

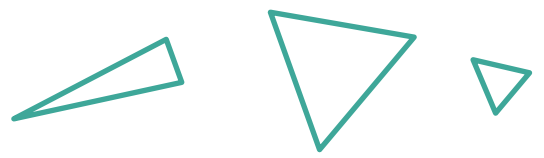
# LEARNING THROUGH CO-DESIGN

Teaching and Learning Enhancement Conference

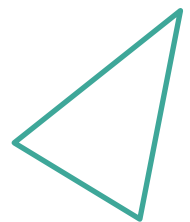
Wednesday 17th October

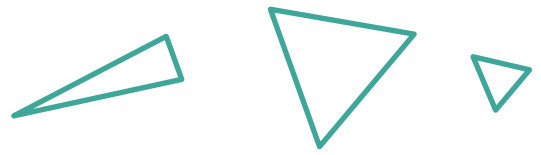


Abertay  
University®



# Notes

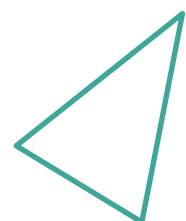




# Agenda – Wednesday 17<sup>th</sup> October

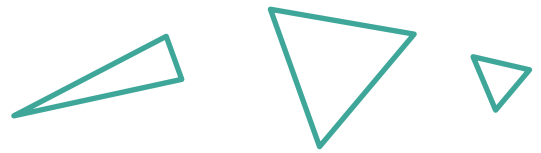
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- 09:10 – 09:50**    **Morning Registration** (Events Area, 1502)
- 10:00 – 10:05**    **Welcome from Director of TLE (Abertay)** (Lecture Theatre 2517)
- 10:05 – 10:50**    **Keynote Speech- “Creativity, Play and Co-Design”, Professor Alison James, University of Winchester**
- 10:55 – 12:15**    **Case Study Tours**  
Participants choose two sessions from the following selection (running 11.05-11.35 and again at 11.45-12.15):
- *Science laboratories* (Rooms 4561/4562)
  - *Library* (Creative Design Suite)
  - *The Co-Campus: An overview of Co-activity at Abertay* (Student Centre Basement Common Room)
  - *Future Learning Spaces in Higher Education: Space, Technology and Pedagogy* (HMC Cinema)
- 12:15 – 13:30**    **Poster and Vendor Marketplace and Buffet Lunch** (HMC Gallery)
- 13:40 – 14:45**    **TLE co-design mini festival**  
Delegates choose from a selection of:
- *Personalised video feedback-* workshop (Ryan Locke and Greg Bremner) (Room 3508)
  - *Did the Wheels fall off? Learning from failure* (Room 3510)
  - *Student-led showcase* (including student academic societies)- HMC gallery- Cybersecurity, Law, Games Development, Mental Health (Room 2522)
  - *Turning Point demonstration* (Room 2521)
- 14:50**            **Achievability in-plenary survey** (HMC Cinema)
- 15.05-15.45**    **Keynote speech- “What does Design Thinking Mean for Higher Education?”, Dr Steven Ney, HPI School of Design Thinking, Potsdam, Germany** (HMC Cinema)
- 15.45-16.30**    **Cake and networking then close** (Bar One, Student Centre)



# Abstracts

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## Morning Keynote

### *Creativity, Play and Co-Design: making space/s for learning*

Professor Alison James, University of Winchester

In this keynote, Alison will examine a wide variety of perspectives on, and experiences of, creativity and play in higher education. She will draw on 10 years of working with LEGO® based approaches in university learning and other contexts, the rise in popularity of play in HE in the last five years and her experience of co-convening the Play and Creativity Festival at the University of Winchester, now in its third year.

Creativity, play and co-design are not always straightforward concepts to embody or live out in practice. Alison will explore some of the ambivalence that surrounds their adoption even when institutions espouse their values. In particular, she will look at the theoretical basis for play and ask why some members of the academy are resistant to its place in HE; in answer, she will argue that play is reductively understood and, that by expanding our understanding of the complexity and potential impact of play, we open up avenues for pedagogic potential and the forging of new learning communities.

## Morning breakout sessions

### *Learning spaces for practical disciplines*

Dr Janet Horrocks, Abertay University

This session will present some of the new laboratory and pilot plant facilities that are used by the staff and students of the School of Science, Engineering and Technology. The tour will focus on how the spaces are used in the delivery of interactive and industry informed teaching.

### *New learning spaces, new technologies; new opportunities for interactive learning!*

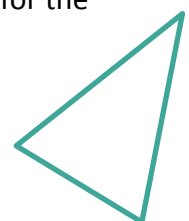
Abertay University Teaching and Learning Enhancement Team

In the last two years, Abertay University has made significant investment in new learning spaces. In parallel, we have been trialling new technologies that provide new opportunities for interactive learning and enhancing student engagement. This session will outline Abertay's recent work around learning space development, 'the sticky campus' and enhancing the digital literacy of our students and our staff.

### *The Co-Campus: An overview of Co-activity at Abertay*

Dr Ryan Locke, Abertay University

Stop by this session to gain an overview of the various modes of innovative co-action being implemented at Abertay University. With an aim to enhance the learning, teaching and research activity of their particular fields, staff and students across the campus are increasingly seeking to inform their practice by exploring the possibilities that various forms of collaboration may bring. In this short presentation, we will look at distinct examples of co-design, collaboration and community that are helping to transform this dynamic campus into learning spaces for the future.





## *Future Learning Spaces in Higher Education: Space, Technology and Pedagogy*

Sam Elkington, Teesside University

This session will share key innovations emerging from the national 'Future Learning Spaces' project hosted and coordinated by Advance HE (formerly the Higher Education Academy). Completed in October 2018, the project brought together cutting edge examples of effective and innovative efforts at learning space design to better understand and evidence the relationship and interplay between three core features of future-facing learning space, namely: Space, Technology and Pedagogy.

## Afternoon co-design mini festival

### *Do You Even Twitch?*

Dr Ryan Locke and Dr Greg Bremner, Abertay University

Complementing Abertay's new opportunities for interactive learning and enhancement of student engagement, this session describes how we use video feedback in two diverse areas of academic enterprise; computer arts and long-form writing in economics and related subjects. Inspired by the way in which the computer gaming community has harnessed broadcasting technology to its benefit, we have successfully applied their methods to the benefit of our students. We demonstrate the mechanics of our approach before noting the hurdles that you might encounter when launching video feedback for the first time.

### *Did the wheels fall off? Learning from Failure*

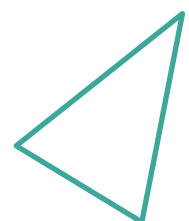
Dr Carole Davis, Southampton Solent University and Dr Fiona Smart, Edinburgh Napier University

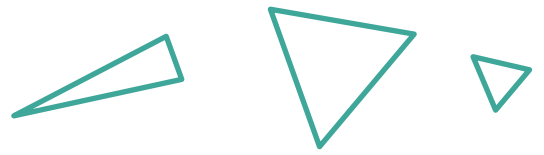
'The greatest mistake you can make in life is continually fearing that you'll make one' Elbert Hubbard. Carole and Fiona will be facilitating an hour-long workshop, which focuses on the mistakes we have all made in teaching, and what can be learnt from them. Our starting position is that great things never come from remaining in the comfort zone and there will be times, as educators, when taking risks and experiencing some humiliation can have enormous pedagogic value, and trigger learning. This workshop offers an opportunity to share experiences, which didn't go so well, what you learnt from them and what reassurance and advice you want to give to colleagues.

### *"Extra! Extra! Find out about us"*

#### Abertay Student Societies showcase

Abertay Students' Association has over eight academic societies. The Association encourages the development of extra-curricular activity at Abertay. We support these student-led societies to be ambitious, curious, feeling supported and valued whilst a part of a wider community. Spend just a few minutes with these incredible volunteers, who dedicate their time to ensuring all their members studying their field get the same extra chances, choices and experiences to develop themselves, their society and the landscape at Abertay University.





*An Introduction to TurningPoint student polling solutions - making engagement with your students easy!*

Alan Duddy, Turning Technologies

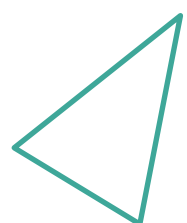
This session will focus on sharing the TurningPoint student polling solution, currently utilised by over 100 Universities in the UK and Ireland. The solutions allow for interactive engagement with your students, in a safe and secure polling environment, that can be run within or outside of PowerPoint. The solution provides for a great degree of flexibility in choosing to run an anonymous session or the ability to track performance scores to individual students using mobile devices and/or clicker pads.

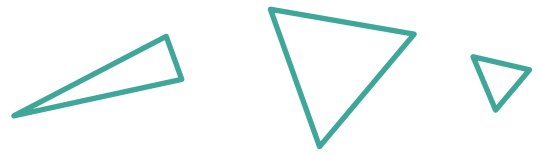
## Afternoon Keynote

*“What does Design Thinking mean for Higher Education?”*

Dr Steven Ney, HPI School of Design Thinking, Potsdam, Germany

Abstract to follow.





## Poster Abstracts

Poster abstracts (in alphabetical order of surname of lead author):

**Authors:** Jetta Aitchison and Julie Blackwell Young

**Poster Title:** Analysis of student-led teaching award nominations 2015-2018

**Abstract:** Student-led teaching award nominations involve students giving reasons as to why members of staff or learning opportunities should be given awards for their teaching, support and innovations. Abertay Students' Association has data available from 2015-2018 and in partnership with Teaching and Learning Enhancement felt that an analysis of this data would be worth undertaking to get more of a feel for what students consider to be important to mention when justifying their nominations. This poster details the work-in-progress with an indication of preliminary themes which have emerged from the analysis of two categories: "Outstanding teacher" and "Excellent feedback".

**Keywords:** Student voice, student-led teaching awards, good teaching practice

**Authors:** Kirsty Evans, Andrea Cameron and Lara Wood

**Poster Title:** Supporting Student Pregnancy Pathways: An exploration of advice and support for students during a pregnancy and postnatally.

**Abstract:** "Pregnancy and maternity" is a protected characteristic within the UK Equality Act 2010. Providing appropriate support for pregnant women and/or their partners studying at Abertay is a vital aspect of widening access and supporting student attainment. This poster will (1) detail the purpose and progress of an ongoing TLE funded project based at Abertay investigating university processes and support concerning students who (or whose partners) are pregnant, (2) introduce current (incomplete) findings relating to the challenges faced by students during the pregnancy and postnatal period, obtained via one-to-one confidential interviews.

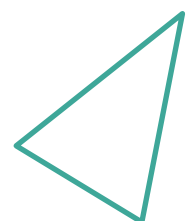
**Keywords:** Protected characteristics, pregnancy, student support

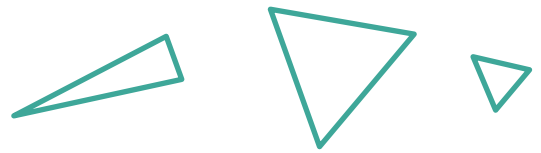
**Authors:** Kevin Farrugia, Ben Jones, Peter Maskell, Janet Horrocks, Boon-Seang Chu, Scott Cameron, Maurice Lindsay, ECR, Emily Fallon and Rebecca Coakley

**Poster Title:** Improving the student experience of laboratory practicals through digital video guides.

**Abstract:** Student attendance for practical sessions has been declining and part of the reason is due to lack of confidence on how to perform the scientific task. SET students' views about the use of videos for practical sessions were collected and the top four were taken forward for actual filming. Students clearly favoured the use of such videos, specifically ones prepared in-house at Abertay rather than ones freely available on the web. Current filming is on its way and students' views and engagement will be surveyed again at the end of the academic year.

**Keywords:** Blended learning, digital enhancement, student engagement





**Authors:** Janet Horrocks, Yvette Wharton, Claire MacEachen and Andrea Szymkowiak

**Poster Title:** Team and Group Work: A student perspective of assessment and management

**Abstract:** Group and team work is an integral part of programme delivery at Abertay. It is however the single area which attracts the most negative comment from student feedback surveys with students highlighting perceived unfairness in the assessment of coursework.

A team of students taken from across the university has developed criteria to evaluate examples of team and group work assessments. They have applied their criteria to a range of different models of team and group work and given insight into the student perspective of these models. Their insight will inform improvements in our practice.

**Keywords:** Student partnership, assessment

**Authors:** Sally Lumsdaine and Zoe Powell Martin

**Poster Title:** Counselling Trajectories: What happens after graduation?

**Abstract:** A comprehensive report on the provision of training in Counselling and Psychotherapy (Hulme and Rutton, 2013) proposed that one of the main areas for future research is investigation in to what happens to counselling students following qualification. This study, carried out in 2016, investigated the career trajectories of Abertay counselling students and looked to evaluate their career pathway once qualified. Additionally, the study looked to explore the links between course content and employability with a view to ensuring that the programme is relevant and continues to meet industry needs. Some key findings will be presented within this poster.

**Keywords:** Student transitions, counselling destinations, career trajectories

**Authors:** Donncha Marron, Ashley Rogers, Alex Law and Jan Law

**Poster Title:** Learning theory, theorizing learning: a qualitative investigation into second year undergraduate student engagement with a classical social theory module.

**Abstract:** The presentation outlines an Abertay University ATLEF-funded project examining student engagement within an undergraduate social theory module. The initial survey results, drawn from the 2017/18 class cohort, highlight respondent perceptions of their participation within the module and their initial assessments of its impact on their learning journeys as students. The proposed qualitative research design seeks to build upon the survey results by exploring, through detailed focus group discussion involving a sample of student participants in the 2018/19 cohort, how students articulate their involvement in module teaching and reflect upon the wider impacts and meanings of their subject learning.

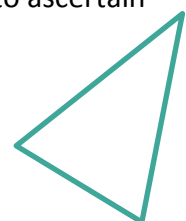
**Keywords:** Social theory, sociology as pedagogy, student engagement, active citizenship, qualitative research

**Author:** Ashley Richardson

**Poster Title:** The use of Sketchnotes to improve students experience, learning and attainment.

**Abstract:** Biomechanics is a core component of the Sport and Exercise programmes offered at Abertay University. Therefore, it is important that students learning and attainment is optimised using novel strategies of presenting information. The Sketchnote resource is proposed to improve students' experience, learning and attainment. It is proposed that the use of a Sketchnote can aid a student in making a topic more accessible allowing them to further explore traditional electronic content with a reduced level of anxiety. Sketchnote resources have been developed and are being used in SPS402. Upon module completion students will be invited to a focus group to ascertain whether students found the resource helpful.

**Keywords:** Engagement, graphical notes, technology enhanced learning







**Authors:** Alexandre Schwob, Alex Avramenko, Angus Brodie and Nuno Arroteia

**Poster Title:** Technologized situated partnering practice: Leveraging interobjective representations of technology in use to foster classroom culture

**Abstract:** This poster presents the work on the ATLEF6 project exploring the students' narratives of everyday usage of technology during their studies to find out how in practice students can be seen as partners in their growingly technologized learning. Relying on focus groups and individual interviews with students, we unpack the dynamics of the 'technologized situated partnering practice' (TSPP). We found that TSPP lastingly activates dialogical learning by preserving shared values and managing expectations, i.e. by sustaining classroom culture in a technology-saturated environment. We also demonstrate how TSPP leverages the main interobjective (i.e. shared and overarching) representations of technology-in-use.

**Keywords:** Students as partners, partnering practice, classroom culture, dialogical learning, interobjective representations, technology in use

**Authors:** Eddie Simpson, Kate Smith and Andrea Szymkowiak

**Poster Title:** Groupwork and Abertay Attributes

**Abstract:** Mix of 50% graphics and 50% text covering purpose of the project, hypotheses and background. Developing from ATLEF 3 project covers closer examination of how Abertay Attributes may be developed within group-work using a self-assessment tool.

**Keywords:** Group-work, Self-assessment, Abertay Attributes

**Authors:** Lynn Wright, Martha Gardiner, Ayesha Shahid, Julia Ngadi and Max Korbmacher

**Poster Title:** Undergraduates as researchers: staff and student perspectives of participating in the research volunteer scheme

**Abstract:** The aim of this project was to investigate factors that influence undergraduate students and staff members to become involved in the research volunteer scheme. We collected data from staff and students online and via face to face interviews. The core questions asked related to motivation, goals and challenges faced when participating in the research volunteer scheme. In this poster we present preliminary findings from both the online and interview studies.

**Keywords:** Collaboration, staff-student partnership, research volunteer scheme, motivation

