

Parallel Sessions: Session Three 13:25-14:25

Abstracts

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Wicked Problem Set: Student partnership, voice and co-construction of International Post-Graduate Taught student employability support

Room: Pendulum Suite

Time: 13:25-14:25

Session Organisers:

- Shirley Jenner (Senior Lecturer. Associate Director Employability and Profession, School of Environment, Education and Development) shirley.jenner@manchester.ac.uk
- Rachel Challinor (Student Support and Development Manager SEED) rachel.challinor@manchester.ac.uk
- Caroline Everson (Humanities Careers Service Manager) caroline.everson@manchester.ac.uk
- Hannah Bratley (Humanities eLearning Support Officer) hannah.bratley@manchester.ac.uk

Abstract:

The challenges and opportunities arising from the Internationalisation of Higher Education have been much debated in recent times (Bridgestock and Jackson,2019; HEPI, 2021, Huang & Turner, 2018). We argue that an important Wicked Problem is the provision of contextually and culturally sensitive and inclusive careers support spaces suited to international students given the global range and diversity of student aspirations (Clifford and Montgomery, 2014; Fakunle, 2021; Mittelmeier et al, 2022).

Recent research in SEED has shown how international students bring valuable insights from prior work and volunteering experiences and these can help in the construction of employability support (Jenner, 2023). Our session explains how a multi-stakeholder partnership (Brouwer and Woodhill, 2019) between the careers service, academic and professional services and international students - facilitated by eLearning Support has to led innovations in student-led, peer-peer employability session co-construction (Dentoni et al, 2018; Lorenzetti et al, 2019).

International career support requires knowledge relating to a vast array of uncertain, complex, fluid and volatile global labour markets, employers and culturally -diverse recruitment practices. Our project centres on involving students as partners: hearing their voices, drawing from their knowledge and embracing a pedagogy of partnership (Trinh & Conner, 2019).

Our session briefly introduces the story of the inputs, outcomes and impacts of our co-construction journey so far and highlights challenges and questions we face. We invite participants to form action learning sets to identify the factors that both enable and/or hinder student partnerships in the employability space of their own discipline context. We would seek a summary of thoughts and stakeholder recommendations as part of the main inter-active round-table.

Bridgestock, R. & Jackson, D.(2019) Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters, *Journal of Higher Education Policy and Management*, 41:5, 468-484

Brouwer, H. and Woodhill, J. (2019) *The MSP Guide. How to design and facilitate multi-Stakeholder Partnerships*. Wageningen University and Research. Practical Action Publishing.

Clifford, V., & Montgomery, C. (2014). Challenging Conceptions of Western Higher Education and Promoting Graduates as Global Citizens. *Higher Education Quarterly*, 68(1), 28–45.

Dentoni, D. Bitzer, V. and Schouten, G. (2018) Harnessing Wicked Problems in Multi-stakeholder Partnerships, *Journal of Business Ethics* (2018) 150:333–356.

Fakunle, O. (2021). International students' perspective on developing employability during study abroad. *Higher Education Quarterly*, 75(4), 575–590.

HEPI (2021) *Paying more for less? Careers and employability support for international students at UK universities*. Report 143. HEPI Oxford.

Huang, R., & Turner, R. (2018). International experience, universities support and graduate employability—Perceptions of Chinese international students studying in UK universities. *Journal of Education and Work*, 31(2), 175–189.

Jenner, S. (2023a) *SEED Employability Survey (2023a): Key Findings at a Glance*. SEED T&L Committee

Lorenzetti, D.I. Shipton, L. Nowell, L. Jacobsen, M., Lorenzetti, L. Clancy, T. & Oddone Paolucci, E. (2019) A systematic review of graduate student peer mentorship in academia, *Mentoring & Tutoring: Partnership in Learning*, 27:5, 549-576,

Mittelmeier, J., Lomer, S. Al Furqani, S. Huang, D. (2022) *Internationalisation and students' outcomes or experiences: a review of the literature 2011-2022*. York: Advance HE.

Trinh, A. N., & Conner, L. (2019). Student Engagement in Internationalization of the Curriculum: Vietnamese Domestic Students' Perspectives. *Journal of Studies in International Education*, 23(1), 154–170.

Wicked Problem Set: The wicked problem of achieving and maintaining teaching excellence

Room: Graphene 1

Time: 13:25-14:25

Session Organisers:

- Ali Owraq (Senior Lecturer in Service Systems & Digital Business, Alliance Manchester Business School) ali.owraq@manchester.ac.uk
- Anna Goatman (Senior Lecturer in Marketing, Alliance Manchester Business School) anna.goatman@manchester.ac.uk

Motivating, training and supporting staff who teach in Higher Education are complex and multifaceted challenges, especially in the face of the rapidly evolving technological, pedagogical and educational landscapes. Within the University of Manchester, factors such as the Humanities Size and Shape Project, the Flexible Learning Strategy, TEF and intense scrutiny of NSS and the student experience, have placed the spotlight on teaching excellence. Yet there appears to be no universal definition of teaching excellence or clear way to achieve it.

From our perspective, structured training to support academics to be better teachers is part of the solution. However, this presents challenges around scope, scale and engagement of those who may not be motivated to improve and enhance their teaching.

Based on our experience, and the teaching leadership roles we have held, we believe that support for teaching could and should be better, and have developed a 'Teaching in Practice' programme for new colleagues in AMBS. This programme encourages participants to engage and reflect on their teaching philosophy and practice, whilst providing them with the tools and know-how to improve their teaching and develop a teaching portfolio to support career progression.

To date, our programme seems to be going well, but it is a small step. The scale and complexity of achieving and maintaining teaching excellence are far greater. In this workshop, we seek to explore the barriers to and enablers of teaching excellence, and the role, value and scalability of training programmes in addressing this wicked problem.

Wicked Problem Set: Rethinking Assessment in a World with Advanced Generative AI

Room: Conference Room 2

Time: 13:25-14:25

Session Schedule:

- **EmbrAIce the Change** - Laura Green (Lecturer, Division of Nursing, Midwifery & Social Work)
laura.green-3@manchester.ac.uk

This Wicked Problem set will bring up some of the contemporary discussions around the exponential increase in AI. In particular we will consider creative opportunities to draw on some of these developments to drive a reduction in differential attainment and to increase opportunities for meaningful student teaching, learning and assessment in a rapidly changing world. Some examples will be showcased and then the question turned to the participants to consider how they might meaningful move into the brave (post)modern world of AI. Examples that may be included are: developing and refining research questions using Consensus; student led review / editing draft assignments using ChatGPT / QuillBot; developing innovations in clinical practice; understanding complex research papers using Quillbot. There may well be more to add to the list by the time of the event!

- **Rethinking Assessment in a World with Advanced Generative AI** - Cesare Giulio Ardito (Teaching Fellow, Department of Mathematics) cesaregiulio.ardito@manchester.ac.uk

Even the best available large language models currently have several shortcomings, including biases and a lack of deep understanding. However, rapid advancements in artificial intelligence (AI) suggest that more capable models are on the horizon, with some experts even warning that the emergence of Artificial General Intelligence (AGI) may be imminent.

In this panel, we will assume that AI has the ability to mimic good student work effortlessly and reliably, and that this is accessible freely and easily to most. Current models do not possess such advanced capabilities, and the likelihood and timing of such a scenario unfolding remain open to discussion; however, since it is a possible occurrence, it is crucial for us to examine potential responses if it does materialize. I encourage all participants to take the assumption as a prior for the duration of the discussion, to concentrate on the implications and not on the likelihood.

The session begins with a brief presentation highlighting the challenges posed by AI-assisted cheating, the potential for AI-driven personalization in assessment, and the broader implications of large language models on the nature of learning and assessment.

Participants will then engage in a roundtable discussion (possibly divided into groups), to explore strategies to counteract AGI-assisted cheating, developing AI-resistant assessment techniques, and emphasizing formative assessments that prioritize learning and growth.

Additionally, participants could consider the future of learning and assessment, discussing the need to redefine assessment's role in education and focusing on the importance of a sustained, continued development of human skills, to preserve human critical thinking and creativity.

At the session's conclusion, each table will collaboratively generate a summary of thoughts and recommendations, contributing valuable insights to the ongoing discourse on assessment in a world with advanced generative AI.

Lightning Talks: Student partnership and the student voice

Room: Conference Room 3

Time: 13:25-14:25

Session Schedule:

- **13:25-13:35 Recording and publishing the student voice on employability** - Duncan Hull (Employability Tutor, Department of Computer Science) duncan.hull@manchester.ac.uk

According to Stephen Fry, education is the sum of what students teach each other between lectures and seminars.

One way to improve teaching and learning therefore, is to maximise opportunities for students to learn from each other through peer learning. Students can learn a lot about employment from their peers experience of recruitment and the workplace. This includes questions about the obstacles students face finding and getting work. How do students overcome these obstacles? What advice would they offer their former selves and fellow students? All of this experience is valuable when shared with peers and helps to build a stronger undergraduate community.

This talk will report on an experiment to record and transcribe student voices by interviewing graduands and graduates of the University about their experiences and publishing the interviews as an audio podcast called "Hearing your Future". Preliminary results are available wherever you get your podcasts and at <https://www.cdyf.me/hearing>

We'll discuss the co-creation of podcast content with students, generating and publishing transcripts, monitoring downloads and student engagement with audio. We'll also describe and discuss the costs and benefits of recording the student voice for both staff and students.

- **13:35-13:45 How to authentically build a sense of belonging for a student community with students as partners?** – **Reimala Sivalingam** (Lecturer in Accounting And Finance, Alliance Manchester Business School) reimala.sivalingam@manchester.ac.uk, **Hamza Badenjiki** (Learning Technologist, Humanities Teaching and Learning Support Services) hamza.badenjiki@manchester.ac.uk, **Janita Altaf** (Casual AMBS Student Ambassador, Manchester Business School Administration) janita.altaf@student.manchester.ac.uk

This pilot project is aimed at building a sense of belonging for a student community (Wenger, 1998) in a blended environment to cultivate meaningful connection, communication and collaboration with students as partners, and promote the student voice in an undergraduate programme.

This project will explore how we co-created an inclusive, accessible, and personalised community space with a student representative using Microsoft Teams to improve peer connections and share support resources to empower autonomy.

We will share how we overcame the challenges experienced in a blended environment to provide social presence (Garrison, 2008) to support student well-being and remain connected with students beyond a face-to-face setting.

Using a combination of on-campus and online social interaction to build belonging for students from the beginning and strengthening this relationship throughout their undergraduate programme is an essential part of their university learning experience.

Building connection in a trusted space has helped alleviate concerns around students' mental health by encouraging more students to reach out for support from their coaches, academic advisors and Programme Director. Student feedback has been gathered using surveys and face-to-face meetings with actions implemented to create structured social time (Wonkhe and Pearson, 2022) for peer connection and improve the learning experience.

Students can build confidence and improve digital fluency in readiness for the workplace by using Teams for communication and community support. Academics can create a tailorable and inclusive community space to cultivate meaningful connection to support students' mental health and promote a more positive university experience.

- **13:45-13:55 Engaging students meaningfully in committees** – The Students' Union Education Team edofficer.su@manchester.ac.uk

Students are present in many committees and meetings across the University, from SSLCs to SEAPs. It's crucial to ensure that they feel welcomed, listened to and ultimately, empowered. But how

do we ensure that we do this? In this session the Students' Union will be exploring our observations and solutions so that you can put the student voice at the forefront.

- **13:55-14:05 Demystifying the jargon: Understanding the key terminology in student voice and partnership** - The Students' Union Education Team edofficer.su@manchester.ac.uk

What is co-creation? Why is an SSLC important? What does a school rep do? Student voice and partnership can involve many acronyms, terminology and phrases can be difficult to navigate. Join the Students' Union in breaking down the jargon, why you should care about these terms and how they impact you as part of the University of Manchester.

- **14:05-14:15 Students as Partners - The positives of working in partnership with students** - Abi Dickinson-Trowbridge (Student Success and Development Officer, Directorate for the student experience) abi.dickinson-trowbridge@manchester.ac.uk

Elsie Lidington (Student Partner Intern, Teaching, Learning and Student Development Division) elsie.lidington@manchester.ac.uk

This lightning talk will outline the work and future aims of the Student Partnership team, as well as looking at the impact of recent work by our Student Partner Interns.

- **14:15-14:25: General Q&A and discussion**

Paper Presentations: Sustainable Change

Room: Conference Room 4

Time: 13:25-14:25

Session Schedule:

- **13:25-13:45 Come Watch with Me: Blending synchronous with asynchronous to enhance learning and sense of belonging** - Jen McBride (jennifer.mcbride@manchester.ac.uk) with Kipras Achramavicius, Grace Allen, Martina Annoni, Itir Derin, Amy Fitzgerald, Katie Lee, Ffion Neal, Elena Ritsch

The move towards more blended learning presents challenges to ensure effective learning and student experience for all students in a more digital world. The pedagogical evidence for the effectiveness of online, vs. blended, vs. in-person learning sessions on effectiveness of learning and students' sense of belonging is mixed, and such discrepant findings are likely to be confounded by several factors including the topic being taught, assessment type, and learner characteristics. In this talk, I outline a new approach and report the results of two controlled experiments (200+ participants in total) in which we systematically varied teaching modality (in-person or online), pace (synchronous, asynchronous, or a blend of both as a "watch-party"), and opportunities for interaction/discussion (presence or absence of live chat box) where the topic and assessment were kept constant. We found no consistent effects of modality or pace on test performance, but the presence of a chatbox significantly enhanced (1) learning (measured by test score); and (2) sense of community, particularly for students high in anxiety. There were no reliable

effects of any of our variables on students' satisfaction or enjoyment, and thematic analysis of learners' questionnaire responses indicated that it was the sense of community and belonging – with the staff (not just other students) – created by the chatbox that was most crucial for students' learning and positive experience.

Further work examining modulation of these effects by learner characteristics is ongoing, and recommendations are made for ways to promote effective learning, engagement, and community in blended and digital environments.

- **13:45-14:05 The Benefits of Working with Charities in Teaching and Learning** - Patricia Perlman-Dee (Senior Lecturer in Finance, Alliance Manchester Business School) patricia.perlman-dee@manchester.ac.uk

When students are asked why they choose to do their MBA at AMBS, the answers are fairly uniform; because of the real-life client's consultancy project. This presentation focuses on the first consultancy project the students undertake; The Not-for-Profit (Nfp) project.

The students will work with charities and not-for-profit organisations advising them on resolving a business issue or looking at a development opportunity. Wharton University has tried to incorporate a similar approach but linking projects to community services (Friedman, 1996).

What makes Nfp-project at AMBS unique?

1. To be able to provide the charities with a value added service and real problem-solving solutions
2. Giving back - working with charities will introduce or enhance student's involvement, understanding and opportunity to give back to the society, a gift we all have, but one that often gets lost in the hectic world of instant gratification and self-focus we often experience.
Engagement with local organisations. Many of the charities are smaller, local charities that are not necessarily well known. By being part of Nfp, they increase their profile and overall broader reach. It also enhances the student's local engagement.
3. This presentation will truly inspire you and make you realise that we can all give back and that we can do it through our teaching. It is very easy to implement, particularly considering how much can be gained by all parties. The presentation will assist you in teaching your students beyond the classroom and make a real difference to people's life.

- **14:05-14:25 Development of Active Learning in Project Cost Estimating Teaching** - Paul Baguley (Lecturer in Project Cost Management, Department of Mechanical, Aerospace & Civil Engineering) paul.baguley@manchester.ac.uk

Cost overrun is recorded in tomorrow's fish and chip papers as the demise of governments and the liquidation of large companies. Such headlines as the overrun of Nimrod, the Channel Tunnel, the space shuttle and under investment in utilities want to be avoided and mitigated. Even so the importance and knowledge of project cost estimating is not fully realised by higher education

teaching. In addition, experience driven project management is best taught by linking theory to practice in innovative ways. Highly numerate engineering students should be engaged in a way that develops their quantitative tool set.

A number of active learning approaches have been developed in large cohort undergraduate and post graduate project management in cost estimating. The jigsaw method teaches the data collection and normalisation in cost model development typically used through the aerospace sector. In addition, a range of spreadsheet-based tools and also a commercial estimating software package is used in a digital workbook approach that reflects the way industry develops cost estimates.

The work is part of an active learning approach to project management which promotes a range of activities and discussion for large cohorts of students and links to real life problems through research informed teaching. Therefore, specific examples of active learning are presented in cost estimating and a summary of all the activity concepts in the project management course are demonstrated.

Paper Presentations: Group Work and Peer Assessment

Room: Conference Room 6

Session Schedule:

- **13:25-13:45 Empowering students intellectual development through essay writing and reviewing peer's work** - Jennifer Rose (Lecturer in Accounting, Alliance Manchester Business School) jennifer.rose@manchester.ac.uk

This project is an action research project which analyses the extent to which formative essay assignments and reflective worksheets on self-feedback empower success in undergraduate students including if completion of this work indicates students moving positions in Perry's scheme of cognitive development.

From analysis of the marks of students who were engaged, those who participated did score more highly in the final exam, even considering that those who engaged were likely to be higher achieving students. When students completed all five assignments it was found in reflections some students showed evidence of moving towards higher stages of Perry's theory of cognitive development, but often when redrafting the essay they retreated to an earlier stage of development.

The findings from the analysed data were then employed to draft a framework for using essays and reflective worksheets to encourage students to progress through Perry's stages of cognitive development, increasing their intellectual maturity and ability to demonstrate critical thinking.

The analysis suggests the need for accounting educators to incorporate formative essay writing to increase student's intellectual development, using reflective worksheets of self-feedback at a large scale to empower students to succeed in their exams and progress through Perry's stages of cognitive development.

- **13:45-14:05 Assessing individual student contribution to group work** - Maria Canal (Lecturer, Division of Neuroscience & Experimental Psychology) maria.canal@manchester.ac.uk, Ewan Chamings (Learning Technologist, FBMH Teaching, Learning & Students) ewan.chamings@manchester.ac.uk, Ryan Metcalfe (Learning Technologist, FBMH Teaching, Learning & Students) ryan.metcalfe@manchester.ac.uk

Group work is a very useful type of assessment in Higher Education. However, it can bring up problems of “free-rider” students and lack of motivation/commitment. A useful strategy around this is the introduction of self- and peer-evaluation, whereby students evaluate each other’s contributions to group work. There are currently two pieces of software licensed to the University of Manchester that allow peer review, Eduflow and LAMS. This project set out to test and compare the efficacy of Eduflow and LAMS as peer evaluation tools for group work. Specifically, we tested these tools with the year 1 Neuroscience student cohort in the School of Biological Sciences (71 students), which produced a group poster as part of their tutorial assessment in semester 1. Both students and tutors were asked to complete a feedback survey after the group poster assessment had been completed. The feedback received will be discussed, together with advantages and disadvantages of using a peer-evaluation tool in general, and using Eduflow and LAMS specifically.

- **14:05-14:25 Developing Student Understanding of Assessment Criteria through Peer Marking** - Lisha Agarwal (Teaching Associate, Economics) lisha.agarwal@manchester.ac.uk, Dan Rigby (Economics Professor, School of Social Sciences, Faculty of Humanities), dan.rigby@manchester.ac.uk

Student dissatisfaction with assessment and feedback is a recurring problem. Many students report having a poor understanding of how their marks have been decided upon and some only engage with marking criteria ex-post, when engaging with staff regarding disappointment with their mark.

We report an initiative on a large (1000 students) introductory first year undergraduate unit in which students are encouraged and incentivised to actively engage with marking criteria.

The process takes place in advance of the students writing their first (summative) Economics essay at university. The process is that students:

- mark sample essays prior to attendance at a writing/marketing workshop.
- use the feedback structure they will later receive on their own essay.
- can only book into a workshop if they have uploaded marks/comments into Bb, so that all attendees have engaged with the work and marking process.

We report on the motivation, process and outcomes (from student and staff perspectives) and discuss lessons learnt and potential refinements of the approach.

