TIME	Session			
	Session			
8.45	**Posters and Refreshments**			
9.15	**Welcome** Professor Tom Ward, Pro-Vice Chancellor (Academic) Room: Thomas Paine Lecture Theatre			
9.30	**Keynote 1**			
	"Internationalisation and the Student Experience" Duncan Craig, PHA Room: Thomas Paine Lecture Theatre			
10.30	**Parallel Sessions 1**			
	Using Technology to Engage and Assess Andy Mee, ISD **TP Room 0.1**	Using Videos and Podcasts in Blackboard Richard Jardine, ITCS **EDU Room 01.19**	Putting the "I" in Experience: experiential learning pedagogy David Dowdeswell-Allaway, NBS **EDU Room 01.21**	Jude Caroll, Oxford Brookes **TP Lecture Theatre**
11.30	**Break** Posters available			
11.45	**Parallel Sessions 2**			
	Audience Response Systems for Assessing and Engaging Jo Bruce, ISD **TP Room 0.1**	Pilot study for the use of screencasting and mindmaps in undergraduate laboratory preparation Anja Mueller and Paul McDermot, PHA **EDU Room 01.19**	Handouts or no handouts, that is the question Helen James, BIO **EDU Room 01.21**	In Vitro' – using film to explore ethical questions in science Anna Smajor, MED **TP Lecture Theatre**
12.30	**Lunch** Posters available			
13.30	**Parallel Sessions 3**			
	Greening tomorrow's leaders: Designing sustainability teaching in all disciplines at UEA Stefi Barna and colleagues, MED **TP Room 0.1**	The flipping lecture Simon Lancaster, CHE **EDU Room 01.19**	Exploring IELTs (International English Language Test): implications for academic study on UEA Masters Courses Anna Magyar, EDU **EDU Room 01.21**	Peer Assisted Learning Adam Longcroft, EDU **TP Lecture Theatre**
14.30	**Plenary - Panel Discussion**			
	Thomas Paine Lecture Theatre Tom Ward (PVC), Adam Longcroft (EDU), Andrea Blanchflower (EDU) The panel will responded to questions collected during the course of the day, and then take further questions from the floor, sparking debate and dialogue around the theme "Engaging and assessing students in a diverse higher education environment"			
15.30	**Close**			

Engaging and Assessing Students in a Diverse Higher Education Environment

KEYNOTE

"Internationalisation and the Student Experience"

Duncan Craig, PHA

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Putting the "I" in Experience: experiential learning pedagogy
David Dowdeswell-Allaway
Lecturer in Skills Development, Employability Officer, Norwich Business School

Western intellectual development, I contend, has suffered through the adoption of the Cartesian separation of mind and body. A quick look at what is most highly valued in academic research outputs reveals a text-based, black and white world in which the "I", the writer, the learner, is taken out of the process. Take this to the teaching and learning spaces most common in HEIs and these reflect those disembodied values. Experiential learning seeks to put the "I", the learner, at the centre of the learning experience, and the "teacher" takes the role of a facilitator of learning, and makes demands of the teaching space that allow for the embodiment of learning through the creation of experiences. We will experience some of these ideas, briefly, in this workshop.

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The flipping lecture
Simon Lancaster
Lecturer, School of Chemistry

In the classic pattern of University education a student attends a lecture and is expected to work independently to try to understand and apply the material covered. We are trialling the advance provision of a screencast. The contact hour itself is used to deliver a highly interactive problem solving session. Preliminary evaluation will be presented.

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Pilot study for the use of screencasting and mindmaps in undergraduate laboratory preparation
Anja Mueller & Paul McDermot
School of Pharmacy

We aimed to enhance the student experience and the quality of learning with the use of digital technologies. With this in mind we produced short instructional videos which were embedded in a Prezi mindmap. We concentrated in the first instance on the biology themed laboratory classes. Our experience shows that students access these teaching tools frequently and engage with them. We therefore see a prominent role for the use of mindmaps tailored to different classes in our teaching for the future.

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Using Videos and Podcasts in Blackboard
Richard Jardine
ITCS

Examples of videos, podcasts developed at UEA will be shown. The equipment you need such as the camera, voice recorder and editing software will be briefly considered. The file type for videos, size, editing, sound quality and rendering will be reviewed. Reasons for using video and podcasts will be examined these include, student engagement and developing student interest in their field of study. Issues such as maintainability, quality vs time input will be considered. How you place video and podcasts into Blackboard will be shown. In addition Copyright and Permission to film issues will be discussed.

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Handouts or no handouts, that is the question
Harriet Jones, Kay Yeoman, Helen James & Richard Bowater
School of Biological Sciences

Since 2010-11 BIO has not provided printed handouts for students to accompany their lectures (instead all lecture notes would be available 48 hours in advance of the lecture on BlackBoard). Some of the reasons behind this bold change were:
•	Students will be involved more in their learning - potential for improving attentiveness in lectures via note taking.
•	Note-taking, either electronic or hand-written, is a useful transferable skill to acquire.
•	Environmental.
•	Release of office staff for other faculty support activities.
At the end of 2010-11 we surveyed BIO students via an online questionnaire about this change in policy regarding the provision of handouts. We will present the findings from this survey and make some recommendations for Schools contemplating a similar move.

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Greening tomorrow's leaders: Designing sustainability teaching in all disciplines at UEA
Stefi Barna & colleagues
Norwich Medical School

HEFCE and HEA have called on universities to embed sustainable development more strategically into the overall student experience to ensure that graduates are globally-aware and sustainability-literate. This project is a university-wide collaboration to develop curricula which would allow every UEA student to graduate with the ability to articulate a sustainability 'perspective' relevant to their field of study. In this workshop we will review the literature on student, employer and academic interests on sustainability and identify new teaching approaches.

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Using Technology to Engage and Assess
Andy Mee, ISD
Technology provides many possibilities for supporting and enhancing assessment and engaging students in the learning process. Academic colleagues from across the university will explain what

they do, how they do it, and discuss the potential benefits and barriers around technology enhanced engagement and assessment during this session

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Audience Response Systems for Assessing and Engaging Students
Jo Bruce
ISD

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In Vitro' – using film to explore ethical questions in science
Anna Smajor
Norwich Medical School

This session addresses the issue of teaching ethics to science or medical students, and the usefulness of film as a medium through which to achieve this. It covers some of the challenges and rewards of becoming involved in the film-making process, the ways in which the finished product can be used, and will include a screening of 'In Vitro' - a 20 minute film created by Anna Smajdor and a team of film-makers, with funding from the Wellcome Trust.

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Exploring IELTs (International English Language Test): implications for academic study on UEA Masters Courses
Anna Magyar
School of Education & Lifelong Learning

This paper reports on an inquiry which looked at the different routes international students take in order to gain admission to Masters courses at UEA (including preparing for and taking IELTS). A key question was: 'what preparation do international students undergo and to what extent does this prepare them to engage with their Masters programme'? I will argue that an in-depth understanding of the challenges students face in studying at Masters level in an additional language can lead to planning academic activities which enhance engagement and participation for all.

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Peer-assisted Learning (PAL): A new way of engaging and supporting a diverse range of learning needs?
Adam Longcroft
School of Education & Lifelong Learning

Peer-Assisted Learning (PAL) is an example of structured, student-led learning widely employed in HEIs in the USA, Australia, Canada and the UK. The focus of Peer-Assisted Learning is on more experienced students (normally 2nd and 3rd years) supporting the learning of less experienced students (normally 1st years) on particularly 'difficult' modules. It is on such modules that students sometimes struggle to understand 'threshold concepts' or difficult content. Experience from many other Universities suggests that there is much to gain from integrating PAL sessions: 1st years gain additional support and can learn and make mistakes in a safe learning environment, staff report that less of their time is spent dealing with 'non-academic' questions, their students progress more quickly and gain higher grades, and the 2nd/3rd year 'mentors' gain highly valuable skills that are

highly attractive to employers. What value could PAL have at UEA as a way of engaging with an increasingly diverse community of learners?

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NTF project on cross-cultural issues in HE (title not confirmed)
Jude Caroll

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