Parallel Sessions: Session One 10:20-11:20

Abstracts

Contents

Wicked Problem Set: How do we raise student voices? 1

Wicked Problem Set: Student attendance – to be or not to be? 1

Wicked Problem Set: Awarding Gaps – working with the data 2

Poster Presentations 3

Paper Presentations: Belonging 6

Paper Presentations: AI and Academic Integrity 7

Wicked Problem Set: How do we raise student voices?

Room: Pendulum Suite
Time: 10.20-11.20
Session Organiser:

- Abi Dickinson-Trowbridge (Student Success and Development Officer, Directorate for the student experience) abi.dickinson-trowbridge@manchester.ac.uk
- Students' Union Education Team edofficer.su@manchester.ac.uk

Abstract:
The University of Manchester supports students and staff to work in partnership on projects that benefit the university experience, but we often struggle to define what we mean by 'partnership'. Meanwhile students gather and give thousands of pieces of feedback throughout an academic year to the University of Manchester and University of Manchester Students' Union. But how do we ensure that this feedback is used to deliver effective change in partnership with our students and crucially, how are these changes then communicated to students?

This session, facilitated by the Students' Union and the Student Partnership team at the University, will work with attendees to explore what partnership means in a higher education setting, how we move beyond tokenism to active partnership and co-creation and how we might measure the positive impact that partnership can have for our university community.

Wicked Problem Set: Student attendance – to be or not to be?

Room: Graphene 1
Time: 10.20-11.20
Session Organiser:

- Alison Harvey (Teaching and Scholarship Lecturer in Advanced Biomedical Materials, Faculty of Science and Engineering)alison.harvey@manchester.ac.uk

During the pandemic and on return to campus Higher Education has seen big shifts in the way we teach, both through necessity but also through an attempt to make positive change. Much of the discussion following the pandemic considers 'blended learning' approaches, involving a combination of 'asynchronous' online-learning and 'synchronous' in-person teaching. A major benefit to this approach is the potential to increase accessibility to learning materials (e.g. students with DASS requirements, caring responsibilities or who need to work may benefit from videos that can be watched at a convenient time and pace). In addition, the flipped learning model allows for more interactive learning with the lecturer. However, since the pandemic we are seeing a decline in student attendance at in-person lectures. There are many reasons this may be the case (e.g. issues around the cost of living crisis). But as teachers we instinctively recognize the benefits to students attending lectures (where possible), particularly benefits around building community and sense of belonging.

This Wicked Problem Set aims to explore the issue through a discussion around the following:

- What are lecturer's/department's/student's experiences of in-person attendance?
- What issues affect student's choices to attend?
- Where is this more/less of a problem? (large/small classes? International/home students? Certain topics? Availability of online content?)
- How can we encourage attendance and engagement in person? (do people have examples of good practice that can be shared?)
- How to ensure this doesn't disadvantage students who are unable to attend in person?

Wicked Problem Set: Awarding Gaps – working with the data

Room: Conference Room 2
Time: 10.20-11.20
Session Organisers:

- Andrew Mawdsley (Director of Education, Division of Pharmacy & Optometry) andrew.mawdsley@manchester.ac.uk
- Chris Bamford (Head of Teaching Learning Student Experience, School of Health Sciences Administration) chris.bamford@manchester.ac.uk
- Andy Peet (Lead Data Analyst, Directorate of Planning, Professional Services) andrew.peet@manchester.ac.uk

The session will introduce the SHS awarding data dashboard as a means to pose questions to the participants to consider in problem sets. Knowing that learners from overseas, those from widening participation areas, males and non-white students tend to achieve less well, each set will consider a protected characteristic and discuss how we educators can tackle the existing awarding gaps through teaching, learning and student support.

Poster Presentations

Room: Conference Room 3
Session Schedule:

Student Partnership

- **10.20-10.25: Effectiveness of using a questioning-based framework in interacting with ChatGPT -** Vaidehi Martin vaidehisimon.martin@postgrad.manchester.ac.uk

Effectiveness of using a questioning-based framework in interacting with ChatGPT
Kindly note that this is the topic of my dissertation which is work in progress, methodology might change as I continue to explore this in much depth.

The development of artificial intelligence (AI) technologies has led to the creation of advanced conversational agents such as ChatGPT. Prompt Engineering is a method to interact with AI tools such as ChatGPT, while it is an effective method, it is usually limited to existing set of prompts. Questioning-based framework will give more control over the prompts and will also help in developing the skill of effective questioning. This study aims to investigate the effectiveness of a questioning-based framework in enhancing the performance of ChatGPT in a purposeful and intentional way.

Questioning-based framework will be designed with the help of literature on effective questioning and the field of prompt-engineering. This study will use experimental design and the participants (MA DTCE students) will be randomly assigned to an experimental group and a control group. Participants will be given a challenge to solve with the help of ChatGPT. Experimental group will use the questioning-based framework to interact with ChatGPT, while the control group will interact with ChatGPT without any framework. The effectiveness of the tool will be evaluated based on the accuracy, speed of response, and user satisfaction.

The findings of this study will contribute to the development of effective strategies for enhancing the use of ChatGPT. The study will also contribute to the growing body of literature on the use of AI technologies in education.

- **10.25-10.30: Communicating Ideas Creatively -** Rachel Cox rachel.cox-2@manchester.ac.uk

The focus of the poster will be on how student library team/TLS staff co-production has resulted in initiating more inclusive and accessible learning, specifically through visual communications. It draws on the first part of the process raising this as a CCDR, leading to creating a blog post on communicating ideas visually., bring in work on an embedded request around poster design for medical interns as well as how other activity has taken place by others (i.e. a poster session for public health students). Overall, this will show the benefits of assessments and research communicated in ways other than written work for accessibility reasons from my experience and how this could open up more consideration for different assessment types for an individual. This will also look at how this work can hopefully become a bigger project within the Library and considerations to think about when offering this support and training.

Exploring Assessment

- **10.30-10.35: Deconstructing and reutilising Team-Based Learning to diversify and improve assessment in HE -** Michael Smith michael.smith-8@manchester.ac.uk, Lisa Donlan lisa.donlan@manchester.ac.uk

Increasing engagement, diversifying, and improving summative assessments are thought crucial to improving the student experience and a solution in decreasing attainment gaps (Agboola et al 2017, Bowden et al 2021, O'Neill & Padden 2022). We deployed a deconstructed Team-Based Learning (TBL) approach (Michaelsen et al 2002) longitudinally in a new unit determining its appropriateness as an evaluation method.

The 10-credit unit was broken-down into 3 four-week segments, at the climax of each segment a TBL assessment session was used to evaluate and re-enforce that knowledge area. The TBL assessment session consisted of 3 activities, each equally weighted: individual assessment of knowledge (MCQs/individual-Readiness-Assurance-Test (iRAT)), group evaluation of students' understanding and ability to explain subject-specific ideas (team-based MCQs/team-Readiness-Assurance-Test (tRAT)) and team assessment of complex subject comprehension (essay plan construction).
We analysed student attainment in addition to group performance over time. The average iRAT score was 57.5%, improving to 80% in the tRAT. The average improvement individual vs team performance was 21.5% and was remarkably stable (1st TBL session (21%), 2nd (22%), 3rd (TBC)).

This method proved inclusive as DASS registered students outperformed in the tRAT (82.2% vs 78.2% p=0.001) and performed equally in the iRAT (57.8% vs 56.9% p=0.381). Importantly, students typically separated for exams attended TBL sessions without issue. Student feedback indicated that 68.4% of students enjoyed the method and over 50% learned better in a team setting (N=98). In conclusion, this combination of active learning, individual, and team-based testing appears as accessible, dynamic, and a desirable assessment method.

References
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Bowden, Jana Lay-Hwa, Leonie Tickle & Kay Naumann. 2021. The four pillars of tertiary student engagement and success: a holistic measurement approach. Studies in Higher Education. Routledge 46(6). 1207–1224. https://doi.org/10.1080/03075079.2019.1672647.
Michaelsen, Larry K., Arletta Bauman Knight & L. Dee Fink. 2002. Team-based Learning: A Transformative Use of Small Groups. Westport, Conn.; Praeger.
O'Neill, Geraldine & Lisa Padden. 2022. Diversifying assessment methods: Barriers, benefits and enablers. Innovations in Education and Teaching International. Routledge 59(4). 398–409. https://doi.org/10.1080/14703297.2021.1880462.

- **10.35-10.40: Every voice counts because everybody's got a pen: Supporting inclusivity in summatively assessed groupwork with Ketso -** Katja Stuerzenhofecker (Lecturer Gender Studies in Religion) katja.stuerzenhofecker@manchester.ac.uk

One of the least popular assessment formats with students, assessed groupwork offers important opportunities to develop and demonstrate employability skills and personal qualities. In the best cases, the preparatory stages of research and output design create opportunities for mutual support and networking beyond the task at hand. In the worst cases, group dynamics are dysfunctional through dominance and passivity, and the output is sub-optimal. In the post-pandemic period,

absences are also more likely than ever to reduce constructive collaboration. What learning tools are available for constructive groupwork that enables high quality, inclusive assessment outputs?

This poster records one semester's experience of using the University's very own invention for creative groupwork, the Ketso kit (www.ketso.com), developed by Dr Joanne Tippett, Lecturer in Spatial Planning. RELT31322 Contemporary Religion in the British Isles utilized this haptic and analogue set of large pieces of felt, masses of Velcro-ed plastic labels in different colours, and – most importantly – enough soluble pens for all group members. Both effective and dysfunctional groupwork occurred and put Ketso to the test, performing intended functions as well as serendipitously stepping in to cover difficulties in unanticipated ways. Student feedback-in-action indicates how Ketso supports a range of learning styles and makes groupwork more universally accessible.

- **10.40-10.45: Could concept maps be used as an alternative form of assessment to the essay?** Donna Lloyd (Senior Lecturer, Division of Human Communication, Development & Hearing) donna.Lloyd@manchester.ac.uk

Concept maps are graphical tools for organizing and representing knowledge (Novak & Cañas, 2008). They provide a visual representation of concepts and the links between them. Concepts are enclosed in circles/boxes and the relationships between concepts are indicated by a connecting line. Words on a line (so-called 'linking words') or phrases specify the relationship between concepts to form propositions, which are two or more concepts connected using linking words/phrases to form a meaningful statement. The advantages of concept maps are 1) they are simple to use and make concepts easy to follow (e.g., structure-function relationships); 2) they present information in a visual format (which is an advantage for those students who might struggle with large amounts of written text, i.e., non-native English speakers, or those with autism or dyslexia) and 3) they are flexible and can be used in a variety of ways (e.g., active learning tasks during class, revision, writing plans for exam/coursework essays, etc.) However, there is no reason why concept maps could not be used as an alternative means of assessment; for example, as a formative exercise to help students write introductions to lab reports or provide a structure for coursework essays, which the tutor would then provide feedback on to support learning. Or they could be used as a summative assessment to replace essays, which can often be exclusive to those students who struggle with written English. A final advantage of concept maps is their resilience against AI-generated essays using tools such as ChatGPT.

Sustainable Change

- **10.45-10.50: Gauging Trauma-Informed Pedagogy in Higher Education: A UK Case Study -** Byron Bitanihirwe (Lecturer in Global Health, Humanitarian Conflict Response Institute) byron.bitanihirwe@manchester.ac.uk

In this paper the authors present recent findings from a study examining students' experiences of exposure to traumatic material in a UK university setting. Furthermore, perceptions of trauma-informed pedagogy by educators teaching at the university level are explored. Eight students from the University of Manchester (4 undergraduate and 4 postgraduate) and 7 educators (teaching in the humanities and social sciences) underwent a one-on-one semi-structured interview. Extracted data were subjected to thematic analysis. We identified several elements through a trauma-informed lens that included: 1) inclusion and delivery of trauma-related material in higher education; 2) effects of trauma-related material on class attendance; 3) access to support systems for dealing with trauma-related material and 4) perceptions on trauma-informed education. Implications of the study for future research and current teaching practice are discussed, along with recommendations for teaching

sensitive material in general. Limitations of the study include issues related to sample size and demographics.

- **10.50-10.55: A Mixed Methods Evaluation of Alternative Online Discussion Platforms in Higher Education -** Alexander Squires (Lecturer in Economics, School of Social Sciences, Faculty of Humanities) alexander.squires@manchester.ac.uk, Dan Rigby (Professor of Environmental Economics, School of Social Sciences, Faculty of Humanities) dan.rigby@manchester.ac.uk

We present a mixed methods comparative assessment of three online discussion forums widely used in higher education. We combine different data types (quantitative, qualitative) and sources (usage data, survey responses) to assess Piazza, Padlet, and Blackboard discussion boards. We highlight and discuss the differences between, and relative merits of, the tools and report the preferences of students on a large introductory Economic unit for them. We summarise lessons learnt from using the tools and make recommendations to engender greater student engagement with online discussion spaces.

Paper Presentations: Belonging

Room: Conference Room 4
Session Schedule:

- **10.20-10.40: Searching for belonging: a photographic understanding of postgraduate students' HE experiences -**Heather Cockayne (Lecturer in Education, Faculty of Humanities) heather.cockayne@manchester.ac.uk, Zhuomin Huang (Lecturer in Education, Faculty of Humanities) zhuomin.huang@manchester.ac.uk

Searching for belonging as a process of developing connections to a community is not only about being accepted into a context but it is also a transformative, activist process of participating in and shaping the becomings of the self and the given context. Understanding how students embody and search for belongingness in the wider ecology of their higher education (HE) experience could develop insights into their holistic learning and personal and academic development throughout HE.

In this paper presentation we explore the use of photography as an arts-based method in understanding postgraduate students' experiences at the University of Manchester. The photographic method empowers students' epistemic agency to make meanings about and voice the aspects of experience that are important to them rather than merely providing their information/answers to traditional survey or interview questions as determined by the institution. It disrupts the power hierarchy between students, the HE institution and its staff. By using visuals, photography decentres the dominant role of (English) language in understanding students' perspectives, experiences and potential. The photographic approach aims to enable a more inclusive, equitable space for developing partnership with diverse students at the university. Along with our dataset of 47 photographs voluntarily submitted by students during Covid-19 (in 2022), we also invite current students to present and share their experiences of using photographs to voice their experiences at the university.

- **10.40-11.00: Embedding Belonging into the Student Journey: A Case Study Approach -** Rachel Studd (Senior Lecturer in Design, Department of Materials)

rachel.studd@manchester.ac.uk, Rachel Parker-Strak (Lecturer, Department of Materials) rachel.parker-strak@manchester.ac.uk

Building a sense of belonging in higher education is crucial to support students' academic and personal development. Students experience different challenges throughout their journey with issues such as adapting to blended learning, building relationships with peers and staff, and adjusting to the university culture. These challenges can affect student's ability to optimize their learning environment, experience and engagement.

This paper presents a series of mini case studies sharing our practices in the Fashion Business and Technology (FBT) Discipline. We have been embedding various initiatives across different year groups with the student voice at the heart of these developments along with reflecting on the pedagogy surrounding these ideas.

- Transition: Our welcome week and year manager sessions focus on skills development, wellbeing, and employability in an educational structured scheme, delivered at the right time and pace for all students fostering a community and building engagement right from the start.
- Blended Learning: The shift to workshop-based learning in core units is a creative approach to enhance student engagement in large cohorts. By incorporating student-led tasks, we empower students to take ownership of their learning and encouraging active participation, which can lead to a more meaningful and fulfilling educational experience.
- Community building: An inclusive student trip portfolio which delivers four extracurricular field trips to industry specific events and fashion retail European cities. This provides opportunities for UG and PGT students to connect outside of their academic programmes and build relationships with peers whilst foster a sense of belonging and community among students with similar interests.

- **11.00-11.20: How student voice can help create a sense of belonging** - Students' Union Education Team edofficer.su@manchester.ac.uk

In 2021, the Students' Union's 'BuildYourMCR' survey showed how student voice directly impacted students sense of belonging whilst studying at the University of Manchester. Sense of belonging is much more than a physical space on campus - join the Students' Union to find out more about how empowering the student voice in academia can improve students sense of belonging at the University of Manchester.

Paper Presentations: AI and Academic Integrity

Room: Conference Room 6
Session Schedule:

- **10.20-10.40: AI as an approach to managing variety in student inquiry and assessment -** Mark Johnson (Lecturer in Technology Enhanced Learning, Division of Population Health, Health Services Research & Primary Care)

The Centre for Occupational and Environmental Health runs a number of Masters courses online which attract students from all over the world from highly varied occupational settings. This variety in student contexts, and variety in demands on student time presents challenges and opportunities for coordinating personal learning, networking, socialization and assessment support.

Rapidly advancing AI presents new opportunities for managing this variety. To explore this, the department has developed a personalized learning tool for occupational health, built on the openAI model, which allows students to ask questions relating to their professional situation or personal curiosity, curate personalized learning content, share machine-generated analysis with peers, and situate learning outcomes content in the context of these questions.
Drawing on theoretical approaches to cognition (particularly, Kelly's Personal Construct Theory), we show how Large Language Models like chatGPT can help students analyse their own learning processes by analysing the "personal constructs" behind their questions, identifying gaps in their questioning, and making suggestions for new content to explore. Ways in which the analysis of questioning of AI can provide indicators of personal understanding and assessment are also explored.

- **10.40-11.00: Perceptions of the morality, risks, and rewards of student academic plagiarism: a vignette-based study -** Jon Shute (Senior Lecturer in Criminology, Faculty of Humanities) jon.shute@manchester.ac.uk

Much concern has been expressed recently at the advent of AI-based tools that combine sophisticated search algorithms with a conversational interface that appears, for many, to pass the Turing Test. The potential for such tools to be used for the purposes of student academic plagiarism is a particular and current concern for many working in higher education. While a more general literature exists on student perceptions of plagiarism together with the psychological characteristics of those who are and are not tempted to commit it, little data local to the University of Manchester exists. Borrowing from perceptual deterrence theory – an econometric approach to modelling the situational decision-making of offenders – this paper presents analyses of over 500 sets of first year student survey responses to a vignette on academic plagiarism. The stated likelihood of committing the act (copying an essay) is described and linked in regression-based analyses to perceptions of morality, risk and reward. Analyses by gender, time, and incorporating personality variables (e.g., self-control) add analytic depth. Conclusions are drawn as to the main drivers of student academic plagiarism and implications for both assessment and anti-plagiarism communication strategy drawn.

- **11.00-11.20: ChatGPT, WTF, and NGLs: Addressing the Challenges and Opportunities of ChatGPT Technology in Higher Education Assessment Design -**Arcadius Ludkowski (Teach, Learn & Student Exp Administrator, Manchester Business School Administration) arkadiuszjacek.ludkowski@manchester.ac.uk

The emergence of ChatGPT technology has created new challenges and opportunities for assessment design in Higher Education. This paper provides a short review of the impact of ChatGPT on assessment design, with an emphasis on how alternative modes of assessment, such as competency-based approaches, project-based learning, and experiential learning, can be leveraged to address the challenges posed by this technology.

The paper highlights the potential threats posed by ChatGPT to traditional models of assessment, including academic dishonesty, reduced originality, and a decrease in the value of a degree. The paper then provides examples of how competency-based approaches, project-based learning, and experiential learning can be integrated into assessment design, such as assessing a student's ability to

conduct real-world simulations, complete community service projects, collaborate with industry partners, or develop a business strategy for a new venture. These assessments are designed to measure a student's ability to apply their knowledge and skills in a practical setting, rather than just their ability to memorise and regurgitate information.

The paper also discusses the potential ethical concerns that arise when using ChatGPT in assessments and provides guidelines for ethical assessment design, emphasising the importance of transparency and fairness.

This paper will argue not only that the impact of ChatGPT technology on assessment design in Higher Education represents an opportunity for change and evolution, but that the adoption of alternative modes of assessment, such as competency-based approaches, project-based learning, and experiential learning, is inevitable. Higher Education institutions must embrace new approaches to prepare students for the future.