

## Parallel Sessions: Session Four 14:40-15:20

# Abstracts

### Contents

Wicked Problem Set: Curriculum Co-creation in Humanities Learning Design .....	1
Wicked Problem Set: What should sustainability teaching and learning look like at the University of Manchester? .....	2
Wicked Problem Set: Overcoming Barriers by Creating Safe Spaces: Belonging in Manchester's Library Student Team .....	3
Lightning Talks: Exploring Assessment.....	3
Paper Presentations: Peer Support.....	5
Paper Presentations: AI and Academic Integrity .....	7

## Wicked Problem Set: Curriculum Co-creation in Humanities Learning Design

**Room:** Pendulum Suite

**Time:** 14:40-15:40

### Session Organisers:

- Helen Perkins [helen.j.perkins@manchester.ac.uk](mailto:helen.j.perkins@manchester.ac.uk) , Learning Designer, Humanities Teaching, Learning and Student Experience Learning Designer
- Charlotte Warden [charlotte.warden@manchester.ac.uk](mailto:charlotte.warden@manchester.ac.uk) , Learning Designer- Humanities Teaching, Learning and Student Experience
- Alastair Wehbeh [alastair.wehbeh@manchester.ac.uk](mailto:alastair.wehbeh@manchester.ac.uk) , Learning Designer, Faculty of Humanities Administration
- Christine Lampe [christine.lampe@manchester.ac.uk](mailto:christine.lampe@manchester.ac.uk) , Learning Designer, Faculty of Humanities Administration
- Linda Irish [linda.irish@manchester.ac.uk](mailto:linda.irish@manchester.ac.uk) , Assistant E-learning Manager- Humanities Teaching, Learning and Student Experience

### Abstract:

How do we include student co-creation in the design and development of new programmes and units, or review of existing programmes and units? In this session, we will briefly introduce our learning design approach, and the considerations we are currently exploring with regard to a 'negotiated curriculum' – working in partnership with students to negotiate and share control over some areas of the curriculum, in particular sharing responsibility over decisions that affect how or what they are learning. We hope that the discussion will provide an opportunity for participants to share experience and practice and/or frame their own approach.

We will provide a framework for discussion around the following themes:

- Values: reciprocity, inclusivity, trust, empowerment, responsibility – how do we do this?
- Roles: which roles should we ask students to take in the design process? Eg Consultant, Co-researcher, Pedagogical co-designer.

- Expectations: working within constraints; agreeing level of engagement and collaboration; harnessing input and expertise from other areas of UoM.
- Rewards: incentives, budget, working with UoM initiatives such as Stellify, PASS leaders.
- How: initiation, focus, context, which students.
- Purpose and outcomes: student perspectives; programme improvement; enhance student skills; inclusivity.
- What? Programme development or programme improvement: T&L approaches; assessment approaches; embedding skills and support for careers; approaches to social responsibility & EDI; support requirements; design of units; review of designs/plans; review of existing units and assessment approaches; missing/outdated units/subjects areas.
- Evaluation: when and how?

We will use the discussion and outputs to inform the development of a model approach which we would incorporate into our Humanities eLearning Design framework. We would then share our experience of implementing this and aim to provide some templates/guidance for others who wanted to do something similar.

## Wicked Problem Set: What should sustainability teaching and learning look like at the University of Manchester?

**Room:** Graphene 1

**Time:** 14:40-15:40

**Session Organiser:**

- Jennifer O'Brien, Senior Lecturer in Human Geography, School of Environment, Education and Development [Jennifer.O'Brien@manchester.ac.uk](mailto:Jennifer.O'Brien@manchester.ac.uk)

**Abstract:**

Collectively, we are facing interlinked crises of biodiversity, social injustice, climate crisis, austerity... to name but a few life, and world, changing scenarios at multiple scales. The IPCC Climate Change report in March, 2023, highlighted the devastating impacts of climate crisis already being felt

globally, and often by communities with the fewest resources to respond to them. But the IPCC also offered a message of hope, highlighting pathways to avoid these intensifying risks across physical and human environments. As global citizens, possibly leaders, certainly decision makers, thinkers and carers, our students - all 43,000 of them - offer a vital force for both damage limitation and positive change for a sustainable future. The University has just written an Environmental Sustainability Strategy that we are operationalising, including for Teaching and Learning. What should an inclusive, inspiring, sustainability\* education, with authentic assessment, look like? How can we underpin our Teaching and Learning strategy with sustainability? Do you have excellent practice that you would like to share? Would you welcome any support for your (broadly speaking) teaching, or personal development? This will be a broad session, likely the start of a conversation but we will make some recommendations of next steps.

\*We use sustainability terms interchangeably (there is a discussion there alone!). 'Sustainability' is used as short hand for T and L around environment, sustainable development, SDGs, climate change education, carbon literacy etc, etc, etc. If you are interested in this discussion, however defined, you are most welcome.

## Wicked Problem Set: Overcoming Barriers by Creating Safe Spaces: Belonging in Manchester's Library Student Team

**Room:** Conference Room 2

**Session Organisers:** Samantha Barker (TLS Management Intern, The University of Manchester Library) and the Student Team [samantha.barker@manchester.ac.uk](mailto:samantha.barker@manchester.ac.uk)

**Abstract:**

University of Manchester's Library Student Team intend to use their unique position as staff and students of varying courses to create a safe space where they, and attendees, can think about and feel a sense of belonging. This workshop, which will enhance the voices of our students, will allow them to reflect on their experiences with barriers and will investigate whether students actually feel a sense of belonging in contrast with what universities present as 'belonging'. The discussion-based session then, aims to focus on this divide and develop ideas towards bridging it. The overarching purpose of the Wicked Problem Set is to encourage reflection from attendees who may unknowingly contribute to students' feelings of isolation, and to listen to the student experience shared by students themselves.

The Student Team developed this idea themselves and will be central to producing the content/leading the session.

## Lightning Talks: Exploring Assessment

**Room:** Conference Room 3

**Time:** 14:40-15:40

**Session Schedule:**

- **14:40-14:50 A sense of community - Is it truly critical to sustainable learning in Higher Education?** - Natalie Cunningham (Lecturer in Leadership for Development, School of Environment, Education and Development [Natalie.Cunningham-3@manchester.ac.uk](mailto:Natalie.Cunningham-3@manchester.ac.uk))

Student engagement is identified as a success factor in student learning. This lightning presentation reflects on a trial of introducing communities of practice in the Global Development Institute. It shares the findings of what makes a successful community of practice, what does not work and perhaps most importantly why a community of practice is needed in education today. It focuses particularly on online communities and the role they play in engagement and support.

- **14:50-15:00 What students are telling us about assessment and feedback** – Students' Union Education Team [edofficer.su@manchester.ac.uk](mailto:edofficer.su@manchester.ac.uk)

Assessment and feedback has been a key topic of discussion for a number of years, appearing on the NSS and being a topic of department reviews, Student/staff meetings and more. In this session, the Students' Union will be going through the feedback we've had from University of Manchester students on their current experiences of assessment and feedback and what solutions they want to see.

- **15:00-15:10 Using an Academic Conference for Undergraduate Assessment** – Kate Sapin (Lecturer, Manchester Institute of Education) [kate.sapin@manchester.ac.uk](mailto:kate.sapin@manchester.ac.uk) , Choen Yin Chan [choenyin.chan@manchester.ac.uk](mailto:choenyin.chan@manchester.ac.uk) , Chang Gao (Undergraduate, School of Environment, Education and Development) [chang.gao-2@student.manchester.ac.uk](mailto:chang.gao-2@student.manchester.ac.uk) , Karen Healey (Postgraduate, Education) [karen.healey@manchester.ac.uk](mailto:karen.healey@manchester.ac.uk) , Sara Jackson (Lecturer, Education) [sara.jackson@manchester.ac.uk](mailto:sara.jackson@manchester.ac.uk) , Lingyi Zhou (Undergraduate, School of Environment, Education and Development) [lingyi.zhou@student.manchester.ac.uk](mailto:lingyi.zhou@student.manchester.ac.uk)

The MIE Undergraduate Education Research Conference held in March 2023 aimed to provide an ‘authentic’ opportunity for undergraduate students to develop and enhance their current research projects through participation in a real academic conference where they could present their work in progress. The conference participants were BSc Education students, where year 2 students presented a poster outlining a research proposal and year 3 students presented their dissertation as a work in progress. The conference involved a range of formative and summative assessment methods, including flexible, self and peer assessment as well as formative feedback.

We will identify and evaluate the ‘hits and misses’ of our methods, tools and practices in order to share and continue to build on our experiences and learning for future iterations. Reflections on the guidelines, submissions and feedback produced whilst planning and facilitating the conference, and the results of the conference feedback survey, will be explored from the perspectives of the undergraduate and postgraduate students and academic staff who organised and participated in the conference.

The practices, processes and pedagogy to be highlighted will include the role of presentations and interactive formative assessment in learning as well as their potential for identifying students’ level of engagement with their topics. We are also interested in how a conference can be a tool for social responsibility and widening research impact and will discuss ways to build on our previous experiences of organising undergraduate conferences to engage with local community organisations and schools.

- **15:10-15:20 Using Entrustable Professional Activities (EPAs) in the Undergraduate Optometry Programme** - William Holmes (Senior Lecturer, Division of Pharmacy & Optometry) [w.holmes@manchester.ac.uk](mailto:w.holmes@manchester.ac.uk)

High stakes clinical and practical examinations (e.g. OSCEs, OSPEs, CCAs) are used extensively across the university to make decisions about clinical/practical competence. An argument for the current approach is that it allows standardisation, which should go some way to ensuring fairness and reliability. However, reviewing NSS assessment scores, where it is arguable such assessments play into the outcome, shows that whatever the reality, student perception is that assessment criteria are not clear or fair. The current approach is also by definition inflexible – requiring specific tasks to be performed in a specific place at a specific time. Chen et al. (2015) argue the case for the use of Entrustable Professional Activities (EPAs) in undergraduate medical education. An EPA is a task that can be entrusted to a student. A typical programme might have around 20 EPAs (Ten Cate, 2013). Supervisors are asked to rate the level of trust they have in a student performing that activity on a 1-5 scale. Students are observed by and work with multiple academics and clinicians in different

elements are receive a stream of entrustment scores. These scores can be monitored and supportive interventions made as necessary. At the point where a progression decision needs to be made a 'competence committee' meets to review the entrustment scores and other relevant programme data to make the high stakes decision. In this short presentation you will hear about why we are adopting EPAs in the optometry programme and the work we have done to define them so far.

- **15:20-15:40 Q&A and further discussion**

## Paper Presentations: Peer Support

**Room:** Conference Room 4

**Session Schedule:**

- **14:40-15:00 International Student Peer Support** - Marianna Rolbina (Lecturer in Digital Innovation, Alliance Manchester Business School) [marianna.rolbina@manchester.ac.uk](mailto:marianna.rolbina@manchester.ac.uk) , Siobhan Caughey (Behavioural Science Research Associate, Alliance Manchester Business School) [siobhan.caughey@manchester.ac.uk](mailto:siobhan.caughey@manchester.ac.uk)

One of the main problems international students face when coming to the UK are the 'unknown unknowns' of international academic systems: most students understand the notions of 'lesson participation', 'critical thinking', 'evidence-based reasoning', 'essay writing'. However, the exact content of these notions can differ greatly in the UK and abroad. While as the UK academics we'd like to help, we are not well-prepared to do so: we might not know the exact differences between each student's home academic system and the UK. Peer support has a greater potential.

To enable this, we proposed an exploratory study to find the interventions can improve students' self-efficacy, or confidence in their own resources being sufficient to reach their goals, and eventually lead to academic success. The study will have an experimental design. As the treatment, we will interview second-year international students, asking to specifically highlight what surprised them in the UK university in comparison to their education back home. We will record these interviews as 'messages', and show them to the first-year students from the same countries. We will assess self-efficacy using the questionnaire proposed by previous research, and compare self-efficacy in the beginning of the year versus after the treatment, and will also compare the self-efficacy and first semester grades of the experimental and control groups. If the study shows a significant effect of this intervention on students' self-efficacy and academic performance, it will provide a good case to introduce this database university-wide, as well as to expand this study to postgraduate international students. The database will be made available to staff to improve their awareness of cultural differences.

- **15:00-15:20 Developing students' leadership and communication skills from peer-mentorship – a pioneering pre-sessional online peer-mentoring scheme** - Li-Chia Chen (Division of Pharmacy & Optometry) [li-chia.chen@manchester.ac.uk](mailto:li-chia.chen@manchester.ac.uk) , Selena Tai (Project Manager, Division of Pharmacy & Optometry) [wan-tien.tai@manchester.ac.uk](mailto:wan-tien.tai@manchester.ac.uk) , Pol Donald Nkana Nkana (Student Intern, Division of Pharmacy & Optometry) [pol.nkanankana@student.manchester.ac.uk](mailto:pol.nkanankana@student.manchester.ac.uk)

A pioneering online peer-mentoring scheme, the International Student Experience Programme (ISEP), was developed and implemented in Year 1 of BSc Clinical Pharmacy (BScCP) students from October 2021 to May 2022. BScCP is a dual-degree, articulated programme, and the first cohort recruited 58 students. Students will study for two years at China Pharmaceutical University (CPU), two years at UoM and receive clinical placement at CPU-affiliated hospitals in China.

The ISEP recruited UoM pharmacy students volunteering as peer mentors and paired each mentor with 5-6 BScCP students in 10 groups. The online, student-led and staff-assisted activities included, i.e., six online peer meetings and four webinars to facilitate BScCP students' transition. The topics of peer meetings were derived from co-designed workshops with student mentors.

At the end of the programme, a survey of the 13 mentors using a five-level Likert scale on 21 questions showed that they agreed that ISEP supported students' transition (100%) but did not relieve academic stress (54%). Support and training provided to mentors were considered beneficial (77%), but mentors were less confident in naming mentees (62%); only 54% felt that they had built good friendships with mentees. All mentors appreciate that ISEP can improve their teamwork, leadership and confidence (77-85%). These results aligned with the qualitative analysis of a focus group with four mentors.

There is growing evidence of effective practice in supporting and enhancing international students' experiences. Nevertheless, this project recognised that peer mentorship also mutually benefited student mentors' confidence, leadership, communication skills, learning motivation, and study experience.

- **15:20-15:40 Improving online learners experience of formative assessed discussions -** Jenefer Metcalfe (Lecturer, School of Biological Sciences Administration) [jenefer.metcalfe@manchester.ac.uk](mailto:jenefer.metcalfe@manchester.ac.uk)

Online discussions are frequently an integral component of fully online programmes. Many of these discussions will be summative in nature, forming part of the assessed elements of taught units. A significant number however are formative, helping to benchmark students' progress throughout their studies and playing a key role in maintaining student engagement with online learning.

The importance of such formative discussions is well-established – they help develop key student-student and student-tutor relationships and build vital communities of learners. As such, promoting student engagement with these discussions can be central to student retention and academic achievement amongst fully online learners.

It can however be challenging to encourage and maintain engagement amongst student cohorts where assessment marks are not provided for participation. Many students cite a dislike of the platform used for formative discussions as a reason for limited engagement, which in turn results in frustration from students actively seeking discussion with their colleagues.

This paper will review the author's experience of using several platforms supported by the University (Blackboard discussion tool, Padlet, VoiceThread and MS Teams) for online discussions as part of the Biomedical Egyptology programme. Staff and student views on usability, appearance, availability of technical support, reliability and integration with the Blackboard VLE have identified that there is no 'one size fits all'. In comparison however, MS Teams has been found to have the most positive effect upon student engagement with formative discussions, with a sustained increase in both the overall number, frequency and quality of student posts.

## Paper Presentations: AI and Academic Integrity

**Room:** Conference Room 6

**Session Schedule:**

- **14:40-15:00 Academic Integrity in the classroom: ways to increase your impact** - Emma Sanders, (Teaching & Learning Office, Academic Development, Teaching and Learning Support Division) [Emma.C.Sanders@manchester.ac.uk](mailto:Emma.C.Sanders@manchester.ac.uk)

This talk is aimed at staff interested in reducing instances of academic malpractice. The reliability of information in public discourse is becoming more precarious, while at the same time the utility of 'originality reports' in determining whether a student has actually completed a piece of assessed work is also being reduced by the phenomenon of essay mills and now by ChatGPT and the like.

In this context, the importance of universities promoting a culture of Academic Integrity is more important than ever before. This talk will focus specifically on how Teaching and Learning approaches (as opposed to those focused on Assessment or Academic Malpractice Case-handling) can contribute to creating an institutional culture of academic integrity. It hopes to seed some ideas that staff might be interested in taking forward in their course units, as well as showing how staff already implementing interventions and innovations in this area can map their activity to institutional, national and international frameworks to raise their impact and profile. (It will not focus on ChatGPT)

- **15:00-15:20 Arguing with ChatGPT: Writing Assessed Essays with Second Year Undergraduates** - Dr Claire Reddleman (Lecturer in Digital Humanities, School of Arts, Languages and Cultures) [claire.reddleman@manchester.ac.uk](mailto:claire.reddleman@manchester.ac.uk)

In light of current concerns, and curiosities, surrounding the advent of widely available chatbots (whether or not we 'grace' them with the label 'AI'), this paper shares some practical explorations of using ChatGPT with students to prepare for their assessed essays. In semester two of 2022-23, second year undergraduates studying the unit 'Digital Ways of Seeing' in SALC, took part in a practical workshop in class to explore the limits and prospects of using ChatGPT to write in response to their assessment prompts. In this paper, I will share details of how we used the software, and reflect in detail about: how the writing it can produce may lead students in unhelpful directions in terms of how to make an argument; students' attitudes to ChatGPT; whether we can create more effective assignment prompts; and students' ideas about how ChatGPT could be used to do some more creative forms of writing, beyond essays. I will also share the students' feedback about how they feel chatbots are changing the meaning of being good at writing, and their ideas about how we could re-imagine assessment from now on.

- **15:20-15:40 Questions and Discussion**

