

LEPDU

Learning Enhancement & Professional Development Unit



'Student Voice: Student Engagement'

Thursday 7 July 2011

University of Bolton



**ANNUAL LEARNING & TEACHING
STAFF CONFERENCE**

CONFERENCE PROGRAMME

CONTENTS

WELCOME AND INTRODUCTION 3
CONFERENCE PRESENTATIONS 4
CONFERENCE WORKSHOPS GUIDE 7
A NOTE OF THANKS AND APPLAUSE 19

WELCOME AND INTRODUCTION

Dear Delegate

I would like to extend a warm welcome to you on behalf of the University of Bolton and thank you for joining us at Bolton's ninth Annual Learning and Teaching Staff Conference.

It has been a very exciting year for us, as in May we also offered our first International Learning and Teaching staff conference 'Collaborative Transnational Education' at the University of Bolton's campus in Ras Al Khaimah, United Arab Emirates.

The theme of the conference is 'Student Voice: Student Engagement'.

With the advent of the introduction of higher student fees of up to £9,000 in the Higher Education sector from 2012-2013, the publication of the new Higher Education White paper, there is a recognition across the Academy that we are entering a very different chapter in the history of Higher Education in England.

One of the implications of this is that the 'Student Voice and Student Engagement' will have a greater prominence. It is important that we seek feedback and listen to our students, enable and empower them to be collaborators in the design and delivery of the learning experience, and for us to work together to enhance and provide a learning environment which serves our student body.

Throughout the conference we will have a number of presenters from both the academic, professional and student community exploring the 'Student Voice' and sharing with us ways in which we can engage and empower students to be partners and collaborators in the learning journey.

We are delighted that over 30 Students are joining us at this event, to share their experience of being a student at the University and to deliver Conference presentations and Conference workshops.

We are also very pleased to be offering 21 Learning and Teaching Conference workshops led by the academic, professional and student community at the University.

The hospitality theme for this year's conference is 'By the Seaside' and at lunchtime we are serving a 'A Walk Along the Prom' in the Eagle Bistro and Eagle Restaurant, Eagle campus.

As a finale to the Conference you are invited to join us in an 'All the Fun of the Fair' celebration (Atrium, Design Studio, Deane main reception, Deane Campus) with some games and music.

Thank you for attending the conference and I hope that you enjoy the day.

Sue Burkinshaw
Conference Lead, Head of Learning Enhancement & Professional Development

CONFERENCE PRESENTATIONS

A Brief Description of the Conference Presentations on offer

In the Morning - 9:30-11:00am

1 Opening Address

Presenter: Professor Rob Campbell, Pro Vice Chancellor

2 'What Do Our Students Say?'

Presenters: Sarah Riches, Academic Registrar

'A MYRIAD OF STUDENT VOICES'

3 The Learning Journey: A Personal Account

Presenter: Janet Hollins, Masters in Fine Art Student, AME

Janet will be presenting to the conference her experience as a student at the University of Bolton whilst studying on the Masters in Fine art.

Throughout her time as a student at the University of Bolton, Janet has recorded her learning, development and experience through a personal blog and is willing to share this with us.

We will be exploring the experiences that students may have whilst studying at the University of Bolton and the opportunities and anxieties students' experience at different times in the learning journey.

4 Returning to Learning

Presenter: Sharon Walton, Access Student

5 Working in Partnership: Collaborative Learning

Presenter: Ashley Howell, Former President of the Student Union/Allumni

Pen Portrait

Ashley Howell has served as Students' Union President for the past two years and has just come to the end of his final term.

Presentation Synopsis

Briefly talking about the need of the student voice and how beneficial it is for the University.

6 Student Experience of Our International Campus in Ras Al Khaimah

Presenters: Kennedy Chirwa, Jo Allen, Michelle Batty & Video Skype from RAK

Pen Portrait

Michelle Batty is a part time student studying for her Business Management degree, Kennedy Chirwa has just completed his second year of a Civil Engineering degree, Jo Allen is a Quantity Surveying and Commercial Management student.

Presentation Synopsis

Following a recent visit to Ras Al Khaimah (RAK) for the first University of Bolton International Teaching and learning Conference, our students would like to give a short presentation on their experiences. The presentation offers a student perspective on the value of the conference and their perceptions of our RAK campus, Ras Al Khaimah and the United Arab Emirates. The students will discuss the highlights of their trip to RAK including the skills they have gained and the opportunities they now envisage exist there both for themselves and other students in the future.

'ENHANCING LEARNING THROUGH ENGAGEMENT' – 11:30-12:30pm

7 A Review of the Peer Mentoring Pilot Scheme 2010-11

Presenter: Debra Elliot, Student Liaison Officer/Joanne Howcroft, Leanne Murphy, Stephen Nortley

Pen Portrait

Joanne Howcroft – Joanne is a final year student on the LLB Law programme and will be graduating in July 2011.

Leanne Murphy – Leanne is a final year student on the BSc Counselling & Psychology programme and will be graduating in July 2011.

Stephen Nortley – Stephen is a BSc Civil Engineering student who will be commencing his second year of the programme in 2011-12.

Debra Elliott – The Student Liaison Officers (SLOs) are responsible for co-ordinating the peer mentoring scheme which encompasses the faculties of; Advanced Engineering & Sciences, Well being & Social Sciences and Arts & Media Technologies. In addition, the SLOs provide study skills support and offer information, advice and guidance to the University's student body.

Presentation Synopsis

During 2010-11, the Student Liaison Officers implemented a Peer Mentoring Pilot Scheme. The rationale for the pilot scheme was to respond to students needs and to complement the university's existing provision. The aim of the mini presentation is to offer delegates a brief insight into the Peer Mentoring Pilot Scheme. The presentation will include key contributions from the Peer Mentors who will discuss; their reasons for taking part in the scheme, the training undertaken, the mentoring support provided and their personal development.

8 Student Engagement: Are We Engaging?

Presenters: Helen Grailey, SU Student Representation Coordinator/Jason Challender,

July 2011

Learning Enhancement & Professional Development Unit

AME/Michael Whitworth, BEE/Sarah Mirza, BCT

Pen Portrait

Jason has been a student at the University since 2009. He is currently enrolled on the PGDE and the MSc in Construction Management. He has an extensive career in Project Management and as the former Project Director of 2 large NW Colleges, spearheaded their flagship campus redevelopment projects. He is a Fellow of both the Royal Institution of Chartered Surveyors and the Association of Project Managers.

Michael has been a Student at the University since 2007. He has successfully completed his Foundation Engineering course and his BSc (Hons) Motor Vehicle and Transport Studies. Michael has been a Course Representative for four years and a School Representative for the last two academic years. He has also been invited to meet with panel members as part of two Internal Subject Reviews.

Sarah is a part-time student in the School of Business and Creative Technologies. She is currently in her second year of a degree in Business Management - Languages. She has twenty years work experience in the criminal justice system firstly as a police officer and secondly managing the Sheffield Victim Support Unit. Prior to studying her degree she spent two years in Pakistan assisting businessmen to set up retail outlets.

Presentation Synopsis

The Student Representatives will give a brief account of their views and experiences of Student Engagement and the strength of the Student Voice here at the University of Bolton. This will encompass the broad range of engagement activities they have been involved in across the University and the learning opportunities this engagement has provided for them.

9 Student Ambassador Scheme

Presenters: Laura Carruthers, David Wilford, Becky Pickup, Student Ambassadors

10 International Mobility of our Students

Presenter: Bashir Rassas, International Student Fellow

The Presenter's main role is dealing with the Mobility of students between the University of Bolton and the Ras Al Khaimah (RAK) Campus in the United Arab Emirates (UAE). Students who study at the University of Bolton can choose to spend a semester as part of their degree programme at the RAK Campus. Also students from the RAK campus can do the same at the University of Bolton here in the UK. The idea is that students can experience what it is like to live and study in a country away from their main place of study. This helps them in deciding their future place of work. It also adds a global appeal to their CV and enhances their interpersonal skills as well widening their social and business network.

In the Afternoon - 4:00-4:45pm

10 'Singing from the Same Hymn Sheet: One World, One Voice'

Presenter: Dr George Holmes, Vice Chancellor, University of Bolton

CONFERENCE WORKSHOPS GUIDE

SESSION A WORKSHOPS: 1:30–2:30pm

1 Can Student Attendance Improve by Telling Them to Stay at Home?

Led by: Karl Gregory PGC TLHE, BSc (Hons), AHEA, Lecturer in Product Design, BEE

Pen Portrait

Lecturer in BEE since 2005, his main field is Product Design but shares a keen interest in VLE's and their usefulness in relation to Teaching and Learning.

Since his involvement with the Moodle implementation in the University, has conducted a number of experimental VLE projects to seek out and share with colleagues evidence of good practice.

Presentation Synopsis

In response to the demands of students for greater flexibility, the presenter saw an opportunity to use a module to trial a Blended Learning approach last semester. The students attended physically three times out of the fourteen, but for the rest of the sessions they worked on weekly tutorials off campus.

This workshop will discuss the outcomes of this Blended Learning experiment, highlighting the benefits and also indicating the pitfalls. The presenter suggests that engagement is of greater significance than physical attendance, but also points out ways to monitor and encourage this need to be implemented.

Of most relevance to lecturers who undertake modules with a 'guide on the side' type of delivery, but broad enough to cater for those interested in the application of VLEs as a teaching and learning resource.

This will be an informal session where open discussion and critique are invited from attendees.

2 Co-educate Project's Innovation Support Network: co-developing innovative learning and teaching with students? An exploration using the Bolton Storyworld as a catalyst

Led by: Bill Olivier, Stephen Powell, IEC, Anna Zaluczkowska, AME

Presentation Synopsis

This workshop session will start with an introduction to the work of the Co-Educate project and its Innovation Support Network on the one hand, and the Bolton Storyworld on the other.

With participants, additional opportunities and possibilities afforded by these developments to the university, (such as: multimedia portfolio assessment, student-as-subject-of-degree-quest approach to ePortfolio, or Post Graduate and Researcher's stories of their work as a continuing journey of discovery, or other uses you may come up with), will be explored. A meeting/s to take this further, supported by the Innovation Support Network, can also be planned.

July 2011

Learning Enhancement & Professional Development Unit

3 The PleR project – where are we now – an update

Led by: Dr Maria Rodriguez-Yborra and Barbara E Thomas, AME

Pen Portrait

Barbara E. Thomas is Principal Lecturer responsible for Learning, Teaching and Academic Professional Practice in the School of Arts, Media and Education. She has extensive experience in UK Art & Design Higher Education, sector wide academic development, accreditation, validation and review. Research activity in CPD, research informed teaching and collaborative activity.

Maria Rodriguez-Yborra, Masters and PhD in technology in Education; Reader in Technology Enhanced Learning; Unesco and British Council lead consultant in International Projects in learning technologies; Research activities and interests include sector wide activity in the areas of Continuing Professional Development, elearning and ePortfolios.

Presentation Synopsis

This work in progress presents on-going research of the challenge and evaluation faced during the implementation of pilot studies of an ePDP exercise in the School of Arts, Media and Education (AME). The inclusion of personal development planning is a University requirement for all programmes and was traditionally embedded through either text based and/or visual journal approaches in the AME (The visual journal has and continues to be an important aspect of personal development for Art & Design students). With the emergence of new technologies that could support the traditional PDP the school explored a more flexible approach using an open source VLE (Moodle) to implement the existing PDP framework which is currently under review. The experience provided the school with data to inform the full implementation experience of ePDP, the lessons learnt to further explore the optimum process, infrastructure and research needed to support future developments more effectively in preparation for the proposed revised University PDP policy.

4 Creative Writing Student Showcase

Led by: Dorothy Nelson, AME, Adam Martin and Joanne Powell, Final year Creative Writing students, AME

Pen Portrait

Adam Martin has just completed his third year on the B.A. (Hons) Degree Course in Creative Writing at the University of Bolton. He is a mature student who writes drama and fiction. He has sent scripts to the BBC and tends to focus on writing with humour.

Joanne Powell has just completed her third year on the BA (Hons) Degree Course in Creative Writing at the University of Bolton. She writes short stories in human realism style, though has recently experimented with fantasy drama pieces.

Presentation Synopsis

Adam Martin and Joanne Powell, Creative Writing finalists, will discuss their placement project for the level 3 Writers at Work module. In collaboration with Creative Writing students, tutors and Octagon Theatre staff they organised and hosted this year's Creative Writing

July 2011

Learning Enhancement & Professional Development Unit

Student Showcase (25 and 26 May 2011). This is an annual celebration of finalist students' creative work over 2 evenings in the Bill Naughton Studio at the Octagon Theatre. Creative Writing students are committed to the discovery and development of their voices as new writers.

After detailing the organisation of this placement, Joanne and Adam will be joined by other Creative Writing students who will perform short readings from poetry and fiction from the Showcase to entertain you.

5 Students as Change Agents

Led by: Richard Howell, Acting Head of the Quality Assurance and Enhancement Unit, Helen Grailey, Student Representation Co-ordinator, Students' Union, Jason Challender, School Representative, AME

Pen Portrait

Richard Howell, Acting Head of the QAE Unit, is responsible for contributing to the construction and delivery of the University's quality assurance and enhancement agendas, a portfolio of policy and regulatory matters, and in facilitating external examination, programme validation and reviews of academic provision at the University and through collaborative arrangements.

Since August 2007 Helen has worked for the Students' Union as the Student Representation Co-ordinator. Her previous experience includes working for Bolton Council engaging local tenants and residents in Council Services. Helen graduated from the University of Bolton in 2005.

Jason has been a student at the University since 2009. He is currently enrolled on the PGDE and the MSc in Construction Management. He has an extensive career in Project Management and as the former Project Director of 2 large NW Colleges, spearheaded their flagship campus redevelopment projects. He is a Fellow of both the Royal Institution of Chartered Surveyors and the Association of Project Managers and has been more recently engaged as a HE Lecturer.

Presentation Synopsis

This workshop is interactive. Participants will work in small groups to discuss their beliefs and views about the role of students in institutional change. The general topics for discussion are:

- Improving Learning and Teaching
- Student Voice and Impact
- Student Representation
- Engaging with institutional change
- Breadth of engagement
- General Engagement

The activity will support participants in clarifying their thinking in this area and to understand where there may be differences of opinion. This activity will be conducted with both staff and students separately and the results will be collated to form a report which will be presented to the University in the next academic year.

(This exercise is part of the student engagement toolkit formulated by the HEA and NUS).

6 Lights, Camera, Act on Diversity

Led by: Jo Edwards, Professional Development Officer, LEPDU, Shirley Silcock, Equality & Diversity Officer, Student Services

Pen Portrait

Jo Edwards is one of the Professional Development Officer's in UOB. She has over 8 years corporate experience in the field of Human Resources Development working in Financial, Retail and Legal sectors. She is CIPD qualified and teaches programmes at level 5 and 7 in Human Resources Development for CIPD.

Shirley Silcock is the University's Equality and Diversity Officer, providing advice and guidance on both staff and student diversity matters. She has over 25 years experience in the Human Resources field in Higher and Further Education sectors and has authored numerous policies including harassment and bullying, and the Gender, Disability and Single Equality Schemes for the University. She is CIPD qualified, an ACAS trained mediator, and delivers workshops on diversity, dignity and respect. In addition she has delivered at Women in Higher Education Network (WHEN), Sport England and HEFCE conferences.

Presentation Contents:

1. Musical Connections
2. Background: The making of the new Professional Communications DVD
3. Student Perspective: Behind the scenes
4. Students to talk about their experiences of working on filming the DVD
5. Staff Perspective: Acting
6. Member of staff to talk about their experiences in front of the camera
7. Sneak Preview: Take a look at a Talking Head and Scenario

7 Listening to Student Voice: An evaluation of peer assessment approaches as part of the learning experience

Led by: Dr. David Kitchener, Learning and Teaching Fellow, AME

Pen Portrait

As part of his three year fellowship role, David explored approaches to meeting the needs of an increasingly diverse student body with a view to enhancing retention. He is presently the University's programme leader for the Masters in Education.

Presentation Synopsis

Widening participation can create challenges of retention, an issue being constantly addressed by such initiatives as increased student support. Supposedly 'elite' universities, it has been argued, attract 'better' students, a term largely defined in terms of academic success. The research presented here suggests that 'better' is entirely misleading and a change to assessment modes can celebrate diversity by recognising and recording the qualities of a student populace with widely varying experiences and talents without undermining academic rigour. The workshop paper today shares research based on an appraisal of all 1743 modules (as at 2010)

July 2011

Learning Enhancement & Professional Development Unit

validated by the University. It is argued that further flexibility is required to more exactly measure the abilities of a diverse student body, both in assessment timing and form, the emphasis presently being very much upon tutor-led modes with insufficient attention given to recognising the potential of students to contribute to the assessment process. A more fluid approach it is suggested will more exactly celebrate and recognise achievement which will further enhance retention.

8 IDP (Inter Disciplinary Project) Learning

Led by: Roger Seeds, Vondolson Mapp, Brendan Cassidy, BEE

Pen Portrait

Both Vondolson and Brendan are final year students. They are hard working students with in-depth knowledge of design and construction of buildings.

Presentation Synopsis

During our academic years at the University of Bolton we have been able to exhibit our presentation skills in various modules. One in particular is the IPD module on the final year of our degree. Through this module we have collaborated our skills and knowledge to design a student flat. The session will highlight the experience the members of the IPD group gathered from working in partnership. Furthermore, it will present the advantages associated with IPD working at the University of Bolton problem solving (group) and most importantly, the application of knowledge gained over the years to a live construction project.

9 Workshop Postponed

10 Quiz Activities in Moodle: Tools of the Virtual Learning Environment

Led by: Jennie Leyden and Graeme Prescott, eLearning Trainer, LEPDU

Pen Portrait

Jennie is currently working with the Learning Enhancement & Professional Development Unit (LEPDU) as an eLearning Trainer and was previously an ICT Support Officer at the University of Bolton.

Jennie worked at Birds Eye Wall's Limited in Walton-on-Thames for 11 years in various IT roles; PC Specialist, Network Administrator and Computer Users Training Office for 3 years.

Graeme has worked as a Media Resources specialist within the Library at the University of Bolton since 2005 and more recently has become a member of the University's newly evolving eLearning development team. Graeme has a background in graphic design and graduated from the University of Bolton with first class honours in Multimedia and Website Development.

Presentation Synopsis

This workshop will provide an appreciation of one of the key Moodle activities that can be used to engage with students and provide timely and formative feedback. Example activities will focus on the creation and sharing of questions within 'Moodle Quizzes'. This session will focus on the types of common question formats currently available within the Quizzes. The session

July 2011

Learning Enhancement & Professional Development Unit

will allow for 'hands on' experience of modifying existing questions to then create your own question-variation, specific for your own use. Examples will also be given of how to import and export banks of existing questions into other courses plus how easy it is to share with other staff, promoting the benefit of re-working and re-using existing resource materials. The session will conclude with a look at the activity reports generated within Moodle associated with student interaction.

11 Developing Your Own On-Line Sequential Learning Activities in LAMS (Learning Activity Management System) by populating an existing LAMS template

Led by: Mike Lawrence, Learning and Teaching Fellow/Senior Lecturer in Electronics, BEE/LEPDU

Pen Portrait

Mike is a Senior Lecturer in Electronics - delivering both in-house and distance-learning Microelectronics modules up to Masters level. Mike's Fellowship roll centres on the implementation of the University's VLE, whilst re-examining the ways that technology is used to support the University's expanding range of learning and teaching activities.

Presentation Synopsis

To get a good feel for the Blended Learning this activity provides - this session will include already created exercises to get a feel for the 'student experience':-

Numerous examples are also included which have been downloaded from the LAMS Community under the creative commons licence, so if you find an appropriate sequence of activities you like, you can simply take a copy of it, modify it to your own theme and then launch as your own material.

To minimise having to learn another new piece of software, there are some templates already created for you to simply populate with your subject matter theme.

This activity promotes re-using and re-working existing teaching material.

SESSION B WORKSHOPS: 2:45–3:45pm

12 The Student Life Cycle

Led by: Julie England, Principal Lecturer Learning & Teaching, BCT, Stephen Powell, Reader in Inquiry-based Learning, Institute for Educational Cybernetics

Pen Portrait

Julie England is a Principal Lecturer Learning & Teaching in the School of Business & Creative Technologies. My research interests include student transition and the student life cycle and; the extent to which higher education institutions have adapted to accommodate non-traditional students.

Stephen Powell's current work involves researching and developing new approaches to curriculum development and curriculum designs using systems based approach. The primary focus of this work has been on online distance learning with a view to widening participation for groups of learners who are unable to access traditional face-to-face provision.

Presentation Synopsis

Across the higher education sector a better understanding the student experience is seen as an important issue as institutions seek to mark their provision out from competitors through providing a better service to their students. One approach taken is to think in terms of the student life cycle and by using techniques such as 'blueprinting' to detail the student experience and identify 'fail points' that are then prioritised for action.

At the University of Bolton, through the JISC funded raising capability project, we are finding out about the student experience and identifying issues and areas of good practice from the student perspective as well as the views of staff.

This workshop will provide an overview of activity undertaken to date, share tentative findings and give participants an opportunity to contribute to the ongoing research by identifying what they believe are the critical points/incidents during the students time at university.

13 Learning About Learning: Experiences of the PGC in Teaching & Learning in HE

Led by: Jane Lovatt, LEPDU, Jo Edwards, LEPDU, Bruce Fitter, BCT, Tris Burns, AME, Paul McMahon, BEE

Pen Portrait

Jane Lovatt is the programme leader for the PGC in Teaching and Learning in HE and is also a Learning and Teaching Fellow (Academic Development). She has a shared role with LEPDU and AME and has been involved in mentor and teacher education and development since joining the University in 2001. Jo Edwards, Professional Development Officer, LEPDU, Bruce Fitter (Senior Lecturer), Paul McMahon (Senior Lecturer) and Tris Burns (Senior Lecturer) are professional and academic staff at the University of Bolton who have completed module 1 of the PGC in Teaching and Learning in HE during the last semester.

Presentation Synopsis

In recent years and in light of the changing Higher Education section and government policy there has been increasing pressure on universities to ensure teaching staff have undertaken some preparation for their role around teaching and supporting learning. Within the sector as a whole there remains some resistance to undertaking a teaching qualification however and there are also differing views on what this 'preparation' should look like. The majority of those that have done the course at Bolton however have reported positively on their experience. This workshop aims to demonstrate the Bolton position and the course member views on their learning and development during Module 1.

I4 Employability: Helping Our Students to Articulate Their Skills

Led by: Julie Bateman, Head of Careers, Vanessa Casaru, Careers Adviser

Pen Portrait

Julie Bateman started at the University of Bolton in March 2010, and has overall responsibility for the Careers Service strategic and operational direction, including raising the profile of the service with both internal and external individuals and stakeholder groups. Vanessa Casaru is employed as a Careers Adviser at the University, and has been in post since October 2010. She has over 20 years experience of delivering careers advice and guidance to a range of different age groups. Vanessa has previously worked for Connexions and other services across West Yorkshire and Greater Manchester.

Presentation Synopsis

In the current economic climate a degree is no longer enough to secure employment in the graduate labour market. In order for graduates to remain competitive, they need to have a good range of employability skills to complement their academic achievements.

This session will establish why employability is so important and what students need to consider in order to 'stand out' from the crowd.

This session will also enable participants to explore a timeline for employability, and will provide examples of good practice in relation to skills assessment and planning across a range of academic disciplines.

I5 Optimising Students Experience of Placements Through Use of a Reflective Assessment Tool

Led by: Fionnuala Geoghegan, HSS

Pen Portrait

Fionnuala Geoghegan is a Senior Lecturer in Sports Rehabilitation and is also the Senior Clinician in the University of Bolton Sports and Spinal Injuries Clinic. Having recently completed the Post Graduate Certificate in Teaching and Learning in Higher Education her interest lies in enhancing the clinical experience and employability of students

Presentation Synopsis

The new University of Bolton Curriculum Framework has employability and professional development at its heart. In a time when employment is increasingly difficult to secure we must ensure that our graduates are given the best opportunity to succeed. Research has indicated that graduates are often unable to identify transferable skills that are integral to the undergraduate programme.

This workshop will explore how, through the integration of pedagogical theory a formative assessment tool was developed which encourages both reflection and the identification of both clinical and employability skills. Improving the clinic experience for both student and supervisor.

16 Case Based Learning: How it Helps in Developing Decision Making Skills

Led by: Chris Mulryan, Senior Lecturer, HSS

Pen Portrait

Chris Mulryan teaches on the MSc In Advanced Practice as well as contributing to the popular health CPD program offered by HSS. He has recently published a text book titled Acute Illness Management which considers how the care of acutely ill patients can be improved.

Presentation Synopsis

Case based learning is a teaching and learning strategy that challenges students to identify learning needs, search out knowledge and use that knowledge to solve complex problems. It is distinct from case studies that often use hypothetical cases to illustrate concepts or apply and possibly test previously taught knowledge. In case based learning the cases which inform students learning are real giving the learning a direct relevance and enhancing the ability to recall and make use of knowledge gained in the learning process.

This session aims to explore case based learning by providing examples of how it is used in clinical teaching within the School of Health and Social Science in Bolton. Delegates will receive an overview of the processes that are involved in case based learning and how case based learning can be augmented with electronic learning resources to change the class room experience for the student away from lectures and into a totally interactive event. Whilst the examples used in this session will centre on clinical teaching the utility of how case based learning can be exploited to other curriculum areas will be made clear.

17 STEPS to Personal Success

Led by: Sue First, HSS, Student presenters: Debra Elliot and Linda Withey

Pen Portrait

I have delivered STEPS (Steps to Excellence and Personal Success), an innovative personal development programme for students at all levels from across the university from undergraduates to PhD students, and also delivered to local people in the community and employees threatened with redundancy in the public sector.

Presentation Synopsis

STEPS (Steps to Excellence and Personal Success) is one of several programmes produced by the Pacific Institute in Seattle USA which has been developing Personal and Organisational development programmes for 30 years, which aim to allow people to release their potential and achieve personal fulfilment. It is a 2 day interactive program divided into 12 units and is a unique opportunity for students to take a fresh look at their lives, help them to see how much they are truly capable of achieving and offers the tools to make it happen. It enables students to confront their personal beliefs that limit their achievement, and helps them to build a stronger sense of self and an expanded sense of their own unlimited potential to move beyond where they have become stuck to achieve more fulfilling and successful lives. Come and have a taster session and discover your own personal success.

18 Navigating the research: Teaching Nexus; Let's Get Visual!

Led by: Roz Fox, Knowledge Transfer Associate, Regeneration, BEE, John Washington, Senior Lecturer Graphic Design, Anthony Roocroft, Course Leader Graphic Design, AME

Pen Portrait

Roz Fox is a PhD research student undertaking an Action Research project developed by the University of Bolton and Bolton at Home to explore community engagement practice in Regeneration. She also teaches on the Introduction to Regeneration module and has just completed her Post Graduate Certificate in Teaching and Learning in HE.

John Washington is a Senior Lecturer in Graphic Design and has over 10 years of experience in the graphic design industry. He teaches on the BA (Hons) Graphic Design Programme and has a research interest in the psychology of visual perception.

Anthony Roocroft is a freelance Graphic Designer who has had over 25 years experience working in advertising agencies and design consultancies. Having completed a PGCHE last year, Anthony teaches on graphic design and digital media courses at the University. His research interests explore the concepts of creativity within the context of graphic design and visual communication.

Presentation Synopsis

The paper explores the student experience of a project developed in partnership between a PhD researcher in the School of the Built Environment and Engineering and teaching staff in the School of Arts Media and Education to provide Graphic Design students with an insight into the realities of working in the arts.

Students were asked to 'sweeten the design' of drawings from a PhD research project exploring community engagement. The researcher was 'the client' in the role play exercise to develop the skills and experience of students working as 'Design Consultants' to a brief and tight deadline.

The paper will provide an overview of the research-teaching nexus and considers if the conceptual framework developed by Healey and Jenkins (2009) applies within this context. Staff and students will present their views of the process, challenges and learning gained from the experience.

Healey, M. and Jenkins, A. (2009) *Developing undergraduate research and inquiry*. York: Higher Education Academy

19 Practitioner Research Improving Practice: Student Engagement within e-Learning

Led by: Eburn Akinsete, Graduate Teaching Associate, BEE

Presentation Synopsis

Presentation of a live study of online engagement within degree courses delivered using the Inter-Disciplinary Inquiry Based Learning (IDIBL) framework.

The study is carried out using an action research approach which is participative in nature and not only involves the input of the learners on the IDIBL course, but is collaboratively developed with the team of facilitators that form the IDIBL course committee.

KEYWORDS: e-Learning, Engagement, Inquiry Based Learning, Action Research

20 Effective Uses of Body and Voice: Getting Your Ideas Across

Led by: B Andrews/Students

Presentation Synopsis

An interactive workshop involving students in exploring presentation alternatives to the powerpoint norm through using the body and voice.

21 ePDP with Mahara (from within Moodle) - Creating Views in Mahara

Led by: Mike Lawrence, Learning and Teaching Fellow/Senior Lecturer in Electronics, BEE/LEPDU

Pen Portrait

Mike is a Senior Lecturer in Electronics delivering both in-house and distance-learning Microelectronics modules up to Masters level. Mike's Fellowship roll centres on the implementation of the University's VLE, whilst re-examining the ways that technology is used to support the University's expanding range of learning and teaching activities.

Presentation Synopsis

An introduction to ePortfolio for students combined with a demonstration of the capabilities of Mahara. Mahara is an open-source e-portfolio software with a flexible display framework.

It is an easy to use piece of software that allows students to quickly incorporate academic Blogs (web based logs), sections of text, pictures, videos, web-links and/or their own files to create 'Views' that capture elements of their academic achievements where each specific 'View' can be created for different audiences and for different purposes.

Mahara ePortfolio the student's own 'web-area' where only they control who sees what and can be best described as their 'professional Facebook'.

This session gives an overview of what can be achieved from creating CV's; to feeding in the latest job-vacancies; to presenting specific project work.

It is as creative as the user's view.

22 Second Life: A Virtual Bolton Campus

Led by: Dr Paul Rogers and Dr Debbie Abdel-Nabi, HSS

Pen Portrait

Dr Paul Rogers is a Senior lecturer in Psychology and programme leader for the BSc (Hons) Criminological and Forensic Psychology programme. His research interests include the social

July 2011

Learning Enhancement & Professional Development Unit

psychology of computer-mediated communication, and in particular the impact of group identity on communication via technology.

Dr Deborah Abdel Nabi is a Senior Lecturer in Psychology and a University Learning & Teaching Fellow. She has published (with Dr Rogers) on innovative methods of eAssessment and is currently involved in research on the 'uncanny valley' in Avatar design and the use of virtual worlds in remote teaching and learning.

Presentation Synopsis

The University of Bolton has recently acquired a virtual campus (in Second Life) and we would like to take delegates on a tour of our island. We hope this will be a place where Bolton students and staff, internationally as well as locally, can come together to learn, collaborate and socialise. In line with the conference theme, student engagement is central to the working of the virtual campus leading to a true community of learners. We will take you into second life where you can explore the island and facilities, and be introduced to the possibilities available. No technological expertise is required!

A NOTE OF THANKS

This Annual Learning and Teaching Staff Conference could not be brought to you without the support, contribution, commitment and hard work from a dedicated team of staff drawn from across the University.

I would like to thank all staff on behalf of the University, who have played a part in the organisation and delivery of the University of Bolton's Annual Learning and Teaching Staff Conference.

It has been a pleasure and a privilege to have worked with you, in bringing together this annual conference event.

Thank you.

Sue Burkinshaw
Conference Director

STAFF WHO HAVE PLAYED A PART IN BRINGING THIS CONFERENCE DAY TO YOU:

Catering Academy

Booth	Darren
Booth	Julie
Campbell	Barbara
Eckersley	Carol
Gaskell	Sue
Mann	Emma
Mann	Marilyn
Nicholson	Sandra
Norton	Karen
Richardson	Emma
Stephens	Caron
Whitworth	Dawn
Williams	Georgina
Wright	Andy

Conference Presenters

Allen	Jo
Batty	Michelle
Burkinshaw	Sue
Burns	Tris
Campbell	Rob
Carruthers	Laura
Challender	Jason
Chirwa	Kennedy
Edwards	Jo
Elliott	Debra
Fitter	Bruce

Chairs to Conference Workshops

Brandwood	Pauline
Clarke	Ged
Dickerson	John
Edwards	Jo
Fitter	Bruce
Gregory	Karl
Groom	Lesley
Howell	Richard
McLean	Rachel
O'Connor	Cassandra
Riches	Sarah
Styles	Charly
Ward	Shirley
Whittleston	Sandra
Young	Penny

Conference Registration Team

Booth	Simon
Dunn	Nicola
Eckersley	Keeley
Edwards	Joanne
Grundy	Dawn
Kirby	Marina
Leyden	Jennie
Lakhman	Rina
Mercer	Denise
Murrie	Lindsey

Grailey	Helen
Hollins	Janet
Holmes	George
Howcroft	Joanne
Howell	Ashley
McMahon	Paul
Mirza	Sarah
Murphy	Leanne
Nortley	Stephen
Pickup	Becky
Rassas	Bashir
Riches	Sarah
Walton	Sharon
Whitworth	Michael
Wilford	David

Conference Workshop Presenters

Abdel Nabi	Debbie
Akinsete	Ebun
Andrews	Brid
Bateman	Julie
Burns	Tris
Casaru	Vanessa
Cassidy	Brendan
Challender	Jason
Edwards	Jo
Elliott	Debra
England	Julie
First	Sue
Fitter	Bruce
Fox	Roz
Geoghegan	Fionnuala
Grailey	Helen
Gregory	Karl
Howell	Richard
Junior	Itela
Kitchener	David
Lawrence	Michael
Leyden	Jennie
Lovatt	Jane
Mac Neill	Callum
McMahon	Paul
Martin	Adam
Mapp	Vondolson
Mulryan	Chris
Olivier	Bill
Powell	Stephen
Powell	Joanne
Prescott	Graeme
Rodriguez-Yborra	Maria

(Continued overleaf)

July 2011

Learning Enhancement & Professional Development Unit

Sturges	Sharon
Unsworth	Louise
Whittle	David

Facilities

All the Caretaking & Cleaning team

Flowers by Diddy Box, Bolton

LEPDU

Edwards	Jo
Mercer	Denise
Unsworth	Louise

Ras al Khaimah Liaison

Hanslot	Zubair
Nambair	Raj
Merchant	Sarfaraz
Unsworth	Louise

Reprographics Team

Driver	Carol
Kelly	Nicola
Patel	Kirit

Student Ambassadors

Love	Vikki
May	Joanne
Meadows	Ben
Robinson	Trilbie
Singh Landa	Amy

Technical Team

Allison	Duncan
Burns	Jim
Baron	Mark
Greehnalgh	Adrian
Lowe	Jason
Moth	Ian
Nikrooz	Antony
Thompson	Ian
Williamson	Mark
Willis	Paul

Conference Workshop Presenters (continued)

Rogers	Paul
Roocroft	Anthony
Seeds	Roger
Stewart	Sloane
Washington	John
Wilcock	Shirley
Withey	Linda
Thomas	Barbara
Zaluczkowska	Anna

And to all of **you** the delegates, we all hope that you enjoyed the day!

Sue Burkinshaw
Conference Director