

## Parallel Sessions - Wednesday 5<sup>th</sup> September

12:00 – 13:00	Parallel Session 1
Co-creation	<p>Caroline Campbell and Akeisha Brown (University of Leeds) - ' Co-discovery: A collaborative evaluation of the value of Broadening and the case for language learning' (paper)            Our presentation focuses on the shared experience of co-creation and the outcomes of an evaluative research project which explored the value of Broadening, as part of the undergraduate Leeds Curriculum, from the perspectives of both students and employers. We will include how Broadening benefits the student experience.</p> <p>Catherine Hayes (University of Sunderland) - ' Proposing an Eight Stage Model of Academic Curriculum Development via Knowledge Co-Construction with Students' (paper)            This paper presentation illuminates a model of how an eight stage model of academic curriculum development via knowledge co construction with students can be implemented and evaluated. The session will focus on guiding principles, systematic and strategic approaches and will integrate an address of the need to move beyond tokenism in the co-construction of knowledge with students.</p>
Employability and work placements	<p>Emma Ball and Claire Hennessy (Liverpool John Moores University) - ' Cultivating communities of practice: an evaluation of intern-staff collaboration ' (paper)            This paper will highlight how intern-staff collaboration (employed using Curriculum Enhancement funding, over a three-year period) has contributed to the cultivation of communities of practice (CoP) (Wenger, 1998). It will report on the requisite skills and resources desirable in cultivating COP as well as the benefits afforded to both interns and academic staff.</p> <p>Megan Jones (Sheffield Hallam University) - ' A Student Researchers Reflection on Collaborations, Research and the Student Experience.' (pecha kucha)            "This Pecha Kucha outlines my experiences as a student researcher. This is a collaborative presentation carried out by myself and a Senior Lecturer. It discusses our research on the student experience within extended degrees; looking at my professional development, whilst emphasising the benefits of staff and student collaborations within research."</p> <p>Lata Narayanaswamy (University of Leeds) - ' Exploring research partnerships with development NGOs to enhance student skill-building and future employability' (pecha kucha)            This paper presents preliminary findings from my project to explore how we can effectively support students to undertake research for and with external, non-academic partners. Analysing existing datasets or supporting blue skies thinking for NGO partners as part of MA dissertation projects nurtures mutually beneficial partnership that supports student engagement.</p>

<p>Student-staff partnerships</p>	<p>Kate Dunstone and Elle Simms (Manchester Metropolitan University) - ' Shaping Collaboration: Understanding Student/Staff Collaborations Through Visualisation' (workshop)          Is the flow of knowledge in your student/staff collaborations a straight line? A circle? Or something more unpredictable? This workshop goes beyond the spider diagram to provoke new ways of visualising collaboration in student engagement projects, and how visualisations can be used to create more valuable relationships between stakeholders.</p>
<p>Internationalisation</p>	<p>Elisabeth Wilding and HiuiQi Yeo (University of Reading) - ' The International Student Food Project' (paper)          This paper will present the aims and outcomes of a UKCISA-funded pilot project at the University of Reading in 2017/18. Food can bring people together, and the project was developed to engage students in building a 'food induction toolkit': an online resource to support international students' during their adjustment to shopping, cooking, and eating at University in the UK.</p> <p>Ana Kedves (University of Warwick) - ' Developing Community Engagement through Cross-Campus Partnerships: The Example of "Study Happy" Programme ' (pecha kucha)          "Study Happy" is a wellbeing and development programme for students at University of Warwick. Owing to collaborations with the Arts Centre, Warwick Sport, International Students Office and other teams on campus, we were able increase the range and quality of student engagement and create further outreach opportunities.</p>
<p>Student voice mechanisms</p>	<p>Lindsay Isaacs and Megan Brown (SPARQS) - ' Monitoring the Diversity of Course Reps' (workshop)          In 2017/18, sparqs worked with four institutions on a project to promote inclusive student engagement through monitoring the diversity of course representatives. Delegates will hear from sparqs and a participating institution - Edinburgh University Students' Association - about how they approached this challenging piece of work and its very valuable outcomes.</p>
<p>Conceptualising student engagement</p>	<p>Daniel Bishop (University of Lincoln) - ' Conceptualising the Student-University relationship within a UK higher education university' (paper)          The paper reports upon an ethnographic case study into the involvement of student's in assuring and enhancing teaching and learning. Using a Foucauldian critical discourse analysis, the data exposes the problematic discourses and power relations that create tension in the work with students-as-partners, offering perspectives on the development of practice.</p> <p>Jesper Hansen, Alex Standen, Joe Thorogood, and Imogen Long (University College London) - ' Enhancing educational development programmes: experiences from student/staff collaborations' (pecha kucha)          This presentation discusses the outcomes of a term-long student-staff partnership in UCL Arena Centre for Research-based Education, where two student fellows worked with two members of staff to evaluate and enhance existing educational development programmes for TAs and lecturers respectively. It touches on the positive outcomes as well as some of the challenges.</p>

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14:15 – 15:15	Parallel Session 2
Co-creation	<p>Kit Lawrence and Nicola Grayson (University of Manchester) - 'The Role of Students as Partners in the Co-creation of Learning Resources' (pecha kucha)            This lightning talk will set out the process through which skills support workshops are developed in collaboration with current students at the University of Manchester. We will focus on a case study which shows the active role that students play in shaping the pedagogy behind our learning programme.</p> <p>Madeleine Pownall and Rachel Bromnick (University of Lincoln) - 'The student becomes the master: A case study of collaboration ' (pecha kucha) tbc</p>
Peer-supported learning	<p>Joakim Malm (Lund University, Sweden) - 'Empowering students and helping them experience success' (paper)            The presentation describes SI-PASS, an academic assistance programme that provides help for students in “difficult” courses. The goal is to make the students become active and independent learners that see peers as a learning resource. SI-PASS is used at some 70 HEI’s in northern Europe, involving some 70,000+ students/year.</p> <p>Olu Popoola and Gareth Woods (Aston University) - 'A comparison of writing and maths mentor schemes' (paper)            Our initial objective of evaluating our Writing and Maths Mentor schemes relied on assumptions we could not yet make. Instead, we have developed a grounded theory of mentoring exclusively using mentor voice. We present a four factor model of mentoring to be used in future programme evaluations.</p>
Digital technology and social media	<p>Sue Beckingham and Jess Paddon (Sheffield Hallam University) - 'Passing on the baton - Using social media to facilitate engaging and sustainable staff-student projects ' (pecha kucha)            Reflections on how an initial idea for a <i>staff</i>-student 'SIG' evolved into a sustainable <i>student</i>-staff a virtual community of practice (vCoP) which includes students at multiple levels including placement. We will share how the vCoP evolved, what's been achieved, and factors contributing to sustainability through the use of social media.</p> <p>Suzanne Faulkner (University of Strathclyde) - 'Using Snapchat as a Tutorial Tool' (pecha kucha)            Snapchat is more than sexting and fun filters! Find out how you can use Snapchat as an effective tutorial tool with students. Meet your students where they 'are' to facilitate learning and enhance communication and with your students out with the classroom.</p> <p>Zoe Ollershaw (University of Sheffield) - 'The role of student engagement in flipped learning' (Paper) tbc</p>

<p>BAME student experiences</p>	<p>Samuel Geary (Birmingham City University) - 'How student staff partnerships can be adapted to support innovation and inclusivity.' (paper) tbc</p> <p>Hannah Goddard and Richard Stewart (The Student Engagement Partnership (TSEP)) - 'Addressing the attainment gap through inclusive student engagement practices' (paper)</p> <p>This session will be co-delivered by NUS and TSEP, building on our recent work on the ethnicity attainment gap and inclusive student engagement. We will explore current sector knowledge and reflect on the ways inclusive student engagement practices could improve the retention, satisfaction, and degree outcomes of BME students.</p>
<p>Student-led research</p>	<p>Elizabeth Walshaw, Alicia Prowse and Stephen Powell (Manchester Metropolitan University) - 'Personal tutoring: Why?' (paper)</p> <p>We have spoken to over 100 students from Manchester Metropolitan University to find out their views on personal tutoring. This was done as part of a HEFCE-funded project: 'Intervention for Success'. In this hands-on workshop/session we will share findings from the project and encourage participants to reflect on what they mean for their own institutional context.</p> <p>Hilary Wason, Cheryl Whiting and Destiny Fakayode (University of Kingston) - 'Enhancing student engagement and belonging using a cross-institutional critical thinking partnership' (paper)</p> <p>This paper explores how an inter-disciplinary team of teaching staff, academic skills advisors, librarians, students and employers from three faculties in Kingston University are collaboratively developing innovative curricula with the aim of encouraging students to engage with critical thinking in the context of their own discipline.</p>
<p>Student-staff partnerships</p>	<p>Colin Bryson and Ruth Furlonger (University of Newcastle) - 'A more critical study of the outcomes of working in partnership' (paper)</p> <p>Outcomes to parties participating in partnership tend to be reported only positively. Given that most such practices involve the pre-disposed in favour, this is unsurprising. We report a critical evaluation in settings where there are more universal partnership modes rather than selective partnership, and thus outcomes are more diverse.</p> <p>Jennifer Fraser and Moonisah Usman (University of Westminster) - 'More than the sum of its parts: a collaborative account of successful partnership building.' (paper)</p> <p>This paper presents results from a new study exploring the processes of building partnership relationships. A collaborative endeavour, it brought together students and staff at the University of Westminster to discuss their experiences of partnership. This paper presents the gathering's outcomes to explore what makes strong partnerships and the necessary conditions for transformative learning in partnership.</p>

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15:30 – 16:30	Parallel Session 3
Using digital strategies to enhance engagement	<p>Mark Hall (Bishop Grosseteste University) - ' 5C's - Consultation, Collaboration and Concepts to Create Change.' (pecha kucha)            5C's - Collaboration took place between the Learning Development team and Student Engagement Facilitator as part of a 'Students Creating Change' project. Students were engaged in consultative roles leading to the conception of the Digital Escape Room used to promote the services and skills of Digital Learning team.</p> <p>Dimitrios Pappas, Ourania Tremma and Ioannis Kostakis (Harper Adams University) - ' An International Comparison on the Use of New Technologies in Teaching Economics' (paper)            The outcomes from this large- scale international comparison between the students of two Institutions (Harper Adams University and an International University in Egypt) highlight variability in student perceptions about the use of clickers internationally, as well as identifying some areas of common ground. They are not intended to represent an exhaustive survey, but to be useful indicators.</p> <p>Farzana Rahman, Louise Pennell, Emma Jane Mantle and Roderick Robinson (University of South Wales) - ' Engagement and innovation in teaching engineering at level three and four' (pecha kucha)            Student engagement and retention in higher education (HE) has faced challenges over the last decade. To overcome these challenges, USW's engineering faculty is piloting a project by introducing innovative scenario-based (Hydra Minerva suite) teaching method to improve staff-student engagement, decision making and overall academic experience of undergraduate students.</p>
Co-creation of inclusive curricula	Annie Hughes, Helen Potkin, Kamal Mohamed, Christina Michener and Beatrice Carey (Kingston University) - ' Curriculum co-creation: a transformative strategy to address differential student outcomes' (workshop) tbc

<p>Power Relationships</p>	<p>Lucy Mercer-Mapstone, Anita Acai and Racel Guitman (University of Queensland, Australia) - ' Mind the (gender) gap! Student-staff partnership as 'sites of resistance' against patriarchal norms in higher education' (paper)</p> <p>Research exploring student-staff partnership increasingly finds it is one approach to student engagement that promotes the inclusion of diverse and often marginalised voices. To what extent is this inclusivity reflected in partnership scholarship? This session will share and discuss empirical results speaking to gender equity through partnership in higher education.</p> <p>Tim Herrick (University of Sheffield) - ' Student Observation of Teaching: engaging students in professional practice' (paper)</p> <p>This session reflects on a Student Observation of Teaching scheme run at the University of Sheffield, where students from one discipline engaged in dialogue about teaching with staff from another subject area. The positive relationships that were fostered facilitated changed perceptions about learning, teaching, and the value of student engagement.</p>
<p>Empowering students in partnership</p>	<p>Kirsten Hardie (Arts University Bournemouth) - ' For the Love of Graphics: opportunities and risks in student-staff project collaboration.' (paper)</p> <p>This paper considers the value of student-staff partnership in relation to collaborative student-led extra-curricular activities that enhance and advance learning. It considers how graphic design students' co-curation of a public exhibition of international designers' work involved opportunities and risks for students and staff and how an important learning experience for all was assured.</p> <p>Amy Kyte (University of Derby) - ' Celebrating Success – working with students to build an inclusive community of success ' (paper)</p> <p>Our Celebrate Success strategy aims to promote a sense of community at our HEI by creating an inspiring and celebratory atmosphere. This presentation will describe how we've worked with students to implement the strategy, as well as discussing impact and next steps.</p>

<p>Student transitions and belonging</p>	<p>Tim Mulroy, Monika Foster and David Morely (Sheffield Hallam University) - ' Co-creating enhanced transitions: engaging students in developing social media supported transitions to the university. ' (paper)</p> <p>This presentation will share the outcomes of a cross-institutional and cross-subject project, in which students on Engineering and Business programmes became co-creators of enhanced transitions to University. Through an online questionnaire and focus groups, a range of online initiatives to create an online student community were identified, and successfully implemented.</p> <p>Mark O'Hara, Helen Egan, Juliette Gaunt and Michael Mantzios (Birmingham City University) - ' Resilience is not the whole story: a study of student dispositions and outcomes' (paper)</p> <p>Students' dispositions can influence their capacity to transition into university. Data was collected from students on a number of traits. Results indicated that self-compassion was the strongest predictor of student success ahead of other personality constructs. This paper will outline the findings and set out joint staff-student interventions planned in response.</p>
<p>Conceptualising student engagement</p>	<p>Igor Ahmedov and Stuart Sims (University of Winchester) - ' Performative Consumers? Re-evaluating student engagement priorities through a lens of student academic freedom.' (paper)</p> <p>This presentation seeks to challenge underlying assumptions around the purpose and meaning of student engagement. In partnership, survey data was collected and analysed through a lens of performativity and consumerism. Key findings include a disparity between the perceptions of staff and students, and a multiplicity of definitions of engagement emerged.</p> <p>Jennifer Scoles and Mark Huxham (University of Edinburgh) - ' "The mutual appreciation society": Exploring how collegiality is enacted in a student and staff professional development partnership' (paper)</p> <p>This paper delves deeper into how collegiality, as opposed to collaboration, is enacted in practice through a student and staff professional development partnership. Research findings from an innovative project, 'Students as Colleagues in the Review of Teaching Practices' illuminate how radical collegiality can be genuinely achieved in an HE institution.</p>

## Parallel Sessions - Thursday 6<sup>th</sup> September

10:30 – 11:30	Parallel Session 4
Student voice mechanisms	<p>Catherine Bovill and Jenny Scoles (University of Edinburgh) - 'Enhancing student and staff engagement through informal coffee conversations' (paper)            In this paper we present the 'Coffee and cake conversations' initiative at the University of Edinburgh, which supports informal conversations about learning and teaching between students and staff from the same discipline. We discuss the rationale behind the scheme and findings from this work.</p> <p>Nicky Conway (University of Loughborough Students' Union) - 'Whose process is it anyway? Working in partnership to review and refine Student Staff Liaison Committees.' (pecha kucha)            Are staff and students truly engaged in the Rep system? How can we evidence that Student Staff Liaison Committees are having a timely positive impact on the student experience? How can we make the process less stressful and possibly even enjoyable for all involved? This short presentation will explain how we took the lead on reviewing and refining SSLCs.</p>
Student-staff partnerships	<p>Mick Healey and Ruth Healey (Healey HE Consultants and University of Gloucestershire) - 'It depends': Exploring the context-dependent nature of students as partners practices and policies ' (paper)            We argue that we cannot begin to understand processes and outcomes of specific partnerships without taking account of the context in which they operate. This argument has implications for how we design and report SaP practices, policies and findings. Understanding context is critical if we are to celebrate student engagement.</p> <p>Maria Kambouri-Danos (University of Reading) - 'Engaging Students in Curriculum Design and Development: Co-creating a new module' (paper)            The aim of the project was to develop a new BA module. Staff and students worked in close partnership, which helped to go beyond feedback and actively engage students in the process. This encouraged the development of a meaningful module with an effective assessment design and clear assessment criteria.</p>



<p>Internationalisation</p>	<p>Aine Doherty and Niamh Bonner (Institute of Technology Sligo, Ireland) - 'Inspiring Engagement between Academics, International and Native Students through an Event Management Module' (paper)</p> <p>This paper examines how an event management module encouraged engagement and integration between Irish and International students. Students choose and run their own off-campus event while mentored by their lecturer. The researchers, an academic and a student who completed the module, will present their learning on the engagement between stakeholders.</p> <p>Deborah O'Connor, Esa Barlund, Clare Maguire, Claire Hamshire, Rachel Forsyth (Manchester Metropolitan University) - 'Taking the next step to walking INSTEP: INternationalising STudent Education in Physiotherapy.' (paper)</p> <p>This paper presents the results of an extended collaborative partnership between three European universities. One UK based student will present their experience of using shared learning resources and collaborative student led working to enhance and develop student engagement. Staff perspectives will be considered and lessons learnt will be explored.</p>
<p>Learning in groups</p>	<p>Genevieve Currie and Lisa Semple (Mount Royal University, Canada) - '“It stretched my mind”: Student Engagement Through an Innovative Interprofessional Learning Activity' (paper)</p> <p>An interprofessional education learning activity designed to enhance engagement and collaboration was introduced to undergraduate students. A descriptive study assessed student learning. Data revealed themes connected to peer teaching, communication, and discovering a “bigger picture”. This presentation will describe a fun and engaging activity. Research findings will be highlighted.</p> <p>Jane McNeil, Michaela Borg, Tony Churchill (Nottingham Trent University) 'SCALE-UP: It's fun, but you can't hide' Adoption of the active learning approach SCALE-UP has grown significantly at NTU, with over two hundred academics using it. This session reports on evaluation of the effect of this expansion for student engagement. To paraphrase students: it's enjoyable, but you have to engage, even when you don't feel like it!</p>

<p>Student spaces and communities</p>	<p>Avril Gray (Edinburgh Napier University) - ' Cross Campus Shared Reading – When A Student-led Project ' (paper)                  tbc</p> <p>Eleanor Rosario, Peter Grabowski, Marie Evans, Conal Gallagher, Tanveer Rob, Nupur Chowdhury, Matthew Rowe-L'Abbée, Rabiah Ansar, Sharon Oliver (University of Sheffield) - ' How do spaces for learning and teaching impact upon the achievement of small group learning outcomes?' (paper)</p> <p>Results of a survey sent to the Faculty student body and analysis of focus group transcripts resulted in three recommendations. The implementation of these by the Faculty, and potentially the wider university, has the potential to improve the student small group learning experience and facilitate the achievement of learning outcomes.</p>
<p>Digital strategies to enhance engagement</p>	<p>Lynn Ramsey, Deena Ingham, Jimmy Mc Govern, Mary O'Shea (Letterkenny Institute of Technology) - ' Teaching and Learning Champions: Student Engagement in Leadership Development for Higher Education Managers' (workshop)</p> <p>Teaching and Learning Champions is a blended mentoring programme funded by the National Forum for the Enhancement of Teaching and Learning which provide a case study on student engagement across Irish higher education institutions. Workshop participants will contribute to project evaluation of the opportunity, quality and effectiveness of student engagement.</p>

## Parallel Sessions - Thursday 6<sup>th</sup> September

14:15 – 15:15	Parallel Session 5
Peer-supported learning	<p>Jonathan Cole, Jessica Wilson and Rachel Wong (Queens University Belfast) - ' Establishing a successful PAL scheme' (pecha kucha)            This talk describes the establishment of a peer-assisted learning scheme for first-year engineering students. It discusses the choice of mentors, their training, advertising of the scheme, and session format and setting. It considers the success or otherwise of the scheme through mentee feedback and development and highlights benefits for mentors.</p> <p>Cathy Minett-Smith (University of Bedfordshire) - 'Peer Assisted Learning: A vehicle for embedding Achievement Dialogues' (paper)            This workshop considers the experience of embedding achievement and feedback dialogues in a Peer Assisted Learning (PAL) context. The session will be co-delivered with student PAL leaders to highlight the impact of the student voice in exploring feedback goals with their peers as a means to improve engagement with feedback.</p> <p>Jonathan Squirrell and Claire Castles (University of Hull) - ' Engaging with student feedback: The Evolution of a Peer Support Scheme' (pecha kucha)            tbc</p>
Student-staff partnerships	<p>Irina Niculescu, Roger Rees, Naomi Winstone and Simran Nagpal (University of Surrey) - ' New experts in the academy ' (workshop)</p> <p>Drawing upon a variety of co-design projects, from the University of Surrey, such as developing a feedback portfolio, a student app and also designing research workshops, this session will explore challenges and opportunities associated with this approach. We will also identify different models of collaboration and implications for enhancing engagement in partnerships.</p>
Co-creation of learning and teaching	<p>Sarah-Jane Crowson, Victoria Powell and the HCA re_fabricate community of practice (Hereford College of Arts) - ' Re_fabricate: collaborative teaching and learning events co-designed by staff, students and the external community' (workshop)</p> <p>Re-fabricate was a pilot project at Hereford College of Arts which aimed to bring creative minds together to collaborate and co-develop and deliver workshop sessions which combined theoretical and practical elements. Those involved included students, staff and members of the wider creative community.</p>

<p>Student Voice Mechanisms</p>	<p>Helen Parkin and Emma Heron (Sheffield Hallam University) - ' Using Innovative Methodologies to Listen to the Student Voice and Stimulate Change' (paper)          This paper presents two innovative approaches: 1) the Listening Rooms project, which aimed to understand issues pertinent to BAME students, with a view to understanding 'student experience' and enhancing retention and achievement; and 2) a Round Table Analysis, which involved BAME students as key stakeholders alongside senior staff, empowering them to take some ownership of data and become agents of change.</p> <p>Caroline Heaton (Sheffield Hallam University) - 'The Class of 2020: shaping the student experience' (paper)          Class of 2020 offers students the opportunity to drive research into their experience over time. Alongside themed workshops and meetings with key university decision-makers, students can access additional opportunities for academic development. The scheme is helping to shape the student engagement agenda, and challenge long-held assumptions.</p>
<p>Empowering students in partnership</p>	<p>Becky Lees and Carol Ann Giffin (University of Chester) - ' Students as Recruiters: Engaging students in the recruitment process of staff at the University of Chester ' (paper)          The Students as Recruiters initiative is a proactive, innovative approach to engaging students in the recruitment process of prospective staff wanting to join the University. Students are fully trained and supported by Human Resources to play an active role in teaching sessions, presentation panels and interviews.</p> <p>Peggy Murphy, Annie Lonsdale and Victoria Seddon (University of Chester) - ' Working together for a warmer welcome, to keep our wards and communities staffed!' (paper)          tbc</p>
<p>Digital Strategies to enhance engagement</p>	<p>Wayne Gibbons (Galway-Mayo Institute of Technology) - ' Piloting Digital Open Badges with Engineering Students' (Workshop)          In this workshop, the “what?” and “why?” of open badges will be presented in the context of a doctoral study into engagement and motivation in higher education. In this session you will also see the software used to design, issue and receive open badges. Attendees will design their own badge.</p>

<p>Conceptualising student engagement</p>	<p>Roseanna Bourke (Massey University, New Zealand) - ' Nuanced practices of student-staff partnership in HE' (Paper)          Partnership in HE is a euphemism for a myriad of activities, and requires the underpinning agenda to be exposed. Drawing on a systematic review of the literature (2010–2016) on student-staff partnership initiatives in HE, and of the emerging practices across one university in New Zealand, a partnership framework is presented.</p> <p>Lisa Nowak (University of Edinburgh) - ' Generics as a Barrier to Student Engagement' (paper)          In this talk I explore how the language we use to talk about students and student engagement initiatives can sometimes convey problematic assumptions, and thus constitute a barrier to engagement and collaboration. I will then outline how we should revise our language in light of this.</p>
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## Parallel Sessions - Thursday 6<sup>th</sup> September

15:30 - 16:30	Parallel Session 6
<p>Student engagement in assessment</p>	<p>John Buglear (Nottingham Trent University) - ' The Desperate, the Dilatory and the Dishonest: Reflections on the What, How, Who and Why of Academic Misconduct, and what it tells us about student engagement.' (paper)                      Using his experience of over 100 academic misconduct adjudications, the author analysed patterns of misconduct. From this and reflections on the nature of these episodes, he explores the implications for assessment design in terms of balancing integrity and security of process with engaging rather than alienating student experience of assessment.</p> <p>Kay Sambell (Edinburgh Napier University) - ' Assessment for learning in HE: towards student engagement in assessment and feedback processes' (paper)                      This paper focuses on the theoretical premise of responsibility-sharing in relation to students' engagement in assessment and feedback processes. Selected case studies will be presented; these link to recent developments in the assessment for learning literature. Key findings based on participating students' viewpoints will be highlighted and the implications for future practice developments will be considered.</p>
<p>Employability</p>	<p>Tom Lowe (University of Winchester) - ' Lost in Translation: An exploration of student perceptions of employability skills gained in Higher Education and the impact of a translation exercise to raise awareness, aspiration and adaptability.' (paper)                      This paper will report on the findings of an evaluation that explored an alternative to longer interventions in students' journeys for employability reasons and instead will explore how a short collaborative translation conversation surrounding established discipline specific skills can unlock flexibility for future careers.</p> <p>Ruth O'Riordan (University of Dundee) - ' Measuring the engagement with, and impact of, optional credit bearing careers education across the disciplines – are we preaching to the converted?' (paper)                      Student feedback indicates how much they enjoy credit bearing careers education but does it make any difference to graduate outcomes? This presentation will showcase our ground breaking research which proves the positive impact that careers education has upon graduate success alongside illustrating the motivations of students for choosing such learning.</p>

<p>Student-led research</p>	<p>Emma Heron, Connor Pearson and Charlotte Dillon-Hearne (Sheffield Hallam University) - 'Learner Voices and the Art of Listening' (Paper)                  Using an innovative research method (Listening Rooms), undergraduates worked alongside academics on an outreach project exploring pupils' views about higher education. This paper highlights the importance of 'learner voice' evidenced firstly through the undergraduates' own experiences of the project (student voice) and secondly through their interpretation of the project findings (pupil voice).</p> <p>Helen Kay and Ruth Squire (Sheffield Hallam University) - 'Participants' reflections and perceptions of student-led focus groups' (paper)                  What do students feel about giving their opinions in focus groups? How do adaptations like using peer researchers, friendship groups or tasks affect the experience? Using interview and survey data from student participants, we explore the potential benefits and pitfalls of using focus groups to access an 'authentic' student voice.</p>
<p>Group learning</p>	<p>Eren Bilgen (University of Birmingham) - 'The role of peer-led activities and student-staff collaboration in enhancing the postgraduate researcher development' (paper)                  This presentation will focus on how informal learning opportunities can have a positive impact on the development and wellbeing of postgraduate researchers (PGR) while supporting them in their identity negotiations. Based on examples from our peer-led engagement initiatives and student-staff collaborative projects, I will discuss how fostering a sense of community among PGRs can enhance the overall PGR experience.</p> <p>Niamh Gallagher (Institute of Technology Sligo, Ireland) - 'Embedding action research into a professional module in an undergraduate Early Childhood Care and Education Programme- the key to engaging students in their learning about research methods and processes?' (Paper)                  This paper describes how an action-research project was used to engage students of Early Childhood Education and Care in their learning throughout a professional module about supporting children in educational transitions. It will describe the pedagogical approach undertaken and how it facilitated behavioural, emotional and cognitive engagement of students.</p>

<p>Empowering students through digital storytelling</p>	<p>Paddy Turner, Oksana Fedotova, Geir Laingen, Jack Humpherson, Joanna Kalinska (Sheffield Hallam University) - ' Student-produced audio-visual resources: engaging with the discipline, the self and the world through visual storytelling' (Paper)</p> <p>This paper/screening discusses a staff/student initiative which introduced themes of social exclusion/inclusive practice by making it the creative brief for student animations. The screened animations and subsequent evaluations will show scope for embedding inclusive practice into creative media modules, and that barriers to students' engagement with socially-important topics do exist.</p> <p>Andy Young and Mark Shenton (Sheffield Hallam University) - ' Collaborating with students beyond registration' (pecha kucha)</p> <p>An alliance is an arrangement between two or more parties for a common purpose. Our Pecha Kucha considers a learning alliance beyond registration, and partnerships for public health and wellbeing. Huge Future is a new online platform focusing on community projects, which are bringing people together for social good.</p>
<p>Student-staff partnerships</p>	<p>Susan Jones, Sam Giove, Philip Goulding, Eloise Hill-Crane, Emma Harrison and Jessica Talbot (Sheffield Hallam University) - ' Staff and students working in partnership to develop a good practice model. Enhancing engagement and ensuring the impact of academic and professional support. ' (workshop)</p> <p>tbc</p>



## Parallel Sessions - Friday 7<sup>th</sup> September

10:45 – 11:45	Parallel Session 7
Student life and belonging	<p>Johan Groenewald (Stellenbosch University, South Africa) - ' Exploring the optimal role of residence heads in promoting student success: an institutional case study' (paper)            Out-of-class environments and experiences significantly contribute to student success. Having developed a student success level framework, this study suggests the theoretical understanding and educational skills set residence heads would require. The student engagement student success level in residences is critical and residence heads requires facilitation skills in collaborating with students.</p> <p>Benita van Zyl, Fourie-Malherbe and M&amp;Dunn-Coetzee (Stellenbosch University, South Africa) - ' Promoting student engagement among commuter students: a South African case study' (paper)            This paper focuses on engagement among commuter students by presenting an innovative strategy adopted by a South African university to address their needs and enhance their engagement. The study found that this strategy promotes social interaction in the co-curricular environment and could ultimately contribute to student success and development.</p>
Student-led research	<p>Maksymilian Karczmar (Cardiff University) - ' Neutral Student Voice Interventions' (paper)            What did the 2017 National Student Survey results really mean? During welcome back sessions this year, we asked final year students detailed questions in lower scoring areas. This involved in-class polls and running focus groups to discuss further. This session will explore the process, findings and lessons learned.</p> <p>Jill LeBihan (Sheffield Hallam University) - tbc (short workshop)            tbc</p>

<p>Student engagement in assessment</p>	<p>Guy Ainsley (University of Loughborough) - ' Embracing tactical learning ' (pecha kucha)        Most students are tactical learners – they adjust the curriculum to best match their immediate needs and objectives. Adjust too much, or in an unbalanced way, then learning and teaching fails. Teachers can use tactical, proactive, measurable techniques to optimise this behaviour so maintaining student engagement and learning balance.</p> <p>Rita Balestrini (University of Reading) - ' From sharing the 'secrets' to working with students as partners. Enhancing the process of assessing writing and speaking skills in foreign language learning' (pecha kucha)        Rubrics are meant to provide transparency in assessment. However, their use to evaluate complex performance is problematic. I will summarise a T&amp;L project that aimed to enhance the process of assessing foreign language skills by increasing students' understanding of rubrics and by working with students to implement changes.</p> <p>Gareth Bramley (University of Sheffield) - ' No person is an island': a staff-student collaborative research project on group assessment as a mode of assessment' (paper)        This presentation focuses on a case study at the University of Sheffield where a body of students and a member of staff worked together to assess the impact of group assessment on student experience. This presentation focuses on aspects such as building group relationships, the anxiety of being assessed as part of a group and the benefits of well-planned and engaging group assessments.</p>
<p>Differential experience</p>	<p>Sabine Little and Tess Spence (University of Sheffield) - ' What do students need to “succeed”?' (Paper)        What are students' views on what the university should know about them, and to what extent this knowledge might help students to “succeed” (and what does success mean? This session outlines work completed by a group of Faculty-employed students working on learning and teaching development at the University of Sheffield.</p> <p>Miriam Miller, Jude Anderson, George Bunn, Jasmine Catlow, Annie Harpham-Brown, Sonia Kahn and Natalia Mole (University of Sheffield) - ' Accessibility issues in a participatory action research project.' (paper)        We used a Participatory Action Research approach to explore the support services offered to students with specific learning difficulties, mental health and/or autism spectrum conditions. This paper explores some of the tensions around making the project fully accessible, and the institutional practices and policies that acted as barriers to this.</p>
<p>Student-staff partnerships</p>	<p>Lucy Mercer-Mapstone and Kelly Matthews (University of Queensland, Australia) - ' How do you introduce the idea of student-staff partnerships? Five 'entry point' narratives for inviting newcomers into partnership' (workshop)        How do we frame student-staff partnership in ways that invite new colleagues to adopt partnership practices? We will share, workshop, and tailor five 'entry point' narratives designed to equip participants to engage diverse audiences in dialogue around student-staff partnership to grow partnership communities within and beyond their own universities.</p>

Digital technology and social media	<p>Chris Meadows, Malgorzata Szalega and Stephen Powell (Manchester Metropolitan University) - ' Tracing learning: student centred pathways' (paper) tbc</p> <p>Cormac Quigley and Etain Kiely (Galway-Mayo Institute of Technology) - ' Harnessing Student Engagement Data for a Holistic Personalised Feedback Cycle' (paper)</p> <p>This research details the creation of an automated, personalised, holistic feedback system for large cohorts of third level students based on ongoing data harnessed from VLE and classroom interactions. It describes the algorithms used to transform this data before individualised distribution to students. Student responses to feedback are also examined.</p>
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## Parallel Sessions - Friday 7<sup>th</sup> September

12:00 – 13:00	Parallel Session 8
Digital technology and social media	<p>Tom Lowe (University of Winchester) - ' Putting the Student Participation Map into Practice: A report from the University of Winchester's Get Involved project to holistically increase student engagement across departments.' (paper)                      In 2017, the Centre for Student Engagement at Winchester began putting the theory of the Student Participation Map into practice by creating a 'Signposting Service for Student Opportunities'. This paper will give an overview of the Get Involved Project from conceptualisation through to operation.</p> <p>Amy O'Sullivan and Emily Stow (University of Lincoln Students' Union) - ' Designing Academic Opportunities for Students' (paper)                      The University of Lincoln Students' Union aim to share and reflect on best practice around forming a true partnership between the University and the Students' Union with regards to facilitating an effective student engagement structure; specifically, the portfolio of 'Academic Opportunities' and how their online management system (SUMS) shapes them</p>
Differential experiences	<p>Jane Bryan (University of Warwick) - ' Helping the 'hard to reach' student: how and why the Scholarship Development Programme was established at the Warwick Law School ' (pecha kucha)                      The challenges and successes of the Warwick Law School's attempt to offer additional support to undergraduates through an intensive one-term programme offered to students who left their first or second year of study with a lower second class average or below.</p> <p>Kate Watkins and John Balfour (University of Leeds) - ' Institution-wide collaboration to understand why students fail to engage in employability initiatives ' (paper)                      An original, data-driven approach to employability is explored in this paper, with contributions from student scholars alongside academics and professional development staff. Leeds University's Employability Non-Engagement Data (ENED) project is an innovative multi-Faculty examination of student non-engagement in employability initiatives, such as study abroad, or professional industry placements.</p>

<p>Student-staff partnerships A</p>	<p>Evelyn Andrada Mantoiu, Nicholas Grindle, Fiona Wilkie, Jacob Rix, Joseph Cook, George Hadjipavlis, Saiful Islam and Kshipra Kulkarni (University College London) - ' Promoting research based learning and engagement with external audiences through the use of portfolios' (Paper)                  This paper describes a student-led project initiated to explore the concept of 'showcase portfolios' and their role in research-based education. We will also describe what happened when our university took the decision to use CampusPress as its blogging platform, and what impact we are able to have in introducing it both to the student population but also to the taught curriculum.</p> <p>Jenny Marie, Abbie King, Sandra Lusk and Fiona Wilkie (University College London) - ' What aspects of research-based education are most likely to be developed through student-staff partnership projects?' (paper)                  This talk will present analysis of staff-student partnership projects submitted for funding by the aspect of research-based education they aim to develop and by who initiated them. We will consider why any differences exist and suggest methods to address low application numbers by student- and/or staff-initiated projects in particular areas.</p>
<p>Student-staff partnerships B</p>	<p>Nichola Cadet, Teri-Lisa Griffiths and Tanya Miles-Berry (Sheffield Hallam University) - ' Utilising student strengths to enhance programme delivery' (workshop)                  This interactive workshop, delivered jointly between students and staff, utilises 'speed dating' to hear about the Criminology approach to academic skills; research skills; graduate skills. We adopt strengths based approaches to enhance student engagement from extended induction, development of crimPAL scheme and student research interns, all of which enhance staff-student collaboration.</p>

<p>Employability and work placements</p>	<p>Siobhan Devlin and Gary Unthank (University of Sunderland) - ' "Every keystroke opens up a possibility for disaster"' (pecha kucha)                  Final year Computer Science students prepared for secondary school placements by presenting on the challenges of teaching the subject. This led to unexpected collaboration as they told us how our teaching at university had challenged their learning. Their feedback is now informing our staff development plans.</p> <p>Chelsea Long, Lauren Stone and Elizabeth Chitwood (Sheffield Hallam University) - ' Students and staff working together towards positive change: a Don't Stand By case study' (pecha kucha)                  Working in partnership with students, Sheffield Hallam created an online resource titled 'Don't Stand By.' This Pecha Kucha will present the logistics of creating the resource, with a significant focus on the experience of students working as Peer Educators who helped develop, promote, and grow the project and the impact this had on their employability.</p> <p>Jill Jackson and Elena Lenghorn (University of Worcester) - ' Collaboration: Captivating the Curriculum' (paper)                  Community based initiatives between PGCE Trainees and The Waterworks Museum, Hereford; a national Industrial Heritage Site, led to the design of contemporary curriculum teachers' packs using real life scenarios on global learning, human interaction and flooding. Reflections from the trainees and how this work is being extended will be considered.</p>
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