

## **Learning and Teaching Conference 2022**

**#UON\_LTC2022**

09.00 Coffee and pastries (Ground Floor)

09.30 Introduction – Introduction by Chris Powis and Professor Shân Wareing (Hide)

10.00 Mini Keynotes – 3x 20 mins sessions. (Hide)

- 1) Jim Harris – COGs - updates to the Changemaker Outcomes for Graduate Success Learning Outcomes toolkit
- 2) Alison Power - Gamification for the Advancement of Multiprofessional / INterprofessional Groupwork
- 3) Dr Simon Sneddon - The uphill BAT-TEL for appropriate technology
- 4) Gosia Plotka, Dr Dilshad Sarwar, Dr Thaana Ghalia and Dr Patrice Seuwou - Building Student Research Capacity by Creating an Inclusive Learning Environment with LEGO® Serious Play®
- 5) Dr Ouarda Dsouli, Dr Siham Elgergeni and Dr Patrice Seuwou - The impact of COVID 19 on the progress of the MBA students – Evidence from the University of Northampton (UON)
- 6) Dr Emma Whewell, Lee Waters and Mark Wall - Understanding level 5 sport and exercise student’s perspectives of the barriers to progression and attainment at UoN
- 7) Kate Coulson – The Learning and Teaching “Pipeline” at the University of Northampton: what next?

11.00 Tea Break (Hide)

11.15 Workshops: 4x 45 mins sessions

- 1) Sheryl Mansfield, Helen Beeson, Anne-Marie Langford, Kate Swinton and Sam Thomas - Thirty Inclusive Practice Suggestions (TIPS). (LH113)
- 2) Professor Michael Opoku Agyeman, Dr Patrice Seuwou and Nathan Dodzo - BAME Award Gap in Higher Education: Exploring the Experiences of South Asian Students and the Factors influencing their Grades at Northampton University. (LH124)
- 3) Gemma Boaden - Using the creative arts to maximise learner mindset. (Hide)
- 4) Beth Garrett, Rosie Harvey and Emily Coleman – Student Personas. (Owl's Nest)

12.00 Professor Anne-Marie Kilday, Vice Chancellor – Why I am a teacher (Hide)

12.30 Lunch and Posters (Ground Floor)

13.30 Fellowship Celebrations (Hide)

13:45 Keynote – Professor Karen Fitzgibbon - Head of Learning, Teaching and Student Experience, University of South Wales. **Why we do what we do; and why that's important for how we do it** (Hide)

14.30 Tea break (Hide)

14:45 Talk: 3x 25 mins

The Hide:

- 1) Dr Rachel Basset-Dubsky - 'Trade it up': Changing the how and why to evidence the same module outcomes with greater confidence and relevance
- 2) Kardi Somerfield and Laura McSherry - Experiential Learning – an adventure in Virtual Reality
- 3) Amy West, Paul Rice and Emma Kimberley - Magic to conjure up academic skills for dissertation support

Owl's Nest:

- 4) Korrin Smith-Whitehouse and Helen Tiplady - Children as Researchers of their Own Wellbeing
- 5) Dr Josephine Chen-Wilson, Dr Kimberley Hill, Dr Rachel Maunder, Dr Rob Lyon and Dr Sarah Mansbridge - STEM4Me: A student-led STEM buddies scheme focused on enhancing primary school pupils' STEM aspirations, widening participation and improving access to science

LH113:

- 6) Dr Simon Sneddon and Kate Exall - Semesterisation and Lessons Learnt
- 7) Dr Siobhan Dytham, Dr Aura Lehtonen and Brittany Jackson - Beyond the 'usual suspects': Exploring the adoption of 'good practice' recommendations for closing the BAME attainment and continuation gaps at UON – initial findings
- 8) Dr Karishma Jivraj, Dr Rachel Maunder, Dr Evgenia Volkovyskaya, Veronika Danišová and Alinafe Likhwide - 'A Day in the Life,' Psychology students as co-creators of teaching, learning and promotional video content - building community and engagement through authentic personas

LH124:

- 9) Anthony Stepniak and Dr Lorna Jowett - Feeling Seen on Both Sides: A View of LGBTQ+ Inclusive Learning and Teaching from LGBTQ+ staff
- 10) Dr Hala Mansour and Dr Michelle Pyer - Contemporary skills for authentic doctoral learning: professional doctorates in a post-pandemic world
- 11) Lucy Westley - An approach to developing trainee teachers' identity as mathematicians and as mathematics educators

16.15 Plenary and Poster Prizes (Hide)

16.30 The End

## Posters

- #NeverOK: Enhancing the Student Voice to Prevent Sexual Violence on UK Campuses - Lana Orbell and Dr Kimberley Hill
- "I just don't think I should be labelled for being me, for being a black person": Improving BAME student attainment by using personal stories – Patricia Jeremiah, Julia Nichols, Doreen Dube, Shabina Shaikh, Dr Michelle Pyer, Professor Jackie Campbell and Tim Dobson
- A collaborative investigation into teacher's perceptions of why, how and when LGBT content could be taught in primary schools - Hannah Shrive, Helen Tiplady and Emma Whewell
- A Student Evaluation of a Psychology Teacher's Network - Gemma Ainge, Dr Josephine Chen-Wilson, Dr Kimberley Hill and Carey Allen
- An investigation into activities, experiences and perceptions of 'decolonizing the curriculum' within the University - Jessica Spooner and Dr Emel Thomas
- BAME students' perceptions of cultural safety within a student placement environment - Nadira Sampson, Rachel Love and Hayley Walker
- Co-creation in developing the University of Northampton Language Development Centre services to support International Students - Thi Linh Duong, Dr Qian Zhang and Dr James Underwood
- Contract Cheating: Causes, Prevention and Detection Strategies - Aparna Maikkara, Preseedha Prasannan and Dr Suraj Ajit
- Converting local media profile into external impacts & innovative teaching material - Daniela Wakilova and Adrian Pryce
- Disengagement in psychology students: incorporating peer-elicited student narratives to inform effective retention practices at UoN - Jack Farr, Dr Karishma Jivraj and Dr Alasdair Gordon-Finlayson
- DLAB Erasmus+ Digital Learning Across Boundaries - Developing Changemakers - Amy West, Dr Helen Caldwell and Emma Whewell
- Exploring the facilitators and barriers to health and social care students' engagement with Interprofessional Education in an academic setting - Diederike Donyina and Alison Power
- Fieldwork Futures: enhancing the student experience in undergraduate fieldtrips in Geography, Earth and Environmental Sciences - Eugene Tom, Dr Catherine Waite and Dr Faith Tucker
- Have your say! Let's discuss the new Draft PSF – Dr Shirley Bennett and Dr Simon Sneddon
- Inclusivity and Sustainability in BA History: Understanding the Student Voice - Isa Mohammed, Professor Paul Jackson and Dr Mark Rothery
- Making sense of online versus face-to-face learning preferences amongst students - Akriti Bhattarai and Dr Alison Hulme
- Pathways: Journey to the Centre of the Library – Lisa Anderson and James Bywater

- Peer learning – Reece Walsh, Jeanette Bazuin and Elias Tieleman
- Student experiences of academic engagement and wellbeing during the pandemic: identifying risk factors and strategies for resilience - Thomas Sanderson, Dr Evgenia Volkovyskaya and Dr Karishma Jivraj
- Student identity and self-efficacy – an exploration of influential factors and how understanding them can support student success – Beth Garrett
- The ‘Dark Side’ of Paid Placements? How our own experiences of Emotional Labour may help prepare our placement students for the world of work – Jenny Cartwright
- Using student journals as a teaching technique to promote reflection, critical thinking and student engagement - Anita Lunati and Dr Nick Naumov
- Utilization of Science Fiction Drama in Higher Education - Dr. Hesham El Marsafawy
- Vietnamese postgraduate students understanding of critical thinking and analysis and how this intersects with expectations at the University of Northampton - Vanessa Giang Vu, Dr James Underwood and Dr Qian Zhang