ABSTRACTS

Concurrent 1: 10:55 – 11:25

Making the world more sustainable one hackathon at a time

Shelini Surendran, Nat Bingham, Nick Edwards & Kat Mack

Hackathons are an innovation competition, where interdisciplinary teams compete to solve a problem or solution. The University of Surrey Sustainability Hackathon 2021 involved students being presented with problem statements relating to sustainability and formed interdisciplinary teams across different faculties. The event involved two weeks of ideation and pitch formulation with the support of mentors. Teams worked on preparing their sustainable solution over the following weeks before pitching to a panel of judges online for a prize. The purpose of this talk is to discuss the effectiveness of using Hackathons within Universities to enhance employability related skills.   In our talk we will talk about the: The rationale for our project   How we implanted the project (What steps we took to make it work, who was involved, hurdles we encountered and the innovative nature of the project)   The impact of the project (The overall student experience, The learning experience and Outcomes for students)   Evaluation (How will we improve our project going forward)

Jane Ogden

Using a Think Aloud method to model critical thinking

We tell students to be more critical but rarely explain what this means. Over the past few years I have developed a compulsory final year module for about 180 students to teach them how to think critically about research methods and how research is presented in both academic journals and the media. Due to COVID these sessions went online making it difficult to encourage student engagement and discussion. As a result I implemented additional weekly 40 minute zoom sessions in which I took a research paper and / or media article, shared my screen and showed them how to think critically about each element through theoretical framework, sample, design, measures, data analysis and conclusions using a think aloud method. I literally spoke out-loud and gave them my thoughts at each stage. That way they got my stream of consciousness about what I thought about the paper. They really loved it!

Evaluating progress towards building a sustainable learning community in Restaurant Innovation

Mark Ashton and Chris Cowls

The restaurant sector has been one of the most affected during the Pandemic due to periods of government-imposed lockdowns in the UK, with many businesses shuttered or operating to reduced customer bases solely through off-premises orders. This led to rapid and prolific innovation in the sector, and an increased willingness by operators to share practice and learn from others: a perfect storm for our project.   Centred around the existing highly collaborative approach taken on a final year UG specialist restaurant innovation module, our project aims to evaluate progress towards a sustainable learning community that includes staff, students, industry professionals and analysts. It is this collaborative approach, and its impact on student learning and engagement that we aim to evaluate further. Through a series of focus groups involving both students and industry professionals, we will present an evaluation of our progress using the Community of Inquiry model as a frame.

Balancing inclusivity and hybrid model education to foster engagement with Medical Ethics

Sarah Bailey

Ethics is an essential yet sometimes dry topic to teach students, during hybrid education this topic provided a challenge for engagement, already being low across the School. Pre-hybrid used an in-class debate where 3 large groups (16-20 students) contributed to the discussion. With hybrid learning, box of broadcasts enabled all students to access to a gene editing documentary, embedded in surreylearn, combined with other resources. Discussion board facilitation and a face-to-face workshop lead to five large group discussions (16-18 students), representing each stakeholder opinion. A zoom debate was held using breakout rooms to group one person from each large group "arguing" points raised within it. Students reported they discussed this topic with friends and family outside the course, found that it brought together the course content and enhanced their understanding in an enjoyable way. Refinement to include a live debate was identified as a way of improvement for future iterations.

Supporting students to make the most of their degree

Emma Baker & Janie Angell

Employability & Careers staff know that successful university outcomes rely not solely on degree results, but on demonstrating and articulating transferable skills and experiences, gained through co- and extra-curricular activities, including work and societies. Disadvantaged students are often unaware of the importance of such participation. We created an interactive, freely available Future Learn MOOC with the specific aim of supporting prospective students from under-represented or international backgrounds, to maximise their investment of time and resources at university. With

input from diverse students - written submissions from BAME mentees, film of international students - as well as employer videos and case studies, we designed the course to be interactive, supportive, and to challenge societal or family bias with regard to career thinking, consciously using gender neutral language, and diverse avatars and voiceovers. Comments from learners, with over 300 participants from 48 countries, demonstrate the value of the course, its activities and reflections, and the benefits of the peer to peer learning.

Animal Aspirations Surrey

Sian Rosser & Neerja Muncaster

We are the academic leads who initiated Surrey Animal Aspirations. This is a branch of the Animal Aspirations group launched by the Royal Veterinary College, London. Animal Aspirations is a veterinary student led initiative which aims to engage primary and secondary school students from diverse back grounds through interactive animal and science-focused workshops. With support from the University's Widening Participation (WP) team the group have successfully run events for targeted local school pupils (meeting WP criteria). This also directly supports the Vet School's goal of increasing our intake of BAME students and making the veterinary profession more diverse. As a consequence of being formed during the pandemic, this group has to date run its events virtually. However, the plan is to include in person events to run in addition to virtual ones in the future.

Concurrent 2: 11:30 – 12:00

Meditation and Yoga for (Business) students

Christine Rivers

Across the sector students feel increased levels of stress and anxiety. The reasons are not entirely clear and range from covid reasons, social media pressure to other life related challenges. While we refer students to our wellbeing services to receive help, our research showed that students prefer not to be referred at times and to be offered alternative methods. Some students expressed that they had negative experiences before. Others shared that there is an element of being labelled that is unhelpful. Meditation and yoga are such alternative tools. There is plenty of research supporting the great benefits of regular practice. In this session we would like to share out insights of trialling meditation classes, the use of an online Mindfulness Studying space with resources and guided audio meditations in Surreylearn and live, scheduled yoga and meditation sessions. We asked students about their motivations to sign up: stress and anxiety.

Towards an inclusive curriculum- an SHTM case study

S. Ramakrishnan

The sessions seeks to share the process and findings of an inclusive curriculum project undertaken within SHTM, FASS. As part of an EDI initiative from a learning and teaching perspective, module

leaders across UG and PG Programmes were invited to rate their modules on the degree of inclusion across fourteen module elements including module content, teaching delivery, assessments, guest speakers among others. For the purpose of the project, inclusion involved looking at age, gender, ethnicity, physical disabilities, neurodiversity, religious beliefs, culture, sexual orientation and identity. Module leaders commented on which aspects of inclusion were achieved and which were not and identified key barriers to becoming more inclusive across 36 modules. The results provide the basis for identifying key areas of accomplishment as well as valuable reflections on challenges and support needed to create a more inclusive curriculum within SHTM.

Reconceiving the student experience post-Covid

Harriet Dunbar-Morris, Mary Williams & Catherine Caroll-Meehan

In this session, drawing on research (Meehan and Howells, 2018 & 2019) which underpins the approach taken at Portsmouth, the development of Being, Belonging, Becoming as a framework for understanding students' expectations and experiences of education will be presented. In addition, data presented will include the results of a QAA-funded collaborative enhancement project, led by Portsmouth with the universities of Nottingham, Manchester Metropolitan and Solent on 'Differing Perceptions of Quality of Learning' during the pandemic, gathered from students by survey and focus group (Dunbar-Morris et al, 2021). Alongside this, a model for staff-student co-creation will be presented, which can be summarised as a charrette approach to curriculum design which draws on student experience data. At the close of the session the participants will be able to envision undertaking this type of research-based, evidence and data-informed approach to curriculum design/redesign in order to reconceive the student experience post-Covid.

Learning to learn: the need for learning needs

Sarah Hack & Nayiri Keshishi

Learning needs may be defined as 'the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks' (Mehay, 2022). Therefore, they are central to the educational process, where students need to be able to connect academic learning explicitly with the process of learning, as well as the acquisition of knowledge and skills. However, it is not clear that students are aware of the key academic skills that underpin academic success. This session will outline the importance for inclusivity of making discipline-specific learning needs explicit, and demonstrate how this has been implemented in the Psychology Foundation Year programme through an end-of-year reflection which: Provides a focus for the development of discipline-specific academic skills   Underpins assessment across the whole programme   Contributes to the development of academic skills and thus learning to learn.

Developing a decolonising the curriculum checklist wheel - a reflection

Musharrat J. Ahmed-Landeryou

This session proposes a 'decolonising checklist wheel' as a method to ensure the use of a continuous assessment of decolonising activity across a higher education institution. The Allied Health Professions (AHP) Sciences school at London South Bank University has taken the route of curricula

transformation by applying the decolonising methodology. This session will discuss the journey to the development of an evidence based decolonising AHP curricula framework.

Concurrent 3: 12:05 – 12:35

Business Analytics Pathway: Practical Engagement Projects

Tillal Eldabi

The recent explosion of big data created a sharp rise of demand for analytics workers. Most employers expressed the need for talent with a combination of technical and business skillsets that delivers value adding capabilities to the business. Noting the rising skill gap, we, at SBS, launched a new BSc Business Analytics pathway aiming to graduate future business leaders who are proficient in decision analytics. This talk focusses on Surrey Business Analytics Challenge, which is a final year-long (2 x semester-based modules) project where students are encouraged to work with local and regional SMEs to solve real life problems. Each project encapsulates the typical phases of an analytics project including initial negotiations, problem identification, selecting and implementing the right methods, and writing business reports. This approach will enable students to gain combined business and analytics skills such as business negotiation, data organisation, applying analytics methods in realistic situations, analytics communication skills (storytelling and visualising).

The effects of BINGO on enhancing students learning and attitudes about population biology

Shelini Surendran, Sam Hopkins & Robert Hatch

The use of games in Higher Education can provide instruction, feedback, practice, and fun. The purpose of this presentation is to investigate the effects of bingo on enhancing students learning. In this session a modification of a BINGO game to learning population biology keywords will be explained. Students (n=106) were involved in playing BINGO to test their understanding of population biology keywords.   We will report on preparation of materials online and in person, and suggested variations for other subject disciplines. We will give details on the insights gained from this experience: student and lecturer perceptions of bingo as a learning activity, challenges and opportunities, and the rationale behind its current form and our plans for the future. We will also involve the audience in a game of BINGO within the session.

Reflections on Teaching a Clinical Skills based Course during COVID - Hybrid learning, Well-being & Inclusivity

Emma Crouch

Having been privileged to run a course which is one year long and has now gone through almost three separate cohorts during the pandemic (1. Half face to face/half online, 2. All online, 3. Mixed hybrid learning), it is interesting to look back at and reflect on what has worked, what has challenged and what we can meaningfully learn to take forward into our post-covid education. This talk will centre around observations and reflections on the themes of innovative online engagement, well-being, and inclusivity; considering the strengths and weaknesses of the different learning configurations, what do we want to keep, what do we want to continue to experiment with and what can we leave behind.

Chemistry Escape Rooms: Improving the Tutor-Tutee Relationship

Nathaniel Bingham

Escape Rooms have become very popular in the past decade, involving a group of people being locked in a room, aiming to escape within a set time through the completion of a series of puzzles. Whilst they are usually sought out for their fun nature, educational escape rooms have been noted for engaging students in learning along with developing teamwork skills. We have developed our own bespoke Escape Room in the Department of Chemistry, inviting personal tutor groups to take part in week 0/1 as an icebreaker activity. The room itself was designed to require both the skills and input of the tutor and the tutees to 'escape' in time, drawing upon the team building aspect of Escape Rooms. The purpose of this talk is to discuss the construction of the Escape Room, along with the potential benefits to the tutors and tutees involved, such as improving the tutor-tutee relationship.

Ensuring Academic Integrity during a 24-hour online Excel Exam

Laurie O'Broin

To reduce the risk of unidentified cheating during an online 90-minute (24hr window) Microsoft Excel exam, 6 versions of the exam were created with slight differences (e.g. columns in a different order or changes to function criteria) Students were split into 2 groups and the version of the exam available to each group changed twice during the 24-hours meaning that students who's submitted exams which included incorrect column references or incorrect answers to data interpretation questions could be flagged for investigation. Upon marking, 10/100 students were found to have colluded with or plagiarised from other students Using the same approach for another Excel exam the following semester but telling students in advance of the previous upheld academic misconduct charges reduced violations to 1/312. This approach can be extended to other modules that have numerical based software exams (e.g. SPSS etc) where assessment requires demonstration of similar skills by all students.

The role of groupwork in building a cohesive community and culture: A staff and student perspective

Nick Edwards & Gerald Dampier

Working online during the pandemic, FASS foundation (level 3) business and economics students came together on the yearlong 'CREATE' module to complete groupwork. During semester 2 of 2020/21, students were tasked to produce a business plan. Many of the final submissions were extremely impressive, showing clear evidence of effective team collaboration, creative thinking, and application of relevant theory. Speaking with colleagues across schools there appears to be some apprehension, and at times reluctance, to include groupwork as part of a summative assessment. During this talk, we seek to explore: • the benefits and challenges of groupwork • the role groupwork has in building and fostering a cohesive community and culture • how groupwork can be scaffolded • some of the unique ways of managing groupwork. Previous students will be on hand to share and discuss their experiences of the module, offering a unique inside perspective.

Out of step: pedagogy of care, student ownership & resilience.

Nikolaos Gkotsis- Papaioannou

Higher education sits at the forefront of teaching innovation and experimentation, frequently going out of its 'comfort zone' and reinventing itself. Despite the advent of digital platforms in L&T in HE having become the norm today, they have been extensively criticised for 'passive' modality of teaching. Yet, they also provide unique opportunities to explore interactivity. Taking a cooperative 'punk' pedagogical lens, this presentation showcases how social media (Instagram) and digital tools (Padlet) can drive engagement in class and within the student community. Using the examples of the Politics Social Media Ambassadors and the module 'Politics of Crisis', initiatives I have led on for the past four years, this presentation offers insights into the importance of learning community-building activities and active learning, the ways to bridge the student-staff communities into a symbiotic academic environment, and the benefits from this interaction in forging confidence and resilience while incorporating principles of the 'pedagogy of care'.

Fostering inclusivity in international higher education: Practical Implications

Mohammad Makram Mareye

Inclusive education is an endeavour that educational theories and practices aim for. International education is one approach which can promote more inclusive educational environment. Total inclusivity of all students is still lacking as international education might privilege some students over others. This presentation makes recommendations for ensuring inclusivity of at-risk students. Several strategies are used by higher education institutions (HEIs) to support students. One such strategy is running campaigns aiming for addressing issues as racism against certain students.

Another is curriculum reform including changes in the content, strategies, and assessment for more accessibility. Educators and curriculum developers should cater for ensuring students are fully prepared to work in diverse world. Learning materials can foster inclusivity in (higher) education. Promoting internationally disadvantaged students is another strategy used in HEIs by increasing scholarships, facilitating recruitment processes, and lowering tuition fee gap between homeland and international students.

Demystifying Decolonising the Curriculum and your reading list

Catherine Batson, Adam Hill & Laura Barnett

This presentation will showcase the work currently being undertaken by colleagues in Library and Learning Services and SIoE to support the work of decolonising the curriculum. An overview of the debates, resources and support available, will be provided. Taking the example of the universal learning tool, the reading list, we provide real-world approaches and activities to help make practical commitments to change and challenge module content. By actively seeking out inclusive resources and ensuring a plurality of narratives in your teaching content, students will be able to explore different cultural histories as part of their learning. Decolonisation remains a complex concept and can lead to challenging conversations, this presentation will provide some practical steps for you to start these conversations with colleagues and students.

Clinical skills in context: Using case-based scenarios to enhance clinical skills teaching during the COVID-19 pandemic and beyond

Alison Harvey & Shona McIntyre

During the pandemic, the organisation of clinical skills teaching at the University of Surrey Vet School was reviewed to enable social distancing. In the re-structured sessions, an enhanced approach was implemented, involving teaching skills within the context of a case scenario. A flipped-classroom approach enabled students to work independently at their own pace. For each case, students were required to perform multiple skills on models or cadavers, from clinical examination and diagnostic testing to treatment. Students were able to follow cases from presentation through to conclusion and to understand the application of the skills in context. Small group sizes allowed staff to facilitate tailored discussion and provide assistance throughout. This approach, in addition to safely preparing students for practical examinations, allowed students to incorporate complex reasoning and decision-making into their learning. Student engagement and understanding was enhanced, and the approach has been expanded across clinical skills teaching within the school.

Theatre Production Students- The Agents of Change for a more Sustainable Theatre Industry?

Katy Downton

During the pandemic when the theatres went dark- production crew around the world started to address the challenge of how to make theatre production more sustainable for future generations. The Sustainability in Production Alliance entrusted GSA to create a series of ' easy wins' for Production Educators to sit alongside their industry wins for professionals . We came up with 10 guidance points to inspire and support Production Educators wanting to improve their methodologies by working within the principles of the circular economy, embedding sustainability into curriculums and most importantly empowering the students as the agents of change within the industry and empowering the future workforce. Over the last year GSA has been an integral part of creation of the ' Green Captain' scheme across U.K drama schools, contributed to the creation and application of the Theatre Green Book (which won the Stage award for innovation this year) and has embedded sustainable teaching and learning opportunities for all its undergraduate and post graduate production students.

Concurrent 5: 13:40 – 14:10

In Hybrid & Beyond... Using the BibliU eText Platform to Enhance Post-Covid Learning Engagement

Katy Peters & Catherine Batson

During the Covid-19 pandemic, there has been a dramatic increase in the use of online tools to facilitate effective teaching and learning. An important challenge for Library and Learning Services has been to enable frictionless digital access to core teaching materials; for the benefit of both students and academics. The investment in the BibliU etextbook scheme has been one initiative that supports student expectations and student experience in this area at Surrey. Equitable access to teaching materials has long been a concern for the academic attainment and experience for students – especially in a distance or online learning setting and for those from disadvantaged backgrounds. Pedagogic engagement with teaching materials has the potential to widen participation and access to a high-quality education experience. This paper presents a case study on the use of BibliU in a School of Law module and reflects on its continued value in innovative Post-Covid education.

Calling Madrid: A collaborative online international learning programme in biochemistry

James Connorton & Sarah Trinder

Collaborative Online International Learning (COIL) is a teaching and learning approach where students and academics from different countries collaborate using the internet. This gives students the opportunity to meet peers and academics from other backgrounds and enhance transferrable skills by working together on a project. Here, we describe a COIL programme that took place in Spring 2021, between the University of Surrey and CEU San Pablo Madrid. Groups of students from Surrey and Madrid teamed up under the supervision of an academic from either institution to research the biochemical basis of a human disease. They then presented their findings at an online

international conference to an audience of their peers. Online icebreaker sessions allowed students to get to know their teammates, and they connected via videoconferencing and filesharing software. Most students found this a valuable experience that improved their understanding of biochemistry, and how to work collaboratively with international partners.

Being a More Knowledgeable Other

Ben Greg & Katalin Hanniker

The aim of this talk is to explore what it means to be a 'more knowledgeable other' (MKO). Since Vygotsky introduced the concept much of the discussion around MKO's have defined them, quite understandably, solely in terms of greater knowledge or capability within a discipline. We wish to challenge this view and argue that the role of an MKO requires, alongside knowledge and capability, a set of behaviours that allow the relationship to flourish. To do this we look at two very different, yet paradigmatic examples, those being the role of a sponsor in a 12 step program (for example Alcoholics Anonymous) and the facilitator in a community of practice model.

Positive pedagogy from the pandemic: developing student agency and ownership of learning

Heather Barker & Robert Walsha

Whilst acknowledging the many challenges faced by practitioners in response to Covid restrictions and associated impacts on learning environments, it is also evident that this experience afforded opportunities to enrich engagement with students in virtual spaces and holistic approaches to hybrid learning. Through the Library's Learning Development team interactions with students in virtual one-to-one appointments, it became evident that students demonstrated an increasing willingness to participate in conversations, cross thresholds and engage in shaping their learning experience. Our findings were subsequently shared with the sector. Similarly, the creation of hybrid resources by the Academic Skills and Development team, offered a chance to explore and articulate support for affective and emotional responses to learning. This included developing students' understanding of their agency in the transitions they undergo on their learning journey. In this session, we would like to share our key findings, and discuss with participants ways to ensure these positive gains are not lost but captured and built on for an enhanced student experience, whether online or in-person.

Taking the leap: Music students' transitions into professional placement as a route to career building

Georgia Volioti

This paper presents preliminary findings of a qualitative study of fourteen music students' experiences of professional placement, accounting for their preparedness to negotiate critical transitions during (and beyond) higher education (Burland & Davidson, 2004; Creech et al., 2008; Gravett, 2019). Following thematic inductive analysis of the interview data, findings demonstrate these students' nuanced understandings of 'employability' as a psycho-social construct (Fugate, Kinicki & Ashforth, 2004), and highlight the importance of intrapersonal components (both psychological and cognitive factors) for career building. Implications for music education are discussed. Specifically, building on Canham's work (2022), I argue that balancing the delivery of content knowledge for placement preparation (e.g., entrepreneurship and music industry skills) with coaching to support musicians' capacity to create meaningful work, foreground self-care, sustain flexible identities in periods of sector-wide uncertainty, and strengthen adaptability, presents a more equitable educational route to building and sustaining 'self-authorship' in musicians' future professional lives.

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Concurrent 6: 10:15 – 14:45

The Patchwork Text as an Alternative to the Essay Assessment

Chris Wiley & student panellists

This session explores the possibilities of the patchwork text assessment (Winter 2003; Jones-Devitt, Lawton & Mayne 2016) as an alternative to the more traditional essay in undergraduate teaching on popular music. It discusses the reasons why such an assessment was originally developed for this module as well as its applicability to a teaching context that incorporates a range of disparate elements (albums, song lyrics, music, videos, cultural context, etc.) that may be more directly addressed in a multi-section assessment that enables a series of focused questions to be set rather than a single overarching one. The session will be facilitated by a panel of students sharing their experiences of having undertaken the patchwork text and their impressions of how it compares with an essay as a mode of assessment.

Integrating storytelling and photo-elicitation pedagogies to embed sustainability education: The Surrey MBA.

Zeineb Djebali, Chris Mahon, Erivan White & William Lanham-New

Sustainability education is often defined as an ongoing capacity to empower learners with the knowledge, skills, values, and attitudes to address the interconnected global challenges we face such as climate change, environmental degradation, loss of biodiversity, poverty and inequality (UNESCO, 2021). It is expressed in the United Nation's Sustainable Development Goals (SDGs) and particularly the global education goal (4), which aims to ensure inclusive and equitable education, promoting lifelong learning for all (United Nations, 2015; Wamsler, 2019). Achieving sustainability education will require more than 'business as usual' pedagogies and learning approaches to catalyse the necessary changes. Our case is to outline and evaluate a teaching approach using storytelling and photo-elicitation pedagogical techniques (Alexander, 2004; Cassel, et al., 2020; Hibbert, et al., 2014) on the Surrey MBA programme to build awareness and knowledge for sustainable issues, together with facilitating learners' ability to reflect, innovate, and become a vehicle for improved social change.

Effect of semester long writing practice on student writing skills in a second year Physiology module.

Sarah Bailey, Ullrich Bartsch, Jonathan Johnston & Victoria Revell

Emergency covid measures in Higher Education lead to a reduction in assessment loading to avoid undue mental health effects and a removal of the traditional "experimental write-up" in favour of multiple choice style questions to assess the ability of students to interpret results and achieve learning outcomes. As a result students in second and final years of their undergraduate degrees find themselves expected to complete essay style questions without much knowledge of how to write scientifically. A planned intervention of weekly writing tasks across the semester in a second year physiology module, highlighted the impact of regular formative tasks to refine these important skills in disseminating knowledge and research during and beyond their course. Student perceptions and writing outputs recognised the value and need for these changes to remain in place to enhance employability upon graduation.

Co-designing a module with students and staff from different universities, time zones and cultures

Katalin Hanniker, Irina Niculescu, Alireza Behnejad & student partners

This learning design project was a collaboration between staff and students from six universities from England, Mexico, Iran, Brazil and Spain. SIoE colleagues Katalin Hanniker and Irina Niculescu developed the project working with Alireza Behnejad, Senior Teaching Fellow from the Department of Civil and Environmental Engineering. Together they designed two online workshops for this international community of teachers and learners. In the workshops the group reviewed discipline-specific threshold concepts and different approaches to learning and teaching, and further developed the design of a module at Surrey. Using a mix of principles, methods and theories, these learning design workshops aimed to create an community that can innovate/transform learning and teaching. The presentation will showcase how the workshops were designed and will include feedback from the academic and one of the project's student partners. We will also include practical examples of 'design for learning' templates and activities.

Offline Pedagogy in the Performing Arts: Teaching Online by Not Teaching Online

Andrew Davidson

The digital education revolution was accelerated by Covid-19 as online and hybrid teaching were thrust upon us all. Some colleagues mourned the loss of vibrant educational exchange in a foreboding void of 'muted' videos. Other colleagues found it hard to conceive of ways to enlarge and enliven their teaching practice in such an artificial realm. For me, lockdown was a rare opportunity to reflect on my use of real and virtual teaching space and teaching time. It forced me to consider: Why do I teach what I teach in a face-to-face classroom? Which bits actually work better in an online space? How can I make better use of lesson time whether teaching online or in person? When might an online learner benefit from an 'offline' task? This presentation reflects on experimentation and innovation in performing arts pedagogy and proposes 'offline' teaching as a tool for online and hybrid education.

Concurrent 7: 15:00 – 15:30

Wanted for Crimes Against Accessibility!

Helen Ghodbane

The evil Dr No-Access has placed a time bomb inside a secure cage to bring about an accessibility apocalypse, turning back time, to make all digital content inaccessible. You will be secret agents working to crack the codes, open the cage and defuse the inaccessibility time bomb. Armed with a spy kit and working in groups you will solve puzzles, testing knowledge of accessibility terms and inclusive content creation. There will be a video introduction to accessibility, linking to the live session, which will consist of a 15-20 minute 'escape' type activity, where participants will engage in a group interactive learning experience, accessing a digital platform using QR codes. For the remaining 10-15mins, participants will reflect on the inclusivity and accessibility of this and other platforms, tools and content when designing digital and non-digital puzzles and games.

Technology Enhanced Learning and Actor Training

Tom Turner

The conservatoire sector has had to rethink and re-imagine the delivery of actor training in the wake of the Covid-19 pandemic. A myriad of challenges presented themselves to students and staff, both individually and collectively. However, from a pedagogical perspective, these obstacles have provided a window into a new and different way of supporting, encouraging and activating learning amongst students. This presentation will consider the repercussions of the increase in technology enhanced learning (TEL) on the conservatoire sector, exploring the impact on pedagogical practices, the role of the tutor, creativity, autonomous learning, and the benefits and challenges of hybrid learning and teaching, asking what lessons can and should be learned as we move forward.

Academic support: Are we listening?

Nicola Swann

There are numerous opportunities for academic support for students within the university, both programme-specific and centralised, but anecdotally, uptake of support is often patchy, with reports that it is rarely accessed by those who might have the greatest perceived benefit. The enforced rapid roll out of online and hybrid teaching and academic support has enabled us to see the potential benefits for more flexible and inclusive practice and utilising this in a hybrid model is likely beneficial. However, it is vital that decisions on how best to implement this to help our students is based on their experiences rather than our perceptions. This session will explore how we can collaborate with students to develop support that is relevant and recognises the diverse needs of our students.

The Introduction of a Peer Assisted Learning Scheme into the Forensic Science Classroom

Louise Powell-Cook

It is evident in teaching law modules on an undergraduate forensic science programme that many science students, talented at scientific reasoning and numeracy, are more challenged in developing the same level of skill in their language and literacy. To address this and avoid these students being disadvantaged in their academic performance and employability, a peer assisted learning scheme is being piloted, as a part of a Teaching Fellowship Sabbatical. The scheme introduces journalism students into the forensic science classroom to mentor the science students in student co-created writing workshops. Delivery is within an existing core module, supported by talks from employers highlighting the need for written communication skills in achieving success in recruitment processes (to encourage student buy-in) and from the university's in-house employability team. The efficacy of the scheme is being measured by student evaluation questionnaires and subsequently, by module performance, degree classification and graduate outcomes.

Your Project as a Poem: A Competition for Doctoral Students

Nadya Yakovchuk & Mike Rose

We report on the initiative 'Your Project as a Poem' piloted during Surrey AcWriMo (Academic Writing Month) 2021. We asked doctoral students to represent their theses through poems, with prizes. This approach takes inspiration from English's (2012) exploration of how 'regenring' helps students to engage with their disciplines in new ways, and Quinlan's (2016) work on using poems to explore learning and teaching in higher education. It parallels Sedivy's (2017) pedagogy of 'acting out' intellectual problems to see beyond their academic confines. We reflect on some surprising impact it had on participants – from respite from the intensity of doctoral study, to finding new motivation for their projects, and confidence in their writing. We discuss opportunities and challenges of making this initiative inclusive of all, with some entrants expressing pleasure in being 'allowed' to write poetry. And of course we offer extracts from the wonderful poems received from our doctoral researchers!