Seventh Annual
AU Learning & Teaching Conference
Programme

8th-10th July 2019
Organised by the Learning and Teaching Enhancement Unit
Information Services

elearning@aber.ac.uk
https://www.aber.ac.uk/en/is/it-services/elearning/
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# Programme at a Glance

## Monday 8th July 2019

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<td>Registration</td>
<td>Think Tank, Llandinam</td>
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<td>09:15-09:30</td>
<td>Conference Welcome</td>
<td>A6, Llandinam</td>
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<td>09:30-10:00</td>
<td>Pro Vice Chancellor Welcome and Launch of the Learning and Teaching Strategy</td>
<td>A6, Llandinam</td>
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<td>10:00-10:45</td>
<td>Conference Keynote – Rethinking Learning for an Age of Uncertainty</td>
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<td>Helen Beetham</td>
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<td>10:45-11:15</td>
<td>Break</td>
<td>Think Tank, Llandinam</td>
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<td>11:15-12:15</td>
<td>Conference Keynote workshop</td>
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<td>12:15-13:00</td>
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<td>Think Tank, Llandinam</td>
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<td>Exemplary Course Award Winners</td>
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<td>Simon Payne &amp; Marco Arkesteijn</td>
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<td>Parallel Session 1:</td>
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<td>Failures, Fiascos and f**k ups: Improving our Practice by Reflecting on our Mistakes</td>
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<td>Victoria Wright &amp; Hanna Binks</td>
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<td>Parallel Session 2:</td>
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<td>Equality, Diversity and Inclusion in Teaching and Learning</td>
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<td>Ruth Fowler</td>
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## Tuesday 9th July 2019

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| 09:15-09:30 | Vice Chancellor Welcome<br>
*Professor Elizabeth Treasure*                                         | A6, Llandinam |
| 09:30-10:00 | Assessing the Practical (laboratory) skills that students will use for their future career<br>
*Marco Arkesteijn*                                                                 |             |
| 10:00-10:30 | Designing and Delivering a CPD programme for students<br>
*Antonia Ivaldi*                                                                             |             |
| 10:30-11:00 | Never mind the Width, Feel the Quality! How Module Reading Lists Can Support Information<br>
*Joy Cadwallader*                                                                            |             |
| 11:00-11:30 | Break                                                                                           | Think Tank, Llandinam |
| 11:30-12:30 | Parallel Session 1:<br>
Learning Design Easy as ABC – an introduction to ABC Learning Design<br>
*Mary Jacob*                                                                                  | B22, Llandinam |
|           | Parallel Session 2:<br>
Neurodiversity and Inclusive Practice<br>
*Caroline White & John Harrington*                                                             | B23, Llandinam |
| 12:30-13:15 | Lunch                                                                                           | Think Tank, Llandinam |
| 13:15-13:45 | Parallel Session 1:<br>
Keeping in touch: Using Skype for Business to provide assignment support for students on placement<br>
*Susan Chapman, Manon Lewis & Jim Woolley*                                                      | B23, Llandinam |
| 13:45-14:45 | Aber Quiz: A Home-Grown Quiz System<br>
*Chris Loftus*                                                                                 |             |
| 14:45-15:15 | Using Padlet                                                                                     |             |
| 13:15-15:15 | Parallel Session 2:<br>
Admin Forum                                                                                   | A6, Llandinam |
| 15:15-15:45 | Break                                                                                           | Think Tank, Llandinam |
| 15:45-17:00 | Parallel Session 1:                                                                           | B22, Llandinam |
### AU Learning and Teaching Conference 2019

#### Special interest on Distance Learning

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<td><strong>Parallel Session 2</strong>&lt;br&gt;Create and Publish your Aspire Reading List&lt;br&gt;Joy Cadwallader</td>
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<tr>
<td>16:15-16:45</td>
<td><strong>Update and Enhance an existing Aspire Reading List</strong></td>
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<td>15:45-17:00</td>
<td><strong>TPAU Special Interest Group</strong>&lt;br&gt;Annette Edwards</td>
<td>A6, Llandinam</td>
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<td>15:45-17:00</td>
<td><strong>PGCTHE Participant Meet-Up</strong>&lt;br&gt;Mary Jacob</td>
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<td><strong>Registration</strong></td>
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<td>09:30-10:00</td>
<td>&quot;The Land of Content Lost&quot;. How can a lecture’s content be delivered without spending so much time on lecturing?&lt;br&gt;Jon Bell</td>
<td>Medrus 1</td>
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<td>10:00-10:30</td>
<td><strong>Encouraging Mathematicians and Master’s students to reflect</strong>&lt;br&gt;Kim Kenobi</td>
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<td>10:30-11:00</td>
<td><strong>Entering the ’Dragon’s Den’: A Creative Approach to Teaching Spanish Business Language</strong></td>
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<tr>
<td>11:30-12:30</td>
<td><strong>The Brilliant Club</strong>&lt;br&gt;Maire Gorman &amp; Greg Scannell</td>
<td>Medrus 1</td>
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Foreword

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

– Benjamin Franklin

The annual Aberystwyth University Learning and Teaching Conference is entering its seventh year, and judging by this programme, it continues to offer a high level of pedagogical engagement and teaching innovations and ideas. Over the years, the conference organisers have cast their net widely to bring exciting and engaging external speakers to headline the conference plenary sessions, and this year is no exception, with the promise of Helen Beetham’s keynote address on teaching in the digital age.

Aberystwyth University punches above its weight in the area of Learning and Teaching. With our accolades for the student experience, learning resources and teaching excellence, we can be rightly proud of the practices, innovations and rigour that our university staff bring to this aspect of the job. However, in order to keep at the forefront, Aberystwyth University needs to continually learn about the cutting-edge developments in the sector, to adapt our teaching techniques to meet the changing needs of student cohorts, and to engage our students as active partners in their learning. This is partly the role of the conference – a place to encourage and stimulate conversations about that activity that makes up much of the rationale of a University.

As a means of developing a digitally aware, actively engaged, culturally sensitive, and globally employable graduate, these goals will form the core aspirations of the new Aberystwyth University Learning and Teaching Strategy – that will be launched at this conference. Reaching the apex of achievement: as our University Strategic Plan states, we want to empower students to attain their potential, to become free and independent critical thinkers, and to do so in a supportive, inclusive and creative bilingual environment. With Benjamin Franklin’s words ringing in our ears, I hope that this Learning and Teaching Strategy will invigorate and extend a campus-wide debate about various aspects and ways of teaching – What does it mean to involve someone in their learning? What is the relationship of our teaching to our research? How can we deepen the student-as-partners relationship? How can we extend our use of the digital sphere in our teaching? How can we integrate the digital with other more embodied and physical modes of learning? – and drive our ambitions over the next years to remain an institution that is internationally recognised for teaching innovation and learning partnership.

Finally, may I thank this year’s organiser, Dr Jim Woolley, and his colleagues for putting together another enticing programme; to our University colleagues for their continuing commitment to the event through presentations and workshops; and to the wider university staff who make such an event possible. May you all enjoy and benefit from this year’s conference.

Professor Tim Woods
Pro Vice Chancellor, Teaching, Learning and Student Experience
Message from Conference Organisers

Dear Conference Delegate,

Thank you very much for attending this year’s Learning and Teaching Conference. We hope that you find the conference stimulating and useful. This year’s conference theme, Learning from Excellence, aims to reflect the brilliant teaching and learning activities that our students benefit from and the breadth of presentations and workshops definitely demonstrate this. We’re particularly excited to welcome Helen Beetham who will be delivering a keynote presentation, entitled *Rethinking Pedagogy for an Age of Uncertainty*, as well as a workshop which will offer teaching staff strategies that they can place directly into their learning and teaching activities. Helen has a breadth of experience in curriculum design, digital literacies, e-learning, and regularly works as a consultant for JISC, most recently on the Digital Insights project. The conference happens to coincide with the publication of the third edition of Helen’s book, *Rethinking Pedagogy for a Digital Age: Principles and Practices of Design*.

The conference organisers would like to extend thanks to this year’s presenters for sharing their practices and experiences with. Thank you as well to Tim Woods for supporting the conference. This year, we’ve got a few changes that we’d like to draw your attention to. Firstly, we have established a steering group to help shape the conference. Thank you to Steve Atherton, Rebecca Edwards, Jonathan Fry, Mary Jacob, Daniel Low, Justin Pachebat, Simon Payne, Kyriaki Remoundou, Anoush Simon, and Megan Talbot for your contributions to the conference. In addition to this, we’re also welcoming the Admin Forum for the first time. Finally, on Tuesday afternoon, we’ve got some special interest groups that we are hoping will be built on every year.

- Special interest group on Distance Learning
- PGCTHE Participant Meet Up
- TPAU Special Interest Group

The aim of these special interest groups is to come together across Departments around a common theme or interest. If you’d like to propose a special interest group for next year’s Learning and Teaching Conference then please let us know.

Continuing from last year, we are continuing to make our conference more sustainable. We are using an app instead of printing out programmes. If you are able to do so, please download ApAber where you’ll find all the information that you need. Our conference organisers will also be on hand to help with this. We’ve encouraged less plastic by asking attendees to bring their own re-usable mugs. We’re also looking to you to set the agenda for our Academy Forums for the next year. You are able to do this by completing this survey. Each year we strive to improve our conferences and make changes based on your feedback. We’re very keen that the conference is of benefit to you and remains relevant to your teaching practice so please fill out the feedback survey available in ApAber.

Finally, we would like to make you aware of a change. Owing to the Open Day, we are on the move on Wednesday 10th July. The final presentations will be taking place in Medrus 1 1. We hope that you will enjoy the conference. If you have any questions throughout the conference, please don’t hesitate to contact us.

Thank you,

Conference Organisers
Monday 8th July 2019

Conference Welcome
08/07/2019, 09:15, Llandinam A6

Tim Davies & Kate Wright, Information Services

Welcome and Learning and Teaching Strategy
08/07/2019, 09:30, Llandinam A6

Professor Tim Woods
Pro Vice-Chancellor Learning and Teaching

Keynote: Rethinking Learning for an Age of Uncertainty
08/07/2019, 10:00, Llandinam A6

Helen Beetham

Helen is an education consultant, researcher, writer, and digital project leader, with a particular focus on learners’ digital literacies. Recently, Helen helped to develop the Jisc Digital Insights survey. Aberystwyth University was one of the Universities that took part in this project.

The third edition of Helen’s co-edited collection with Rhona Sharpe is due to be published in July this year and happens to coincide with the dates of the conference. The book, entitled Rethinking Pedagogy for a Digital Age, brings together recent developments and critical theories on designing learning activities that are learner-focused and accessible, and incorporates case studies and research from across the sector.

In addition to delivering a keynote on the topic of curriculum development and digital learning, Helen will also be offering a workshop to delegates so that they can apply what they have learnt to their own specific contexts and curriculum. We will be using the data and findings from the Digital Insights project to support this work.

Workshop
08/07/2019, 11:15, Llandinam B23

Helen Beetham

Exemplary Course Award Winners
08/07/2019, 13:00, Llandinam A6

We are excited to announce this year’s Exemplary Course Award Winner and Highly Commended Achievers. The diverse range of teaching and learning styles evidenced in this year’s applications reflects the innovative work that is taking place across the institution. The panel for this year’s Exemplary Course Award noted that
these modules really understood their students and their student needs for a varied and rich learning experience.

The aim of the Exemplary Course Award is to recognise the very best learning and teaching practices by giving staff members the opportunity to share their work with colleagues, enhance their current modules in Blackboard, and receive feedback on their modules. Modules are assessed across 4 areas: course design, interaction and collaboration, assessment, and learner support. The self-assessed nature of the award gives staff the opportunity to reflect on their course and enhance aspects of their module before a panel assesses each application against the rubric.

In this presentation, winners and highly commended achievers will be tours of their modules, sharing with you examples of their exemplary practice.

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Encouraging Students to Engage with Feedback: Making Revisions using Word’s ‘Tracked Changes’ Feature... and getting credit for it

08/07/2019, 13:30, Llandinam A6

Dr Simon Payne & Dr Marco Arkesteijn

IBERS

Effective and innovative learning designs will be explored to determine if there are ways to promote student’s engagement with their previous work. Engaging students with their own feedback and their previously written work typically is quite challenging, despite theoretically being an effective way for them to reflect and learn for future coursework.

In one of our year two modules (Improving Physical Activity & Sports Performance) we staggered the submission dates of laboratory report sections (intro, method, results, discussion) and set a subsequent deadline for submission of a ‘final version’ of the complete report; this gave students the opportunity to gain marks for improvements made to the previously submitted sections (worth 10% of the coursework mark), emphasising depth and breadth of the changes - and therefore effort - as much as the scientific quality of the work. As part of the coursework feedback, three ways to improve were provided for each section. Students’ were instructed to address these areas of improvement, and highlight where in the original text they had made these changes, using Word’s ‘tracked changes’ feature.

In this session we will share our positive and negative experiences of this approach. We welcome a lively discussion about other ways to engage students with previously submitted coursework as a starting point to improve their writing skills and attitude towards continual academic improvement.

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Can Video Capture increase Student Engagement with Feedback?

08/07/2019, 14:00, Llandinam A6

Gary Wyn-Jones

Coleg Cambria

Provision of high quality feedback is widely regarded as one of the key components within education for facilitation of enhanced student comprehension and development. However, questions are often raised
regarding a perceived lack of student engagement with specific written feedback. Consequently, there is a need for educators to be reflective, continually asking questions and considering how we can all be increasingly proactive in approach and strategy. In a process which is unquestionably time consuming for teaching staff, there is a need to ensure it has a purpose which is rooted in core pedagogical theory, thus placing the student at the heart of their own learning. As part of a PGCTHE Action Research, personalised video capture feedback was provided to a PGCE cohort alongside traditional written feedback. It’s impact was explored with focus on engagement, comprehension and clarity in order to try and secure enhanced student self reflection and best use of feedforward provided.

Failures, Fiascos and F**k Ups: Improving our practice by reflecting on our mistakes
08/07/2019, 15:00, Llandinam B22

Dr Victoria Wright & Dr Hanna Binks
Psychology

Mistakes were made… Contemporary approaches to learning and teaching emphasise the role of identifying and sharing good practice as part of a culture of continuous improvement. However, in many cases, examples of good practice can have their origins in errors, mistakes and failed experiments. As reflective practitioners of teaching, we argue that there is value in sharing experiences of instances where things didn’t work as planned and in reflecting on how we negotiate the fallout from such situations in regard to the development of our teaching practice. As such, this informal workshop will provide an opportunity for colleagues to reflect on teaching-related ‘fails’ and how they impact on our teaching practice. The session will also offer scope for consideration of the personal impact on colleagues of such issues and how these effects can be mitigated for the benefit of all involved. To participate in this session, please come armed with your teaching-related ‘fails’ and be prepared to share your experiences. We welcome ‘fails’ of all kinds – interpersonal or communication failures, technology failures, organisational failures and/or any other kinds of missteps that may have impacted on students’ learning or your teaching. Please be prepared to share in a supportive, fun and non-judgmental way. Whilst the session will not be recorded in order to facilitate an environment in which participants feel comfortable sharing their experiences, we hope through discussions to begin to develop the start of a resource for staff on managing such situations that we will make available after the session.

Equality, Diversity and Inclusion in Teaching and Learning
08/07/2019, 15:00, Llandinam B23

Ruth Fowler
Human Resources

This Equality, Diversity and Inclusion training has been designed to help Academic staff understand more about their responsibilities for promoting equality, tackling all forms of discrimination and fostering good relationships between diverse groups of people in the lecture room. Specific learning aims include: • To raise awareness of the nine protected characteristics • Explore and consider issues of empathy and sympathy by exploring stereotypes • Achieve good and exemplar practise This course is run as a 2 hour workshop. Delivery is through a mixture of methods and involves delegates in group exercises and discussions. Training is practical and interactive.
Welcome from the Vice Chancellor

09/07/2019, 09:15, Llandinam A6

Professor Elizabeth Treasure
Vice Chancellor

Assessing the Practical (Laboratory) Skills that Students will use for their Future Careers

09/07/2019, 09:30, Llandinam A6

Dr Marco Arkesteijn
IBERS

The assessment of the practical skills a student has should be considered part of preparing students for their future career. In Sport and Exercise Science, many careers involve the assessment and monitoring of a client (in sport, rehabilitation, healthy ageing, education). Therefore, it is helpful that these skills are actively developed, and assessed. In the first year module 'Client Assessment', 70% of the module mark is based on the ability of the students to engage with a 'client', use equipment, collect data and act in a professional manner. In this session, a short overview of the developed assessment, the marking criteria and experiences of marking these 'real world scenarios' is provided. This will be followed by a discussion to share views with attendees, and explore alternatives and best practice.

Designing and Delivering a Continuing Professional Development Programme for Students

09/07/2019, 10:00, Llandinam A6

Dr Antonia Ivaldi
Psychology

It is typical practice for universities to have a continuing professional development programme for staff, but the opportunities for students to engage in a similar programme are less evident, beyond those offered within study skills schemes. This presentation outlines a bespoke professional development programme for students, offered by professional trainers, that is grounded in coaching practices and personal development work. APPS is the Aber Psychology Professional Skills programme that has run in the psychology department for the last two years. Ten workshops are offered throughout the year for all undergraduate students in psychology, covering topics such as building conference, managing stress, time management and procrastination, working with mindsets, presentation skills, and advanced communication skills. Offered as an optional programme, students may work towards completing the full course, or attend individual sessions as appropriate. This presentation considers the need for such a programme, before describing the design and delivery of the course, and subsequent student feedback. Evaluations support the need for a student continuing professional
development programme as it not only provides students with the space and support to engage in introspective work with each other, but also assists them in developing additional key skills in reflection and self-awareness beyond the assessed components embedded within the degree programme.

Never mind the Width, Feel the Quality! How Module Reading Lists Can Support Information Literacy

09/07/2019, 10:30, Llandinam A6

Joy Cadwallader
Information Services

The design and integration of reading lists can inform the learning scaffold for students to build their critical thinking in the discovery and evaluation of information sources. This presentation includes a brief summary of recent research in this area, and identifies strategies to embed a reading list effectively in module delivery and to devise reading lists to support learning outcomes.

Learning Design Easy as ABC – an Introduction to ABC Learning Design

09/07/2019, 11:30, Llandinam B22

Mary Jacob
Information Services

Can effective learning design really be as easy as ABC? Yes, it can! Come along for a taster that introduces the ABC Learning Design method for designing modules and study schemes. A simple storyboarding approach makes it easy to align learning activities and assessment with learning outcomes and encourages participants to ‘think outside the box’. It all starts with drafting a Tweet-sized module summary, followed by constructing an effective blend of six types of learning activities. Colourful cards with lists of potential activities give you a head start on thinking through your options. The cards are then added onto a timeline. The process is quick and engaging. In this workshop, we aim to give you a flavour of the process. We will introduce the principles behind the storyboarding method, show an example of it in action, and then set you loose with the materials to see how it works. For the group-work part of the session, you may either use a sample scenario provided or one of your own modules, as you wish. Developed by UCL and built on evidence-based pedagogical principles such as Diana Laurillard’s conversational framework, ABC Learning Design workshop materials have been made available to all via a Creative Commons licence and have been widely used in the UK and internationally. The ABC Learning Design blog has the latest news: https://blogs.ucl.ac.uk/abc-ld/. CDSAP has introduced it to our PGCTHE module 1 candidates and is offering facilitated design sessions to departments and faculties. After an initial consultation, the full design session takes only 90 minutes and several teams can work in parallel during one session. If you invite students to join the teams, this method is a great way to work with students as partners for learning design. Please contact us at thestaff@aber.ac.uk to discuss a consultation and arrange a facilitated session.
Neurodiversity and Inclusive Practice

09/07/2019, 11:30, Llandinam B23

Caroline White & John Harrington
Student Support and Careers Service

Students with neurodiverse profiles are frequently disabled by the learning environment. This interactive session will initially consider specific student profiles and their corresponding difficulties such as motivation, working memory and self-esteem. It will then explore ways we can provide a more inclusive education. Drawing on students' experiences, the session will explore a range of practical strategies which will benefit the wider student community. The session will reflect on a range of practical transferable interventions which can be embedded in a variety of learning contexts.

Keeping in Touch: Using Skype for Business to provide assignment support for students on placement

09/07/2019, 13:15, Llandinam B23

Dr Susan Chapman, Manon Lewis & Jim Woolley
School of Education & Information Services

Student teachers on school experience have to manage many demands on their time including planning lessons, teaching, other professional duties and academic work. In the school environment, they do not have the opportunity to receive the kind of guidance that is routinely given to students on campus. Course reviews based on feedback from students and from Estyn suggested that students do not always make good use of assignment feedback to support their progression. In collaboration with the E-learning team, ITE staff developed a webinar using Skype for business to support students in preparing for assignments while they were dispersed in schools across Wales.

Aber Quiz, a Home-Grown Quiz System used for teaching

09/07/2019, 13:45, Llandinam B23

Dr Chris Loftus
Computer Science

For many years the University has provided Qwizdom Virtual Remote (QVR) as a way for teaching staff to undertake real-time quizzes within the classroom. The classroom presenter embeds quiz questions within their slides, which are followed in real-time by students on their smartphone or PC/laptop browsers, as well as being displayed by the data projector. Such quizzes encourage active learning by students, help promote discussion, and help the presenter understand student grasp of the subject. QVR also allowed staff to download reports of participation and quiz responses. During the 2018-2019 academic the cost of supporting QVR became prohibitive and was therefore removed in December 2018. In response to the loss of such a valuable service, staff in Computer Science trialled a student-developed prototype Aber Quiz system, to see whether it would provide a suitable replacement to QVR. The author has used Aber Quiz extensively in a first-year programming module throughout semester two. Two other staff from the same department have also used the system. Results have been promising with favourable student and staff feedback. Staff have identified
aspects that could be improved, and the student developer has agreed to maintain the software to address these issues, as part of AberWorks in May and June 2019. This workshop will present the current state of Aber Quiz and will help participants to develop and run a quiz using the system. Feedback gained from the workshop will help ascertain whether the system could be made more widely available within the University.

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Padlet: A Sharing Platform

09/07/2019, 14:45, Llandinam B23

Danielle Kirk
Modern Languages & Lifelong Learning

In this session, I will be introducing the online sharing platform: Padlet. This application is a virtual wall, which allows groups of people to share ideas instantly using their devices (mobile, tablet, laptop etc.) I will be explaining how I have used Padlet to enhance my own teaching as well as making way for the group to discuss how it could be useful in their own teaching. A presentation of how to use Padlet will be followed by a short demonstration whereby the group will be contributing to a Padlet. We will also discuss how this application can be beneficial for inclusive teaching as well as any negative aspects of the application.

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Admin Forum

09/07/2019, 13:15, Llandinam A6

The Forum has been invited to contribute to this year’s Learning and Teaching Conference in recognition that staff from across the University’s various support, professional and commercial services have a significant impact on learning and teaching activities. This is often in the background and behind the scenes but no less important for that. The hope of this Forum session is to share examples of good practice going on that may be of benefit to others. This Forum will include:

- Elizabeth Kensler and Nia Ellis sharing how Information Services have achieved accreditation from Customer Service Excellence for the level of customer service they offer.
- Tim Macy from Estates talking about the development of learning spaces throughout the University.
- Stuart Beckley and Ffion Hoare talking about how the Faculty of Earth and Life Sciences has been developing new ways of handling large scale systems for attendance monitoring, PGR administration, UAP and Exam Mark Transfer. Come and learn from their experience.
- Nina Docking sharing how the Department of Information Studies has made extensive use of the University’s online shop and how this facility can be used to make life easier when dealing with organising a conference, handling events such as study schools and many other tasks.

These sessions will include the chance to ask questions and discuss the topics under discussion, networking with staff from across a range of different academic, support and professional service departments.

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Keep Checking In: Motivational Strategies for Distance Learners

09/07/2019, 15:45, Llandinam B22

Alison Pierse
Lifelong Learning

The current data for retention/completion for a Mooc is 15%. An opportunity to address the 'elephant in the room'. Are you wary of creating a 'failure factory'? Have you considered designing your programme or a series of modules using a distance learning format? This conversation session hopes to open dialogue between
colleagues who have developed distance learning and those who are interested in learning more. It is an opportunity to ask questions, share experiences and discuss the issues around the poor retention rates of distance and online learning. Retention and motivation is key to the delivery of distance learning programmes. Researcher Edward Anderson (2006) believes that student drop out was largely due to one factor - the loss of the motivation to learn. He said: 'the best predictor of student retention is motivation'. Do part-time distance learners and full-time distance learners have different motivational needs? How do learners experience distance learning? What are the reasons for the drop in motivation? What tools are used to engage students? What’s in it for me? Come prepared to contribute

Making Connections: Learning how Distance Learners Learn
09/07/2019, 16:25, Llandinam B22

Marianne Taylor
DIS

Create and Publish your Aspire Reading List
09/07/2019, 15:45, Llandinam B23

Joy Cadwallader
Information Services

This workshop is aimed at staff who need to create a new Aspire reading list and have not used Aspire before or would like a refresher. Prerequisite: If you have not created/edited a reading list in Aspire before, please follow these instructions to check you have the necessary permissions to participate and what to do if you haven't: https://faqs.aber.ac.uk/271

Update and Enhance an Existing Aspire Reading List
09/07/2019, 16:15, Llandinam B23

Joy Cadwallader
Information Services

This session is aimed at staff who are updating / enhancing an existing Aspire reading list. Prerequisite: If you have not created/edited a reading list in Aspire before, please follow these instructions to check you have the necessary permissions to participate and what to do if you haven't: https://faqs.aber.ac.uk/271

TPAU Special Interest Group
09/07/2019, 15:45, Llandinam A6

Annette Edwards

The slot will have short presentation from previous TPAU students together with an open discussion about Small Group Teaching. The TPAU's aims are to develop the teaching skills of postgraduate students who are already teaching in their departments. The programme gives students a grounding in the good practice of teaching and expands their knowledge and expertise in a range of core teaching areas. The programme is
accredited through the Higher Education Academy (HEA) at Associate Fellowship level. Further information can be found on our web page https://www.aber.ac.uk/en/cdsap/tpau/

PGCTHE Participant Meet-Up

09/07/2019, 15:45, Llandinam B20

Mary Jacob

This is an informal session where current and past participants can drop in for a chat over a cup of coffee. It is a good opportunity to meet with other participants and share experiences. If you have any questions about upcoming assignments or any other aspect of the programme, Mary will be happy to help. We look forward to seeing you there.
"The land of content lost" – how can a lecture’s content be delivered without spending so much time lecturing?

10/07/2019, 09:30, Medrus 1

Dr Jon Bell
Computer Science

There is a common consensus that our students’ contact hours are better spent doing something more involving than listening to an academic talking. However, one of the accepted drawbacks of this is that we (feel we) have information we need our students to receive and use as the basis for their own developing knowledge of a subject and we are left with less time for delivering this information. Last year I helped teach a module to Masters students that aimed to teach them programming, in the Python language, in 31 contact hours. That’s a lot of content... The presentation will explore ways in which we can spend less time in our lectures actually lecturing so leaving time for active learning while still delivering the content, focusing on a proposed change to content delivery for my part of this module in which the information is presented before the lecture, using slides and commentary, allowing time in the lecture to explore this information and actively cultivate understanding. I will finish with a set of questions that I hope will stimulate discussion of how we can present all the expected lecture content while doing less lecturing.

Encouraging Mathematicians and Master’s Students to Reflect

10/07/2019, 10:00, Medrus 1

Dr Kim Kenobi
Mathematics

Three courses, aimed at different cohorts, come together for a series of seminars on Statistical Consultancy. I use this triple of modules (Topics in Biological Statistics for third year maths students, Statistical Techniques for Computational Scientists for Master’s students and Statistics in Context: Collecting, Handling and Presenting Data for PhD students) as an opportunity to introduce an unusual form of assessment in mathematics - reflective writing. In this presentation, I will give an overview of the course structure and describe how the students in the different cohorts engage with the assessment. For all of the students, their active participation in their respective module begins with a presentation that is not assessed. For the PhD students this is an individual presentation and for the Master’s and undergraduate students it is a group presentation. The assessment consists of an individual presentation and a reflective essay, both on the theme of “What have I learnt as a result of participating in the module?” One theme I will elaborate on is the difference between the undergraduates and postgraduates in terms of the maturity they bring to their reflective assignments. I will share details of how I prepared the students for their reflective writing, and give some examples of the students’ reflective writing. Overall, this suite of modules has been very successful this year, particularly in terms of the cohesiveness of the mixed class by the end of the semester. It has been fascinating to watch how the students have interacted, and to appreciate their growth not only in terms of handling data, but also in terms of team work and general support for one another.
Entering the ‘Dragon’s Den’: A Creative Approach to Teaching Spanish Business Language

10/07/2019, 10:30, Medrus 1

Dr Jennifer Wood

This presentation will introduce participants to a group work project used in the second year Spanish Language of Business module, focused on enhancing the student learning experience and encouraging language students to see the connection between skills gained in the classroom and their ‘real world’ application. In addition, this project fosters a collaborative and participatory learning experience, where students are encouraged to work together and take ownership of their own learning. Students are expected to work independently throughout the semester, in small groups of 3-5 people, on the creation of a business, which they are then expected to present to their peers, in Spanish, in a Dragon’s Den style scenario at the end of the module. The purpose behind this approach is to foster transferable and employability skills and encourage entrepreneurship, alongside the necessary linguistic skills, and to tailor these both to the learning outcomes of the module and to students’ overall degree programme, as many students who take this module study Spanish as an element of studies in Business or Tourism. This assessment is also aimed at encouraging those students who are not Business/Tourism students to engage creatively with the module. Assessment consists of a variety of elements to actively engage students in the process and allow for students with different learning styles and skill levels to have an opportunity to present their work to advantage. Assessment includes (i) both tutor and peer feedback and assessment – peer marks are included within the overall grade for the assessment; (ii) an individual portfolio, including a reflective piece; and (iii) the final group presentation in which all students must participate equally and for which they receive a group mark.

Designing Effective Public Engagement Activities

10/07/2019, 11:30, Medrus 1

Dr Maire Gorman & Greg Scannell

An interactive session considering what are the most effective techniques to utilise in Public Engagement activities, especially for a non-expert audience. There will be opportunities for delegates to share their own best practice and to try out new activities and ideas. The session is based upon some of the training that The Brilliant Club provides for PhD researchers who become tutors on The Scholars Programme and design and deliver courses based upon their research to young people in schools and colleges. The session will also include more information on becoming involved in this widening participation programme.
Aspire Reading Lists: service signpost

Joy Cadwallader
Information Services

A set of posters to recap the List View upgrade and signpost the as yet unscheduled List Edit upgrade to Aspire Reading Lists
- describing new features and their potential impact
- offering staff early access on request, training, online demo
- links to support materials, help/advice contacts