LEARNING & TEACHING DAY 2017

OUTSIDE IN: THE WORLD IN THE UNIVERSITY
HOW EXTERNAL FACTORS INFLUENCE OUR TEACHING

ABSTRACTS & POSTERS
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEYNOTE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>PRESENTATION ABSTRACTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STRAND 1: OUTREACH, ENGAGEMENT &amp; PARTNERSHIPS</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>PRESENTATION ABSTRACTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STRAND 2: EMPLOYABILITY</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>PRESENTATION ABSTRACTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STRAND 3: NEW HORIZONS</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>PRESENTATION ABSTRACTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STRAND 4: RESEARCH-BASED TEACHING</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>POSTER ABSTRACTS</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>PANEL BIOGRAPHIES</strong></td>
<td>47</td>
</tr>
</tbody>
</table>
This keynote will explore the interaction between universities and outside agencies, both now and in the future. It will consider how universities in general and UEA in particular can build good links with business, commerce and other partners in the rapidly changing climate of Higher Education. There will be a focus on local, national and international challenges and how Higher Education can help meet those challenges.

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Presentation abstracts
Strand 1: Outreach, engagement and partnerships

- Projects or initiatives which involve University staff working with external stakeholders or contributors

- Collaborations which are student-focussed, or orientated towards knowledge transfer, which have an influence on teaching.
The world INTO the University

Integral to the vision of UEA are the international students and the ambassadors they will be for the university in the future. ‘More than just teaching English!', INTO prepares international students for further study at UEA. Using an INTO programme as a case study, this presentation will discuss how collaboration between UEA and INTO can enhance the student experience for all UEA students, how opportunities for dialogue between staff at UEA and INTO are created, and how external factors could influence our teaching.

The International Year One programme at INTO UEA is the equivalent of the first year of undergraduate study at UEA. The content of the programme, whilst designed for international students, closely corresponds to the first year of the same degree at UEA, as well as giving students a solid understanding of the skills and language they will need to be successful at undergraduate level.

In September 2016, INTO UEA and the School of Psychology welcomed the first students onto the International Year One in Psychology. This programme is a new model of collaboration between UEA and INTO, where the delivery of the programme is shared between the two institutions and students belong to both UEA and INTO.

This presentation will cover the design of the programme, the experiences of staff and students in the collaboration, and ask reflective questions regarding the potential approach to and engagement of international students across the university.
Engaging with the community whilst developing professional practice through an audiovisual project

The aim of this presentation is to show how an UG module promotes student-focused and knowledge-transfer activities. With this initiative, students have the opportunity to engage with the community via charitable and non-profit organisations and, at the same time, develop their professional skills in the area of audiovisual translation and subtitling.

Support Access for Audiovisual Media (SAAM) is the title of a project, supported by the UEA Alumni Award Fund, which builds upon an undergraduate module entitled Technological Tools for Subtitling and Dubbing and my current research on linguistics and the contrastive analysis of culturally bound elements in audio-visual translation.

In the module, students learn the fundamental principles of audiovisual translation and apply this theoretical knowledge to practical tasks. Students engage in the creation of subtitles, intralingually and interlingually, for charitable and non-profit organisations.

By working with these organisations, students become sensitized to their needs and acquire professional experience in the area of audiovisual translation, developing their skills in this mode of translation.

Using genuine material challenges the students to elevate the quality of their translation work. Eventually, they also develop an understanding of professional standards, norms and translational ethics. The project has established links with national and international organisations: SKIP (Supporting Kids in Peru), Banana Link (UK) and Child Protection Toolkit (USA).

From a learning experience perspective, SAAM promotes students’ creativity as well as further expanding their existing linguistic skills in both their first and second languages. Ultimately, the module will make UEA a prominent centre for the study of audiovisual translation with subtitling.
Enhancing Study Abroad partnerships to enhance the student experience

Gaining a global experience has become an increasingly important component of the student’s study experience. Whilst being an opportunity for students to expand their academic and extra-curricular experiences overseas, towards successful graduate employability, opportunities for study abroad enhance international diversity for the visiting and home students’ experience and meet our commitments to developing internationalisation and an ethos for increasing trans-Atlantic cooperation. Meeting these worldwide ambitions to increase student mobility has led to a significant growth in recruitment to degrees with a year abroad at UEA, and in doing so has required us to develop quality exchange partnerships to meet this growing need.

This workshop takes participants on a journey through the development of a new exchange partnership before entering into a dialogue surrounding the maintenance of these crucial relationships. We will consider best practice using case studies that involve Schools which are new to and experienced with study abroad courses, and will explore mechanisms used to engage both academic and administrative colleagues at partnering institutions.
The importance of adult figures in motivating young people and encouraging progression in STEM subjects has been widely acknowledged. Lack of positive role models continues to be an issue, particularly for girls who often still see STEM careers as male domains. University students are widely assumed to make ideal role models due to their proximity in age to pupils and are a ubiquitous feature of universities in the UK and internationally. However, there has been little research into the deployment of ambassadors and the efficacy of different models of outreach. This paper is based on a qualitative study of STEM outreach activity at four universities in the USA where student ambassadors contribute to a range of activity with younger students. The study builds on previous research into STEM outreach work using ambassadors at two UK institutions. Loosely structured interviews and focus groups were conducted with academics, project organisers and student ambassadors at each institution. Drawing on constructivist grounded theory and systematically comparing organisers’ and ambassadors’ accounts of programme activity, insights were generated into issues and approaches across programmes that relate to practices in the UK.

There is an accepted view in both countries that activity should reach wider audiences and not simply target young people already interested in STEM careers – the brainy few. Critiques of outreach suggest that one-off interactions are ineffective, and consistent, sustained approaches required. However, lack of available funding and the increasing emphasis on the need for proof of impact can discourage engagement with wider audiences in both countries. In the UK university outreach activity is tied to raising aspirations, recruitment and promoting progression to university. In the USA, differences in the organisation and purposes of ambassador led outreach activity provide a wider audience of young people with insights into subject areas, potentially supporting more informed progression than activity led by generic outreach teams focused on aspiration raising.
‘You are smarter than a 10 year old – I promise you’: Supporting UG students to develop and facilitate outreach sessions

Raising aspirations of potential students from backgrounds currently underrepresented within Higher Education is a key aim of the Outreach team at UEA. It has long been recognised that our current undergraduate students are uniquely placed to support this aim. By working with young people our students are not only building their own employability skills, but also breaking down barriers by acting as role models the children can identify with.

I am fortunate in my split role (teaching and outreach) to work on a number of extra-curricular projects where students play a key role in the delivery of sessions. These vary dramatically in terms of the input from students. Some deliver pre-existing materials, focussing their energy on building communication, presentation and reflection skills. Others have taken control of the entire project, not only writing their own resources, but also recruiting and training their peers. One project to make such a transition is Street Law - a volunteer project involving over 100 UG students. The volunteers, led by a student committee of 4, deliver interactive workshops such as mock trials, internet safety sessions and negotiation skills.

Figuring out how to pitch the support to ‘teach’ students the leadership skills they need and ensure continuity of the scheme, whilst at the same time maintaining the student-led element of the scheme has been my challenge for the last two years. During this session my current students will showcase one of their own activities and share their experiences. We will then explore the benefits and challenges faced when implementing such schemes from a staff and school perspective. Finally we will consider next steps to getting involved with one of the schemes or support available to start your own.
Transition into Higher Education presents many challenges for students, and increasingly so for large diverse groups of study. This is the case of the first year compulsory module Introducing Intercultural Communication taken by all language degree students, including joint degree students and intercultural communication students. The range of interest, from business management, to translation and communication, and the specialisation in French, Japanese and Spanish, is being positively used in this engagement groupwork scheme that PPL and previously LCS have been leading. The very innovative and stimulating format allows for interaction with the community while already giving first year students a concrete representation of the application of skills and knowledge developed at university. Themes such as communication issues in public and private sectors, language and culture learning in schools, or investigating the impacts of Brexit on business communication and examples of projects worked on, through formats such as blogs, podcasts, magazines and school lessons. This presentation aims to share the benefits for both the organisations and the student experience, as individuals and active members of a group.
World on the street: a case study of university students and secondary school pupils as learning and teaching partners in a global education and public engagement project

This thirty-minute interactive presentation introduces participants to a student-led global education outreach project called World on the Street (WOTS). Through interactive discussion-based activities, participants will have the opportunity to explore and reflect on both how the WOTS project was shaped by, and helped to shape, some student-led teaching and learning practices at UEA.

Funded by CUE East (Community University Engagement East), the UEA-based Beacon for Public Engagement 2008-2012, the WOTS project involved UEA undergraduates and postgraduates working in partnership with secondary school pupils from Wymondham High School (now Wymondham High Academy) to engage members of the public, outside The Forum in Norwich, with important global and local issues such as climate change and migration.

Working together with Wymondham High teachers and the WOTS project coordinator (Pablo Dalby), the students and pupils became learning and teaching partners within a participatory action research team. The students and pupils together chose global/local issues that mattered to them, learnt more about those issues, created and facilitated learning activities that engaged members of the public, and then researched and reflected on the process. The project earned the team a Norwich City Eco-Award in 2012, which student and pupils proudly accepted in a ceremony at City Hall, and the experience has helped shape the project coordinator’s student-led teaching practice at UEA as an Associate Tutor and Learning Enhancement Tutor for Peer-Led Learning.
Bringing the outside in - recording students’ non-academic experiences as a peer support resource

There is evidence to suggest that peer support amongst students is effective in improving student experience at university. Therefore I am excited to launch a new “vlog”/ interview series in the School of Economics this year in which students will have the opportunity to make short videos (interviews or self-filmed) about their experiences outside of the classroom. These will be posted on the internal network allowing students to tap into a network of resources featuring other students.

Students make use of online videos much more than students in the past. I therefore believe that there is great importance in disseminating experiences via this medium in order to allow students to get the most out of university.

By the time of the L&T day I hope to have at least 5 videos online – I currently have 3 in the pipeline on Tips for 1st year, SSLC and Korfball at university. Students have been invited to talk on topics which do not directly relate to academics but relate to aspects of their university life which will indirectly feed into their academic education – for example hobbies, moving away from home, debates on economic issues they are interested in... etc. In particular I would like to assess how students’ experiences outside teaching and learning affect and impact their academics.

I will undertake an evaluation of the vlog series by surveying students who take part and who access the videos. Since this is a new project I hope that the surveys will help to identify possible issues and improvements.

I would aim to present my experience of the practicalities of setting up the project to audience members who may be interested in setting up something similar. I would also seek to present findings from the evaluation to see what benefits students perceive from it.
Strand 2: Employability

- Teaching which embeds a consideration of skills development and is cognisant of student destinations
- Teaching which engages with employers in productive ways
- Initiatives which forge links between teaching and employment.
Entrepreneurship in the classroom: Working within a module entitled Professional and Communication Skills we wanted to see what real life entrepreneurship skills overseas international students possessed. We gave them £10 cash money each with only 2 instructions:

- Make as much money as possible (legally) from your £10
- You may work with whoever you choose from your intake

All profits are to go to a charity of their choice.

This task had a true international flavour as it was designed over the Christmas break when many students return home, so the enterprising were involved in seasonal bilateral trade thinking about matching products to different markets which meant some rudimentary analysis and market research. Coordination and delegation within teams and a competitive spirit also came into play. Students were reminded that this activity would also be an opportunity to get a good Academic Engagement grade which forms 10% of their final module mark.

At the end of the period given, students presented on the rationale for business decisions taken, what worked well, what didn’t, and why. This talk will contextualise our experiment and say what happened, and invite thoughts and discussion.
(Re)constructing graduate attributes: how student submissions to the UEA Award can give insight into the benefit of taught programmes

The UEA Award is now in its second full year of operation, with 900 current registered students. The Award allows students to record and reflect on activities they complete when at UEA, including a select number of academic activities from which they build graduate attributes. Indeed, the UEA Award asks students to identify the attributes they believe they’ve gained using an attribute framework developed in consultation with employers and incorporated into the UEA Learning and Teaching Strategy.

In requiring students to reflect on some of their academic activities, the Award enters into the debate about how attributes should be constructed, defined and developed through teaching (Green, Hammer and Star, 2009). For instance, Green et al. suggest there may be a disjuncture between what is ‘taught’ and what students learn and experience in relation to attributes. In this session we want to consider the insight academic submissions to the UEA Award can give to supplement existing ‘curriculum mapping’ approaches to attributes gained in modules. The emphasis will be on consideration of the perceived benefits from the student perspective. Drawing on anonymised and collated Award data, our session will explore what students are saying in relation to their attribute development and how this differs from learning outcomes and the results of School and Faculty-led curriculum mapping. The disciplinary contexts of attribute identification will also be examined. Lastly, we will consider the implications of these insights for the process of student evaluation and course/module development.

Reference:
Higher Education Institutions “Need a defined and co-ordinated approach to employability that is understood and supported by all staff and made explicit to all students” – Doug Cole (2016).

Graduate prospects have historically been the primary focus for employability within higher education. The emergence of the Teaching Excellence Framework (TEF) is shifting the focus to encourage more of a holistic approach to employability, with students’ knowledge skills and career readiness being a focus throughout their studies as well as the measure of graduate prospect scores 6 months after graduation (Elkington, 2016).

The Faculty of Medicine and Health (FMH) has developed its employability offering to students throughout their studies, not just at the point of graduation. Employability permeates through all aspects of the faculty. The process of embedding employability within the faculty has facilitated a close working relationship between the FMH Associate Deans.

With a changing world within health and social care – it is essential that we liaise with our employing partners and respond to the changes in these external factors appropriately. We need to adapt what we offer our students so that they are career ready at the point of graduation. This involves changes to curriculum and the admission offering for students.

This presentation will explore the integrated working between employability, learning and teaching and admissions Associate Deans – to ensure that there is a co-ordinated approach to employability that is responsive to external changes and understood and supported by staff, students and employing partners.
Employability is becoming a key component within the curriculum of business degrees on account of the forthcoming TEF reforms as well as major recruiters announcing that they will no longer use degree classification in their recruitment process. This can potentially have major implications for university business schools. Embedding employability within the curriculum can develop generic as well as subject matter expertise skills valued by an employer.

Authentic assessment is defined as assessment “tasks (that) are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.” (Wiggins, 1993, p229). This paper will conduct a literature review of authentic and traditional forms of assessment in the context of a millennial workforce and employers that are moving away from degree classification as their primary filtering criterion. An empirical study of authentic assessment at UEA involving employer participation over a three year period will be used to answer research questions that arise from the review of the literature.
Digital heritage: equipping students for the cultural and creative industries

The presentation will explore how hands on experience with archives and digital heritage has been incorporated into UEA teaching, and its role in developing and supporting students’ employability. UEA hosts two key UK cultural heritage collections in the form of the East Anglian Film Archive and the British Archive for Contemporary Writing. Both archives have successfully hosted UG and PG student seminars as part of existing teaching modules. The sessions provide insights, and in some cases hands on experience, of archive handling, collection management and the operational running of a cultural heritage organisation. The feedback has been hugely positive with a strong desire emerging for greater immersion and more context.

The presentation will foreground the embedding of archives within teaching and demonstrate how the immediate challenge of managing digital content, through digitisation, preservation and presentation of born digital material, provides further opportunities to equip students with knowledge and practical skills that have a much wider application in the economy.

It will highlight current initiatives being delivered within the Faculty of Arts and Humanities but available to the wider student body at UEA. Indicative projects include: UNBOXED, (British Archive for Contemporary Writing) piloted in 2016/17. Student volunteers, recruited through UEA Career Central, bring greater visibility to collections through blog writing and social media, receiving training in literary archive research and archive handling as well as support in blog writing and social media and awareness of copyright and data protection. We will also discuss EAFA’s Mash Up competition which inspires students across UEA to make a short film including archival footage, providing training workshops on sourcing, importing and editing archival materials.

We will also discuss plans for future initiatives that could be offered or developed across UEA, that have been facilitated by the new Media Centre and by collaborations, and synergies, shared by UEA’s archives and their teams.
Since 2016, the NHS has striven to employ staff with the necessary values needed to care for patients and work with colleagues in an integrated fashion. The NHS values are for staff to: work together for patients; show respect and dignity; show commitment and quality of care; show compassion; improve lives; everyone counts. In order to be employable, doctors need to develop these values and understand the roles and responsibilities of other health and social care staff so that each team member can excel in their role and deliver the high quality, patient-centred and compassionate care the public deserves and expects.

In repose to the above, a pilot was initiated at Norwich Medical School with the aim of developing an intervention whereby medical students have the opportunity to learn about fundamental care needs and the role of the Healthcare Assistant (HCA), a key staff member who each day needs to apply the desirable NHS values and behaviours as they provide care to patients.

In 2015-2016, 31 first-year medical students completed an HCA induction and three supervised shifts across three hospital trusts. During the shifts the students conducted hands-on care with patients and learned about the HCA. The pilot was a great success, with students and staff giving very positive feedback. Some changes were suggested, which were acted upon this year when the project extends to involve 60 students, including more hands-on training during the induction. In 2016-2107, community trusts will also become involved, which will enhance the partnership between UEA and the community and with a win-win experience for students, staff and patients as some students carry on with further HCA work during their studies. The presentation will show data from the original and extended pilot and also a suggested way forward for how all medical students will become involved.
Strand 3: New horizons

- Work which addresses the potential impact of new policy on teaching and learning
- Teaching which works to take account of shifts and developments in the broader landscape of higher education.
Pedagogy for the virtual classroom: delivery and interactivity in the ‘UEA/SeNSS online training series for PGRs’

Inspired by UEA’s call for ‘innovation around new-style courses’ (Learning & Teaching Strategy 2014-2019), and the ESRC’s desire to promote alternative modes-of-delivery in the context of PGR training (Training Guidelines 2015), the Faculty of Social Sciences Graduate School initiated the ‘UEA/SeNSS Online Training Series for PGRs’ on a trial basis in October 2015. The programme offers research and transferable skills training to PGR students across all faculties at UEA and those studying in the social sciences at nine partner institutions across the ESRC funded ‘SeNSS Doctoral Training Partnership’. It is delivered via a virtual classroom, in a ‘live-taught’ format, on term-time Wednesday evenings between 7-9pm.

Demand for the online training series has been exceptionally high from the outset. 255 students attended 12 trial sessions run in 2015-16 at an average of 21.25 students per session. Student feedback was exemplary. In 2016-17, supported by grant monies from the UEA Alumni Fund, the programme has been expanded to 20 sessions. Of 400 places offered across the SeNSS institutions, 374 were filled within 36 hours of bookings opening and all the sessions were full within two weeks. Waiting lists are being used for most sessions and when UEA student numbers are taken into consideration, approximately 600 PGRs will attend the programme before the end of May 2017.

The main aim of this session is to consider and account for this popular success. In so doing, particular attention will be paid to issues of session access, effective use of the virtual classroom/teaching software, the teaching style or mode of delivery that has been adopted, and how interactivity has been encouraged - to the extent that students experience it as a major positive of the programme – in circumstances where the teacher’s voice is typically the only one heard in a given session.
India@70: UEA’s India dialogue in perspective

The relationship between higher education institutions, their publics and the world of knowledge-creation is constantly evolving, especially as academics and students contribute directly to the formation of new international partnerships and to the sustainability of global governance frameworks. Working in accordance with the UN’s and the UK’s development agenda, UEA’s India Dialogue is reaching out to external stakeholders interested in cooperating in the formation of an emergent field of engagement – academic diplomacy – that has a bearing on (a) how and why internationalisation occurs at different levels, and (b) how certain academic disciplines and scholarly communities can develop via their transnational co-production of ideas, programmes and solutions. As a programme involving the High Commission of India and academic leaders in India and the UK, the India@70 initiative led by UEA’s India Dialogue marks India’s 70th anniversary of independence by demonstrating the global significance of cooperation in fields associated with international studies and international relations. Generating opportunities to engage the intersection of the India-UK strategic partnership with the reform and evolution of the United Nations, the events and dialogues comprising the India@70 programme are impacting on how academic exponents of internationalisation, foreign policy, and Track Two diplomacy work together to realise shared objectives. The session will outline the institutional and historical contexts through which the India@70 network has developed, with a view to demonstrating its operational, diplomatic and pedagogical value.
Badges and leaderboards: levelling up history

Video games consoles are now in their eighth generation and each iteration of a new Nintendo, PlayStation or Xbox brings with it new innovations and improved visuals. Indeed, many of our current students cannot remember a time before video games. Whilst the hardware has continued to evolve, the fundamentals of good computer game design have remained surprisingly steadfast: a feeling of progression; an increasing difficulty level; the freedom to fail; an immersive experience; and a sense of achievement. These fundamentals ensure that gaming remains interesting, engaging and immersive. Significantly, these are all goals that educators strive for. So with 33 million gamers in the UK, how can we bring these time-tested and resilient philosophies to course design to increase student engagement, participation and, ultimately, learning?

One video game design element encapsulates gaming’s ethos of progression and success: achievements. For example, when a gamer left Vault 101 on Fallout 3, they received the ‘Escape!’ achievement, which then appeared on their public profile. This achievement had a score attached to it and gamers could compare their own progress with that of their fellow gamers creating a sense of friendly competition and community. With help from colleagues in CTEL, this concept is being implemented on the Spring semester HIS module, Propaganda. For completing tasks – such as contributing to a discussion board on Blackboard or winning a classroom-based game – students receive bronze, silver or gold badges on Blackboard and can thus chart their progression against their peers. By introducing gamified elements to the course, I hope to boost student engagement and attainment. This presentation will reflect on implementing elements of gamification in course design and their usefulness for pedagogy in History.
From blended learning to blended surveying: an effective way to listen and to respond to the student voice

TEF is coming, and the NSS is changing. More metrics, more pressure, and more challenges ahead for the busy academics sailing across the stormy seas of the HE sector. While Assessment and Feedback still remains at the top of the agenda, the Government is now asking us to raise our game on Student Voice. As argued by Gibbs (2010), a blind focus on improving student satisfaction metrics can only produce marginal and temporary results. On the contrary, academics should go beyond numbers, and embrace genuine ways to enhance the learning and teaching experience of their students; once done so, good metric scores will follow.

This session is open to teaching directors, module convenors, and academic and support staff interested in developing innovative and fresh ways to enhance the student experience, with a particular emphasis on the Student Voice. In the first part of the workshop we will discuss ways to go beyond end-of-module questionnaires, and move towards a Blended Surveying approach, where teaching, assessment, and evaluation are seamlessly embedded in every learning and teaching activity we facilitate. According to the principles of Blended Surveying: (i) simultaneity allows students to evaluate our practice in real time, (ii) consistency facilitates the student-teacher dialogue along with learning, (iii) continuity ensures that feedback is acted upon, improving teaching in real time, and (iv) circularity warrants that the feedback loop is always closed. In the second part of the workshop we will discuss practical ways to embed the principles of Blended Surveying in our daily practice, and across different disciplines. We shall explore alternative methods, as well as the use of technology, to promote a dialogue with our students. Participants will be encouraged to share their experiences, and support each other in developing good practice.

Exploring the future with Ethnographic Futures Research

By definition we can’t explore the future, but we can find out about people’s views about it, in order to influence planning. Eliciting such views is important because “stories we tell about the future are powerful resources for shaping our sense of possibilities and readings to fight for change” (Facer 2011). This workshop will give a practical introduction to Ethnographic Futures Research (EFR) as an approach to explore the aspirations and concerns of research participants regarding the future of their social contexts. The method has been used to outline possible futures in education and digital engagement, and was used last year in a funded project to explore lecturers’ perceptions of technology use at UEA.

The workshop will start with a brief outline of the key principles of EFR. Its fundamental building block is the use of scenarios: optimistic, pessimistic and most probable. The workshop will invite you to use the three scenarios to map out possible futures; as an example of a domain in which the future could be usefully explored, you will consider how the use of technology in your teaching could evolve. We found in our project that, as education and technology are future-facing domains, adopting EFR to gather information seemed promising as a complement to a UEA-wide survey on learning needs. Following the short practicals, there will be a discussion on the potential of the EFR approach for gathering information about alternative futures and for application in research contexts other than higher education.

How will the Teaching Excellence Framework measure learning gain? Reflections on UEA’s HEFCE funded project

The UEA Learning Gain project is funded by the Higher Education Funding Council for England (HEFCE) and is investigating how student learning is measured at UEA. It is one of 13 projects across the sector looking at the issue, and will report to HEFCE in late 2017. Learning gain is a key measure of teaching excellence in the Teaching Excellence Framework (TEF) but it is not yet clear how it will be qualified. The HEFCE project is now in phase 3 and as an introduction to our own findings, we will provide an update on the national debate on measuring learning gain.

The workshop will present and consider the emerging findings of the project in 3 areas; student confidence/ self- efficacy, concept inventories and student marks/ GPA. We will discuss the barriers and benefits of each approach and participants will have an opportunity to contribute their views on measuring learning gain to the project as part of the workshop.
The presentation will explore the experience of co-constructing a module from the perspectives of the module organiser, students, learning technology and library. While employability was a clear motivation in the design and delivery of this module, so was developing lifelong independent deep learning in students (Grow, 1991) who, when registered as healthcare professionals, will need to learn and flourish in a world in which digital literacies are an increasingly integral part.

The module was designed to give students structure in which to develop the independent learning skills and the reflective mind-set which are key parts of their ongoing development. The learning experience was that of a module (MOOC) within a module (UEA accredited) with workshops, formative reflective activities and a Blackboard Ultra tutorial. The choice of module was student-driven. Unique to SAIL is that the student has to decide how to meet the learning needs, and establish what they were in the first place! Students were facilitated in identifying what their learning needs were, in developing learning outcomes and provided with the space to reflect on their learning process during the module.

Critiques of the concepts(s) of digital literacy (e.g. Markless, 2009) have led to a reconceptualization of the phenomenon together with the recognition of the importance of supporting students to make the most of the digital environment and enhance their reflective and reflexive capabilities.

The presentation will explore the perspectives of all partners of developing and ‘living’ this learning experience; will consider the feedback from students following formative micro-teach presentations on their learning and examine how this ‘vessel’ could be of value across the university.

References:

Strand 4: Research-based Teaching

- The relationship between teaching and research
- Teaching which is influenced by research activity
- Teaching which is informed by pedagogical research.
An exploration of the barriers and enablers to implementing novel teaching methods in undergraduate education

Objectives: Novel teaching methods are linked to increased student satisfaction and improved academic outcomes in many studies. However, the barriers and enablers for implementation are not currently well understood. This study seeks to survey teaching staff on undergraduate courses at the University of East Anglia (UEA) to explore the factors influencing the implementation of novel teaching methods, using the Theoretical Domains Framework (TDF).

Method: A questionnaire was developed using the web-based SurveyMonkey™ platform based on 8 key domains of the TDF. It was piloted in the School of Pharmacy (SoP) amongst teaching staff members. Teaching staff at UEA were then recruited via multimodal methods and surveyed over the space of four weeks, which provided an overall sample size of 51.

Key findings: The TDF domains of ‘reinforcement’ and ‘environmental context and resources’ were the most notable based on their median scores, with factors relating to ‘reinforcement’ acting as enablers and those relating to ‘environmental context and resources’ being barriers to implementation.

Significant relationships between some of the domains/statements and experience, age, and gender were found.

Conclusion: The findings support previous research on the topic, and identified key areas of focus for overcoming barriers and utilising enablers for implementing novel teaching methods. Three key recommendations are made in relation to provision of feedback, teaching spaces, and IT infrastructure.
This presentation would like to introduce SHARMED (Shared Memories and Dialogue, www.sharmed.eu), a project of pedagogical innovation funded by the Erasmus+ programme, designed and implemented by University of Suffolk, University of Modena and Reggio Emilia (Italy) and Universität Jena (Germany). Through the collection and use of ‘vernacular photographs’, SHARMED aims to provide opportunities for primary school children (16 classrooms in each country) to compare and negotiate narratives of personal experiences and cultural backgrounds. SHARMED applies Visual Literacy to help children to communicate through, about and with photographs, supporting a narrative reconstruction of private memories and present issues.

The main and current activity of SHARMED consists of a series of Project-Based Workshops (PBW), which is a methodology characterized by (a) Significant Content: children work on important knowledge and skills, originated from their private memories; (b) In-Depth Inquiry: children engage in an extended process of asking questions, using multiple resources, coordinating different perspectives and developing “shared narratives”.

In addition to the discussion of SHARMED aims and to the presentation of examples from workshops, we would like to introduce two of the project’s expected outcomes. The first outcome is the upload of collected visual materials to a web-platform, accompanied by a MOOC to support teachers in the use of visual memories to promote children’s narratives.

The second main outcome is the MOOC itself, as a research-based training package, that will be developed from the evaluation of PBW, using qualitative and quantitative methods to observe (a) the sociocultural context of schools and children, (b) the implementation of facilitative methodology and use of visual materials, and (c) the children’s participation and narratives.

The training package and the web platform aim to be pedagogical tools for a Europe-wide implementation of learner-centred learning environments, offering children the possibility to build-up creative processes of personal development, founded on their memories and co-construction of narrative identities in the classrooms.
Establishing learning-centred advising

Dr Margaret Bunting has developed a research-based advising system that combines the classic prescriptive and developmental models of advising together with elements of the intrusive approach outlined by Glennen (1975) and Garing (1992). Developing a proactive, learning-centred model of advising is a direct response to the fundamental role advising plays in student retention, completion and satisfaction. During this interactive session, Dr Bunting will briefly explain how she has translated this approach to the advising system in her school.

Moving on to then consider how recent research, around creating learning environments that enhance resilience, can support the adviser to shape a meeting towards one that facilitates the student’s ability to interact with, and draw maximum benefit from, the academic programme. Dr Ellis will explore the student meeting framework for advisers that they have devised. Through drawing on their expertise from Medical Education and Consultation skills, together with the study findings of Dr Hubble (2016) who is also based at the Medical School, the resulting meeting framework aims to actively forge connections between the adviser and the advisee. Through a shared decision making process, the advisee can identify areas that they can address, either by themselves or through supportive referral. By tailoring the response to the student’s individual situation at the time of the meeting, the focus can be targeted towards academic development, health related concerns, professional concerns, or dealing with extenuating circumstances. Far from being a checklist, the framework can be seen as more of a guide that supports advisers to gain an understanding of individual student needs, in a timely manner, enabling them to use their own expertise to focus on using an advising approach that is most appropriate to the given situation.
Stop! In the name of learning: techniques for facilitating lower-order and higher-order thinking in lectures

This two-part session qualitatively reflects on the adoption of two methods to facilitate student learning.

MUSICAL PARODIES
Evidence regarding the use of music as a pedagogical tool is somewhat limited outside of language teaching, but its use in scientific subjects has been found to aid memorisation, relax students, and simultaneously tap auditory, visual, and kinaesthetic learning modalities (Crowther 2012). Studying within a Problem-Based Learning curriculum, our Speech & Language Therapy students are guided well in developing higher-order synthesis and evaluation skills, yet continue to encounter difficulty with lower-order tasks such as recalling and defining. From that first song to a growing double-digit repertoire, I consider the student feedback regarding the use of these musical parodies to support this lower-level thinking – which included a Transforming Teaching award – and the practical process of selecting songs, adapting them to teach concepts, and considerations such as artistic licence and controlling distribution. Good singing voices are preferred but not essential, especially with ambitious parodies such as ‘Bohemian Prosody’...

PROCESS TIME
There is a growing body of research into the facilitation of active learning, but many such techniques abandon the traditional lecture in favour of flipped learning or seminar-style deliveries. Yet lectures remain a valuable medium and active learning can be promoted with small adjustments. One such method is a conference-adapted concept, ‘process time’. Deployed at an appropriate content-determined point during each lecture, students have 3-5 minutes for one of several activities highlighted from a uniform pool. Enabling better alignment between teaching-outcomes-assessment, and particularly benefiting those with specific learning difficulties, I consider student feedback and behavioural responses suggesting all-round benefit. Students utilise the time productively, and I continue to evaluate and optimise the task selection. For several reasons, process time appears to enable better attention throughout the class and solidify understanding prior to application.
SALLY ANN GRITTON | MARTIN LEBERMAN, MOUNTVIEW ACADEMY OF THEATRE ARTS

The regeneration of independent development (guru-free change)

It is a general consensus that observations upon vocal pedagogy originated in Ancient Greece, however, given that little writing has survived the years, our first point of reference remains that generated within the medieval monasteries of the Roman Catholic Church in the 13th Century. Two centuries later, the onset of the Renaissance saw the study of singing separate from the church as centres of study arose through the efforts of independent patrons who supported secular ‘schools’ of development.

However, it was not until the development of opera in the 17th Century that understanding separated from the established considerations of the monastic writers as a means to consider physical, functional processes governing singing. Following the developments of the late 17th Century in which ‘Bel Canto’ was generated (profoundly altering views of vocal pedagogy), two centuries elapsed before classification systems and diagnostic equipment impacted the study and development of what many consider to relate to contemporary pedagogy. Moreover, the paradigm shift occurring in the field of pedagogy in the 20th Century (Appelman, Vennard, Estill) focusing attention upon function, physiology, and anatomy, was instrumental in enabling pedagogic value to question both conventional understanding as well as conventional assumption in the light of a functional, as distinct from aesthetic bias. Such paradigm shifts have profound consequences and so, whilst many within the field of contemporary vocal pedagogy gratefully embrace the authenticity of such an evidence-led shift, many others choose to maintain a historical position rejecting such evidence.

How then might such a model-led view enable the pedagogic field (and the 21st Century performer) to rest upon the tangible architecture and vocabulary arising from a research generated view? Where might this leave canonical effect and how might the appropriation of ‘deliberate practice’ be of value in the progression toward sustainable state change?
Politics, affect, and the politics of affect in the classroom

This presentation will consider the effects that the Trump Presidency has had upon the ‘affects’ of students taking modules in American Studies and the way that these responses might be understood and negotiated by the lecturer. We will consider a case study of an undergraduate final year module, Gender in American Culture, convened by Rebecca and delivered in collaboration with Caroline Williams, an associate tutor. We will reflect on the mixed affective responses (fear, anger, apprehension) to the prospect of a Trump Presidency given his stance on reproductive rights and the campaign fought against Hilary Clinton, which, was overtly sexist (some might say misogynistic) and demonstrated an overt hostility to women in general. Students who are taking this class this semester and those who have taken it in the past have reacted with sadness and anger to Trump (as President elect and now as Commander-in-Chief) while also demonstrating an explicit and active resistance to his actions over the first 100 days of his Presidency. The recent ‘affective turn’ in scholarship on pedagogy has highlighted the politics of emotion in the context of the classroom and stressed the need to strengthen the intersections between the psychic and the social (Zembylas, 2016). Scholars such as Alyssa Niccolini (2016) argue that there are pedagogical benefits of harnessing student affect in the curriculum through its animating capacities, despite (and indeed, because of) its disruptive potential. We are therefore interested in thinking through the place of negative affect in the classroom by sharing and seeking strategies for managing students’ emotional responses to current political events. How can heightened emotions be mobilised to enhance and energise, rather than undermine, critical thinking?
Many students lack familiarity with university-level assessments and research suggests that written descriptions of criteria and standards can be difficult to understand (O’Donovan et al, 2004). The use of exemplars is considered good practice in helping to make clear for students what is expected of them and, it has been shown, can lead to improved understanding of criteria and standards, increased self-efficacy and higher achievement (To and Carless, 2015; Hendry et al. 2012; Rust et al. 2003).

Recent studies in this area have focused either on how exemplars can be used through facilitated in-class discussion or on providing access to annotated exemplars for self-study. At UEA a project has been developed that brings together these approaches. It combines opportunities for peer-to-peer and teacher-led discussion of examples of student work in class with subsequent online access to short videos containing tutor commentary. This approach is being trialled with cohorts of undergraduate students at different levels and on a range of degree programmes. It is a collaborative project involving members of the Learning Enhancement Team, the Centre for Technology Enhanced Learning and academic staff from Schools of Study.

This interactive session offers participants the chance to explore the materials and findings of the UEA project and to consider: How exactly might teachers make use of exemplars? How far can the use of exemplars help to improve students’ assessment literacy and self-efficacy? What issues need to be considered when selecting examples of student work and putting them into practice?
How do we get Robert to learn more like Susan? Exploring strategies to deepen student learning

This submission will explore the strategies employed by the Voice department at Mountview Academy of Theatre Arts to move students from a strategic or surface approach to learning and how we facilitate students to move toward a deeper understanding and utilisation of their voice.

Although the voice is arguably the major tool that the actor employs to communicate with an audience, it is largely taken for granted by students at the beginning of their training. Reflective practice from the end of the academic year reveals “I did not know why I had to learn about my voice, I can already speak – what else is there?”

Actors embark on training at Mountview generally between the ages of 18-23 years. Voice training throws up a number of challenges for the average student of this age range. It requires high mental focus, lots of repetition, and lots of practise outside of class. It requires detailed knowledge of vocal anatomy and learning of phonetics. It requires the changing of personal physical habits that have been deeply ingrained. It requires flexibility in accent. It also requires students to communicate at a level that is not replicated by society as a whole. No-one actually speaks in the manner in which an actor is required to communicate on stage. This is very confusing for the student who believes that acting is recreating what they see and hear in society.

By employing a range of strategies we enable students to overcome these hurdles and empower our students’ voice, to not only meet the varying demands of their profession, but ultimately to be empowered to find their voice in society as a whole.
Poster abstracts
Enhancing understanding of internet law through film for the ‘Netflix & Chill’ generation

Law teaching has and continues to be dominated by recourse to textual learning resources. Mainstream commercial films are not commonly used for teaching and learning purposes even though legal matters have been the subject of several popular films. It is inspired by the work of Denconcourt – who used short clips films to teach Intellectual Property law and Livings who screened ‘Law on Film’ sessions as an extra-curricular activity.

This poster presents the findings of a pilot study on the use of film to enhance student understanding of the Internet and the legal challenges posed by this technology.

Pilot Study Information: 3 documentary films: The Internet’s Own Boy: The story of Aaron Swartz, We are Legion, and I SPY with my 5 eyes, were made available for viewing via Blackboard to students registered on the UG elective module: Internet law. A formative assessment question was based on The Internet’s Own Boy to encourage students to view the film.

Survey Findings: 75 students were registered on the module. 60 completed a questionnaire. 82% of students watched the film. Of those students, 63% completed the formative assessment.

Students reported that it helped them: understand legal issues, apply lecture content to a case study, understand various perspectives, challenges of regulating the internet and the impact of law on people; a ‘fun’ way of learning.

Additional comments: the most common reason cited for not watching the film or not completing the formative assessment was: Lack of time. 62% had or intended to view all the documentaries before completing the summative assessment. 15% indicated that they did not intend to view all the documentaries because they prefer learning from textual sources.

References:

RUDY J. LAPEER, CMP

Teaching and promoting computing science by programming NAO robots

NAO is a small humanoid robot (see https://www.ald.softbankrobotics.com/en/cool-robots/nao)

Nao can be programmed in a variety of mainstream programming languages and also through a simple drag and drop program. Nao has built-in speech recognition and vision programs and has a default ‘autonomous life’ program allowing him to display basic human behaviour (chatting, falling over and getting up again, etc.). We have successfully demonstrated Nao at the Science Festival at the Forum in October to the general public. However, we are also improving his various built-in programs through student projects.

The aim of the NAO project is:

- To engage young people in computing and programming. This works well as NAO’s behaviour is endearing and programming results can be instantly observed.
- Attract potential applicants to CMP courses by demonstrating NAO on Open and Applicant Days.
- Improve our students’ programming skills by implementing state of the art technologies and programs.
UEA is well-versed in the benefits of our students gaining study abroad experiences, yet the opportunities presented by staff mobility are less well shared. None-the-less, the proportion of our staff gaining international teaching and learning experiences continues to grow, with the financial support of the Erasmus staff mobility scheme.

This presentation will invite contributions from those who have brought experiences from outside the UK in to their teaching and research at UEA, sharing views and opinions with observers interested in the benefits of undertaking staff mobility. We will highlight a number of case studies and hear from recent participants from the UEA community – and will share the funding opportunities available and provide a visual illustration of the process undertaken.

This poster presentation is a demonstration of UEA’s commitment to the dissemination of Erasmus staff mobility activities.
Pilot study on dementia care education – dealing with communication difficulties

It is essential that teaching within the Faculty of Medicine and Health prepares students for working in the context of an ageing society, including communicating effectively with the increasing number of people living with dementia. In the light of this, Health Education England developed a set of Learning Outcomes for Dementia Education at Tiers 1, 2 and 3. Tier 1 provides the fundamentals of ‘dementia awareness’, while Tiers 2 and 3 are geared towards the needs of more experienced healthcare practitioners.

As a result of the HEE Dementia Education mandate and the need for all healthcare students to be equipped to work with people living with dementia, the Centre for Interprofessional Practice was approached with the idea of incorporating a Tier 1 educational pathway as part of the first level of interprofessional learning (IPL1), in order to reach a large number of students with this dementia-focussed learning opportunity.

A collaboration was instigated between the IPL1 lead Elizabeth Davison, Sarah Housden in HSC and staff representatives from across the courses involved in IPL. Their remit was to: i) introduce a new element to the current IPL1 teamworking session through which students are given an opportunity to experience what it is like to have communication difficulties and to explore ways of overcoming these; and ii) develop a Dementia Awareness learning package, which would enable students to achieve the Tier 1 learning outcomes.

To date, students have completed exercises around communication challenges often experienced in dementia, as part of IPL1, while the next stage of the programme is being launched as a pilot in January 2017.

Our aim is to share the outcomes of, and feedback from, this innovative project and to present how we plan to take the programme forward to involve all healthcare students, at UEA and beyond, in the future.
Student engagement, world heritage, and economic impact

Research-based teaching needs to inspire our students, and to engage them, where possible, with our current research. This approach to teaching allows us to show and engage students in how we collect data, reflect on the findings, and present the research to an academic audience. This poster will draw upon an authentic case study to illustrate how students’ direct engagement with research data helps to create an authentic learning environment. The poster will illustrate how research on World Heritage sites in Greece, such as the Athenian Acropolis and Olympia, can be utilised in exploring themes relating to research on heritage and the economic crisis in Greece, drawing on published research and commissioned reports. Research-based teaching allows students to be presented with a set of data such as that compiled by the Hellenic Statistical Agency to explore the importance of major heritage sites in Greece. In particular it is possible to place these figures within the broader context of tourism in Greece. Equally visitor numbers and visitor spend can be turned into a series of projections for the value of heritage to the Greek economy.

The findings allow students to reflect on the real value of heritage to the UK economy and to compare the results from Greece with the value of heritage sites in Britain. Students are able to work with newly released data and to see how such information can be presented to the public through media outlets. This has added value as Britain seeks to attract overseas tourists in order to contribute to the post-Brexit economy. Students can take the methodological approach and apply it to national, regional and local contexts.
‘You are smarter than a 10 year old – I promise you’: Supporting UG students to develop and facilitate outreach sessions

Raising aspirations of potential students from backgrounds currently underrepresented within Higher Education is a key aim of the Outreach team at UEA. It has long been recognised that our current undergraduate students are uniquely placed to support this aim. By working with young people our students are not only building their own employability skills, but also breaking down barriers by acting as role models the children can identify with.

I am fortunate in my split role (teaching and outreach) to work on a number of extra-curricular projects where students play a key role in the delivery of sessions. These vary dramatically in terms of the input from students. Some deliver pre-existing materials, focusing their energy on building communication, presentation and reflection skills. Others have taken control of the entire project, not only writing their own resources, but also recruiting and training their peers. One project to make such a transition is Street Law - a volunteer project involving over 100 UG students. The volunteers, led by a student committee of 4, deliver interactive workshops such as mock trials, internet safety sessions and negotiation skills. Figuring out how to pitch the support to ‘teach’ students the leadership skills they need and ensure continuity of the scheme, whilst at the same time maintaining the student-led element of the scheme has been my challenge for the last two years.

During this session my current students will showcase one of their own activities and share their experiences. We will then explore the benefits and challenges faced when implementing such schemes from a staff and school perspective. Finally we will consider next steps to getting involved with one of the schemes or support available to start your own.
DTS program improves international students’ teaching skills to design and lead seminars in higher education

It is difficult to adapt UK higher education (HE) teaching skills to design and lead seminars in higher education for the teachers without HE experience in the UK. The seminars and workshops in the DTS program provide an opportunity to address and improve the issue.

As more international students take teaching posts in UK higher education, many issues should be addressed as to how to train the teachers to adapt to the UK HE pedagogy. How teachers see themselves, past experiences and aspirations impact on the teachers’ teaching styles. Teachers not being familiar with the UK’s HE education and being familiar with competitive learning environments can affect the students’ learning. On the other hand, teachers can make the most of having an international higher education background to seek ways of promoting dialogue; multi-voiced learning spaces for all participants in the classroom.

The teaching skills required to run seminars especially interactive seminars can be difficult to learn for many teachers without UK HE education experience. DTS provides good examples of how to design and lead a seminar. DTS shifts the trainees’ concept of teaching-focused pedagogy to student focused pedagogy through reading, lectures and interactive seminars. Trainees learn how to design seminars, the questions to be discussed and how to facilitate group discussion.

Teachers need to allow the student to approach the learning task and think for themselves and grow from the learning experience, which is arguably more important than simply transmitting information that may change in the future. This will become increasingly relevant in the future as new technologies and resources are made available that can greatly alter our current perspective of certain subjects.
I would like to present a board game designed for my revision session in Intellectual Property Law. Given the wide literature on the benefits of gamification, I ventured in designing my very own board game which has both an offline and online component. Upon arrival in the classroom, the students are put in a situation where they have to impersonate an inventor at a science fair. As inventors, they must do everything to secure the commercial success their invention deserves. This means that not only do they have to secure the right IPRs to protect their investment but they also need to be able to collaborate and gain money for future ventures.

In this card game, they must pursue these two goals by answering questions which will allow them to gain IPRs. However, they might not have the answer to all IP issues or they might face a threat such as industrial espionage. In this case, the inventor needs to take a chance card and work as a team to gain money. Once the team has secured £3000, the inventors have enough money to invent something new. The final object of this game is to get the 1000 IPRs for their own current invention and to raise £3000 as a team for a new invention! The cards are also uploaded online for the students to revise the material at their leisure. If they need to have more information than the answer provided on the card, they can either click on the embedded link or use the QR code. This means that they can also print the cards at home and revise. The particularity is to have both a personal and team goal which should reduce the emotion of failing and keep students motivated.
Panel biographies

CHAIR

HELENA GILLESPIE, SCHOOL OF EDUCATION
Helena is Academic Director of Widening Participation and Senior Lecturer in Education at UEA. She holds strategic responsibility at university level for teaching and learning projects which enhance the student experience, especially those that involve technologies. Since 2012, Helena has led the UEA MOOC project with FutureLearn. Helena is Principal Investigator on the HEFCE funded project researching Learning Gain in Higher Education.

PANEL

EYLEM ATAKAV, SCHOOL OF FILM AND TELEVISION STUDIES
Eylem is Senior Lecturer in Film and Television Studies and teaches courses entitled Women, Islam and Media (first of its kind in the UK) and Middle Eastern Media. Eylem is the recipient of the 2016 Society for Cinema and Media Studies Outstanding Pedagogical Achievement Award. She was nominated for the Times Higher Education Most Innovative Teacher of the Year Award (2012), and received two Excellence in Teaching Awards at UEA (2012 and 2015). In 2015, she received the Most Inclusive Teacher of the Year award from UEA Student Union’s Transforming Teaching Awards and in 2016 was shortlisted for the Best PhD Supervisor award.

JERRY WHITE, NORWICH CITY COLLEGE
Jerry is the Deputy Principal at Norwich City College. He has key responsibility for all aspects of the College’s provision, from 14-16 year olds to Higher Education. Jerry also serves as a Council Member for the Cambridge Access Validating Agency, Mixed Economy Group and sits on the UEA Learning and Teaching Committee. Jerry currently serves as a Governor of the University Technical College Norfolk. He also acted as “facilitator” in the College’s 2015 QAA Higher Education Review, and is the College’s OFSTED nominee.

CHRISTINE ALLEN, JAMES PAGET UNIVERSITY HOSPITAL
Christine has worked for the NHS for over 30 years, most recently as Deputy Chief Executive at Northampton General Hospital NHS Trust. She has also held both operational management and strategic planning roles at board level and has led significant transformational change and service redesign in clinical services.

LOU CHIU, UNION OF UEA STUDENTS
Lou is the Assistant Director of Student Advocacy at uea|su, where she supports Student Leaders and their development; oversees a range of opportunities, experiences and services for the diversity of UEA students; and is a member of the Union’s Senior Management Team. Before joining the UEA community in November 2016, Lou has worked across HE and FE institutions specialising in student engagement; Widening Participation; and marketing, recruitment and outreach.
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This year’s theme speaks to the ways in which teaching within the academy is influenced by external factors.

The aim of L&T Day is to showcase the range of teaching at UEA and to encourage dialogue and enquiry. How is teaching shaped and informed by the wider context in which it sits? How does teaching and learning have an impact on contemporary society, business and the workplace? And finally, what new developments do we see on the horizon?