EDUCATION CONFERENCE 2017

Framing Excellence:
The Exeter TEF/REF Journey

Friday 5th May
10.30—15.30
Streatham Campus
Xfi, Building: One, and Streatham Court
Welcome

This is an exciting time for education at the University of Exeter. The University’s vision outlined in Our Strategy is to *make the exceptional happen* and over the next five years and beyond to deliver an internationally excellent education and build research power that tackles global challenges. As we generate momentum towards achieving these goals it is important for academic colleagues, students, and professional services staff to share in the development of our work to reach these aspirations.

The changing external environment presents new opportunities and challenges for the University in the coming years. The creation of the Teaching Excellence Framework (TEF) whose results will be published in June, and our work towards the next Research Excellence Framework (REF) in 2021 are already influencing the strategic direction of the University and its work. Being able to deliver in both our teaching and research ambitions will secure the University’s place as a globally excellent institution within the Top 100 universities in the world. Maintaining a focus and commitment to research-inspired, inquiry-led learning and discovery in both our Education and Research & Impact strategies will position us well to achieve in this TEF/REF space.

The 2017 Education Conference provides colleagues with a chance to reflect on the University’s TEF/REF journey thus far and celebrate our many successes and the future opportunities open to us. Academics, researchers, students, and professional services colleagues from all four University of Exeter campuses will be gathered together to describe their experiences, share their insights, and provide advice to disseminate best practice across the institution.

Those of you familiar with the University’s *Education Strategy* will know that one of our fundamental aims is to foster a “supportive, challenging, and inspiring community with strong values at its heart”. The Education Conference is designed to exemplify just such a positive environment, fostering confidence and achievement for staff and students alike.

We hope you enjoy this opportunity to spend a day networking with colleagues, learning and sharing best practice, and contributing to the University’s pursuit of educational excellence in a research-intensive environment.

*The Education Conference Organising Committee 2017*

We will be documenting the day by taking photographs. If you do not wish to be included in these please speak to the cameraman and/or let one of the team know.
## Programme

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<td>10.00-10.30</td>
<td>Registration</td>
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<td>10.30-10.45</td>
<td>Welcome</td>
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<td>10.45-11.15</td>
<td>Opening address</td>
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<td>feat. Professor Nick Talbot</td>
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<td>Deputy Vice-Chancellor (Research and Impact)</td>
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<td>11.15-11.30</td>
<td>Celebration of education achievements</td>
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<td>11.30-11.45</td>
<td>Coffee break</td>
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<td>Prof Janice Kay</td>
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<td>Provost, Senior Deputy Vice-Chancellor</td>
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### BREAKOUT SESSION 1  
**(11:45-12:45)**

**Choose ONE**  
Workshop options *(11:45-12:45)*  

| Education Catalyst Project Workshop | If you could design the TEF, how would you measure teaching excellence?  
| What do English sixth form students think ‘excellent, stimulating, challenging and engaging’ teaching looks like? |

**OR**

**Choose TWO**  
Presentation options *(11:45-12:15)*  

| Grand Challenges | Achieving variety in the provision of on-line courses  
| Field Course Fortnight: using social media to share educational experiences |
| The Ethics Challenge | Research-led approaches to using technology enhanced learning  
| CLESCon 2017: Frontiers in Life and Environmental Sciences—the first student-led conference for CLES postgraduates |

### BREAKOUT SESSION 2  
**(13:45-14:45)**

**Choose ONE**  
Workshop options *(13:45-14:45)*  

| Making today’s degrees relevant to professional practice today and tomorrow  
| Exeter’s top 5 priorities for rewarding ‘teaching excellence’  
| Supporting our postgraduate researchers who teach |

**OR**

**Choose TWO**  
Presentation options *(13:45-14:15)*  

| The impact of collaborative learning on student learning gain in a second year undergraduate module: the shape of things to come?  
| Crime and Punishment: how to reduce serious plagiarism in assessment – an example in Law  
| Uncovering English language learners’ beliefs: examining the role of gender and grade |
| An on line self-peer assessment tool to support student-staff community  
| Enhancing employability: CBT self-help intervention to help students overcome presentation anxiety  
| Learning analytics at Exeter: measuring student engagement and success |
# Breakout Session 1

**Education Catalyst Project**

Education Catalyst Team

**Workshop options**

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Speaker(s)</th>
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<tr>
<td>11:45-12:45</td>
<td><em>If you could design the TEF, how would you measure teaching excellence?</em></td>
<td>Catherine North</td>
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<tr>
<td>11:45-12:45</td>
<td><em>What do English sixth form students think ‘excellent, stimulating, challenging and engaging’ teaching looks like?</em></td>
<td>Luke Graham</td>
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**OR**

**Grand Challenges**

Anka Djordjevic and Sue Milward

**Achieving variety in the provision of on-line courses**

Nick Birbeck

**Field Course Fortnight: Using social media to share educational experiences**

Emma Korein & Olivia Walton

**The Ethics Challenge**

Claire Lavers

**Research-led approaches to using technology enhanced learning**

Martin Jones

**CLESCon 2017: Frontiers in Life and Environmental Sciences—the first student-led conference for CLES postgraduates**

Alice Cross

Session abstracts on pp.8-11; rooms location maps on pp.12-16.
## Breakout Session 2

### Making today’s degrees relevant to professional practice today and tomorrow
Simon McGinnes, Jonathan Critchley, Roscoe Hastings  
Syndicate Room C

### Exeter’s Top 5 priorities for rewarding ‘teaching excellence’.
Andy Pye  
B.1 Kolade

### Supporting PGR students at the University of Exeter
Doctoral College Team  
B.1 Levantis

### OR

### The impact of collaborative learning on student-learning gain in a second year undergraduate module: The shape of things to come?
Will Katene  
Streatham Court C

### Crime and Punishment: How to reduce serious plagiarism in assessment – an example in Law
Karen Walsh, Sue Prince  
B.1 Bateman

### Uncovering English Language Learners’ Beliefs: Examining the Role of Gender and Grade
Esmaeel Abdollahzadeh  
B.1 Pearson

### An on line Self-Peer assessment tool to support student-staff community
Maria Marsico  
B.1 Bateman

### Enhancing Employability: CBT Self-Help Intervention to Help Students Overcome Presentation Anxiety
Paul Farrand  
B.1 Pearson

### Learning analytics at Exeter - measuring student engagement and success
Hywel Williams  
Streatham Court C

Session abstracts on pp.8-11; room location maps on pp.12-16.
### Abstracts  Breakout Session 1

#### Workshops

**Education Catalyst Project**

**Education Catalyst Team**

The Education Catalyst Team will present a brief explanation of the Education Strategy and how they have been assessing alignment of modules with the Strategy. This will be followed by a practical mapping exercise, where participants will be provided with scoring criteria and resources, blank mapping tools, and resources with which to fill them in (e.g., module descriptors, Exeter Learning Environment pages). Participants will then discuss how they arrived at different scores, and why similar modules might seem to align differently to the strategy. This will give insight into the Catalyst Team’s process of moderation, which is designed to best represent good practice within the University on a modular level.

**If you could design the TEF, how would you measure teaching excellence?**

Catherine North

A short presentation will explain what is currently measured in the TEF, giving an explanation of the metrics used and how an institution’s performance is benchmarked against the rest of the sector. The session will then open into a discussion around how else Teaching Excellence could be measured. This is your chance to discuss in small groups what alternative metrics or ways of measuring ‘teaching excellence’ you would employ if you redesigned the TEF. The session will close with groups feeding back their suggestions to the whole group.

**What do English sixth form students think ‘excellent, stimulating, challenging and engaging’ teaching looks like?**

Luke Graham

This workshop will review the current teaching practice and student experiences in sixth form. How do these expectations impact on students’ perceptions of quality at HE? There have been a number of key educational developments in the last few years at post 16. This workshop will cover the various post 16 delivery models that 16-19 and 19+ students experience and the impact this has on their expectation of what high quality teaching is.

### Presentations

**Grand Challenges**

Anka Djordjevic and Sue Milward

This workshop explores the ways in which Grand Challenges can facilitate co-creation of knowledge in partnership with students, as well as research-inspired and inquiry-led learning and discovery. It will also discuss ways in which Grand Challenges can help the University achieve student engagement, employability, and student attribute goals as defined by the Education Strategy.

**Achieving variety in the provision of on-line courses**

Nick Birbeck

The Continuing Education Programme at the School of Education has for over ten years been running non-accredited on-line courses for the general public. Lecturers run courses in a wide range of disciplines and recruit more than one thousand students each year. All School of Education courses are delivered through the Exeter Learning Environment (ELE). This presentation will focus on the variety of on-line courses available and the approaches, methods and techniques adopted in their delivery. Particular attention will be paid to the use of the ever-increasing number of supplementary digital resources available on line. Several courses will be showcased, including the History of International Jazz, Film Noir, and the Lost World of the Sailing Ships.
**Field Course Fortnight: using social media to share educational experiences**

Emma Korein and Olivia Walton

Field Course Fortnight (FCF) is a unique social media extravaganza originally designed to raise the profile of CLES by sharing photographs and anecdotes of students participating in a range of field courses. The initiative has also provided an unexpected opportunity for students to engage more actively in their own education, develop highly marketable transferrable skills, and reflect on the value of research-led teaching. Two PGT students will discuss their experiences with FCF and consider the pedagogical value of this innovative activity.

**Ethics Challenge**

Claire Lavers

The Ethics Challenge was initiated to help MSc FAFM students prepare for the ethics component of their CFA exams and, by analysing a real-life case, enliven what can be a rather dry subject. However, lecturers have found that the challenge has additional benefits for a wider range of students. This presentation will explore the form of the Challenge and consider the positive impacts of this sort of innovative, integrative, and engaging learning.

**Research-led approaches to using technology enhanced learning**

Martin Jones

This presentation explores the way that interpersonal style reflects autonomy support, and will consider specific examples of how technology-enhanced learning can be used as an autonomy supportive teaching strategy. This will then be discussed within the larger context of a wide body of research exploring ways that psychological needs, interpersonal style, and the educational environment intersect to promote intrinsic motivation in students.

**CLESCon 2017: Frontiers in Life and Environmental Sciences—the first student-led conference for CLES postgraduates**

Alice Cross

CLESCon 2017 is a new student-led conference celebrating postgraduate research within CLES. The one-day event offers postgraduate students an opportunity to present their work and learn more about the activities of their peers in all four of the CLES disciplines. This presentation will explore the value of this type of collaborative, student-led initiative blending research and teaching and promoting real-world skills outside the classroom.

**Poster and Exhibition sessions**

**Next-generation digital learning environment**

Anders Krohn

Ublend has its roots at the University of Oxford. Based on feedback from hundreds of students, instructors, instructional technologists, and CIOs set out to create a 'Next-generation digital learning environment' - an intuitive communication platform at the core of an ecosystem of integrations that provides a modern alternative to virtual learning environments.

**Student posters**

UoE Undergrad students

Exhibition of posters from students who have enriched their own and their peers’ educational experiences through **Peer Support** and **Students as Change Agents**.
**Workshops**

**Making today’s degrees relevant to professional practice today and tomorrow**

Simon McGinnes, Jonathan Critchley, and Roscoe Hastings

Workshop leaders will examine how the University of Exeter is working with leading employers to create highly successful degree apprenticeship programmes, using innovative course design and blended learning techniques to deliver inspiring vocational education for working professionals with all the academic rigour expected of a Russell Group institution.

**Exeter’s top 5 priorities for rewarding ‘teaching excellence’**

Andy Pye

This workshop will consider the 10 recommendations for Russell Group universities set out in Dilly Fung’s 2016 HEA publication ‘Rewarding educators and education leaders in research intensive universities’ (https://www.heacademy.ac.uk/resource/rewarding-educators-and-education-leaders). The aim will be to formulate a positively framed short-list of priorities for rewarding educators at the University of Exeter. The priorities will be shared with senior managers in the institution.

**Supporting PGR students at the University of Exeter**

Doctoral College team

Providing the environment to allow our PGR students to become excellent teachers is important both for the undergraduate student experience and the PGR student experience. Our data tell us that PGRs are very satisfied with the training they receive (via the LTHE programme) but are less satisfied with opportunities that they receive to teach. This workshop will explore the diverse experience of PTAs and how we continue to ensure they are supported to develop and enhance their teaching.

**Presentations**

**The impact of collaborative learning on student-learning gain in a second year undergraduate module: The shape of things to come?**

Will Katene

There has been little research examining learning gain and collaborative learning in universities in England, particularly in a physical education/sports science context. Learning gain is defined as the ‘distance travelled’ or the improvement in knowledge, skills demonstrated by students at two points in time. Collaborative learning is the continuous interaction and dialogue of two or more people within and across disciplines, organised into a common effort, to share knowledge and expertise and solve or explore common issues. The purpose of this presentation is to examine exercise and sport sciences students’ learning gain on a second year undergraduate module and to find out if collaborative learning contributed to student learning gain.

**Crime and Punishment: How to reduce serious plagiarism in assessment – an example in Law**

Karen Walsh and Sue Prince

The introduction of Turnitin has resulted in far more suspected cases of academic misconduct, ranging from plagiarism to collusion. As a result, Law have implemented a new procedure to deal with these cases, including Academic Honesty Workshops for first year students who have been flagged via formative and summative assignments. For all other years, the discipline will hold either a Poor Academic Practice Hearing, or a College level hearing depending on the severity; Law also require students in later years that have been found to commit Poor Academic Practice to attend the Academic Honesty Workshops. This presentation will discuss these procedures and reflect on their potential use in other departments using the Turnitin software.
Uncovering English language learners’ beliefs: examining the role of gender and grade
Esmaeel Abdollahzadeh

This presentation will discuss a study examining Iranian learners’ beliefs about English language learning. Data were collected from 226 junior and senior high school students using the Beliefs about Language Learning Inventory (BALLI), and interviewing learners for their beliefs about learning foreign languages. Descriptive analysis of the BALLI showed that participants reported strong beliefs in terms of ‘motivation and expectation’ and ‘foreign language aptitude’. Learners’ grade (junior vs. senior) had a statistically significant effect on ‘overall beliefs’, ‘foreign language aptitude’, and ‘motivation and expectations’. Further, boys and girls were found to have different beliefs about ‘difficulty of language learning’ and ‘foreign language aptitude’. The talk will explore the implications for language education and policy in an attempt to develop more successful English language learning programs.

An online self-peer assessment tool to support student-staff community
Maria Marsico

After an in-depth discussion with students through the Student Staff Liaison Committee and via year focus groups over five cycles, an online free tool has been developed and implemented to assess contribution of students and their peers to group projects. The tool can be customized to programmes and curricula, and it offers an opportunity for students to input their comments on team working and to self-evaluate their contribution. The tool has proven to be a powerful vehicle to encourage the development and consolidation of a learning community in higher education and to facilitate the demonstration of staff sympathy towards students. This presentation will describe the tool and explore its application more widely across the University.

Enhancing employability: CBT self-help intervention to help students overcome presentation anxiety
Paul Farrand

This breakout session overviews a CEDAR self-help intervention developed with support from the University of Exeter Annual Fund that aims to help students overcome presentation anxiety. The intervention is informed by techniques drawn from Cognitive Behavioural Therapy with delivery supported by trained and supervised volunteers from the Mind Your Head Society within the Student Guild. Preliminary feasibility data regarding intervention implementation, future developments and potential to develop interventions and wider initiatives addressing other difficulties affecting student performance, curriculum engagement and enhancing employability will be discussed.

Learning analytics at Exeter - measuring student engagement and success
Hywel Williams

During this presentation, the workstream lead for data analysis in the Effective Learning Analytics project (http://as.exeter.ac.uk/education-quality-enhancement/projects/effective-learning-analytics/) will explore research aimed at measuring student engagement and predicting student outcomes based on the ways in which students use the various digital systems at the University. The talk will include updates on project findings, which will inform the development of new dashboards for staff and students.
11:45 Workshop: What do English sixth form students think...
13:45 Presentation: Crime and Punishment
14:15 Presentation: An online Self-Peer Assessment tool

Toilets
Stairs & Lift
We hope that you enjoyed your day and that you feel inspired!
Please provide feedback on the form enclosed in your delegate pack; you can also contact the Academic Development team with questions and further comments at academicdevelopment@exeter.ac.uk.

We thank everyone who contributed to the conference: our delegates, presenters, session chairs, guests, Academic Development support team, and our ASPIRE, PCAP, and LTHE fellows.

Congratulations to everyone who has achieved an ASPIRE / HEA Fellowship through PCAP, LTHE, and the Professional Recognition Pathway!