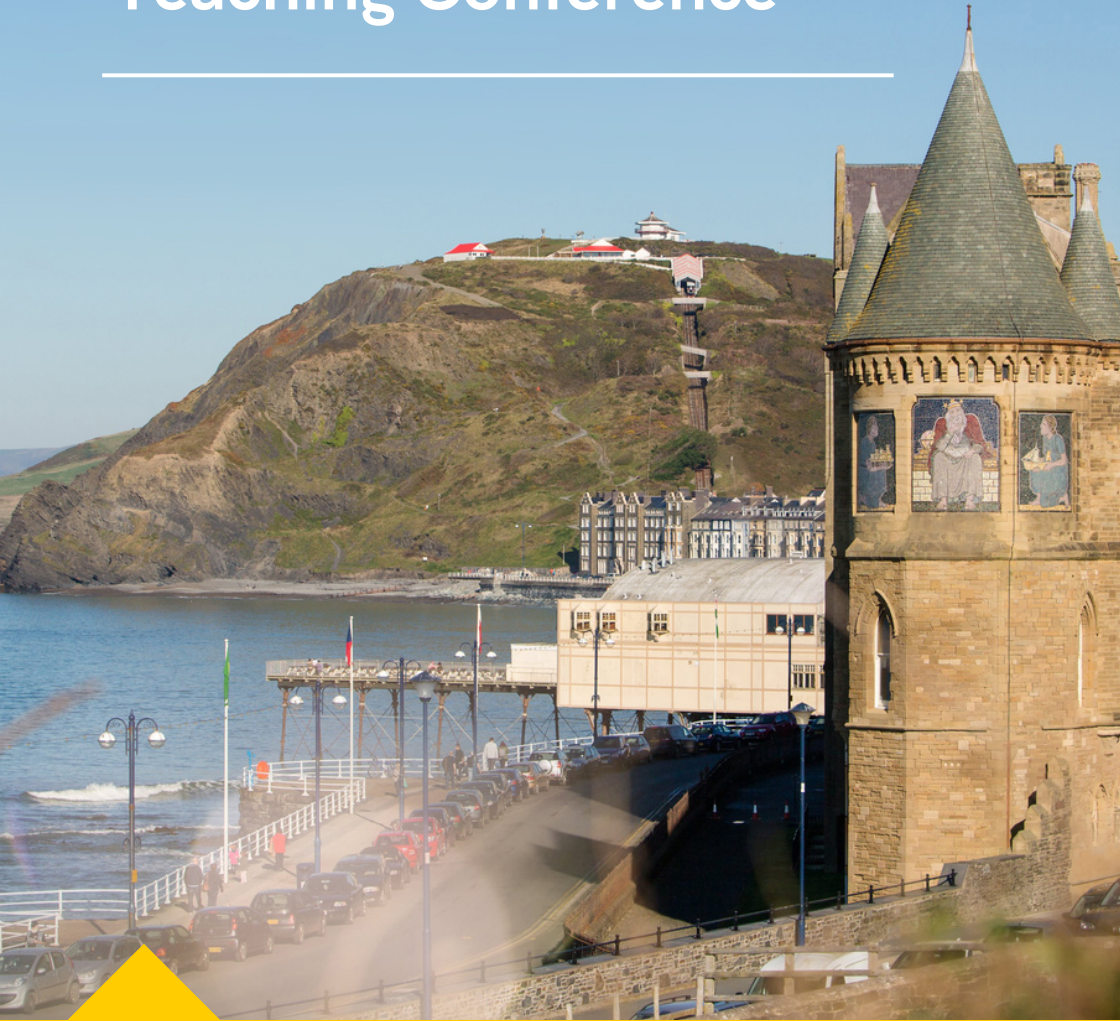# 12 September – 14 September 2022

10th Annual Learning and Teaching Conference

Conference theme

Designing the Teaching of Tomorrow: Innovation, Enhancement and Excellence

Content

AULTC 2022 Foreword

AULTC 2022 marks the 10th anniversary of our university learning and teaching conferences - and in retrospect, what a journey we have travelled.

During that decade, we have witnessed huge changes in the pedagogic environment, from the first tentative use of polling in lectures, to getting to grips with Panopto for the first time, and more recently, to learning the intricacies of Teams.

Many of us have moved from what might be regarded as fairly traditional modes of delivery such as the staged 'written' lecture, to thinking about more blended modes of delivery that make use of multimedia and that are far more interactive, connecting with the active learning agenda as we do so. Along the way, there has been the introduction of software to run classroom quizzes, to teach with the use of virtual reality headsets, to submit assessments electronically, to check for plagiarism, and to provide both written and oral feedback online. Much of this was hugely innovatory at the time it emerged – but most of it is thoroughly embedded in our daily practices now.

The trajectory of these changes and innovations in the teaching environment has been beautifully captured in the AULT conferences. Always innovatory, often imaginative, frequently cutting-edge, colleagues have generously given us case-studies of their teaching methods, daring us to innovate on the strength of their examples, and challenging us to open up our teaching to exciting new developments. We have also benefitted from many stimulating and challenging external speakers, who have variously shown us the uses of Lego in teaching, research-engaged teaching, real-time feedback loops in lectures, gamification in teaching, and students variously characterised as learners, as partners, as consumers, and as investigators.

So looking backwards, we can be grateful for much. If innovation has been a theme of my reflection, it is not an endorsement of innovation for innovation's sake. Rather, it is a recognition that innovation keeps teachers and teaching fresh, engaging, and committed to the practice of teaching.
However, innovation by definition does not stand still.

While our future will be guided by the recent pandemic digital revolution in our teaching, and embedding those lessons in an effective and balanced way is going to dominate the next few years, we will also need to grapple with other new changes. There will be new developments with Blackboard, there is the extension of learning analytics into curriculum analytics, the need to equip graduates with skills that go beyond their discipline-specific knowledge.

These and other topics are likely to be covered by this year's conference theme, Designing the Teaching of Tomorrow: Innovation, Enhancement, and Excellence: Celebrating 10 years of Aberystwyth University's Learning and Teaching Conferences. The conference aims to reflect the commitment that AU staff have to enhance the student learning experience and to recognise a decade of conferences and we are very excited to welcome the external speakers for this year: Kyra Araneta, Jennifer Fraser, and Moonisah Usman from the University of Westminster; Alex Hope from Northumbria University; and to welcome back our former colleague, Ania Udalowska, from the University of Arts, London. As ever, there is an exciting and varied programme this year, with representatives from all faculties. Topics being presented by colleagues include:

- A Roundtable on developing students' digital capabilities with colleagues from Business, Psychology and Education
- Academic integrity in a post-Covid landscape
- Student engagement strategies
- Authentic assessments
- Immersive Virtual Reality

Finally, it remains for me to thank all the staff in the LTEU and Jim Woolley in particular, for organising this event and all those over the past ten years; and to thank all of you for participating in what I am sure will prove to be yet another stimulating conference, on a par with those of the past decade.

Professor Tim Woods,
Pro Vice-Chancellor for Learning,
Teaching and Student Experience

Message from the organisers

Welcome to Aberystwyth University's tenth annual learning and teaching conference. We're excited to be returning to some in person elements following our past two years of being purely online.

We're really looking forward to the topics being discussed and presented at this year's conference – topics that are at the very cutting-edge of our sector, including:

- Socially just staff : student partnerships
- Sustainability in the Curriculum
- Assessment validity in our current landscape
- Authentic assessment design and student engagement

The conference theme this year, Designing the Teaching of Tomorrow: Innovation, Enhancement, and Excellence: Celebrating 10 years of Aberystwyth University's Learning and Teaching Conferences, is a gesture towards the future opportunities and challenges that are facing us, as we reflect on the lessons learnt over the past three years.

With us celebrating our tenth anniversary, it does allow us to look back and reflect on our previous conferences. To this end, we have made all our materials available from our previous conferences on our webpages. To give you an idea of the conference over the years, we've compiled some of our <u>key statistics.</u>

There are a few thank yous. I've had the privilege of organising the last five conferences. Before that, however, duties fell to Sue Ferguson and Mary Jacob – a big thank you to them for setting the foundations of the conference and for establishing it as a great space for colleagues to come together and share their teaching practices whilst also hearing from some fantastic keynotes. In addition, thank you to Professor John Grattan whose idea it was to establish an annual learning and teaching conference and to Professor Tim Woods for his continued support of the event.

There are many members of our previous incarnation as the E-learning Team and the current Learning and Teaching Enhancement Unit who have been involved in supporting the conference, both this year and in previous years. Thank you to: Ian Archer, Annette Edwards, Sue Ferguson, Rob Francis, Keziah Garratt-Smithson, Rhian Harrington, Lauren Harvey, Mary Jacob, Lara Kipp, Sioned Llywellyn, Ania Udalowska, Shelley Upton, Johanna Westwood, and Kate Wright. Over the years we have also had help from a number of AberForward staff and graduate trainees, so a big thanks for these staff who often worked behind the scenes both before and after the conference.

In addition to these colleagues, I'd also like to thank members of our steering group who have been instrumental in shaping the conference theme, deciding on external speakers, and sharing the challenges that are currently facing them in learning and teaching and areas that they would like to develop. Thanks to: Steve Atherton, Annette Edwards, Jonathan Fry, Mary Jacob, Graham Lewis, Sioned Llywelyn, Elizabeth Manners, Justin Pachebat, Kyriaki Remoundou, Anoush Simon, Megan Talbot, and Jennifer Wood.

Over the years we have also had support from software providers and other organisations who have contributed to the event. This has included goodies for conference bags, presentations and posters, as well as chairing and facilitation of sessions.

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We're delighted to be joined by a number of students again this year – from both our institution and from external institutions. This is something that we've been trying to encourage at the conference for a number of years so it's great to have them join us, and over the past few years we've really cemented their presence. Their participation enriches our discussions and offers new perspectives to us all. The conference has got some great external speakers lined up this year. To kick things off, Dr Jennifer Fraser, Dr Moonisah Usman, and Kyra Araneta will be talking about the work that they've been doing at the University of Westminster to foster meaningful Students-as-Partners projects. I'm hoping that we'll be able to take lots from their discussion and apply this to the work that we are all doing at Aberystwyth University. Dr Alex Hope will be joining us from the University of Northumbria to give us some practical ideas on how to embed sustainability in our curriculum – something that will become even more important over the coming years.

We couldn't run our conferences without our colleagues sharing the work: from their lecture theatres, seminar rooms, rehearsal rooms, virtual learning environments, labs, art studios, and in the field – thank you very much for your generosity in sharing these with us. And of course, a huge thanks to our hospitality colleagues who in the past kept us fed and watered throughout the conferences.

Finally, a big thank you to you for joining us – we hope that you get lots out of the next few days and that some ideas are sparked.
Dr Jim Woolley with Kate Wright
Learning and Teaching Enhancement Unit

External speakers

This year's keynote speaker is presented by Kyra Araneta, Jennifer Fraser, and Moonisah Usman from the University of Westminster. They will be looking specifically at socially just staff and student partnership work.

Conference Keynote - Monday 12 September, 09:30-10:30

Monday 12 September, 11:45-12:30
We're delighted to welcome back our colleague, Ania Udalowska, to run a session on the Digital Learning Champions project they are running at the University of Arts London.

Wednesday 14 September, 09:30-10:30
 Alex Hope, will be looking at meaningful ways in which we can embed sustainability across our curricula.

Day One - Monday 12 September

09:15-09:30   Conference Welcome
Professor Tim Woods & Kate Wright

09:30-10:30   Navigating power lines: developing principles and practices to support socially just student: staff partnerships. Kyra Araneta, Jennifer Fraser, and Moonisah Usman, University of Westminster

10:30-11:00   Break

11:00-11:45   Building Academic Partnerships between staff and students in Higher Education. Adriana Su

11:45-12:30   What does it meant to work in partnership with students? The UAL Digital Learning Champions project. Anna Udalowska with Jessie Gao, Anna Willis and Serafina Min.

    Lunch

12:30-13:30

    Academic Integrity after Covid. Neal Alexander

13:30-14:00

    Raising awareness of referencing, plagiarism and unacceptable practice with the library's guide and quiz. Simon French and Anita Saycell

14:00-14:30

    Break

14:30-15:00

15:00-15:30   Why don't students listen? Reflecting on teaching interventions focusing on student engagement with feedback and co-construction of marking criteria. Panna Karlinger

    "Trying to get my money's worth" An analyses of student engagement and participation in the Department of Law & Criminology. Jen Phipps and Lauren Harvey

15:30-16:00

    Exemplary Course Award Winners

16:00-17:00

Day Two - Tuesday 13 September

09:30-09:45	Conference Welcome
09:45-10:30	The ADHD Paradox: Thinking, skiving or barely surviving. Michelle Evans.
10:30-11:00	Teaching Interdisciplinary Modules. Wayne Aubrey
11:00-11:30	Break
11:30-12:15	PGCTHE Showcase with Alex Pitchford, Meirion Roberts, and Lucy Trotter
12:15-12:45	Seeking Solutions: The Challenges of Authentic Assessment for Criminology Jen Phipps
12:45-13:45	Lunch
13:45-14:15	What is the impact of embedding goal setting within seminars on self-regulated learning?: A sub-project of the School of Education 'Skills for Active Learning Project' Lucy Trotter
14:15-15:00	The Self-Directed Learning Approach. Alison Pierse and Calista Williams
15:00-15:30	Break and 10th Anniversary Cake
15:30-15:45	3 Minute Thesis Presentation. Jamila La Malfa-Donaldson
15:45-16:30	An invitation to an open discussion to explore the potential of Immersive Virtual Reality as a pedagogical tool Sarah Wydall, Helen Miles & Andra Jones
16:30-17:00	Offering Bilingual Modules to Distance Learners in Computer Science Jonathan Bell

Day Three - Wednesday 14 September

09:00-09:30	Aspire reading lists: changes for 2022-2023 and how to update your content. Joy Cadwallader
09:30-10:30	Sustainability in the Curriculum. Alex Hope
10:30-11:00	Break
11:00-12:00	Designing Active Cognitive Tasks for Active Learning Mary Jacob
12:00-13:00	Panel Discussion: Supporting the development of students' digital capabilities Sioned Llywelyn with Megan Williams, Panna Karlinger, and Saffron Passam
13:00-14:00	Lunch
14:00-16:00	Panel & Discussion: Creative Modern Languages: Assessment and Practice. Jennifer Wood, Alex Mangold & Guests
16:00-16:15	Break
16:15-17:00	Student Support, Ian Munton.

Abstracts - Day One

Keynote: Navigating power lines: Developing principles and practices to support socially just student : staff partnerships

Kyra Araneta, Jennifer Fraser, and Moonisah Usman
University of Westminster

For many of us universities and classrooms are sites of possibility (hooks, 1994) that we invest with hopes for different futures for students and ourselves. They are also sites of tension as we navigate complex relationships and power dynamics. How we live education for liberation has become even more pressing in recent years with mobilisations for Black Lives Matter and calls to decolonise universities. In Power Lines: On the Subject of Feminist Alliances Aimee Carrillo Rowe asks 'How do we build power lines that connect us to others in, through, and for justice?' (2008, p. 2). Our keynote engages with this question to explore how we develop principles and practices to support socially just student : staff partnership relationships. We argue that, if designed for social justice, partnerships can create anti-racist and decolonial atmospheres (Bell, 2018) that become sites of possibility. Using examples from our work at the University of Westminster we engage with the intersections of power, allyship, social justice and partnership to consider strategies for building programmes that centre transformative relationships. We share examples of how we have built relationships, co-created programme values and enacted these in partnership projects. To illustrate how we can build partnerships with power lines that connect us for social justice we will use the example of the Pedagogies for Social Justice Project (https://blog.westminster.ac.uk/psj/). This project is committed to centring student voices in its values, beliefs and experiences and in using these to dismantle contemporary forms of coloniality in curricula, relationships and research. We argue that partnerships are pivotal to this work as they co-produce knowledge; develop new and critical ways of understanding disciplines; and undertake sustained collaboration, experimentation and dialogue. Understanding that these are challenging and complex processes, we offer this keynote as a step in your University's and your own journeys toward creating socially just pedagogical spaces for students and staff.

Building academic partnerships between staff and students in Higher Education

Adriana Su
Ysgol Addysg | School of Education

In studying at Aberystwyth for the past three years and coming to my undergraduate graduation, I have experienced various styles of teaching and learning due to the pandemic.

Throughout my studies, I saw the opportunity to work with and alongside my department to enhance learning for not only my cohort but also other year groups. Since my presentation on Key skills development, I have done more and advanced my work and in doing so, I have discovered the significance of partnership and the need to build partnerships with students. Having that partnership does not only enhance and support learning for all, but it also aids students' own growth and aspirations as well as motivates students to push themselves and achieve high. Working with and building partnerships with students can also support staff and lecturers as in our current society, the range in diversity and perspective can add more colour to research. Young minds today are capable of asking questions that will lead to new discoveries and innovation (and this has been known for a long time).

In summary, the benefits of building partnerships between staff and students out-weight its limitation. The need for partnership is also significant in advancing learning as a whole.

This project reflects some of the main strands of the conference nicely this year including Working with students as partners to design learning, Active learning in today's higher education landscape, and feedback engagement. This project focuses on key areas including Student's perspectives on the partnership, barriers to building partnerships, effective communication, and recommendations on enhancing student-staff partnership.

What does it mean to work in a partnership with students? The UAL Digital Learning Champions project

Anna Udalowska with Jessie Gao, Anna Willis, and Serafina Min.
University of Arts London

Over the past few months, four students from Camberwell and Chelsea colleges at University of the Arts London worked in a partnership with the Digital Learning Team to improve students' digital learning experience.

In line with the students as partners approach, this session will be co-designed and co-delivered with students. As the project lead, I will ask them questions about their experience of the partnership and will also share my reflections on facilitating it.

This session will give attendees the opportunity to:

- Learn more about what it means to work in a partnership with students and how it could be facilitated
- Hear from students themselves about their experiences of working in a partnership with staff
- Reflect on how they could implement the students as partners approach in what they do

Academic Integrity after Covid
Neal Alexander
Saesneg ac Ysgrifennu Creadigol | English and Creative Writing

Drawing upon recent scholarship and several important reports published by the Quality Assurance Agency, this presentation will offer an overview of the ways in which the Covid-19 pandemic has affected UK HEIs' efforts to uphold the values of academic integrity. This will include considering: the effects of changes to assessment; isolation and mental health among students; and emerging threats, such as contract cheating, file sharing sites, and artificial intelligence programmes. The presentation will also briefly outline the work currently being done at Aberystwyth - by academics, librarians, learning support officers, and professional services colleagues - to discourage misconduct and promote good academic practice among students.

Raising awareness of referencing, plagiarism and unacceptable practice with the library's guide and quiz.

Anita Saycell and Simon French
Gwasanaethau Gwybodaeth | Information Services

This presentation will highlight the work that the Academic Engagement team has done over the past two years to provide help with referencing and plagiarism awareness to students across the University. We will look at the background behind the decision to build a bespoke referencing and plagiarism awareness guide and quiz for the University. We will also examine the data from the first two years of the project, and we will show how the lessons learned from those first two years of the project along with discussions with academic members of staff have fed into the design of the new iteration of the guide and the quiz.

We are excited by the new developments that we are making to the guide and the quiz, and we hope they will prove to be useful tools for raising awareness of referencing, plagiarism and unacceptable academic practice for both students and staff. The updated guide and quiz are due to be launched at the beginning of the new academic year (2022/23) but we look forward to providing a sneak-preview of them as part of this presentation.

Why don't students listen? Reflecting on teaching interventions focusing on student engagement with feedback and co-construction of marking criteria

Panna Karlinger, Anwen Sutton, Jessica Terry
Ysgol Addysg | School of Education

We often find ourselves writing the same points into students' feedback, things that would be easy to avoid or that they should keep doing when completing assignments to get better marks. 'Don't include initials for in-text references, avoid reliance on a single source, ensure you're answering the question by referring back to it' etc. So, the question naturally arises, 'Why don't they listen?'. Completing my PGCTHE, one of my action research projects aimed to explore the effects of using a combined structured framework for student engagement with feedback to help them identify their strengths, needs, opportunities, and barriers (SNOB analysis by Salford University) when it comes to their work, and use these points to create action plans to improve in the future (Phil Race's feedback action plan). The first project identified understanding the criteria as a barrier to taking feedback on board, and so the second teaching intervention aimed to demystify the rubrics by co-constructing the marking criteria with students to make it more accessible. The aim was to help students better meet the criteria and acquire those higher order skills on Bloom's taxonomy that are set out as outcomes while completing their work. This approach of working with students as partners and applying student derived rubrics and marking criteria for assessment for learning has become increasingly popular over the past years, but its success is still debated as it can also promote strategic, superficial learning. This presentation will briefly summarise both projects that I conducted in my year 1 cohort in education and childhood studies; it will touch on the underlying literature and pedagogical approach and will discuss the results that came from the evaluation using online surveys and focus groups for methodological triangulation. I will be joined by two of my students, Jess and Anwen, who participated in these projects to share their experiences and reflect on the impacts to provide a comprehensive view on these interventions.

"Trying to get my money's worth" An analyses of student engagement and participation in the Department of Law & Criminology

Jen Phipps & Lauren Harvey
Adran y Gyfraith a Throseddeg | Department of Law and Criminology

As a result of poor attendance in lectures and seminars, and dramatically reduced participation in Departmental engagement activities (e.g. guest speakers, student societies, field trips etc.), the Department of Law & Criminology (DLC) established a working group to explore the causes related to these issues. In May 2022, a survey was made available to all DLC students to gain insight in to their perceptions of learning and teaching, and other aspects of their degree experience linked to the Department. With '150' participants, approximately 25% of DLC students, this paper discusses the findings of the survey and considers ways in which we might improve student engagement.

Abstracts - Day Two

The ADHD Paradox: Thriving, skiving or barely surviving
Michelle Evans
Ysgol Addysg | School of Education

ADHD is arguably the most misunderstood and controversial of learning differences. There has been widespread concern surrounding over-diagnosis and medication, and accusations of poor parenting and lack of accountability for 'bad' behaviour. Children with ADHD continue to be over-represented in school exclusions and adults with ADHD over-represented within the prison population. The more positive examples tend to revolve around famous sports people, and it is often cited that the classroom is the antithesis of a suitable ADHD environment. However, having lived with ADHD, I argue that university is exactly the right place for individuals with ADHD. In this talk, we'll discuss the highs and lows of learning with ADHD, what works, what certainly doesn't work, and how discovering that dogs can also have ADHD gave me a clearer picture of what we can do to support our students with ADHD.

PGCTHE Good Practice Showcase
Facilitated by Mary Jacob
Uned Datblygu Dysgu ac Addysgu | Learning and Teaching Enhancement Unit

The Postgraduate Certificate in Teaching in Higher Education (PGCTHE) is one of the key ways that teaching staff can develop their understanding and hone their skills. The scheme brings together both pedagogical theory and practical teaching to promote evidence-based practice. As coordinator of the scheme, I've seen many examples of excellence among our participants.
In this showcase, we will present several lightning talks by current and past participants featuring:

- Meirion Roberts, Lecturer in Food Science, IBERS
- Alex Pitchford, Associate Lecturer, Mathematics
- Lucy Trotter, Lecturer in Education, School of Education

Seeking Solutions: The Challenges of Authentic Assessment for Criminology

Jen Phipps
Adran y Gyfraith a Throseddeg | Department of Law and Criminology

Universities have come under increased pressure to better prepare graduates for the workplace (Ellström and Ellström 2014), providing them with both the knowledge and skills relevant to their discipline. This presentation considers the incorporation of authentic assessment into the criminology curriculum at Aberystwyth University (AU). It explores some of the ways in which we look to better engage our students through meaningful modes of assessment, that develop graduate skills in a real world manner. However given the nature of the discipline, the geographical location of AU and the reluctance by some students to engage with modes of authentic assessment, this presentation outlines some of the challenges faced by criminology (that may also be relevant to other disciplines). It encourages active engagement by the audience, to seek solutions and overcome challenges that look to inform and improve current practice.

What is the impact of embedding goal setting within seminars on self-regulated learning?: A sub-project of the School of Education 'Skills for Active Learning Project'

Lucy Trotter
Ysgol Addysg | School of Education

This paper draws on data collected via a PGCTHE action research project conducted in October 2021 in ED20420: Equality and Diversity in Education (a second year optional module) to consider the impact of embedding goal setting within seminars. It argues that embedding goal-setting in seminars encourages self-regulated learning. Self-regulated learning is taken here to mean "individuals assuming personal responsibility and control for their own acquisition of knowledge and skill" (Zimmerman 1990:3). Engagement, ownership of learning, and "initiative, intrinsic motivation, and personal responsibility" are key to self-regulated learning (Zimmerman 1990: 14).

The paper further argues that whilst embedding goal-setting within seminars encourages self-regulated learning, it is likely to be more successful when the goals are closely aligned with learning outcomes and assessment for modules, when the goals are more concrete, and arguably, when students are encouraged to write the goals down both on paper and in online journals.

The Self-Directed Learning Approach

Alison Pierse & Calista Williams
Dysgu Gydol Oes | Lifelong Learning

Lifelong learning pivoted to self-paced, online learning at the start of the pandemic. This highly successful approach to pedagogy for part-time adult learners has drawn a wider national and international audience and has also, consequently, maintained a sustainable programme for future learners.

Alison and Calista discuss the four Lifelong Learning programmes using this format: Ecology, Art, Professional Development and Humanities.
They highlight the benefit to the learner, the training for tutors, evaluation, lessons learnt, the development, the logistics and the approaches to this new delivery format.

Students who are working alongside learning, have found this a really useful way of studying as do undergraduates using Lifelong learning courses to widen their portfolio of skills for employability.

There will be opportunities for questions or a discussion forum at the end.

An invitation to an open discussion to explore the potential of Immersive Virtual Reality as a pedagogical tool

Sarah Wydall, Helen Miles, & Andra Jones
Cyfraith a Throseddeg & Cyfrifiadureg | Law and Criminology & Computer Science

This session shares the background development & some of the preliminary findings from an evaluation of a working prototype I-VR tool from the Welsh Government pilot study 'Through their eyes'.

This mixed methods evaluation highlighted the value of I-VR as a training tool to improve the response to domestic abuse.

The inter- disciplinary team from the Depts of Computer Science and Criminology provide a demonstration of I-VR; an insight into their perceptions of the experience and share next steps.

We examine the literature on IVR as a pedagogical tool and ask how this technology can enhance student learning experience. We will then open the discussion to look at the wider applications of I-VR for UG and PG students across a range of disciplines

Offering Bilingual Modules to Distance Learners in Computer Science

Jonathan Bell
Adran Cyfrifiadureg | Department of Computer Science

The Advanced Media Production scheme offers a taught Masters qualification to part time distance learning students employed in the erstwhile EU objective 1 area of West Wales and the Valleys. It is a WEFO funded project and one of the features was that we would offer all our modules in both Welsh and English. This is important as there is an active Welsh Language media industry. While in Computer Science some modules are offered with a Welsh Language option, these are not fully Welsh Language modules. So providing the option to study modules fully in Welsh is new to us. Our provision includes:

- Welsh language written coursework materials
- Welsh language lecture recordings
- Welsh language assessment briefs
- Fully bilingual Blackboard presence
- Welsh language tutorial groups, though this last cannot always be arranged.

We are not running separate Welsh language modules, but present the Welsh and English language materials alongside each other, giving students the flexibility to swap between languages. We have had quite a high take up of the Welsh language option.

Our provision will be introduced and problems we have encountered will be described and an attempt made to offer lessons that might be applied in a more typical university context. This will be done in a short presentation before discussion of our practice and, hopefully, other people's good practice we can learn from. As it is felt important that the problems and opportunities arising from Welsh language provision are shared beyond the Welsh speaking community, the presentation will be primarily in English. Contributions to the discussion can be in either language or both.

Abstracts - Day Three

Aspire reading lists: changes for 2022-2023 and how to update your content

Joy Cadwallader
Gwasanaethau Gwybodaeth | Information Services

This video presentation will comprise:

- Changes to the Aspire Reading Lists service at Aberystwyth University for 2022-2023;
- Discovering more about the barriers to completing reading lists in advance of teaching;
- Demonstration: updating Aspire Reading Lists content including requesting digitisations;
- Where to get help & support;
- Your questions.

Designing Active Cognitive Tasks for Active Learning

Mary Jacob
Uned Datblygu Dysgu ac Addysgu | Learning and Teaching Enhancement Unit

In this interactive workshop, we will introduce the concept of Active Cognitive Tasks (ACTs), a key component of active learning. We will then workshop your real teaching scenarios, giving you practice in designing ACTs and applying this theory to your teaching. Together we will design ACTs that you can really use.

ACTs are based on evidence from cognitive science about how students learn. If we specify the cognitive task for our students, they are more likely to engage actively with the learning process. Our most motivated students often create their own ACTs while reading articles or listening to lectures, but not all students will do so.

If they don't, it results in a passive approach such that students may have the feeling of learning but without much actual learning.

Simple changes to the way we frame our activities can make a big difference by making our intended ACTs explicit. For example, listening to a lecture recording can be passive, but if we include an ACT such as asking students to think of real-world examples for the key concepts in the lecture, it encourages them to engage actively and retain their knowledge.

Online collaborative writing as used in this session is the type of activity we often use in the PGCTHE. This workshop is based on a session I delivered for the Active Learning Network's Global Festival of Active Learning in April 2022 and a chapter on ACTs in a forthcoming SEDA publication about active learning online.By the end of this session, participants will have a wide-ranging set of ideas for designing ACTs in your own teaching.

Panel Discussion: Supporting the development of students' digital capabilities

Panna Karlinger, Saffron Passam, Megan Williams
Facilitated by Sioned Llywelyn
Gwasanaethau Gwybodaeth gyda Ysgol Addysg, Seicoleg, Ysgol Fusnes Aberystwyth | Information Services with the School of Education, Psychology, Aberystwyth Business School

Digital capabilities are the skills, knowledge and practices that equip us to live, learn and work in a digital society and are therefore essential in a world where digital technologies permeate every aspect of our lives. The UK government have projected that within the next 20 years, 90% of jobs will require people to work with digital technologies (UK Government, 2017). All students should therefore have an opportunity to assess and develop their digital capabilities throughout their time at university. Developing these capabilities will help give students the best possible chance of being able to compete successfully for employment, to thrive in a digital society, and to engage more effectively with digital technologies while studying. Digital study skills may include efficient literature searching, data management, communication and collaboration skills, and being able to learn and reflect using digital tools.

The Digital Discovery Tool, developed by JISC, is a bilingual resource which allows students to reflect on their digital capability and their confidence with various digital technologies. As part of the Digital Capabilities Project, various approaches through which students could engage with the Digital Discovery Tool were piloted with four academic departments (Aberystwyth Business School, Psychology, School of Education and English & Creative Writing) during Semester 1 (2021/22). As a result of the pilot and, importantly, the feedback gathered from the staff and students involved, all Foundation Year and First Year students will be supported to engage with the Digital Discovery Tool from academic year 2022/23.

During this panel discussion, staff and students will share their experiences of being involved in the pilot, in addition to providing valuable insights into the implementation of various approaches and sharing good practices. The panel will also discuss the wider challenges and successes of embedding skills such as digital capabilities within the curriculum.

Panel and Discussion: Creative Modern Languages Assessment and Practice

Jennifer Wood, Alex Mangold and Guests
Ieithoedd Modern | Modern Languages

Creative assessment and practice in a Modern Languages context can be any artistically inspired exercise working with the second language (L2) and/or its cultural context. It can be aimed at L2 comprehension, L2 production, cultural engagement and/or be involved in the measuring of student performance, whether formative or summative. Creative in this sense means that the assessment or practice should encourage students to think and do things differently – that is, to engage with and explore the processes embedded within artistic practice itself, crossing borders (intermodal, interdisciplinary, interstitial or otherwise) and inviting 'unfinished thinking' (Borgdorff, 2010) and the exploration of states of 'not-yet-knowing' (Klein, 2017).

Colleagues in Modern Languages (and related disciplines) work across a whole range of topics and fields, embedding exercises in their practice ranging from translation and performance-related projects to short films, video presentations, creative writing, poetry, photography, art, music and other creative modes and formats.

This panel will explore and share examples of creative assessment and practice in Modern Languages, opening up a discussion around artistic research and creative practices at third level. As a starting point, Dr Alex Mangold will introduce the British Academy funded research project 'Creative Modern Languages', hosted at the Department of Modern Languages at Aberystwyth University, which will be followed by the sharing of inspiring examples of creative assessment practice from colleagues. This will lead on to a discussion of the value of and issues surrounding the development of creative assessment formats in Modern Languages' learning and teaching practice.

Help

In case of any questions please conact us at lteu@aber.ac.uk

 #aultc22

We hope that you will enjoy
the conference!