” Robert Tombs, Professor of History at St. John's College, Cambridge, also has warned that students were “drilled into writing” in a formulaic manner between the age of 11 and 18, leaving them unable to articulate their ideas on degree courses.

This session examines the ways in which teachers of creative writing can address these anxieties while ensuring that students feel challenged by and engage with writing for their modules. It does this by positing that student learning is enhanced when students are regularly allowed to ‘get it wrong’. Piloted in 2015 in a Creative Writing Level 5 module, this session explores how setting a weekly essay/piece of creative fiction for students increases class participation and engagement, supports creativity, and disarms the ‘internal critic’ – encouraging students to participate in classroom activity without unduly increasing staff workload.

The session offers practical advice on how to manage the classroom, and includes contributions from Level 4, 5 and 6 students who reflect on how a much more demanding workload has supported their ability to write well.
For the past twenty years, universities drawing on a demographic such as LJMU, have had the development of retention strategies at the heart of their learning and teaching development. Funding, ‘student experience’ and ‘belonging’ have become watchwords in our development work. For long periods our efforts appeared to work. Student retention seemed to improve gradually. However, in recent years, retention has, once again, appeared to dip below previous levels. Not just at LJMU, but in other new universities as well. The aim of this paper is to take stock of where LJMU and other such universities find themselves. Why have retention rates dipped? How can we respond and reinvigorate our retention strategies? If we fail to react in a co-ordinated and informed manner we are, as Longden (2006) suggested some time ago, in danger of knee-jerk reactions. We may create strategies that do not match the new educational realities we face.

This paper draws on the outcomes and content of a seminar organised in APSS in November 2016. This was facilitated by Professor Liz Thomas, who is internationally renowned for her work on retention, and attracted over 50 LJMU staff. It will also draw on indicators in the academic press as to the problems and possible solutions in retaining students. Where to next? What is the new concept of ‘relevance’ and how might it help? How do we change our approaches to securing better retention? How can we secure the involvement of students in our development work? We will also hope to draw on the experiences of staff who attend this session to take stock of where we are and to draw breath before we develop the next generation of retention strategies.
The aim of this research is to investigate teachers’ (from across primary to FE level) perceptions of the purpose and impact of chemistry/science outreach work. There will be a focus on how outreach work may affect different groups of pupils, such as those from lower-socio economic backgrounds, and how teachers perceive this could impact upon their engagement in science and their possible career choices. This presentation will review the data from a pilot study which used questionnaires to ask secondary school science teachers their perception of this outreach work.

The presentation will begin by exploring university partnerships across the globe that deliver these chemistry/science outreach schemes, with a brief evaluation of some of their benefits and pitfalls. The ‘role of the teacher’ will be highlighted and by including the developmental-contextual model of career development developed by Gutman and School (2012) it encourages practitioners to consider their own backgrounds and how it could impact on their own practice. The data generated from the pilot study will be discussed and the findings from this will be shared with the audience. Finally, the next steps of the project will be proposed; this will outline recruitment of participants for the next stages of the study.

As this research aims to gather data from teachers and literature to propose a ‘refined model’ of impactful science outreach work in schools, the discussion will allow the opportunity for practitioners to share their own ideas/experiences. Although this research focuses on teachers within a school setting, the implications of these outreach programmes could impact upon student recruitment at HE level. It is also exemplified in the literature that universities are important stakeholders when it comes to the current models and delivery of outreach work. Thus, many perceptions of teachers stem from their experiences of these university partnerships.
‘Engaging students through cross faculty internships: ‘Feel the fear, but do it anyway’

Nicola Morrell-Scott, Education, Health & Community
Carolyn Lees, Education, Health & Community
David Boardman, Education, Health & Community
Aleksandra Kudra, Education, Health & Community

@nicky_nurse_lec

In the summer of 2016 we received funding to recruit three student interns on two projects. We decided to recruit three students from other disciplines as these had the skill sets that we required in an area that we lacked understanding and expertise. This presentation will focus upon the benefits garnered from undertaking these internships, both to ourselves and the student interns, but also the challenges faced.

This was a positive experience for the project leaders, whilst enjoyable it did challenge us, particularly in view of creating something unique, which did not previously exist, and working with students from a different discipline to create this. We have built up a relationship and collaborated, developed both our own partnership working and our partnership working with the students. Ultimately we created something unique which is usable from both projects. Occasionally this was challenging from both sides in terms of articulating the vision. Lessons for staff and students would be to try internships and not be scared. It was reassuring to know that students were more than capable and produced something so good, which will benefit staff and students collaboratively in the future, so that the partnership legacy continues. A further lesson for staff would be to work across different faculties if they have an idea for a project, as interns had a specific skillset can fulfil criteria. A positive consequence of the students’ involvement is that the student interns have enhanced their CVs through the project. This has also allowed them to undertake project work and develop their skills learned at university into the real world of work. It is the ambition of one of the interns to work within the NHS developing online resources: the project imbued him with the experience to try to fulfil this ambition.
Session 25: (Wednesday 14 June, 14:35 – 15:00)

‘A qualitative assessment of perceptions of feedback: comparing students with high and low academic self-efficacy’

Hannah Wilson, Science
Anne-Marie Adams, Science
Sue Palmer-Conn, Science
Jamie Fearn, Science
Julie Money, Education, Health & Community

Student satisfaction with feedback quality is consistently rated comparatively poorly in the UK National Student Survey. In the LJMU NSS 2015 it appears that the dissatisfaction is less with the timing and nature of feedback, than the perceived usefulness of feedback. Carless (2006) noted a discrepancy in the way feedback is perceived by the tutors who give the feedback and interpreted by the students who receive it. Therefore, a shared perspective of feedback needs to be constructed to identify the best way to engage students with the feedback they receive. Additionally to the discrepancy in perception between tutors and students there appears to be differences in how students use feedback (Orsmond and Merry, 2013). A promising factor in the identification of students’ requirements from feedback is Academic Self-efficacy (ASE). ASE, a core component of self-regulated learning (Schunk, 2005), is defined as a ‘belief, or confidence, that one can achieve a specific academic goal’ (Putwain et al., 2013: 633). It may be this, that influences students’ perceived ability to control their use of feedback, which those with high ASE may possess more strongly compared to those with low ASE.

Within a larger project the second phase of data collection operating focus groups, aimed to explore students’ perceptions of feedback. Two groups of students were created, comprising either those with high ASE and those with low. The objective of the study was to identify if there were differences in how students with high and low ASE interpret and use feedback, the necessities of feedback, and interventions that could be put in place to improve feedback. Qualitative data based on a grounded theory approach will be presented. This data will ultimately be used to identify a shared perspective on feedback and ways in which feedback can be given by tutors and used by students.
Session 26: (Wednesday 14 June, 14:35 – 15:00)

‘The development of an online toolkit to assist staff and students to publish collaboratively’

Carolyn Lees, Education, Health & Community
Nicola Morrell Scott, Education, Health & Community
David Boardman, Engineering & Technology

This innovation arose from the acknowledgement that undergraduates within the School of Nursing produce excellent pieces of academic work. It has been argued that an undergraduate student’s education is not complete until they have published a piece of their academic writing (Hyland, 2012). However, students rarely engage with this activity (Wisker, 2013). The notion of students as partners and co-creators of their own learning is gathering momentum (Bovill et al., 2016; Carey, 2013). This project embodies the University mission statement to create and sustain a vibrant community for learning and knowledge where staff and students work together in an active and supportive partnership, whilst providing opportunities to enrich our students through education, research scholarship and knowledge transfer. Through the Curriculum Enhancement opportunities with a student internship an online toolkit was developed for nurses and academic nursing staff to support them to publish their work in peer-reviewed journals.

The Toolkit consists of the following components: Why publish academic work? Getting started; Examples of published work; Templates for structuring transcripts; Adapting academic work for publication; Where to publish; Who to co-publish/write with; Guidelines for publication; and Podcasts

There has been extremely positive feedback from students and academics in terms of the toolkit and we are currently sharing the toolkit with the wider faculty and cross faculties to allow the project to be scaled up and to be of benefit to the wider university. This toolkit project is unique and transferable across the university and it is currently being further developed and enhanced for specific areas by a term time student intern. This project has been accepted for presentation at the HEA conference in July. Once further development has happened there may be use for this toolkit to stimulate work for REF 2020.
The transition to university can be stressful, with experiences during the first year strongly predictive of future academic success. Psychosocial factors have been shown to play an important part in maintaining student wellbeing, thereby enhancing student engagement and retention, and subsequent academic performance. Background factors such as individual differences, self-efficacy, and residential status also influence academic achievement. This study aimed to investigate associations between all these factors and academic performance and wellbeing in first year undergraduates at LJMU.

251 (18.3% male) first year undergraduates from the Faculty of Science completed an online questionnaire during their first semester. Measures included wellbeing, sense of coherence, perceived stress, social support, residential status, resilience, self-efficacy, personality and optimism. 193 (76.9%/90.2% of those completing the questionnaire in full) gave permission for their results to be linked with their subsequent academic performance. 152 (60.6%) were residential students and 99 (39.4%) were commuter students. Mean scores on the Warwick-Edinburgh Mental Wellbeing Scale were 46.81 (SD=8.57) for commuter students and 46.37 (SD=8.37) for residential students. Participants were invited to a follow-up study during semester two. Supporting student engagement during the first year is vital for both retention and student wellbeing.

The results of this study will provide some insight into the psychosocial factors influencing student wellbeing, retention, and academic performance, and suggest potential targets for additional support and intervention in order to improve students’ transition to university, and their wellbeing.
Session 28: (Wednesday 14 June, 14:35 – 15:00)

‘Strategies to increase inclusion of socio-economically challenged learners: a case study’

Linda Seton, Science
Andrea Mallaburn, Education, Health & Community
Ian Bradshaw, Science
Menna Goodwin, Science
Paul Ireland, Student Recruitment & Admissions

STEM is recognised as an important area for the growth of the UK economy. As a civic university, LJMU has consistently provided outreach work for schools to motivate and inspire school pupils in local communities to engage in studying at university. As part of a national Chemistry for All programme, funded by the Royal Society of Chemistry, the University is delivering outreach activities to six local schools in socially deprived areas. The number of learners qualifying for pupil premium funding is above the national average in these schools and this longitudinal research project aims to understand the barriers to entering a chemistry career for this under-represented group.

The activities that the team have delivered have specifically focussed upon raising pupils’ aspirations by designing student centred sessions that involve engaging practical work and portray difficult chemical concepts in an interactive and accessible way. The programme is coherently aligned with the current national curriculum for chemistry, incorporating creative teaching strategies to develop learners’ thinking and problem solving skills. Literacy and numeracy activities are embedded within sessions, which are planned so that all learners achieve to the best of their ability. Throughout this time the outreach team has been supported extensively by student advocates, who assist in the delivery of sessions, and student interns, who assist in the design and preparation of materials.

The project statistically evaluated the successes and challenges of the first two years’ delivery with a focus upon the impact of intervention activities on pupils’ learning and enjoyment.
Session 29: (Wednesday 14 June, 14:35 – 15:00)

**WORKSHOP/Demo: ‘Supporting learner engagement in class: a Meetoo demonstration’**

*Amie Fletcher, Meetoo*  
@MeetooApp

Meetoo is a real-time polling and messaging app that students can use to participate in classes they attend, and lets them share feedback anonymously. Optimised for many personal devices (smartphone, tablet or laptop), this demonstration will provide a general overview of the tool. Meetoo only takes a few seconds to create a poll and students can vote instantly or post questions from their device, while moderation settings enable conversations to be focused on the topic. Used by a few other teaching-led universities (e.g. Chester, Coventry), Meetoo enables teachers to instantly identify any gaps in students’ knowledge as well as visualise how their understanding changes and track progress over the course of a lesson, as well as a semester.

Session 30: (Wednesday 14 June, 15:05 – 15:30)

‘*Measuring student learning gain: discovering the transatlantic dialogue*’

*Rebecca Randles, Engineering & Technology*  
@Becky_Randles

HEFCE has been exploring a vision for learning gain within English HE. In 2015 they invested an initial £4 million to support work in this area in the form of 13 collaborative institutional projects with over 70 universities and colleges looking at a range of surveys, standardised tests and mixed methods. Many institutions have recognised the need for better learning gain measures. Learning gain is an incredibly elusive and complex construct with many scholars pointing to confusion with value-added. Value-added looks at the difference between a student’s predicted score and the score they achieve; learning gain has a small but important difference, it looks at the “distance-travelled” i.e. a student’s score at one
point in time compared to another. With the emergence of the teaching excellence framework (TEF) institutions are expected to drive up the quality of the student academic experience and secure academic standards; learning gain measures could allow institutions to judge the effectiveness of their teaching and to make improvements necessary in order to maintain teaching excellence. The debate owes much to the rhetoric of US approaches to learning gain with their focus looking deeply into the specific skills gained by students whilst at university. Their assessments measure constructs that are general to all subjects and demonstrate a student’s employment-readiness such as critical thinking, writing skills and problem solving.

My PhD research has generated a questionnaire which has tailored constructs towards students of STEM subjects, owing to the importance that these subjects hold particularly in regard to the need to increase their employment readiness, which has recently been declining. This presentation provides an update of my PhD work, will outline existing measures in the USA and how they are beginning to be applied within the UK.

**Session 31: (Wednesday 14 June, 15:05 – 15:30)**

‘**Student and staff community writing days: ‘boosting morale at a difficult academic time’**’

**Fran Tracy, Education, Health & Community**

**Jackie Fealey, Library Services**

This presentation is an evaluation of a new scheme run in Education and Early Childhood Studies funded through an LJMU student experience bid. Library and teaching staff organised two ‘community writing days’ based on the top floor of the library at IM Marsh campus in early January 2017. The aim for these days was to provide third year students with support for coursework and project writing at a time which we know to be stressful and isolating for them. Anecdotally, staff in our subject area were aware that when third year students return to university after the Christmas break they struggle to re-engage with academic work and feel a heavy burden from the focus on assessment and performing well in the last leg of their degree. Therefore we wanted to help them to feel that they were part of a community of students and staff who all undertake academic writing and can support each other in the process.

There were three key elements to arranging these days. Firstly to allocate a suitable space with access to computers where students and staff could work alongside each other.
Secondly we arranged workshops and drop-in sessions for the students on key study skills for Level 6 such as critical thinking and writing. Finally we made refreshments available throughout the day so that students and staff could revive and socialise in a room near to where they were working.

Both days were well attended by our students and staff and a post-event evaluation questionnaire showed that they appreciated and benefitted from the support. Our presentation will show the full results from that evaluation and discuss lessons learnt for any other Faculties or Schools interested in running a similar scheme.

Session 32: (Wednesday 14 June, 15:05 – 15:30)

“Partnership’ with students: what does that mean?’

Simon Brooman, Arts, Professional & Social Studies
Sarah Nixon, Education, Health & Community
Becky Murphy, Science

One of the new bywords in higher educational development is ‘partnership’. Not only is this new relationship with students driven by the government agenda but it is also becoming ubiquitous across new research projects. ‘Interns’, ‘focus groups’, ‘student feedback’, ‘co-creation’, ‘co-operation’ and ‘collaborators’ are all terms that are used. However, what do all these terms mean and what implications do they have for setting up, running and reporting on development work involving students? Does working with students create better outcomes for curriculum research and development? Might there be a need to help staff and students appreciate the new relationships that are being forged?

This presentation draws on the experience and findings of a cross-university LJMU funded research project which ran in 2015/16. The project aimed to use a co-creation process to help develop course-based assessment strategies. However, there were significant findings in terms of staff appreciation and, it must be said, initial suspicion, of the new partnerships that were being developed. Staff involved in the project suggested that gaining an appreciation of the new environment and its terminology might help them to become more comfortable in committing to such projects.

This presentation is one of the outcomes of the project which aims to address the new partnership environment. What do all these new forms of student engagement mean? Which is appropriate for which kind of study? What is the literature base to justify the
commitment of time and resources to such work? The project team hope to draw on its own experience and of those attending the presentation to clarify the potential and pitfalls of setting up such collaborative projects which appear to have become an expected part of the new learning and teaching research development landscape.

Session 33: (Wednesday 14 June, 15:05 – 15:30)

‘Facilitating difficult conversations: finding time, space and confidence’

Elizabeth Malone, Education, Health & Community
Elizabeth Astbury, Education, Health & Community
Emma Cant, Education, Health & Community
Beccy Marsden, Education, Health & Community
Harriet Young, Education, Health & Community
Emily Skivington-Hall, Education, Health & Community
Kayli McShane, Education, Health & Community
Nansi Say, Education, Health & Community

This presentation will explore the difficult conversations that primary teacher trainees have had with pupils, including such topics as safeguarding, gender identity and relationships. The session will include first hand accounts of trainees who will present what they have learned and what the pupils in their care have learned as a result of these ‘difficult conversations’ and how finding the time, space and confidence to talk about what is important to the students in your care (regardless of age) can keep individuals safe and happy in whatever stage of education they are in. The methods and ideas presented will be particularly useful for those staff in personal tutoring roles in HE.
Session 34: (Wednesday 14 June, 15:05 – 15:30)

‘Enhancing student employability through extra-curricular work experience opportunities’

Paula Baines, Arts, Professional & Social Studies
Ethan Woodroofe, Arts, Professional & Social Studies
Amy Shirtcliffe, Arts, Professional & Social Studies
Mark Wilson, Arts, Professional & Social Studies

PULSS (Production Unit, Liverpool Screen School) provides its students with extra-curricular opportunities which enable students to put in to practice skills developed from their degree courses. Opportunities are varied and advertised through the PULSS Facebook group. A small team of four PULSS members (from different degree courses) are creating an online resource using text, photos and video which will highlight the opportunities that some of our students have been involved with. These include LJMU internal filming projects, Sound City, TV Studio, music videos, commercial and charity work. The online resource is being created with the help of Curriculum Enhancement Internship monies and will be available to view during this presentation. Students of PULSS will share their experiences with the audience, detail how the opportunities have enhanced their degree studies and improved their employability. They will advise the audience how they now plan to encourage more students to participate and get involved with relevant extra-curricular work.
Day Two: Thursday 15 June 2017

Keynote 2: (Thursday 15 June, 09:30 - 10:30)

Professor SIMON BATES, Academic Director of the Centre for Teaching, Learning & Technology, University of British Columbia, Canada and Director of the Institute for the Scholarship of Teaching and Learning

‘Breaking out of the walled garden: expanding horizons of technology enhanced learning’

As the cornerstone of an institution’s focus for technology enhanced learning, the VLE has historically been simultaneously described as ‘both “it”, but “not it” ‘: widespread uptake and adoption mirrored with continual restlessness. But this idea of the monolithic VLE – a ‘walled garden’ or single platform to encompass all learning needs and activities - has had its day. There is now talk of ‘Next Generation Digital Learning Environments’, with developing standards for integration and interoperability permitting disciplinary flexibility and instructor choice over the suite of tools and applications used to support student learning. As application choice has expanded, so has access to data describing interactions between learners and these systems, presenting opportunities for data-driven enhancements to teaching and learning.

This talk takes a practical look across elements of course design and delivery (specifically, management / organisation, content, interaction and assessment) at what some of the current possibilities are and future directions will be for learning technology tools and applications. Together with a number of examples from my own practice and institution, I will consider the implications for instructors and the support provisioned to them to meet their teaching and learning goals in this area. Participants will have the opportunity to create, and react to, an interactive visualization of what they consider
to be vital requirements for the success of institutional technology-enhanced learning initiatives.

Session 35: (Thursday 15 June, 11:00 – 11:25)

‘Entrepreneurship education in applied sport: a Curriculum Enhancement Internship project’

Darren Devaney, Science
Martin Eubank, Science
Zoe Knowles, Science
David Gibson OBE, Engineering & Technology
Emma Robinson, Engineering & Technology

Applied Sport Psychology (ASP) students have been recognised as unrepresentative of students who focus on developing a positive entrepreneurial mind-set and skill set (Holstrom, Lindberg & Jansson, 2015). Many ASP graduates will, however, have the opportunity to freelance or create a portfolio career within their discipline following completion of their qualifications. Therefore, it is suggested that ASP graduates would benefit from developing entrepreneurial competencies, resilience and the ability to take career opportunities. In response to this need, the MSc Sport Psychology programme in conjunction with the Centre of Entrepreneurship (CfE), delivered a unique “Business Start-Up” day, run within its curriculum for the last four years. This event has received positive feedback from students and external examiners, with a consensus view that it develops self-efficacy around starting a business, enhancing student’s capability to “make it happen”.

In 2017, a joint Curriculum Enhancement Internship between the CfE and the BSc Applied Sport Psychology programme was created. The intern, a current PhD student, having consulted with current and former students and staff will embed entrepreneurship education throughout the ASP programme. The aim is to develop resources and deliver staff training for a programme of creativity and enterprise skills, enabling students to explore innovative solutions to their industries problems. New sessions and corresponding
materials will be housed within core applied modules and personal tutor meetings within Levels 4 to 6.

This initiative will offer students the opportunity to experience the world of self-employed careers throughout undergraduate training, better preparing them for postgraduate training and future self-employment. Further, it could offer a pedagogical model that is transferable to other undergraduate programmes. The purpose for this presentation is to share the preliminary results and outcomes of this project and plans for implementation from September 2017.

Session 36: (Thursday 15 June, 11:00 – 11:25)

‘Bridging the gap: reaching out to schools to prepare ‘research ready’ students’

Pauline Smith, Library Services
Carolyn Benny, Library Services
Christina Grant, Formby High School

Traditionally Library Services at LJMU has been proactive in supporting students to develop their research skills throughout their student journey. This academic support is continually evaluated to ensure we respond to the needs of today’s students. The transition from sixth form to higher education can be a huge step, particularly in relation to independent study. The Extended Project Qualification provides sixth form students the opportunity to, “develop and improve their own learning and performance as critical, reflective and independent students” (AQA, 2015: 4). An increasing number of Year 13 students are opting to take this qualification as, “Universities support and value the EPQ as evidence of a student's ability to use a range of skills that are vital for successful study in higher education” (AQA, 2017).

In November 2016, we developed a bespoke programme for Formby High School Year 13 students enrolled on the EPQ. Students attended a workshop in the school led by two Academic Liaison Librarians. This session on research skills included demonstrations, discussion, individual/small group activities and provided the students the opportunity to actively research for relevant and reliable information with experts on hand. Students also attended a follow on interactive session at either Avril or Aldham Robarts Libraries. This gave them the opportunity to experience using a university library and for us to showcase what LJMU has to offer. Feedback from the sessions has been overwhelmingly positive: students liked “getting to try everything by [them]selves”, “the freedom of the sessions”
and that we provided “room for independent work”. Following on from this success, Library Services would like to develop this support further. Attendees at this session will be asked to contribute to a discussion on how we could work collaboratively to further support local sixth form students to become ‘research ready’ for life as an undergraduate.

Session 37: (Thursday 15 June, 11:00 – 11:25)

‘Harmonising the student, academic and learning technologist voice: enhancing online learning design support’

Angelique Bodart, Cranfield University

@AngeliqueBodart

‘Student experience’ is the driving force behind policy and strategy development in higher education (Kandiko and Lewthwaite, 2012). Current methods of measuring ‘student experience’ is reliant on surveys such as the National Student Survey (Kandiko and Lewthwaite, 2012; Klenčič and Chirikov, 2015; Temple et al., 2014). In such surveys, student Virtual Learning Environment (VLE) experience is either missing or loosely incorporated into another question, such as “The library resources (e.g. books, online services and learning spaces) have supported my learning well” (HEFCE, 2017). Instead, institutions develop their own means of gathering data on student VLE experience, again using surveys (Risquez et al., 2013; Reed and Watmough, 2015). Is quantitative data enough to inform student-centric policies? The student VLE experience is tied to the academics’ VLE experience (Reed and Watmough, 2015); the academics’ VLE experience is tied to the support received from Learning Technologists (LT). Many universities initiate VLE ‘minimum standards’ to ‘prevent [student] dissatisfaction’ rather than promote innovation (Reed and Watmough, 2015).

At Cranfield University, we designed an Essential Learning Framework (ELF) to guide rather than command academics. To encourage innovation, one-to-one consultations between LT and academic allow exploration of suitable online learning designs for their subject and pedagogy. We initiated a pilot in 2016 to measure this support and its indirect impact upon the student experience. Student focus groups enable us to evaluate the student VLE experience and use of VLE tools to support their learning (results due May 2017). The student and academic voice, rather than surveys, will inform the VLE support plan. Through this qualitative approach to understanding the student experience and their active engagement in online learning design, LTs and academics will be readily prepared for
Generation Z, for whom technology “is not peripheral, but a central and fundamental part of how they live” (StudentCom, 2016).

Session 38: (Thursday 15 June, 11:00 – 11:25)

‘An evaluation of perceptions of academic identity taught across faculties’

Noel Cross, Arts, Professional & Social Studies
Rachael Steele, Arts, Professional & Social Studies
Alice Siggery, Arts, Professional & Social Studies
Georgie-Ann Quinn, Arts, Professional & Social Studies

The aim of this study was to explore student identity perceptions across four programmes, and to search for ways to nurture stronger integration within and between programmes. Perceptions were explored from the perspectives of both tutors and students, via interviews and focus groups. Data were collected by two student interns between January and March 2017, under the Curriculum Enhancement Internship scheme. The identity concept has a solid background in Social Comparison Theory, Social Categorisation Theory and Social Integration Theory. In the academic context, Trapp (2014) concluded that academic identity is crucial to student engagement, and Hausman et al. (2007) found that a sense of belonging is important to attainment and low drop out. Lack of clear identity may impact negatively on a smooth transition (Longdon, 2004), and poor transition and integration are associated with poorer academic outcomes (Shim and Ryan, 2012).

In a previous LJMU study, Zaitseva, Milsom and Stewart (2013) observed that concerns around social integration and academic progress were evident throughout the first year. This study develops these findings with reference to student Satisfaction, Transition, Retention, Achievement, and Progression (STRAP). In addition, as part of an issue highlighted by LiverpoolSU, students explored the experiences of students who commute and students in halls of residence. The interns explored triple facets of identity with reference to subject identity, institutional identity and general identity as a student. Student interns were lead partners in presenting a mixed methods approach that included identification of programme trends from a survey, and an evaluation of themes, comparing and contrasting student and tutor perceptions. Students will highlight the skills that they had developed, and will present findings from the Forensic Psychology and Criminal Justice programme which are likely to be advantageous to programmes beyond this study.
Session 39: (Thursday 15 June, 11:00 – 11:55)

WORKSHOP: ‘The King’s College London context in approaching inclusive teaching and learning’

Chris Ross, King’s College London

This session focuses on the experience of implementing inclusive teaching and learning practice development at King’s College London, working collaboratively across professional services, teaching staff and academic teams. A comprehensive overview is demonstrated by the King’s Learning Institute. The success of which has engendered a need to promote the implementation of a sector-wide strategy, which will highlight the need for and encourage, cross-institutional collaboration. By the end of this session, delegates will be able to:

- Obtain an overview to the key challenges in developing an inclusive educational practices;
- Share ideas about how to develop cross-institutional collaborations around inclusive education;
- Consider practical resources to develop inclusive practices; and
- Consider ideas on how to share and promote best practices in the area of inclusive practice.

Session 40: (Thursday 15 June, 11:30 – 11:55)

‘Student and industry guided assessment design’

Karl O. Jones, Engineering & Technology
David Ellis, Engineering & Technology
Paul Otterson, Engineering & Technology
William Stockley, Engineering & Technology

The project idea was to work with students, and industry experts, to design an assessment package for the new version of the degree. When designing a curriculum (including assessments), academics often view students as the receivers of the intended curriculum, rather than potential evaluators and critics of the curriculum. However, since students are the major stakeholders in a degree programme, it seems sensible to have them engaged in the design of the assessment package rather than just used for consultation on the syllabus.
Using their own viewpoint as recipients of the current degree programme, the intern provided a unique perspective on what assessment would make a more enjoyable, valuable and interesting degree. The selected programme was the BSc Audio and Music Production, and the intern worked closely with the Programme Team. Within the audio and sound industry, there is much emphasis placed on showing prospective employers what you can do using, for example, a professional portfolio or showcase. Thus, the intern surveyed industry experts’ views, to provide an indication of the sorts of examples of professional work they would expect to see from a graduate of our programme. During the project, the intern considered the sort of questions that should be utilized as assessment on the BSc in Audio and Music Production as coursework issued to students (examinations were outside the remit of the project). Module Leaders have utilised the assessment package recommended by the intern along with their academic judgement to formulate the final versions actually issued.

It is clear that the new assessments allow students to clearly highlight to future employers their skills and abilities, as well as providing them with opportunities to utilise industry methods of undertaking work. The presentation will outline the project process, and highlight how the approach is transferable to other degrees.

**Session 41: (Thursday 15 June, 11:30 – 11:55)**

‘Assessing the research preparedness of students: the creation of a research preparedness diagnostic tool’

Matthew Tucker, *Engineering & Technology*  
Mike Brown, *Engineering & Technology*  
Richard Foster, *Engineering & Technology*  
Phil Rothwell, *Teaching & Learning Academy*

The presentation is based on the key findings of a Curriculum Enhancement Project conducted since 2016. The pinnacle research activity that undergraduate students undertake during their degree programme is the completion of a Research Project. This takes place in their final year of study. However, there is often a misconception from final year students about the intended purpose and benefits such research activities have, often creating anxiety and scepticism about completing them. In particular, students often do not see the tangible benefit of developing research skills in order to help them succeed once they make their transition from education into employment. Last year the Programme Leader successfully delivered a Curriculum Enhancement Project that assessed the level of research preparedness among undergraduate students in the Department of Built
Environment. The findings showed that students are generally under-prepared to undertake research and indicated that more support towards the preparation and ethos to undertaking research needs to be embedded early in curriculum design. As such, the Department used the research findings to inform the level of research informed teaching activity within the 2015/16 validation of its programmes.

This project extends this research by creating an online diagnostic tool that students can use to self-assess their level of preparedness to undertake research activities. This can be achieved by embedding such a tool within a virtual learning environment for increased transparency. The presentation will explain the methodology behind the development of the tool, and provide an insight to the initial findings of the tool's functionality and potential application.

Session 42: (Thursday 15 June, 11:30 – 11:55)

‘Can name calling ever be justified? Outcomes from two interventions to foster student name learning’

Phil Denton, Science
Laura Spencer, Science
Sharron Mitchell, Science
Zack Cook, Science
Kadri Peedosaar, Science

Walsh et al. (2009) found that lecturers were cited as the second most frequent source of support for undergraduates’ academic issues (after peers), particularly among students new to university. Students reported that they were more likely to seek support from staff if they engaged in interactions that were less formal. Accordingly, it is suggested that tutors calling undergraduates by their name makes students feel positive about themselves and promotes mastery over their environment (McSweeney, 2013). Name learning presents challenges for staff in contemporary HE settings where class sizes can be substantial. In 2016/17, for example, 299 LJMU modules will be delivered across all four faculties that have enrolments of over 100 students.

This study reports on two distinct interventions adopted within the Faculty of Science to promote the learning of students’ names by staff; an in-house computer application, Photosynth, that enables student photographs to be uploaded to staff Outlook accounts (so that email senders can be identified), and the printing of student names on programme-specific apparel worn when staff were present (laboratory coats). Printing was undertaken
using a hand held dot matrix printer that is swiped across garments and that, to the author’s knowledge, is unique in its application in this context.

This work was inspired by the discussion of a paper (McSweeney, 2013) during the Journal Club of the Faculty of Science Pedagogic Research Group. Surveys were conducted to determine the use of, and staff sentiments towards, the Outlook-Photosynth application and outcomes will be reported. Students’ responses to the printing of their names on laboratory coats were determined through an online survey and a focus group of four undergraduate students, invited to the Conference. Initial anecdotal feedback suggests that the Outlook-Photosynth application has been well received by staff and is perceived to be particularly valuable during the first few weeks of first year teaching. Students have responded positively to having names printed on their lab coats as it enhances a sense of belonging and supports both tutor-student and student-student interactions.

**Session 43: (Thursday 15 June, 11:30 – 11:55)**

- ‘An evaluation of student and tutor perceptions of academic identity’
  - David McIlroy, Science
  - Sue Palmer-Conn, Science
  - Anna Law, Science
  - Robyn Rabaca, Science
  - Hannah V. Powell, Science
  - Chrissy Close, Science
  - Frederick Newnes, Science

The aim of this study was to explore student identity perceptions across four Psychology-related programmes, and to search for ways to nurture stronger integration within and between programmes. This challenge may add a new and overarching dimension for many students and academics to visions for learning. Perceptions were explored from the perspectives of both tutors, through eight semi-structured interviews, and students, through eight focus groups across three levels. Data were collected by eight student interns, each employed for 35 hours (280 hours in total) between January and March, 2017, under the curriculum enhancement scheme. The identity concept has a solid background in Social Comparison Theory, Social Categorisation Theory and Social Integration Theory. In the academic context, Trapp (2014) concluded that academic identity is crucial to student engagement, and Hausman et al., (2007) found that that a sense of belonging is important to attainment and low drop out. Lack of clear identity may impact negatively on a smooth
transition (Longdon, 2004), and poor transition and integration are associated with poorer academic outcomes (Shim and Ryan, 2012).

In a previous LJMU study, Zaitseva, Milsom and Stewart (2013) observed that concerns around social integration and academic progress were evident throughout first year. This study develops these findings with reference to student Satisfaction, Transition, Retention, Achievement and Progression (STRAP). Moreover, LiverpoolSU have contributed to interview and focus group preparation. Student interns were lead partners in presenting a mixed methods approach that includes identification of programme trends from an identity survey, and an evaluation of themes emerging from the interviews and focus groups, comparing and contrasting student and tutor perceptions.

Students will highlight the skills they have acquired/developed through their intern experience, and will present findings from the Applied Psychology and Applied Sport Psychology outcomes likely to be advantageous to programmes beyond this study.

Session 44: (Thursday 15 June, 12:00 – 12:25)

“The 1000 Days Project’ with Sir Ken Robinson’

Colin Robinson, Engineering & Technology
John Robinson, Engineering & Technology
Karl O. Jones, Engineering & Technology

The “1000 Days Project” is a creative radio documentary project designed to inspire and engage students to embrace the LJMU “Dream Plan Achieve” ideals whilst applying their creative and technical skills built up during their studies. The goal was to use a proven process, designed at LJMU, to help empower students to investigate and share their expectations of university, their motivations and inspiration for being here and help them better understand why they are here and also what the University needs to focus on to ensure the student experience is the best it can be.

Students produced five 15 minute podcasts to professional standards for review and potential distribution. Collaboration was actively encouraged. It is an incredibly important part of the process, promoting confidence, group cohesion and many other criteria that have a long-term beneficial effect on student attainment. Thus the project brought together students, staff and alumni from Audio and Music Production, along with Sir Ken Robinson & team, Live Aid producer and BAFTA winner Trevor Dann, Professor of Radio Sean Street, and BBC Radio 4 “Listening Project coordinator” Marya Burgess. Sir Ken (with
local support from brother, John) acted as project client and advisor, interacting with students and staff (via Skype), and adding his voice to the recordings, whilst looking at the potential of incorporating some of the student materials/findings in future publications.

The project builds upon the continued success of the Radio and Podcasting module that has been running in Media Technology department for eight years. Each year students construct radio documentaries for their coursework following the technical and creative processes expected at the BBC and other media outlets. The success of this process has been so great that other universities are now adopting it owing to the beneficial effects on student attainment, confidence and experience.

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**Session 45: (Thursday 15 June, 12:00 – 12:20)**

‘A vision for learning through research: initial teacher education and continuing professional development’

Rachel Marie Jackson, Education, Health & Community

@TeacheResearch

This paper reports on interim findings of doctoral research from the School of Education, focusing upon notions of ‘research literacy’, which is understood as professionals learning to engage with and in research (BERA-RSA, 2014: 5; NFER, 2014: 45). Although centred around the education of school teachers, the discussions will also be of interest to other disciplines that prepare students for service professions, such as nursing or policing. The importance of evidence use in the teaching profession has been recognised in recent policy documentation (DfE, 2016) but, interestingly, research engagement ‘is one of the least positively rated aspects of teacher training’ (NCTL, 2015). The presenter has a vision for the improved learning of research literacy in teacher education based upon quantitative survey data and qualitative interview and ethnographic data.

As a former secondary school teacher, the presenter is cognisant of the necessity to develop teacher education (both initial and continuing) that is valuable and viable for the professionals for whom it is intended. Survey responses (n=100), therefore, provide a comprehensive ‘teacher voice’, which includes student teachers on school placements and in-service teachers who have studied or are currently studying at Master’s level. Semi-structured interviews (n=6) with teachers of varying degrees of academic research engagement offer more detail about motivations, enablers and constraints of teachers
(beginning and in-service) learning through research. Access to research-focused professional development in two divergent schools has also been secured, one of which organises academics to deliver research seminars to teachers, whereas the other has no university involvement but encourages teachers to conduct their own randomised controlled trials. Mixed-methods data from a variety of stakeholders and contexts allow the presenter to comment upon the potential for teachers to learn research literacy from the expertise in higher education, both as part of formal qualifications and ongoing partnerships with schools.

Session 46: (Thursday 15 June, 12:00 – 12:25)

‘Community organisations and students as partners: collaborative social science projects with Interchange’

Lindsey Metcalf, Arts, Professional & Social Studies
Louise Hardwick, University of Liverpool

@Lindsey1Metcalf

This presentation outlines emerging findings from a small-scale study into the need for and impact of community-university collaborations organised through the Merseyside-based charity Interchange. Interchange is an independent, registered charity established to facilitate connections between higher education institutions and voluntary organisations in the North West. It encourages a participatory/collaborative approach in which students are supported to engage in a way that involves a process of action and reflection. Fundamental to this is the idea that students work not simply for the community, but with the community, and that their projects effect change that will empower individuals and communities. Founded in 1994, Interchange has facilitated links between social science students and a range of voluntary and community organisations (VCOs) for projects addressing issues or problems identified by the VCO. Often, organisations approach Interchange because they are seeking new knowledge and past projects have included areas as diverse as digital inclusion for benefit claimants, homelessness and young people, and health inequalities.

This qualitative study explores participants’ experiences of some recent community-university collaborations within the context of current issues and challenges facing civic society in Liverpool. This presentation will focus on the emerging themes from phase one of the study: focus groups with local VCOs that have hosted Interchange students. It examines some of the key issues and policy changes currently being experienced by VCOs in Liverpool.
and the usefulness of university-community partnerships within this context. The presentation also considers the need for such collaborative projects in terms of knowledge generation, capacity-building and research skills enhancement. The emerging findings form a basis for discussion of the potential benefits, challenges and opportunities offered by schemes to connect universities and local community organisations.

**Session 47: (Thursday 15 June, 12:00 – 12:25)**

‘An evaluation of student and tutor perceptions of academic identity on a co-delivered programme’

| Sarah Greenhow, Arts, Professional & Social Studies |
| Janet Jamieson, Arts, Professional & Social Studies |
| Chelsea Cade, Arts, Professional & Social Studies |
| Jess Kelly, Arts, Professional & Social Studies |

The aim of this study was to explore student identity within a co-delivered programme taught across two faculties, and to search for ways to nurture stronger integration and belonging. The factors that influence student identity were qualitatively explored from the perspectives of both tutors, through two semi-structured interviews, and students, through two focus groups across three levels. Data were collected by two student interns, each employed for 35 hours (70 hours in total) between January and March 2017, under the Curriculum Enhancement scheme. In addition, a survey also gathers student perceptions of their identity across levels.

In an academic context, Trapp (2014) concluded that identity is crucial to student engagement, and Hausman et al. (2007) found that a sense of belonging is important to attainment and low drop out. Lack of clear identity may impact negatively on a smooth transition (Longdon, 2004), and poor transition and integration are associated with poorer academic outcomes (Shim and Ryan, 2012). As guided by LiverpoolSU, the interns explored differences around students who commute and students in halls of residence, and varying facets of identity over the different levels of study. Student interns were lead partners in presenting a mixed methods approach that includes identification of programme trends from an identity survey, and an evaluation of themes emerging from the interviews and focus groups, comparing and contrasting student and tutor perceptions. Students will highlight the skills they have acquired/developed through their intern experience, and will present findings from the Criminology and Psychology cohort likely to be advantageous to programmes beyond this study.
Session 48: (Thursday 8 September, 12:00 – 12:55)

KEYNOTE WORKSHOP: ‘Interactive engagement strategies for large classes’

Simon Bates, University of British Columbia

Your class sizes seem to get larger each year. You want to design learning experiences that are more engaging for students: you know how it contributes to student motivation, persistence, satisfaction and ultimately learning. But what, in practical terms, can you do that is not yet another huge drain on your time?

This workshop will present some research-based instruction examples that have been tried and tested across multiple disciplines at UBC (and elsewhere) to support enhanced student engagement (and learning) in courses. It will cover practical examples and strategies in the following areas, with additional supporting resources, tackled in the order chosen by workshop participants:

- Engaging students prior to class
- Large classes as two-way conversations
- Continuing engaged discussion outside class time
- Examinations as learning opportunities, not just for measuring learning

Session 49: (Thursday 15 June, 12:30 – 12:55)

‘Once upon a time… while teaching science…’

Matteo Borrini, Science

The proliferation of TV programs and movies that involve the role of charming forensic scientists popularised an extreme public interest in sciences. This in turn would lead to an increased demand for undergraduate and graduate programmes in this area of study. Unfortunately the fiction cannot present the real contribution that each discipline can give to the investigations, creating wrong expectations in young students who are planning their education. In addition, the tendency of these television dramas is to emphasise the gory aspects of murder investigation and present the bloody scene with amusement.
Against the trend of TV series, the use of fairy tales’ characters is proposed as teaching aids to focus the attention on the role of forensic scientists. The very nature of these fairy tales is completely non-macabre therefore it is suitable for young student. In addition they are appropriate for an adult public which has grown up with these stories. For these reasons, the presenter’s purpose is to shift the emphasis from the cruel and meaningless scenes to the technical aspects of the investigation presented in an easy but not simplistic language. Fairy tales have been used for a long time as metaphoric images with didactic purposes: two fabulists in the past, Aesop in ancient Greece and Phaedrus in ancient Rome, used tales as a powerful teaching tool. For this reasons, the method proposed will encourage the creativity of lectures and public speakers, and also will improve their ability to communicate and teach sciences without favouring the television trend that highlights morbid and macabre aspects, but instead emphasising the role of the sciences. The proposed new approach will be not only impact teaching activities at different levels but also the public engagement and the dissemination of science.

Session 50: (Thursday 15 June, 12:30 – 12:55)

‘Qualitative research in action: Inspirational Women in Nepal’

Kay Standing, Arts, Professional & Social Studies
Sara Parker, Arts, Professional & Social Studies
Joshua Smith, Arts, Professional & Social Studies
Sajama Nepali, Arts, Professional & Social Studies
Hayley Fahey, Arts, Professional & Social Studies

We will showcase the Inspirational Women of Nepal: Qualitative Analysis in Action web microsite, a research-informed teaching resource developed with students as a result of a Curriculum Enhancement (CE) project (2015) and two CE Internship projects (2017). The resource provides open access to semi-structured interviews with 50 women in Nepal involved in community work, activism, politics, business, the arts and education. It is designed to build students’ skills in qualitative data analysis through NVivo and other data analysis techniques, whilst also promoting positive images of women in Nepal.

The microsite was designed with a ‘vision for learning’ which is international, interactive, research-informed and student led. The presentation will demonstrate the microsite, discuss its development based in the presenters international links and research, and the student partners will demonstrate how the site been used in teaching at both undergraduate and post graduate level, which has enabled students involved in its
development to take the lead in peer to peer teaching and learning. Through LJMU internships students have also been involved in developing a social media strategy to further disseminate the site to an international audience, and we will be asking the audience to interact throughout the session using ‘poll everywhere’ and Twitter to feedback on the microsite and its possible application across disciplines.

Session 51: (Thursday 15 June, 12:30 – 12:55)

‘Internationalising the student experience through student-staff partnership in research’

Thushari Welikala, King’s College London

The paper discusses how students’ learning experience can be enhanced by engaging students in research as co-inquirers (Campbell, 2007). Drawing on a process of co-inquiring with student participants within a funded project on student experience across three geopolitical contexts; India, Ireland and England, it shows that inquiry informed approaches lead to meaningful and intensive learning. The research discussed here involved active interviews conducted within a social constructivist framework (Gergen and Gergen, 2003) and narrative approach (Clandinin, 2007) to explore how students across contexts make meaning of their learning experiences of higher education. The students participated as co-inquirers with the lead researcher throughout the process of conducting the research (designing and conducting interviews, data analysis, writing comparative stories about student experience, dissemination) except for developing the research proposal and its theoretical framework.

The presentation focuses on two key themes that emerged in the analysis of the stories written by students: (1) development of international perspectives of learning in HE (different learning approaches used across countries, student expectations, different views about learning in HE, specific challenges in learning); and (2) improvement of intercultural competency (effective conversations with students from other countries, engaging in conversations with students with unfamiliar accents, respectful listening, following unfamiliar norms of communication). The presentation will also address both risks and benefits of student-staff partnership in conducting funded research (Welikala and Atkin, 2014).
‘A comparative analysis of students from Northern Ireland and other parts of the UK’

Suzy Hargreaves, Teaching & Learning Academy
Danielle Chavrimootoo, Teaching & Learning Academy
Ruth Doughty, Arts, Professional & Social Studies

Students from Northern Ireland account for 10.95% of total undergraduate applications at LJMU. It has been identified that historically high numbers of students from NI withdraw from the university in the first semester of their degree programme. Furthermore, students from NI are disproportionately classified as failure to complete, have lower attendance and are often referred or deferred in modules. Possible reasons for high levels of student withdrawals from NI can be attributed to homesickness, which can result in students returning home during the initial settling-in period. Students can also experience difficulties in adapting to cultural differences (rural/urban, secular/non-secular beliefs and values). Additionally, there can be inconsistencies between NI and UK students in terms of preparedness and expectations for studying in higher education.

The research sets out to compare student transitional challenges by exploring education experiences, socio-cultural backgrounds, motivations for studying in the UK, preparedness for HE and expectations versus realities. The research project uses a mixed method approach: questionnaires comparing the experiences of NI students and other UK students; focus groups with level four students; short interviews and films at applicant days in Belfast and Liverpool; interviews with local and Northern Irish further education teachers and LJMU teaching and support staff and a questionnaire with students who had withdrawn from LJMU studies in 2015. It is of interest to note that no previous study has compared the transitional experience of students from NI and other students from the UK, which will provide the research team with the knowledge and understanding of how diverse groups of students successfully manage to remain on the programme. We aim to provide new knowledge with a view to supporting the diversity of needs and cater for the changing heterogeneous population in HE.
**Lunchtime Networking Session: (Thursday 15 June, 13:00 – 14:00)**

This special lunchtime networking session is hosted by the Enterprise Educators Academe, supported by LJMU’s Centre for Entrepreneurship. This is a great opportunity to meet with colleagues interested in embedding enterprise and entrepreneurship in the curriculum. If you would like further information about the Academe or find out what’s planned for 2017/18, please contact:

**David Gibson OBE, Engineering & Technology**

**Session 53: (Thursday 15 June, 14:05 – 15:00)**

**ROUNDTABLE DISCUSSION: ‘Teacher challenges: identifying, prioritising and moving forward’**

**Session facilitated by Ester Ragonese, Arts, Professional & Social Studies**

With the Higher Education & Research Bill, which at the time of writing was making its way through Parliament, English HE will undergo significant changes. The Teaching Excellence Framework and emphasis on social mobility will put teaching firmly in the spotlight. This roundtable discussion is about you and your ideas. It represents an opportunity to share views and solutions on how best to move forward as an academic community of practice.

What do you see as the key challenges for you, our students, your subject area and the institution? This roundtable discussion is the chance for you to air any untested thoughts, hunches and polemical tendencies about learning and teaching.
Session 54: (Thursday 15 June, 14:05 – 14:30)

‘Library Skills Online: the next steps to enhance digital literacy through independent learning’

Jackie Fealey, Library Services
Donna Marie Crookall, Library Services
Nathalie Taylor, Library Services
Pauline Smith, Library Services

Library Services provides online support to enable students to independently develop their digital literacy skills and enhance their academic achievement. In 2011 the Library tab in Blackboard was launched to complement the traditional face to face training and support provided by the Academic Liaison Librarians. The tab hosted a suite of interactive audio/visual tutorials covering topics from general library skills to advanced research skills. By taking a blended approach we hoped to widen access, cater to different learning styles and enrich the student experience. Quantitative analysis of usage data revealed that engagement with the online tutorials was high. However, qualitative feedback highlighted areas for improvement in the structure and design of the tutorials.

In September 2016 the Library tab was re-launched with a new structure to reflect the student journey, targeting support at key transition points in the learning process. Initial usage and feedback has been positive. In partnership with a student intern research was undertaken to assess and review the online tutorials, benchmark our resources against other universities and provide insight from the student perspective. One of the key findings was “quizzes and activities would be useful within the tutorials to test the students’ knowledge” (Williams, 2016). In response Library Services invested in Storyline e-learning software and external consultancy to enable us to develop a package of high quality interactive tutorials. By working collaboratively with academics, the Teaching and Learning Academy and other university services we are aiming to develop a more strategic approach to delivering academic skills and digital literacy training and support. This session will provide staff with a unique opportunity to preview our new interactive tutorials and provide valuable feedback to help us develop our online offer further.
Session 55: (Thursday 15 June, 14:05 – 14:30)

‘Building programme identity: evaluation of induction and Directed Study Week activities’

Janice Harland, *Science*
Alison Reid, *Science*
Jo Morrissey, *Science*

In order to enhance the student experience and foster cohort identity, programme leaders were offered financial support to provide extra-curricular and in some cases extra-University activities in both induction week and Directed Study Week. Whilst focussed primarily on Levels 3 and 4, other groups of students were involved. Within the Biochemistry, Biomedical Science and Forensic Science areas, we co-ordinated a range of activities including quizzes, cross level activities, and trips out to local employers and museums. In addition we highlighted sessions from the support teams of particular interest to our students and indeed organised some bespoke ones.

Whist successful, these were not as well attended as we had hoped. In conversation with students we have teased out some of the issues, and have revised plans for future years should the funding be available again. We are also currently planning for Directed Study Week in Semester 2 and will report on the success or otherwise of the activities.

Session 56: (Thursday 15 June, 14:05 – 14:30)

‘Teaching in a global market: a personal account of lecturing at Huanghuai University in China’

Tim Miles, *Arts, Professional & Social Studies*

@SurreyTim

LJMU, like many other universities, is seeking partner organisations in Asia, and, in particular, China, given the size of that country and its vast higher education system. This will increasingly manifest itself in various cross-cultural, and inter-cultural programmes, including: student exchange; study abroad possibilities; UK academics asked to teach for short periods in China; and students looking for post-graduate opportunities in the partner
country. Accordingly, we will see a movement towards an increasingly internationalised curriculum, and pedagogic challenges for teachers that will increasingly require UK academics to teach to Chinese students, be that in the UK or in China.

In 2016, before taking up an academic position at LJMU, the presenter taught Theatre Studies at Huanghuai University in south central China. He will offer an account of his experiences, the challenges that arose, and the solutions (often imperfect) that he implemented. The presentation will cover issues including: teaching to highly varied levels of English comprehension; teaching through an interpreter; cultural differences in approaches to pedagogy; teaching critical and creative skills in a comparatively greater collectivist and hierarchical culture; as well as the enormous pleasure of lecturing in China and to Chinese students.

The presentation aims to be informative, interactive, fun, and to offer a personal insight into one of the major challenges facing UK universities in coming years.

Session 57: (Thursday 15 June, 14:05 – 14:30)

WORKSHOP/DEMO: ‘Skeleton2Go: a hands-on learning system for human skeletal anatomy’

Emma Pomeroy, Science
Matteo Borroni, Science
Costa Eliopoulos, Science
Isabelle De Groote, Science

Offering more flexible opportunities for students to perfect practical skills when the materials they need must be studied under supervision in a lab presents a significant challenge. For Anthropology students learning skeletal anatomy, lab space and staff time constraints make it impossible to increase hands-on access to human skeletons. Equally, students cannot remove real bones from the laboratory for further study given ethical considerations. Available anatomical models are bulky, expensive and do not adequately represent the ‘real world’ specimens our students will encounter in forensic or archaeological settings. Student feedback from previous years collected in both formal (e.g. NSS) and informal surveys highlighted their desire for flexible, hands-on learning. Guided by a subsequent focus group, we developed the Skeleton2Go project to enhance the teaching of skeletal anatomy. Skeleton2Go provides boxes of 3D printed specimens with accompanying study guides covering Levels 4-6, which students can borrow from the library. Eighty-four percent of students surveyed strongly agreed that a resource like Skeleton2Go
would help their learning. Particular benefits are envisaged for disabled students or those with special learning needs, allowing them to learn at a time and pace that is compatible with their educational requirements and in a location they can select.

Producing Skeleton2Go is an in-house endeavour, involving students in all stages of planning, creation and evaluation. As well as benefitting future students, Skeleton2Go offers new learning opportunities for the current cohort. Curriculum Enhancement interns are currently 3D scanning and printing the specimens, and others will be involved in the evaluation process. Collecting and analysing feedback on the project will offer further opportunities for students interested in teaching techniques to get involved. We envisage that in the future, Skeleton2Go will be offered to other institutions and serve as a model for developing flexible teaching resources in other disciplines.

Session 58: (Thursday 15 June, 14:35 – 15:00)

‘Not just a list: creating an academic skills online catalogue’

Julie-Ann Hayes, Education, Health & Community
Neal Hughes, Education, Health & Community
Elliot Boileau, Engineering & Technology
Rinchin Tuladhar, Engineering & Technology

This project involved the creation of a website that catalogues open access online resources that are designed to develop and support students’ academic skills. Why do we need such a resource? Electronic resources have come to play a central role in education. Dadzie (2007) suggests that electronic resources are invaluable research tools that complement the print-based resources in a traditional library setting. Sharpe (2016) recognises that learning in this technology-rich age is an experience that is increasingly social and mobile and that learners are accessing in an open environment and therefore there is a demand for a more flexible and blended approach to learning. It is possible to envision different ways of organising these collections of on-line resources to encourage this more flexible and dynamic engagement with learning resources.

This project is a step towards organising a collection of online materials for more effective use of resources. This collection was created by scoping reusable materials allowing for identification of gaps in resources in addition to considering course specific requirements. This was a two-staged project; stage one was to create a site that catalogues resources related to academic skills. The aim is for this to be utilised across the EHC faculty to promote the inter-professional use of online resources. Stage two, considered the gaps in
the resources and began to make steps towards the generation of new tailored resources that are both generic and course specific.

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Session 59: (Thursday 15 June, 14:35 – 15:00)

‘Supporting student retention with planners’

Amanda Reid, Science
Janice Harland, Science
Jo Morrissey, Science

Inspired by a keynote presentation about retention and a workshop session by the English Department at the LJMU Teaching and Learning Conference in 2016, Biochemistry organised for printed planners to be provided to all Level 4 Biochemistry, Biomedical Science and Forensic Science students in 2016/17. The ethos of our initiative was very different to that of the English department. Their focus was on student engagement and involved students in the production of the planner; our focus was targeted towards student organisation and retention.

Within science disciplines students undertake large group lectures and then are divided into smaller groups for workshops, laboratory sessions and tutorials, which can mean that a module timetable, at first glance, looks very complicated. There is evidence that if a student misses classes early on then they are in danger of feeling lost, unengaged and potentially can withdraw. With the introduction of semester only modules in the 2016/17 academic year the need for Level 4 students to be organised and not miss classes early on compared to year long modules was even more important. At schools and colleges the use of planners is widespread and it was felt that we could build on this good practice by providing a planner that mirrored those used within schools and contained key information about the University, academic staff contact details and PDP material.

A student survey was undertaken and in this session we will present our findings and highlight what we think is best practice going forward.
Session 60: (Thursday 15 June, 14:35 – 15:00)

‘Transatlantic visions of postgraduate learning: teaching at Southern Connecticut State University’

Charles Baraw, Southern Connecticut State University
Alice Ferribe, Arts, Professional & Social Studies
Ryan Coogan, Arts, Professional & Social Studies

@SCSUEnglish1 [SCSU English Department]
@AliceFerrebe

This panel will report upon the outcomes of a pioneering transatlantic postgraduate teaching and research exchange between the English departments of LJMU and Southern Connecticut State University during Semester One of 2016/17. SCSU Associate Professor Charles Baraw and LJMU PhD candidate Ryan Coogan will describe the curriculum they created for an undergraduate ‘Modern American Poetry’ module at SCSU, which incorporated authors and approaches from the research of both colleagues. They will discuss several innovative classroom activities they developed, and share examples of student work. These include an exercise that asked students to apply key techniques of modern poetry (collage, re-appropriation, trans-mediation) with social media (Instagram, Twitter), as well as a ‘selfie’ field trip to the Yale British Art Museum, during which students took a photograph of themselves with a favourite work of art, and posted an analysis on Blackboard.

Ryan Coogan will also describe the research opportunities opened up by his time at SCSU, and report on their impact upon his thesis. Professor Baraw will reflect upon the value of the collaboration for SCSU students, the English Department, and the University as a whole. Alice Ferrebe, the Subject Leader for LJMU English, will suggest how the ‘transatlantic alliance’ of our two institutions might best sustain and develop such postgraduate teaching and learning collaborations in the future, to the benefit of students and staff.
Session 61: (Thursday 15 June, 14:35 – 15:00)

<table>
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<tr>
<th>WORKSHOP/Demo: ‘Visions of the future: musings on how emerging digital technologies may shape higher education’</th>
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<td>Simon Morris, Education, Health &amp; Community</td>
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<td>Ruth Nagus, Education, Health &amp; Community</td>
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<td>Christopher Gillies, Education, Health &amp; Community</td>
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We live in a digital age, and higher education – like most fields – is constantly having to adapt to technological innovation. This fun session looks at a handful of big ideas making waves in the digital realm outside of education, and speculates on how their potential future popularity may influence teaching and learning practice in years to come. Technologies demonstrated will include such things as Virtual Reality and Intelligent Personal Assistants (Alexa/Siri /Cortana), but audience comments are welcome on any 'bleeding-edge' tech.

The session is an invitation to reflect, in a bold blue-skies kind of way, about how new technologies might fit into the needs of educators. What are the possibilities, what are the pitfalls, and what experimental steps are already being taken towards bringing these tools into the classroom? You don’t need to be a geek to attend!

Session 62: (Thursday 15 June, 15:05 – 15:30)

<table>
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<th>‘How prior experiences of careers education and guidance affects our students’ career readiness’</th>
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<td>Laura Aldridge, World of Work Careers Centre</td>
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In 2012 school based provision for the delivery of careers support for young people underwent one of the most profound changes in four decades. The Education Act 2011 has transferred responsibility for careers guidance from local authorities to schools and colleges. Since September 2012, schools have been required to secure access to independent and impartial careers guidance for their students, and in September 2013 this requirement was extended to colleges. At the same time, the Government has removed the statutory duties on schools to provide careers education in the curriculum and work-related learning at Key Stage 4. The presenter has undertaken a HECSU-funded research project which seeks to
explore the extent to which the aforementioned fragmentation of careers education and guidance (offered to young people in schools and colleges) has affected the level of careers readiness which students have when they arrive at university. How does this affect their understanding of and willingness to engage in the careers support available at LJMU? In terms of ‘distance travelled’ if some students have little or no experience of careers education or guidance prior to coming to university, how does this affect the progress which they make during their time at university? This has implications in adjusting higher education careers provision and practice, in order to take account of the fact that some students may have had limited careers input before they arrive at university.

The research involved collecting around 340 completed questionnaires to explore our students’ past experience of careers education and guidance. Qualitative research was also carried out, and interviews conducted with current students, and careers guidance practitioners. Findings from this research will be disseminated and there will be a discussion of the implications that have arisen for the careers support which we offer our current students, going forward. The findings showed that there was a lack of consistency in the level of careers education and guidance which some LJMU had accessed prior to coming to university. The research also suggested that a lack of earlier careers support may in some cases increase the probability of a student discontinuing from a higher education course.

Session 63: (Thursday 15 June, 15:05 – 15:30)

‘Learning, literature and Liverpool libraries’

Glenda Norquay, Arts, Professional & Social Studies
Val Stevenson, Library Services
Katie Taylor, Arts, Professional & Social Studies
Alice Robinson, Arts, Professional & Social Studies
Jessica White, Arts, Professional & Social Studies

This presentation disseminates the results of a Curriculum Enhancement Internship project in English at LJMU, which focused on evaluating the needs of English Literature students in terms of library provision and then enhancing engagement with and understanding of the range of resources available in libraries across Liverpool. The library and archive collections in Liverpool are very rich in literary, historical and cultural resources and most are accessible to students. The project aims to raise awareness of content relevant to English and to inform students about conditions of access. The methodologies used include questionnaires
and focus group sessions for students at undergraduate and taught postgraduate level, devised and led by students. Students also interviewed key personnel in libraries across the city and carried out ‘mystery shopper’ evaluations of both online and physical access to collections.

The presentation will consider what the student interns learned from the project, particularly around the experiences and needs of students at different stages of their university careers. It will introduce the information packs/website resources produced as a result of the project and evaluate the ways in which other subject areas, university services and city libraries might build on their research. The presentation will consider the ways in which student voices have been used to enhance the learning experience and evaluate the use of students in activities informed by a research and advocacy agenda which in itself contributes to LJMU’s engagement with the city as a modern civic university.

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**Session 64: (Thursday 15 June, 15:05 – 15:30)**

‘Learning through Facebook.... Really?’

**Vicci Boyd, Education, Health & Community**

Facebook allows connectivity between staff and students in a shared learning environment. It has over 10,000 engineers maintaining and improving it at any one time, 1.51 billion users and is currently aiming to make their product ‘more human’ making it an interesting portfolio tool to explore. You can create a shared learning community, closed or open groups, polls, questionnaires, find and link sources of information and provide formative feedback in an accessible and useable manner for students. Some of the key literature of infusing technology into teaching and learning includes the SAMR Model (Puantedura, 2009) combined with Blooms’ Taxonomy to impact cognitive skills and student outcomes.

Level 6 Sport Coaching students have been using Facebook as a portfolio mechanism for their coaching session plans, reflective logs and applications of theory to underpin their reflections. This presentation will explore the benefits and pitfalls observed this year when using Facebook as a learning tool over a prolonged period and a more modern system to link staff and students in a virtual learning environment. Can Facebook be used for more than just photos of ‘that night?’ Let’s find out!
Thinking about my own experience as an international student and the cultural changes I needed to make, I began to understand how important cultural diversity was to having a successful time at LJMU. Additionally, to be able to collaborate and communicate efficiently with a diverse workforce in today’s competitive business environment is, in my opinion, crucial. For this reason, I have carried out some research to review why students choose to study abroad. This research focuses on providing international students with a voice, in which they get the opportunity to share personal and insightful knowledge and experience. Through understanding why each individual decides to join LJMU there is an opportunity to support students in a more focused way. Student perceptions and identification of areas of confusion faced by international students can be evaluated to bring student voice to an area of interest to LJMU. In addition, by looking into contemporary academic literature such as cross-cultural adjustment and culture shock, this study aimed to discover possible differences and similarities in order to contribute to future research.

Findings will focus on areas of culture shock and student perception of support currently received as well as raising awareness of interventions that might be of assistance. It will raise awareness of the importance of diversity and give us valuable insight regarding the possible challenges international students may be faced with. This research will reflect a real world student view, not tutor perception and hence, will introduce a whole new perspective on how to best connect and engage with international students.
This demo is really about you and about what you would like to achieve in your teaching. It is a demo which has also been informed by personal experience of applying some Google apps in my teaching.

Google apps are relatively easy to engage with and, it is very likely, that many of your students are already using them. It’s the immediacy that make Google apps potentially very empowering for both teachers and students, the devices are ubiquitous and always with us; apps are cheap or free and available across all devices.

This is an informal session, designed around what you aspire to achieve but, overall, you will get a glimpse into how apps can be used to create innovative and student-centred learning experiences. This is because students’ devices are not left behind in the classroom, but taken home and out into the workplace – how we capitalise on these ‘mobile moments’ will further define and refine learning in HE.
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