



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Learning and Teaching Conference

Informing, Inspiring and Innovating

19th – 20th June 2017



Presentations, workshops, discussion sessions
and guest speakers





Programme Sessions

Short presentation (20 minutes including questions)
Long presentation (30 minutes including questions) with an educational research focus
Interactive workshop (90 minutes) which should be activity-based
Discussion session (60 minutes) in form of facilitated panel or open floor debate
Poster presentation
Guest speakers

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Short presentation (20 minutes including questions)

Title: Understanding Pedagogic Collaboration in Online Settings

Presenter: Helen Coker, Education lecturer, Inverness College UHI

Conference Themes

- Informing
- Innovating

Keywords

- Online teaching
- Collaboration
- Online collaborative tools
- Online dialogue

Overview

Online learning environments are being increasingly utilised in academic settings, with many universities developing online and blended programmes (Adekola, 2016). The student experience, in relation to working with others, when studying online, has been widely researched (Garrison et. al, 2000, Kehrwald, 2008). The tutor experience has not (Arbaugh, 2014). There are now a generation of experienced online tutors, particularly in institutions who were quick to take up online delivery, who have developed expertise teaching online. Their experience and knowledge of practice can add to the research, and knowledge base, on effective online learning. This research observed the role of the online tutor, when utilising collaborative activities in their teaching. An ethnographic observation of online practice was drawn, using an iterative mixed-methods approach. Data from the online space was used to observe the participation patterns of over fifty tutors, and over eight hundred students. Fifteen tutors were then interviewed, ten of whom took part in a subsequent focus group. Taking a narrative approach to analysis, the data gathered painted a rich picture of collaborative online practice.

Qualitatively different approaches were observed in tutor's facilitation of collaborative online tools. Tutors were observed to be situated within layers of context, online teaching being culturally situated and mediated by the digital technology utilised. Text-based communications reified dialogue, mediating the interactions between participants. Many of the face-to-face feedback cues which tutors utilised in their teaching were lost in the online environment. The setting was opaque, but at the same time mediated higher levels of disclosure. The online environment challenged traditional physical and temporal boundaries; the responsibility for establishing boundaries becoming that of the tutor, rather than the institution. Tutors drew on previous experiences; their participation was shaped by the situated nature of their practice and their own aspirations for the future. The observation drawn, of pedagogic collaboration, highlighted the social and cultural nature of online participation.

I hope the audience will find the differences in types of online collaboration and dialogue interesting, and will find the observations are useful in relation to reflecting on their own practice.

Conference Themes:

Informing – the research shares ways in which our practice, as tutors, is situated by context and mediated by the technology we use, the presentation will provide perspectives which enable reflection on the practice of online teaching, and in doing so inform future developments – **Innovating**



Title: Collaborating using Networked Music Performance in Music Education

Presenter: Miriam Iorwerth, Music Lecturer, West Highland College UHI

Conference Themes

- Inspiring
- Innovating

Keywords

- Collaboration
- Technology
- Music education

Miriam Iorwerth studied Music and Sound Recording at the University of Surrey. Afterward she worked in electronics, including as an electronics engineer for the British Antarctic Survey. She then moved to the Highlands to a career in music education at WHC, and is studying for a PhD in Networked Music Performance.

Overview

Networked music performance (NMP) has historically been the preserve of the computer music enthusiast, who was willing to overcome or embrace the technical challenges inherent in this form of music-making. Improved access to high-speed networks, especially domestically, means NMP is increasingly accessible. Some technical challenges (such as latency) remain for the domestic user, however musicians with access to an Internet connection and computer with a microphone and headphones are able to easily connect with other musicians across the world. These opportunities are especially valuable for those in music education.

Specific forms of NMP that are currently being used within music education include 'Skype' instrumental lessons and workshops, and collaboration between students and educators within and between institutions, both synchronously and asynchronously. While working in this way may challenge more conventional approaches, the technology should be seen as enabling and it delivers creative opportunities within a new performance space with its own particular characteristics, challenges and opportunities. Some knowledge of the technical aspects of setting up and using the equipment are a necessity, but educators should not be afraid of embracing NMP technology and possibilities for long-distance collaborations.

Participants will learn about the techniques used by the Applied Music team to facilitate collaboration between remote students and staff, and other emerging technological solutions. These can be adapted for use in other disciplines. This is relevant to both the Inspiring and Innovating themes.



Title: The Research Skills Journey

Presenters: Diane Ross, Lecturer, North Highland College UHI and Allane Hay, Lecturer, Moray College UHI

Contributors: Research Skills Module Team

Conference Themes

- Inspiring

Keywords

- Research
- Student Engagement
- Transitions

Diane is Programme Leader on the BAH Events Management and Equine Business Management programmes and a module leader on various equine, events and business modules. She is a graduate of the University of Edinburgh with a background in equine, tourism and business.

Allane is a lecturer and module leader on the BAH Business and Management and the BAH Event Management degrees. Based in Moray College UHI, she is a graduate of the Universities of Glasgow, Dundee, Open University, UHI and is a Fellow of the HEA. Her background is in marketing and management.

Overview

The Research Skills Module that sits in the Business and Leisure Subject Network is a core level 9 module across a number of programmes including, Business Management, Equine, Events, Hospitality, Golf, Adventure Tourism and Sports Management. Last year the cohort was around 200 students.

This module has evolved from a module that did not give students the depth of knowledge required to prepare them for a transition to level 10 to a module that was in depth, helped them prepare for dissertation at level 10, however, did not engage students as well as it could have. This year the module team decided that large VCs would not be used for this module and in order to increase student engagement and in reaction to student feedback a different approach would be taken.

We propose to disseminate information through a short presentation, regarding the on-going research skills journey. This presentation will cover the delivery model that shares delivery, resource and marking across the network, giving students the skills to understand research and have a smooth transition to year 4 being ready to hit the ground running at dissertation.

The module has evolved as a reaction to student feedback resulting in increased student engagement. The deeper understanding of research supports transition and may result in published research.



Title: CPD at the Royal University of Bhutan: Lessons Learned and Questions Asked

Presenter: Dr Gareth Davies SFHEA, Co-ordinator for Tertiary & Higher Education Scheme, Lews Castle College UHI;

Contributors: Professor Frank Rennie, Assistant Principal, Lews Castle College UHI

Conference Themes

- Innovating

Keywords

- CPD
- Culture

Gareth has worked for Lews Castle College UHI for nearly 10 years and now lectures in psychology and co-ordinates the Tertiary & Higher Education scheme. Research interests are now mainly around pedagogy but Gareth still contributes to research around health psychology.

Overview

This short presentation will outline the aims and objectives of research into applying the SPD Frameworks used at UHI into the context of a University in a developing country: Bhutan. A series of one day workshops were held with staff at the Royal University of Bhutan. Workshop One explored electronic resources and the potential development of digital pedagogies in the Bhutanese context. A range of digital platforms were demonstrated including Amazon Kindles and the development and production of ebooks. Workshop Two described UHI CPD Frameworks and systems and considered how these might be adopted or adapted by the RUB. Workshop Three explored UHI's ALPINE Framework as an example of benchmarking professional teaching standards.

Research questions were around RUB staff perceptions of key opportunities for enhancing education for students at the RUB. Both qualitative and quantitative data were gathered at the workshops. Delphi interviews were conducted before and again after the workshop programme with senior members of RUB staff to ascertain their perceptions of the adaptability and/or adoptability of the various UHI CPD frameworks and their potential for enhancing student experience at RUB. The presentation will outline some very interim findings.

Data gathering methods used included capturing qualitative data from all RUB staff present at each workshop by asking them to respond to stimulus questions and in some cases discussing the stimulus questions before recording their responses on sticky notes which were then placed on A1 flip chart paper which were then retained by the researchers. This approach to data gathering was favoured because of cultural sensitivities. Bhutanese culture is such that 'open' and perhaps controversial discussion could well be uncomfortable for participants. Data captured in this way is anonymous and does not necessitate face to face articulation of opinions that would normally be kept private.

Theme: This presentation will address elements of all three themes but will perhaps be best placed within the theme of "Innovating" because the project was all about innovation in a University context, Inspired (and informed!) by UHI.



Title: Moray SOUP: developing business and commercial awareness through engagement using a live case study approach

Presenters: Allane Hay, Lecturer, Moray College UHI

Conference Themes

- Inspiring

Keywords

- Business
- Engagement
- Transitions
- Experience

Allane is a lecturer and module leader on the BAH Business and Management and the BAH Event Management degrees. Based in Moray College UHI, she is a graduate of the Universities of Glasgow, Dundee, Open University, UHI and is a Fellow of the HEA. Her background is in marketing and management.

Overview

Soup is an initiative initially inspired by a research group based in Chicago named InCUBATE. InCUBATE was set up to explore new approaches to arts administration and funding. This initiative inspired a group of friends based in Detroit to set up a dinner to try to create the right atmosphere for collaboration, empowerment and community engagement in order to raise funds for innovative projects.

Moray College UHI viewed the concept of “soup” as an opportunity to create the conditions for a live case study for students to integrate their knowledge with experience. As a result Moray SOUP was born. This is a real social enterprise consisting of a planning board made up of local business and community leaders and students from across the BAH Business and Management and BAH Accounting and Finance in Moray College UHI. The project is simple and so does not impede on the demands of their course but it provides students with a learning environment through which they develop business and commercial awareness together with graduate employability skills. The idea is based on social constructivist and experiential learning philosophies. Students are exposed to business and enterprise through industry and community engagement through the planning of a live networking event, where new projects are selected for funding by the local community.

Two live SOUP crowdfunding events take place during the year and are planned and organised by business, administration and accounting students. Honours year students play a strategic role in the enterprise, third year students act as co-ordinators and first/second year students have a more practical role. Students are encouraged to mentor other students in the years below them in order to provide additional learning support. Each level of study has a different focus and the content of the project is evolving, being evaluated, updated and enhanced.



Title: Catalyst pilot sparks (r) evolution of new UHI postgraduate programme

Presenter: Carol Langston, Head of CREATE at Inverness College UHI

Conference Themes

- Informing
- Innovating

Key Words

- Authentic Assessments
- Innovation
- Virtual learning
- Entrepreneurship
- Mentors

Carol's principal role is working with students, academics and SMEs to support growth through entrepreneurship. She has worked in global entrepreneurship for 10+ years, informed by participation at MIT and Babson College. Carol is a Fellow of HEA, IEEP and is currently undertaking her PhD. Carol recently developed and trained 65 academics in China.

Overview

In 2015, following a UK-wide competitive process CREATE, the entrepreneurship learning centre at ICUHI, led a Highlands and Islands (H&I) employer partnership to become the only Scottish project awarded funding from the UK Commission for Employment and Skills (UKCES). A leadership and entrepreneurship programme (known as Catalyst), was developed and delivered to 40 H&I based small businesses leaders. Our innovative approach was to deliver the same programme to 20 participants on a face-to-face basis and 20 participants on a 100% virtual basis and to compare and contrast the results.

Catalyst was open to small businesses from within the H&I region, at any stage of their business cycle, with the willingness and aspirations to significantly develop their business. Following an intensive promotional direct campaign, we received 80+ applications for 40 places.

Catalyst saw impressive results in its pilot year. The pre & post programme diagnostic data revealed a reported significant impact on small business participants' entrepreneurial ambition, leadership and business knowledge and skills for all face-to-face and virtual learners. Overall, virtual learners demonstrate similar increases to those joining as face-to-face learners and 100% of learners from each programme would recommend the programme to others.

Building on these positive findings, the CREATE team explored the potential for the development of an accredited programme and in Oct 2016 proposed a Global Entrepreneurship PGCert (AD1) to add to the UHI portfolio. In May 2017, this programme was approved (AD2) with five commendations, 1 condition and 3 recommendations, for 100% virtual delivery from Sept 2018.

This presentation will chart the learning process via the 'highs and lows' of the evolution of the Global Entrepreneurship PGCert - from a pilot which utilised authentic and experiential learning strategies, entrepreneurial role models and business mentors - to a newly approved PGCert for international delivery.



Title: Dyslexia in education

Presenter: Charlotte Almekinders, Lecturer, West-Highland College UHI, School of Adventure Studies

Conference Themes

- Informing

Key Words

- Dyslexia
- Education

Overview

Previous research about motivations of outdoor educators with dyslexia will be discussed, as will personal experiences of the presenter. This presentation is to create awareness and hopefully provide participants with some insights about dyslexia.

Title: Professional Education – the value of work placements in FE Outdoor Adventure courses

Presenter: Eilid Ormiston, Course Leader Outdoor Adventure FE and School of Adventure Studies
Lecturer, West Highland College UHI

Conference Themes

- Informing
- Inspiring

Key Words

- Industry practise
- Professionalism
- Reality
- Experience
- Standards

Eilid is committed to delivering the highest possible learning experience for students, helping to engage young people in the outdoors and attain their goals, be it in leadership, outdoor education or personal and social development using Scotland's inspiring landscape and culture. Eilid has an MA(Hons) Geography, a Post Graduate Diploma in Outdoor Education, is an expedition leader for World Challenge, and is a senior guide with Wilderness Scotland and National Geographic Adventures.



Overview

Work experience historically seen by students as chance to get out of classroom. For some employers seen as nuisance or cheap labour and struggle to fill their volunteers' time.

Managed innovatively can be huge opportunity to continue learning journey on from college. Consider rebranding as instructor development period. Use industry standards to work to. Within course incorporate the use of guest presenters from industry, site visits, job shadow days and use of external associates to deliver sessions. Use end of sessions as reviews and Q&A with professionals to build knowledge of learners and develop questioning/research skills.

Treating learners as professionals right from start: action plans, appraisals, goal settings, work portfolios, journals, log books, employability knowledge, cv creation, interview techniques, employer approaches.

Title: Is innovation simply papering over cracks? An argument that innovation is part of an educational smokescreen which diverts attention from dealing with structural inequalities in society.

Presenter: Matt Sillars, Lecturer, Inverness College UHI, Psychology Degree Team

Conference Themes

- Informing

Key Words

- Social-inequality
- Poverty
- life-chances
- meritocracy
- neo-liberalism

Matt teaches on both the BSc (Hons) Psychology and the BA (Hons) Culture and Heritage programmes, as well as supporting staff on the PDA Teaching in Scotland's Colleges. He teaches Online, by Video Conferencing and Face to Face and has 30 years experience of teaching in FE/HE.

Overview

Innovation is the holy grail in FE and HE with audits often emphasising such things as 'sector leading innovative practice'. As each innovation quickly becomes yesterday's news there is an inevitable process of chasing the SLIP to demonstrate educational worth. This is allied to the 'cult of TED', where the inspirational talk suggests much but ends up as an oversimplification dressed up as transformational. The real world is one where a learner in the UK may be supported by food-banks and be living with relatives who have their benefits sanctioned. People are hungry, disenfranchised and many are homeless. Transforming this social reality requires change at the level of society and not at the level of the individual. This paper argues that the focus on individual attainment, and innovations to support that, acts as a form of social control and diverts those in the education from the real goal of transforming society.



Title: Land managers of the future: Engaging student perception and practice through an interdisciplinary landscape conference

Presenter: Su Engstrand, Subject Network Leader, Executive Office UHI

Contributors: Euan Bowditch, Inverness College UHI

Conference Themes

- Innovating
- Inspiring
- Innovating

Key Words

- Landscape
- Education
- Interdisciplinary learning
- Employer engagement

Dr Susan Engstrand (University of the Highland and Islands) Su is the Subject Network Leader at the University of the Highlands and Islands, with responsibility for courses in Science, Technology and the Environment. With a degree in Biology, Su has interests in behavioural ecology and wildlife conservation. Her PhD at Stirling University focused on reproductive success for incubating birds. She found a passion for teaching which led her to work as a Teaching Fellow at St Andrews University School of Biology. Following a family relocation to Elgin, she started teaching at the University of the Highlands and Islands. Su has been involved with UHI's 'Integrated Land Use Conference' since its inception in 2012 and recognises the importance of this annual event to staff, students and wider stakeholders in the Subject Network.

Overview

The presentation will outline how partnership working between programme teams within the University and a range of stakeholders has been harnessed in an annual two day conference running for 6 years. This has facilitated applied learning amongst students from related but distinct UHI programmes, from SCQF level 6 -12, offering opportunities for vertical integration and interdisciplinarity. It is hoped that this presentation will inspire colleagues to consider adopting similar models where opportunities arise.

This presentation could fit with all three themes, but perhaps is best aligned with: Innovating - sharing ideas and approaches that are focused on how the university may want to evolve learning, teaching and assessment into the future

Aspects of interdisciplinarity, vertical integration, employer engagement are all key themes which colleagues will be exploring their own opportunities to progress and the team would like to share their ideas and approaches and learning to date.

Abstract. Land managers of the future: Engaging student perception and practice through an interdisciplinary landscape conference

Strong traditions linked to ownership and culture persist in Scotland, which creates both challenging and controversial issues that hinder effective landscape management (Warren, 2009; MacMillan, et al., 2010). Since 2012 the University of the Highlands and Islands in partnership with multiple environmental organisations has

hosted an 'Integrated Land Use Conference' for students from diverse land use disciplines. As a continuously developing education and professional forum the conference is adaptable to emerging issues and links annual themes, as well as deep-seated cultural aspects that have shaped the landscape. The conference uses interactive and blended learning (Porter, et al., 2014) approaches including practical sessions on a Highland estate, conventional conference talks and collaborative student groups to impart current and practitioner knowledge (Osborne, 2014). Through peer-driven learning the students tackle diverse landscape issues in their groups, which represents a multi-disciplinary management group (Boud, et al., 2014) that explores the opportunities and constraints of balancing competing agendas, public interest and socio-economic factors.

Sharing management realities from different sectors that intersect over a single estate introduces the students to participatory approaches, knowledge supported decision-making and complex planning issues, which are normally beyond the scope of their individual courses – creating a single pedagogical learning ecosystem rather than divided and disconnected space (Jones & Bennett, 2016). In addition an accompanying conference website for growing educational content and best practice aims to provide training and curriculum accreditation for an interactive integrated land use module. This conference supports learning for students from National Certificate (16 years above) to postgraduate levels, expanding its reach to external and European universities to share landscape experience and practice across multiple regions.

Outcomes from this process have resulted in greater connectivity between university educational programs, industry partnership and exploration of diverse teaching techniques to develop increased communication between education, research and professional sectors. Individual students have stated that the event has changed their attitudes toward traditionally competing land use sectors, as well as influencing decisions about future career paths. In five years the conference has developed from an internal university student engagement forum into a portal that is capturing and disseminating important management issues through a strengthening professional network, which links local landscape issues to wider environmental management challenges for life-long learning (Quendler & Lamb, 2016).

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MacMillan, D. C., Leitch, K., Wightman, A. & Higgins, P., 2010. The management and role of Highland sporting estates in the early twenty-first century: the owner's view of a unique but contested form of land use. *Scottish Geographical Journal*, 126(1), pp. 24-40.

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Scott, A. & Shannon, P., 2007. Local landscape designations in Scotland: Opportunity or barrier to effective landscape management?. *Landscape and Urban Planning*, 81(3), pp. 257-269.

Warren, C., 2009. *Managing Scotland's Environment*. 2nd Edition ed. Edinburgh: Edinburgh University Press.

Title: Insights from flipped practice; EDU's Technology Enhanced Learning programme for NHS Highland

Presenters: John MacMillan, Education Development Leader and Ann Tilbury, Academic Skill Developer, Educational Development Unit

Contributors: Scott Connor, Education Development Leader, EDU Paul Maber, NHS Highland

Conference Themes

- Innovating

Key Words

- Flipped classroom
- Learning and teaching
- Active learning
- Technology enhanced learning

John MacMillan is part of the Educational Development Unit at the University of the Highlands and Islands. John leads curriculum development projects and supports staff to engage with technology enhanced learning. John is interested in open practice and the effective use of digital technology in learning and teaching.

Ann Tilbury is part of the Educational Development Unit at the University of the Highlands and Islands. Her main role is to facilitate skills enhancement, including the design and delivery of a wide range of skills development opportunities for teaching staff in the field of technology enhanced learning.

Overview

The EDU were approached to undertake a project to design, develop and deliver a programme of learning for NHS Highland staff to develop competence and confidence in the use of technology to deliver learning in the NHS Highland region. The twenty hour learning programme was designed and delivered as a blend, comprising of ten hours of self-directed digital learning and ten hours of face to face learning. Applying a flipped classroom approach provided self-directed learning content which supported learners to become familiar with topics, explore their own skills and knowledge, practice and prepare for the face to face session. The evaluation of the programme highlighted the benefits of the flipped classroom approach, identified enhancements for the second delivery of the programme, and provided evidence to support the further use of a flipped classroom methodology.



The digital resources co-created by the EDU and teaching teams are ideally suited to a flipped classroom approach, preparing learners for collaborative work and extending activities within the classroom setting whether that be face to face or virtual. This session will share insights on the positive results experienced from a practical application of a flipped classroom approach adopted by the EDU. It aims to inspire others to reflect on how they might enhance their students' learning experiences through the effective use of flipped learning.

Conference theme addressed: By sharing experiences from a practical application of a flipped classroom approach to enhance the student learning experience, this session will address the conference theme of 'Innovating - sharing ideas and approaches that are focused on how the university may want to evolve learning, teaching and assessment into the future'.

Title: Modules or Muddles? The Humanities Scheme as a Case Study for Reflection

Presenter: Dr Brian Boag, Acting Dean, Arts, Humanities and Business, UHI

Conference Themes

- Informing

Key Words

- Undergraduate
- Scheme
- Joint awards
- Humanities disciplines

Brian has been Subject Network Leader in Humanities, Education and Gaelic since 2010, and Acting Dean this year. Brian was previously Programme Leader for the BAH Social Sciences and taught a range of modules and units at Inverness College.

Overview

The purpose of this presentation is to show how the HEA framework for Senior Fellowship can be used to reflect on a major curriculum development. The Scheme was first devised in 2010-11, was approved in December 2011, and implemented in September 2012. It went through a major re-approval in October 2016 and has developed in various ways.

Having lived through and led this development, the Senior Fellowship was an opportunity to reflect on:

- the process of curriculum innovation in UHI,
- the practicalities of teaching in our environment
- the nature of team dynamics in a network structure
- making things happen in a voluntary partnership
- what to do when problems arise
- how to reflect professional values at all times and in all circumstances



- what to do with the reflections

The presentation will therefore have three main aims:

- To identify the advantages and challenges of the Alpine framework as a device for conducting a reflective exercise
- To inform listeners of the broad nature of the findings of the reflection
- To encourage others to do the same.

Title: The Implementation of Innovative Learning and Teaching Methods in the Engineering Curriculum

Presenter: Andrew Rae, Professor of Engineering, Executive Office UHI (Research)

Conference Themes

- Informing
- Inspiring
- Innovating

Key Words

- Flipped classroom
- Vertically-Integrated Projects

Before moving to academia, Andrew spent over 20 years in industry involved in the design of aeroplanes and racing cars. He has used this experience, and his continuing research activities, to inform the design of the engineering curriculum, embedding industrial practices and promoting the goal of the employable graduate.

Overview

Recent changes to the UHI Engineering HE curriculum have been made to improve the quality and breadth of the portfolio. These changes have also made possible the inclusion and implementation of novel learning and teaching methods. The Flipped Classroom moves the lecturer away from being a talking textbook and, by the use of online digital artefacts, facilitates the download, tracking and assessment of knowledge outside of the classroom. This means that the face-to-face time can exploit better the experience and expertise of the lecturer through tutorials, laboratories, etc. The need to produce employable graduates requires the embedding of industry process into the curriculum and this has been achieved through the Vertically-Integrated Project. In a five-year Integrated Masters programme, the students in Year 1 engage with a small, self-contained project which exposes them to a full design process, but in a relatively superficial way. In Years 2-5 the students participate in one of a number of large multi-level, multi-disciplinary multi-site projects, taking a detailed, but increasingly more responsible, part in the project team until, in Year 5, they become the 'Managers' and coordinate the activities of their juniors. The development of these skills, in combination with parallel attainment of subject-specific knowledge, achieves the T-shaped graduate and contributes to the skills vs knowledge debate. This presentation will describe the rationale for, and the operational aspects of, the implementation of these methods and it is hoped that both the presenter and audience will gain from shared experience and the establishing of a 'users group' consisting of those pursuing similar activities across the Partnership.



The subject matter hits all three themes:

Informing - sharing the ways in which the engineering curriculum has been shaped through collaboration with industry and research into Transferable Skills.

Inspiring - sharing our approach to the Flipped Classroom and VIPs which could be adapted or reused within different subjects and contexts.

Innovating – the magnitude of the implementation of the VIP is unique, certainly in engineering curricula. The use of multi-disciplinary, multi-level and multi-site projects is challenging but mimics modern industry practice.

Title: Case studies for SFHEA

Presenter: Linda Gunn, Programme leader BSc Oral Health Science Inverness College UHI

Conference Themes

- Informing

Key Words

- Senior Fellow
- Case studies
- Leadership

Qualified as both a Dental Therapist and Dental Hygienist. Linda has worked in a number of areas within dentistry including Hospital, Community, General Practice, Armed Forces and abroad, in teaching in Dental Hospital and well as UHI. Programme leader of the dental therapy course delivered by IC (UHI). Linda developed the BSc course from the beginning for NES through links with the local health-boards. In the School of Oral Health Science there are tutors who work in each of our three sites and deliver our course through blended learning. Linda graduated from Dundee University with Masters in Medical Education and from UHI in Masters in Leadership and Management.

Overview

Demonstration of typical case studies, application of leadership skills, success of continuing professional development for educators in a clinical and theoretical undergraduate course, and the development of post graduate level qualification modules.



Long presentation (30 minutes including questions) with an educational research focus

Title: A New Pedagogical Model for UHI: Online Classroom Supported Learning & Teaching (OCSLT Model)

Presenter: Michael Smith, UHI Learning and Teaching Team / Secondment from Lews Castle College UHI

Conference Themes

- Innovating

Key Words

- Collaborative learning
- Social constructivism
- Active learning
- Active learning
- Distributed on-campus learning

Michael Smith: I joined UHI in 1997 and begun teaching in the traditional classroom environment. After gaining a programme leadership position in the years that followed, I led my team towards developing UHI's first fully online Honours degree, as we sought to distribute learning more effectively within the region. Since 2013 I have been seconded to UHI's Learning & Teaching team to develop a new accelerated degree in Geography, seeking to develop a new form of distributed learning that combines high levels of student satisfaction with high student retention.

Overview

UHI's most recent foray into modifying the traditional learning and teaching model has centred around the Geography degree. Its evolution came from 8 years of research and study into the quality factors that drive student satisfaction in online learning. It is UHI's first degree that has been built and developed from the bottom-up with a particular radical and unique teaching ethos and rationale. In an educational classification context it may be describe as a regionalised version of a Small Private Online Course (SPOC) which in turn is a variant of Massive Open Online Courses (MOOCs). It is has sought to develop an 'online plus' model which includes some of the most innovative online collaborative participative methods and consistent and attractive online course design, suited to the mobile 21st century young learner. It has provided all course content in HTML5 to make it compatible and actively adaptive to the most common mobile (and desk or lap based) access devices. As it has been targeted at the school-leaver market it has also incorporated weekly on-campus tutorial collaborative activities to cement group ties and interactions and help further establish a socialised and supportive learning environment to give student the very best chance to do well and meet their potential. With its bottom-up approach to a particular learning and teaching rationale it is expected that student retention should be high and student results and grades should be at the high end.

This presentation will provide an overview of the learning and teaching rationale that has driven the UHI Geography programme and its social constructivist approaches to teaching and will seek to interpret their effectiveness and



student satisfaction. The aim of the presentation and discussion will be to give participants a key insight into the pros and cons of adopting a much more interactive and collaborative approach to learning and teaching and should by sharing and reflecting on practice to date, provide insights which could be applicable in other courses.

Title: I SEE YOU! Learning as a intersubjective relational process

Presenter: Alice JF Mongiello, Childhood Practice Programme Leader Inverness College, UHI Care Practice/Applied Life Studies

Conference Themes

- Informing
- Inspiring
- Innovating

Key Words

- Learning
- Online
- Interaction
- Recognition
- Transformation

In 2015 Alice completed a Doctorate of Education (EdD). Her doctoral research explored ways in which graduates' lives were transformed as a result of completing an online Degree. Alice is particularly interested in learners' individual journeys. In 2016 Alice successfully became a Senior Fellow with the Higher Education Academy (HEA).

Overview

In his seminal text, Illeris (2007) refers to the triangle of learning which consists of three main components: content, incentive and interaction. This workshop will focus on the significance of interaction in an online educational context and ways in which this can affect learners' incentives as well as influence curriculum design and content. Higher Education (HE) has the potential to transform lives as well as evoke social change. Learning viewed as an intersubjective relational process requires adult educators to recognise learners' biographies, life experiences and culture, and ways in which these offer rich territory for transformations (Dirkx 2010, Mongiello 2015). However, current trends within HE imply a more mechanistic, instrumental model of learning which places universities at risk of losing their sense of social purpose and diminishes the significance of human intersubjective interaction.

Transformative learning (TL) theory draws our attention to the intersubjective relational nature of adult learning. While viewed as a theory central to the field of adult education (Taylor and Laros 2014) it is only recently becoming more recognised within Europe (Kokkos 2014). TL is a time consuming, messy process which places learners in a transitional position of emotional turmoil. It is initiated by a disorientating dilemma which is resolved through dialogue and critical reflection. For it to be defined as a transformation, learners must dramatically alter their meaning perspectives. It is not simply a process of acquiring new knowledge but rather a reconstruction of knowledge.



Drawing on findings from recent empirical research (Mongiello 2015, Mongiello and Murray 2017), this workshop will offer an exploration of learners' and adult educators' perspectives on the significance of intersubjective relationships and ways in which these can be developed and experienced within an online context. While the online context can be viewed as an enabler, it will be suggested that the process of interaction creates the conditions capable of fostering TL. The concluding proposition will be that, conceptually, at the heart of TL theory is a 'way of being'. A way of being that requires adult educators to better understand 'their personal and hidden inner curricular' in order to acquire a deeper awareness of their internal drivers and beliefs and ways in which they affect their practice (Shockley *et al* 2008:198).

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Themes: This proposal addresses all three themes. It will be **Informing** as the content will reflect on ways in which practice has been shaped through research and scholarships. It will **Inspire** others to reflect on their own practice and possibly challenge their way of thinking in relation to online learning and teaching. I hope it will also encourage the university to consider ways in which it could embed some of the principles and practices of transformative learning theory which addresses the **Innovative** theme.



Title: The truth is out there?: Using internal surveys to predict NSS results

Presenter: Heather Fotheringham, Quality Enhancement Impact Officer, Learning and Teaching Academy

Conference Themes

- Informing

Key Words

- NSS
- Surveys
- Student feedback

Heather Fotheringham is Quality Enhancement Impact Officer at the University of the Highlands and Islands (UHI) based within the Learning and Teaching Academy (LTA). Her role involves research and evaluation work as well as management of the university-wide end of module surveys, and analysis of all survey results including the National Student Survey (NSS).

Overview

Prior to 2014-15, student feedback on teaching provision was gathered in a number of different ways at module, programme and academic partner level. Although these practices were locally effective, there was no university-wide picture, and thus no data from which to anticipate the results of the University's participation in the National Student Survey (NSS) in 2013. This, along with other drivers, including the Enhancement Led Institutional Review (ELIR) and the networking of degree programmes prompted the move towards a university-wide end of module survey.

The survey has been in place since 2014-15 and provides a means for students to feedback on their academic experiences at module level, gathering student views of teaching, assessment, feedback and resources. Modelled on questions from the NSS, this 11 question survey is issued to students on all degree and PGT modules and provides data which can be compared within and across different programmes and academic partners. Now halfway through its third year of delivery, a large amount of module survey data has been collected.

The aim of this session is to consider the relationship between internal and external surveys, and their relation (if any) to teaching quality. Session objectives are to:

- Describe current survey practices at the university
- Outline trends in the module survey results to date including a comparison with NSS results
- Discuss the strengths and limitations of using module survey results as a predictor of NSS results
- Discuss the relationship between survey results and teaching quality

Theme addressed: The session addresses the theme of **Informing** demonstrating how approaches to quality enhancement have been, and should be, informed by the data from student feedback surveys.



Title: Equipping students for employment: the role of Graduate Attributes

Presenters: Rosie Alexander, UHI Careers Manager, Executive Office UHI and Ann Tilbury, Educational Development Unit

Conference Themes

- Innovating

Key Words

- Graduate Attributes
- Employability
- Curriculum
- Learning and Teaching

Rosie Alexander is the university's Careers Manager. She is responsible for providing careers guidance, running workshops and seminars, and writing information and education resources. She is also the module leader for an SCQF level 8 employability module, and a PhD candidate researching the impact of geographical location on career pathways.

Ann Tilbury is part of the Educational Development Unit at the University of the Highlands and Islands. Her main role is to facilitate skills enhancement, including the design and delivery of a wide range of skills development opportunities for teaching staff in the field of technology enhanced learning.

Overview

Research shows that the main motivations of students applying for Higher Education are related to career plans and employment (Purcell et al, 2008). However, entry into graduate jobs is challenging – with more than one in ten graduates being affected by unemployment, with relative graduate earnings declining, and with career transitions becoming more extended over time (Purcell et al 2012). Addressing these challenges the employability agenda has become a major feature in the higher education landscape. Indeed, increasing successful transitions of students into the labour market, has been highlighted as important not just for student satisfaction, but for university and course reputation as well.

A successful approach to employability within higher education depends on an institution having a clear definition of employability (Cole and Tibby, 2013). This then enables the review and mapping of curriculum against this shared reference point, and ongoing action planning and review (ibid). A common approach to defining employability within the Scottish and international context has been for institutions to define a set of 'graduate attributes' which are: 'the skills, knowledge and abilities of university graduates, beyond disciplinary content knowledge, which are applicable to a range of contexts' (Barrie 2004, p 262).

This session will present an ongoing project at the University of the Highlands and Islands designed to develop a revitalised set of graduate attributes for the institution. During the session staff will critically reflect on their own understandings of employability, and how their current practice could be enhanced to support the development of graduate attributes. Staff will be invited to join a wider community of practice looking at the university's graduate attributes and to contribute examples of good practice from their work going forward. Staff will also be encouraged to identify future research and scholarship activities in this area that they could take forward.

Conference theme addressed: By focusing on the potential development of graduate attributes for the university and how these may be used to support learning and teaching, this session will address the conference theme of



'Innovating - sharing ideas and approaches that are focused on how the university may want to evolve learning, teaching and assessment into the future'.

Title: Transitions, bridging and attainment: transition of HNC students into 2nd year degree

Presenters: Mei-Li Roberts, Programme Leader BA (Hons) Child and Youth Studies, Perth College UHI and Lesley Connaghan, Sector Manager Early Years, Health and Social Care, Perth College UHI

Contributor: Hannah Bell, Lecturer, Perth College UHI

Conference Themes

- Informing

Key Words

- Transitions
- Bridging
- Attainment

Mei-Li Roberts is programme leader for the BA (Hons) Child and Youth Studies and has worked on a number of research projects at the Universities of St Andrews, Dundee and UHI. Her research interests include conceptions of diet, weight, health and physical activity amongst children, young people and their families in Scotland and Christianity, missionaries, translation and identity in Melanesia. L

Lesley Connaghan is Sector Manager for Early Years, Health and Social Care at Perth College UHI. Previous research includes Curriculum for Excellence case study for the QAA Enhancement Theme on Curriculum followed up with a transitions project for QAA. Hannah Bell is a lecturer in the Early Years team at Perth College UHI. She has previously worked on two research projects, 'Demonstrating Excellence in Education: A Case Study from Early Education and Childcare at Perth College UHI' and 'The learner journey: providing opportunities, choice and flexibility to support positive destinations'.

Overview

Articulation pathways are a key aspect of Scottish Government's widening access agenda (2015), therefore an analysis of students' experiences of this articulation and their retention and attainment is timely. This reports on a study looking at students' retention and attainment at Level 8 over a period of 5 years in order to make comparisons in terms of their different pathways. To do this we analysed the retention and attainment of Level 8 modules across the BA (Hons) Child and Youth Studies, by tracking HNC students from Early Education and Childcare who have transitioned onto Level 8 of the BA (Hons) Child and Youth Studies. This included direct entrants to Level 8 from UHI HNC Early Education and Childcare, non-UHI HNC Early Education and Childcare/Childhood Practice, other credit transfer and students progressing from Level 7 of the degrees. The student transition experience is an important aspect of retention and attainment, for instance Howieson and Croxford (2011: 35) comment on the benefits of students' experiencing the "university approach" while at college. Therefore in order to look at the current preparation for bridging from HNC onto degree, we specifically analysed the trends for attainment in terms of the different infill modules that students undertake.



The key messages to be taken from this presentation are: The tertiary nature of UHI allows for a different transitions analysis.

It is critical that as Scotland moves from a gold standard schools delivery to a skills based/blended approach we understand the gaps in transition from vocational qualifications to academic qualifications.

It is important that as the use of APL/RPL increases we understand the potential support needed for students using these.

Theme: Informing: This research will provide information on trends on students' retention and achievement at Level 8, in order to make comparisons between their different pathways. This will allow the teaching team, including PATs, to best advise students on routes to second year and improve preparation for this transition.

Title: Evaluation of ALPINE: What impact does HEA Fellowship have on university staff?

Presenter: Heather Fotheringham, Quality Enhancement Impact Officer, Learning and Teaching Academy.

Conference Themes

- Informing

Key Words

- ALPINE
- professional recognition practice
- HEA Fellowship

Heather Fotheringham is Quality Enhancement Impact Officer at the University of the Highlands and Islands (UHI) based within the Learning and Teaching Academy (LTA). Her role involves research and evaluation work as well as management of the university-wide end of module surveys, and analysis of all survey results including the National Student Survey (NSS).

Overview

ALPINE (Accredited Learning, Professional development and Innovation in Education) is the university's framework for recognising good practice in learning and teaching. It is aligned with the Higher Education Academy's UKPSF (UK Professional Standards Framework) and allows the university to award Fellowships of the Higher Education Academy.

Since ALPINE opened for registration in June 2016 an evaluation of the scheme has been taking place, involving applicants to the ALPINE scheme as well as internal and external staff who acted as mentors and recognition panel members. The aim of this session is present the findings of this evaluation and consider the implications for future practice. Session objectives are to:

- Present analyses of the quantitative and quantitative data emerging from surveys and focus groups



- Discuss themes relating to the personal benefits of ALPINE articulated by focus group participants
- Consider the implications of the evaluation for the development of the ALPINE framework

The session addresses the theme of **Informing** demonstrating how the university's ALPINE framework has been evaluated and considering how the results of this evaluation should shape future practice.

Title: The Practitioner as Researcher: Researching my own team's implementation of UHI Learning and Teaching policy

Presenter: Dr Brian Boag, Acting Dean, Arts, Humanities and Business, UHI

Conference Themes

- Informing

Key Words

- Qualitative research
- case study
- practice
- team culture
- regime

Brian has been Subject Network Leader in Humanities, Education and Gaelic since 2010 and am Acting Dean for this year. Brian previously Programme Leader in Social Sciences at Inverness College and taught a range of modules and units. This presentation is based on my EdD thesis.

Overview

My EdD thesis explored the ways in which a programme team reconstructs policy in the process of its implementation. It was based on the sociocultural theory developed by Professor Paul Trowler. This theory identifies eight 'cultural moments' as a means of defining precisely what makes up a team culture, and links it to a typology of responses to institutional change, the most interesting response being the 'reconstruction' of policy. These 'moments' are offered as an analytical device. The research project focused on the meso-level of analysis and develops the idea of the 'teaching and learning regime' as an alternative to the notion of the 'community of practice'.

The presentation will deal with the practical issue of how it is possible for a UHI academic to undertake research into their own practice. An outline of documentary and interview research will be given along with an assessment of the academic, practical and 'political' aspects of being objective in one's own setting.

The presentation will therefore have three main aims:

- To identify the advantages and challenges of the EdD as a way of becoming a practitioner-as-researcher
- To outline the research methods used, with an assessment of their academic value and appropriateness
- To inform listeners of the broad nature of the findings of the research



Title: The potential for anthropology in innovating provision

Presenter: Mark Highfield, Teacher Education, Department of Education, Inverness College UHI

Conference Themes

- Innovating

Key Words

- Anthropology
- Innovation
- Social science
- Ethnography
- Participant Observation

Mark Highfield teaches on the PGDE Primary and MEd Critical Enquiry programmes at Inverness College. He is a Fellow of the Royal Anthropological Institute and the Principal Examiner for an anthropology examination paper. He has over twelve years of experience of teaching students via distance and blended learning methods.

Overview

This session explores the potential for anthropology as part of the curriculum and as a methodological approach for subjects within the partnership. Considering particularly a social anthropological approach, grounded in the research method of participant observation and taking as its ultimate product the ethnographic study, this session makes the case that there is scope within UHI's repertoire to innovate to include anthropology within its FE and HE provision and that the subject has something to offer in lending its methodological approach to other areas of study.

Since Bronislaw Malinowski (1922) visited the people of the Trobriand Islands neighbouring Papua New Guinea in the early twentieth century, his strategy of joining a group of people in their activities and observing them to understand them better has gained prominence as a social scientific research method. What initially was used as a way to examine the exotic and unfamiliar has become a method of researching things happening at home. This session explores programmes at UHI that might use this methodological approach, as well as thinking about how the discipline itself could be developed within the curriculum.

Anthropology asks engaging questions about what it means to be human, about why we are the way we are today, and why we do things the way we do. It considers human societies diachronically, across time, thinking about how they have changed with the circumstances and factors occurring around them, and it considers them synchronically, considering different societies across the world at the same time, looking at how our differences can ultimately be things that unite us. The discipline has content to offer in terms of engaging with social issues, such as addressing equality and diversity, critically examining concepts such as race and gender, as well as what it is to be human in the world today.



References:

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Short explanation of which theme(s) the proposed session addresses:

The proposed session addresses the theme of innovation by considering the role anthropology could have within the college and wider university methodologically and as a subject area.

Title: eTips – Embedding the Outputs

Presenters: Scott Connor, Educational Development Leader, Educational Development Unit and Jacky Macmillan, Head of Educational Development Unit, Educational Development Unit

Contributors: Keith Smyth, Head of the Learning and Teaching Academy and Frank Rennie, Assistant Principal, Lews Castle College UHI

Conference Themes

- Informing
- Inspiring

Key Words

- Etextbooks
- Epublications
- Projects
- research

Scott has worked with the EDU since its inception in 2011 and is a fellow of the HEA with expertise in pedagogic design and technology enhanced learning (TeL). With an academic background covering the natural and social sciences he is responsible for the management of internal, national and international educational development projects.

Jacky established and has led the EDU since its inception in 2011. With a passion for equivalence in access to education in the highlands and islands her experience is in creating and technology enhanced learning (TeL) projects nationally and internationally. As well as TeL, her academic interests are in entrepreneurial leadership and virtual teams.

Overview

eTIPS (etextbook institutional publishing service) is an educational research project funded by Jisc as part of a wider national programme (The Institution as an etextbook publisher). The project was charged with answering such questions as “Can institutions become publishers of their own etextbooks?” and, if so, “How would they do that?” and most importantly “Why would they want to?”

To date, eTIPS has authored and published two etextbooks; How to write a research dissertation and Undertaking your research project and developed a companion website for each. A simple process for authoring and publishing has been identified as well as a series of use cases, including using ebooks to disseminate research outputs such as dissertations across the university and beyond.



There is a direct link from our website <http://www.etextbooks.ac.uk> to the Amazon Kindle Store where the books are available to buy.

The eTIPS project is now in the evaluation phase and there is confidence in the simplicity of the process and the usefulness of the activity to the university, its staff and students.

Members of the project team (Lews Castle College, UHI, Learning and Teaching and the Educational Development Unit at UHI and Edinburgh Napier University) would like to take this opportunity to share findings.

Title: Advancing theory and practice in research-based learning and teaching: Moving forward with a university-wide initiative

Presenters: Keith Smyth, Head of the Learning and Teaching Academy, Executive Office UHI and Michael Rayner, Dean of Research, Executive Office UHI

Conference Themes

- Informing
- Inspiring
- Innovating

Key Words

- Research-based Learning
- Qualitative Research
- Curriculum design and delivery
- Student engagement
- Community engagement

Michael Rayner is the University's Dean of Research. He has been involved in broad-based leadership, guidance and support for the development and extension of research excellence and culture and is also responsible for the UHI Graduate School. Michael led the University's highly successful REF 2014 submission. He currently Chairs University's Scotland's Research Training sub-Committee and was recently recognised as Principal Fellow of the HEA. Michael is research active and currently co-leads the University's comprehensive RTL project with Professor Keith Smyth.

Keith Smyth is Professor of Pedagogy at UHI. Keith leads the university's Learning and Teaching Academy, and has a responsibility for developing educational scholarship and research in the university. Keith co-chairs the SILK (Society, Identify, Landscape and Knowledge) Research Cluster, and is active in areas including technology-enhanced learning and research-teaching linkages.

Overview

This session will begin by exploring how thinking about research-informed and research-based learning and teaching is changing in the sector, and what the implications are for pedagogic practice, curriculum design, and the relationship between universities and their wider communities.

We will draw upon existing initiatives in the sector, at departmental and institutional level, in illustrating how research-based activity can frame and drive the curriculum. This will lead into an exploration of a current initiative within the university to further evolve our own research-based learning and teaching to include,



wherever possible, approaches to research-based learning that directly address issues of public good and the needs of the communities the university sits within.

The aforementioned initiative is both a curriculum development project, as well as an educational research project. At the time of writing an initial stage of qualitative research is underway to explore the range of perceptions concerning the challenges and opportunities of research-based learning and teaching that are held across the group of academics who are participating in the project. We will draw out emerging themes and initial findings from the research, and discuss next steps.

For colleagues attending this session, we hope that it will:

- 1) Introduce a diverse number of ways of thinking about how research-based learning and teaching can be embedded at all levels of the curriculum
- 2) Provide an insight into research-based learning and teaching project, including an opportunity to consider how to become involved as it goes forward
- 3) Provide an opportunity to discuss how the emerging findings of the project align with, or contrast with, their own experiences of engaging students in research-based learning

Interactive workshop (90 minutes) which should be activity-based

Title: Can Blackboard Collaborate enhance online learning in FE and HE?

Presenters: Fiona Grant, Assistant Principal - Quality, Learning and Teaching, West Highland College UHI

Conference Themes

- Inspiring
- Innovating

Keywords

- Synchronous Learning
- Community of Inquiry
- Social and Interactive Learning
- Technology Enhanced Learning

Overview

West Highland College UHI is using Blackboard Collaborate to teach fulltime students on FE and HE programmes, across multiple locations. Online learning provides opportunity for people to access education wherever they live. Collaborate can enhance the learner experience through synchronous activity in virtual classrooms where students feel connected and involved. Students can interact and respond to questions, work on tasks together in small groups and ask questions to confirm their understanding. Furthermore, sessions can be recorded for later use.

This will be a hands-on session, getting participants to interact and use the tools available, just the same as learners do. Participants will take part in text chat, whiteboard interaction, breakout rooms, polling and have to do some talking.



Participants will have the opportunity to take part in a discussion topic during the session where there will be a (proposed) focus on the Community of Inquiry (COI) and also the UHI Blackboard Checklist and Blended Standards (if appropriate). When creating programme content and considering the overall design and structure of an online course, a framework such as the Community of Inquiry (COI) can act as a valuable guide (Lambert and Fisher, 2013: 13). Checklists, such as the UHI Blackboard Checklist are an essential part of a tutor's toolkit. A flipped classroom approach is recommended to encourage students to prepare ahead of a session. When used well by students, the result is really noticeable during interactive discussion sessions and breakout activity.

Conference theme addressed:

This will be active learning. Using Collaborate tools and at the same time discussing some of the underpinning reasons for using tools, it is hoped that participants will gain an understanding of using learning and teaching approaches that engage and involve learners and provide a quality learning experience. Aim to **inspire** participants and **innovate** - how we can better use digital technologies for learning. It is an **inclusive** workshop.

Title: Capacity, culture and confidence: building a sustainable STEM future across the Highlands

Presenters: Samantha Clark, STEM Development Manager, Mairi Stewart, STEM Coordinator and Evelyn Gray, STEM Administrator, University of the Highlands and Islands

Conference Themes

- Inspiring
- Innovating

Key Words

- STEM
- Rural
- Interactive
- Confidence
- Inspiring

Samantha Clark gained an Earth Sciences degree from the University of Glasgow, before moving to Durham University to complete a PhD and work as a Research Fellow. Sam joined the UHI STEM Team in February 2016 and is passionate about developing innovative and engaging modules that are accessible to students in remote and rural schools.

Mairi Stewart completed a BSc (hons) in Ecology and Conservation at the University of St Andrews, before undertaking science communication roles at the Dundee Science Centre and University of Nottingham. Mairi is passionate about producing and delivering high quality STEM learning experiences for young people in the Highlands and encouraging pupils to reach their potential.

Evelyn Gray spent 10 years as a Research Fellow within the Pathology Department at Edinburgh University. Evelyn has worked as an administrator and science festival coordinator for the UHI STEM Team for several years and is passionate about community based science projects that use everyday objects to inspire.



Overview

The University of the Highlands and Islands STEM Team have identified three main barriers to science, technology, engineering and maths (STEM) teaching in highland schools: capacity, culture and confidence. Rural schools often do not have access to the latest technology or broadband that can make teaching some subjects such as computer programming challenging. Often STEM provision is driven by a single enthused individual, resulting in a sporadic and uncoordinated approach, that can leave teachers feeling isolated, especially in more remote regions.

In order to address these issues the STEM Team recently launched a range of innovative new modules to schools across the Highlands, aiming to inspire pupils to follow a STEM career pathway. Modules are tailored to the individual needs of the school, providing access to bespoke lesson plans that can easily be adapted for rural challenges, such as composite classes or the lack of technology. The modules aim to build pupil confidence through interactive play, while teachers build confidence through standard CPD as well as co-delivered support sessions.

Throughout this interactive session, we aim to share the results and learnings of our “Sphero Olympics” Module. This pilot module uses robotic balls and cross-curricular learning to explore STEM methodology. Computer programming and computational thinking is taught without the need for computers or broadband. The module has received excellent feedback from pilot schools and the Highland Council have recently invested in the second phase of this project which aims to roll out to schools across Highland in September 2017.

Title: Confidence with copyright: Copyright the Card Game

Presenters/facilitators: John MacMillan, Educational Development Leader and Anne Chard, Educational Development Leader, Educational Development Unit

Conference Themes

- Inspiring
- Innovating

Key Words

- Copyright
- Multimedia
- Digital literacy

John MacMillan is part of the Educational Development Unit at the University of the Highlands and Islands. John leads curriculum development projects and supports staff to engage with technology enhanced learning. John is interested in open practice and the effective use of digital technology in learning and teaching.

Anne Chard started as an Educational Development Leader for the EDU in 2013, leading projects and engaging with the design, development and delivery of online learning. Prior to this Anne worked at North Highland College in the Online section and as a part time lecturer on the Nuclear related courses.



An interactive workshop based around Copyright the Card Game. This highly participative workshop will give participants an opportunity to examine copyright from a positive point of view, using creative methods to support staff to make the right decisions when sourcing material for re-use.

Teaching and learning in a digital environment requires skills and knowledge about the use and re-use of third party content. This workshop will give tutors the tools to do this, focusing on enabling the use of existing resources to enhance any digital resources or environments used in teaching and learning.

Copyright the Card Game was created by Chris Morrison, in association with Naomi Korn and Jane Secker, and has been made available under a Creative Commons Non-Commercial licence.

Themes: The workshop addresses the conference theme of 'Innovating - sharing ideas and approaches that are focused on how the university may want to evolve learning, teaching and assessment into the future'. In addition the workshop also addresses the conference theme of 'Inspiring - sharing creative and effective approaches to learning, teaching and assessment which could be adapted or reused within different subjects and contexts'.

Discussion sessions (60 minutes)

Title: Turnitin, Feedback Studio and Improving Academic Writing

Presenters: Marion MacDonald, Educational Technologist, Executive Office UHI and Andy Brown, Head of Academic Development, Executive Office UHI

Panel members: Alices Mongiello, Matt Sillars, and Catriona Grant.

Conference Themes

- Informing

Overview

Turnitin is being upgraded to Feedback Studio, although the process of creating a Turnitin assignment remains the same, Feedback Studio has a modern interface. There will be a demonstration of the new system.

The panel will consist of Marion MacDonald, Andy Brown and university Turnitin super users Alices Mongiello, Matt Sillars and Catriona Grant. The super users will present short (10 mins each) case studies on how use of Turnitin as an educational tool has enhanced the student experience and has improved academic writing. Student feedback will also be presented.

There will be a short presentation on PeerMark, a powerful educational tool included in the Turnitin/Feedback Studio that is currently not being used.

The session will end with Turnitin/Feedback Studio Qs and As.

We hope that participants will either start using Turnitin or change their view and see it as a powerful educational tool that helps students improve academic writing and referencing rather than just a tool that aids with the identification of plagiarism. We would like to see if there is an appetite for establishing a PeerMark pilot group.

Theme: This will be a discussion session under the theme “Informing” with panel members sharing how their educational practice has been aided by Turnitin.

HISA Student Led Enhancement – Class Rep Systems

Presenters: Maria Roberts – HISA Vice President Higher Education, Sorcha Kirker – HISA Orkney Depute President and Vice President and Simon Varwell – Development Consultant sparqs

Conference Themes

- Informing
- Innovating

Key Words

- Collaboration
- Student-led
- Enhancement
- Innovating
- Quality

Maria has worked closely with the university and its partners to ensure Higher Education Students have a great time at UHI both educationally and socially. She has worked hard to ensure every students' voice is heard and have the platforms available to them to make changes to their learning experience.

Sorcha has worked hard to develop a stronger class rep system, with the support of HISA, at Orkney College. She has guaranteed that student issues, and requests, are taken seriously and tended to appropriately. She is also a trained sparqs Associate Trainer.

Simon’s current projects include work on student engagement in transnational education and online & distance learning, university institution-led review, a combined toolkit on course rep systems, Academic Representation Co-ordinators’ network, and the development of course rep training modules. Simon has been with sparqs since 2007 and is based in Inverness.

Overview

The academic partners across UHI have had class rep systems in place for a number of years. HISA has been working with them to help improve them in order to enable students to enhance their studies by providing students with the tools and platform for them to bring up problems, solutions and ideas. This panel discussion will look at the work HISA has done and where it is going next. What it is like to be a class rep and a HISA Depute Officer in class rep meetings. sparqs (student partnerships in quality Scotland) an agency which, puts students at the heart of decisions being made about the quality and governance of the learning experience will also describe the importance of class reps making quality changes nationally.



Developing Educational Research at UHI: Where are we now and where might we go?

Presenter: Keith Smyth, Head of the Learning and Teaching Academy, Executive Office UHI and Gareth Davies, Lecturer and Tertiary & Higher Education Scheme Co-coordinator, Lews Castle College UHI

Conference Themes

- Informing
- Inspiring

Key Words

- Education
- Scholarship
- Research
- Research Excellence Framework

Keith Smyth is Professor of Pedagogy at UHI. Keith leads the university's Learning and Teaching Academy, and has a responsibility for developing educational scholarship and research in the university. Keith co-chairs the SILK (Society, Identify, Landscape and Knowledge) Research Cluster, and is active in areas including technology-enhanced learning and research-teaching linkages.

Gareth has worked for LCC UHI for nearly 10 years and now lectures in psychology and co-ordinates the Tertiary & Higher Education scheme. Research interests are now mainly around pedagogy but Gareth still contributes to research around health psychology.

Overview

This open discussion session will explore where we are currently at in the university with respect to the development of educational scholarship and research, and how we may seek to develop educational research activity and outputs going forward. We welcome participation from anyone interested in educational research, regardless of your experience to date, and will use the session to explore: how to get started in educational research; challenges and enablers to engaging in educational research; the support available within the university; and developing educational scholarship into more formal research. The session will conclude by exploring possible next steps in forming a network of colleagues who will work together to take educational research forward.



Guest Speakers

Keynote title: Making the Transition to being a student in the University of the Highlands and Islands: responding to a wider range of challenges?

Keynote Speaker: Professor Jim Gallacher

Jim Gallacher is Emeritus Professor of Lifelong Learning in Glasgow Caledonian University, and Honorary Professor in UHI and the University of Stirling. He was Co-Director of the Centre for Research in Lifelong Learning 1999-2008, and was a Board member of the Scottish Funding Council for Further and Higher Education (SFC) (2005-10) where he chaired the Access and Inclusion Committee. He is currently a member of the Board of Management of City of Glasgow College, where he chairs the Learning and Teaching Committee. Recent and current research interests include widening access to further and higher education; links between further and higher education; work related higher education. He has managed a wide range of research projects on these topics, and published numerous books, book chapters, journal articles and research reports from his research.

Overview

This paper will reflect on some of the issues associated with student transitions and consider whether, given UHI's distinctive structure, approaches to teaching and learning and the profile of its students, there are challenges here which are different from other HEIs, and if so how can we recognise and address them?

Title: How to Fail Your Research Degree: interactive workshop on game-based learning of postgraduate research skills

Presenter: Daisy Abbott, Research Developer, School of Simulation and Visualisation, Glasgow School of Art

Conference Themes

- Informing
- Inspiring
- Innovating

Keywords

- game-based learning
- research skills
- postgraduate transitions
- productive failure
- serious games

Daisy Abbott is an interdisciplinary researcher and research developer based in the School of Simulation and Visualisation at Glasgow School of Art. Daisy's current research focusses on interactive narratives, digital representations of ephemeral events, performing arts scholarship, digital heritage, digital and participatory culture, interaction design, and game-based learning.



Overview

In this interactive workshop, participants will play an educational game called How to Fail Your Research Degree, which has the aim of teaching and embedding research skills for master's and research students. The game was created to deliver knowledge and understanding of research processes and techniques, within the context of a postgraduate training programme at Glasgow School of Art. Development was in relation to the constructivist concepts of encouraging creativity and problem-solving within a safe game environment and of learning by (potentially) failing. "How to Fail Your Research Degree" encourages a light-hearted engagement with the various academic skills and activities necessary to undertake post-graduate research – and the risks and pitfalls that can affect a research degree. Playing the game will take approx. 50 minutes.

The workshop will include a short presentation covering the pedagogical theory of game-based learning, and the evaluation of the learning outcomes and motivational characteristics of this game. A survey of over 100 players shows extremely high levels of achievement of both learning outcomes and motivational framework, including enjoyment and cognitive authenticity. A longitudinal survey indicates that learning outcomes are retained over time and that the game serves as a memorable learning tool.

Participants will have chance to discuss the game experience and surrounding research with the game designer, as well as discuss with each other fruitful ways in which to implement this game (or game-based learning in general) in their own work. Specific benefits from the game itself include a 'crash course' on research skills, specifically the risks and challenges of running small research projects (particularly for master's or early PhD students and their supervisors). General benefits include added insight into this mode of learning, its efficacy, and benefit to students. It is also hoped that this workshop will give insight into game-based learning more generally, and inspire participants to consider similar approaches in the teaching of challenging skills and knowledges.

This workshop covers all three themes. It is Informing in that it presents the results of interdisciplinary research, bringing together serious games theory with pedagogy and presenting clear, rigorous evaluation of the methods used and game's effect. It is Inspiring in that it is sharing an unusual but highly effective approach to teaching research skills at postgraduate level, a noted challenge for students transitioning from undergrad – and, specifically, encouraging participants to adopt this game or an adaptation of it for similar teaching challenges. It is Innovating in that the research is new and demonstrates that game-based learning is effective and could be integrated into traditional teaching practice both as a reinforcement of learning outcomes and as a quick 'crash course' for students who do not have time to devote to a whole module on research skills.

Title: Translatémon GO – Treasure Hunt

Presenter: Tab Betts, Learning Technologist, University of Sussex

Conference Themes

- Inspiring

Key Words

- Innovation
- Language learning
- Gamification



Tab Betts is a Learning Technologist and also teaches on the PGCertHE course at the University of Sussex. He has won a number of teaching awards, including the University of Sussex Award for Outstanding or Innovative Undergraduate Teaching and the University of Brighton Award for Most Innovative Teaching. He is fluent in Mandarin Chinese, has worked as Head of English at a Chinese University and ran his own education consultancy business in Guangdong, China. You can follow Tab on Twitter: @TabbanBetts

Overview

Calling all treasure hunters and problem-solvers! Want to learn more about the world, meet new people from around UHI and work together to solve puzzles? Working individually, in pairs or in small groups your quest will take you across the conference site to solve puzzles about language and culture from around the world using the Google Translate app (so you will need access to at least one Android/iOS device). There will be prizes (treasure!) for those who complete the puzzles successfully. You don't need to know anything about languages (although it won't hurt) and you don't need teammates (but what better way to make new contacts from across University?). Take part and try and catch 'em all!

Title: How can technology make your teaching more inclusive?

Presenters: Dr David Walker, Head of Technology Enhanced Learning, Kitty Horne, Learning Technologist and Tab Betts, Learning Technologist, Technology-Enhanced Learning Team, University of Sussex

Conference Themes

- Inspiring

Key Words

- Inclusive learning and teaching
- Learning technology
- Curriculum design

David Walker is Head of Technology Enhanced Learning at the University of Sussex with responsibility for leading learning technology initiatives and supporting pedagogic innovation. David is a Principal Fellow of the Higher Education Academy, a Certified Member of the Association for Learning Technology, a founding Editor of the Journal of Perspectives in Applied Academic Practice and a member of the Executive Committee of the UK Staff and Educational Development Association (SEDA). You can follow David on Twitter @drdjwalker

Kitty Horne graduated from the University of Sussex in 2014 and returned shortly after to take up a graduate internship in Learning Technology. Having worked within Technology Enhanced Learning at the University of Sussex for the past two years, Kitty was recently appointed to the role of Learning Technologist. She supports the use of technology in teaching and learning within the Science cluster of schools as well as across the university and has been involved in the creation of a university-wide 'Teaching & Learning Toolkit' designed to support teaching practices at the university. You can follow Kitty on Twitter @kittyhorne

Tab Betts is a Learning Technologist and also teaches on the PGCertHE course at the University of Sussex. He has won a number of teaching awards, including the University of Sussex Award for Outstanding or Innovative Undergraduate Teaching and the University of Brighton Award for Most Innovative Teaching. He is fluent in Mandarin Chinese, has worked as Head of English at a Chinese University and ran his own education consultancy business in Guangdong, China. You can follow Tab on Twitter: @TabbanBetts



Overview

Inclusive practice is a strategic teaching and learning theme at the University of Sussex. As the range of learners that we teach becomes more diverse, the need to consider accessible design when producing or incorporating learning materials has never been more important. This interactive workshop will explore some techniques and tools that we can use to design and plan our modules and sessions with inclusive approaches for engaging and supporting diverse cohorts. Learning Technologists from the University of Sussex's Technology Enhanced Learning team will share a range of methods and tools, which can help lecturers and tutors to communicate with diverse student groups, create inclusive learning materials, and engage students with active learning.

In this interactive workshop, participants will:

1. Reflect on the range and diversity of teaching methods used in their current practices.
2. Share ideas to promote inclusive teaching practice with colleagues across the institution.
3. Consider ways to use technology to develop inclusive teaching resources and learning activities.

References:

Department for Education, 'Inclusive Teaching and Learning in Higher Education as a route to Excellence', 27/1/2017 <https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>

Jisc, 'Supporting an inclusive learner experience in higher education', 17/2/2016, <https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education>

Title: Another Brick in the Assessment Wall

Presenters: Lynn Boyle, Lecturer in Childhood Practice, University of Dundee and David Walker, Honorary Senior Lecturer, University of Dundee

Conference Themes

- Innovating

Keywords

- Assessment and Feedback
- Curriculum design

David Walker is Head of Technology Enhanced Learning at the University of Sussex with responsibility for leading learning technology initiatives and supporting pedagogic innovation. David is a Principal Fellow of the Higher Education Academy, a Certified Member of the Association for Learning Technology, a founding Editor of the Journal of Perspectives in Applied Academic Practice and a member of the Executive Committee of the UK Staff and Educational Development Association (SEDA). You can follow David on Twitter @drdjwalker

Lynn Boyle is a Lecturer in Education at the University of Dundee. Lynn is Lead Officer for TESTA at University of Dundee and has developed and led the process for the University of Dundee. In her Doctoral studies Lynn is interested in distance learning pedagogies and the impact of self-perception in the effective transition between FE and HE. Lynn strongly believes in personal connections to influence professional networking and working across institutions to enhance her own teaching and research.



Overview

The University of Dundee ranks highly on the basis of overall student experience, however instruments such as the National Student Survey (NSS) have consistently indicated that our students are notably less positive in relation to assessment and feedback (74% overall satisfaction for Assessment and Feedback, University of Dundee in 2015). Determining a means to bring about strategic change in our assessment and feedback practice has represented an important area of work for the University over the past five years. Participation in the Higher Education Academy (HEA) 'Assessment and Feedback Change Programme' in an evaluation of the Transforming the Experiences of Students through Assessment (TESTA) methodology was identified as a potential means to effect this change, (Jessop, Hakim and Gibbs, 2011). These were based upon the recommendations which emerged from the Scottish Enhancement Themes on Integrative Assessment (QAAHE, 2007); and guidance provided by the Higher Education Academy/JISC Academic Integrity Service (Ball *et al*, 2012). In 2012, a pilot study within the University was proposed and the University supported a cross-discipline team to support the trial of the methodology.

This workshop will provide an overview of the implementation of TESTA at the University of Dundee and in particular will outline the use of a visual representation of programmes at a holistic level to facilitate discussion leading to new approaches in curricular/assessment design. Delegates will:

- Consider the potential transferability/implications of using the TESTA methodology within their own institution.
- Discuss the value of reflecting on assessment and feedback at programme level.

Title: Future proofing the educators

Presenter: Dr Yvonne Bain, Senior Lecturer, University of Aberdeen

Yvonne Bain has taught in Higher Education for almost twenty years, in a variety of programmes including Initial Teacher Education Professional Graduate Diploma in Education (PGDE), Teaching Qualification in Further Education (TQFE), PGCERT Learning and Teaching in Higher Education, as well as Masters and PhD supervision. Her research interests focus on the professional development of (teacher) educators, and learning through online environments.

Overview

The academic journals are not short on commentaries on education in the 21st Century whether considering student engagement, the role of technology, or the role of the educator (in a variety of contexts). But what is it that shapes our practice as educators? In 2012, the review of the Professional Standards for Lecturers in Scotland's Colleges was in some way shaped by asking the question asked by Dr Andrew Morrison: "What do lecturers need to do to prepare for their role in 2020?" 2020 is only two academic sessions away so perhaps now is the time to revisit that question and to ask "What will be required of educators of the future?" whether the educators are schools-based teachers, college lecturers, Higher education lecturers or educators in many other different contexts (Prison Service, Nursing, Community Education...). Is there an identified common set of principles, skills, and professional requirements for educators that can be mapped out by guidelines and standards and in some way be measured



through metrics such as NSS results or Teaching Excellence frameworks or HMIE evaluations? What might the future of education look like and how do we ensure that we are ready to support learners in innovative ways as might be determined by the changing nature and aspirations of education? What will it take to future proof ourselves as educators are to ensure that we can inform our practice, inspire our learners, and be innovative in our approaches?

Digital poster presentation

Title: Lecture Capture

Presenter: Marion MacDonald, Educational Technologist, Executive Office UHI

Conference Themes

- Innovating

Keywords

- Lecture capture
- Camtasia Relay

Overview

The university has subscribed to TechSmith (Camtasia) Relay for a number of years now and it is well used by a number of staff; however, a large number of staff at some Academic Partners do not seem to be aware that the service exists. It is proposed that the poster would advise staff of the possibilities and benefits of using lecture capture generally as well as identifying the possible downside. The process of recording and disseminating a screencast would also be briefly outlined. Staff who have been using lecture capture for a number of years have reported that students have responded favourably so it is hoped to get staff and/or student agreement to include their feedback on the poster.

Theme: Innovating. It is possible for pre-recorded lectures to be made available to students prior to class contact time so that the class contact time could be utilised in more interactive formats. This would enable students to raise questions and issues they have difficulty with and would enable staff to gain a sense of students' progress. Where cohorts are widely dispersed and meet only by video-conference, this tool could be very useful.

Title: Creating virtual learning landscapes: E. Poster presentation (digital)

Presenters: Anne Chard, Educational Development Leader, Educational Development Unit

Contributor: Andrew Gibson, Educational Development Leader, Educational Development Unit

Conference Themes

- Inspiring

Keywords

- Virtual
- virtual landscapes
- sustainability
- geographical equality



Andrew Gibson: I am an Educational Development Leader within the Educational Development Unit (EDU) at UHI, where I manage internal and external projects. My professional interest in online learning began in the late 1990s, studying for an MSc at RGU. I currently live near Washington DC.

Anne Chard: I started as an Educational Development Leader for the EDU in 2013, leading projects and engaging with the design, development and delivery of online learning. Prior to this I worked at North Highland College in the Online section and as a part time lecturer on the Nuclear related courses.

Overview

This presentation will take the form of an electronic poster and shares examples of the EDU developed Virtual Landscapes, showing the pedagogical approach, the different ways they are used and how these type of virtual landscapes might be used in the future. The presentation will examine the use of a range of Virtual landscapes including, Agriculture Virtual Farm Tour, Horticulture Virtual Garden, Archaeology Virtual Field trips, Art & Archaeology Virtual Site tour and Green Badge Tourism.

Two main drivers can be seen underneath all these projects; the need for sustainability without compromising the quality of the student experience and the need to provide students with an enhanced learning experience no matter where they are geographically based. The virtual landscapes the EDU have developed support staff to enhance the way that modules and units are delivered using the university's learning technology. Virtual landscapes have also provided employers collaborating with UHI, a means of supplying realistic and authentic learning contexts. The presentation explains how these enhancement were accomplished in each project.

This short presentation hopes to share the EDU's collaborative approach to the development of virtual landscapes and to inspire conference attendees with ideas of how they might adopt similar practices to enhance and expand student learning.

Title: Building your skills in technology enhanced learning – exploring the EDU's support portal.
Interactive poster presentation

Presenter: Educational Development Unit

Conference Themes

- Inspiring

Overview

Over the last 6 years the EDU has co-created in excess of 700 learning resources, through over 100 development projects. As well as developing online learning content and enhancing the learning environment, a key strand of the work undertaken by the EDU has been supporting the development of staff skills in the use of digital



technologies. By running workshops, creating guides and one-to-one assistance, the EDU has amassed a wide range of learning resources focused on technology enhanced learning. Recently, these learning resources have been designed, developed and produced by the EDU, as a suite of self-directed online content - the EDU Support Portal. Launched in March 2017 the Support Portal aims to provide access to learning content, when and where the need arises.

The interactive poster will introduce the Support Portal, outline current content and encourage conference delegates to access, use and promote the resource. Navigation through the resources and potentially the use of QR codes will allow readers to explore the content in more depth.

Conference themes:

Inspiring - sharing creative and effective approaches to learning, teaching and assessment which could be adapted or reused within different subjects and contexts

Information tables

- The business improvement team
 - STEM
 - Educational Development Unit (EDU)
 - Learning and Teaching Academy (LTA)
 - Integrated technologies and libraries and research
 - MEd Programme
-



Higher Education Academy (HEA) Fellowship Recognition

During the Academic Year 2016/17 over 50 colleagues from across the university have been supported to achieve their Fellowship of the UK Higher Education Academy (HEA), across the various Fellowship categories of Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

The following university colleagues have gained Fellowship of the Higher Education Academy through ALPINE (Accredited Learning, Professional development, and Innovation in Education).

ALPINE is the university's new framework for the recognition of excellent practice in learning and teaching, supporting learning and teaching, and educational leadership in higher education. ALPINE is aligned to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF), and provides the opportunity for colleagues to gain recognition as an Associate Fellow, Fellow or Senior Fellow of the HEA through an internal recognition process. ALPINE also offers mentoring support for colleagues who would like to apply directly to the HEA for recognition as a Principal Fellow of the HEA.

Please note names are in random order within each category of Fellowship.

Senior Fellow	Wendy Maltinsky	Inverness College UHI
Senior Fellow	Susan Engstrand	Executive Office UHI
Senior Fellow	Stewart Fraser	Perth College UHI
Senior Fellow	Robert Boyd	Perth College UHI
Senior Fellow	Robert Shillaker	Highland Theological College UHI
Senior Fellow	Rachel Erskine	Lews Castle College UHI
Senior Fellow	Michael Smith	Lews Castle College UHI
Senior Fellow	Melanie Smith	Inverness College UHI
Senior Fellow	Mei-Li Roberts	Perth College UHI
Senior Fellow	Matt Groves	West Highland College
Senior Fellow	Linda Gunn	Inverness College UHI
Senior Fellow	Kathleen Murray	Inverness College UHI
Senior Fellow	Helen Duncan	Perth College UHI
Senior Fellow	Fiona Skinner	Executive Office UHI
Senior Fellow	Brian Boag	Executive Office UHI
Senior Fellow	Anna-Wendy Stevenson	Lews Castle College UHI
Senior Fellow	Andy Brown	Executive Office UHI



Senior Fellow	Andrew Rae	Executive Office UHI
Fellow	Shona Magill	SAMS UHI
Fellow	Scott Innes	Perth College UHI
Fellow	Scott Timpany	Orkney College UHI
Fellow	Sarah Jane Gibbon	Orkney College UHI
Fellow	Sarah Roe	Inverness College UHI
Fellow	Kirsty Price	West Highland College UHI
Fellow	Yvonne McNiven	Argyll College UHI
Fellow	Chris Mackie	West Highland College
Fellow	Linda Richardson	North Highland College UHI
Fellow	Lesley Watson	Executive Office UHI
Fellow	Kirsten Grant	Inverness College UHI
Fellow	James Moore	Orkney College UHI
Fellow	Heather Fotheringham	Executive Office UHI
Fellow	Angelo Gallone	UHI graduate of Pg Cert THE
Fellow	Elizabeth McFarlane	Argyll College UHI
Fellow	Elaine Dalloway	Executive Office UHI
Fellow	Dale Robertson	Perth College UHI
Fellow	Scott Connor	Executive Office UHI
Fellow	Andrew Gibson	Executive Office UHI
Fellow	Allane Hay	Moray College UHI
Associate Fellow	Alex Walker	Executive Office UHI

The following university colleagues have successfully gained Fellowship by direct application to the Higher Education Academy (HEA), in order to support the implementation of the ALPINE framework within the university.

Principal Fellow	Gary Campbell	Executive Office UHI
Principal Fellow	Michael Rayner	Executive Office UHI
Senior Fellow	Eleanor Brown	Perth College UHI
Senior Fellow	Alice Mongiello	Inverness College UHI
Senior Fellow	Gareth Davies	Lews Castle College UHI



Senior Fellow	Wilma Bichan	Orkney College UHI
Senior Fellow	Alan Ogg	North Highland College UHI
Senior Fellow	Innes Visage	Highland Theological College UHI
Fellow	John Howe	SAMS UHI
Fellow	Ann Tilbury	Executive Office UHI
Fellow	Alex Williams	West Highland College UHI
Associate Fellow	Debbie Wartnaby	Executive Office UHI