4ydd Gynhadledd Dysgu ac Addysgu

 4th Annual Learning and Teaching Conference

6 Mis Gorffennaf – 8 Mis Gorffennaf| 6 July – 8 July 2016

# Crynoldebau / abstracts

## Poster Session Abstracts

‘Podcasts and Passion’ E-learning Approaches for Integration of Research

Russ Morphew and Iain Chalmers

The process of integrating new ideas and concepts produced through research with teaching practices offers students in HE access to cutting edge knowledge that is often exciting and inspirational. However, incorporating these recent advancements cannot come at the expense of fundamental core knowledge. Thus, integrating current research must embed well within a teaching program to ensure a productive relationship between the two disciplines. E-learning tools have the potential to significantly ease this marriage of research and teaching. As one of a variety of e-learning resources, Podcasts have the potential to significantly enhance student learning and have been utilised to aid the student revision process. In addition, Podcasts have also been suggested to capture student attention and enable the transfer of concepts conveyed during a podcast into their long term memory whilst having the ability to convey supplementary information to student learners in an accessible and mobile format. The current work has looked at the use of Podcasts and other e-learning tools to introduce students to a variety of current research that occurs within IBERS. The podcasts feature a series of research based interviews on ‘My Favourite Protein’ aimed at part 2 biochemists and geneticists. The Podcasts and e-learning methods aim to access the excitement and passion demonstrated in research to inspire and to increase student engagement with core fundamental knowledge. The Podcast series, in particular, has introduced students to a variety of research staff not normally encountered during their studies as well as engaging with researchers outside of AU and those based in industry.

Student Success Plan: Improving the Quality of Feedback

Steve Atherton

This poster will outline the work of the student success plan (strand 5) that has focused on improving the quality of feedback. The poster will identify the recommendations of the strand as well as providing examples of good feedback. Specifically the poster will identify the importance of feedback that identifies the strengths and weaknesses of a piece of work in addition to outlining the need for ‘feed forward’ to enable the development of the learner. The poster will indicate how the recommendations for improvement will be implemented and outline the work of the group over the next academic year.

MEPing out the territory for M level teacher-inquiry

Andrew Davies and Richard Davies

The Masters in Education Practice is funded by the Welsh Government and involves the Universities of Cardiff, Aberystwyth, Bangor and IOE-UCL. The programme, delivered in both Welsh and English, supports newly qualified teacher in their first three years of practice and is integrated into the induction framework. As part of the programme Welsh government funds a team of senior teachers as external mentors to the students who are also supported and trained by the academic staff. At the moment there are approximately 1700 students and 200 mentors involved in the programme.

The third year of the programmes requires teachers to undertake a 60 credit inquiry project assessed by portfolio. The inquiry involves three components: a rigorous and systematic analysis of their practice and educational literature, a significant pedagogical intervention with their pupils and its evaluation, and a reflective consideration of the outcomes for their own and their colleagues’ practice. As such it differs in significant ways from the ‘traditional’ Masters dissertation.

The approach, implicitly linked to a practicalist epistemology, has elements of patchwork text assessment (which owns of us has written about elsewhere). The approach has implications beyond the narrow constraints of teacher professional development. It enables a broader footprint for students to explore a specific area of intellectual or vocational interest. The emphasis is on the development of intelligent action (within a specific academic discipline, subject domain, or vocational area). It also requires the students to give thought to active dissemination of their work, which is in keeping with the values of the emerging 'open science' movement. Such an approach is not just appropriate for work-based courses, but for programmes of study preparing graduates for the employment demands of the 21st century.

In this poster we report on the design and delivery of this module to support the 2015 cohort of some 250 students and) emerging issues in re-thinking the 60 credit end of Masters project that develops not only individual student intellectual practice but systemic engagement in the public value of such work.

Dysgu ac addysgu arloesol drwy gyfrwng y Gymraeg: enghreifftiau o Athrofa Daearyddiaeth, Gwleidyddiaeth, Hanes a Seicoleg

Innovative Welsh-medium learning and teaching: Examples from the Institute of Geography, Politics, History and Psychology

Hywel Griffiths, Huw Lewis, Rhys Dafydd Jones and Elin Royles

Mae’r ddarpariaeth addysg uwch cyfrwng Cymraeg ym Mhrifysgol Aberystwyth wedi datblygu yn sylweddol ers sefydlu’r Coleg Cymraeg Cenedlaethol ac mae adrannau Athrofa Daearyddiaeth, Gwleidyddiaeth, Hanes a Seicoleg wedi bod flaenllaw yn y datblygiad hwn. Gyda niferoedd myfyrwyr sydd fel arfer yn llai na chyrsiau cyfrwng Saesneg, mae darlithwyr cyfrwng Cymraeg wedi manteisio ar hyblygrwydd o ran arddulliau addysgu sydd yn ateb yr heriau penodol sydd yn wynebu addysg uwch cyfrwng Cymraeg a’r Gymru ddwyieithog fodern.

Yn y sesiwn hon cyflwynir enghreifftiau o addysgu arloesol cyfrwng Cymraeg o adrannau Daearyddiaeth a Gwyddorau Daear a Gwleidyddiaeth Rhyngwladol. Yn dilyn cyflwyniad byr gan gadeirydd y sesiwn (Hywel Griffiths) bydd tri papur yn rhoi blas ar addysgu blaengar cyfrwng Cymraeg. Bydd cyflwyniad Huw Lewis (Podlediadau fel Adnodd Dysgu ac Addysgu) yn adlewyrchu ar ei brofiad wrth ddefnyddio podlediadau byr fel rhan o'i ddysgu ar fodiwl blwyddyn gyntaf ym maes athroniaeth wleidyddol. Bydd papur Rhys Dafydd Jones (Alinio sgiliau trosglwyddadwy a chyflogadwyedd gydag asesu) yn trafod datblygu modiwl newydd ar gyfathrebu cymdeithas a gwyddor sydd yn datblygu sgiliau trosglwyddiadwy technoleg gwybodaeth trwy asesu blaengar. Bydd papur Elin Royles (Datblygu sgiliau cyflogadwyedd myfyrwyr cyfrwng Cymraeg) yn adlewyrchu ar brofiad creu modiwl lleoliad gwaith a chasglu safbwyntiau cyflogwyr wrth ddatblygu darpariaeth i hyrwyddo sgiliau cyflogadwyedd myfyrwyr cyfrwng Cymraeg. Bydd y cyflwyniadau trwy gyfrwng y Gymraeg ac yn cael eu cyfieithu ar y pryd i’r Saesneg.

Welsh-medium higher education provision at Aberystwyth University has developed significantly since the establishment of the Coleg Cymraeg Cenedlaethol. The Institute of Geography, History, Politics, and Psychology (IGHPP) has been in the forefront of this development. With student numbers usually less than English-medium courses, Welsh-medium lecturers have taken advantage of flexibility in teaching styles that meet the particular challenges that face Welsh medium higher education and the bilingual modern Wales.

This session presents examples of innovative Welsh-medium teaching in in the departments of Geography and Earth Sciences and International Politics. Following a brief presentation by the chair of the session (Hywel Griffiths), three papers will give a flavor of innovative Welsh-medium teaching. A presentation by Huw Lewis (Podcasts as a Resource for Learning and Teaching) will reflect on his experience in the use of short podcasts as part first year political philosophy studies. A paper by Rhys Dafydd Jones (Aligning transferable skills and employability with assessment) will discuss the development of a new module on communicating society and science that develops transferable information technology skills through innovative assessment. A paper by Elin Royles (Developing Welsh medium students’ employability skills) will reflect on the experience of creating a work placement module and gathering the views of employers in developing provision to promote Welsh medium students’ employability skills. Presentations will be in Welsh with simultaneous translation into English.

An examination of student experiences of the Year

in Employment Scheme (YES).

Alix Hutchinson and Dr Antonia Ivaldi

This research was conducted for a third year undergraduate dissertation project on students’ experiences of YES.

The graduate job market is becoming increasingly competitive

and students need to adapt to meet current employment demands. Previous research has established that experience, either work or developmental, are key factors for recruitment. However, current literature fails to examine the students’ experience in a qualitative way and consider social implications that affect students whilst on a work placement and returning to university. This research will examine the social implications for students who took part in work placements, specifically the year in employment scheme. Seven participants were interviewed using semi-structured interviews and transcripts were analyzed using Interpretative Phenomenological Analysis. Two super-ordinate themes emerged: social separation and moving on, and are interpreted within the context of social identity theory. Based on the findings, recommendations are made to support students through the transition of leaving and returning to university.

An Investigation of Student-Instructor Interactions in Performing Arts Lessons using Conversation Analysis

Alice Sanderson and Dr Antonia Ivaldi

In this presentation I discuss conversation analysis as a method for exploring pedagogical interactions, before describing my data for my MPhil research.

Conversation analysis is a qualitative research method which examines the way in which communication amongst speakers is organized. Rather than examining intentions or attitudes like other qualitative methods, this method focuses on the rules and sequences that occur in natural, every day conversation, and how these rules allow us to achieve and do things in interaction. Conversation analysis has been employed in educational contexts (e.g., second language acquisition) with a focus on purely the talk. However, my research addresses the lack of research that has been conducted in teacher-student interactions where non-verbal gestures and embodied actions are key to the learning interaction (such as in performing arts classes). Research that has been done has looked at the function of bodily quoting, demonstrating, and giving non-verbal directives, for example. This project will investigate the organization of conversation in drama and theatre sessions where informal teaching is taking place, with a particular focus on non-verbal aspects of instruction. As the project is currently in its early stages I will present preliminary data. Using conversation analysis is key to understanding the complexities of teaching in performing arts contexts, and so findings from this research can help to promote best practice for teachers to adopt in future lessons.

The precipitation of students' responses to a tutor's opening question in a tutorial: A conversation analytical study of study skills tutorials.

Lettie Sharp and Dr Antonia Ivaldi

In this presentation I will present findings from my undergraduate final year dissertation, which analyzed talk in study skills tutorials.

Research on classroom discourse shows how understanding and learning is achieved through talk. Understanding between teacher and student is especially important in opening conversations in order to precipitate the following talk and the main business of the lesson. This study used conversation analysis to examine how the opening talk of a tutor precipitated the main business of a one-to-one tutorial. 8 one-to-one study support tutorials were recorded, lasting from half an hour, to an hour. Two main questions, whether the student had brought work, or, whether they had any specific concerns, initiated different responses from the student and led to the main business of the tutorial either being delayed or started more efficiently. Other important features in the talk were also identified, such as pauses between tutor and student showing a lack of understanding, leading to potential confusion. The research has important implications for how tutorials may be conducted, particularly when under time-constraints where the issue for discussion needs to be identified early on.

Eliciting students’ preferences for different module characteristics using a choice experiment

Kyriaki Remoundou

This paper reports the results of a choice experiment implemented to students at the School of Management and Business, Aberystwyth University, to elicit their preferences for different aspects of their modules. Choice experiments present respondents with a series of choice cards where they have to state their preferred option between different alternatives. In our application, alternatives are constructed by varying the characteristics of the module. Characteristics include the type of the module’s assessment, the timing of the lecture, the context of the module and the feedback mechanism. Results will allow us to evaluate the most important aspects of the modules and the trade-offs students are willing to make between the considered aspects. This in turn will highlight which attributes are more important for students when selecting their optional modules. Findings will also allow for improvements in existing modules to increase student satisfaction and students’ learning experience. To our knowledge, there is only limited use of choice experiments in education research.

Brilliant Club: Raising the aspirations of school pupils through bespoke research-based tutorials.

Maire Gorman

The Brilliant Club is an award-winning charity which aims to directly address educational inequity by placing PhD students and Postdocs in state schools to deliver a series of bespoke tutorials as a means of raising aspirations. These tutorials are designed by the tutor and are based on their own research: hence all placements are unique and are deliberating designed at a Key Stage above that which the pupils are presently at. Hence pupils from low-income communities in which a lower than average proportion of people attend university are challenged, but more importantly invigorated by exposure to new topics at the cutting edge of research. The first tutorial is held at a University with the remaining 5 within the school: in order for pupils to attend their graduation event they are required to submit a final assignment. This requires them to carry out independent research (the schools support this by providing Internet access and dedicated study hours) on the topics covered, and for sciences solve problems using the skills they have gained. The trips to University also help act as a means to exposing these pupils to present research. More pertinently, they help to subconsciously raise their aspiration levels that they are capable of attending University: all pupils on the program are identified by their teachers as having the potential but not necessarily an advantageous home environment.

Prior to coming to Aberystwyth University, I tutored on this program within two primary schools in East London. At present the Brilliant Club is only based in England: hence I have been working across the University and the Brilliant Club to set up the program here in Aberystwyth. In this presentation, progress towards this goal will be presented. The benefits of the Brilliant Club are not just limited to the schools involved: Brilliant Club offers the opportunity for lecturers to showcase and disseminate their research through their students whom gain valuable teaching skills and experiences which can help them springboard into a career in teaching. It is becoming increasingly common that research grants are awarded on the condition of public engagement work been undertaken: hence Brilliant Club is a means of achieving this for individual research groups, departments and Institutes. It is also in line with Aberystwyth policies of fair access recruitment and diversity. I will also discuss my experiences of tutoring in East London and my ideas for future courses based on my research in characterizing exoplanetary atmospheres.