#SEC2020 | DAY ONE – Monday 6th January 2020

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:30</td>
<td>Registration</td>
<td>Main Foyer, Michael Sadler Building Registration opens for day-one delegates / both-day delegates</td>
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<tr>
<td>09:30</td>
<td>Conference Open</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building Welcome to SEC2020 from Tina Overton, Director of LITE</td>
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<td>09:35</td>
<td>Vice-Chancellor’s welcome to SEC2020</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building University of Leeds’ Vice-Chancellor Sir Alan Langlands formally opens SEC2020</td>
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<tr>
<td>09:45</td>
<td>Keynote 1: Meera Sabaratnam, SOAS</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building “Decolonising the Curriculum”</td>
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<tr>
<td>10:45</td>
<td>“Visit our exhibit!”</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building SEC2020 exhibits brought to you in 60-second lightning presentations</td>
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<tr>
<td>11:05</td>
<td>Morning Break</td>
<td>Refreshments available in LG10, Michael Sadler Building</td>
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<tr>
<td>11:30</td>
<td>Parallel Sessions set 1</td>
<td>Various locations - see below Delegates to choose one of the following four streams:</td>
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<tr>
<td></td>
<td><strong>Stream 1 – Induction and transition</strong></td>
<td>Chemistry West Block Lecture Theatre F (G.74)</td>
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<td></td>
<td>- Belonging and Engaging: Factors for success (Alison Voice et al.)</td>
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<td>- Student transition to HE: Studying student expectation and experience during first year at university (Chris Birchall and John Sinclair)</td>
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<td>- Beyond the cognitive: online and offline affective support spaces for mature part-time first-generation students (Nadine Cavigioli and Anita Collins)</td>
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<td><strong>Stream 2 – Inclusivity</strong></td>
<td>Chemistry Theatre D (G.35)</td>
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<td>- Internationalisation at home: nurturing intercultural student collaboration (Maria Hussain)</td>
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<td>- The role of staff/student relationships in promoting international student success (Rachael O’Connor)</td>
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<td>- Cultural identity and difference in the classroom (Sally Chan)</td>
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<td>- Trying to be a but radical: decolonising the German curriculum and empowering student in German Studies at Leeds (Stephan Petzold and Helen Finch)</td>
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<td><strong>Stream 3 – Assessment and feedback</strong></td>
<td>Chemistry West Block Lecture Theatre E (G.76)</td>
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<td></td>
<td>- Can multiple small feedback activities improve student performance? Evidence from a final year compulsory module (Antonio Rodriguez Gil et al.)</td>
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<td>- How can we be sure it’s all the student’s work? (Bee Bond)</td>
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<td>- Undergraduate students’ perceptions of the current assessment criteria and related assessment practice: what they think. About and what they want (Huahui Zhao)</td>
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<td>- Introducing Spaced Repetition into STEM education (Samantha Pugh et al.)</td>
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<td><strong>Stream 4 – Pedagogy and practice 1</strong></td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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<td>- ‘Think before you speak. Read before you think’ (Alice Shepherd et al.)</td>
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<td>- Collaborative teaching of academic literacy in the discipline for student success (Alison Leslie et al.)</td>
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<td>- Student-led design and implementation of a practical engineering activity at the Southwest Jiaotong University – University of Leeds joint school (Oran Deutsch et al.)</td>
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<td>- Bridging the feedback gap (Sunny Dhillon and Emily Wheeler)</td>
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12:30 Buffet Lunch & Exhibits | Parkinson Court
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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>13:30</td>
<td>Welcome Back</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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<tr>
<td>13:35</td>
<td>Snap Sessions Set 1</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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<td>14:05</td>
<td>Cross-Campus Updates</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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<td>14:35</td>
<td>Student-led Panel</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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<td></td>
<td>“What is student success and what does it mean to students?”</td>
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<td>15:05</td>
<td>Afternoon Break</td>
<td>Refreshments available in LG10, Michael Sadler Building</td>
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<td>15:30</td>
<td>Interactive Workshops</td>
<td>Various locations - see below</td>
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<td>Efficient and effective assessment (Eric Atwell et al.)</td>
<td>B.09 Parkinson Building</td>
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<td>Design for active and blended learning - the ABC approach (Keith Tellum)</td>
<td>LG.15 Michael Sadler Building</td>
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<td>Top Hat for Beginners (Hayley Whitefoot and Gail Hardwick)</td>
<td>Chemistry Cohen Cluster A&amp;B (1.40)</td>
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<td>GET IN! (Adam Strickson)</td>
<td>4.12 Baines Wing</td>
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<td>Being Digital: enhancing staff and student success in the 21st century (Louise Woodcock et al.)</td>
<td>2.08 Baines Wing</td>
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<td>Employing Graduate Interns to support Widening Participation Students with their Next Steps and Success Post-University (Jamie Gayya and Victoria Williams)</td>
<td>2.10 Baines Wing</td>
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<td>Building intercultural learning communities: why and how? (Jenna Isherwood et al.)</td>
<td>1.08 Parkinson Building</td>
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<td>Final Year research project or Capstone Experience? Time for a fundamental rethink? (Dave Lewis et al.)</td>
<td>B.08 Parkinson Building</td>
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<td>16:30</td>
<td>SEC2020 Day One closes</td>
<td>Rupert Beckett Lecture Theatre, Michael Sadler Building</td>
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| 08:30 | Registration | Main Foyer, Michael Sadler Building  
Registration opens for day-two delegates                                      |
| 09:15 | Day 2 Open and LITE Update | Rupert Beckett Lecture Theatre, Michael Sadler Building  
Welcome and LITE update from Tina Overton, Director of LITE                      |
| 09:30 | Keynote 2: Michael Tomlinson, Southampton University | Rupert Beckett Lecture Theatre, Michael Sadler Building  
“Graduate capital and employability”                                           |
<p>| 10:45 | Snap Sessions Set 2 | Rupert Beckett Lecture Theatre, Michael Sadler Building |
| 11:00 | Morning Break | Refreshments available in LG10, Michael Sadler Building |
| 11:30 | Parallel Sessions set 2 | Various locations - see below |
|       | <strong>Delegates to choose one of the following four streams:</strong> | |
|       | <strong>Stream 1 – Wellbeing</strong> | Chemistry West Block Lecture Theatre E (G.76) |
|       | - Student resilience: growing from challenges in higher education (Caterina Presi) | |
|       | - Changing perspectives – a student-led initiative to promote inclusion (Suzanne Hallam et al.) | |
|       | - Supporting wellbeing for success (Terri Watkins) | |
|       | <strong>Stream 2 – Employability</strong> | Chemistry West Block Lecture Theatre F (G.74) |
|       | - Power from the people! Community engagement catalysing student success (Adam Booth and Tegwen Roberts) | |
|       | - Professional identity and successful learning in the healthcare professions (Christopher Mannion and Iwi Ugiagbe-Green) | |
|       | - The Leeds Playhouse Partnership – entrance-level theatre-making (Garry Lyons) | |
|       | - Working to get students ready for work – a case of professional identity (Iwi Ugiagbe-Green and Will Southall) | |
|       | <strong>Stream 3 – Digital education</strong> | Chemistry Lecture Theatre D (G.35) |
|       | - How do learning technologies impact on undergraduate emotional and cognitive engagement with their learning? (Edward Venn) | |
|       | - What does good feedback (literally) look like? Contrasting staff and. Student. Perceptions of online vs. offline assessment and feedback (Layla Kouara) | |
|       | - Data-driven interventions to encourage student success in an online course (Taryn Coop et al.) | |
|       | - Learning gain: using reflective journals to measure and evidence the benefits of HE (Richard de Blacquiere-Clarkson) | |
|       | <strong>Stream 4 – Pedagogy and practice 2</strong> | Rupert Beckett Lecture Theatre, Michael Sadler Building |
|       | - Co-creation and evaluation of modules with students as partners using Lego Serious Play (Dan Trowsdale) | |
|       | - Student success in online modules, through webinars and discussion forums (Gerard Duff and Dan Trowsdale) | |
|       | - How do students’ emotional responses impact on their engagement with their feedback? (Richard Harris et al.) | |
|       | - Community-based teaching skills: a student perspective (Ross Gillespie) | |
| 12:30 | Buffet Lunch &amp; Exhibits | Parkinson Court |</p>
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| 13:30 | Welcome Back | Rupert Beckett Lecture Theatre, Michael Sadler Building  
Tina Overton, Director of LITE | |
| 13:35 | Snap Sessions Set 3 | Rupert Beckett Lecture Theatre, Michael Sadler Building | |
| 14:05 | Update from Tom Ward, Deputy Vice-Chancellor (Student Education) | Rupert Beckett Lecture Theatre, Michael Sadler Building  
Celebration and awards | |
| 14:35 | Final remarks and conference close | Rupert Beckett Lecture Theatre, Michael Sadler Building  
Tina Overton, Director of LITE | |
| 14:45 | SEC2020 closes | Rupert Beckett Lecture Theatre, Michael Sadler Building | |
TALENT – Teaching and Learning in Engineering NeTwork (Hayley Whitefoot)

TALENT is a network of staff from the 5 Schools of Engineering wishing to share and develop learning and teaching practice through scholarly approaches and to support career development. Our vision is to share best practice and evidence-based pedagogic research across Engineering with the aim of fulfilling the University’s strategy of providing ‘an excellent student education which will attract, excite and retain high-quality students from diverse backgrounds’.

We run regular events and workshops - come and meet some of our TALENT members and find out more.

Student Careers Mentoring Schemes (Karen Shaw and Dan Conneely)

The Mentoring and Widening Participation Hub, based in Student Careers, manages a number of mentoring schemes to support student employability and progression. We offer a range of schemes, some of which are for specific student groups (Plus Programme students, BAME students, for example), along with schemes which are open to all UG students across all years; ranging from full year to short, online mentoring opportunities.

We would like to ensure that faculty colleagues are aware of the range of mentoring schemes on offer, along with the Leeds Network. We can support the development of new mentoring activity by providing resources and guidance, which we would also like to promote.

Demonstrating Learning Outcomes via Game Design (Robert Kelsall)

Engineering graduates are required to understand how their discipline plays out in professional and business contexts. This involves exploration of the impact of legal and regulatory frameworks, risk management, supply chains, ethical and environmental considerations, and innovation and intellectual property management. The thinking skills involved can seem far-removed from the mathematical analysis and laboratory design, assembly and measurement work that comprises the majority of engineering degrees, presenting twin challenges: how to encourage students to engage with these topics, and how to help them do so successfully - at a deep level.

Last year I made the bold decision to scrap the previous written assignments on the professional and business contexts within our Electronic/Electrical Engineering degree programmes and replace these by a major group activity - the design of an Engineering Business Game. Students' games were required to demonstrate the relevant learning outcomes by embodying all the aspects of professional and commercial engineering listed above, and illustrating, through the gameplay and winning criteria, how good practice in these areas resulted in commercial engineering success.

What was particularly striking about the students’ designs was the way in which the assessment medium helped them to consider the range of different professional engineering concepts in parallel, and successfully evaluate the interactions, balances and tensions between them.

The assignment culminated in an end-of-term Business Game Showcase, in which over 100 students test-played each other’s games and conducted an element of peer assessment. For me, marking the assignments - against a detailed marking rubric aligned with the module learning outcomes - was time-consuming but undeniably fun!
On the stand I will display examples of the students' work and further details of the assignment specification and management.

**Student success with Skills@Library**
(Dan Pullinger)

Skills@Library’s provision of academic skills support for undergraduate and taught postgraduate students plays a key role in supporting student success at the University. We will showcase the latest developments in our service, including: the expansion of our service to include Statistics support; the launch of Step Up to Masters, a new online resource that supports students' transition to taught postgraduate (PGT) study; and the embedding of our award-nominated ‘Critical Thinking at University: An Introduction’ MOOC into the curriculum.

In addition to our existing Mathematics drop-in and workshops at the Laidlaw Library, we now offer all taught students one-to-one appointments and drop-in sessions to support the use of Statistics in their academic work. Students from all disciplines can receive advice from one of our experienced tutors about the collection, analysis and interpretation of data, including performing statistical tests and using statistical software such as SPSS.

Step Up to Masters is designed to meet the needs of a diverse PGT audience. As well as focusing on key academic skills topics, the resource encourages students to reflect on their individual development priorities and to select the most relevant support options for their transition to PGT study. Step Up to Masters features staff and student voices, presented in the University of Leeds context, and is designed to complement departments’ own induction and transition programmes. Students also have the opportunity to explore key strategies for Masters study in more detail through an accompanying suite of face-to-face workshops.

The 'Critical Thinking at University: An Introduction' MOOC is aimed at new undergraduates and at taught postgraduates who are unfamiliar with studying at a UK university. The course aims to give students a real sense of what critical thinking means at university, why it is so important, how it might be applied in different disciplines and how they can develop their approach to thinking critically at university and beyond. We will share how we are working with academics from different subject areas to embed and repurpose the course materials into a disciplinary context, using a blended approach that combines face-to-face workshops with online materials delivered through Minerva.

These new resources are intended to add significant value to Skills@Library's academic skills development offer for students. We will evaluate the new provision during semester one 2019/20 through user testing, focus groups and participant feedback, and share the results and our future development plans at the conference.

Skills@Library work with all schools and faculties to design and deliver academic skills teaching in the curriculum, using a blended approach of online and face-to-face options. Come and talk to us about how we can tailor our support to meet the needs of your students and enhance their critical thinking, academic writing, maths and stats, digital literacy, and research skills. We can also offer advice and examples on how to effectively incorporate our new online resources into the curriculum.

**Exploring the Links between Induction, exit and Retention**
(Andrew Mearman and Ruth Payne)

At the heart of student success is a smooth and effective transition to university life. As LITE Fellows, Andrew Mearman and Ruth Payne are devoting their energy to establishing and supporting an institution-wide approach to student induction that is fully supported by the literature and which protects against information overload in the first few weeks. The ELIXIR
The project engages with information about why students leave the university in their first year looks at ways to support incoming students to be successful. In particular, the project redefines induction as a process that continues throughout the first year.

So we believe that successful induction contributes to student retention and to academic success, but although there are several aspects of the transition to university that all students will need to experience, there are also more specialised aspects of support that do not apply across the board. Equally, different cohorts of students will need key bits of information at different points during their first year. With this in mind, one of the aims of the ELIXIR project is to create a timeline that recommends specific points at which different students need to engage with different aspects of university life. The timeline is intended to help colleagues cover key information in a way that is helpful and clear for students, without offering so much information that students become overwhelmed, or feel they can't cope.

This exhibit will offer an opportunity to display the first iteration of our induction timeline and gives conference delegates a chance to suggest ways in which the model might be improved. This offers an opportunity for us to discuss and understand what universal principles we can apply to induction and what school or subject-specific nuances also need to be taken into account.

Once we have developed a model that can be useful across the university, we then aim to provide relevant resources to support colleagues and ensure we are all accessing the most relevant and effective induction materials. We aim to use the timeline to help avoid duplication and to support new colleagues who are asked to be involved in induction for the first time.

**Power of Emotional Intelligence in Success of Student Education**

(Hema Viswambharan)

I believe, emotional intelligence is one of most complex area of support in student education. It plays a key role in student support, evaluation, assessment and reporting. Throughout all these interactions, educators need to be professional and approachable, which facilitates open, honest and constructive discussion, about the students’ concerns. Often, students respond very positively to engaging approaches to education and a genuine interest in them.

By frequently seeking feedback from peers and students alike, ensures innovative teaching practice and activities, thus meeting every learning outcome. One of the feedback often received from students, was their anxiety concerning the final report on research modules. I address these concerns with individual, personalized guidance and support, both academically and emotionally. This effort has proven to be highly rewarding, based on their final results, as well as student and peer feedback. I also make available for the students a ‘digital environment’, such as email correspondence and digital chat applications, where they would be able to express any concerns safely and directly to me, at any time. This ensures privacy, alongside a strong academic, technical and emotional support to overcome problems that hamper their progress and help them focus on their various tasks, by increasing their confidence in themselves. I strive to respond immediately, focusing on self-awareness, confidence, empathy and student-teacher partnership.

Doctoral students in particular, often need a deeper academic support, especially during the period of preparation of their final dissertation. I provide a huge amount of time and support for their emotional well-being for all my students who need them. I realize that it is a very rewarding effort since I often receive requests for emotional support and advice from students who are under doctoral supervision, elsewhere. The positive impact of my learning environment is evidenced through written feedback from graduated students who has successfully published a number of scientific papers and have secured high salaried, professional employment upon graduation.
Therefore, I strongly believe an important role of emotional intelligence in student education and support. Strong educators giving rise to emotionally well-balanced and resilient future graduates.

**Physics Education Research Group**

*(Alison Voice, Samantha Pugh, Rob Purdy, Erin McNeill, Emma Pittard, Mike Ries, Elizabeth Crilly, Sinead D’Silva and Eugene Okwei)*

The Physics Education Research Group was formed in 2015 and is an integral part of the School of Physics and Astronomy. Our research looks at the ways in which students learn physics and develop as physicists for the 21st Century. Results of our research lead to developments in curriculum, including the delivery and assessment of Physics, to enhance the student experience.

We have a wide variety of interests focusing around:

- use of technology for learning
- collaborative learning / peer instruction
- keeping core learning alive in students minds / effective revision strategies
- development of students’ research skills
- engagement with employability and 'real world' physics
- impact of outreach
- defining physics competences
- development of personal tutoring and peer support

Our group consists of staff, PhD students and undergraduate researchers. We offer final year projects and summer research placements in Physics Education.

Our exhibition will showcase some of our recently completed projects and sample work from some of our current research. We are happy to share how we have embedded discipline-based education research into the core Physics curriculum, a process which could be of value to other delegates.

**Determinants of undergraduate degree success**

*(Pam Birtill)*

As a school, we hold a wide array of data on our students, including their incoming grades, their experiences on the course, and their final marks which determine their classification grades.

We wanted to see if it was possible to integrate these data, and produce models which indicated the degree to which student attainment was affected by mitigating circumstances, and options such as year in industry and year abroad.

Therefore, we examined data spanning 2 years of intake into the Psychology department. Using linear regression, we examined the relationship between A level points grade and final grade average achievement. We then, controlling for incoming grades, also examined the effect of events during the course of the Psychology degree, including taking part in the study abroad programme, a sandwich year in industry, and the experience of different types of mitigating circumstances.

Our analysis suggests that even within the incoming narrow grade boundaries of our students, overall performance during A levels is strongly predictive of the final grade achieved in a Psychology undergraduate degree. After controlling for A level performance, taking part in the study abroad or the sandwich year in industry improved the final grade achieved, compared with those students who finish their degree in 3 years. The only mitigating circumstances which affected the final grade were those with a mental health component.
Student Champions for Digital Education/Digital Education Systems Student Champions (Emma Dibb and Trudy Wagstaff)

The Digital Education Service (DES) produces and delivers online courses for students and external learners and also leads on the implementation and enhancement of institutional Digital Education Systems. The DES employs student champions to help develop our online content, embed new digital education systems and engage staff and students in the use of existing systems. Working with student champions allows the DES to incorporate a student voice into our online courses, digital education system requirements and solution delivery. This improves our learning offering, enhances learning and teaching though the use of digital education systems and promotes student success.

The stall will provide a valuable opportunity for SEC attendees to learn how the Student Champions facilitate the use of digital and blended learning and digital education systems across the University to enhance the student experience.

The Student Champions’ main objectives are:

- supporting digital education across the university by working and collaborating with the Digital Education Service (DES).
- promoting digital education (including blended learning) within the faculty.
- providing a student perspective to support staff with the production of digital learning materials to be accessed via internally and externally facing learning platforms.
- engaging staff and students in the use of new and existing digital education systems across Faculties.
- capturing and sharing examples of best practice in the use of digital education systems at the University.

The Student Champions will be available to explain how their role benefits both students and staff.

Digital Education Service - Helping students succeed (Poppy Williamson)

Join the Digital Education Service stand where you will meet a dedicated team of experts working on online learning journeys on different platforms such as Minerva, Coursera, FutureLearn and Blackboard OpenLearn.

We aim to create learning journeys either blended or purely online and create environments that facilitate learning beyond the limitations of time and space. By providing accessible, inclusive and inspirational digital education opportunities for all students wherever they are, we aim to help them succeed in today's digital age.

The Service specialises in the fields of learning design, multimedia production, student education and marketing. During the event, team representatives will tell you how our online courses and resources support students and talk you through the range of online courses we produce such as for student recruitment, CPD, micro-credentials and to improve academic skills.

Join us and find out how we drive forward change as a sector-leading provider of technically and pedagogically innovative digital education.

Digital Education Service - Digital Education Systems (Trudy Wagstaff, Gail Hardwick and Jaime Hesketh)

Join the Digital Education Systems stand to find out more about the digital education systems in use at the University to support teaching and learning.
The Digital Education Systems Team within the Digital Education Service are focused on the delivery of new digital education systems and the enhancement of functional capabilities within our existing solutions. To fulfil this remit we work with cross institution stakeholders and system partners and suppliers to ensure that new and existing digital education systems enhance teaching and learning for our staff and student end users to support student success.

Come and visit the Digital Education Systems stall to find out more about our core digital education systems: Blackboard, Lecture Capture, Top Hat and Box of Broadcasts.

How do I process student data under new GDPR legislation?
(Helen Billington, Alice Temple and Rebecca Messenger-Clark)

From monitoring attendance to helping students manage exam stress, almost everything that we do to support students involves collecting, storing and sharing their personal data. Most of this activity has already been authorised in the Student Privacy Notice and so can be continued with no further action required.

This exhibition stand will provide more information and guidance on how to undertake any processing that isn’t covered by the Student Privacy Notice, and things to consider if you want to use data in new and novel ways.

Come and find out more about how the University can help to ensure that your data processing activities remain legally compliant.

TiMEtoTeach: upskilling placement staff for a better student experience
(Nancy Davies, Caitriona Dennis and Sue Bickerdike)

TiMEtoTeach is how we engage with clinical teams, patients and carers in promoting their role shaping the educational experience of students enrolled in the School of Medicine. Their teaching environment is often a busy hospital ward or clinic which is a challenging, pressurised environment where educational training is consequential to the priorities of the workplace. In order to bridge the on and off campus worlds, TiMEtoTeach provides accessible, professional development events, offering support in upskilling with a focus on higher education teaching; to nurture and enthuse would-be teachers and recognise and reward good teaching by healthcare staff to our students when on placement.

Our clinically driven curricula in the School of Medicine is underpinned with Technology Enhanced Learning with many technological innovations supporting teaching and learning on clinical placement. Promotion of these innovations by TiMEtoTeach ensures a digital awareness of the curricula needs and provides the training to support engagement with educational platforms for developing medical technologies. Pop-up CPD sessions in placement environments, alongside bespoke workshops provides an overview of current and emerging educational technologies whilst developing resources to ensure our material reflects the nature of the developing healthcare arena.

Primarily an outreach project, TiMEtoTeach has impact on the student experience with promotion of their education and the support and training of enthusiastic teachers. This model of professional development provision is transferable to any subject which involves an element of placement learning. Our work looking at use of this model by other professions has been supported by LITE Project Leader funding.

At the Student Education Conference, the TiMEtoTeach team will create a pop-up CPD session for our colleagues to engage in TEL innovations used in medical education and to share good practice throughout the university.
Inclusive curriculum design for Student Success
(Nina Wardleworth)

Drop into the inclusive curriculum design exhibit to discuss your plans to make your curriculum content more inclusive. Get more information and data on subject specific issues and contexts and learn about pilot inclusive curriculum design projects running across the university. Feed your ideas and experiences into the development of a toolkit and baseline standards for inclusive curriculum design. Leave with practical advice and quick wins that have been tested at Leeds and in other universities.

Blended approaches to embedding criticality for student success
(Jiani Liu, Michelle Schneider and Kashmir Kaur)

Visit this exhibit to understand how a 2-week FutureLearn MOOD (created in collaboration with the Digital Education Service) can support successful student transition to university study, and how an early introduction to the significance and expectations of critical thinking at university can better prepare students to face the potential challenges of 'academic socialisation' (Wette and Furneaux, 2018, p.187).

The MOOC has proven to be a valuable addition to Skills@Library's provision of academic skills and information literacy support. The experience of creating the resource has enriched our understanding of digital education, deepened our expertise in the topic area, and therefore better enabled us to support student success. Its cross-disciplinary nature has helped us to feed this understanding and expertise into broader institutional discussions and developmental work. We can also share how we have worked with academics from different subject areas at the University to embed and re-purpose the course materials into a disciplinary context, using a blended approach that combines face-to-face workshops with online materials delivered through Minerva module areas. We hope these examples of repurposing the MOOC content at a subject level to support student success will inspire more academic colleagues to work with Skills@Library to embed academic skills development into the curriculum.
Belonging and Engaging: Factors for Success
(Alison Voice, Rob Purdy, Erin McNeill, Samantha Pugh and Emma Pittard)

There is much research to show that students are able to flourish if they feel welcome and accepted, i.e. if they feel they belong in higher education. But what factors contribute to this sense of belonging? And does it vary with student demographics, or discipline?

We have thus instigated a longitudinal investigation with Physics students starting their degree in 2017 and 2018, to survey them at key points in each academic year. We are interested in how students' prior expectations of Physics at university compare with their 'lived experience', and how this correlates with their perceived and actual academic success.

Preliminary data suggests students from non-standard entry routes (e.g. Foundation Year, EU and International, mature students) have the biggest mismatch between their perceived and actual preparedness for university Physics, prompting us to improve our support for these students going forward, allowing us to discover and meet their specific needs much more rapidly.

Further analysis and findings from this research will be presented in this talk, along with details of our methods of data collection and analysis, which are readily transferable / adaptable to other disciplines. Indeed, a widening of this research would be interesting to understand which factors are 'universal' and which are discipline-specific. Thus allowing good practice to be gathered and shared in this most crucial and urgent aspect of Higher Education.

(Student Transition to HE: Studying student expectation and experience during the first year at University)
(Chris Birchall)

This research project, now in its second year of empirical study, investigates the challenging transition that students experience when progressing from FE to HE. This topic has been studied in recent years with insight being gained into the characteristics of students making the progression (e.g. Osborne & McLaurin, 2006) as well as important student challenges in areas such as lifestyle, social and personal experience (Meehan & Howells, 2018, Tett, Cree and Christie, 2017). This study builds on these foundations to investigate other specific, pedagogic facets of the transition: the attitudes and expectations of incoming students about the learning experience and environment that they will encounter in HE, and their experience of these during the first year of study. Surveys of incoming students, carried out over two academic years, combined questions about previous academic experiences and the general HE transition with questions about teaching practices, student learning experiences and important academic themes within humanities scholarship (specifically communication and media) such as academic practice, critical analysis and independent learning. The combination of questions investigated whether, and how, students expected to encounter and cope with these often challenging academic concepts alongside the other pressures that they felt during the early part of their studies. Focus groups followed up on the findings of the survey to provide qualitative insight into the student experience.

This paper illustrates several interesting findings, detailing how students expect academic issues to cause anxiety alongside other issues in their lives, but that they felt particularly challenged by specific pedagogic environments and practices during their first year of study. Diversity in student
expectations and attitudes to learning are discussed, including areas where they clash with some assumptions that are often implicit in HE teaching practice. The effect of prior learning experiences that contrast with common HE environments are also illustrated, including issues such as expectations and definitions of feedback and academic support, which were identified as particularly problematic for learners new to HE. The paper also speculates on potential responses to the problems identified, discussing potential orientation activities and reflecting upon techniques and procedures for small group teaching.

**Beyond the Cognitive: online and offline affective support spaces for mature part-time first generation students**  
*(Nadine Cavigioli and Anita Collins)*

This presentation will discuss the overwhelming feelings of self-doubt that are typically experienced by mature part-time students who are first generation to university. Being in a marginalised position, the 'other' amongst traditional student cohorts at an elite university, can create a psychological hidden barrier due to feelings of difference. Often impacted by past negative experiences at school, this re-engagement with education can be highly emotive. As the student experience is dominated by cognitive discourse, there is a need for such cohorts to have offline and online affective support spaces. Examples will be discussed to highlight how a sense of belonging has been supported for non-traditional mature students on a part-time degree with spaces that include pre-programme taster courses and initial induction activities that focus on affective aspects of students' experience and sense of belonging. In addition to this, 'Stepping Stones' recap sessions taught outside the semesters as well as informal group tutorials throughout the academic year. A course Facebook group further helps create a sense of community by providing an informal nurturing space for learners to support one another, share subject related resources and experiences. This compliments the peer support which also takes place within private social media spaces, such as WhatsApp.

**Stream 2 – Inclusivity**

**Internationalisation at Home; nurturing intercultural student collaboration**  
*(Maria Hussain)*

Internationalisation efforts across higher education in the UK have led to growing diversification of student populations and has in tandem created organic opportunity for greater intercultural learning (ICC) (Deardorff, 2006). Furthermore, with an increasingly mobile workforce, ICC is now considered a key 21st century competence and graduate attribute.

However, despite increasingly diverse 'home' and international student cohorts many universities are facing real challenges in creating genuine peer-peer engagement amongst UK and overseas students for a number of reasons relating to; poor cultural awareness, negative stereotyping, power relations and 'fear' due to lack of engagement with the 'other' (Stephan and Stephan,2000 cited in Harrison and Peacock, 2010) thus suggesting that diversification of student population does not automatically create or facilitate diversity in student interaction (Haines, 2007). The literature suggests that greater strategic planning of non-face threatening opportunity for students to collaborate in order to develop their intercultural awareness (ICC) by universities would be beneficial in not only fostering advanced ICC and thus boosting global graduate attributes, but to also create a more inclusive and cohesive student community (Leask, 2009).

This working paper discusses key findings so far from a student-led collaborative pilot project by the University of Leeds in conjunction with the British Association of Lecturers English for Academic Purposes (BALEAP) of business students' ICC development through student-led
intercultural group projects. The study foregrounds the 'transformative' process of working interculturally to build; cross-cultural understanding, resilience and communication skills in the forthcoming generation of graduates to overcome perceived barriers. Both qualitative and quantitative data were collected throughout the semester and coded utilising an a priori method. Key findings seek to address the role universities may play in facilitating structured collaborative co-curricular student-led opportunity for deep and meaningful ICC engagement; in turn helping to create and shape important insights into a rapidly changing social landscape to support 21st century graduates in being able to tackle Grand Challenges ahead.

References

The role of staff/student relationships in promoting international student success (Rachael O'Connor)

In an international University, socially ingrained understandings of the 'teacher-student' relationship can significantly impact attempts to create an internationally inclusive learning community and may impede student 'success' in terms of (i) academic achievements; and (ii) wider achievements arising from involvement in and connection with the School/Faculty. International students in particular may be less likely to have experienced the collaborative yet substantially independent learning culture often encouraged in UK universities, putting them at a particular disadvantage. Teaching staff may not feel confident in knowing how to teach and work with large cohorts of international students and become frustrated when students are not performing as well as may be expected of them in assessments and in other School activities. Implicit bias and stereotypes between staff and international students may generate barriers, preventing either side from challenging the 'status quo' or leading to incorrect assumptions about one another. Reverse mentoring has become a recent trend in the professional sector with several law firms piloting it from a diversity perspective in efforts to increase diversity in senior roles. Reverse mentoring typically involves junior members of staff (mentors) 'mentoring' more senior members of staff (mentees) to assist mentees in understanding issues faced in the workplace by mentors on account of a perceived 'disadvantage'.

This presentation will consider the role of the relationship between staff and international students both in and outside the 'classroom' and in particular, will focus on whether engagement in a reverse mentoring scheme can positively impact the experience of international students studying in the UK and provide a different perspective for academic staff teaching and working with international students. The presentation will draw on existing literature, as well as considering findings from initial data gathering undertaken in an on-going reverse mentoring pilot project between international students and academic staff in the School of Law. The project aims to promote international student success by providing a platform for the development of meaningful relationships between academic staff and international students which will further equip each to achieve success and to feel increasingly connected to the School community.
Cultural identity and difference in the classroom  
(Sally Chan)

For BAME students, the racial discrimination and stereotyping that they are faced with in their daily lives are often amplified in the classroom. As Leeds embrace a widening participation strategy to increase the number of non traditional students to higher education and adopt a more inclusive strategy that supports diversity, more work needs to be done to understand the difference between BAME and international students.

This session will provide insights to how BAME students' identities are shaped by their peer to peer experiences within the classroom. It will highlight race and identity from the perspective of nationality and difference within the classroom, as well as the impacts that a global classroom may have on our understanding of diversity.

This work forms part of the author's Diversity Champion Project

Trying to be a Bit Radical: Decolonizing the German Curriculum and Empowering Students in German Studies at Leeds  
(Stephan Petzold)

Why is my curriculum white? How can we ensure a fair gender representation in our syllabus? How do we centre the student as an empowered researcher in our teaching, rather than as a passive recipient of knowledge? How do we overturn a hierarchy of value in the kind of sources that we legitimate by including them in our teaching? How do we decolonise and queer the curriculum?

These were some of the central questions raised when we embarked on reforming German degree programmes at Leeds. Some of the questions have been raised directly by our students, others by our own research, others by the general turn to decolonising the curriculum, and still others by the new research focus of the Leeds Curriculum. Engaging with these questions has become a crucial aspect of how students see the diversity of contemporary society reflected in the curriculum and of how the curriculum speaks to the diverse backgrounds and identities among students, and therefore contributes to an inclusive understanding of student success.

In this parallel session, we will share our motivations for, experience of and reflections on diversifying and expanding the curriculum, and evaluate its impact to date. This will include feedback from students. While the session arises from the curriculum reform in German, the questions raised are transferrable and will speak to colleagues in other Humanities and Social Sciences disciplines.

Stream 3 – Assessment and feedback

Can multiple small feedback activities improve student performance? Evidence from a final year compulsory module  
(Antonio Rodriguez Gil, Peter Hughes, Juliane Scheffel and Thereza Balliester-Reis)

This paper evaluates the impact of written feedback on the academic success of final year economics students. The intervention takes place in a final year module, Advanced Macroeconomics. Feedback is provided on small essays (500w) using a template that provides forward guidance and identifies the weaknesses and strengths of the work to the student. The activity is designed according to the 'seven principles of good feedback' popularised by Nicol and Macfarlane-Dick (2006). Data on the feedback activities has been collected over five years, providing us a sample of over 700 observations. The structure of teaching over these five years
was largely stable allowing us to be more secure in our investigations into the link between this feedback system and student success. We use a robust data analysis technique (propensity matching) to provide reliable measures of the impact of participating in the feedback process on student performance.

Whilst considering how feedback has impacted on the academic success of students, we explore how individual characteristic such as past academic performance, gender, disabilities, and participation in job placements influence participation in feedback and the improvement in academic success students find in this feedback activity.

Our results suggest that feedback significantly improves student performance even after accounting for the positive selection of students into these activities. We also find a non-linear impact, with those at the top of the grade distribution benefiting the most from feedback. We also observe some gender differences that we continue to investigate. Our results suggest that student meta-cognition and the Dunning-Kruger effect play an important role in the use of feedback and the impact feedback can have on academic success.

This paper extends the existing feedback literature that has focused on the impact of interventions on student satisfaction and on students-staff understanding of feedback by being the first to provide robust evaluation of the impact of feedback on academic success.

How can we be sure it's all the student's work?
(Bee Bond)

The most obvious measure of student success is through assessment. Most assessments require either written or spoken communication of a student's understanding of the content taught in the module, and therefore assume a level of linguistic expertise that allows this understanding to be expressed with relative eloquence. The current University ruling is that students should not seek help or support from others when editing and proofreading work to be submitted for assessment, assuming they are able to rely on their own linguistic resources to communicate with the required eloquence assumed by their tutors. In this session I develop one of the themes that emerged from my 2017 LITE project, that international students, as well as others from non-traditional backgrounds, lack the social as well as the cultural capital required to be successful at university. I suggest that the rules around editing and proofreading exemplify this lack of social capital and disproportionately disadvantage students who are studying through English as an additional language. I address the frequently voiced concerns around providing students with continued language and writing support as they are expressed in the title of this session and suggest that it is time to reconsider our understanding of academic integrity and of the kinds of support and teaching we should make available to all students.

Undergraduate students' perceptions of the current assessment criteria and related assessment practice: what they think about and what they want
(Huahui Zhao and student interns)

Assessment in Higher Education has been given increasing attention globally due to its importance for learning and wide concerns over students' low satisfaction with it in the National Student Survey. As Bloxham and Boyd (2007) suggested, 'application of a marking scheme is a social construct negotiated between the members of that assessment community and influenced by their tacit knowledge (pg. 73)'. In other words, effective assessment requires the negotiation, dialogue and participation of the members of the assessment community, including criteria creators, criteria implementers, criteria users and criteria beneficiary.

As a part of an interdisciplinary LITE project, this presentation will report undergraduate students' perceptions of the current assessment criteria and related assessment practice in terms of their
experience, perceptions, and suggestions on how to improve the effectiveness of the assessment criteria and the assessment practice in general.

Based on the results via student surveys and student focus groups across faculties conducted by three student interns, this presentation will report undergraduate students' experience and viewpoints of the following four main aspects:

1. Whether and how the assessment criteria were introduced and utilised
2. Whether and how the current assessment criteria impacted marking
3. What problems the students have encountered regarding the criteria and assessment
4. What strategies could be employed to improve the efficacy of the current assessment criteria and assessment practice.

The presentation aims to fill in the gap between students' and tutors' understanding of the current assessment criteria and related assessment practice and thereby develop tutors' understanding of students' expectations of assessment and related issues.

Reference

Introducing Spaced Repetition into STEM Education
(Samantha Pugh, Alison Voice and Christopher Hoole)

Most people acknowledge that 'practice makes perfect' but how much do we really employ this idea in higher education? Probably we all use coursework, homework or examples classes to give students practice of the current topic, and this is excellent. But most likely this is 'massed practice' (all at once after teaching each topic).

Research into the function of our memory reveals the need for repetition to store information in our long term memory. And indeed further repetition is needed to stop us forgetting. The required timing (or spacing) of this repetition was first proposed by Ebbinghaus in 1885. His 'forgetting curve' demonstrates that effective memory retention can be achieved by ever increasing time between repetitions, and Mace (1968) was the first to suggest this model be used in education. More recently within STEM, Gallo and Odu (2009) saw improved performance in college algebra classes, and Kerfoot et al (2007) demonstrated improved recall with medical students, when using spaced practice.

The research presented in this talk aimed to investigate the use of spaced repetition within two 1st year UG Physics modules. Two technological solutions were trialled in different modules. Both were web-based question banks (one of which was co-created with a student intern) with the facility to schedule the repetition of each question according to how well they could answer it. In this way each student had access to a personal 'revision' programme throughout the module, which encouraged them to repeat most frequently the aspects they found most difficult, whilst keeping all other aspects fresh in their mind. The research was undertaken with last year's cohort and continues this year, and we will present the preliminary findings.

Through this managed approach, it is hoped that students (and staff) will practise spaced repetition, to keep core material alive in their minds throughout their studies, and to reduce the tendency to 'cram' for the exam. Whilst cramming satisfies the short term memory, it is known to be far less effective for long term memory or deep understanding (Kornell 2007).

References
Ebbinghaus, H., Memory: A contribution to experimental psychology. 1885.
Stream 4 – Pedagogy and practice 1

Think before you speak. Read before you think*  
(Alice Shepherd, Iwi Ugiagbe-Green and Larissa Bdzola)

The idea that academic reading is a core skill needed for successful undergraduate university study is a shibboleth - a core belief of academics, without a persuasive evidence base to support it (Porter, 2018; Maclellan, 1997). Although academic literacies literature refers to a greater emphasis placed on academic writing than academic reading (Lillis and Scott, 2007), several recent studies have begun to answer long-held questions about the nature of students' academic reading practices, their perceptions of academic reading, and how reading strategies adopted by students might help them succeed academically.

This session will give an overview of recent studies on academic reading at university and will share the findings from the initial stage of a joint project between the LUBS Accounting and Finance and LUBS Management Divisions. We asked PASS (peer assisted study support) leaders, who are second year undergraduates, to reflect on their own reading practices since starting university, and discuss some of the reading issues that they hear about from their groups of first year student mentees.

We hope this session will appeal to academics from a wide range of disciplines, and to study skills specialists.

*Quote by Fran Lebowitz

Collaborative teaching of academic literacy in the discipline for student success  
(Alison Leslie, Carly O’Neill-Barrett and Nick Piper)

Academic literacies embedded in a discipline is a driver for collaboration between lecturers in English for Academic Purposes and lecturers in specific subjects. This approach is developing as best practice as it allows both parties to share their understanding of how students construct meaning in the discipline (Wingate and Tribble, 2012; Hathaway, 2015; Wingate, 2016). This session will share an initiative within in-sessional provision by the Language Centre developed in partnership with other Schools across the University, underpinned by a belief that all students need support in understanding the requirements of the academic community they are transitioning to in order to succeed (Wingate, 2015). Our collaboration is resulting in more inclusive development of academic language and literacy needs and better outcomes in terms of the student experience. This presentation will reflect on lessons learnt from one such project within the School of Sociology and Social Policy and the first two iterations of designing and team teaching seminars for a core module. As the cohort includes home and international students this is an innovative approach to delivering an inclusive and integrated syllabus which is resulting in increased student engagement. However, student feedback highlights the challenges of balancing diverse content, language and skills needs and fostering a sense of shared agency in advancing in the discipline rather than reinforcing ‘them’ and ‘us’ identities around remedial support. Responses to these challenges will be shared with suggestions on how we can help all students succeed.
Student led design and implementation of a practical engineering activity at the Southwest Jiaotong University - University of Leeds joint school
(Oran Deutsch and Martin Levesley)

The Faculty of Engineering and Physical Sciences has developed a Joint school in partnership with Southwest Jiaotong University (SWJTU) located in Chengdu. In 2019 our first cohort of students will graduate having studied a foundation year, including Maths, Physics, and English, followed by 3 years of discipline specific subject matter. There are several ways we have been supporting and measuring student success in this transnational educational project. One key aspect has been to embed a practical engineering design-and-build challenge within the foundation year, the reason for this being threefold; firstly, many students lack simple practical skills on entry to university; secondly, it provides a mechanism to promote teamwork and using English in a group environment but thirdly, and perhaps most importantly, it provides motivation while studying a generic foundation year through engaging with design and build activities related to their chosen discipline.

Currently, in semester one, students build a glider in teams, and vie to achieve the furthest flight. Feedback shows that this is one of the highlights of their foundation year. However, while the activity builds practical structural engineering skills, applicable to both Mechanical and Civil engineering, it is not particularly relevant to Electrical Engineers and those going on to study Computing. We were challenged by the foundation year leader to create another activity to be held in the second semester that would further enthuse and challenge students. Thus, I was set the challenge, as a second year Laidlaw scholar, as a leadership challenge, asked to design and deliver a pilot activity in China this past academic year.

During the summer of 2019, we designed and led a pilot to a cohort of 30 students at SWJTU. The pilot featured a set of presentations and seminars conducted by ourselves, a member of university staff and a student, followed by a supervised design and build activity. During the build session many of the students had their first hands-on experience and overall were very engaged. Being a student leading the design of the activity, I had the unique chance to mediate between the students and staff at both Leeds and Chengdu which led to higher levels of engagement with students showing great levels of motivation both in groups and individually.

Overall, the activity was a success in several areas. We found the students to be engaged with the practical project with some commenting that it improved their motivation towards prospective university studies. Running the final competition served well as a motivator for the students to produce a working design with 6 out of the 8 teams delivering a competitive entry.

The activity demonstrated the merits of collaboration between students and staff in the development of quality teaching material. Students at SWJTU proved to be invaluable in the organisation and implementation of the activity with their assistance in purchasing materials, timetabling, and translation.

Following the success of the pilot plans are being made to extend the project to the full cohort of 300 foundation students in 2020.

Bridging the feedback gap
(Sunny Dhillon)

This parallel session will demonstrate how we, as Learning Advisors within the Skills@Library team, negotiate a third space (Whitchurch, 2008) between students and academics. We will argue that through working with students across all levels from UG 1 to TPG, across all Faculties and Schools, in one-to-one tutorials in particular, we are able to help students better understand their academic tutors’ feedback (Hartley et al., 2011). In doing so, we play a critical role in a student’s success during their time at Leeds.
Being privy to feedback from across the University's portfolio enables us to notice patterns that emerge in how students interpret and respond to the feedback they receive (Wisker et al., 2008). We are thus able not only to help students better make sense of comments from their tutors, but also identify examples of good feedback practices, and those that can sometimes be problematic (Peelo, 1994). This offers an opportunity to develop partnerships with academic colleagues on providing meaningful and useful feedback for their students.

With an emphasis on increasing student success through feedback, our session will share some common patterns that we have identified, and give ideas on how academics can provide more effective feedback in a clear and constructive manner. Participants will thus receive some quick and effective tips to consider when providing feedback.
Snap sessions set 1

The key to unlock Language students’ motivation
(Ruba Khamam)

Pedagogic research suggests that the key factor behind student success is motivation. Hence, stems our role as Higher Education language tutors as to inspire students, motivate them and help them maintain high motivation levels throughout their course of language studies.

The first half of this interactive workshop sums up the most prominent motivation theories, proposes different definition of the term "motivation", draws on the experiences and challenges teachers face when trying to enhance student's motivation.

In the second half, the trainer will present the main issues that affect students’ levels of engagement and motivation, then presents her findings, as well as practical tips on how to tackle these issues of student motivation.

Co-creation through Reading Groups for Decolonisation
(Amrita Mukherjee)

This Poster will highlight how co-creation for developing the curricula may respond to the active nature of staff-student reading groups. This poster will present the findings that flow from the School of Law Decolonisation reading group which has been established to provide a space for students and staff to discuss ideas of decolonisation and how they operate to provide wider and often more nuanced perspectives. These discussions help to foster a greater understanding and recognition of the subject perspective in departments and schools for both staff and students and bring together community-orientated co-creation.

The use of Learning Analytics: A LITE evaluation project
(Bronwen Swinnerton)

The University of Leeds has developed a Learning Analytics Strategy and a Code of Practice, with a view to developing the use of Learning Analytics to enhance taught student education and support student success for registered students. This presentation will detail a three-year LITE Fellowship which will carry out research on the use of Learning Analytics at the University of Leeds alongside, but independent of, the implementation of its use. The project will critically evaluate the use of Learning Analytics at the University of Leeds, to assess whether the university aims and objectives have been met, and to address some of the potential issues already highlighted in the literature related to the implementation and use of a new LA system in a Higher Education Institution.

The presentation will provide more detail about the research project with the aim of obtaining feedback from staff and to publicise the ways in which staff can get involved in the project, for example through response to surveys, involvement in focus groups and interviews and in a Special Interest Group.

Pedagogic Culture Shock: what is it and how does it affect our students?
(Chloe Wallace)

This presentation derives from my LITE Teaching Enhancement Project on dealing with Pedagogic Culture Shock in a study year abroad. What I want to do in this short presentation is to introduce the concept of pedagogic culture shock: what does it mean, why, if at all, is it different from other types of culture shock, and who may be affected by it.
The intention is to make suggestions about and explore and discuss different contexts in which the impact of pedagogic culture shock may affect student success. Whilst the empirical element of my LIITE project focuses on study abroad, I think there may also be applications of the concept in terms of the experience of international students, and also of all students in transition between educational stages or disciplines. The ultimate objective is therefore to identify opportunities for further use of the concept beyond my current project.

The IB MOOC: Teaching academic skills to a global audience
(Clara Hiskey and Simon Vallance)

The aim of the session is to present a MOOC created in collaboration between Educational Engagement and the Digital Education Service. 'The IB Extended Essay: Managing your Research Project' is a two week interactive online course which supports International Baccalaureate students completing their IB Extended Essay. The aim was to appeal to a global market of learners (IB schools exist in 144 countries worldwide) who need support starting and implementing an extended piece of research. Through a series of videos, hand-outs and activities the course promotes the benefits of research-based learning and helps students develop skills which form the foundation of University study at a research-intensive institution such as Leeds. The course supports student success by facilitating the development of skills such as finding information, structuring extended pieces of writing and critical thinking which aid the transition to University study. The talk will also emphasise how the accessible, interactive nature of the MOOC provides an inclusive and engaging format for successfully guiding students in developing these skills. The presentation will provide an overview of the positive feedback we have received, and enrolment statistics, to demonstrate the reach and impact of the course. Moreover, given the extensive global reach of the course it can be seen how the MOOC has positive implications for attracting high calibre students from International Schools across the world.

Delivering Level 0: Interdisciplinary Foundations for Success
(Madeleine Newman and David Ibitson)

The Arts and Humanities Foundation Year in the Lifelong Learning Centre forms the first year of an extended degree programme at the University of Leeds. On successful completion of Level 0 study, learners progress into a degree within the Faculty of Arts, Humanities and Cultures. The foundation year, now in its seventh year of delivery, provides an interdisciplinary pathway for learners from widening participation backgrounds to undertake the transition into their chosen subject specialism. This paper explains the workings of the course by looking at the requirements of a foundation year curriculum, what we might mean by 'Level-0', and how we structure the course to ensure student success. The Arts and Humanities Foundation Year prepares students for undergraduate study in nine different academic schools. In order to do this, it has to do what few other courses do and provide a truly interdisciplinary experience. Our presentation will consider the design and delivery of modules that give a holistic approach to the arts and humanities that does not compartmentalise individual subject areas, but shows their interconnectedness. We will detail the strategies used to deal with key challenges inherent to such an ambitious course. Firstly, how to deliver such a wide ranging year, and how ours has been successfully structured. Secondly, how the course has been designed to ensure students succeed in such a complex line of study, and the methods we use in order to build and maintain their confidence as they experience a wider range of disciplines than the average university student. The nature of our course is that students will necessarily be faced with topics that they may not have been expecting, or that they had no previous interest in. Our course establishes these experiences as strengths to be developed, rather than obstacles to be overcome. We can position Level 0 as a unique foundation for success that not only qualifies students to embark on Level 1
but provides them with a unique opportunity to become adept in the demands of interdisciplinary study.

All carrot no stick: a framework to enhance international students’ engagement in the extra-curricular
(Harry Harrop and Stephanie Hoppitt)

The link between student engagement in activities outside the classroom and success in academic and future careers has been well-documented. In our experience, however, uptake among international students is relatively low compared to home students. As the Language Centre is the entry point for thousands of international students per year, we decided to create an award-based framework for student engagement outside the classroom to guide students in successfully exploring extra-curricular activities and community engagement and easing their transition from their pre-sessional studies into the wider university. As part of our research we are looking to investigate how 'successful' we are at fostering this and what exactly the benefits are. The Student Enhanced Engagement (SEE) research project has three proposed stages: (1) investigating through the literature what the underlying principles of the framework should be; (2) implementing a small-scale practical framework for student engagement; (3) establishing through student interviews and from academic performance records whether there is a case for such a programme to be implemented more widely. The literature shows there are two key obstacles for international students in terms of social participation. Low achieving students often lack the confidence to successfully engage in an English-speaking environment and are frequently deterred by the language barrier, while high achieving students often feel that extracurricular activities are of little value and are a distraction from academic performance. The SEE project thus aims to build confidence and validate social engagement through certification whilst maintaining a strict 'all carrot no stick' stance in terms of evidencing achievement and commitment to maximise opportunities for student success. The SEE project has been designed to mirror to some extent the HEAR with international students in mind. The aim of this session is to introduce our research findings from stage one of the project and to outline the resulting principles of the SEE framework 'opportunity, motivation and identity' in more detail in order to inform on the issue of student engagement for success in a wider university context.

Student retention and creating a sense of belonging: a whole-university approach
(Sarah Hearfield, Katie Peyton-Lister, Sophie Renville and Natasha Aylett)

In recent years the University has experienced an increase in non-continuation rates with noticeable differences between particular groups of student. These differences vary across the University but can include non-continuation rates of mature compared to young students, BAME students compared to white students, students with disabilities and those without disabilities, for male students compared to females, for students from lower socio-economic groups compared to those from higher socio-economic groups, and for students who entered the University having undertaken BTEC qualifications.

The University has committed to making a considerable improvement in its non-continuation rates in its Access and Participation Plan over the course of the next few years and we all have our part to play in this undertaking.

Research into explanations for non-continuation amongst different groups of students point to a complex mix of reasons and the need to better understand the whole student experience; from pre-entry to on-course, from academic to psychological need, and how these interact with student characteristics, if we are committed to the reality of the task of retaining students and supporting them to succeed across a diverse student body.
This 3 minute snap session will summarise how the Student Success project is working across the University (with all Faculties and support services) to help to identify patterns in non-continuation, to understand issues, and embed evidenced good practice in retention measures from pre-entry, through to transition, to academic preparation, to pastoral support and more. The session will highlight the specialist work of the Plus Programme (based in Educational Engagement) and their focus on helping to create a sense of belonging for students entering the University from underrepresented backgrounds through widening participation routes.

Factors mediating transitions in learning: the first year of the MBChB (Valerie Farnsworth)

Success in the undergraduate medicine (the MBChB at Leeds) demands that the student becomes a self-regulated learner. In this study, in which I interviewed 9 Year 2 students about their first year transition, I sought to understand the ways students adjust to this approach to learning. My starting point was that a necessary shift to take place is moving away from the performance orientation demanded of schools (particularly if accessing a competitive course such as Medicine) to a learning orientation.

A 'performance orientation' entails a 'concern for proving one's competence' (Watkins, 2001). While this is still an element of Higher Education learning, a 'learning orientation' is more likely to support self-regulated learning as this orientation entails a drive to improve one's competence. In the research I have linked this to the theory of 'ability mindset' or one's implicit theory of ability (Yeager & Dweck, 2012). That is, a fixed ability mindset is an implicit theory that 'ability leads to success' and a growth mindset is the idea that 'effort leads to success'. The fixed idea of ability lends itself to a performance orientation while a growth mindset lends itself to a learning orientation. Finally, the literature has addressed how growth mindsets can be supported through the learning environment and especially in the ways educators give feedback (Hildrew, 2018). While this literature has focused on school learning environments (primary and secondary), I wanted to explore how educational interventions and the MBChB curriculum could be mediating ability mindsets, learning orientations and the transition to becoming a self-regulated learner.

In this presentation, I use my developing understanding of the relationship between transitions in learning, the curriculum and ability mindset to provide some key principles that could inform the ways we, as educators, can support students through their transitions in learning. I outline some of the things the students have done to make the necessary transition in learning and I argue that becoming a self-regulated learning is mediated by the MCBhB curriculum.

The content versus skills trade-off: Pre-tertiary subject choice and student success (Madeleine Pownall, Richard Harris, Rachel Coats and Pam Birtill)

University curricula are designed to equip students with important academic and transferable skills such as critical thinking, global citizenship, and analytical debate. In theory, many of these skills are also nurtured in the pre-tertiary education stage, i.e. in the UK, A-level/BTEC. Pre-tertiary education also allows for an introductory exploration of key subject-specific content. Therefore, one would expect students who progress to university with a pre-tertiary qualification in their chosen subject to be both personally and academically more prepared for the unique challenges of their degree, compared with those who have not had this preliminary training. In this paper, we explore findings from a three-stage study designed to examine how pre-tertiary subject choices predict undergraduate student success. We broadly conceptualise success in this context as academic attainment and successful transition through the student's degree.

Stage one of this study involved analysis of administrative student data collected by the School of Psychology, University of Leeds (UoL). This dataset captured undergraduate students' academic attainment at year 1, 2 and 3 and their pre-tertiary qualifications, including subject choice and
grade. This was followed by a focus group that invited current UoL psychology undergraduate students to critically reflect upon how their A-levels adequately prepared them for their degree-level learning. Themes that emerged from analysis of the focus group transcripts were used to design a questionnaire used in the third and final stage of this study. This questionnaire was administered to current undergraduate Psychology students from multiple institutions and contained items related to academic preparedness, student anxiety, and confidence building. We examined if there were differences according to whether students had completed a Psychology pre-tertiary qualification. This aimed to contextualise further our administrative data and instil a sense of student voice in the research.

Overall, in line with previous work (e.g. Peers & Johnston, 1994), our results broadly suggest that mathematical and scientific subjects more effectively prepare students for psychology at university compared with congruent subject training (i.e. Psychology A-level). Moreover, students’ responses in both the focus group and questionnaire frequently focused on the perceived disconnect between subject-specific 'content', which is readily nurtured in A-level teaching, and academic 'skills', which are embedded more into university curricula. In this paper, these findings will be conceptualised through a lens of global citizenship. We will critically discuss how the methods, style, and content of pre-tertiary level teaching may not be constructively aligned with undergraduate teaching (as per Biggs, 1996). This will prompt us to consider how understanding of what constitutes 'student success' at pre-tertiary compared with Higher Education may not be mutually compatible and the impact that this has on student outcomes.

Enhancing Student Success by Enhancing your own Cultural Agility (Katherine Taylor)

The key message of this snap session is that a little investment into thinking about your own cultural agility can pay big dividends in terms of facilitating more inclusive and productive working partnerships with your students - and colleagues - and therefore ultimately enhance student success. Whilst focussing particularly on working with international students, this presentation is underpinned by a broad understanding of 'inter/cultural' to include mediating the increasingly diverse cultures students from non-traditional backgrounds bring into the Academy; and working across the different disciplinary cultures. The session should encourage you to review your own assumptions and expectations of working in an increasingly diverse HE community to promote more effective, collaborative and satisfying practice(s) and ultimately success for all.
Cross-campus updates

Transforming the student lifecycle
(Liz Wilmshurst)

The Student Lifecycle Programme aims to improve the student experience by transforming systems, processes and ways of working across the student education service.

After 18 months planning, we’re heading into our delivery phase in 2020 and would use our exhibition space to canvass opinion on our plans.

Update and feedback on the ESLEO project
(James Pickering)

The ESLEO (or 'Evidencing and Sustaining the Leeds Education Offer') project was introduced in 2018/19 to develop and implement evidence-informed tools and processes that enable the University to better target interventions, review its taught portfolio and effectively evaluate the 'Leeds Education Offer'. In the context of a new regulatory framework and a rapidly evolving sector environment, there has never been more of an immediate and necessary requirement for the University to redefine its approach to evidencing and sustaining the quality and outcomes of its student education offer.

As ESLEO enters its final year, this session aims to provide colleagues with an overview of the work undertaken so far, as well as the direction of travel for the coming months, including:

1. The development of an institutionally agreed suite of student education metrics, and timeline, that will be used consistently to evaluate student education across the University;
2. A portfolio quantification toolset that will, for the first time, allow schools to visualise and quantify their taught portfolio. This will inform discussion at key school- and faculty-level meetings including IPE as well as Faculty Portfolio Development Plans;
3. The reassessment and modification of key student education review processes, such as routine module and programme review, as well as annual school review, to better capture the evidence of good practice which underpins student education at Leeds and will inform future submissions for TEF and other internal and external evidencing purposes.

A fundamental objective of the project is to replace the current multiplicity of processes with a consistent cross-institutional approach based on an effective analysis and assessment of risk.

Through this session, the project team are seeking colleagues’ feedback on the three principal streams of work outlined above.

Mind the BAME Gap: Leeds University Union's co-curricular approaches to partnership with the University of Leeds, supporting Student Success
(Josephine Paul, Abiha Khan, Katherine Owen, Carla Douglas and Antonia Nita)

The Leeds University Union (LUU) Academic Representation team and Education Officer, Abiha Khan have been investigating the BAME Awarding Gaps. In 2018/19 we conducted focus groups with undergraduate and postgraduate students from different BAME backgrounds to hear directly from them what they perceived to be barriers to their success (both academic and experiential).

LUU produced internal reports which flagged up the various themes that emerged as barriers which impacted BAME students differently. These included: experiences of and access to adequate mental health support; a diversity gap among teaching staff; invisibility and hypervisibility of students in seminar spaces; varying degrees of cultural competence in personal tutors and counsellors; and hidden course costs - amongst many others.
LUU's proposed recommendations are tripartite: an increase in student support, considering ethnic background and its impact on the student experience; an audit of recruitment practices, with a view to increasing equity of opportunity for all candidates; and joining an HE sector-wide scheme which measures inclusivity along racial lines.

LUU support and engage a network of student representatives who work in schools to drive student-led change. Throughout Term 1, we will be highlighting the BAME Awarding Gaps with them and encouraging local work to raise student awareness and try to close the gaps in their own areas. We will also be hosting events which support this campaign. We think that the Student Education Conference is a key area for informing key stakeholders in the university about how LUU and UoL can work in partnership with them on Student Success initiatives, such as providing student feedback from those affected by the BAME Gap.

(We are interested to hear how the conference organisers think we would best fit the event. Any feedback or suggestions are welcome).

Widening Participation in Postgraduate Taught Study
(Louise Banahene and Jenn Coates)

Widening Participation in Postgraduate Study is an emerging area of work. While the introduction of Masters loans in 2016/17 went some way towards widening access to taught Masters study, participation gaps remain, with take-up by ethnicity, household income, age and POLAR quintile varying across the sector.

For two years between 2017 and 2019, the University of Leeds collaborated with four other research-intensive universities (the universities of Manchester, Sheffield, Warwick and York) to trial a series of interventions focused on increasing the participation of two groups known to be underrepresented in postgraduate study: Black, Asian and Minority Ethnic (BAME) students, and students from areas of low participation. The project 'Progression to and success in postgraduate study for students from BAME and POLAR 1 & 2 backgrounds' was enabled through the HEFCE Catalyst fund (now administered by the Office for Students).

This informative session offers the chance to hear more about the implementation and evaluation of one of the support models trialled, a pre-arrival online course aimed at taught postgraduate offer holders.

The Prepare for Postgrad online course targeted UK BAME taught postgraduate offer holders, and aimed to support both progression onto, and transition into Masters level study. Incorporating a range of skills modules, information on wellbeing and support service and a community building element, the course offers an opportunity to support students in the pre-arrival period. The course was created following the successful model of the Access to Leeds online module aimed at Widening Participation students entering undergraduate study.

Transition to Postgraduate Taught study is not merely a continuation or extension of undergraduate study. A transition needs to be made rapidly and there can often be a profound change of learning identity. Alongside a new set of academic practices and expectations, and a culture of self-reliance and independence, this transition can prove challenging for students from all backgrounds.

The online course aims to provide tools to begin to overcome some of the common challenges with the transition: increased difficulty, increased workload and pace; increased independence; and a perceived gap in academic skills.

This course sits in an under-researched area, with limited information previously available on transition to PGT for under-represented groups. Delivery of this course has started to answer some of the questions around barriers that exist, as well as how these can be overcome.
Robust evaluation has been a key focus in project delivery. The course has been evaluated using qualitative and quantitative methods, including data on enrolment and retention at Postgraduate level.

This resource is one of the first pieces of work aiming to reduce inequalities at Taught Postgraduate level. Attend this session to find out more about the course, and where this sits within the University's Widening Participation activity.

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An inside job: using academic leads to embed inclusive practice in a complex institution (Jenny Brady and Beth Johnson)

The University is committed to ensuring that teaching meets the needs of our diverse student population, and to do this, we need to take steps to eliminate disadvantage resulting from linguistic, educational and cultural backgrounds, as well as anticipating the learning needs of students with common disabilities. For many of us, this requires a mindset shift in the way we plan, design and deliver our teaching, as well as how we assess achievement. This presentation will provide an overview of the Inclusive Learning and Teaching Development project, and the plan to use a network of School Academic Leads for Inclusive Practice (SALIPs) to enable colleagues to understand and adopt inclusive approaches in local disciplinary contexts; establishing a sense of shared ownership and ensuring sustainability.

A set of baseline standards for inclusive teaching were agreed by the Taught Student Education Board in June 2018, and SALIPs will play a key role in evaluating their school’s performance against these baselines, and then developing action plans to embed inclusivity in all taught student provision over the coming years. SALIPs will network within and outside of faculty groups, to share ideas and best practice around some of the challenges ahead, while also being supported by the central project working group to ensure alignment with institutional developments in student education. This multi-pronged approach intends to draw together strategy and policy, while also making a very tangible and practical impact on the experiences of our students.

Challenge, Enhance and Connect - Postgraduate Certificate in Academic Practice (Victoria Taylor)

The ultimate goal of the Postgraduate Certificate in Academic Practice (PGCAP) is to help equip our academic staff and learning support roles to provide students with the most beneficial and effective learning experiences that will give them the greatest chances of success throughout their chosen future pathways. In order to achieve this goal we welcome staff who would like to challenge their thinking, enhance their practice and connect with their peers whilst exploring, developing and reflecting upon their student education practice working towards teaching excellence in their discipline or area. In addition, successful completion of the PGCAP results in the award of Fellowship of the Higher Education Academy, offering national and international professional recognition for commitment to providing effective approaches to teaching and supporting learning in Higher Education.

During this update we will further consider the value of engaging with the PGCAP and hear about the impact the course is having on current participants’ practice and professional development. We will also outline the structure of the programme and provide a brief overview of what is involved for each of the 3 x 20M level credit modules, which are studied over a period of 18 months.
Interactive workshops

Efficient and effective assessment
(Eric Atwell, Ammar Alsalka and Samuel Wilson)

Share your methods and ideas for efficient and effective assessment!

With large classes of 100+ students, we need to optimize our time spent marking so we can spend more time on teaching and research, to improve student success. In this workshop, we want to hear from colleagues: please be prepared to outline your own experiences of practical methods and ideas for efficient and effective assessment.

We want to collate a checklist of methods and ideas; and then discuss and review the pros and cons of each approach. Our aim is for participants to leave the workshop with some useful ideas to put into practice in their future teaching and assessment.

Some examples from the School of Computing:

- Multiple choice questions: can be used for in-term coursework or final exams. The MCQ requires careful design, with questions with well-defined answers, plus alternative choices which are plausible but wrong.
- Cloze tests: a text with certain items, words, or signs removed, for students to fill in the blanks. Marking has to allow for student answers which do not match the original phrase but are plausible.
- Peer marking: print coursework submissions and bring to the next lecture, give each to another student, then go through the answers in the lecture for students to mark. This is easiest with well-defined answers like MCQs, but also allows for some more qualitative assessment of longer answers.
- Semi-automated marking: for example, for a Python programming coursework exercise, software can analyse the submitted source code to assess how well the code conforms to good design criteria.
- Utilise an established competition as coursework: for example, Kaggle, SemEval and OffensEval run open data-analytics competitions, supplying data-sets, evaluation metrics, discussion forums etc. Re-use of an established contest saves the lecturer time in designing as well as assessing the coursework exercise.
- Group work: if each group of 5 students submits one joint coursework, you have 80% less marking.
- Youtube video reports on experiments: instead of a written report, ask students to summarise their methods and results in a 5-minute presentation or YouTube video. Each coursework can be marked while viewing it.
- In assessment, combining several of the above can be even more efficient. So, peer marking of group-work OffensEval Youtube videos can get the assessment marked in one lecture. This learns from an analogy in Machine Learning: an ENSEMBLE combines several ML techniques in one model.

We want to learn from our colleagues in other Schools. What do you do to assess large classes efficiently and effectively, to ensure student success?

Pre-workshop exercise:
1. Choose one of your current assessment exercises, decide a NAME for the exercise, and estimate how efficient it is. Estimate: number of students (S); credits for this assessment per student (C); number of hours to prepare (TP); number of hours to mark (TM).
2. Then calculate Efficiency as credits per hour \( E = \frac{(S \times C)}{(TP+TM)} \)
3. Write your data as a line of text in csv format: NAME, S, C, TP, TM, E (e.g. my COMP5840M coursework for 180 students, 3.0 credits each, took 10 hours to prepare and 20 hours to mark: COMP5840cw2, 180, 3.0, 10, 20, 18
4. Email your data before the workshop (as a line of text in csv format) to e.s.atwell@leeds.ac.uk

Design for active and blended learning: the ABC approach

(Keith Tellum and Louise Woodcock)

Learning Design is rapidly growing in popularity across the higher education sector as an alternative approach to curriculum design. While a range of specific methods have emerged, they share the key characteristic of focusing on student learning activities rather than curriculum content. The ABC approach has been developed at University College London and is grounded in Diana Laurillard’s model of the conversational framework and her identification of six 'learning types' (Laurillard, 2012).

This hands-on session engages colleagues in a collaborative storyboarding exercise, mapping the student journey through the module or programme in terms of the learning activities they are undertaking. Colleagues are encouraged to consider the full number of learning hours in their design, rather than just the taught components, and explicitly consider the role of technology and online activities to produce an appropriate blend between face-to-face and online. The workshop is run using a game format, where colleagues choose to place a series of cards describing the activities on a timeline. Although the workshop was created to support the design of programmes and modules, the principles can also be used to build activities into individual sessions.

Staff in OD&PL are currently working with interested colleagues across the institution to develop and pilot an adapted version of ABC. This will support module and programme redesign in a way which reflects the University’s Blended Learning agenda, particularly where interactive learning spaces are allowing new delivery models. This workshop will provide an overview of the ABC approach, with participants engaging in a short ‘taster’ design activity. It will finish with a discussion aimed at exploring the potential of the ABC approach and suggesting possible enhancements to develop a distinctive Leeds method.

Laurillard, D (2012), Teaching as a Design Science, Routledge See http://blogs.ucl.ac.uk/abc-ld/ for details of the ABC approach

Top Hat for Beginners

(Hayley Whitefoot and Gail Hardwick)

This session will introduce staff on how to use Top Hat, the University’s online polling tool, to improve student engagement and the student experience both during and after your sessions. Find out what Top Hat is, how it works, create your Top Hat account, create your first quiz, upload your PowerPoint slides into Top Hat to ensure seamless delivery of Top Hat quizzes within your own presentations, and use a student account to experience the tool as a student.

GET IN!

(Adam Strickson)

GET IN! was a pilot outreach project put together by a Teaching Fellow in the School of PCI (Performance and Cultural Industries) in collaboration with Faculty Educational Engagement. It was designed to attract students from British BAME and white working class backgrounds to apply
for arts course, especially performing arts, at university. Performance-workshops took place at schools and colleges in Leeds, Calderdale, Kirklees and Bradford. We will look at how and why we devised the project, how it worked and reflect on how we are taking it forward. There will be the opportunity to look at extracts (dramatic monologues) and to reflect with us on the experience. There may be gentle interactive exercises and games, reflecting our approach. What does success at university mean for students from these backgrounds studying an arts subject? What are the obstacles and challenges they face on their journey from application to graduation, and how can we improve this experience taking their needs and expectations more fully into account?

**Being Digital: enhancing staff and student success in the 21st century**
*(Louise Woodcock, Catherine Wilkinson and Richard De Blacquiere Clarkson)*

This session will introduce colleagues to digital literacy in the Leeds context and how it contributes to student success in learning and for future employability. Participants will explore the topic through an interactive game which will familiarise them with our framework, help them to identify their current skill level and any gaps, and provide practical examples of student learning activities which can be embedded in their programmes and modules. This will lead into facilitated group discussions to share and develop ideas about practical steps to apply the framework in their own practice, e.g. making accessible learning resources. All participants will leave with practical examples they can immediately use in their teaching and information about where to go for further advice and guidance.

**Employing Graduate Interns to support Widening Participation Students with their Next Steps and Success Post-University**
*(Jamie Gayya and Victoria Williams)*

This workshop will explore 'Student Success' by focusing on the pilot Graduate Internship initiative that Student Careers and Educational Engagement have developed in partnership. Student Careers has employed a diverse group of nine Class of 2018, Graduate Interns into the role of Employability and Progression Assistants (EPAs). Focusing on a list of high-risk, WP final year students, from Career Readiness data the EPAs have implemented a communications plan to deliver targeted, one-to-one support to their faculty assigned student case load.

Through this process, 698 students were identified as having not started thinking about their career at final year registration. Through direct contact, utilising multiple methods of communication; the EPAs have offered support to each of these students. They have spoken to approximately 200 students and had meetings with around 50, encouraging students to engage with the opportunities available from the Careers Centre and wider faculty employability services that may help them feel successful with their next steps after graduation.

The EPAs have just completed the pilot case-loading activity and the impact of this first phase is currently being fully evaluated. Interim assessment has shown that upon initial contact in Semester 2, a proportion of the high-risk students were still in a position of uncertainty regarding their next step post-graduation and have valued this targeted support. One student shared 'it is really amazing that the university are getting [EPAs] to contact people. I really rate that'.

Supporting the targeted communication project, the EPAs have been aligned to a faculty, not only to allow for strong institutional collaboration and to support various student facing activities, but to also incorporate widening participation initiatives at the forefront of each faculty's employability offer. By embedding within faculties, the EPAs have also had the opportunity to reach more students, broadening their awareness of what Student Careers and Opportunity can offer.
With the focus of 'Student Success', the workshop will include a presentation to provide an overview of the EPAs' case-load project, interactive activities, and evaluation and impact. This will include a scenario discussion session for our participants to explore some of the themes that have surfaced when working with WP students. We will also include interactive media, including word cloud and a fun, interactive online quiz.

**Building intercultural learning communities: why and how?**  
(Jenna Isherwood, Katy Gregg and Rachel Meadley)

How can we foster a sense of belonging among our increasingly diverse student body? How can we maximise opportunities for students to have meaningful intercultural interactions? And why does this matter?

Relationships that students build at university can be transformative, creating support networks and connections that can benefit their wellbeing, learning and future plans. Connectedness and sense of belonging are increasingly understood to be critical factors in student success (Thomas, 2012). Sense of belonging is also thought to increase the likelihood of cross-cultural interaction (Glass and Westmont, 2013), which can be an important factor in reducing the effect of acculturative stress for international students (Sullivan and Kashubeck-West, 2015). Additionally, studying at an internationalised university is often said to enrich learning experiences for all students and offer them opportunities to develop as 'global graduates' (Spencer-Oatey and Dauber, 2019).

However, while there are potentially multiple different benefits to be gained from connecting students from diverse backgrounds within learning communities, research and experience also shows that 'despite the importance of integration, it does not occur naturally' (Spencer-Oatey and Dauber, 2019) and 'having a diverse population does not in itself ensure that people will interact meaningfully' (Spencer-Oatey, Dauber and Williams 2014). Without specific community-building interventions, there is a risk that some students may struggle to establish a peer support network or may work and socialise primarily within groups of the same nationality or background.

To explore possible approaches to these challenges, the International Student Office's Global Community team worked with colleagues in various schools to pilot intercultural induction workshops. Over 1000 Masters students have attended sessions over the last 3 years. Designed to feel relevant and inclusive for 'home' and 'international' students with a wide range of prior experiences, the workshops combine icebreakers, interactive activities and discussions to create a structured yet fun opportunity to get to know course-mates and share experiences. By providing a safe environment for students to stretch their comfort zones at a time when learning communities are being formed, the sessions aim to inspire all students to make the most of studying in an international university and help them prepare for a successful intercultural experience at Leeds.

Students described the sessions as 'helpful in getting out of your comfort zone and meeting people with different backgrounds, but the same common interests' and 'an opportunity to go beyond just meeting your programme classmates, but to really connect and talk about cultural differences and communication styles. This is a unique opportunity not to be missed!' Another student 'appreciated the structured format to meet other students' and noted that 'it takes this explicit intent in order to really get people talking with one another'.

In this special SEC version of the workshop you will have the opportunity to:

- Experience two of the activities we've tested to build student connections
- Hear about the overall narrative and rationale for the sessions, and what we learned from the development process and student feedback
- Discuss opportunities for you to help UG and PG students build intercultural connections
Final Year research project or Capstone Experience? Time for a fundamental rethink?  
(Dave Lewis, Clare Wright, Stephan Petzold and Charlie Dannreuther)

Leeds belongs to a small unique group of HEIs across the World where it is Institutional policy for all students, regardless of discipline, have to undertake a final year project (also called capstone experience, service learning, senior seminar, senior thesis in different countries and disciplines). We are one of only five such UK HEI’s (out of 179), two in Australia (out of 38) and < 20% in US. With the increased emphasis on employability and graduate attributes, the rest of the sector is playing catch-up, we need to continue to innovate and evolve our final year project offering to stay ahead.

Final year projects can be much more than an opportunity for students to engage in research-based learning. They can inform career choices, a safe space to try out different career options, an opportunity to build on and apply knowledge, understanding and skills, to develop new knowledge, skills and graduate attributes, a unique opportunity to showcase their knowledge and skills, their individual 'success' as a student, to potential employers.

This workshop will be totally interactive, an educational sandpit or brainstorming session, a bit like research councils use, but for education, where participants put aside their pre-conceived ideas/discipline or Institutional norms etc. and work collaboratively and across disciplines to share ideas, considering, amongst other things:

- Given wide variety of careers our students go onto, does our current final year project provision really prepare them for the real world of work?
- Is it truly the grand finale, the capping or capstone of their degree, building on and applying the knowledge and skills gained in earlier years to a real-world issue, an opportunity to showcase to employers their knowledge, skills and understanding?
- Is it really a transformational (a massive uplift in knowledge, skills & understanding) and translational (a shift from university learning to work-based learning) educational experience?
- Are the assessments valid and authentic (something they would repeat in the workplace & actually assess learning outcomes)? Are these assessments 'of learning' i.e. end point or 'for learning' i.e. embedded within the task
- Is there anything else in their final year that would make a better capstone experience, more in tune with the above?

The idea being that participants would share good practice and ideas both from across the University but also globally and come up with suggestions for alternative capstones. We would also invite current finalists and recent graduates to participate to contribute the student voice. The outcomes of this workshop would be:

- We are not resting on our laurels but reflecting on current provision and creating suggestions for change;
- Participants come away with ideas to implement in their own programmes;
- We are building bridges- potential collaborative partnerships and educational opportunities across diverse disciplines (including multi-disciplinary, team-based capstones as in the world of work);
- Remaining a sector leader, an innovative educational HEI, not just staying at the front of the game, but taking the lead
- Evolving and developing the Leeds Curriculum
Snap sessions set 2

Student autonomy: a marker of success
(Jody Bradford)

Formative assessment in The Language Centre can contribute towards student autonomy and success in academic writing. Through navigating the library system, sourcing reliable materials in a timely manner and reflecting on these, students produce a formatively assessed genre analysis of a text independently chosen by themselves. These academic and time-management skills are paramount for all students regardless of their first language.

Diversifying assessment type through the use of scientific blogs allows testing of a quantitatively different set of skills
(Richard Harris and Jelena Havelka)

Recently, there has been an increase in the adoption of scientific blogs as formative assessments in Higher Education. Scientific blogs may be seen as complementary to more traditional forms of assessments such as coursework essays and exams as they assess a different set of skills (Morris et al., 2019). Previous research on the use of scientific blogs has been anecdotal (Ellison & Wu, 2008). However, more recent research has taken a qualitative approach to understanding the effectiveness of blog writing as a formative assessment in a Higher Education setting (Hansen, 2015; Morris et al., 2019).

Whilst understanding the student experience of blog writing is highly important, this approach does not tell us whether there are quantitative differences between blog writing and more traditional forms of assessment. In other words, does blog writing assess a different skill set compared to more traditional forms of assessment? To do this, we looked at the correlation between participants grades on blog writing compared to more traditional forms of assessment. Specifically, we looked at the correlation between students' performance on a scientific blog coursework assignment and their performance on an MCQ exam ($r = .263$, $p = .037$). We then compared this to the correlation between students' performance on a coursework essay and an MCQ exam ($r = .431$, $p = .001$). This demonstrates that a student performance is much more consistent when assessed with two traditional forms of assessment than when they are assessed with a scientific blog and MCQ exam. This demonstrates a potential quantitative difference between the skills that are assessed with a scientific blog compared to more traditional forms of assessment.

We are currently administering a quantitative questionnaire to students before they complete their scientific blog to understand how anxious or confident they are about completing a completely new form of assessment. We will then re-assess these students' opinions once they have submitted their blog. This analysis will allow us to further elucidate how students perceive blog writing as an assessment. Together, our findings demonstrates a necessity for the diversification of assessment types in Higher Education, affording more opportunities to succeed by allowing a more extensive set of key skills to be tested that are related to future employability.

Academic Employability Leads: Examining the Purpose, Role and Contribution to Successful Student Outcomes
(Sarah Wenham and Laura Bird)

The notion of 'Employability' is often cited as a contested term within Higher Education (Stoten 2018) with regular differences reported regarding the views of academics over the legitimacy of the employability agenda (Morrison 2014). However increasingly it is viewed as a vital part of the
whole student journey (including their academic experience) and is currently being 'measured' in relation to its contribution to NSS, Graduate Outcomes, TEF and internal processes such as LEAF. In addition, the notion of the student as consumer within Higher Education, has led to a greater call for Universities to be more explicit with students (and employers) as to the skills and competencies that a degree programme can bring (Tomasson Goodwin et al 2019).

How this is achieved becomes a complex and multi-agency process due to the range of internal opportunities, interventions, services and degree courses that can contribute to the notion of student 'success'. Cranmer (2006) identified 6 different approaches to delivering employability within an HE setting and this alone highlights the need for clear lines of responsibility across both academic and non-academic partners.

The 'Academic Employability Lead' within the University of Leeds is currently a role that is undertaken by an academic member of staff at a School or Faculty level. However, there is currently a lack of consistency across the University in relation to a) where these positions exist and b) an 'agreed' University role descriptor.

As a result, a LITE Catalyst funded project has been established to review the purpose and scope of the current Academic Employability Lead role (where it exists) in addition to gathering the views of various stakeholders across the University regarding what the role should or could be responsible for and how it can best work in partnership with non-academic partners.

Questions for the audience to consider are:

- What should or could an Academic Employability Role contribute to a School or Faculty in relation to facilitating increased student success?
- Is it possible to have a one size fits all role descriptor? If not, what would any variances be?
- What support or networks could such a role access on behalf of their academic colleagues and how could the role provide a bridge for non-academics who may be involved in the employability agenda?

The project seeks to present its final research findings and a series of recommendations to the University's Employability Strategy Group in order that it can consider developing a consistent and meaningful purpose and descriptor for the role. If you are interested in contributing to this project, please get in touch with Sarah Wenham Faculty Employability Manager (Social Sciences) s.wenha@leeds.ac.uk

Further Update: A data-driven approach to understanding non-engagement with employability initiatives: a multi-faculty perspective (Tim Goodall, Aysha Divan, Stephanie McBurney, Colin Pitts, Kate Watkins, Gina Koutsopoulou and John Balfour)

This workshop will be a further update on findings from a cross institutional collaborative project, including the latest quantitative data analysis and the follow up qualitative analysis, exploring the barriers related to non-participation in a range of defined employability initiatives; including an industrial year and study year abroad.

Our approach is data-driven, analysing institution-wide data from a period of 5 years to investigate student characteristics (e.g. a student's age, gender, entry grades and socio-economic group) and map progress against these through their university life (i.e. participation in defined employability initiatives) and final outcomes (degree classification and employment). We will describe the findings from this large-scale study, providing a more detailed understanding of student non-engagement with these employability initiatives and how this can inform policy and practice in the area of student success.
Enabling Student Success in Computer Programming by Improving Feedback  
(Sam Wilson)

Being able to write code is becoming more and more of a key skill demanded by employers across all sectors. This will only increase in the future as society’s reliance on digital technology, computers and AI continues to grow. Therefore many subjects, particularly in the STEM disciplines, feature computer programming as part of their curriculum and it is imperative that we enable our students to be successful in their future careers by ensuring that they graduate with the key skills demanded by employers. We can do this by providing plenty of formative learning exercises for students to practice and develop their coding skills and then providing timely and useful feedback on how they can improve.

Over the last few years, the numbers of students on modules has grown and it is not uncommon to have 150 to 250 students on a module. Programming is typically taught in a hands-on manner (usually in weekly laboratory sessions) with students given several exercises to complete. This means that there can be well over a thousand student exercises completed per module, per week. Unfortunately, it is simply not possible for module staff to provide regular feedback on this volume of formative learning exercises. Feedback is therefore usually reserved following summative assessment and by that point it is often too late for the students to benefit from this feedback. Even then, the quality of feedback can be lacking due to the sheer number of submissions and limited timeframe in which feedback and marks are expected.

As part of our LITE Teaching Enhancement Project we are developing a platform to automatically grade and provide feedback for programming exercises. Students will be able to submit their solutions to formative learning exercises and receive instant feedback on the functionality and code quality. In the event of an incorrect solution being submitted, the platform will give helpful hints on what is wrong and tips on how to fix it. This improved feedback will lead to a step-change in the student experience of learning how to code and enable them to be more confident and successful programmers in the future.

In this presentation, we will give an overview of the system and demonstrate the type of feedback that is provided to students.

Supporting International Student Employability in the face of Tier 4 visa restrictions: 4-month work placements  
(Dave Riley and Phill Wheat)

In 2012 Home Office rules changed so that students from outside of the EU are only able to work full time for four months in the UK after the completion of their studies in the UK on a Tier 4 study visa. This replaced a system whereby students could apply for a two-year post-study visa. These restrictions were in addition to expensive and arduous procedures which employers needed to go through in order to secure a Tier 2 visa for a non-EU graduate to work in the UK on a permanent basis. In short, for the 60% of the Institute for Transport Studies’ (ITS) student cohort that come from outside of the EU, gaining permanent work, or even work experience, is challenging.

One of the ways in which the school and the Faculty of Environment's Employability team aimed to improve the students' prospects for success was to provide them with the opportunity to work for the 4 months in the UK for which they are eligible to do so. After consulting a working group made up of employability staff and international students we contacted a number of employers and asked them if they would be willing to take on a student for a paid work placement between September and December 2019. AECOM, Network Rail, Peter Brett Associates and Fore Consulting agreed to do so. After a competitive application and interview process hosted by ITS, they offered our students a total of seven placements and one offer of a permanent position.
All of the seven initial offers of placements made were to students from outside of the EU. Five international students took up the opportunity and are currently gaining paid work experience in Leeds and York. Even if they are unable to secure a Tier 2 visa, our students now have increased opportunity to return to their home country with paid, UK Transport sector experience on their CV. At ITS, we see this as a new, innovative and important part of our strategy for student success post-graduation and we are looking to expand the scheme this year. Whilst post study visa are set to be reintroduced from 2020/21, we consider that a placement scheme for PGT is essential to enhance the employability prospects of home and particularly international students.

Online assessment rubrics for student success
(Joy Robbins and Milena Marinkova)

Assessment rubrics have been recognised as powerful teaching and learning tools, making tutors' expectations explicit and feedback targeted, enhancing learners' engagement with assessment criteria and self-regulation, as well as accommodating different abilities and accessibility requirements (Andrade, 2000; Arter and Chappuis, 2006; Brookhart, 2013). Given the move at Leeds to online assessment and feedback, and the sector recognition of online rubrics specifically as conducive to efficient marking (Anglin et al., 2008; Isbell and Goomas, 2014) and better feedback (Nicol and Milligan, 2006), online rubrics are becoming crucial. While it has been concluded that rubrics have a positive impact on learners' performance across a range of academic subjects and skills (Britton et al., 2017; Howell, 2011; Kerby and Romine, 2010; Reynolds-Keeler, 2010; Vandenberg et al., 2010), research continues to call for investigations into what students actually do with rubric feedback (Dawson, 2017; Schafer et al., 2001), and even among the few that have explored this (e.g. Andrade and Du, 2005), the new paradigm of online rubrics remains unevaluated.

At Leeds, every programme can create online rubrics for formative/summative assessment via our institutional tools, Minerva and Turnitin. Rubric functionality in Minerva is predominantly a static paper-replacement, however, the affordances of Turnitin rubrics appear to support better learning, similar perhaps to adaptable rubrics (Company et al., 2017), but without the need to build new software. Turnitin rubric use at Leeds is sparse (CLLT, 2019) so few students experience this possible learning benefit. This session will present our research methodology for a newly commenced year-long funded project investigating the impact of online rubrics on student success in terms of developing assessment literacy and academic writing abilities. We will invite feedback and future conversations/collaborations from the audience about this project.

How can career mentoring boost student success?
(Kate Watkins and Samantha Gill)

The School of Media and Communication’s career mentor scheme started as an optional extracurricular opportunity for second year students in 2017. During the academic year, the students are paired with mentors from the creative industries, and are required to engage in a series of workshops offering specific career advice. The aim is give students support from industry mentors and our own careers specialists in order to facilitate engagement with internships and the work placement year. This year, we have 39 students and 35 mentors taking part.

Our presentation will assess feedback from students and mentors who have taken part in the scheme, and explore subsequent student engagement in employability activities, such as work placement year. We have also talked to Alumni who took part to see how it affected their graduate employment.

We'll be discussing how this scheme enhances student engagement with employability. We will also highlight the benefits of involving career mentors in empowering students and providing insiders' assessment of the skills and attributes required to enter the creative labour market.
Exclusive and inclusive: Enabling student success via the Leeds Internship Programme (Sarah Goldstone, Mary Cawley and Kate Gilbertson)

The Leeds Internship Programme, delivered by the Work Placement Team at the Careers Centre, provides opportunities for students and graduates to gain paid work experience in a variety of industries. The organisations we work with advertise exclusively to University of Leeds students and graduates and most roles are open to all degree disciplines.

Some of the benefits of the programme include:

- Students have the confidence to apply for internships and placement years that they know are only open to University of Leeds students
- Students can make a lasting impact on an organisation and get involved in specific projects
- Further employment opportunities within that organisation

This snap session will highlight some of the key ways the programme has led to success for a number of students and how we are planning to develop and improve the programme to reach even more of our students over the next 12 months.

Moving Assessment Online in the School of Politics and International Studies (Sheila McMahon and Martin Pelan)

In January 2017 the School of Politics and International Studies embarked on a transformation of the assessment practices and processes. With knowledge of the drive for digital learning experiences for students (reference) and the Leeds Expectations of Assessment and Feedback (LEAF), we began to explore the possibility of utilising the Grade Centre in Minerva as a virtual module spreadsheet. We worked closely with the academic staff of our School to make changes to the assessment process. We took the step to have all coursework submitted and assessed online. Plus all our feedback is returned to students online via Turnitin. This is possible due to the link between Turnitin and the Grade Centre in Minerva. By 2018 we had included feedback on examinations joint marking of dissertations.

During the whole developmental period we surveyed students regarding the changes and gained feedback from staff to improve ongoing processes.

To date we have shared our developments with six student education teams in the University and the chance to share with a wider audience is the reason for our submission to Conference.

Our session will include a demonstration of the system we have developed; a reflection on how our developments has supported an excellent student experience and our National Student Survey results. There will be time for questions and feedback in the session from delegates.

Beyond essays and exams: designing creative assessments (Stephan Petzold)

Assessments in humanities and social science disciplines are dominated by two main assessment types, the essay and the exam. This session explores how module assessment regimes can be diversified to include more creative types of assessment. Such diversifying of assessments can make an important contribution to improving student success as it develops a broader set of skills, encourages students to be creative, develops intellectual versatility and adaptability to unfamiliar tasks but are also, crucially, appreciated by students as 'fun' tasks precisely because they are different and creative.

While creative assessments may be seen as somewhat less academic, the session seeks to show that they can be designed in ways to support research-based learning and without compromising on academic rigour. The benefits but also challenges of introducing more creative assessments will
be discussed through two concrete examples from my own practice. One is a public engagement
project on a final-year module, for which students communicate academic ideas arising from the
module to an (imagined) non-academic audience. The other is an imagined autobiography,
through which students demonstrate knowledge and understanding of module content through a
creative writing task that is informed by academic research.
Parallel sessions set 2

Stream 1 – Wellbeing

Student Resilience: Growing From Challenges in Higher Education
(Caterina Presi)

This presentation will discuss the concept of student resilience in the context of higher education. Resilience in everyday language is interpreted as the ability to 'bounce back' or 'withstand difficulties'. The concept of resilience, more specifically, refers to the 'capacity to remain flexible in our thoughts, feelings and behaviours when faced by a life disruption, or expended periods of pressure, so that we emerge from difficulty stronger, wiser and more able' (Pemberton, 2015, p. 2). The resilient student succeeds in overcoming challenges and may thrive from them.

Resilience has received increasing attention in the recent years, research in this field has looked at teacher resilience (e.g. Wosinitza, Peixoto, Beltman, Mansfield, 2018), resilience of pupils in their school years (e.g. Glendos, 2017), and athletes (e.g. Fletcher and Sarkar, 2012). Much less work has been conducted in terms of college students, in spite of the challenges facing students in the transition to higher education. Moreover, the internationalization of higher education has added further complexity to this issue as international students face additional demands on their ability to adapt to higher education. They face diversity within the classroom (e.g. different curriculum, expectations in assignments, modes of work such as in group work, etc.) as well as outside it (e.g. gaining intercultural competence and becoming global citizens).

The results of qualitative research involving PG students will be presented, these include an overview of the challenges faced by the students as well as an indicative portrait of the resilience student.

A better understanding of resilience and processes related to it will help facilitate students' adaptation to the challenges they face and therefore enhance the student experience. Additionally, resilience is a skill that would enhance graduates’ employability given the dynamic nature of today's workplace.

References:

Changing Perspectives - A student led initiative to promote inclusion
(Suzanne Hallam, Clare Mawson and Paige Kesemeyer)

Research shows that when students feel comfortable, included and valued they are better equipped to reach their academic potential (Reay, 2016), additionally as highlighted by UNESCO (1994) inclusive learning environments are beneficial to all learners. Changing Perspectives is a student led initiative developed in 2018/19 in partnership with staff. Changing Perspectives is intended to promote a culture of inclusivity among the student body by providing support and events and activities suitable for all students. A key aim is to tackle some of the isolation that exists for differing cohorts of students such as international students, mature, widening
participation, BAME, disabled and LGBTQ+. Thereby creating an environment where difference can be used to enhance learning and education rather than being a reason to divide. Our presentation will provide some insights into the motivation behind the initiative, highlight our successes and challenges and provide an outline of the lessons learned.

**Supporting student wellbeing for success**  
*(Terri Watkins and Amanda Barbedette-Green)*

This session will explain how the Faculty of Arts, Humanities and Cultures have been working to support student wellbeing over the 18/19 and 19/20 academic years. The AHC Wellbeing Project gives students the tools to discover more about how to support their personal wellbeing and allows them to try out approaches in a fun and relaxed way. Wellbeing is essential to success yet many students don’t prioritise this among deadlines, reading and the challenges of daily life. We have worked to make this a priority and address sector wide and national issues of low wellbeing in a Faculty context. This session will include an 'Ask a Rep' activity where participants can quiz our AHC Wellbeing Reps on how the project works and what they think about student wellbeing.

**Stream 2 - Employability**

*Power from the people! Community engagement catalysing student success*  
*(Adam Booth and Tegwen Roberts)*

Student-led dissertation projects placed in the community context are a great vehicle for showcasing diverse aspects of student success. While many of our projects promote the societal benefits of a research idea, allowing students to experience those benefits first-hand is both a powerful motivator and a perfect outreach tool.

For the last two years, the School of Earth and Environment has worked closely with the Elsecar Heritage Action Zone (HAZ), a partnership project between Barnsley Museums and Historic England, via three student dissertation projects. Elsecar has a proud industrial heritage that stretches back to the 18th Century, but which ended with the collapse of the coal industry in the 1980s. The role of the HAZ involves engaging the Elsecar community with its own heritage, recovering the collective memories of the village and inspiring a new generation of history enthusiasts. The role of Leeds students was to perform and interpret new geophysical surveys around the town, helping to locate and image any building foundations still present beneath the ground surface.

In spending time at Elsecar, students quickly came to recognise that any activity relating to the HAZ quickly generates as much community interest as it does geophysical data! Through the media activity of the HAZ, both through social networks and local newspapers, the students quickly found themselves de facto university ambassadors to the fascinated Elsecar residents. This community investment gave the sense of residents ‘rooting for the project’ helped to catalyse the students’ motivation. One student in particular received a dissertation prize from the Association for Industrial Archaeology, thus highlighting her personal success on the international stage.

But quite aside from the final grades achieved by the students, their contribution to the activities of the HAZ exponentially increased the success of their projects. Their research was included in HAZ open evenings, and they themselves attended to talk to the community about what their projects and their wider university lives entailed; all happening against the backdrop of the HAZ twitter feed. Some younger Elsecar residents were also inspired to explore course brochures, with the students’ stories having inspired them towards further education. Such experiences cannot be undervalued in the development of our graduates.
By taking our dissertation projects into the wider community, we supercharge our student success. Not only do our students experience the immediate relevance of the work they are undertaking, that success is immediately recognised by diverse community stakeholders for whom university activities can often seem worlds away.

**Professional Identity and Successful Learning in the Healthcare Professions**  
(Christopher Mannion)

Undergraduate and postgraduate healthcare professionals (HCP) develop a range of beliefs and attitudes about the professions for which they are preparing themselves. These beliefs, attitudes and knowledge of the roles within the context of the workplace, refers to their 'professional identity'.

In this presentation, we will address the importance of professional identity, and how this applies to successful teaching and learning. We will review social identity theory and the attitudes and behaviours of professional groups and we will highlight how the construction of 'communities of practice' develop knowledge, share language and promotes learning.

We have recently undertaken a study examining professional identity within different HCP groups and measured PI using a validated tool, an adaptation of the Professional Identity Five Factor Scale (PIFFs) questionnaire.

Thus, our presentation will consider:

1. How professional identity development (PID) differs in trainee and qualified HCPs
2. How construction of PI occurs during training and what are the variables that promote identity change

We will provide quantitative and qualitative data to highlight this through our results.

Within our presentation, we will conceptualise the processes underlying the formation and maintenance of professional identity using the Personality and Social Structure Perspective (PSSP) model and we will consider the different facets of identity formation.

We will thus conclude how professional identity formation impacts on individual learning and learning outcomes.

**The Leeds Playhouse Partnership - entrance-level theatre-making**  
(Garry Lyons)

In 2015, the School of Performance and Cultural Industries began a formal partnership with Leeds Playhouse (formerly West Yorkshire Playhouse) with the aim of developing a programme of shared activities to stimulate theatre education. Spearheading the initiative was a mutual interest in encouraging new playwriting and giving students the opportunity of gaining the creative skills, training and confidence necessary to progress towards writing for the professional stage.

Embedded in the MA Writing for Performance and Publication degree, the venture has led to a growing set of projects in which students engage directly with theatre professionals. These include regular workshops, masterclasses and work placements, and the Rift Festival, an annual new writing event which provides students with the chance to see their scripts directed and performed by Playhouse professionals, as well as producing and managing the event themselves.

On top of adding value to the learning experience, the collaboration has resulted in a number of students gaining entry-level jobs in the theatre, and places on scriptwriting development schemes. Led by Garry Lyons, the director of the MA Writing for Performance and Publication, this session will reflect on the achievements of the Playhouse partnership, and address the challenges and rewards of working closely with an external organisation. It will cover the educational objectives, the employability dimension, and building structures that balance sometimes competing
demands. While the emphasis will be on the student experience and the importance of student 'ownership', the potential for research and impact will also be discussed.

**Working to get students ready for work - a case of professional identity**
(Iwi Ugiagbe-Green and Will Southall)

The session focuses on the work that is being undertaken within A & F division on work-readiness of students.

Iwi and Will Southall (her fantastic Laidlaw Scholar) will review the findings of Laidlaw funded research/Q Steps project (undertaken by undergraduate student, Ellie Sarrafi). These project(s) have explored the work-readiness of 2nd year accounting and finance/banking and finance students.

Data collected using a questionnaire and focus group from 2nd year accounting/banking and finance students has been analysed, using a mixed methods approach. The themes from the data collected surfaced interesting findings relating to the identity work undertaken by students in their pursuit of internships and placements.

Following a literature review and further analysis of these themes, Iwi and Will developed a capital model, which frames the different elements of professional identity of a student. This will be the focus of our session, with some discussion of our planned next steps.

The next phase of the project is to engage with employers, whom are positioned as 'identity regulators' to try and determine the identity work activities valued by employers. It is important to frame identity work through the lens of the employer, it is employers who recruit students into internships, placements and graduate jobs.

The identity work activities identified by employers will be mapped to the work-readiness capitals, in order to provide action based activities that students can engage with to develop their identity. In doing so, students can be empowered to understand and make choices about the capitals that they need to develop to get to their chosen destination.

The final phase of the project is to work with University of Leeds Careers to embed the work-readiness capital model into existing support structures. We aim to pilot this within A & F division and empirically test the use and effectiveness of the capitals model in enhancing access to internships, placements and graduate jobs, particularly for students from marginalised groups.

It is hoped that colleagues who are interested in enhancing the opportunities of students (particularly those from marginalised groups), will be interested in attending the session.

More importantly, that colleagues will be willing to offer ideas and considerations of how best to engage with employers (our next phase of the project). The objective of which, is to enhance the initial capital model with activities that are focused on effective identity work, that when engaged with, will enhance the opportunities of students in accessing and being supported in professional work.

**Stream 3 – Digital education**

How do learning technologies impact on undergraduate emotional and cognitive engagement with their learning?
(Edward Venn)

The increased use of learning technologies to support student education has brought with it the potential to rethink, sometimes radically, traditional pedagogy (see e.g. Beetham and Sharpe 2013). The diversity of teaching and learning situations in which learning technology might be
used (see, for instance, Bowen 2012), coupled with the heterogeneous nature of the tools themselves, can also have a bearing on how we understand the impact of technology within education. The benefits of learning technology to facilitate student engagement both within and outside of the classroom is well documented (Bauer and Haynie, 2017; Brame 2013; Brown 2013; Gilboy et al 2015). Student engagement has frequently been cited as a major factor in attendance, attainment, and student success (e.g. Reschly and Christenson 2012).

Nevertheless, the lack of a scholarly consensus on what constitutes engagement renders problematic the issue of how one makes meaningful sense of the plethora of data garnered by surveys and interventions exploring learning technology.

This session presents an overview of the findings of an integrated literature review carried out as part of a LITE-funded International Collaborative Writing Group (consisting of colleagues in Leeds, Bath, and Copenhagen). In particular, it will address

How have studies of emotional and cognitive engagement with learning technologies for student education been represented in the literature?

1. What measures have been used to understand this engagement?
2. What are the contexts (including learning environments) in which such engagement is taking place?
3. What lessons might be learnt from this literature to help us better understand the impact of learning technologies on student engagement and to support student success?

What does good feedback (literally) look like? Contrasting staff and student perceptions of online vs offline assessment and feedback

(Layla Kouara)

The introduction of technology in learning has enabled education beyond textbooks, and an increasing number of Higher Education Institutions have realised the advantages of utilizing electronic material. The increasing use of videos, audio, and interactive learning is transforming and enhancing the educational experience (Webster & Murphy, 2008). Communication between students and teachers has also been impacted by this transition, particularly through the use of electronic submissions and feedback. Moreover, students have steadily rated assessment and feedback as one of the lowest areas of satisfaction (NSS, 2018). Therefore, this paper considers whether the shift towards online assessment and feedback may encourage better student engagement with this crucial aspect of university work.

Electronic-based assessment and feedback clearly has many practical advantages. It eliminates the issue of lost paper, discarded feedback, illegible handwriting, the hidden costs of printing, and ultimately improves efficacy (Appleyard & Bridge, 2008). However, there are tensions between staff and student preferences, which relate directly to student satisfaction and engagement with their written summative feedback. This paper reports on an empirical research project that surveyed the feedback preferences of both students and staff in a large UK HE institution. This paper will use the results of this project to discuss the implications of chosen feedback method on student engagement, highlighting how perceptions on what 'good feedback' looks like may be directly impacted by the method of delivery.

The paper offers a unique student perspective on the comparison between staff and students' assessment and feedback preferences in higher education, specifically questioning whether student engagement and ultimately student success can be improved with technological enhancements.

References:
Data-driven interventions to encourage student success in an online course (Taryn Coop, Rachel Young and Megan Kime)

This presentation will show how the Digital Education Service (DES) is piloting the use of data analytics to run interventions to encourage student success for online learners. We will present work developed for the 10,000 Women program on Coursera, delivered in partnership with the Goldman Sachs Foundation (GSF).

10,000 Women, launched online in May 2018, is a free business growth course aimed at entrepreneurs in developing countries who identify as women. The course consists of two parts: a two-week MOOC and an invite-only ten-week course for which there are minimal, self-certified, eligibility criteria. During the ten-week course, learners combine planning and analysis across multiple business areas into a live active Business Growth Plan (BGP). This highly personalised document enables learners to transform their learning into a tailored plan, which can be implemented to significantly grow their business. Whilst participants might come to the course with varied needs, in most cases, optimum success is likely to come from them completing all aspects of 10,000 Women so that their BGP can be a fully integrated document encompassing all aspects of their business. However, research has shown that average completion rates in free open online courses are generally low, ranging from 5-12% (Feng et al., 2019; Jordan, 2014; Perna et al., 2014) due to a number of factors, such as time limitations, lack of pressure, and 'learning on demand' (using MOOC content as and when they need to learn something specific) (Eriksson et al., 2017; Zheng et al., 2015).

DES has piloted the use of analytics to inform, and measure the impact of, interventions to encourage learners to progress through the course and to increase the completion rate. Using Coursera’s data exports and data science software RStudio, coded processes have been built to run, evaluate and manage a multi-strand communications strategy:

- an ongoing campaign of re-engagement communications targeted at learners at-risk of 'dropping out', having become inactive or dormant for a lengthy period;
- a campaign run from April-July 2019 to promote the opportunity to win four days of intensive business coaching in New York organised by GSF, with communications targeted at learners based on their progress through the course;
- monthly campaigns to promote webinars hosted by academics from the Leeds University Business School.

Our presentation will show how coded processes have been used to ensure that these communications campaigns have been targeted at the appropriate audience in each case, and how the associated interventions have motivated learners to move from the two-week course to the ten-week course and re-engage with the course after periods of dormancy to successfully complete the course. We will discuss our use of analytics in designing the delivery mechanism, the measured impact of the intervention and the lessons learned for continued enhancement of our delivery strategies.

This presentation will have particular relevance to colleagues seeking to use analytics for the development of data-driven interventions to maximise student success amongst students from a wide range of backgrounds, including students at risk of non-continuation.
Learning Gain: Using reflective journals to measure and evidence the benefits of HE (Richard de Blacquiere-Clarkson)

The session outlines a project being piloted in the Lifelong Learning Centre to empower our widening participation students to understand and articulate the benefits of higher education, in order to enhance their employability and thereby contribute to their personal and professional success. The aim of the session is to share the work being done in this area, to stimulate further discussion and potentially collaboration.

The project is based on research across the sector, in particular the OfS-funded pilot projects which included 70 HEIs, as well as collaboration with colleagues across Leeds on models for personal tutoring.

By completing a structured 'learning journey' via personal tutorials, students reflect on their previous experiences, current abilities, and future goals. The LeedsforLife skills plus digital literacy (Being Digital) are used as a framework to unify students' experiences including extracurricular activities and work-based learning. This enables them to take a more holistic view of their learning and the transformative impact it has upon them.

Using an ePortfolio solution for the 'learning journey' enables reporting to be used to develop better insights into students needs' and preferences. Following University policies including Student Privacy and Learning Analytics, systematic anonymised data can be derived to support curriculum enhancement, and evidence learning for quality assurance purposes including TEF narratives.

As such the primary aim of the project is to facilitate student success by enabling individual students to better conceptualise the transformative impact of their higher education journey, while the secondary aim is to provide robust evidence of that success at a cohort level.

Stream 4 – Pedagogy and practice 2

Co-Creation and evaluation of modules with Students as Partners using Lego Serious Play (Dan Trowsdale)

This presentation reports on a 12 month LITE fellowship project using a human centred research approach to explore methods of incorporating the student voice in module design. Co-design methods using design thinking and LEGO SERIOUS PLAY are implemented to position the student voice firmly within the process of design for learning.

To support co-design activities, this project tested the use of visual and physical in the form of maps and 3D models to share learning designs between staff and students. This has included the use of the LEGO SERIOUS PLAY method to encourage both reflection and the creation of design outcomes.

Student success in Online Modules, through webinars and discussion forums (Gerard Duff and Dan Trowsdale)

The focus of the session is on the design and first delivery of online masters OENG5001 Innovation, Design and Creative Engineering. Through reflection and discussion, the module staff will share the steep learning curve and experiences of those involved in the design process. The session will also focus on our experiences of delivery through the online forums and webinars. Contact aspects of online modules such as these are essential tools to ensure a positive learning experience and student success.
How do students' emotional responses impact on their engagement with their feedback?
(Richard Harris, Pam Birtill, Charity Brown, Tiina Eilola and Jelena Havelka)

Receiving feedback is a key part of a student's learning experience, allowing students to successfully develop their academic skills throughout their degree. In order for feedback to be effective, students need to engage with and reflect on the feedback that they receive. However, one factor that may influence this are student's emotional responses to feedback. To date, many studies have investigated how different factors (e.g. format of feedback) influence students' engagement with feedback (Killingback et al., 2019). However, few studies have investigated students' emotional responses to feedback and whether the emotional response is modulated by the grade an assignment received (Winstone et al., 2017).

As such, this study aims to investigate whether students' emotional responses to feedback affect their engagement with and behavioural responses to feedback. Importantly, we want to understand how we can account for these emotional responses to increase engagement with feedback and ultimately improve student success. Here, we have constructed a questionnaire adopting a two-stage approach. In the preliminary stage, we used a short open-ended questionnaire (5 questions) designed to understand students' emotional responses to feedback. This questionnaire demonstrated that students experience strong emotional responses in anticipation of and in response to positive and negative feedback. In the second stage, these themes were used to generate an 83 item psychometric scale in which students (N=250) were asked yes/no questions regarding their emotional response to feedback (e.g. I feel negative feedback is deserved). The results were subjected to factor analysis, which found 5 themes that underlie some of the variance in student responses to feedback: (1) anxiety in anticipation of feedback; (2) benefits of positive feedback; (3) longer-term impacts of negative feedback; (4) negative feedback does not reflect ability; and (5) reflecting on negative feedback. This study demonstrates that students experience strong emotional responses in anticipation of, and in response to feedback, which we need to consider to ensure effective student engagement in feedback.

Community-based Teaching Skills: A Student Perspective
(Ross Gillespie)

Student success is often measured in terms of degree classification and graduate outcomes with curriculum design focussing on these metrics. A student’s academic year can easily be dominated by the pressure of the cycle of assessment submission, often with little time to take part in other activities outside of the timetable. This session explores the relationship between student success and co-curricular activities. It will provide interim results from a LITE Catalyst funded project aimed at evaluating the experiences of students participating in a co-curricular community teaching project delivered by a staff-student collaboration within the School of Medicine.

'Restart a Heart Leeds' is a novel initiative and involves providing student teachers with the skills to deliver training sessions in the community and the opportunity to practise these skills at a variety of events across the city. Trained students teach members of the public basic lifesaving skills of cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) use. These skills can be used in the event of finding a person who has suffered a cardiac arrest (when the heart stops beating properly), a scenario which as many as one in five people may encounter in their lives. There are obvious benefits to society in transferring this knowledge and skills, with regions of higher bystander CPR rates showing much improved outcomes following cardiac arrest in the community. But, why are students deciding to get involved and what are the benefits and barriers facing them?

Motivated by reflecting on their own experiences of originally getting involved in the opportunity as a student teacher themselves, the researcher is keen to explore the factors that motivate
students to get involved, and to identify the benefits and limitations of student participation in community-based teaching projects as well as the relevance it may have to their future medical practice and employment. Should the outcomes align with curriculum objectives, there may be scope to incorporate more of these opportunities into the core program as the value of successful co-curricular projects is recognised.
Snap sessions set 3

Optimising students' learning about disease through partnership with an artist, a technologist, and medical students
(Alison Ledger, Andrew Kirby and Jane Freeman)

Microbiological knowledge is essential as antibiotic resistance increases. However, medical students often find microbiology a difficult subject to learn: terminology is inaccessible, practical laboratory experience is now absent from medical curricula, and understanding bacterial disease relies on rote learning of complex processes. Evaluation feedback suggests medical students' success in understanding microbiology is limited due to poor engagement with the subject. Our snap presentation will explain how we are working together to improve students' chances of success in understanding bacterial disease.

We will report on the progress of our LITE-funded project, in which we co-designed educational resources for teaching microbiology. In partnership with an artist, we developed illustrated stories of two bacterial pathogens called the Germbugs. We then worked with a member of the Leeds Institute of Medical Education Technology Enhanced Learning Team, who converted these stories into electronic form. Paper-based and electronic versions of the stories were then taken to co-design sessions with 2 groups of students: 1) members of the medical student infection society, and 2) current and past students of the intercalated medical education degree at Leeds. These student groups provided advice on the story look and content, how the stories should be presented and used by students, and at what stage of medical training the stories would be most useful.

Our presentation will reflect on the process of partnership working in optimising students' learning and in developing and implementing the stories in the medical curriculum. We will also share our plans for evaluating the extent to which the stories have a) improved comprehension and retention of microbiology knowledge, b) increased engagement with microbiology content, and c) led to greater student success in understanding this essential part of medicine.

Academic integrity strategies: How to positively scaffold students to avoid plagiarism
(Lorna Waddington and Caroline Campbell)

This paper will focus on various methods involved in the creation of a positive environment to further encourage students to avoid the use of plagiarism. The University of Leeds gives a lot of advice with regard to plagiarism/malpractice and how to avoid it. Looking at recent research (Bretag et al, 2018; Harper et al 2018), we will examine positive strategies used in teaching practices to enhance good practice and student success. Preventing plagiarism is not just about teaching students what plagiarism is and how it is policed, but about the creation of a positive environment which encourages students to study with integrity. These positive values, skills and behaviour are not only appropriate for their studies, but also life after University.

‘Das Boot’: how to redesign and relaunch a flagship module to enhance student success without sinking it
(Stefan Kesting, Peter Hughes and Sean Gledhill)

Flipping the classroom for our very large compulsory first-year module (Economic Theory and Applications) has proved to be and still is a formidable task. In our presentation, we will report from the midst of delivering the new module. We will explain our motivation for revamping the module in the way we did. The motives are a combination of pedagogical ones and the pressure to deal with large and growing student numbers on the module. We will also reflect on the costs and
barriers we faced and face in the planning, design and production process and last not least, we will explain how this new way of teaching enhances student success in becoming critical, independent learners and problem solvers. We will also look at the response from students, both in terms of their feedback and academic performance.

Before we have made the changes, this module was taught in a traditional way of one or two hours of lectures each week, delivered by one lecturer in front of hundreds of students sitting in a lecture theatre. This was followed by an hour of more interactive learning in a small seminar setting (20-30 students) every other week.

After a planning and redesign phase of two years, the module is now delivered in a flipped classroom format. Each week, students participate in a two-hour workshop of one hundred students and supported by 3 members of staff. In these workshops, students work in teams of six on practical applications of economic theory to real world case studies. An active approach is central to the design of these classes, and this often means finding and interpreting quantitative and other data as well as using economic theory to critically analyse real world scenarios described in the media and academic literature. From time to time the students present results of their research and analysis to each other. To equip students with the appropriate software skills, they all receive some online training in Excel.

Each interactive session is preceded each week by online content. We will discuss the design of these sessions, and how we aimed to maintain an active participation from the students. We will also showcase the techniques, software and recording materials we have used.

We work on all this with a team of 6 experienced staff members, 4 less experienced younger staff members and colleagues from the LUBS enhancement and innovation team. This collaboration has its difficulties, but is also very productive and creative.

Introducing the Online Educators Network
(Chris Thompson)

The Online Educators Network is a community of practice for staff active in or curious about online education and blended learning across Leeds. It will bring together staff to share their experiences of online education, disseminate best practice and offer peer support to colleagues seeking to help students learn successfully online.

The network aims to give educators the chance to develop innovative teaching skills and share ideas for using digital technology for online learning to enhance student success. It follows findings from my LITE Teaching Enhance Project to support educators around the university to engage with digital education.

This snap session introduces the new network to colleagues and welcomes members to join the first meeting in early 2020 to define the network's scope and objectives.

Ethics in Mathematics
(Graham Murphy)

Students studying mathematics at degree level are unlikely to have to consider ethical behaviour as part of the normal completion of a mathematics module. These same students may very quickly have to develop an awareness of ethical behaviour and practices in the workplace.

In the School of Mathematics we are introducing sessions on ethical conduct in level 3 actuarial mathematics modules with the assistance of the Inter-Disciplinary Ethics Applied Centre.

During sessions co-delivered by staff in the school of mathematics and IDEA, students will be presented with case studies under several themes 'professionalism, integrity, communication, trust, conflicts of interest, and whistleblowing' and have the opportunity to probe each other's
views on the topics discussed as part of the session and via forums linked to the each of the
discussion topics.

These sessions aim to promote early engagement in ethical and professional conduct before they
encounter this concept in the workplace. Student success in this context is greater awareness of
the importance of ethical behaviour and greater confidence in identifying and engaging with
practical difficulties.

This snap session will introduce the motivation for covering ethical issues in mathematics modules
(particularly financial mathematics and statistics) and outline the form of the session delivered. A
discussion of the students' group interactions will be presented as well as our road map for
providing more of this type of content.

**FOAR2000: Facilitating successful Undergraduate Research Partnerships**

*Samuel Gartland, Tess Hornsby-Smith and Charlotte Tomlinson*

FOAR2000: Research Placement is a compulsory module for Liberal Arts students at the University
of Leeds, and an optional module for those on other degrees. Students are allocated to different
research groups, each with a project leader who is usually an academic from the University, but
also regularly involve external partners such as cultural institutions, third-sector organisations, and
individuals involved in the creative arts in the city.

The module has seen substantial growth in numbers, a trend that is expected to continue over the
next few years. This presents challenges as well as opportunities, and there is a desire to
reformulate some of the provision to permit the students and project leaders to all continue to
thrive in future iterations of the module.

The integration of undergraduate research within the wider community beyond the academy, is
fundamental to the students' measures of their own success on the completion of the module.
Many of the projects create public-facing outputs, meaning that students are encouraged to bring
independent research, professionalism, and a notion of 'impact' together into close contact, and
allow them to recognise the multiple benefits of this.

We will consider the employability benefits of the structure, and the potential transferability of
the pedagogic strengths of this module into the wider Leeds curriculum. We will also consider the
potential for the module as a test-bed for new teaching as well as for re-enforcing ties with
external partners. We are interested in how the provision could be expanded to include non-arts
departments and will look toward this in our discussion.

**Active learning: Learning vs feeling of learning**

*Kevin Houston*

A traditional lecture usually involves the passive transmission of knowledge. The lecturer speaks or
writes, the students take notes. There is much evidence that a more active experience in lectures,
for example students carrying out activities intended to make them think rather be passive, leads
to better understanding of material. Evidence also suggests that student perception of learning is
different between these active and passive learning modes. Surprisingly perhaps, students report
the feeling of learning is less when taught with active methods. There are a number of theories as
to why this is. One is that the higher cognitive effort required during active methods leads to
students feeling that they are struggling and hence are learning less.

This feeling can lead to dispirited students who are succeeding but feel that they are not and that,
contrary to the evidence, this effective method of learning is poor. We have the perverse situation
in which students have success but do not feel that they are successful.
I shall discuss the reasons behind this student misperception of active learning, describe my experience of using active learning in large (approx 300 students) Semester 1 Level 1 modules and detail the methods employed to encourage students to give a more accurate assessment of their understanding.

Investigating the role of academic listening in student success
(Niamh Mullen and Peter Matthews)

Aural processing in one-way and two-way communication plays a significant role in student success in higher education. Listening skills enable knowledge transmission through lectures; facilitate deep learning and positioning in discussions and seminars; and are key to successful interactions in tutorials and oral feedback (Miller, 2009; Rost, 2011). However, little scholarly attention has been dedicated to identifying and understanding the challenges non-native English speaking (NNS) international students face when they encounter these spoken genres in the HE environment (Lynch, 2011; Flowerdew, 1994). This paucity is especially notable when juxtaposed to the attention other skills, such as writing, have received.

The University of Leeds aims to increase international student numbers while simultaneously working to improve the student education experience. However, to reconcile these two objectives more attention needs to be given to the realities of the listening experience for NNS international students, their impacts on teaching and learning, and the support the University provides both students and subject lecturers.

This presentation will give a brief overview of literature in the field of second language listening and will outline the aims of 'The Academic Listening Project', a LITE-funded project which aims to investigate the challenges outlined above. We will report on the progress of the project so far and welcome discussion around the topic.

References:
Rost, M. 2011. Teaching and Researching Listening. Harlow: Longman

In-Class Polls & Quizzes: Experiences with Top Hat
(Nick Efford)

Following a successful pilot programme during the 2018/19 session, the University has adopted Top Hat as provider of a system for running online polls and quizzes in class, with students submitting answers from their smartphones. This session will reflect on the experience of using the system during the pilot and in the first semester of 2019/20.

The Leeds Sustainable Curriculum
(Kelly Forster)

The University of Leeds has announced seven principles in response to the Global Climate Crisis. These principles will feed into our next sustainability strategy and climate action plan and will guide our actions in the coming years.

As part of the seven principles, the University has stated that it is working to integrate sustainability into our teaching provision at all levels, and to give opportunities to students to take part in activities to promote sustainability.
The Leeds Sustainable Curriculum programme, led by the University Sustainability Service, is working to achieve this, bringing together students with operational and academic teams to embed sustainability throughout the Leeds curriculum.

The international award-winning programme aims to influence all students and staff and is specifically about ensuring that all students know and understand sustainability by the time they leave Leeds, whatever their discipline or background.

Hear from the Sustainability Service and Student Sustainability Architects about successes resulting from the opportunities offered by the Service to date as well as proposals for the future.