

RAISE

Researching, Advancing &
Inspiring Student Engagement

Annual Conference 2018

*Working better together:
collaborations in student engagement*



5th - 7th September 2018
Sheffield Hallam University

#RAISE18
@RAISE_network

**Sheffield
Hallam
University**

Welcome to RAISE 2018

The RAISE Committee offers a very warm welcome to RAISE18, which comes to Sheffield for the first time. The major theme of this conference is collaborations in Student Engagement, with a particular focus on mental wellbeing.

We all look forward to hearing about exciting new ideas and good policies and practices, so we can learn from each other in a space where all are welcome.



Welcome to Student delegates

Welcome to #RAISE18 - we hope you have a great time at the conference!



Alex and I are RAISE network's student committee members and will be around throughout the conference.

Please introduce yourself to us so we know who our fellow comrades are. We will be in the student zone on floor 2 every break at the very least.

Amarpreet (@lioness1992)



Alex (@alexarchbank)

This conference and RAISE are all about you, so please do get involved, share your thoughts and insights, and join in. Your input to RAISE activity is invaluable! If you have any questions or comments etc., we will be more than happy to hear from you. We hope to meet you soon.



Welcome to Sheffield Hallam University

[Sheffield Hallam](#) is the 7th largest University in the UK, with more than 30,000 students, over 4,000 members of staff, and a turnover of more than £266 million. We aim to be a leading applied university; achieving outstanding outcomes for our students and

our city, and showing the world what a university genuinely focused on transforming lives can achieve. We work in close partnership with Sheffield Hallam Students' Union, and are dedicated to the continuous improvement of the current and future learning experiences of our students. This is strengthened by placing the student voice at the heart of decision-making.

About RAISE

RAISE is a network of academics, practitioners, advisors and student representatives drawn from the Higher Education Sector who are working and/or interested in researching and promoting student engagement.

The Aims of RAISE are:

1. To come together for beneficial scholarly discussion, sharing ideas, and collaborative projects.
2. To involve and work with students in partnership
3. To promote and disseminate good practice
4. To influence policy and encourage focus and investment in SE
5. To create a bank of resources and share this openly
6. To facilitate communication among our members

This is delivered through organising an annual conference and events, running special interest groups, supporting our own journal and other publications, lobbying policy makers and funders and collaborating with other organisations and networks with allied interests.

For more information about RAISE:

Visit the RAISE website: <http://www.raise-network.com>

Follow us on twitter: @RAISEnetwork

e-mail: info@raise-network.com

Journal of Student Engagement in Higher Education



Student Engagement in Higher Education Journal is an international peer-reviewed journal publishing contributions dealing with student engagement in Higher Education from a disciplinary or multi-disciplinary perspective. We welcome submissions from those working and studying in Higher Education.

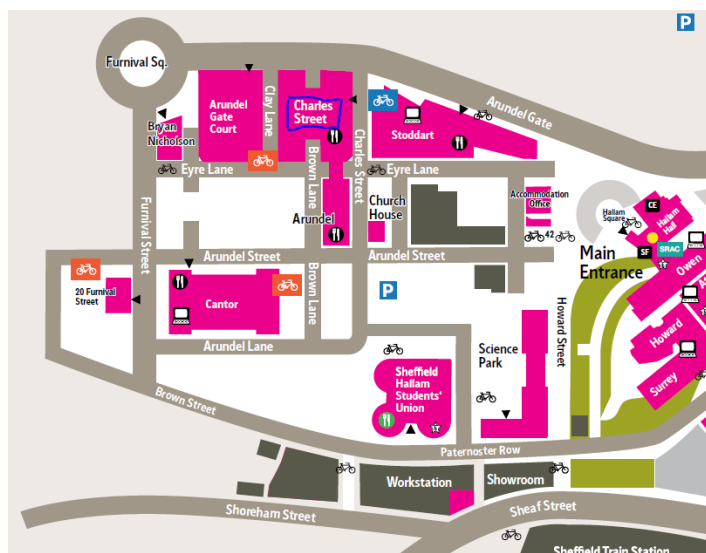
The focus of the journal reflects the focus of RAISE: research, theory, practice and policy about student engagement. We adopt a very broad definition of student engagement as this is a multi-construct. This includes all forms of work around student voice, student participation and students as partners.

You can find out more about how to publish in the journal at a special **workshop session on Friday morning at 9:30 in room 12.4.12**. We offer a mentoring service to previously unpublished authors, so please come along and discuss your ideas, or chat to Rachel Forsyth, Editor-in-Chief, at the conference.

If you are interested in acting as a Reviewer or Mentor, or member of the Editorial Board, please get in touch. Previous experience is not required, as induction and training are provided.

To contact the editors: sehej@raise-network.com

Conference Venue – [Charles Street Building](#)



The RAISE Conference will be taking place at Sheffield Hallam University's City Campus, Charles Street Building, 133 Charles Street, Sheffield, S1 2ND, which is situated in the heart of Sheffield city centre, facing Arundel Gate. All delegates will be required to register in the Charles Street Building.

Registration / Information Desk and Cloakroom

These are located in the Charles Street Building, on the ground floor. The registration and information desk will be open throughout the conference. You can leave luggage in Room 12.0.15 (key held at Registration Desk).

09:00 - 17:00 on Wednesday

09:00 - 17:00 on Thursday

08:30 - 16:00 on Friday

Refreshments will be provided during breaks, and at lunch-time. The Charles Street Deli is also open from 8.30 am.

Students wishing to meet up during the conference might like to head to the Student Zone, opposite Room 12.2.10 (2nd floor). Look for the orange posters.

Who to ask for help

Registration / information desk:	Charles Street Atrium (tel. 07391 380110)
Student Ambassadors:	Wearing blue t-shirts
Emergencies / Safety concerns:	Tel. 0114 225 2000 (Security)
IT problems:	Tel. 0114 225 3333 (IT)
Wi-Fi (SHU-Guest)	Username: raise Password: 81Z3sK7h



Conference Organiser:
Caroline Heaton 0114 225 4484



Conference Organiser:
Jill LeBihan 0114 225 5983

Special Interest Groups (SIGs)

Friday 7 Sept, 09.30-10.30

Come and join a SIG meeting at the RAISE conference; they bring together practitioners interested in specific aspects of student engagement.

Engaging Assessment *Room: 12.2.20*

Convenors: Paula O'Brien, Jagjeet Jutley-Neilson & Kiu Sum
How can we engage students in the journey of assessments?
#RAISEEngAssess



Inclusive Practice *Room: 12.3.16*

Convenor: Mark O'Hara
How can we make our practices inclusive? How can we best support the experiences & outcomes of increasingly diverse student populations?



Partnership *Room: 12.2.10*

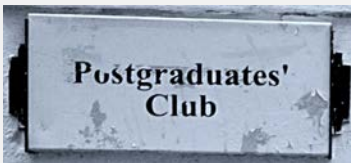
Convenors: Abbi Flint & Wendy Garner
What are the issues in engaging students as partners in learning & educational change? How can we address them? What best practices can we share?



Postgraduate & Professional Practice

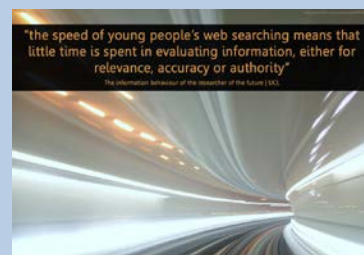
Room: 12.3.18

Convenor: Catherine Hayes
How can Higher Education impact on student engagement for postgraduate students? What best practices exist?



Research and Evaluation *Room: 12.4.17*

Convenors: Stuart Sims & Wilko Luebsen
How can we: plan student engagement strategies using evidence, evaluate student engagement initiatives & collaborate cross-institutionally to evaluate engagement?



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RAISE 18 Agenda at a glance

Wednesday 5th September

09:15 – 10:15	Registration and Refreshments
10:15 – 11:30	Introduction, Welcome, Keynote 1
11:30 – 12:00	Posters, Networking, and Refreshments
12:00 – 13:00	Parallel Session 1
13:00 – 14:00	Lunch
14:00 – 15:00	Parallel Session 2 (Comfort break at 15:00)
15:30 – 16:30	Parallel Session 3
16:30 – 18:00	Free Time
18:00 – 19:30	Wine Reception
19:30	Informal Social

Thursday 6th September

09:00 – 10:30	Annual General Meeting and Committee Elections Registration and Refreshments
10:30 – 11:30	Parallel Session 4
11:30 – 12:15	Posters, Networking, and Refreshments
12:15 – 13:15	Panel Discussion
13:15 – 14:15	Lunch
14:15 – 15:15	Parallel Session 5 (Comfort break at 15:15)
15:30 – 16:30	Parallel Session 6
16:30 – 18:30	Free Time / Social Run
18:30 – 21:30	Conference Dinner

Friday 7th September

08:30 – 09:30	Registration and Refreshments
09:30 – 10:30	Special Interest Groups and 'How to get Published' Workshop
10:45 – 11:45	Parallel Session 7 (Comfort break at 11.45)
12:00 – 13:00	Parallel Session 8
13:00 – 14:00	Lunch
14:00 – 15:00	Keynote 2
15:00 – 15:30	Awards, Details of Conference 2019
15:30	Close

RAISE 18 Day Schedule - Wednesday 5th September

09:15 - 10:15	Registration and Refreshments	Ground
10:15 - 11:30	Introduction, Welcome Keynote: Dr Jessica Riddell	12.0.06
11:30 - 12:00	Posters, Networking, and Refreshments	Ground
12:00 – 13:00 Parallel Session 1	Co-creation	12.2.10
	Employability and work placements	12.2.20
	Student-staff partnerships	12.4.12
	Internationalisation	12.3.16
	Student voice mechanisms	12.3.18
	Conceptualising student engagement	12.4.17
13:00 – 14:00	Lunch	Ground
14:00 – 15:00 Parallel Session 2	Peer-supported learning	12.3.18
	BME student experiences	12.2.10
	Empowering students in partnership	12.2.20
	Student-led research	12.4.12
	Student-staff partnerships	12.4.17
15:00 – 15:15	Brief Refreshment Break	12.3.17
15:30 – 16:30 Parallel Session 3	Using digital strategies to enhance engagement	12.4.17
	Co-creation of inclusive curricula	12.4.12
	Power Relationships	12.2.20
	Student transitions and belonging	12.3.16
	Conceptualising student engagement	12.3.18
16:30 – 18:00	Free Time	
18:00 – 19:30	Wine Reception	Ground
19:30	Informal Social	Devonshire Cat

RAISE 18 Day Schedule - Thursday 6th September

09:00 – 10:30	AGM and Committee Elections Registration and Refreshments	12.0.06 Ground
10:30 – 11:30 Parallel Session 4	Student voice mechanisms	12.4.19
	Student-staff partnerships	12.3.16
	Internationalisation	12.2.20
	Inter-professional collaboration	12.2.10
	Learning in groups	12.4.17
	Co-creation	12.4.12
11:30 – 12:15	Posters, Networking, and Refreshments	Ground
12:15 – 13:15	Panel Discussion Gaby Neher (RAISE Communications Officer) with: Alex Bols (Deputy CEO, GuildHE); Douglas Blackstock (CEO QAA); Amatey Doku (VP Higher Education, NUS); Rosie Tressler (CEO, Student Minds)	12.0.06
13:15 – 14:15	Lunch	Ground
14:15 – 15:15 Parallel Session 5	Student-staff partnerships	12.3.18
	Co-creation of learning and teaching	12.4.12
	Channelling Student Expertise	12.2.10
	Empowering students in partnership	12.2.20
	Digital Strategies to enhance engagement	12.4.19
	Conceptualising student engagement	12.4.17
15:15 – 15:30	Brief Refreshment Break	12.3.17
15:30 – 16:30 Parallel Session 6	Student engagement in assessment	12.3.18
	Employability	12.2.10
	Student-led research	12.4.17
	Group learning	12.3.16
	Empowering students through digital storytelling	12.2.20
	Student-staff partnerships	12.4.12
16:30 – 18:30	Free Time (Social Run at 5pm)	
18:30 – 21:30	Conference Dinner	Hallam Hall

RAISE 18 Day Schedule - Friday 7th September

08:30 – 09:30	Registration and Refreshments	Ground
09:30 – 10:30	Special Interest Groups: Partnership Engaging Assessment Inclusive Practice Postgraduate and Professional Practice Research and Evaluation 'How to get Published' Workshop	12.2.10 12.2.20 12.3.16 12.3.18 12.4.17 12.4.12
10:45 – 11:45 Parallel Session 7	Student life and belonging Student-led research Student engagement in assessment Differential experiences Student-staff partnerships Utilising student engagement data	12.2.10 12.2.20 12.3.16 12.3.18 12.4.12 12.4.17
11:45 – 12:00	Brief Refreshment Break	Ground
12:00 – 13:00 Parallel Session 8	Digital technology and social media Differential experiences Staff-student partnerships A Employability and work placements Staff-student partnerships B	12.2.10 12.2.20 12.3.16 12.3.18 12.4.12
13:00 – 14:00	Lunch	Ground
14:00 – 15:00	Keynote 2 (Dr Amani Bell)	12.0.06
15:00 – 15:30	Awards, Details of Conference 2019	12.0.06
15:30	Close	

Keynote Speakers



[Dr. Jessica Riddell](#) is the inaugural Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence at Bishop's University, Canada. She explores innovative teaching and learning practices, creates mentorship opportunities for students and faculty, mobilizes knowledge around learning in higher education (with a particular focus on the humanities), enhances professional development initiatives for her colleagues, and participates in a range of consultations at national and international levels. She is the VP Canada on the Board of ISSoTL (International Society for the Scholarship of Teaching and Learning) and a Board member for the 3M National Executive Council. Dr Riddell is the faculty columnist of *University Affairs* and her articles appear in a series called "Adventures in Academe." She is also an Associate Professor and the Chair of the English Department at Bishop's University, as well as the Chair of the Teaching and Learning Centre. She has published on experiential learning in the humanities, using legal trials as models of undergraduate inquiry, and how we change institutional cultures to support scholarly teaching. She is writing a book with two colleagues on teaching Shakespeare in the 21st century. You can find Dr Riddell on Twitter [@DrJRiddell](#).

Dr Riddell will speak on Critical Hope and Student Partnerships: Adventures in Curiosity-Driven Approaches to Learning



[Dr. Amani Bell](#) is Senior Lecturer, Educational Innovation, and Honorary Senior Lecturer in the Sydney School of Education and Social Work at the University of Sydney. She leads programs that focus on enhancing student experience and success, such as the Widening Participation Network, the Sydney Educational Fellowship Program, and an Introduction to Teaching at Sydney. Her research takes a participatory approach to exploring the challenges and opportunities of higher education. Her current research focuses on students and staff working in partnership to widen participation in, and enhance, university education. She is the lead editor of the recently published book, *Understanding Experiences of First Generation University Students: Culturally Responsive and Sustaining Methodologies* (Bloomsbury 2018). You can find Dr Bell on Twitter [@AmaniBell](#).

Dr Bell will speak on Collaborative approaches to understanding the experiences of first generation students through culturally responsive approaches

Panel Speakers



[Douglas Blackstock](#) has been QAA's Chief Executive since October 2015. His work includes leading QAA's contribution to the current changes to the policy, regulatory and quality landscape in England and across the UK, and the Agency's role in developing the Teaching Excellence Framework alongside other sector partners. Douglas joined QAA in 2002 as Director of Administration, and has subsequently held the roles of Director of Resources and Chief Operating Officer and was QAA's Company Secretary from 2002 to 2016. He led QAA's work on student engagement for a number of years, and was a member of the NUS & UUK-led Student Charter Group and the subsequent Framework for Partnership Group. He is active in the European Association for Quality Assurance in Higher Education (ENQA), and chaired the ENQA Staff Development Group. He is a graduate in Public Administration from what is now Glasgow Caledonian University. You can find Douglas on Twitter [@black_dug](#)



[Alex Bols](#) is Deputy Chief Executive of GuildHE – one of the officially recognized representative bodies in UK higher education, having previously been Executive Director of the 1994 Group, Head of Higher Education and Assistant Director (Research) at NUS and Secretary General of the European Students' Union, he has also worked at Universities UK. He is Chair of Governors at Vittoria Primary School, on the Board of the University College of Osteopathy and the Bridge Satellite School and is currently doing his Doctor of Education on student representation at UCL's Institute of Education. He sits on various sector-wide groups including as a member of UK-wide Standing Committee on Quality Assessment, HEFCW's Quality Assessment Committee, the Home Office's Education Sector Forum and observing the QAA and AdvanceHE Boards. You can find Alex on Twitter [@alexbols](#)



[Amatey Doku](#) is the current Vice President Higher Education and Deputy President of the National Union of Students. Before taking up this position, Amatey had served for a year as President of Cambridge University Students' Union, where he was a Trustee of the University of Cambridge, as well as Chair of the Board of Trustees of the Students' Union. Amatey graduated in 2016 with a BA in Human, Social and Political Sciences, specialising in Sociology. His dissertation, titled "Is Oxbridge Institutionally Racist?" focused on institutional racism across the HE sector using Cambridge as a major case study. He studied at Jesus College Cambridge and was heavily involved in student representation, elected first as the independent College Council student representative before being elected as President of the Jesus College Students' Union. As Vice President for Higher Education, Amatey will be leading work on tackling institutional racism across the HE Sector, taking a lead on the NUS's anti-Brexit strategy and working to embed student representation alongside the implementation of the HE reforms. You can find Amatey on Twitter @AmateyDoku



[Rosie Tressler](#) is the Chief Executive at Student Minds, the UK's student mental health charity. Student Minds deliver a range of programmes to empower students with the knowledge, confidence and skills to look after their own mental health and support others. Rosie and the Student Minds team have worked with over 120 universities to support a range of student-led peer support groups, anti-stigma campaigns and workshops to equip students to support friends, as well as working on national initiatives such as University Mental Health Day. Rosie has been working on student wellbeing for several years, initially as Equal Opportunities and Welfare Officer at the University of Nottingham Students' Union, followed by various roles at Student Minds managing volunteering, campaigns and relationships, before becoming the charity's Chief Executive Officer in 2015. In 2017, Student Minds took part in the Universities UK led programme to develop a strategic framework, 'Step Change', aiming to encourage universities to take a 'whole-university approach' to student wellbeing, and will be leading the development of the University Mental Health Charter which will be co-produced with students and the sector. You can find Rosie on Twitter @rosietressler

Parallel session presenters

This year's conference includes contributions from over 50 institutions, from more than 100 presenters. As well as presenters from the UK, we are delighted to welcome staff and students from Ireland, Sweden, South Africa, Canada, Australia, and New Zealand.

Social Activities

Wine Reception (18:00, Wednesday 5th September)



Ground floor, Charles Street

All welcome

Informal Social (19:30, Wednesday 5th September)

The Devonshire Cat

49 Wellington Street, S1 4HG

<http://www.devonshirecat.co.uk/>

All welcome. Meals available



DEVONSHIRE CAT
ABBEYDALE BREWERY

Social Run or Walk (17:00, Thursday 6th September)



Meet in Charles Street (ground floor)

Run leaders: Gaby Neher and Gini Hutton

Stroll leader: Jill LeBihan

(Showers available in Charles Street)

Conference Dinner (18:30, Thursday 6th September)

Hallam View (6th floor, Owen Building, Hallam Square)

Please bring your badge, which indicates that you have booked a place at the conference dinner. You can then collect a card with your name on, which indicates your menu choices.



Parallel Sessions - Wednesday 5th September

12:00 – 13:00	Parallel Session 1	Room / Chair
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)</p> <p>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>	12.2.10 (Amy Kyte)
	<p>Megan Jones (Sheffield Hallam University) - ' A Student Researchers Reflection on Collaborations, Research and the Student Experience.' (pecha kucha)</p> <p>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>	
Student voice mechanisms	<p>Lindsay Isaacs and Megan Brown (SPARQS) - ' Monitoring the Diversity of Course Reps' (workshop)</p> <p>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>	12.3.18 (Deena Ingham)

Parallel Sessions - Wednesday 5th September

12:00 – 13:00	Parallel Session 1	Room / Chair
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)</p> <p>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>	12.2.20 (Kirsten Hardie)
	<p>Lata Narayanaswamy (University of Leeds) - 'Exploring research partnerships with development NGOs to enhance student skill-building and future employability' (pecha kucha)</p> <p>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>	

Parallel Sessions - Wednesday 5th September

12:00 – 13:00	Parallel Session 1	Room / Chair
Student-staff partnerships	<p>Kate Dunstone and Elle Simms (Manchester Metropolitan University) - 'Shaping Collaboration: Understanding Student/Staff Collaborations Through Visualisation' (workshop)</p> <p>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>	12.4.12 (Rachel Murray)
Internationalisation	<p>Elisabeth Wilding and HiuiQi Yeo (University of Reading) - 'The International Student Food Project' (paper)</p> <p>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)</p> <p>"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>	12.3.16 (Gabriele Neher)

Parallel Sessions - Wednesday 5th September

12:00 – 13:00	Parallel Session 1	Room / Chair
<p>Conceptualising student engagement</p>	<p>Daniel Bishop (University of Lincoln) - 'Conceptualising the Student-University relationship within a UK higher education university' (paper)</p> <p>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>12.4.17 (Gini Hutton)</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)</p> <p>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>	
	<p>Kit Lawrence and Nicola Grayson (University of Manchester) - 'The Role of Students as Partners in the Co-creation of Learning Resources' (pecha kucha)</p> <p>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>	

Parallel Sessions - Wednesday 5th September

14:15 – 15:15	Parallel Session 2	Room / Chair
Peer-supported learning	<p>Joakim Malm (Lund University, Sweden) - 'Empowering students and helping them experience success' (paper)</p> <p>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>	12.3.18 (Jenny Marie)
	<p>Olu Popoola and Gareth Woods (Aston University) - 'A comparison of writing and maths mentor schemes' (paper)</p> <p>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>	
BAME student experiences	<p>Hannah Goddard and Richard Stewart (The Student Engagement Partnership (TSEP)) - ' Addressing the attainment gap through inclusive student engagement practices' (workshop)</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>	12.2.10 (Irina Miculescu)

Parallel Sessions - Wednesday 5th September

14:15 – 15:15	Parallel Session 2	Room / Chair
Empowering students in partnership	<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>	12.2.20 (Alexandra Savage)
	<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>Suzanne Faulkner (University of Strathclyde) - 'Using Snapchat as a Tutorial Tool' (pecha kucha)</p> <p>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>	

Parallel Sessions - Wednesday 5th September

14:15 – 15:15	Parallel Session 2	Room / Chair
Student-led research	<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>	12.4.12 (Liz Wilding)
	<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>	

Parallel Sessions - Wednesday 5th September

14:15 – 15:15	Parallel Session 2	Room / Chair
Student-staff partnerships	<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>	12.4.17 (<i>Charlie Heywood-Heath</i>)
	<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>	

Parallel Sessions - Wednesday 5th September

15:30 – 16:30	Parallel Session 3	Room / Chair
Using digital strategies to enhance engagement	<p>Mark Hall (Bishop Grosseteste University) - ' 5C's - Consultation, Collaboration and Concepts to Create Change.' (pecha kucha)</p> <p>Collaboration took place between the Learning Development team and Student Engagement Facilitator as part of a 'Students Creating Change' project. Students engaged in consultative roles leading to the conception of the Digital Escape Room, to promote the services and skills of the Digital Learning team.</p>	12.4.17 (Roseanna Bourke)
	<p>Dimitrios Pappas, Ourania Tremma and Ioannis Kostakis (Harper Adams University) - ' An International Comparison on the Use of New Technologies in Teaching Economics' (paper)</p> <p>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)</p> <p>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>	

Parallel Sessions - Wednesday 5th September

15:30 – 16:30	Parallel Session 3	Room / Chair
Co-creation of inclusive curricula	<p>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) <i>tbc</i></p>	12.4.12 (Helen Boardman)
Power Relationships	<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>	12.2.20 (Gareth Woods)
	<p>Tim Herrick and Charlie Heywood-Heath (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>	

Parallel Sessions - Wednesday 5th September

15:30 – 16:30	Parallel Session 3	Room / Chair
Student transitions and belonging	<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>	12.3.16 (Helen King)
	<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>	

Parallel Sessions - Wednesday 5th September

15:30 – 16:30	Parallel Session 3	Room / Chair
<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>12.3.18 (Alex Marchbank)</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 6th September

10:30 – 11:30	Parallel Session 4	Room / Chair
Student voice mechanisms	<p>Catherine Bovill and Jenny Scoles (University of Edinburgh) - ' Enhancing student and staff engagement through informal coffee conversations' (paper)</p> <p>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>	12.4.19 (tbc)
	<p>Nicky Conway and Stephanie Sowersby (University of Loughborough Students' Union) - ' Whose process is it anyway? Working in partnership to review and refine Student Staff Liaison Committees.' (pecha kucha)</p> <p>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>	

Parallel Sessions - Thursday 6th September

10:30 – 11:30	Parallel Session 4	Room / Chair
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)</p> <p>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>	12.3.16 (<i>Eren Bilgen</i>)
	<p>Maria Kambouri-Danos (University of Reading) - ' Engaging Students in Curriculum Design and Development: Co-creating a new module' (paper)</p> <p>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>	

Parallel Sessions - Thursday 6th September

10:30 – 11:30	Parallel Session 4	Room / Chair
Internationalisation	<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>	12.2.20 (Daniel Bishop)
	<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>	

Parallel Sessions - Thursday 6th September

10:30 – 11:30	Parallel Session 4	Room / Chair
Inter-professional collaboration	<p>Genevieve Currie, Lisa Semple and Scott Hughes (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>	12.2.10 (Rachel Forsyth)
	<p>Jane McNeil, Michaela Borg, Tony Churchill (Nottingham Trent University) 'SCALE-UP: It's fun, but you can't hide' (paper)</p> <p>Adoption of the active learning approach <i>SCALE-UP</i> 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>	

Parallel Sessions - Thursday 6th September

10:30 – 11:30	Parallel Session 4	Room / Chair
Learning in groups	<p>Avril Gray (Edinburgh Napier University) - ' Cross Campus Shared Reading – A Student-led Project ' (paper) tbc</p>	12.4.17 (Jesper Hansen)
	<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>	
Co-creation	<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>	12.4.12 (Andrea Manfrin)

Parallel Sessions - Thursday 6th September

14:15 – 15:15	Parallel Session 5	Room / Chair
<p>Student-staff partnerships</p>	<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>	<p>12.3.18 <i>(Lucy Mercer-Mapstone)</i></p>
<p>Co-creation of learning and teaching</p>	<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>12.4.12 <i>(Jessica Rumble)</i></p>

Parallel Sessions - Thursday 6th September

14:15 – 15:15	Parallel Session 5	Room / Chair
Channelling student expertise	<p>Helen Parkin and Emma Heron (Sheffield Hallam University) - ' Using Innovative Methodologies to Listen to the Student Voice and Stimulate Change' (paper)</p> <p>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>	12.2.10 (<i>Nicola Cadet</i>)
	<p>Jonathan Cole, Jessica Wilson and Rachel Wong (Queens University Belfast) - ' Establishing a successful PAL scheme' (pecha kucha)</p> <p>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>Jonathan Squirrell and Claire Castles (University of Hull) - ' Engaging with student feedback: The Evolution of a Peer Support Scheme' (pecha kucha) tbc</p>	

Parallel Sessions - Thursday 6th September

14:15 – 15:15	Parallel Session 5	Room / Chair
Empowering students in partnership	<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)</p> <p>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>	12.2.20 <i>(Bugewa Apampa)</i>
	<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)</p> <p>tbc</p>	
Digital Strategies to enhance engagement	<p>Wayne Gibbons (Galway-Mayo Institute of Technology) - ' Piloting Digital Open Badges with Engineering Students' (Workshop)</p> <p>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>	12.4.19 <i>(Rebecca Rock)</i>

Parallel Sessions - Thursday 6th September

14:15 – 15:15	Parallel Session 5	Room / Chair
Conceptualising student engagement	<p>Roseanna Bourke (Massey University, New Zealand) - ' Nuanced practices of student-staff partnership in HE' (Paper)</p> <p>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>	12.4.17 (<i>Nathaniel Pickering</i>)
	<p>Lisa Nowak (University of Edinburgh) - ' Generics as a Barrier to Student Engagement' (paper)</p> <p>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>	

Parallel Sessions - Thursday 6th September

15:30 - 16:30	Parallel Session 6	Room / Chair
<p style="text-align: center;">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)</p> <p>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>12.3.18 (<i>Jill Jackson</i>)</p>
	<p>Kay Sambell (Edinburgh Napier University) - ' Assessment for learning in HE: towards student engagement in assessment and feedback processes' (paper)</p> <p>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>	

Parallel Sessions - Thursday 6th September

15:30 - 16:30	Parallel Session 6	Room / Chair
Employability	<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)</p> <p>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>	12.2.10 (Stephen Powell)
	<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)</p> <p>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>	

Parallel Sessions - Thursday 6th September

15:30 - 16:30	Parallel Session 6	Room / Chair
Student-led research	<p>Emma Heron, Connor Pearson and Charlotte Dillon-Hearne (Sheffield Hallam University) - 'Learner Voices and the Art of Listening' (Paper)</p> <p>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>	12.4.17 <i>(Helen Parkin)</i>
	<p>Helen Kay and Ruth Squire (Sheffield Hallam University) - 'Participants' reflections and perceptions of student-led focus groups' (paper)</p> <p>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>	

Parallel Sessions - Thursday 6th September

15:30 - 16:30	Parallel Session 6	Room / Chair
Group learning	<p>Eren Bilgen (University of Birmingham) - 'The role of peer-led activities and student-staff collaboration in enhancing the postgraduate researcher development' (paper)</p> <p>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>	12.3.16 (Moonisah Usman)
	<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)</p> <p>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>	

Parallel Sessions - Thursday 6th September

15:30 - 16:30	Parallel Session 6	Room / Chair
<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>12.2.20 (Sarah-Jane Crowson)</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) tbc</p>	<p>12.4.12 (Kiu Sum)</p>

Parallel Sessions - Friday 7th September

10:45 – 11:45	Parallel Session 7	Room / Chair
<p>Student life and belonging</p>	<p>Johan Groenewald (Stellenbosch University, South Africa) - ' Exploring the optimal role of residence heads in promoting student success: an institutional case study' (paper)</p> <p>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>12.2.10 (Kate Watkins)</p>
	<p>Benita van Zyl, Fourie-Malherbe and M&Dunn-Coetzee (Stellenbosch University, South Africa) - ' Promoting student engagement among commuter students: a South African case study' (paper)</p> <p>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>	

Parallel Sessions - Friday 7th September

10:45 – 11:45	Parallel Session 7	Room / Chair
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Student-led research	<p>Maksymilian Karczmar (Cardiff University) - 'Neutral Student Voice Interventions' (paper)</p> <p>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>	12.2.20 (Wayne Gibbons)
	<p>Jill LeBihan (Sheffield Hallam University) - 'The Boggart in the Wardrobe': Developing a creative approach to assessment criteria (short workshop)</p> <p>This workshop introduces participants to a planned induction session developed for Level 4 students by Jill LeBihan (as a teacher of many Level 4 English students) and Rachel Mason (as a developing curator and postgraduate student in Fine Art). The workshop is in the form of a making activity that helps students understand and play with assessment criteria. Come and discover how much fun adults can have with the bit of modelling material.</p>	

Parallel Sessions - Friday 7th September

10:45 – 11:45	Parallel Session 7	Room / Chair
<p style="text-align: center;">Student engagement in assessment</p>	<p>Guy Ainsley (University of Loughborough) - ' Embracing tactical learning ' (pecha kucha)</p> <p>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>12.3.16 (<i>Caroline Heaton</i>)</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)</p> <p>Rubrics are meant to provide transparency in assessment. However, their use to evaluate complex performance is problematic. I will summarise a T&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)</p> <p>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>	

Parallel Sessions - Friday 7th September

10:45 – 11:45	Parallel Session 7	Room / Chair
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Differential experiences	<p>Sabine Little and Tess Spence (University of Sheffield) - ' What do students need to “succeed”?' (Paper)</p> <p>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>	12.3.18 (tbc)
	<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)</p> <p>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>	

Parallel Sessions - Friday 7th September

10:45 – 11:45	Parallel Session 7	Room / Chair
Student-staff partnerships	<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)</p> <p>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>	12.4.12 (Stephanie McBurnie)
Utilising student engagement data	<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>	12.4.17 (Teri-Lisa Griffiths)

Parallel Sessions - Friday 7th September

12:00 – 13:00	Parallel Session 8	Room / Chair
Digital technology and social media	<p>Tom Lowe and Maisha Islam (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)</p> <p>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>	12.2.10 (Gareth Bramley)
	<p>Amy O'Sullivan and Emily Stow (University of Lincoln Students' Union) - ' Designing Academic Opportunities for Students' (paper)</p> <p>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>	

Parallel Sessions - Friday 7th September

12:00 – 13:00	Parallel Session 8	Room / Chair
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)</p> <p>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>	12.2.20 (Benita van Zyl)
	<p>Kate Watkins and John Balfour (University of Leeds) - ' Institution-wide collaboration to understand why students fail to engage in employability initiatives ' (paper)</p> <p>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>	

Parallel Sessions - Friday 7th September

12:00 – 13:00	Parallel Session 8	Room / Chair
<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)</p> <p>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>12.3.16 (Megan Jones)</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)</p> <p>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>	

Parallel Sessions - Friday 7th September

12:00 – 13:00	Parallel Session 8	Room / Chair
<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)</p> <p>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>12.4.12 (tbc)</p>

Parallel Sessions - Friday 7th September

12:00 – 13:00	Parallel Session 8	Room / Chair
Employability and work placements	<p>Siobhan Devlin and Gary Unthank (University of Sunderland) - ' "Every keystroke opens up a possibility for disaster"' (pecha kucha)</p> <p>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>	12.3.18 (Jill LeBihan)
	<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)</p> <p>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)</p> <p>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>	

Poster Presentations

Lead author	Institution	Title of poster	Further details
Kiu Sum	University of Westminster	Feedback to Feed Forward	A Students as Co-Creators (SCC) project, the 'Feedback to Feed Forward' project examines student feedback from Student Engagement Survey (SES) and National Student Survey (NSS) 2016 between two faculties. The project identified key positive and negative influences on the student experience as expressed in students' feedback.
Jasmin Brooke	University of Newcastle	A collaborative approach to improving social integration and well-being in Combined Honours at Newcastle University	After a difficult time at university, I decided to base my final year project on something practical to prevent students from becoming socially isolated and developing mental health problems. I set up two collaborative mind-maps: one which is primarily for staff and student leaders; and another for students, with links to events happening in the SU, job and voluntary opportunities inside and outside the university and internal and external support for well-being issues.
Luke Jones	University of Lincoln	The relationship between student academic engagement, curiosity, and creativity in Higher Education.	Should the intellectual virtues of students receive more focus within higher education? 107 undergraduates were assessed on their current academic engagement, curiosity, and creativity levels. Multiple regression analysis highlights a significant model between academic engagement and both predictors, initially suggesting that curiosity and creativity are significant predictors of academic engagement.
Rachel Murray	Edinburgh Napier University	A journey to the 'magic place': <i>Students as Colleagues</i> in the evaluation of Teaching Practice	This poster will showcase the work of the Edinburgh Napier University project 'Students as Colleagues in the evaluation of Teaching Practice'. Quotes from both staff and students will illustrate the value in collaboration that sees students as equal partners, thereby shifting traditional hierarchies of power.

Lead author	Institution	Title of poster	Further details
Hannah Goddard	The Student Engagement Partnership (TSEP)	Partnership and power in student academic representation systems	This poster summarises the findings from TSEP and Dr Abbi Flint's collaborative research on student academic representations systems in English higher education. The poster presents the role, value, and impact of SAR systems as perceived by students' unions, providers, and sector stakeholders as well as considerations for the future.
Melvyn Ternan	Sheffield Hallam University	From 'reasonable adjustments' to anticipatory action: engaging hearing-impaired students into dialogue animation	A case study of anticipatory action taken to engage a hearing-impaired student with a sound based module. The steps taken to include a BSL student with an English speaking cohort whilst maintaining an industry standard workflow and the potential impact it will have on the student and industry.
Charlotte Coleman	Sheffield Hallam University	Writing circles and retreats as tools for enhancing student's writing: 'Will there be a writing circle soon? They've really helped with my grades'	Through exposure to critical writing exemplars annotated with staff feedback, assisted peer review writing circles, and protected writing retreat space/time, third year students were supported in developing academic writing. Key learning points were identified: student engagement; the need for trust when critiquing work; the timing and type of support offered.
Angela O'Sullivan	De Montfort University	You Couldn't Make it Up	This poster highlights the benefits of interdisciplinary staff and student collaboration in the development of innovative teaching and learning tools and assessments. Students from diverse disciplines at an FE college and a HEI have altruistically co-created the resources which have enhanced engagement through vocational relevance and realism.
Bugewa Apampa	University of Sussex	The Impact of a 'Patient As Teacher' scheme on Student Engagement	First and second year pharmacy students participated in a Patient as Teacher scheme, learning directly from people with long-term conditions. Forty-four students completed a brief survey. Responses to all survey domains displayed a positive impact on knowledge, clinical skills and learning enhancement suggesting positive engagement with the process of learning.

Lead author	Institution	Title of poster	Further details
Paula O'Brien	University of Lincoln	Storying a Sense of Belonging: an interdisciplinary research project	A Sense of Belonging (SoB) is explored using Story Completion. 100 participants completed one of three stories (home, international or mature students) discussing issues with a university 'representative'. Participants' completed story formed central themes which could help reflect on how practice within HE might impact on SoB
Aine Doherty	Institute of Technology Sligo, Ireland	The Role of Experiential Marketing in Engaging Prospective Students in Higher Education Marketing	This research seeks to evaluate the role Experiential Marketing plays in enhancing early engagement between Higher Education Institutions and their prospective students. The researcher presents key literature and questions the practice and influence of Experiential Marketing on the decision making of prospective students.
Christopher Hall and Colin Poin	Sheffield Hallam University	Collaborating with students on documentary filmmaking	Three documentaries produced in collaboration with MA Filmmaking students examining the filmmaking process from the Production perspective. Centring on the production of the 2018 feature film, Morning, the documentaries allow students to understand professional working practices and address issues of BAME representation within the UK film and TV industry.
Penelope Leary	University of New England, Australia	'Student Partnership @ UNE' - A Student Driven Approach to Students as Partners	
Peggy Murphy	University of Chester	Working together weaving Study Skills into the curriculum: a stitch in time.	
Kathleen Gustin	University of Newcastle	Starting our Engagement Journey	

Notes

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