University of Bolton

Teaching Intensive, Research Informed

TIRI **2021 2021 2021**

SHOWCASE

University of Bolton — A Guardian

TOP 50 UNIVERSITY G1

ANNUAL STAFF
TIRI Showcase Programme

22nd June 2021   9.30am - 2.00pm

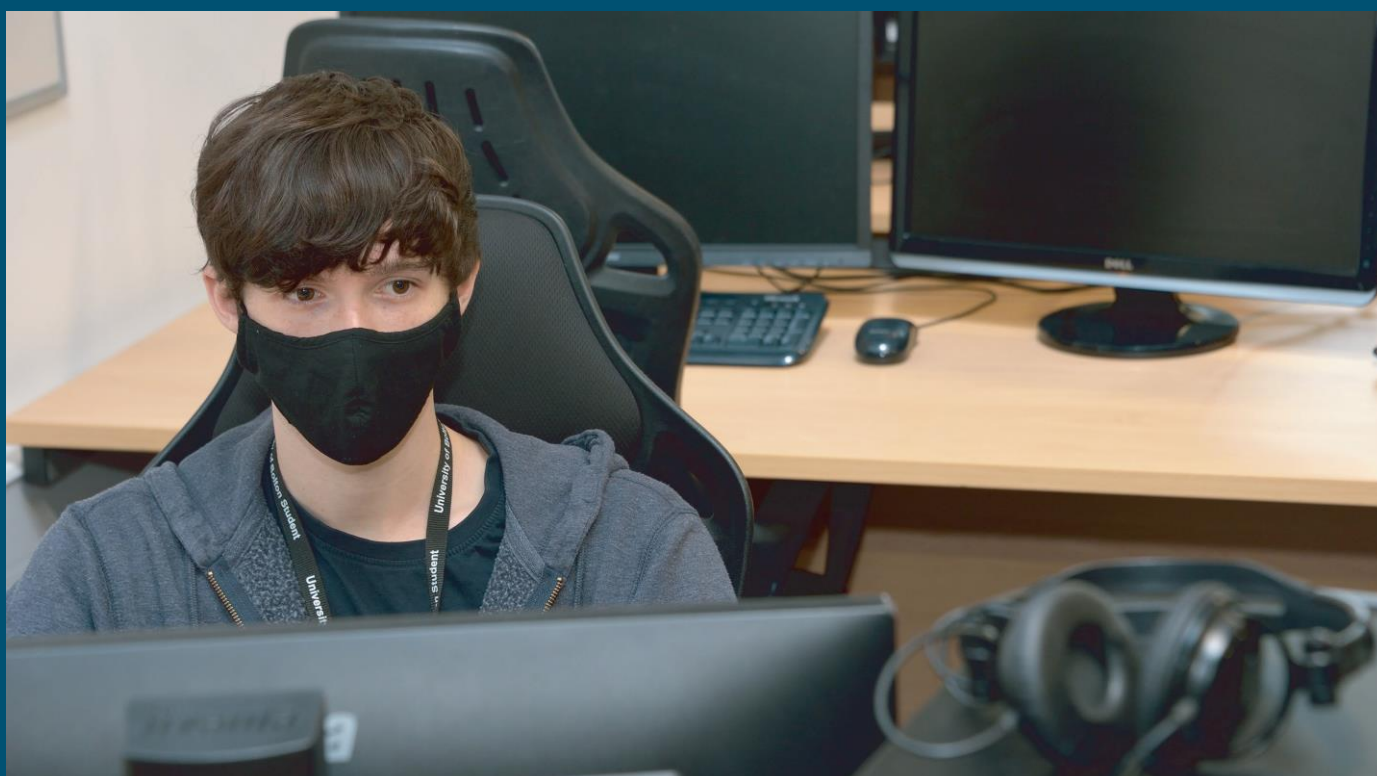Tag us on   #TIRI21

Annual Staff TIRI Showcase Programme

The University of Bolton has strategically positioned itself as a Teaching Intensive Research Informed (TIRI) University. The fundamental principle of this approach is to provide high quality intensive teaching to our undergraduate and postgraduate students across the academic disciplines of the University. The intensive teaching is sustained by rigorous research that informs both the content and delivery of the curriculum. The TIRI approach places students at the centre of everything we do and develops distinctive academic strengths and competitive advantage in the sector. The TIRI Showcase is for staff at the University and its collaborative partners who teach and support University of Bolton students. The TIRI agenda underpins all sessions in the Showcase as well as providing the focus for the interdisciplinary tracks.

Annual Staff TIRI Showcase Programme

Time	Session Details			
9.30 – 9.40	Conference welcome by Dr M Sadiq **(Zoom Webinar ID: 935 7266 6998 Passcode: 871219)**			
9.40 – 10.00	Opening Address: Professor George Holmes DL President and Vice Chancellor One Year On: Lessons from Teaching, Learning and Assessment towards a Post-Pandemic World.			
10.00 - 10.15	Coffee Break:Grab a drink and join one of the Showcase Presentations			
	Room 1 Chair: Dr G Brown/Lisa Adjei **Zoom Meeting ID: 980 0809 4338 Passcode: 957891**	**Room 2** Chair: Dr S Telfer/ Dr C Kannangara **Zoom Meeting ID: 659 592 8579 Passcode: 003525**	**Room 3** Chair: R Jones/M Lilley **Zoom Meeting ID: 982 1804 5934 Passcode: 113439**	**Room 4** Chair: Dr M. Sadiq/ Prof. R Gurbutt **Zoom Meeting ID: 810 526 1786 Passcode: 211701**
10.15 – 11.15	**Session A** **Reena Bhogal-Welsh** What you call differentiation, I call Highly Tailoring.	**Session B** **Lisa Rees-O'Donnell, Kathryn Cridland Dr Hossain** Early Engagement for Success. The development of a virtual international student guide.	**Session C** **Matt Smith & Dr Amanda Turner** Flipped Learning Environments	**Session D** **Simon Wiggins** STEAM - launch and next steps
	Session E **Rory McKelvin** The use of simulation in teaching theory to enhance learning.	**Session F** **Maya Nair** Online Proctoring Co-operatively with HE Co-operative	**Session G** **Dr Iain Duncan Stalker** AI-based Digital Learning Facilitators	**Session H** **Ian Bowden** Building Commercial Awareness using Teams
	Session I **Bimpe Kuti, Helen Lord, Prof. Russell Gurbutt** Involving service users in District Nursing Education: Implementing the use of an online learning package	**Session J** **Richard Jagger** A Second Chance for Second Life? Exploring The Virtual Campus.	**Session K** **Jo Luckhurst** Practice Interviews for Graduate Skills	**Session L** **Elizabeth McGovern** Remote Learning and Disability, Challenges and Benefits.
11.15 – 11.45	Professional Discussion			
11.55 -12.15	Grab a drink and join colleagues in the coffee lounge for an informal chat: Lead Dr J Smith Zoom Meeting ID: 988 6183 3325 **Passcode:** 336179 Poster Presentation Graeme Prescott; Dawn Grundy: LEAP Online. Supporting Teaching, Learning and Assessment See below for link to shared drive. Poster Presentation Nurun Nahar; A holistic model for digital skills development in higher education students			

12.15 – 1.35	**Session M** **Dr Alicia Danielsson** PowerPoint - Overused and underutilised - The must-have workshop you never knew you needed!	**Session N** **Dr Sarah Telfer; Professor Paul Hollins; Professor Dai Griffiths; Daniel Edmondson** The impact of Covid 19 on the use of Educational Technology by staff at the University of Bolton	**Session O** **Rose Baulk and Dr Georgia McCrone** Long-time no see: a virtual partnership, team delivery in lockdown	**Session P** **Christina Morris and Antonia Dewsbury** Supporting a Student in Distress.
	Session Q **Dr Georgia McCrone** Going through the blender: developing a fully blended learning pedagogy for education students.	**Session R** **Pauline Matthews** "On Campus" sessions - opportunities for career conversations - practicalities and aspirations.	**Session S** **Sean Freeman Helen Lord Sue First** Developing a blended learning model of education for care home nursing.	**Session T** **Nurun Nahar, Aftab Hussain, Helen Turner, Thomas Storey** Ada goes to Uni: Chatbots in a Covid-19 era.
	Session U **Matt Lilley & Mark Whyte** Microsoft Teams - Community, Efficiency, and Inclusivity.	**Session V** **Danielle Ellis, Dr Sarah Telfer, Phoebe Garrick Summers** Storyboarding as an Inclusive Tool for Pedagogy and Reflection.	**Session W** **Richard Jones and Sam Taylor** VFX Community Enrichment - The Student PR Officer.	**Session X** **Nurun Nahar, Julie Bateman, Nitasha Afzal and Emma Lacey** Personalised career mentoring scheme to enhance graduate employability - a staff-student collaborative approach.
	Session Y **Dr Ben Hughes** Flipping learning – understanding staff expectations and reality of designing and implementing a flipped classroom approach to teaching and learning.	**Session Z** **Rory McKelvin** Immersive Simulation Training: Comparing the impact on midwifery and paramedic students' confidence to perform basic life support skills	**Session Z1** **Dr Indranil Bose** Using On-line case studies for teaching and learning	**Session Z2** **Tim Leonard** Digital Transformation at the University of Bolton Library.
1.35 – 2.00	**Professional Discussion**			

Presenters

Session A

Reena Bhogal-Welsh : What you call differentiation, I call Highly Tailoring

✉ **r.bhogal-welsh@bolton.ac.uk**

Presentation on techniques used at secondary that could be used within a HE learning environment. The presentation will cover: -What is Highly Tailoring? -How is highly tailoring used in a classroom setting? -Techniques linked to highly tailoring based off research from Rosenshine's Principles -Link back to curriculum design and Mary Myatt -Further reading / research-led links that colleagues might find useful.

Session B

Lisa Rees-O'Donnell, Kathryn Cridland, Dr MD Ismil Hossain: Early Engagement for Success The development of a virtual international student guide

✉ **l.Rees@bolton.ac.uk**

An overview of the strategies implemented within the IOM to support the significant growth in international students during COVID. The presentation will identify the introduction of SPARK housing learning materials for those students awaiting full access to Moodle, the inclusion of "Getting you Started" sessions via Zoom for UG and PG students, Assignment "Fix It Sessions" to support students with referred work, and the development of the International Student Guide - September 2021. The new virtual guide will be rolled out pre induction (on receipt of the students deposit and issue with a CAS) to support the students by demystifying terminology and systems through a series of "How To" videos. The early engagement strategy will provide the students with the opportunity to see their PL in advance, see how to access Moodle, their timetable, how to access the library and LEAP, and how to upload their first assignment to Turnitin. Showing and telling the students how to access the essential areas, will support the different learning styles and also, prepare the students for their first day of learning at the IOM. As further support, the guide will also be distributed post induction to include other key areas such as student support, employability and careers. The post induction guide will be distributed to all new students and shared with staff to embed into the Moodle pages. This allows for an inclusive central guide to help staff and students achieve engagement, participation, and success from the start of their learning journey.

Session C

Matt Smith & Dr Amanda Turner: Flipped Learning Environments

✉ **matt.smith@bolton.ac.uk**

Design of flipped classrooms based on Action Research to Improve Practice

Session D

Simon Wiggins: STEAM - launch and next steps

✉ **s.wiggins@bolton.ac.uk**

STEAM - Staff Enhancement and Achievement Map - is the university's new central portal for Personal, Professional and Institutional staff development. This presentation introduces how to access the portal, what it can offer you and how you can help shape and contribute to it's content and development.

Session E

Rory McKelvin: The use of simulation in teaching theory to enhance learning.

✉ **r.mckelvin@bolton.ac.uk**

Presentation, it is the use of having a virtually simulated patient that is presented either verbally or with a video demonstration that has multiple potential illness/injuries. With a gradual step wise approach in assessment and group learning within a session the students discover more about the potential conditions and perform investigations to confirm or rule out findings to come to a conclusion. This allows for multiple styles of learning to be blended together while learning about the set topics and surrounding topics. This is done with the support of colleagues the facilitator. This allows for the students whom normally would withdraw to still learn and be part of the cohesiveness of the class. Multiple scenarios are set out and distributed to the class and each group feeds back at the end of the session allowing for discussion and debriefing which is facilitated by the lecturer but run by students. This enhances many skills beyond just the theory and allows for practice application of problems solving without physically attending a patient. It is worth noting this can be done face to face, in multiple classrooms, with IPL between facilitators and students amongst multiple years of study and virtually if required as well.

Session F

Maya Nair: Online Proctoring Co-operatively with HE Co-operative.

✉ **m.nair@bolton.ac.uk**

During lockdown after initial phase of trialling few online exam techniques, we are now successfully using HE Co-operative Online Proctoring method to conduct exams. This not only includes drug calculation exams but also anatomy physiology exams and across various programmes within our school. Though initially we were sceptical about this which was coupled with initial hiccups with the software and availability of gadgets for our students, all the stakeholders are now comfortable in using this. We have received feedback from most of our students about their comfort in using this system. This also meant that students were not disadvantaged due to pandemic while the workforce of healthcare was not affected. We would therefore like to share this experience with the wider team and celebrate the success of successful execution of online proctoring tool.

Session G

Dr.Iain Duncan Stalker: AI-based Digital Learning Facilitators

✉ **IS4@bolton.ac.uk**

Ongoing research inspired by "Jill Watson", an 'artificial intelligence' at Georgia Tech, and funded by a Jenkinson 2021 Award, systematically exploring opportunities for "AI-based Digital Learning Facilitators" in UK HE. The research explores a range of approaches including Intelligent Learning Objects for personalised engagement with key (threshold) concepts of a discipline.

Session H

Ian Bowden: Building Commercial Awareness using Teams

✉ **i.bowden@bolton.ac.uk**

The pandemic has ensured that students have faced an almost unprecedented range of challenges in regards to their studies and the next steps that they are seeking to take in their careers. This 15 minute presentation focuses on how students in the School of Law have been able, via Teams, to enhance their commercial awareness and knowledge of the legal sector creating a platform for success in employment. The project has also assisted students in developing their skills in critical thinking and analysis and has fostered a true sense of a supportive learning community where students at all stages of their studies have a platform to share views, discuss and debate.

Session I

Bimpe Kuti, Helen Lord, Prof.Russell Gurbutt: Involving service users in District Nursing Education: Implementing the use of an online learning package

✉ **b.kuti@bolton.ac.uk**

An innovative teaching and learning approach using an online learning package. Discussion with two service users that helped to develop the content of the online learning package with academic tutors. The workshop will showcase student feedback and the impact on student learning and development. This workshop will clearly demonstrate the theme – Blended Learning: Transitions moving forward. Thus, adding value to the student experience and creating sustainable contribution from service users.

Session J

Richard Jagger: A Second Chance for Second Life? Exploring The Virtual Campus

✉ **rj5@bolton.ac.uk**

This will be a re-visit to an online resource that was investigated some years ago in terms of the psychological factors involved in creating a virtual campus. It would have seemed rather unbelievable then, that there would be a time in the near future where we did not have access to the physical campus. Second Life itself has had an interesting history since its launch in 2003. The idea is that one can purchase virtual 'real estate' and create a unique environment. Students access the resources by means of avatars that they create. The area of interest is to what extent social learning opportunities are possible. That is, can it become a dynamic resource where students feel connected and interact. What factors might influence their experience?

Session K

Jo Luckhurst: Practice Interviews for Graduate Skills

✉ **j.luckhurst@bolton.ac.uk**

This will be a brief presentation to highlight the opportunity the students had this year to practice their online competency-based interview skills with an industry professional. The opportunity was developed as part of our employability agenda.

Session L

Elizabeth McGovern: Remote Learning and Disability, Challenges and Benefits

✉ **eam1@bolton.ac.uk**

A presentation focusing upon how students with disabilities have experienced remote learning in relation to how their conditions impact upon access to education. It combines student feedback with analysis to illustrate contrasting experiences of remote learning under lockdown. Unfortunately, as its a remote session, you'll need to bring your own biscuits !

Session M

Dr Alicia Danielsson: PowerPoint - Overused and underutilised - The must-have workshop you never knew you needed!

✉ **a.danielsson@bolton.ac.uk**

PowerPoint has been one of the most widely used tools for teaching both online and offline. However, the phenomenon of "Death by PowerPoint" and the growing presumption that PowerPoint presentations automatically mean that a lecture is not engaging, demonstrate how, the use of PowerPoint is not living up to the potential of the tool. This interactive workshop will practically demonstrate and take the audience through some of the less used, yet more engaging functionalities of PowerPoint. It is aimed at all levels of PowerPoint users and will also involve a segment designated for individual questions. Coming out of this workshop you will not only have some new templates to work with that will save you time in your lecture preparations, but you will also have gained new skills that will allow you to start the next academic year with more effective resources - ideally with at least one of them being something you always wanted to do, but did not think was possible.

Session N

Dr Sarah Telfer; Professor Paul Hollins; Professor Dai Griffiths; Daniel Edmondson: The Impact of Covid 19 on the use of Educational Technology by staff at the University of Bolton

✉ **s.telfer@bolton.ac.uk**

The impact of the COVID19 pandemic has caused the University of Bolton to re-evaluate its pedagogic practice, specifically around the use of educational technology. This presentation introduces the initial findings of a research study undertaken to gain insight and understanding into the impact of the pandemic on University of Bolton staff and their teaching practice. It examines staff's relationship with technology and analyses the institutional support provided throughout the transition to online teaching and learning.

Session O

Rose Baulk and Dr Georgia McCrone: Long time no see: a virtual partnership, team delivery in lockdown

✉ **rb17@bolton.ac.uk**
g.mccrone@bolton.ac.uk

PowerPoint seminar presentation documenting and evaluating the development of two shared modules, to two groups, using blended learning during lockdown. It will include examples of jointly developed resources, grounded in e-learning pedagogy, with accounts of personal interactions that facilitated the development of the modules, the professional relationships of the tutors and the impact on students.

Session P

Christina Morris and Antonia Dewsbury: Supporting a Student in Distress

✉ **MHAdvisor@bolton.ac.uk**

Our 15-minute presentation aims to raise awareness amongst the staff population of the 'Supporting a Student in Distress' training session currently being rolled out to all staff members at the University of Bolton; whilst promoting the relaunch of the 'Responding to a Mental Health Crisis on Campus- Z cards.' The presentation will cover key areas of the training, highlighting processes and guidance for staff in supporting a distressed student, including students presenting in a mental health crisis. We will also be using this as an opportunity to provide attendees with upcoming dates in which staff can engage with future training sessions.

Session Q

Dr Georgia McCrone: Going through the blender: developing a fully blended learning pedagogy for education students.

✉ **g.mccrone@bolton.ac.uk**

A seminar presentation reflecting on the process of translating traditional lecture and seminar content into a pedagogically sound combination of synchronous and asynchronous delivery to Level 4 and 5 BA in Education and Learning undergraduates.

Session R

Pauline Matthews: "On Campus" sessions - opportunities for career conversations - practicalities and aspirations

✉ **p.m.matthews@bolton.ac.uk**

The content and delivery of on campus sessions, across Psychology pathways and year groups, will be discussed. The benefits of the design of on campus sessions and the opportunity to support students with the practical steps involved in graduate/further study routes identification and applications.

Session S

Sean Freeman, Helen Lord, Sue First: Developing a blended learning model of education for care home nursing

✉ **h.lord@bolton.ac.uk**
s.freeman@bolton.ac.uk
s.r.first@bolton.ac.uk

A poster presentation discussing the development of a model of education for carers and nurses working with the care home sector. This poster will evidence the progression and development of an online programme utilising flipped classroom and virtual discussion groups to support students and their leaning. Research undertaken during the pilot cohort delivery and from evaluation of the pilot programme will be utilised to demonstrate the further development of materials for future delivery.

Session T

Nurun Nahar, Aftab Hussain, Helen Turner, Thomas Storey: Ada goes to Uni: Chatbots in a Covid-19 era.

✉ **n.nahar@bolton.ac.uk**

A 15-minute presentation to be made on the progress of this STRIVE award funded project. The presentation will be conducted by staff and student interns working on this project with an aim to discuss our objectives, what we have achieved so far and how the use of chatbot in VLEs have made a positive impact on student engagement during the pandemic.

Session U

Matt Lilley & Mark Whyte: Microsoft Teams - Community, Efficiency, and Inclusivity

✉ **mpl2@bolton.ac.uk**
maw1@bolton.ac.uk

Presentation - An exploration of the impact Microsoft Teams has on the learning experience, establishing and maintaining course identity/community, and the efficiencies it offers for academic staff.

Session V

Danielle Ellis, Dr. Sarah Telfer, Phoebe Garrick Summers: Storyboarding as an inclusive Tool for Pedagogy and Reflection.
✉ **d.ellis@bolton.ac.uk**

This presentation examines the use of storyboarding as an inclusive pedagogic tool in education. It presents practical examples of storyboards in different subject areas where they can be used as forms of educational narrative, formative assessment, and reflective logs of practice.

Session W

Richard Jones and Sam Taylor: VFX Community Enrichment - The Student PR Officer

✉ **rpj1@bolton.ac.uk**

st6@bolton.ac.uk

Presentation: The VFX team have created a role called Student PR Officer. Students that fulfil this role engage with multiple aspects of PR in relation to the course. Their energy and enthusiasm helps grow everything from our social media to student engagement. In return, these students get to interview and communicate with studios and industry professionals, which builds vital career opportunities as well as important soft skills.

Session X

Nurun Nahar, Julie Bateman, Nitasha Afzal and Emma Lacey: Personalised career mentoring scheme to enhance graduate employability - a staff-student collaborative approach.

✉ **n.nahar@bolton.ac.uk**

A 15-minute presentation to discuss the progress and implications of this Ryley award funded project. It will be a staff and student led presentation focusing on the introduction of a new PG career mentoring scheme via the careers services that is personalised to participant's employability skills requirements. We shall be discussing the objectives of the project, conceptualisation of a novel career mentoring framework accompanied by an effective marketing strategy to promote graduate employability among UG and PG students at the University o Bolton, impact evaluation and next steps.

Session Y

Dr Ben Hughes: Flipping learning – understanding staff expectations and reality of designing and implementing a flipped classroom approach to teaching and learning.

✉ **B.Hughes2@bolton.ac.uk**

Blended learning presentation Introduction: Previous research has generally explored and evaluated the impact of the flipped classroom from a student perspective. This study helps understand the expectations and reality of developing flipped classroom resources from a staff point of view. Methods: A longitudinal research design was adopted. Two separate questionnaires were used to explore staff views and experiences. Results: Expectations of the flipped classroom were mixed but generally positive. Staff enthusiasm was influenced by the amount of information and time provided to develop the flipped classroom project and these were reported to have affected the choice and quality of resources. Concerns were also raised about student engagement and how to monitor student engagement. Staff enthusiasm declined during the first year of the project but there was optimism that resolving initial problems, providing dedicated time and adequate resources to develop content would help embed and promote the positive aspects of the flipped classroom. Discussion: In agreement with previous research, benefits of the flipped classroom included the potential to increase student achievement and development of non-academic skills in preparation for the workplace. However, these were dependent on existing staff workload and capacity to develop, implement, and maintain resources effectively. Conclusion: Clear benefits of the flipped classroom need to be balanced with negative perceptions and experiences of it. Adequate time, information, and support need to be allocated to develop, implement, and maintain resources.

Session Z

Rory McKelvin: Immersive Simulation: Comparing the impact on midwifery and paramedic students' confidence to perform basic life support skills

✉ **r.mckelvin@bolton,ac,uk**

Simulated practice using high fidelity has been shown to have significant benefits in the medical and nursing field. However, the benefits amongst paramedical and midwifery students are not well known. Aim: The aim of this study was to explore and compare the impact of Immersive Simulation Training (IST) on midwifery and paramedic students' confidence to perform a skill (basic life support) in real-life stressful and life-threatening scenarios. Design: A mixed-method approach with an explanatory sequential design was used. Setting and participants: Seventeen first year student midwives and paramedics were recruited from one Higher Education Institution. Measurements: A validated confidence questionnaire and focus groups were used to collect data. Findings: Students' confidence following IST was significantly improved when compared to confidence following conventional simulation training (CST); a statistically significant increase of 6.71 (95% CI, 3.57 to 9.84), p < 0.001. Additionally, five themes were identified; 'Needing a solid foundation', 'The role of peer support' and 'It is just not real' following CST and 'A steep learning curve' and 'A whole new world' following IST. Conclusion: The study identified the important role of CST to establish a foundation but the need for escalation to IST to ensure deeper learning and preparedness for real life scenarios and should both be integrated in curricula.

Session Z1

Dr Indranil Bose: Teaching business management case studies on-line.

✉ **l.bose@bolton.ac.uk**

Teaching business management case studies on-line: what challenge us for better student learning.

Session Z2

Tim Leonard: Digital Transformation at the University of Bolton Library

✉ **t.leonard@bolton.ac.uk**

This 15 minute presentation will explore the range of new digital services and resources implemented by the Library since the start of the COVID-19 pandemic, and the subsequent positive student feedback. It will explore usage trends of digital learning resources, and signpost academic staff towards new Library support materials, as the University progresses towards a new phase of post-COVID Campus Based Blended Design.

Poster Presentations

Graeme Prescott; Dawn Grundy: LEAP Online. Supporting Teaching, Learning and Assessment

✉ **g.prescott@bolton.ac.uk**

d.grundy@bolton.ac.uk

This poster will focus on the value and impact of LEAP Online's approach to support blended and differentiated learning, inclusive assessment and student success. It will highlight sections of LEAP Online specifically developed to support University of Bolton core eLearning systems such as Zoom, Office 365 and Moodle together with approaches to inclusive assessment and differentiated learning. The digital badge data alongside student and staff feedback also demonstrate how LEAP Online is now firmly valued and embedded in the student journey and the University's learning and teaching strategy.

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Nurun Nahar : A holistic model for digital skills development in higher education students.

✉ **n.nahar@bolton.ac.uk**

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Joining Instructions

Welcome and Opening address

Zoom Meeting Webinar ID: 935 7266 6998
Passcode: 871219
https://bolton.zoom.us/j/93572666998?pwd=bm1wQXhmQTFQOHd4dlVxbktOOGpEdz09

Room-1

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Room-2

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Meeting ID: 659 592 8579
Passcode: 003525

Room-3

Join Zoom Meeting

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Meeting ID: 982 1804 5934
Passcode: 113439

Room-4

Join Zoom Meeting

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Meeting ID: 810 526 1786
Passcode: 211701