Deuddegfed Gynhadledd Dysgu ac Addysgu Flynyddol Prifysgol Aberystwyth

Paratoi ar gyfer Rhagoriaeth: Cynllunio Dysgu ac Addysgu Arloesol

10fed-12fed Medi 2024

12

Tabl Cynnwys

Rhagair

Croeso i 12fed Gynhadledd Dysgu ac Addysgu Flynyddol Prifysgol Aberystwyth. Thema'r gynhadledd eleni yw "Paratoi ar gyfer Rhagoriaeth", ac mae'n addo bod yn ddigwyddiad arbennig arall yng nghalendr Dysgu ac Addysgu'r Brifysgol, gyda thema cyflogadwyedd gref yn rhedeg drwy gydol y digwyddiad.

Bydd y rhaglen yn agor gyda phrif anerchiad gan yr Athro Lisa Taylor, a groesawn o Brifysgol Dwyrain Anglia, ar bwnc pwysig cyflogadwyedd myfyrwyr. Ar ôl lansio ein Strategaeth Cyflogadwyedd newydd ein hunain eleni, a chynnal digwyddiad gweithdy allweddol a noddir gan y Cyngor Cyllido ac AUYmlaen, bydd cydweithwyr yn sicr yn awyddus i gael cyngor y sector ar sut i reoli lleoliadau myfyrwyr a ffyrdd o wreiddio cyflogadwyedd o fewn y cwricwlwm. Ceir wedyn fore o weithdai sy'n gysylltiedig â chyflogadwyedd a chyflwyniad gan Brif Swyddog Gweithredol Undeb Aber fore Mercher ar bwnc cyflogadwyedd yng ngweithgareddau UM.

Rhai meysydd eraill sy'n cael sylw gan siaradwyr y gynhadledd yw dad-drefedigaethu'r cwricwlwm, effaith DA ar ddysgu myfyrwyr, addysgu gan dîm, dysgu gwybodus am drawma, a phwnc brys dysgu cynhwysol. Rhoddir sylw hefyd i gymorth ar gyfer sgiliau myfyrwyr, sgiliau academaidd a sgiliau cysylltiedig â chyflogadwyedd, gyda rhai adnoddau arbennig o ddefnyddiol yn cael eu datblygu gan gydweithwyr yn y Gwasanaethau Gwybodaeth. Mae'r holl faterion hyn yn bynciau allweddol yn yr amgylchedd dysgu presennol o fewn y sector, ac rydym yn arbennig o falch o gael rhai arbenigwyr blaenllaw yn y maes ymhlith ein cydweithwyr. Bydd y gynhadledd yn ein harfogi ni i gyd i ddatblygu rhagoriaeth myfyrwyr dros y flwyddyn academaidd nesaf, a hoffwn ddiolch i bob cyflwynydd ar draws y brifysgol am sicrhau bod hwn yn ddigwyddiad y mae disgwyl mawr amdano.

Ynghyd â'r Strategaeth Cyflogadwyedd newydd, mae'r Brifysgol hefyd wrthi'n lansio ei Strategaeth Dysgu ac Addysgu newydd, a fydd yn sail i ddull gwella'r Brifysgol wrth i ni gychwyn ar y cylch Arolwg Gwella Ansawdd newydd. Mae'n ymgorffori pum thema, gan gwmpasu Llais y Myfyrwyr, Cynefino a Phontio i Fyfyrwyr, Dysgu Gweithredol ac Effeithiol, Gwella Portffolio Sgiliau Cyfoes, a Rhesymoli Asesu ac Ymgorffori DA. Gan gyfuno nifer o nodau strategol eraill, mae'r strategaeth yn adeiladu ar, ac yn ymestyn, ystod eang o waith sydd eisoes yn mynd rhagddo ar draws y brifysgol. Bydd cynhadledd 2024 yn cefnogi ac yn atgyfnerthu nifer o'r meysydd hyn, wrth i ni barhau i ddatblygu amgylchedd dysgu ac addysgu cryf i fod yn sail i ragoriaeth reolaidd y Brifysgol yng nghanlyniadau'r Arolwg Cenedlaethol o Fyfyrwyr.

Hoffwn fanteisio ar y cyfle hwn i ddiolch i gydweithwyr yr UDDA am eu gwaith yn sicrhau bod y gynhadledd hon yn dwyn ffrwyth gyda'u proffesiynoldeb a'u mewnwelediad arferol. Yn olaf, hwn fydd fy nghynhadledd Dysgu ac Addysgu olaf fel Dirprwy Is-Ganghellor, Dysgu, Addysgu a Phrofiad y Myfyrwyr. Er bod y rôl wedi cyflwyno heriau sylweddol, mae wedi bod yn rôl yr wyf wedi ei mwynhau'n fawr, yn arbennig oherwydd ymroddiad, ymrwymiad ac ymgysylltiad cydweithwyr ar draws y Brifysgol, na allaf ond mynegi fy niolchgarwch diffuant iddynt.

Yr Athro Tim Woods

Diolch gan Drefnwyr y Gynhadledd

Croeso i'n deuddegfed Gynhadledd Dysgu ac Addysgu Flynyddol a drefnir gan yr Uned Datblygu Dysgu ac Addysgu. Ar ran y trefnwyr, hoffem ddiolch yn gyntaf i'r Athro Lisa Taylor am ymuno â ni fel prif siaradwr eleni. Gwn y byddwn i gyd yn elwa o arbenigedd a dealltwriaeth yr Athro Taylor o gyflogadwyedd a strategaethau ar gyfer ymgorffori hyn yn y cwricwlwm.

Ni fyddai'r digwyddiadau hyn yn bosibl heb haelioni ein cydweithwyr sy'n rhannu ac yn arddangos eu harferion gorau gyda ni. Mae ehangder y sesiynau (o ran pynciau a chynrychiolwyr o bob rhan o'r Brifysgol) yn dangos y profiadau dysgu ac addysgu rhagorol sydd ar gael i'n myfyrwyr.

Diolch i'r Pwyllgor Llywio am ddarparu'r ffocws ar gyfer cynhadledd eleni a syniadau ar gyfer pynciau gwerthfawr ochr yn ochr â Bev Herring a chydweithwyr yn y Gwasanaeth Gyrfaoedd.

I gydweithwyr yn yr Uned Datblygu Dysgu ac Addysgu – diolch am eich cymorth i drefnu'r gynhadledd eleni – yn enwedig Keziah Garrett-Smithson.

Diolch hefyd i'r Athro Tim Woods a'r Athro Anwen Jones am barhau i gefnogi'r digwyddiad hwn.

Gobeithio y cewch chi 3 diwrnod da ac y gwnewch chi fwynhau rhaglen y gynhadledd.

Dr Jim Woolley

Diwrnod Un – Dydd Mawrth 10fed Medi (Ar-lein)

09:30-9:45	*Croeso i'r Gynhadledd*
09:45-10:30	*Prif Siaradwr – Keynote* Professor Lisa Taylor
10:30-11:00	**Amser Paned**
11:00-12:00	*Gweithdy – Workshop* Professor Lisa Taylor
12:00-13:00	**Cinio**
13:00-13:30	*'Sugar-Coating the Pill: the highs and lows of embedding interview practice into infectious disease learning'* Iain Chalmers & James Cuffe
13:30-14:00	*'Embedding employability skills across the curriculum and beyond'* Dylan Gwynne Jones
14:00-14:30	*'An A-Z of the Integrated Year in Industry within DLS'* Paula Hughes
14:30-15:00	**Amser Paned**
15:00-15:30	*'Revolutionising Student Research: Transforming Learning with ResearchRabbit.ai'* Panna Karlinger, Rhodri Evans & Liam Knight
15:30-16:00	*'Decolonising History: The case of Module HY12420 Europe and the World, 1000-2000'* Diana Valencia-Duarte
16:00-16:30	*'Staging Success: Integrating Employability in the Drama and Theatre Curriculum'* Louise Ritchie & Jo Hiatt

Diwrnod Dau – Dydd Mercher 11fed Medi (Wyneb yn wyneb)

09:00–9:15	*Cofrestru*		**Think Tank, Llandinam**
09:15–10:00	**A6, Llandinam**		**B20, Llandinam**
	'Benefits of Scenario & Simulation-based Learning in Healthcare Education' Asa Galeozzie, Lisa Kinsella & Matt Townsend		'Othering within RVE' Jas Jacques-Butterworth
10:00–10:30	'Enhancing students' engagement and learning retrieval practice with think-pair-share activity' Yasir Saleem		
10:30–11:00	*Amser Paned*		**Think Tank, Llandinam**
11:00–12:00	'Embedding Employability Skills through Student Union Activities' Trish McGrath		**B23, Llandinam**
12:00–13:00	*Cinio*		
13:00–13:30	**B23, Llandinam**		**B20, Llandinam**
	'Reading Circles: Equipping and Motivating Students to Develop Their Academic Reading' Katie Hicks		'Are we responsible for our Cultural Heritage?' Alison Pierce

Diwrnod Dau – Dydd Mercher 11fed Medi (Wyneb yn wyneb)

13:30–14:00

B23, Llandinam

'Bridging the gap. Report from a project looking at the skills needs of AU students'
Nia Ellis & Non Jones

B20, Llandinam

'Exploring intercultural student-staff partnerships'
Ania Udalowska

14:00–14:30

'Unlocking the library: Escape room as library induction'
Kate Barber

"History is so Gay!": Developing skills for queering analysis of historical sources using collage'
Diana Valencia-Duarte

14:30–15:00

'Aspire Reading Lists: What's new for 2024–2025'
Joy Cadwallader

15:00–15:30

Amser Paned

Think Tank, Llandinam

15:30–16:15

'Academic Imposter Syndrome: Supporting learners to overcome self-doubt'
Val Todd

B20, Llandinam

16:15–16:45

"Why did the Polar Bear sign up for the Help class? Because he was having an ice day, but still needed some paws-on assistance!"
How to harness AI to streamline the creation of a help class.'
Bruce Wright

B20, Llandinam

Diwrnod Tri – Dydd Iau 12fed Medi (Wyneb yn wyneb)

Amser	Sesiwn	Lleoliad
09:00–9:15	**Cofrestru**	**Think Tank, Llandinam**
09:15–10:00	*'Curriculum design for employability development'* Bev Herring & Jesse Heley	**B23, Llandinam**
10:00–11:00	*'Developing AI Literacy for Staff and Students'* Mary Jacob	**B23, Llandinam**
11:00–11:30	**Amser Paned**	**Think Tank, Llandinam**
11:30–12:00	*'Cyfieithu Mecanyddol: heriau a chyfloedd dealltwriaeth artiffisial'* Cathryn Charnell-White & Mandi Morse	**A6, Llandinam**
12:00–12:30	*'Why is learning the life skills of problem solving, decision making, risk management and people handling left to experience at University'* Clive King	**A6, Llandinam**
12:30–13:00	*'Rethinking Team-Taught Teaching: Literary Theory in English and Creative Writing'* Matt Jarvis & Malte Urban	**A6, Llandinam**
13:00–14:00	**Cinio**	**Think Tank, Llandinam**
14:00–15:00	*'A Trauma-Informed Approach: what ist it and why should you bother?'* Emma Sheppard	**B23, Llandinam**
15:00–15:30	**Amser Paned**	**Think Tank, Llandinam**
15:30–16:30	*'Embracing Neurodiversity in Education: Strategies for Inclusive Learning'* Trish McGrath	**B23, Llandinam**

Prif Siaradwr a Gweithdy

Employability is a life-long, life-wide journey with employment destinations along the way (Taylor, 2023), requiring an individual approach, to foster agency.

This keynote will present some of the theoretical, pedagogical, and practical principles of employability. The Capitals Model of employability (Tomlinson, 2017) provides a robust framework within which to facilitate an individual's higher education employability journey. Aberystwyth University's employability strategy objectives highlight key areas of employability to be developed 2024-2029. Employability needs to be actively being considered within the curriculum and supported through extra-curricular and placement activities.

Placements are the most common employability activity within higher education (The Association of Graduate Careers Advisory Services and Shortlist Me, 2022). Over 70% of graduates still work from home one or two days a week (Institute of Student Employers, 2023). Online placements remove some of the barriers to placements for many students (Gamage, 2021). However, working online requires a different set of skills, and can be challenging (Hughes and Thambar, 2023). Online placements can be used to better prepare students for the online world of working. The principles, research and impact of the award-winning Peer Enhanced e-Placement (PEEP), which is a placement delivered entirely online will be discussed. PEEP has been recommended in the recently published digitally enhanced blended learning Higher Education Commission - Policy Connect report (2024).

A workshop will follow the keynote lecture to offer an opportunity for reflection, consolidation and action planning to facilitate putting into practice the key theoretical, pedagogical and practical principles of employability in the areas of curriculum, extra-curricular and placement activities, to support the fulfilment of the Aberystwyth University's employability strategy objectives.

Lisa Taylor
University of East Anglia

Sugar-coating the pill: the highs and lows of embedding interview practice into infectious disease learning

This presentation will explore interview-style assessments as a vehicle for students to gain both generic skills in job interviews and problem-solving, in addition to subject-specific knowledge.

Inspired by infectious disease outbreak scenario planning days which occur commonly in both the human and veterinary infectious disease sectors, this assessment was designed to improve students' ability to communicate their science, stakeholder-specific arguments, and ability to cope under interview questioning. This assessment has evolved through the last 8 years and we will discuss the successes, challenges, and improvements from both staff and students perspectives.

Students are provided with a timeline of a novel veterinary disease outbreak and tasked with representing an industry stakeholder and determining how best to advise the government.

The structure of learning includes three key aspects:

1.A formative, group seminar-based session for students to work together, hear other perspectives from differing stakeholders and understand the hard decisions faced in real disease outbreaks.
2.A seminar by career service and module staff held to highlight how to be prepared for job interviews and the overlap between this assessment and real-world job interviews/careers.
3.The summative individual interview-style assessment performed by careers service and module lecturers replicating the same general structure as the formative assessment.

This assessment is designed to embed employability in the heart of the module, with students discovering new potential degree-related careers, and gaining practice in interviews while understanding the cross-disciplinary nature of infectious disease outbreaks.

Iain Chalmers & James Cuffe
Department of Life Sciences &
Careers Service

Embedding employability skills across the curriculum and beyond

The competition for graduate level jobs will undoubtedly intensify over the next years due to rising living costs and a concerning trend towards higher unemployment. Key to winning a graduate job interview is a "well-crafted" application that meets the essential criteria, followed by an exceptional interview performance. For the module BR35620 Environmental Regulation and Consultancy we have fully integrated these elements into part of our module assessment. This presentation will focus on the process of interview preparation and the realisation that most questions asked can surely be predicted. These will include generic questions plus those that target skills and competencies sought and highlighted in the advert. For the assessment, students are tasked to write scripted answers to knowledge-based / skills questions written as they would say them in an interview. The aim in the future is that they embrace this high-level strategy, writing scripted answers and memorising them in preparation for interview. Our four key aims are:

·To highlight the very high level of preparedness needed to 'win' in a job interview.

·To develop and test their capacity to understand, engage with and describe a particular topic in a clear, concise, and informed manner.

·To help them understand their own relationship with a topic, explaining what they know, and any experiences of engaging with the topic or skill, evidenced by examples.

·To win that job!

The questions have been developed in collaboration with stakeholders and are typical of what the students might experience in a future interview. They are also marked in an identical way to an interview based on a scale of 1-5. Student performance on the assessment is typically strong because they see the high future value of this exercise. However, they are told the reality that they would need to consistently score 4/5 (i.e. 80%) to be close to being appointed. This assessment occurs in Semester 2 of their final year providing 'real world' insight into what may be ahead. The assessment model developed could potentially be adapted for any subject.

Dylan Gwynn Jones
Department of Life Sciences

An A-Z of the Integrated Year in Industry within DLS

Students in the DLS have the option to take their degree scheme with an integrated year in industry, a year before their final year. The integrated year in industry version is offered across 22 degree schemes (from Agriculture to Zoology) and spans the broad work related sectors of Agriculture, Conservation, Industrial (Pharmaceutical and Biotechnology) and Academic Research – which can be linked to animal, plant or human health and wellbeing.

The scheme has evolved over the past 5 years with support at the faculty level and across the university including strong collaborations with the Careers Department and Global Opportunities. Students are at the centre of the scheme and the student voice informs change as well as inspiring the next cohort of students to pursue work opportunities. In addition, external collaboration, with academic partners and employers is sought out and valued.

In this presentation I will explore where our students are going out on placement and consider the challenges related to specific sectors. I will highlight the strategies we have put in place to support our students on the scheme, including peer to peer support, and discuss the initiatives we have implemented to maximise opportunities within the most competitive of environments.

Paula Hughes
Department of Life Sciences

Revolutionising Student Research: Transforming Learning with ResearchRabbit.ai

In the rapidly evolving landscape of higher education, fostering research skills and the ability to critically engage with sources is crucial for student success. Our presentation aims to introduce ResearchRabbit.ai, an innovative tool designed to empower researchers and students in their search for academic sources and enhance their research capabilities (Giglio and Costa, 2023). ResearchRabbit.ai leverages artificial intelligence to assist researchers in discovering relevant literature, identifying key research trends, and organising their findings efficiently (Cole and Boutet, 2023).

The tool's user-friendly interface and sophisticated algorithms provide an intuitive platform for students to explore and manage academic resources. Students can easily curate their own collections of articles, receive recommendations based on their interests, and track emerging trends in their fields of study (Sharma et al., 2022)

As part of our department's strategy to empower students to use AI ethically and efficiently, we decided to embed an AI workshop in our Key Skills for University module (Welsh and English medium) discussing various tools and use cases, as well as advise students on the use of ResearchRabbit.ai in other modules, particularly Research Methods. This second year module aims to prepare students for their final year dissertation in the form of developing their literature reviews and methodologies.

The integration of ResearchRabbit.ai into these modules was driven by the desire to equip students not only with advanced research skills, but also to empower them to find reliable academic sources quickly and efficiently, and therefore allowing longer to read and reflect (Rane et al., 2023).

While some of the students are still hesitant to engage with AI, feedback from others indicated that this is a positive example that did not only transform their research experience, but enhanced their ability to independently locate high-quality academic sources. Student testimonials highlight increased confidence in navigating scholarly databases and a greater engagement with the overall research process.

Our presentation's purpose is to deliver a demonstration of ResearchRabbit.ai and how it may be used in the classroom or as part of modules, and to share some student testimonials from our learners that significantly engaged with ResearchRabbit.ai.

Panna Karlinger, Rhodri Evans & Liam Knight
School of Education

Decolonising History: The case of Module HY12420 Europe and the world, 1000-2000

I propose to present the initial stage of the decolonisation strategy used to improve the Module HY12420 Europe and the world, 1000-2000, which I coordinate. The main goal of this co-delivered year 1 module remains as conceived originally: 'to explore key themes, events and developments in the history of Europe's relationship with the rest of the world over the last 1,000 years.'

The first stage of decolonising this module has followed a straightforward organic path:

1.   Recognising existing good practices and anti-colonial perspectives already applied by the lecturers. This is an on-going collective effort.

2.   Shifting from Euro-/Anglo-centred perspectives to global and diverse viewpoints.

3.   Challenging the language used in the class material, emphasising the criticality of anti-racist, anti-patriarchal and decolonial approaches.

4.   Adapting the content to reflect how the rest of the world understands the history of their relationship with Europe.

5.   Updating the marking criteria to incorporate a global perspective.

6.   Most importantly, involving students in this endeavour. Challenging the traditional authority of the teacher in the classroom demonstrate a real commitment with decolonisation principles.

In this presentation I will emphasise the importance of flattening the hierarchies as a form of decolonising the classroom - not just contents. I will analyse current student participation in the decolonisation process and explore the potential for a future lecturer-student partnership strategy.

Diana Valencia-Duarte
History and Welsh History

Staging Success: Integrating Employability in the Drama and Theatre Curriculum

In alignment with the University's new employability strategy, the Department of Theatre, Film, and Television Studies is advancing efforts to integrate employability into the Drama and Theatre curriculum. This session will highlight existing examples of good practice, reflect on initiatives that align with key focus areas from the HEFCW Symposium on 'Employability, Enterprise, and Entrepreneurship,' and propose new initiatives to be embedded in the curriculum from 2025.

Key areas of focus include:
·Skill Recognition and Confidence Building
·Advanced Skill Development and Career Preparation
·Fostering Independence and Career Readiness

Join us as we reflect on areas of good practice and plan for future enhancements to support students' transition from academic study to professional success.

Louise Ritchie & Jo Hiatt
Theatre, Film & Television Studies &
Careers Service

Benefits of Scenario & Simulation-based Learning in Healthcare Education

In this session, lecturers from the Healthcare Education Department will explore the benefits of scenario- and simulation-based learning in healthcare education. Discussing the benefits of a student-centred learning approach to their delivery of scenario- and simulation-based learning, the team will explore the innovative ways that their programme delivery is delivered and the way in which pedagogy enhances theoretical and clinical practise. Considering the regulatory requirement of their professional bodies (Nursing and Midwifery Council [NMC], and Health Education and Improvement Wales [HEIW]), this session will introduce delegates to the benefits of facilitated learning strategies and how our state-of-art simulation suites at the Healthcare Education Centre ensures that our students are immersed fully in deep learning approaches that will ultimately improve their work as clinical practitioners, and improve patient and service-user safety and care delivery.

Asa Galeozzie, Lisa Kinsella
& Matthew Townsend
Healthcare Education Centre

Othering within RVE

The othering of groups in society is a significant topic that is covered in Religion, Values and Ethics (RVE) in my school. One Programme of Learning (POL) that tackles this as a whole is that of Martin Luther King Jnr that year 8 (12- to 13-year-olds) study, which uses the Baptist preacher as the spine of the work but uses various examples from the #BLM movement, and psychological studies from Stanley Milgram (The Study on Obedience) and Philip Zimbardo (The Stanford Prison Experiment).

This builds upon a year 7 POL (11- to 12-year-olds) which is based on The Island by Sue Phillips, where they begin to build a community and decide how a community works. In this they encounter several obstacles to their community, and they work out a way to stay a community without arguments or schisms. This, as well as the above POL, has been influenced by the works of Johnathan Sacks and his book Not in God's Name.

This POL was a study conducted for my MA thesis which looked at a multi-disciplinary, cross-curricular approach to RVE which incorporated various historical and geographical skills as well as improving literacy using a short story to frame the topic, as well as other articles and sources.
The impact on the student has been hugely positive. The awareness of othering of society has been linked to genocides, civil wars, incels and other extremist views has increased, and students have been given the tools to combat this alongside the school's schemes such as KIVA and Wellbeing Champions.

Jas Jacques-Butterworth
School of Education

Enhancing students' engagement and learning using retrieval practice with think-pair-share activity

Student engagement is a fundamental step to optimize learning in the learning process which is not only about whether the students are attending the lectures and spending time, but it is about how actively students engage in the tasks. Additionally, diversity in the classroom increases the issue of engagement and learning of struggling students. For instance, students who are struggling with catching up the module content and failed to complete their in-class work neither ask the questions in the class nor they consult the office hours to discuss their issues with the lecturer. Therefore, this study tries to address the issue of students' engagement and learning by using retrieval practice with think-pair-share activity that can improve students' engagement and help their learning.

Retrieval practice is the process of recalling a piece of information from the memory. Think-pair-share is a technique of cooperative learning in which students first listen to the question, spend some time to think about it, then discuss in pairs about their ideas and opinions, and finally, share their findings/answers in the class. The results of this study showed that students were more engaged in retrieval practice with think-pair-share activity and both the quantitative and qualitative evaluations demonstrated that retrieval practice with think-pair-share activity is more efficient in terms of students' engagement and learning than retrieval practice alone.

Yasir Saleem
Computer Science

Embedding Employability Skills through Student Union Activities

Aberystwyth University's Students' Union (Undeb Aber) is dedicated to ensuring that students love student life and grow their skills and experiences by providing a plethora of opportunities for personal and professional growth. This presentation outlines the SU's strategic approach to embedding employability skills across the curriculum and beyond.
Key Points

·Strategic Framework: The SU's strategy involves a comprehensive structure that supports student engagement in various activities. These include sports, societies, volunteering, and academic representation, all of which contribute to the development of key employability skills.
·Operational Excellence: Undeb Aber is operationally supported by a team of full-time officers and staff who are elected or appointed to oversee activities that foster employability. These roles range from sports and society coordination to wellbeing and academic affairs, ensuring a holistic approach to skill development.
·Impactful Outcomes: The SU's initiatives have led to positive impacts at the course level and beyond, with students gaining skills in leadership, communication, teamwork, and problem-solving. These skills are not only valuable in their academic pursuits but also in their future careers.

Conclusion: Undeb Aber's commitment to embedding employability skills through its diverse range of activities aligns with the conference theme. The SU's efforts demonstrate a successful model for integrating employability into student life, preparing students for the challenges of the modern workforce.

Trish McGrath
Students' Union

Reading Circles: Equipping and Motivating Students to Develop Their Academic Reading Skills

It is often assumed that students already know how to read academically before they attend university (Erickson et al, 2006). With technology rapidly evolving, students are seeking ways in which to explain topics and knowledge without reading complex content themselves (Miller and Merdian, 2020). This may be because of the lack of confidence when using academic sources as students have been taught the knowledge rather than the skills to learn the knowledge before attending university. Nevertheless, this has caused a decline in academic reading skills. Academic reading skills that are necessary for their education and for their future careers (Wyatt et al, 2011).

Academic reading is described as reading for academic purposes to construct knowledge (Allen, 2012) and is often seen as more critical and purposeful (Sengupta, 2002). Reading circles are used to allow students to collaborate on what they have read from academic sources and critically evaluate these sources. The lecturer can compile a list of questions related to the article they want the students to read, and the students read the article and answer the questions before the reading circles. This allows students to develop a deeper understanding of academic sources, such as the purpose of the reading, the author's argument, and connect existing concepts and knowledge to the new reading (Hermida, 2009). Through social construction of knowledge (Lord and Robertson, 2006), the students contribute and develop their own knowledge and the knowledge of others around them through discussing the articles in depth. The lecturer contributes through guiding the sessions and discussing these articles further.

Within this presentation, I will discuss how I have used reading circles in three seminars to further enhance the academic reading skills of first year students in Play and Learning: Theory and Practice, a module that focuses on theory and academic reading. I will present and discuss the reading logs used to help students read and discuss academic articles in seminars. The purpose of this presentation is to demonstrate how reading circles and logs can be used to develop academic reading skills and how this has been beneficial to students in first year.

Katie Hicks
School of Education

Are we responsible for our Cultural Heritage?

Gallery education is a form of education I call 'guerilla learning'. This is a 20 credit module on 'artefact education and interpretation' has been running since 2002 and has been revised many times to keep a-pace with changes in education and museum practice. This module has given many students freelance employment and acts as an entree into PGCE courses and employment across the world. It has attracted a Christian Marsh Award for gallery volunteers, as well as heritage funding.

This year it is revised again in readiness for academic year 2024-5, assessment have pivoted to give students the skills in creating social media content. Students are given the skills of being a gallery education manager and have the opportunity to experience this live with an Aberdabbadoo tour.- a live cultural heritage experience.

Are the students ready for the workplace? Do the learning outcomes link to tangible transferable skills? The SSBAT- (at the end of the module the... Students Should Be Able to? Yes they are!

Alison Pierse
Lifelong Learning

Bridging the gap. Report from a project looking at the skills needs of AU students

In February 2024, Information Services staff in the Digital Skills and Academic Engagement Teams consulted with academic staff and students to look at whether current study skills support is meeting the needs of AU students. The project looked at the gap in skills support, how we can improve support, how professional and academic departments can collaborate to improve our services and also the skills of the future.

This session focusses on the findings of the project and subsequent discussions with stakeholders to draw up a list of recommendations to be considered by all involved in the delivery of academic, digital and information literacy skills.

Nia Ellis & Non Jones
Information Services

Exploring intercultural student-staff partnerships

Past literature linking culture and Students as Partners practices focused on two areas: the implementation of student-staff partnerships in a non-Anglophone context (Liang and Matthews, 2021) and the topic of intercultural partnerships (Zhang, Matthews and Liu, 2023). In this session, I will present the findings of a paper exploring intercultural partnership dynamics through the use of collaborative autoethnography, published in the Journal of Educational Innovation, Partnership and Change and co-authored with students. I will discuss potential practices which may aid students and staff in building authentic intercultural partnerships derived from my and the student authors' experiences and aimed at encouraging further reflection on the topic.

Ania Udalowska

Lifelong Learning

Unlocking the library: Escape room as library induction

Library inductions are a necessary part of engaging students with library services and teaching the key information literacy skills that are critical to succeeding at university. Library tours in the first week of term are a common industry standard for first-year inductions. While this introduces students to the library, anecdotal evidence and research suggest that tours alone are not the most effective learning experience.

This paper concerns the development of an escape-room-style game as an alternative to the traditional library induction. Gamification is an increasingly popular method of creating experiences that are more engaging for students, motivating them to tackle their own learning in a relaxed environment to ease library anxiety. The practical element of the game, where students learn information skills through action, allows for a greater retention of knowledge.

This talk will cover my experience in developing an escape-room game, intended to renew student engagement in the library. It will present how to tailor make puzzles to suit students' needs and the practicalities of making them playable. It will also involve a small-scale demonstration of the game for attendants to try themselves.

Kate Barber
Information Services

'*History is so Gay*!'*: Developing skills for queering analysis of historical sources using collage*

I propose to reproduce the 10th session of our skills-based 'Module HY24320: Interdisciplinary and Decolonial History'. This seminar used the collage language to analyse Solimar Otero's chapter: 'Yemayá y Ochún Queering the Vernacular Logics of the Waters', from the book Yemoja: Gender, Sexuality, and Creativity in the Latina/o and Afro-Atlantic Diasporas, ed. by Toyin Falola, 1st ed. (Albany: SUNY Press, 2013, pp. 118–45). We used printed images from three editions of the magazine 'Aperture' (No 235 Orlando – on gender fluidity, No 252 – on Ghanian photography, No 254 Counter Histories), all of which were provided by our library in the Aspire reading list.

This seminar aimed not only to foster reflection on the use of primary and secondary sources trough the deconstruction and reconstruction of messages, but also to develop specific skills:
1.   empathy to approach research decolonially (dismantling historical narratives that perpetuates power imbalances across gender, race, class, disability), and
2.   critical thinking through 'queering the analysis' to challenge and transcend traditional disciplinary boundaries, dichotomies, and essentialisms. For example, we challenge disciplinary frontiers trough interdisciplinary practices. Similarly, we can blur the distinction between approaches to primary and secondary sources, a dichotomy that we could understand with more fluidity.

The activity was accompanied by Afrodiasporic Caribbean music themed around Yoruba Orisha deities and was closed by an exposition of the participants' works, followed by a discussion and conclusions.

Diana Valencia-Duarte
History and Welsh History

Aspire Reading Lists: what's new for 2024-2025

Discover what's new in Aspire Reading Lists for 2024-2025 including how the Library now creates Aspire reading lists for new modules and links them to their Blackboard modules, recent changes to the appearance of lists, and exciting news about the introduction of the Talis Reader currently scheduled for late 2024. This new functionality for our Aspire Reading Lists tenancy will support the upload of PDF and media files to reading lists, class commenting and personal annotations.

Joy Cadwallader
Information Services

Academic Impostor Syndrome: Supporting learners to overcome self-doubt

Impostor syndrome is defined as self-doubt with feelings of inadequacy in the context of educational achievement (La Donna et al., 2018). Feelings of being an impostor have been reported across the academic lifespan from undergraduates (Maftei et al., 2021), through postgraduates (Chakraverty, 2020; Sverdlik et al., 2020), and onto professionals working in academia (Muradoglu et al., 2021). High achievers may be most vulnerable to impostor syndrome (Holden et al., 2021), and may attribute their accomplishments to external factors (Bravata, et al., 2020). In addition, upbringing may influence impostor syndrome; on the one hand there may be the pressure of high expectations from a high achieving family, while at the other extreme is the challenge of being the first generation individual to encounter the university experience (Phillips, et al. 2020). Feeling like an impostor can be context dependent (Feenstra et al., 2020) and it is frequently found in academic professionals across disciplines (Vázquez, (2022), particularly with those from under-represented groups (Muradoglu et al., 2021).

Impostor syndrome in students is likely to debilitate confidence and undermine wellbeing (Collins et al., 2020) and lead to problems with enrolment, retention, progression, integration, and success (Chrouses & Mentis, 2020). Such a range of debilitating issues warrant attention, with the intention of raising awareness of the phenomenon within the student population. The imposter symptoms can be eased for those affected by being able to talk about their experiences (TES, 2018) and by becoming more aware of negative self-talk and amending the language used.

Although impostor syndrome is often applied to students, it was initially developed as a general concept, so I have developed a measure specifically to assess academic impostor syndrome in students. This academically specific measure will yield more specificity in capturing the cluster of cognitions, emotions and behaviours that need to be targeted to signpost progression. The issue will be more effectively countered when it is addressed within the academic community and not merely by individual students. Thus, the proposal is to embed the measure into student tutorial sessions, as a catalyst for discussing and diminishing feelings of impostorism.

Valerie Todd
Psychology

Why did the Polar Bear sign up for the Help class?
Because he was having an ice day, but still needed some paws–on assistance!
How to harness AI to streamline the creation of a Help class.

This session is divided into two parts. The first part details the use of ChatGPT to assist in generating relevant questions and answers for an Economics course. These questions and answers are outlined and mapped to the specific learning outcomes of the module delivered in semester 2. Key highlights include the prompts utilised, methods for robustness checking, and ongoing issues observed with AI.

The second part of the session offers an engaging and interactive demonstration focused on cognitive development and highlights the practical application in the field. Participants will have the opportunity to observe and participate in an activity designed to enhance understanding and stimulate cognitive growth, there will be a brief yet informative Quizizz on Polar Bears, which has been generated by AI. This quiz aims to outline how AI can be used to test and reinforce the knowledge gained during the teaching sessions, providing a fun and educational way to conclude the segment.

1 Quizizz: Knowledge Busting – Using AI to help generate appropriate recall questions.

2 Quizizz: "Factory reset" – Using AI to relieving mental strain and reward success.

Bruce Wight
Business School

Curriculum design for employability development

In alignment with the University's new employability strategy, the Department of Theatre, Film, and Television Studies is advancing efforts to integrate employability into the Drama and Theatre curriculum. This session will highlight existing examples of good practice, reflect on initiatives that align with key focus areas from the HEFCW Symposium on 'Employability, Enterprise, and Entrepreneurship,' and propose new initiatives to be embedded in the curriculum from 2025.

Key areas of focus include:
·Skill Recognition and Confidence Building
·Advanced Skill Development and Career Preparation
·Fostering Independence and Career Readiness

Join us as we reflect on areas of good practice and plan for future enhancements to support students' transition from academic study to professional success.

Bev Herring
Careers Service

Developing AI Literacy for Staff and Students

Generative AI has already become embedded in many areas of practice within and outside of universities. The landscape is still developing and changing rapidly. How can we develop AI literacy ourselves and teach it to students? What skills will they need when they enter the workplace?

The Generative AI Working Group has been drawing on the wider HE sector to compile guidance on AI literacy for staff and students. During this session, we will demonstrate the new materials and invite participants to share their own experiences in using Gen AI.

Mary Jacob
Information Services

Cyfieithu Mecanyddol: heriau a chyfleoedd dealltwriaeth artiffisial

Bydd y cyflwyniad hwn yn ymateb i'r heriau a'r cyfleoedd sy'n codi i ddarpariaeth israddedig ac ôl-raddedig disgyblaeth y Gymraeg ac Astudiaethau Celtaidd yn sgil amlygrwydd Deallusrwydd Artiffisial ym maes cyfieithu, ar ffurf cofau cyfieithu neilltuedig a meddalwedd cyfieithu mecanyddol agored gan Google, Microsoft, a Bing. O safbwynt addysgeg, byddwn yn trafod y ffawtliniau ym maes cyfieithu mecanyddol rhwng ymddygiad academaidd annheg a sgiliau cyfieithu a golygu sy'n hyrwyddo cyflogadwyedd. Trafodir, felly, heriau a pheryglon Deallusrwydd Artiffisial yn gyffredinol ym maes cyfieithu, a'r modd y mae'n tanseilio sgiliau cyfieithu a golygu ac yn gallu meithrin agwedd oddefol at y sgiliau hynny (ac at iaith a mynegiant creadigol yn gyffredinol) wrth normaleiddio cyfieithu mecanyddol. Trafodir hefyd y cyfleoedd a gynigir gan gyfieithu mecanyddol, megis rheoli amser effeithiol, arfogi myfyrwyr gyda'r sgiliau cyfieithu a golygyddol priodol i ddefnyddio AI i'w lawn botensial; a manteision cyflogadwyedd meithrin y sgiliau hyn ymhlith israddedigion a graddedigion.

This presentation responds to the challenges and opportunities the Department of Welsh and Celtic Studies' undergraduate and postgraduate provision faces with the prevalence of Artificial Intelligence in the field of translation, in the form of translation memories and mechanical translation software by Google, Microsoft, and Bing. In terms of pedagogy, we will discuss the faultlines in the field of mechanical translation between unfair academic practice and translation and editorial skills that facilitate employability. Themes discussed will include the challenges and dangers of AI in general in the field of translation, and the ways in which AI undermines translation and editorial skills, and can also encourage a passive attitude to those skills (and to language and creative expression in general) as mechanical translation is normalised. We will also discuss the opportunities presented by mechanical translation, such as effective time management, equipping students with appropriate translation and editorial skills in order to use the full potential of AI; and the employability benefits of developing those skills amongst undergraduates and postgraduates.

Cathryn Charnell-White &
Mandi Morse
Cymraeg ac Astudiaethau Celtaidd

Why is learning the life skills of problem solving, decision making, risk management and people handling left to experience at University?

The recently departed Daniel Kahneman made the observation that our brains can think fast or slow. Fast when we have a pattern match and slow when they need to process data and get it right. Sometimes we match the wrong pattern and get a answer we later regret. It is assumed in UK universities that the key skills of problem solving:- situation appraisal, problem analysis, decision making, assessment of risk and people handling will be learned through experience. For example, a group project intends gives students the opportunity to experience working in a team, possibly for the 1st time. However, they are typically not given guidance as to best practice for handing interpersonal situations, people management and the management of their own emotions and those of others.

In 1970, when Apollo 13 was hurtling towards the moon and experiencing multiple failures, the part not documented in the film is that the flight engineers had a thinking process to follow based on the study by anthropologists of how individuals successful in business analyze problems. The observations extend across cultures, industries and subject specialties. Learning and internalising a set of such processes can help us avoid bad decisions, wrong diagnosis and failure to spot disaster.

Core skills such as debugging code in a Computer Science degree is left to learn by trial and error. Students must work out their own heuristics for what works and does not. What works for small coding assignments may not translate to industry scale problems when the students enter the world of work.

In employment, companies and orgaisation pay for communication skills, negotiation skills, problem solving and risk management. Should more of these skills be taught as part of the foundation of a well formed degree level education? This talk sets of why and how the teaching of problem solving and people handling should be made an explicit part of a degree course and how to make it scale.

Clive King
Computer Science

Rethinking Team-Taught Teaching: Literary Theory in English and Creative Writing

This presentation offers an overview of, and reflection on the full-scale review of EN20120 (Literary Theory: Debates and Dialogues), the core year-2 module on literary studies UG schemes in the Dept of English and Creative Writing. The original module was rooted in an incremental delivery model of the history of literary theory, delivered by a small team of colleagues. In response to evolutionary changes to the rest of the curriculum in the department, which is supported by this core module, we as module co-coordinators decided to review the module and explore ways in which it can be made more tailored to the department's curriculum, staff critical practice, and modes of delivery that are currently employed in the department.

Rather than attempting to offer a necessarily incomplete and piecemeal history of theoretics, as it did previously, the restructured module focusses on modelling good practice in deploying theory in students' own critical practice via seminars that explore specific theoretical concepts and approaches via active learning. The design of the module allows for an agile response to annual changes in staff availability (workload management, research leave), and delivery of the module allows for alignment with the block-teaching model that the department utilises for option modules. The lecture component has been reconfigured into a portfolio of asynchronous recordings, and student engagement with this is assessed via a Blackboard Test contributing 10% of the module mark. This is an innovative approach in the context of the department's assessment mix, and encourages students to actively engage with lecture-type materials. The presentation reflects on the first year of delivering the module in its redesigned form. SES feedback, student attainment, engagement figures, and staff feedback form the basis of this reflection, but there is a wider frame of reference provided by the post-COVID context as well as a steadily increasing Staff Student Ratio in the department and the need to be responsive to changing educational contexts. The review of EN20120 has deployed learning designs that potentially maximise student outcomes while making as effective use of staff time as is currently possible.

Matthew Jarvis & Malte Urban
English and Creative Writing

A Trauma-Informed Approach: what is it and why should you bother?

This workshop explores the basics of a trauma-informed approach to teaching and learning, and why it is worth engaging with as an already busy educator. It discusses straightforward, experience-led ways in which we can integrate this approach with our established practices.

Emma Sheppard
Geography and Earth Sciences
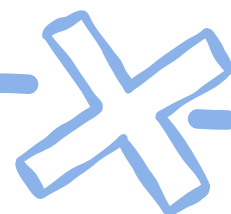
Embracing Neurodiversity in Education: Strategies for Inclusive Learning

TIntroduction: In the pursuit of fostering an inclusive educational environment, this proposal presents a session dedicated to the exploration and understanding of neurodiversity among students.

Key Points:
·Embracing Neurodiversity: This presentation introduces the concept of neurodiversity, emphasising the importance of recognising and valuing different neurotypes. It covers key aspects of neurotypicality and neurodiverse conditions such as Autism, Dyslexia, Dyspraxia, ADHD, and Tourette's Syndrome.
·Inclusive Strategies: The session highlights the need for inclusive learning environments that accommodate neurodiverse students. It encourages educators to create spaces where students can engage comfortably, including the freedom to move, stim, or tic as needed.
·Debunking Myths: The presentation aims to dispel common misconceptions about neurodiversity, such as it being a habit, illness, or curable condition. It asserts that neurodiverse brains are wired differently and that the goal is not to make neurodiverse individuals more neurotypical but to appreciate their unique contributions to learning.

Conclusion: This session aligns with the conference theme by providing actionable insights into designing learning experiences that are truly inclusive for all students, regardless of their neurotype.

Trish McGrath
Students' Union