

# **PEDRIO ANNUAL REPORT 2017**



**PedRIO  
WITH  
PLYMOUTH  
UNIVERSITY**

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# Welcome to the PedRIO Annual Report 2017



## Professor Pauline Kneale, Director of PedRIO

This report recognises and reports on the wealth of activities undertaken across the University in PedRIO's seventh year. The appendices of published papers, major presentations and vignettes of activity demonstrate the huge range of disciplinary and interdisciplinary activities. In 2017, over 400 University staff have been involved in various events, there have been over 75 publications and 158 internal and external conferences and other presentations, five conferences and a new National Teaching Fellow. The PedRIO community continues to demonstrate its national and international expertise, always working to improve the quality of the experience of our students in higher education.

This year has seen a number of staff move on from the University in various ways. Elsewhere there is an appreciation for the work of Professor Stephen Sterling, who has retired although continuing to enjoy various activities as an Emeritus Professor. The PedRIO team, which supports academic staff to deliver on specific projects, has seen the departure of Reema Muneer, Chloe Harvey, and Andy Edward-Jones. Reema will be missed by many for her clear thinking, and ability to support academic staff across five or six projects simultaneously. Andy Edwards-Jones has provided a crucial support for student publications and he masterminded the detail of students presenting at the British Conference of Undergraduate Research and at Posters in Parliament over the last six years. My thanks go to all of them for their excellent contributions

to PedRIO. It is the support from these PedRIO researchers that enables busy academic staff to make significant enhancements to their teaching, through providing project research support, and collecting appropriate evidence to underpin development.

This year's conferences have attracted large numbers of international national participants, which provide University of Plymouth staff with excellent insights into practice elsewhere. Pedro was particularly pleased to host visitors from Germany who are working on ways to enhance assessment in their Universities.

The research focus of PedRIO is deliberately inclusive, building on areas of current strength and encouraging the development of new areas. Important questions for Institute members include:

- What kinds of curricula and pedagogies are appropriate for 21st century higher education?
- how can community engagement and impact work on community be recognised and measured effectively
- What is the impact on student learning of different pedagogic approaches or contexts?
- How can inclusive teaching, learning and assessment best be achieved in higher education?
- How can learning that promotes employability be embedded in curriculum?

The PedRIO / Teaching and Learning Support staff have a central role in supporting academic and professional services staff to develop their pedagogic practice. Members of the team advise colleagues on potential internal and external collaborators, promote opportunities for research collaborations and for funding. PedRIO Research takes place in a range of contexts in the UK and with international partners, including learning in the workplace, in further education colleges, and in online environments. In addition to the website, the newsletter and email lists promote opportunities for conferences, webinars and workshops internally and externally. For the most recent information on pedagogic research, calls for funding, conferences etc., please visit the PedRIO website [www.plymouth.ac.uk/pedrio](http://www.plymouth.ac.uk/pedrio) or contact Claire Benwell or Lynne Wyness. I am delighted to receive suggestions for future events and activities at any time or through the excellent Steering Group which drives the Institutes activities. A full set of conferences is planned for 2018, and I look forward to seeing you at all events.

# Professor Stephen Sterling (retired but still with us)

Although Professor Sterling formally retired from the University in September 2017 after a tremendous career working with staff across the institution, he is not entirely gone. As an Emeritus Professor, he continues to attend conferences and actively conduct research with our colleagues locally and internationally. To mark his retirement there was a celebration with family, colleagues from all parts of the University, and friends and co-researchers that he has worked with over many years. Everyone joined in wishing him well for an enjoyable retirement with many opportunities to relax and travel.

Stephen is an excellent example of someone bringing a wealth of industry and professional experience into the University later in life. Indeed, he has only been a full-time academic since the millennium, having previously been the Deputy Director of the Council for Environmental Education where he saw the significance of Sustainability and Education for Sustainable Development long before its importance was widely recognised. Prior to joining us in Plymouth, Stephen ran his own consultancy business, polishing his 'enterprise' credentials, delivered sustainability teaching at South Bank University and completed a PhD at the University of Bath with Professor Bill Scott. In 2005, Stephen was appointed to the Plymouth ESD CETL, later becoming Associate Director of the Centre for Sustainable Futures. Within the CETL, he played a significant role encouraging colleagues, the Sustainability Fellows embedded in the Schools and students, to enable the University to develop its reputation as a leader sustainability education in the UK.

Outside Plymouth, Stephen is recognised nationally and internationally as one of the most creative, original and thoughtful writers on ESD and he has an extensive record of books, papers and conference papers. He has served on many national and international committees and has worked for the UN and UNESCO. He was successful in putting the pressure on HEFCE to persuade the HE Academy to take Sustainability seriously, and it has worked. Over the past seven years he has been part of Teaching and Learning Support, leading the Centre for Sustainable Futures in its many and varied activities across campus to promote Sustainability Education in the curriculum. The PEDRIO and Teaching and Learning Support team are very sorry to see him go.





# National Teaching Fellowship Awards and CATE 2017

Professor Hisham Khalil is a clinical academic with an integrated practice as an Associate Dean within PUPSMD and an Ear, Nose and Throat Surgery Consultant in the NHS. Throughout his career, he has been committed to the education of undergraduate and postgraduate students in Medicine, Dentistry and Nursing. This has spanned three universities and two surgical training programmes, and includes an active teaching practice with local, regional and national assessment roles. He has a Doctorate Degree in Otolaryngology and a Masters in Clinical Education, and was awarded Principal Fellow of the HEA in 2015.

Hisham's work has had an impact at multiple levels including curriculum design and development, quality assurance of teaching activities, mentorship, engaged student learning, selection and admissions, introduction of educational innovations, and provision of high quality learning resources. He has taken a lead on curriculum development in PUPSMD and his approach to quality management of medical education has gained local, national and international recognition. He has contributed to a number of national pilots and consultations through the General Medical Council including the 'Approval of Trainers' pilot and 'Enhancing Patient Safety through Medical Education', leading his institution's team in the HEA engaged-student learning initiative. As a GMC Associate, he has a national role in medical school accreditation



and has recently led a project on the recognition of medical specialities in the Republic of Ireland.

Margaret Fisher led on the University application for the CATE (Collaborative Award for Teaching Excellence) award, focusing on the development and implementation of Schwartz Center Rounds across the FHHS and PUPSMD in collaboration with Dr Julia Bird, Dr Daranee Boon, Glenda Cooper, Thomas Doel, Hannah Gooding, Annie Mitchell, Sam Regan de Bere, Sarah Tobin and Zoe Young (see photo).



# PedRIO research theme groups in 2017

The PedRIO theme groups promote and coordinate leading-edge, cross-disciplinary and multi-method pedagogic research in Higher Education. Here is a brief overview of the groups' aims and main areas of activity in 2017.

## Sustainability Education Research Group / Centre for Sustainable Futures – Paul Warwick

The Sustainability Education Research Theme Group facilitates cross-institutional innovation and research relating to Education for Sustainable Development (ESD), led by Dr Paul Warwick. In 2017, the group ran a series of sustainability education research seminars for staff to network and disseminate their research. Seminar topics included:

- International Perspectives on ESD in Business and Economics – a study of China and the UK by Dr Jennie Winter and Professor Debby Cotton
- Wild Pedagogies for Sustainability Education based on an international colloquium and a book published in 2017 by Palgrave and co-edited by Professor Stephen Sterling
- Leading innovation in sustainability education through a co-operative enquiry research approach with Dr Valerie Huggins, Dr Ciaran O'Sullivan and Dr Paul Warwick

Researchers in this group have remained actively engaged in the field through a variety of research projects. Examples include:

- **Sustainability and interdisciplinary learning:** Dr Paul Warwick, Dr Harriet Dismore and Dr Dave Morrison leading a HEFCE Catalyst funded project exploring how interdisciplinary learning can be developed between the arts and sciences to engage students with the UN Sustainable Development Goals. (see Research and Collaboration Highlights)
- **Sustainability competencies and the Plymouth Compass:** Professor Stephen Sterling and Dr Paul Warwick represented the University of Plymouth in an international symposium on sustainability competencies hosted by the University of British Columbia, which built on a PedRIO funded PRTI project with colleagues from Western Michigan University, USA and Vechta University, Germany.

- **Sustainability in the curriculum:** Professor Janet Richardson, with support from the Centre for Sustainable Futures staff team, leading an EU – Erasmus project with colleagues from Germany and Spain to research and develop a teaching and learning resource for including Sustainability within Nursing Education.
- **Sustainability, employability and community engagement:** Dr Alun Morgan and Dr Paul Warwick leading a PRTI funded project to explore the effective pedagogy for sustainability education through community engagement with a particular focus upon service learning and place-based educational theory.

Members of the group have presented at numerous national and international conferences on their sustainability education research. These have included the World Environmental Education Congress Conference, Environmental Association of Universities and Colleges Annual Conference, PedRIO annual conference and VCs Teaching and Learning Conference. This group has also helped with the ongoing development of a Sustainability in Higher Education Conference Series, with PedRIO due to host the third conference in this series here in Plymouth, January 2018.



Professor Stephen Sterling, co-chair of the UNESCO-Japan ESD Prize International Jury, meets the Japanese Minister of Education, Culture, Sports, Science and Technology, Yoshimasa Hayashi (centre) with his fellow jurors, at the Award Ceremony, UNESCO, Paris on 3rd November 2017.

## **CAMERA (Collaboration for Advancement of Medical Education Research & Assessment) – Julian Archer**

The Collaboration for the Advancement of Medical Education Research & Assessment research group (CAMERA) is located in the Plymouth University Peninsula Schools of Medicine and Dentistry (PU PSMD) and brings together academic researchers, medical professionals and educators seeking to improve patient safety and engagement through evidence-based professional education. We achieve this by undertaking collaborative research that impacts directly on theory, policy and practice. We focus on improving patient safety and engagement through understanding clinical education and assessment and its impact on the clinical workforce; including selection and widening participation, simulation, professional regulation and patient and public engagement.

CAMERA has had a number of staffing changes since 2016, including the appointment of a PhD candidate, Zoe Doran, and Research Assistant, Inocencio Maramba, as part of the EPIC project. There have been two promotions of academic staff, Dr Julian Archer to Professor, and Dr Nicola Brennan to Senior Research Fellow, and the appointment of a full-time Research Assistant Administrator, Andrew Grace, for 12 months and a further PhD candidate Conor Wood. Lynsey Williams became the first CAMERA PhD with her thesis: "The Art and Science of Patient Centred Medicine: what do students learn from talking with and about patients?"

CAMERA had a presence at Plymouth Pride 2017, which has led to partnerships with Not Alone Plymouth and The Eddystone Trust to contribute to the dissemination of the Health Foundation-funded PPI research project. CAMERA hosted Associate Professor Dr David Smallwood for three days in September helping to build ties with the University of Melbourne.

We continue to build an international profile in the educational, regulatory and clinical literatures; working collaboratively with, amongst others, the Universities of Manchester, York, Birmingham, Leeds and Oxford as well as charities and policy makers such as the Department of Health England, the General Medical and Dental Councils and the National Institute for Health Research (NIHR). This year saw continuing grant income for studies exploring patient feedback and their wider engagement in healthcare regulation,

the regulation of dentists, and as part of EPIC (Ehealth Productivity and Innovation in Cornwall and the Isles of Scilly) – a collaborative project partly funded by the European Regional Development Fund with additional financial support from the South West Academic Health Science Network. University of Plymouth and partners aim to improve the use of e-health in Cornwall.

## **Critically Inclusive Pedagogies (CIP) – Suanne Gibson**

The Critically Inclusive Pedagogies (CIP) theme group continues to publish, attend and disseminate at national and international conferences and provide seminars for other University research networks in response to invitations. Two academic papers have been published on the subject of students as 'co-enquirers' in the International Journal of Educational Research and Journal of Widening Participation and Lifelong Learning. Suanne Gibson and Delia Baskerville have edited a special edition of the journal Pastoral Care in Education entitled 'The politics of care, compassion and concern in the contemporary academy'. Details can be found in the appendix.

## **Digital Innovation Group (DIG) – Professor Neil Witt and Dr Anne McDermott**

The Digital Innovation group maximizes pedagogic research opportunities, shares best practice/research, and develops initiatives that respond to institutional/sector policy. Its areas of focus include digital skills and practices; risks and identities; online communication (blogs etc.); and professional networks.

The theme group continues to maintain a strong interest in learning analytics following the successful conclusion of the HEA funded project Effective Learner Analytics: a senior leadership – staff – student informed approach. Through this work, the University is currently engaging with the Jisc's Effective Learning Analytics programme, preparing to pilot the Jisc Learning analytics solution.

Digital capabilities continue to be a major theme of the group; latest developments focus around the piloting of the Jisc digital discovery tool, a diagnostic tool for individuals to use to assess their own digital capabilities. There is tremendous synergy between this work and the PRTI funded, Business School based, digital capabilities project, to which DIG members have contributed.

## **Gaming and Simulation-enhanced Learning (GSeL) – Dr Arunangsu Chatterjee**

Game Enhanced Learning (GeL) is a form of learning that can supplement and enhance current classroom based and online education at all levels. Research has shown that interactive virtual learning can permanently transform the educational landscape and deliver better academic results. However, despite this recognition, there is a lack of sufficient empirical evidence to support GeL as a pedagogical approach. Simulations on the other hand have been widely used to support training needs across various fields such as military, medical, surgical and business. However, recent trends of using simulations appear to have had an impact on how games can be integrated within the educational context. It is important to utilise an analytical approach that considers how different elements of Game/Gamification along with simulations act upon one another within educational settings. The newly-formed GSeL interdisciplinary research theme group held a successful conference in November, which attracted delegates from across the country.



# Research and collaboration highlights

Throughout 2017, members of PedRIO worked in collaborative partnership with academics and researchers both nationally and internally. (See Appendix 4 for more details of PedRIO Fellows' collaborative activities.)

## Erasmus + Strategic Partnership

NurSUS, the European Erasmus Plus funded project designed to enhance nursing and health professional education for sustainability led by the University of Plymouth, came to a successful conclusion in August 2017. Higher Education partners at the Universities of Plymouth (UK), Esslingen (Germany), Maastricht (The Netherlands), and Jaen (Spain) used a range of research methods in order to explore what nurses and health professionals need to know about sustainability and climate change. One of the core outcomes from the project, the NurSusTOOLKIT, is based on evidence from literature, nurse education experts, and students. A Delphi study of nurse education experts across Europe enabled the team, led by Professor Janet Richardson and colleagues in the School of Nursing and Midwifery, to prioritise sustainability topics, and



identify core knowledge and skills requirements. The toolkit was officially launched in June 2017 in Esslingen University, and student representatives from each participated in the event. All the teaching and learning materials in the NurSusTOOLKIT are available free of charge from the NurSUS website [www.nursus.eu](http://www.nursus.eu). The team is currently seeking further funding to develop the materials and curriculum.

*'The NurSusTOOLKIT is a fabulous resource for student nurses and also I think the universities and teachers. I think it would be very useful for the new nursing competencies, and the fact that it's evidence-based gives it the edge over other resources that we might see. It is convincing and we need to see how we can actually make it work for qualified staff, for example in continuing professional development. It has the flexibility to allow us to provide specific packages for specific people, so I am looking forward to working with it'.*

Janet Davies, Chief Executive and General Secretary of the Royal College of Nursing



**Learning for the Future: Developing an interdisciplinary learning framework between the arts and sciences (HEFCE Catalyst award for small-scale experimental teaching innovation)**

**PIs: Dr Harriet Dismore and Dr Paul Warwick,  
Project Co-ordinator: Dr Dave Morrison**

This HEFCE-funded project is running between November 2016 and April 2018 with four key objectives:

- To design a generic pedagogical approach for interdisciplinary learning to be used in future collaborations both in the University and beyond, drawing on interdisciplinary/pedagogical research expertise within the University;
- Using this framework, to undertake and evaluate an innovative teaching intervention around the topic of sustainability across arts/science partnerships and to develop generic learning outcomes;
- To advance a structured and supported students-as-partners model, with students as mentors, co-creators of curriculum, and evaluators;
- To develop a toolkit/method for assessment of interdisciplinary learning and skill development.

The project was conducted across three pairs of Arts and Science modules although the framework is intended to be effective across any combination



of subjects. A key element of the project has been the use of Sustainable Development as a coherent and immediately relevant shared aim across subjects. It is hard to imagine any subject which does not encounter sustainable development in some way, and which could not do so more robustly by interacting with other subjects. Interdisciplinary approaches are also essential for creating strong sustainable development solutions.

The project showed that the new framework provided a useful structure for not only developing



interdisciplinary modules, but also helping students make sense of interdisciplinary skills and practice. Many, but not all, student outcomes were clearly enhanced by working with students from the other subjects, and showed integration between them. In surveys completed by students, many praised the value of the project overall, and several staff have expressed interest in continuing or expanding the pairings in the future. Areas for development tended to focus on implementation of the framework, rather than the framework itself, such as the need for greater consistency on assessment instructions across subjects and more time for students to work together. These outcomes will be presented in a final report as well as forming the foundations of an online Interdisciplinary Module Design Toolkit for staff, for use at Plymouth and beyond, both to be published in 2018.

# Pedagogic Research and Teaching Innovation (PRTI) 2017 funding programme

Each year PedRIO supports teaching, learning and student experience related research projects initiated by staff at Plymouth. Applications to the Pedagogic Research and Teaching Innovation (PRTI) funding scheme remained high this year, with 41 proposals from across the institution submitted for the 2017 funding round in January. Of these, twelve projects were funded (totalling £64, 850), spanning a range of pedagogic issues. Work on these is ongoing, and preliminary findings for many of these will be reported to the PedRIO conferences during 2018.

**An exploration of how creative collaboration might be developed within Higher Education settings. Dr Stacey DeAmicis, Dr Hazel Gibson, Dr Cordet Smart and Prof Jon May (Faculty of Science and Engineering/Faculty of Health and Human Sciences)**

'Creative collaboration' involves academics working together across different academic disciplines to enhance teaching using new and creative ideas of teaching delivery. Creative collaboration has been successful in developing new initiatives in research (Davies et al, 2013), and engaging students in ways that enable them to increase their conceptual understanding of phenomena, sense of belonging to an institution and academic participation; particularly in the case of students with lower attainment (Craft et al, 2008; Haigh, 2007).

Despite the advantages of collaboration, Kezar (2005) reported that 50% of collaboration attempts in Higher Education fail. Interdisciplinary collaboration is often challenging due to the different language that disciplines use (e.g. Mosser and Begun, 2014). Thompson (2009) has suggested that what is central for interdisciplinary research teams is to develop Collaborative Communication Competence (CCC), which includes the development of spaces for interdisciplinary working, a common language, practicing trust, and engaging in discussions around language difference. Building on this approach for inter-disciplinary research teams, the proposed research would focus on how academics might bridge interdisciplinary gaps in order to develop novel and engaging teaching ideas. Taking a language-focused approach, the study aims to: 1) examine how academic staff from different disciplines discuss creative collaboration and envisage it working in a focus group workshop to develop new teaching initiatives, 2) implement and evaluate these ideas in small focus groups; and 3) develop a guide for future creative collaboration initiatives to enhance teaching quality amongst academic staff.

**An International Systematic Review of Medical Semiology. Dr John Tredinnick-Rowe, Dr Sam Regan de Bere, Dr Thomas Gale and Dr Rosalvina Campos**

**Perez de Herrera (Peninsula Schools of Medicine and Dentistry/Universidad Nacional Federico Villareal/Universidad de san Martin de Porres)**

By conducting an international systematic review, this project seeks to understand how medical semiology is described in undergraduate medical education in South American, French, Italian and English sources. Medical semiology, as taught in South American medical schools, teaches doctors to identify symptoms in patients, link them to known conditions and treatment pathways. This subject is based on the use of humanistic logic rather than the biomedical model of clinical education. In the last 30-years, PSMD was instrumental as an institution in the re-emergence of medical humanities subjects in undergraduate education, and is currently the only medical school that offers a full humanities programme to its students. The advancement of medical humanities subjects at PSMD will benefit from an evidence base informed by pedagogic research in other human-centred medical traditions, such as in South America. It is envisaged that the team will present at the annual conference of the Association for the Study of Medical Education and produce an open access journal article.

**Evaluating the impact of Postgraduate Clinical Education Programmes in the South West. Dr Lucy Spowart, Prof Hilary Neve, Jane Rowe, Dr Jennie Winter and Dr Rebecca Turner (Peninsula Schools of Medicine and Dentistry/TLS)**

Public accountability, student fees and the advent of the Teaching Excellence Framework have brought the role of the university lecturer into sharp relief and increasingly university teachers across all disciplines are expected to undertake educational development. This is also the case in the medical field where since 2012 the General Medical Council has stipulated that all doctors are required to teach (GMC, 2013). However, as has been found right across the sector, little is known about the value of these experiences (Kneale et al. 2016; Spowart et al. 2017; Winter et al., 2017).

Clinical education, of which medical education is one part, is nuanced, distinct and expensive. Knowing what works in teaching and learning is therefore vitally important. This project explores what value



educational development has for clinical-teachers in four institutional case studies. It builds on previous work undertaken within PedRIO for the HEA, which developed a research-informed evaluation toolkit designed to accommodate the evaluation needs of the UK HE sector. The project will contribute to developing understanding of educational development in medicine, dentistry and other clinical, largely work-based contexts (Claridge, 2011), providing evidence of the toolkit utility in a different settings.

**Exploring the impact of patient involvement in the teaching and assessment of vaginal examination skills. Rebecca Baines, Dr Sam Regan de Bere, Dr Thomas Gale, Robert Johnson and Dr Andrew Kelly. (Peninsula Schools of Medicine and Dentistry)**

This project aims to evaluate the pedagogic impact of patient and public involvement (PPI) in medical education. Through external collaborations with Oxford University, the project will explore not only how PPI influences the teaching and learning experience of both students and staff members, but also uniquely the impact of PPI on assessment scores. The project will employ a randomised control trial (RCT) methodology to find out how patient involvement in the teaching and assessment of vaginal examination skills affects the knowledge, skills and attitudes of medical students and staff at Plymouth and Oxford University. Although the project will initially be restricted to a random volunteer sample of Plymouth University medical students, the findings of the proposed project will have important implications for innovative teaching and assessment practice across medical schools and related disciplines internationally. The project will develop the existing field by addressing identified limitations of existing studies and employing a more rigorous methodology across multiple research sites.

**Building student resilience: a self-leadership approach. Paul Murray, Anne Bentley, Dr Paul Warwick and Sheran Murray (Faculty of Arts and Humanities/TLS/Student Counselling)**

The decline of resilience among students is a growing concern across the world (Pidgeon et al 2014; Yeager & Dweck 2012; McGillvery & Pidgeon 2015), impacting on student performance, retention and employability as well as a student's personal wellbeing. In the UK, a survey of over 6000 students found that over 50% experienced stress, worry or strain and one in eight consider themselves to have a specific mental health issue (Unite 2016). The aim of this pilot research is to evaluate the potential

to deliver a programme of resilience-building techniques that will support student wellbeing and enhance their personal competency levels.

The research targets the general student population and its objectives are to (a) evaluate, and adapt for use with students, techniques for developing 'Personal and Workplace Resilience' currently delivered as Plymouth University staff development; (b) deliver the revised resilience development programme to students drawn from across the university; and (c) evaluate the impact of the programme on participant perceptions of wellbeing and confidence.

**The role of teacher-student relationships in supporting student engagement and lecturer motivation. Dr Anne Plessis, Dr Mark Farnworth and Dr Alison Stokes. (School of Biological and Marine Sciences/School of Geography, Earth and Environmental Sciences)**

Teacher-student relationships (TSRs) are an important aspect of the undergraduate student experience and have a significant impact on student motivation and learning (Umbach and Wawrzynski, 2005). Reciprocally, TSRs affect the attitude of lecturers towards their teaching duties (Spilt et al., 2011). This project intends to explore how, and to what extent, TSRs have beneficial consequences on students and lecturers. In particular, an examination of the higher education literature indicates a gap in studies of TSRs in the context of field courses (see section 7). Because interactions between students and lecturers during field courses are largely different from the ones that occur on campus, the project studies how this change in teaching context can modify TSRs and the consequences of these altered TSRs. This project aims to investigate the role of residential fieldwork in fostering TSRs at stage one and the impact of TSRs on students (engagement) and lecturers (attitudes and motivation).

**Peer Assisted Learning Scheme (PALS) for Mature Students. Dr Ismini Vasileiou, Dr John Eales, Carolyn Gentle and Craig Banyard (School of Computing, Electronics and Mathematics/University PALS Coordinator)**

The HEA report on Peer Learning (2014) signalled a significant step forward in Higher Education in the UK. Other projects researching mature students' needs emerged across the UK with examples including Aston University's mentoring scheme. The PALS scheme has been running successfully across many disciplines at the University of Plymouth since 2011. This proposal differs from the existing Peer Learning

Schemes because it aims to focus on the issues mature students face; develop pedagogical research in the School of Computing, Engineering, and Mathematics (SoCEM), and work in partnership with UPSU.

Mature students have previously shared concerns including their work-life balance, returning to study after being out of education for a considerable length of time, and understanding the expectations of HE and becoming an independent learner (Shaw, 2014). In this project, Peer Learning is to be used as a vehicle to address those concerns and provide a supportive environment for mature SoCEM students on Foundation and Stage 1. The aim is to use peer learning to enhance the group's belongingness (Aithal & Kumar, 2016), remove the barriers and stereotypes and make mature students feel more part of a degree cohort. The ultimate aim is to provide a framework that will assist the rolling out of Peer Learning across the Faculty of Science and Engineering and beyond.

**Delivering Impact via Student Research: Sharing Best Practice. Dr Asiya Khan, Dr Richard Pemberton and Priska Schoenborn (School of Engineering/TLS)**

'Students as researchers' is considered to be the pedagogy for the 21st century (CUR and NCUR, 2005; Walkington, 2015). This active pedagogy involves students in the research process and builds students' higher-level cognitive skills, intellectual curiosity, and graduate attributes (Walkington, 2015; Bauer and Bennett, 2003). This project, in line with the Plymouth University's Teaching, Learning and Student Experience strategy, seeks to improve student development through Research informed Teaching (RiT) and increase undergraduate research opportunities enabling the students to produce research outputs through staff-student collaboration. Specifically, it aims to investigate how undergraduate projects might be redefined to develop staff-student collaborations that enable final year student projects to convert into peer-reviewed research papers.

Furthermore, it builds on a previous project on RiT (Gresty et al, 2012) which launched the in-house student journal 'Plymouth Student Scientist'. The project aims to identify University subject areas that promote and support student-led research-based activities/projects whose efforts lead to successful peer-reviewed conference contributions and/or research articles; to identify external HEIs where student projects are converted to peer-reviewed research; to determine and explore pedagogical methods used

in these areas; and to share best practice through internal and external dissemination activities.

**An exploration of experiences and factors influencing attitudes towards inter-professional learning (IPL) in undergraduate Physiotherapy students. Christie Robinson and Dr Fiona MacLeod (School of Health Professions)**

This study aims to develop a better understanding of the factors influencing attitudes towards IPL to support future development of the inter-professional education (IPE) curriculum within the School of Health Professions. Proposed outcomes include improved student attitudes and experience of IPL, leading to improved inter-professional collaborative practice and patient care (Hudson et al 2016). There is a substantial body of work reporting a measurable decline in healthcare students' attitudes towards IPL during the course of their studies (Hood et al 2014, Hudson et al 2016). Reasons for declining attitudes have been theorised within the literature (Coster et al 2008, Hind et al 2003, Rossler 2016); however, limited attempts have explored the student experience of IPL.

In light of these research findings, this phenomenological study will explore experiences of undergraduate physiotherapy students of IPL within the University delivered IPE curriculum and experiential IPL specifically within Clinical Placements. The study aims to identify common positive and negative experiences of IPL as experienced by undergraduate Physiotherapy students; explore student experiences and perspective of IPL opportunities within the classroom and within clinical placement; explore whether physiotherapy students identify with the reported changes in attitudes towards IPL and if so, can identify factors or experiences that may have influenced this change.

**Research-led curriculum innovation to enhance core employability attributes for Environmental Science graduates. Dr Charlotte Braungardt, Dr Alison Stokes, Dr Paul Warwick and Claire Guy (School of Geography, Earth and Environmental Sciences /TLS/Careers & Employability)**

The lack of employability skills among STEM graduates, in particular environmental science, has been highlighted in the Wakeham Review (2016) and was identified as key area for curriculum development by internal reports (e.g. Kneale, 2016). Surveys consistently indicate that 'soft' skills, such as communication, team working and a positive 'can do' attitude are highly valued by employers (e.g. Archer & Davison,



2008; CBI, 2009; Lowden et al., 2011). At the same time, many undergraduate students experience significant barriers to gaining employment, including confidence in their own employability (Beaumont et al., 2016).

To tackle some of these issues, SoGEES financed a pilot of three years (beginning AY2015-16), whereby Stage 2 BSc Environmental Science students undertake a short programme of leadership training by an external provider (delivered by Paul Hart through ETE), which includes leadership practice during a two-day overnight expedition on Dartmoor. Aimed at developing students' self-awareness and key employability attributes, student self-assessment data are encouraging, particularly for students starting with low expectations. Needs were identified for long-term financial sustainability, a wider scope and a more coordinated approach within the degree programme. The aim of this project is to enhance graduate skills and cultivate professionalism, resilience and global citizenship through innovation of a research-led employability curriculum. This project plans to use the tutorial and induction systems and a sharper focus on professionalism, responsibility, communication and empowerment, so that environmental science graduates are equipped to become leaders for change. After the final leadership training within the pilot, a thorough review will be undertaken, the outcome of which will shape the curriculum development within this new PRTI project.

**An investigation into how course representative contribute to the student experience: espoused theory versus lived experiences. Dr Jennie Winter, Dr Rebecca Turner, Sarah Davey, Steph Wearne, Ellie Russell and Alex Bols (TLS/UPSU/NUS/GuildHE)**

The democratisation of HE has transformed the way that students and HEIs interrelate, characterised through a re-distribution of power and new ways of working and learning together (Healey et al., 2014; Luescher Mamashela, 2010). As part of this development, the role of course representative (CR) (students who represents their peers in teaching and learning matters to their school/ faculty) has become an agent for the student voice. The role is advocated for and supported nationally by a range of organisations (the NUS, TSEP, and HEA) and has been adopted universally across the sector (Carey, 2013).

Despite this seemingly wholesale support for the CR role, there is evidence of an emerging critique which challenges assumptions that representation per se is 'good' and calls for deeper, critical examination

of the CR role to question the extent to which CRs are recruited through a democratic and transparent process, representative of those they represent, able to garner and take forward the student view, and engage in a dialogue around student feedback with academic staff (Carey, 2013; Luescher-Mamashela, 2013; Rodgers et al. 2011). This project aims to explore these issues at the University of Plymouth through a liaison between Teaching and Learning Support and the Student Union to draw on the experiences of CR, academics and the student body. It will utilise a combination of audio dairies, interviews and documentary analysis to capture the experiences of CR working across the University community.

This project will also serve to formalise a research collaboration between PedRIO, UPSU and The Student Engagement Partnership (TSEP), a national organisation that serves as a focal point for student engagement expertise that operates in partnership with HEFCE, the NUS, GuildHE and the Association of College.

**Employability Voices: a resource to promote and support employability to academics. Dr Sharon Gedye, Jane Collings, Garren Baker, Mark Beresford, Annika Bautz, David Gilvear, Sarah Stevenson and Jean Almond (TLS/TIS/Careers & Employability/ School of Humanities and Performing Arts/ School of Geography, Earth and Environmental Sciences/Futures and Entrepreneurship and Alumni Engagement)**

The University, in meeting the challenges of TEF, needs to focus on improving student employability outcomes. Teaching and Learning Support (TLS) has developed an 'Employability in the Curriculum and Beyond' website, with resources for academics on how to embed employability into degree programmes. This web resource is an excellent starting point, but would benefit and be strengthened by the presence of stakeholder voices – employers, alumni and students. The work is modelled on the success of the video talking heads in the 'Inclusive Teaching, Learning and Assessment' pages, which have attracted national and international attention.

A series of talking head videos have been produced, from a range of stakeholders to compliment and support UoP work on employability in the curriculum. The videos include students talking about the benefits of a range of employability activities, different types of student perspectives, alumni, employers, as well as academics talking about their own employability work within the curriculum. The videos are available on the Employability in the Curriculum and Beyond webpages.

# Updates from 2016 PRTI awards

The main work for PedRIO projects awarded in 2016 was accomplished in 2017, with publications in press, conference presentations, and further work for many of these in the pipeline. Further details are available in the final reports on the PRTI webpages.

**From OncoSim to OncoWiki: evaluating OncoSim's educational effectiveness towards developing OncoWiki. Dr Robert Belshaw, Dr Michael Jarvis, Priska Schoenborn (PUPSMD/TLS)**

This project is in its final stages of analysis and will be completed in early 2018.

**Developing and evaluating 'Plym-Tour' a new mobile online educational resource for students on Plymouth's people and places. Dr Mark Holton, Dr Nichola Harmer and Dr Rebecca Vickerstaff (Faculty of Science and Engineering/ASTI)**

From this research, we confirmed the importance of incorporating mobile learning technologies (MLT) into existing practice in order to enhance the learning experience outside the classroom. Specifically, we observed this through the participants' social and learning experiences of the content 'in place'. From this, we discovered that these learning experiences are not fixed, but are instead reconfigured through relational links between students, technologies and environments. We infer from this that MLT are capable of encouraging students to be more critical of field locations by stimulating engagement beyond a surface appraisal of the environment. Through these findings, we recommend further explorations of the application of mobile learning, particularly as learning is still persistently organised around the classroom, meaning mobile learning may be constrained if our existing pedagogic frameworks are not genuinely open to grasping their value (Goggin, 2009).

PlymTour was launched to incoming Stage One Geography students in September 2017. In monitoring the progress of the app, we will make this available to other students in SoGEES and more broadly to other Schools in 2018. Second, the RGS-IBG has expressed interest in supporting PlymTour more widely as an orientation / special interest tool for RGS-IBG members in the South West region. While this is still speculative, we hope that any extra funding that may arise from this may assist with the sustainability of PlymTour, and make it a potentially useful Plymouth University Open Day resource for prospective students and parents.

**Exploring the importance of 'sustainability principles' for dietetic practice and how to streamline these into the dietetic curriculum – a scoping review of the possibilities. Dr Clare Pettinger (School of Health Professions)**



Understanding the many complexities of the human, social and ecological implications of climate change and their impact on the food system and food security is a real challenge for the dietetic profession. The project aimed to strengthen the evidence base for this emerging area to ensure the profession is fully equipped with the competencies and skills required to embrace these wider ecological issues. This small-scale exploratory project has had considerable success, with Claire being invited to participate in a specialist working group to revise and update the British Dietetic Association sustainable food policy. One resulting guideline is that 'sustainability should form part of dietetic training for all dietitians, be they in a clinical or public health role.' (BDA Policy Statement: Sustainable Diets, 2017). A toolkit will follow the Policy Statement released in November 2017, which will provide practical application in order for dietitians to champion these recommendations.

**Engaging international students in employability activities: an innovative approach. Dr Rong Huang, Dr Rebecca Turner, Shirley Walker and Caroline Langmead (Faculty of Business/TLS/Career & Employability/International Student Advisory)**

Graduate employability has been widely debated by policy-makers and academics (Pegg et al., 2012). However, Waters (2009) points out that little reference is made in current literature to the increasingly international dimensions of higher education. This project collected data from a large sample of international students at the University and produced the following key findings: (i) Facebook, Instagram and YouTube were the top three social media platforms used for employability. Although WeChat was just outside the top three platforms, it was the most often used social media site among the international students. This might be because the largest number of international students in the University were Chinese and WeChat was very popular among them. (ii) Low numbers of international students were aware of different social media platforms offered by Career & Employability services and their faculties. (iii) In terms of the perceived usefulness of the social media platforms from the university, the three highest useful functions perceived by the respondents were, to enhance the interaction with people (mean =4.71), to know internship opportunities (mean= 4.64), and to know placement opportunities (mean = 4.59). In conclusion, although the university made great efforts to use different social media platforms to engage students to develop their employability, the international students' awareness of such platforms was low and their actual use of such platforms was disappointing.

**Digital Literacy: maximising curriculum innovation and enhancing the student experience. Carole Sutton, Joanne Sellick and Emma Purnell (Faculty of Business/ASTI)**

Utilising the JISC Digital Capabilities Framework (2017), the project took an organisational approach to developing a toolkit, facilitating discussions and feedback with key stakeholders (programme leads, staff and students) on the adaptation of the framework to discipline specific curriculum requirements. The project was developed with three discipline areas, Sociology, Accounting and Finance, and Languages. This process enabled the project to differentiate generic and discipline relevant capabilities to build bespoke, web-based toolkits for both staff and students to self-assess their digital capabilities, with opportunities for continuous reflection and signposting to resources designed to develop and

enhance digital capabilities. This approach recognises that staff and students need to develop and maintain their skills. Alongside these two toolkits a third strand of work, to instigate institutional change in the embedding of digital capabilities, focussed on developing a tool for curriculum design, focussing on enhancement, to be used by programme teams for new programme developments, reviewing existing provision, and mapping progression across the undergraduate curriculum. The learner toolkit is being trialled in PebblePad in early 2018 and the staff and curriculum strategy toolkits will follow.

**Mature women and the Professional Doctorate: changing identity and family relationships. Dr Louise Webber, Dr Nick Pratt and John Hilsdon (Institute of Education/Learning Support and Wellbeing)**

This project investigated the impact of postgraduate study on mature women students and their families, building on Louise's previous EdD thesis research with Foundation Degree (FD) students regarding HE study for mature women, identity change and family relationships. Innovative methodologies included mind-mapping, focused interviews, and asking children to draw pictures of their experiences of having a 'mummy who studies' followed by Skype conversations to discuss the pictures. Findings show that transformations within the home were not as transformative for PD students as FD students as partners and children had already adjusted to the women working away from home or bringing work home so doing the PD was not such a culture shock. They already had high stocks of cultural capital so could build on these. Identity changes were more significant and had a greater impact in the home for FD students compared to FD students. For PD students there was a greater impact on their work and career as their identity changed in the workplace, for some research was not part of their work culture, which caused some conflict. Some women struggled and experienced tension and turbulence in other areas (ill health, losing confidence, family tension). Picture analysis revealed unexpected findings: although every picture portrayed a negative view of children feeling sad because of a lack of time with their mother due to her studying (computers and mothers with their back to the children studying seemed to be a common theme) when children explained their pictures there were also themes of understanding, pride and resilience. The children were able to see beyond the image of their mother being busy and occupied in study to the wider picture of being able to spend additional time with their father or siblings,

having more time to do their own activities and understanding the motivations of their mother to study.

**A University for all Ages? An exploration of age-stereotyping and unconscious bias and its impact on the student experience. Dr Marie Lavelle, Dr Cath Gristy and Dr Joanna Haynes (Institute of Education)**

This project aimed to explore aspects of age stereotyping and age related unconscious bias on the multi-age site of Plymouth University campus, to investigate ways in which members of the PU community experience and express understandings of age, and to explore how conceptions and expectations of age are shaped by the informal environment and practices, particularly those practices related to joining and becoming a member of the university community.

Maturity and readiness were key ideas raised by respondents when making sense of and resisting fixed ideas of age. Survey responses included the phrases 'Mature but not old enough', 'Mature but less experienced'; some people felt mature but still a young age and 'mature sooner than I need to be'. The university space contributed to this, making respondents feel both younger and older, depending on the particular space 'Younger' was felt in terms of its association with being institutional or 'school like' whilst at the same time, 'older' was experienced as engagement in the university space, that brings both freedoms and responsibilities. University, it might be argued, plays a role in 'adulting', by facilitating, or constructing, the transition into adulthood.

We noticed a certain tension between marketing constructs of the prospective, or imagined and 'typical' '18-24' student and the more fluid constructions of age as an embodied experience expressed by students. Differences arise between the 'imagined' and targeted student and the diversity of actual students and the ways in which they experience age in the university space.

The young typical 18 year old student – the embodied marketed student – lacks diversity or alternative ideas of age. In the highly competitive HE market we noticed this 'typicality' expressed in for example Fresher's Fair in the photo images we took in the marquee, as well as in images used on the stalls. Active, outdoor, able bodied, white, images seemed to predominate. There were many references to physical activity and partying – seeking to convey ideas of university being a certain kind of fun. These seem to extend to our open days and ways they seek to capture and sell a particular and single story of young age. Students and

those involved in the provision of student services, such as catering services, expressed greater sense of the plurality of the student body. Multiple views of what age meant were expressed, highlighting a more pluralist rather than essentialist view of age by students and some student services. This contrasted with the 'targeted' student of those involved in with marketing, who are under pressure to compete and meet targets for recruitment of students.

Marketing, it might be argued, focuses on the imagined/implied student rather than the actual student, creating the potential for disparity and tension. Therefore, the single narrative of student life has the potential to neglect the student living from home and those older students. There is the potential here for unconscious age as well as conscious bias to impact on student experience. Attention needs to be given to create a space for discussing disparity between 'targeted-typical' student and diversity of actual students at PU with a view to creating multiple rather than singular narratives of our students, with a view to diminishing unconscious bias and negative impact on student experience.

See the PedRIO website for more details on other projects continuing or completed during the year:  
**<https://www.plymouth.ac.uk/your-university/teaching-and-learning/pedrio-and-ed-projects>**



# PedRIO 2017 events

PedRIO held five key conferences and events throughout 2017. These events involved interdisciplinary groupings addressing key pedagogic themes, with increasing numbers of external speakers and participants. The highlights from 2017 are illustrated here.

## PedRIO Conference: Employability in the curriculum and beyond (19th January 2017)



This conference shared best practice on creating and supporting a dynamic curriculum and supporting co-curricular engagement to enhance the student experience and employability, asking the questions: 'What's needed?' 'What works?' and 'What next?'. The conference themes were:

- Engagement across the curricula
- Global employability
- Supporting postgraduate taught employability
- Supporting postgraduate research employability
- International students – employability at home and abroad.

There were two keynote Speakers: Steve Gerry from the Plymouth Manufacturing Group, who gave a presentation entitled 'The University and employers working in partnership for mutual advantage', and Dave Stanbury, Director of Employability, from the University of Essex discussing 'Does Employability Belong in HE?'

Further details and conference presentations can be found on the website.

## PedRIO Sixth Annual Conference (4th April 2017)

From curriculum innovation to internationalisation, this conference disseminated best practice and allowed for knowledge exchange on five key themes, relevant to teaching and learning provision within the university sector:

- Teaching Excellence
- Supporting the Student Experience
- Feedback and Feedforward in Assessment

- Authentic Learning
- Ideas and Opportunities.

Professor Lesley-Jane Eales-Reynolds delivered a keynote entitled 'Critical Thinking – More questions than answers?'

Conference details are available online.



## 15th Vice-Chancellor's Teaching and Learning Conference (29th – 30th June 2017)

This event took place over two days with day one focusing on digital learning followed by the broad-ranging themes of teaching and learning taking on day two.

### 1. Digital Learning: Technology, Practice and Policy (29th June 2017)

A range of presentations addressed key themes including:

- Art of the Possible
- Student Expectations
- Alignment of Learning – Flipped Classroom
- Strategic Opportunities / staff and student ideas
- Policy

Two keynotes were delivered: 'Learning Analytics – the good, the bad and the ugly', by Shelia MacNeill, Senior Lecturer (Digital Learning) at Glasgow Caledonian University, and 'Who are our 'digital' students and what do they want from us?' by Helen Beetham, Consultant in Higher Education. The keynotes can be watched on the website.

### 2. Teaching and Learning: Enhancing the student experience (30th June 2017)



Day two saw the presentation of high-quality papers, interactive workshops and poster displays showcasing the research of leading academics and practitioners in teaching and learning, and covering a broad range of key themes:

- Employability in the Curriculum
- Transitions
- Interdisciplinary Practice
- The Challenge of Assessing Impact
- Innovative Developments in the Curriculum

Professor Julian Chaudhuri, Deputy Vice Chancellor at University of Plymouth welcomed delegates, followed by a keynote by Professor Philippa Levy, Pro-Vice Chancellor Student Learning at the University of Adelaide. The afternoon keynote – Enhancing the Student experience with Intelligent Data – was given by Professor Mark Stubbs from Manchester Metropolitan University. The day concluded with a plenary discussion with Professors Julian Chaudhuri, Pauline Kneale and Neil Witt.

### **PedRIO Conference: Games and Simulation-enhanced Learning (3rd November 2017)**

Over one hundred delegates from a variety of disciplines attended the inaugural conference of PedRIO's newest research group in November 2017, which showcased exciting methods in teaching and learning. 'Learning through play' is a concept often associated with early years teaching, but researchers from across the country gathered at a recent event to show how games and simulation can be used as valuable teaching approaches in higher education. The event showcased the pedagogic value of games and simulation in subjects ranging from paramedicine to digital art, with keynotes from Professor Nicola Whitton from Manchester Metropolitan University and Professor Pamela Kato.



Delegates went on a journey through virtual reality and its uses in medical education, right back to basics and how a board game could be used to engage students in learning about medicines. The conference integrated both traditional and innovative formats (like 'hackathons'), providing opportunities to present quality research in formats that stimulate creative collaboration and idea generation.

Dr Arunangsu Chatterjee, Director for Technology Enhanced & Distance Learning at Plymouth University Peninsula Schools of Medicine and Dentistry, and lead for the PedRIO Games & Simulation Enhance Learning theme, explained why the day was so important:

'As a new research theme in PedRIO it was important to showcase what we can collectively offer while bringing together external researchers to share their research and explore collaborative opportunities. We are looking forward to innovative projects using games and simulation in near future to further improve our student learning experience.'

Professor Pauline Kneale said: "The research focus of PedRIO is deliberately inclusive, and we look to build on key areas of current strength including e-learning and work-based learning. The GSEL conference was a great event that explored detailed academic research, and also highlighted the simplicity and effectiveness of employing games and simulation-enhanced learning methods."

Additional impressions of the day are available via a blog written by Rob Hart, e-learning developer in Plymouth University Peninsula School of Medicine: <http://blogs.plymouth.ac.uk/telmed/2017/11/14/games-and-simulation-enhanced-learning-gsel-conference-how-was-it-for-you-heres-my-take/>

### **And into 2018...**

The third conference in the PedRIO Sustainability in Higher Education Conference Series has been run on Jan 11th 2018. The Annual PedRIO Conference will be held on Friday 20th April 2018 and the 15th Annual Vice-Chancellor's Teaching and Learning Conference will be held on Thursday 14th June 2018. Please visit the PedRIO webpages for news of upcoming and planned events for 2018:

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/our-events>

# PedRIO Steering Group

The PedRIO Steering Group discussed progress towards PedRIO targets, reviewed key achievements during the year and planned events for 2018 and beyond. Thanks to all members who also helped with project and conference reviews. Particular thanks go to those members who have stepped down or left the University in 2017: Tracy Wilson, Dafydd Moore, Mehmet Mart and Stephen Sterling.

## PedRIO Steering Group Members (2017)

**Pauline Kneale** (Chair), Director of PedRIO

**Julie Anderson**, Associate Professor (Senior Lecturer) in Postgraduate Professional Development, Plymouth Institute of Education (Faculty of Arts and Humanities)

**Julian Archer**, Professor in Medical Education, Collaboration for the Advancement of Medical Education Research Assessment (Peninsula Schools of Medicine and Dentistry)

**Arunangsu Chatterjee**, Associate Professor School of Medicine, Theme Group Leader: Gaming and Simulation

**Debby Cotton**, Head of Educational Development, Professor of Higher Education Pedagogy, (Teaching and Learning Support)

**Ruth Endacott**, Professor in Clinical Nursing (Critical Care), School of Nursing and Midwifery (Faculty of Health and Human Sciences)

**Suanne Gibson**, Associate Professor (Senior Lecturer) in Education, Plymouth Institute of Education (Faculty of Arts and Humanities), Theme Group Leader: Critically Inclusive Pedagogies

**Karen Gresty**, Associate Dean (Teaching and Learning), Faculty of Science and Engineering

**Paul Hewson**, Associate Professor (Senior Lecturer) in Statistics, School of Computing, Electronics and Mathematics (Faculty of Science and Engineering), Theme Group Leader: Quantitative Reasoning

**Garry Hornby**, Professor of Education and Associate Head (Research), Plymouth Institute of Education (Faculty of Arts and Humanities)

**Rong Huang**, Associate Professor (Senior Lecturer) in Tourism Marketing, Plymouth School of Tourism and Hospitality (Faculty of Business)

**Sue Langford**, PhD student representative, Plymouth Institute of Education (Faculty of Arts and Humanities)

**Linda La Velle**, Professor of Biology in Education, Executive Research Professor, Plymouth Institute of Education (Faculty of Arts and Humanities)

**Paul Murray**, Associate Professor (Senior Lecturer) in Sustainable Construction and Surveying, School of Architecture, Design and Environment (Faculty of Arts and Humanities)

**Suzanne Nunn**, Research Fellow in Revalidation, Collaboration for the Advancement of Medical Education Research Assessment (Peninsula Schools of Medicine and Dentistry)

**Samantha Regan De Bere**, Lecturer in Medical Humanities, Peninsula Medical School (Plymouth University Peninsula Schools of Medicine and Dentistry)

**Ulrike Richards**, Business Partner, Research and Innovation

**Jerry Roberts**, Deputy Vice-Chancellor Research and Enterprise.

**Paul Warwick**, Associate Professor and Centre for Sustainable Futures Lead (Teaching and Learning Support)

**Neil Witt**, Head of Academic Support, Technology and Innovation, Theme Group Leader: Technology Enhanced Learning

**Lynne Wyness**, Educational Developer, (Teaching and Learning Support)

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## Appendix 2 – Pedagogic conference presentations 2017

Ackrill, R., Cotton, D., Winter, J. and Morgan, K. Pedagogic research, learning analytics and student data: Access, ethics and data protection. PedRIO conference, University of Plymouth, UK.

Ali, K., Tredwin, C. and Zahra, D. Use of Progress Testing as a tool for Integrated Assessment and Learning in Dental Education. Presented at the ADEE annual conference, Vilnius, Lithuania, 23-26 August.

Archer, J. Guest Speaker, Hult International Business School, Dubai, May.

Atkinson, R. Workshop given at 'Beyond Words' conference. University of Plymouth, UK, 14-15 March

Atkinson, S. Computing Students: engaging with peers from a different discipline. PedRIO: Employability in the curriculum and beyond conference. University of Plymouth, UK, 19 January.

Baines, R. Patient feedback in psychiatry: what's the current diagnosis? CAMERA Seminar Series, 11 October.

Baines, R., Regan De Bere, S. and Stevens, S. Optimising patient and public involvement (PPI): identifying its essential and desirable principles using a systematic review and modified Delphi methodology. 11th Annual Methodological Innovations Conference, 25 May.

Bishop, D. Transitioning to a 'fit for purpose' blended assessment experience at ab-initio level, UK Lingua Annual Conference, Durham University, UK, 21-22 April.

Bowstead, H. Animating students' critical engagement with sustainability outside the EAP classroom. BALEAP conference: Addressing the state of the union: Working together = learning together. University of Bristol, Bristol, UK, 7-9 April.

Bowstead, H. Disposable Bodies. Beyond Words conference: Privileging the unspoken in arts and community in a posthuman world. University of Plymouth, UK, 14-15 March.

Bowstead, H. Disposable Bodies. Summer Institute in Qualitative Research: Putting Theory to Work. Manchester Metropolitan University, Manchester, UK, 10-14 July.

Bowstead, H. Globally mobile bodies: How place-based learning can engender critical engagement with notions of corporate and social responsibility.

PedRIO conference: Employability in the Curriculum and Beyond. University of Plymouth, UK, 19 January.

Brennan, N. Realist Reviews, CAMERA Seminar Series, 14 June.

Bryce, M. 'Assuring the quality of medical practice in the UK: the role of annual appraisal in identifying concerns about doctors'. ISQUA, London.

Bryce, M. 'Policing the profession: regulatory reform, restratification and Responsible Officers'. BSA MedSoc, York.

Bryce, M., Walshe, K. and Cameron, N. 'Evaluating the impact of revalidation in the UK'. IAMRA Symposium, London.

Bryce, M. UMbRELLA Findings, CAMERA Seminar Series, 13 September.

Campbell-Barr, V. Keynote: A knowledge-base for working in early childhood education and care, BERA Researching our Early Years Curriculum: Policy, Practice and Professionalism Conference, June.

Campbell-Barr, V. Keynote: The Know-that and Know-how of Relationships in Early Childhood Education and Care. OMEP (World Organization for Early Childhood Education) 69th International Conference, Croatia, June.

Chatterjee, A., McGowan, L., Seymour, E., Hart, R. and Gale, T. mHealth simulation for training and educating in rural West Africa using digital storytelling. Digital Learning Conference 2017, University of Plymouth, UK, 29 June.

Chatterjee, A.C., Hart, R., Hanks, S., Johnston, K. and Collett, C. Supporting student voice ubiquitously. Vice Chancellor's 15th Teaching and Learning Conference Digital Learning: Technology Practice and Policy, University of Plymouth, UK, 29 June.

Cockerill, J. and Zahra, D. Developing a Robust Post-test Process. Online workshop facilitated at the Academy of Medical Educators 'Assessment for Healthcare Educators' event, Cardiff Medical School, UK, 11 July.

Collings, J. Invited presentation: Improving disabled student's experience of off campus activities: a collaborative approach. Inclusive Teaching and Learning for Academic Practitioners Network conference, York St John, May.

- Collings, J. and Gedye, S. The Employability Jigsaw: Refreshing Staff engagement in Employability, HEA Annual Conference.
- Collings, J. and Hocking, K. Improving disabled student's experience of off campus activities: a collaborative approach. National Association of Disability practitioners annual conference, Leicester, UK, June.
- Collings, J. and Schoenborn, P. Exploring how University of Plymouth's Faculty of Business increased student engagement and achievement through authentic assessment and smarter feedback. HEA Transforming Assessment in Higher Education Symposium: Student Engagement through Assessment, York, May.
- Collings, J., Sutton, C. and Sellick, J. Examination Feedback Toolkit. Assessment in HE Conference, Manchester, UK, June.
- Collings, J. and Sutton, C. Invited presentation: Examination Feedback Toolkit. Australian Transforming Assessment webinar, 58 participants worldwide, 5 July.
- Compton, T. Cross world! – create your own educational crossword. Games and simulation enhanced learning conference, University of Plymouth, UK, 3 November.
- Compton, T. Developing Resilience – a toolkit for healthcare professionals. South West Obstetrical and Gynaecological Society (SWOGSS) meeting, Derriford Hospital, UK, 5 May.
- Compton, T. Peninsula: a holistic approach to student wellbeing – “changing a culture” Supporting students with mental health problems conference, Hull and York Medical School, UK, 12 May.
- Compton, T. The Peninsula toolkit one year on – changing a culture UK resilience and wellbeing symposium, 8 September.
- Compton, T. Towards a holistic approach to wellbeing for medical students. University of Westminster resilience series webinar, 18 January.
- Compton, T. and Lowes, R. Introspection and leadership – two professional development journeys in personal tutoring. Vice Chancellor's Teaching and Learning conference, University of Plymouth, UK, 30 June.
- Cooper, G., Collier, S. and Fisher, M. 'Schwartz Center Rounds: developing professional practice through interprofessional education'. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 30 June.
- Cotton, D. Invited keynote: Beyond boundaries: Enhancing the student experience using pedagogic research. Worcester University Teaching and Learning Conference, UK.
- Cotton, D. Invited keynote: Developing the Theory and Practice of Higher Education through Pedagogic Research. City University Teaching and Learning Conference, UK.
- Cotton, D. Invited keynote: TEF in the UK. 2nd Eurasia Faculty development forum. Xi'an, China.
- Cotton, D. Invited keynote: What is the role of an educational developer in the neoliberal university? Teamwork, tensions and transformation. Staff and Educational Development Associate (SEDA) conference, Cardiff, UK.
- Cotton, D. Invited workshop leader: Raising the Profile of Pedagogic Research and Scholarship of Teaching and Learning, Brunel University, January.
- Cotton, D. Invited workshop: Collaborative learning. 2nd Eurasia Faculty development forum. Xi'an, China.
- Cotton, D., Dalla Valle, L., Miller, W., Winter, J., Paco, A. and Shiel, C. Modelling sustainability through energy-saving on campus: Student perspectives from 8 universities in 3 countries. World Environmental Education Congress, Vancouver, Canada.
- Cotton, D. and Winter, J. Teaching about sustainability in Chinese Higher Education: Obedient autonomy and second-best solutions. World Environmental Education Congress, Vancouver, Canada.
- Edwards-Jones, A. Using Geographical Information Technology to capture phenological phenomena in European schools: The PhenoloGIT Project. Geography Teacher Educators Conference, Jury's Inn, Plymouth, 27 January.
- Fisher, M. 'The bigger picture: Political awareness in education'. Nursing Conference 2017: One year on from revalidation, University of Salford, Birmingham, UK, 20 June.
- Fisher, M. and Nelmes, P. 'One year on: Plymouth University and NMC progress'. Revalidation Seminar, University of Plymouth, UK, 7 June.
- Furnell, S. and Vasileiou, I. 'Security Education and Awareness: Just let them burn?'. London International Conference (LICE) on



Education, Cambridge, UK, 12 December.

Furnell, S., Vasileiou, I. and Outram, N. 'iPads in Education: Positive Pedagogies versus Problematic Practicalities', London International Conference on Education (LICE-2017), Cambridge, UK, 11-14 December.

Gale, K. Now you see me, now you don't: using Whitehead's process philosophy to animate inquiry in contemporary education research. Beyond Words Conference, University of Plymouth, February .

Gale, K., Spry, T., (St. Cloud University USA) Pelias, R. (Southern Illinois University USA) and Wyatt, J. (University of Edinburgh) UK Writing about Writing: The Work of Words, 13th International Congress of Qualitative Inquiry, University of Illinois, May.

Gale, K. and Wyatt, J. (University of Edinburgh) Autoethnography and activism: movement, intensity and potential. Paper presented at the Autoethnography Special Interest Group at 13th International Congress of Qualitative Inquiry, University of Illinois, May.

Gale, T., Lambe, P. and Roberts, M. Workshop Delivery: EBMA Conference on Assessment in Medical Education: Transformative assessment "Making the strategic use of assessment meaningful for learning", 14-17 November.

Gale, T., Lambe, P. and Roberts, M. Selection into healthcare training: transformations in practice and future research opportunities. The European Board of Medical Assessors (EBMA) Conference, Egmond Aan Zee, Holland, November.

Gilbert, K., Lloyd, H. and Neve, H. New perspectives on learning in Problem Based Learning: threshold concepts and troublesome knowledge. PedRIO Annual Conference, University of Plymouth, UK, April.

Gilbert, K. and Trimble, P. Improving students' understandings of ethico-legal issues through an innovative law-medicine PBL case. Association for the Study of Medical Education Conference, Exeter University, UK, 30 June.

Grace, A. Queering the Classroom, CAMERA Seminar Series, 12 July.

Gradinger, F. and Neve, H. Case based learning for multiprofessional multimorbidity care – facilitated learning session –addressing burden of care and incorporating patients' goals. Workshop at Primary Care Conference: workforce sustainability and person-centred redesign,

University of Plymouth, UK, November.

Gray, C., Turner, R., Sutton, C., Muneer, R., Swain, J. and Stone, M. Developing a 'generic' measure of learning gain to support the teaching and learning of research methods with undergraduate students. Poster presented at the 6th Annual PedRIO Conference, University of Plymouth, UK, 4 April.

Gristy, C. The Private Troubles and Public Issue of Selective Schooling on the Basis of Aptitude: Lessons from Lifelong Learning Histories. Paper in European Conference for Education Research. Copenhagen, Denmark, September.

Hanks, S. Keynote: Annual British Dental Student Association (BDSA) conference. Hypnosis, Advanced Communication & Stress Management for dentists and their patients, 23 March.

Hanks, S. Poster: Leadership, Management and Dentists – A Systematic Narrative Review. British Society for Oral and Dental Research, Plymouth, 6-8 September.

Hanks, S., Neve, H., Gale, T. and Endacott, R. Workshop: The transition from competence to capability: implications for a clinical skills programme. 7th International Clinical Skills Conference Prato, Tuscany, Italy, 21-24 May.

Hanks, S., Neve, H. and Endacott, R. Workshop: The transition from competence to capability: implications for professional programmes. Vice Chancellor's 15th Teaching and Learning Conference, University of Plymouth, UK, 30 June.

Harden, J., Collett, T. and Kendall, K. Workshop: Teaching social and behavioural sciences – ten top tips. Association for Medical Education Europe, Helsinki, Finland.

Hart, R., Glover, M., McGowan, L., Chatterjee, A. and Neve, H. Enhancing reflective learning and assessment using PebblePad: a medical school perspective. Digital Learning Conference 2017, University of Plymouth, UK, 29 June.

Hilsdon, J. Problematising Learning Development. 15th ALD in HE Conference, University of Hull, UK, April.

Hilsdon, J. Workshop: Reviewing and Writing for Academic Journals. University of Leicester, UK, 27 June.

Hilsdon, J. The Significance of Learning Development. IHC/EdD Postgraduate Research

Conference, University of Plymouth, UK, 26 June.

Howes, S., Edwards-Jones, A. and Waite, S. Moor Health and Wellbeing: National Parks as Rehabilitation Resources. Sustainable Earth Conference, University of Plymouth, 29-30 June.

Huang, R. and Turner, R. Paper: Engaging international students to develop their employability: do social media represent an untapped resource? PedRIO Employability in the curriculum and beyond conference, University of Plymouth, UK, 19 January.

Huang, R. and Turner, R. Paper: Engaging international students to develop their employability: A case study of University of Plymouth (UK). 10th International Conference of Education, Research and Innovation, Seville, Spain, 16-18 November.

Khan, A., Pemberton, R. and Schoenborn, P. Exploring innovative methods in teaching and learning in engineering education. 15th Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 28-30 June.

Kneale, P.E. Keynote: Creating a culture for pedagogic research and publication, Pedagogic Research Conference, Liverpool University, UK.

Kneale, P.E. Getting published in Journal of Geography in Higher Education, Pedagogic Research Conference, Liverpool University, UK.

Kneale, P.E. Keynote: Spreading the Word in student education through cross-institutional and collaborative partnership, Student Education Conference and Digital Festival, University of Leeds, UK.

Kneale, P.E. Keynote: Striving for inclusivity in curriculum and practice. University of West of England Learning and Teaching Conference, Bristol.

Kneale, P., Cotton, D. and Turner, R. The Challenge of Transition, scaffolding the student experience. International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Calgary, Canada, 11-14 October.

Kneale, P.E. and Collings, J. Invited presentation: An inclusive student journey: from admissions to alumni. Senior Leaders Forum, University of Westminster, UK, May.

Kneale, P.E. and Collings, J. Invited workshop: Assessment for Learning. University of Loughborough, UK, March.

Kneale, P.E., Hill, J. and Walkington, H. Promoting Disruptive Opportunities to Enhance Learning, ISSOTL17, Calgary, Canada.

Kneale, P.E., Turner R., Morrison, D., Cotton, D., Child, S., Stevens, S. and Nash, P. Workshop: Building social networks and developing academic confidence with new students. Association of National Teaching Fellows 12th Annual Conference, Birmingham, UK.

Kneale, P.E., Winter, J., Turner, R., Spowart, L. and Muneer, R. Evaluating academic development in Higher Education. Educational Research Seminar, Queen Mary University of London, UK, 25 May.

Lambe, P. and Bristow, D. Monitoring widening access: Secondary analysis of data from the UK Medical Education Database. Medical Schools Council Selection Alliance Symposium: Widening access to medicine, Manchester Central Conference Centre, UK, December.

Lambe, P., Gale, T. and Roberts, M. Factors associated with junior doctors' decisions to apply for GP training programmes in the UK. The Association for the Study of Medical Education (ASME) Conference, Exeter University, Exeter, UK, June.

Lowes, R. Knowing you – using analytics and other data to support personal tutoring. UKAT 2nd Annual Conference, Leeds Trinity, UK, 5-6 April.

Lowes, R. Using data to support personal tutoring. Association of Business Schools Learning, Teaching and Student Experience Conference, Bristol, UK, 25-26 April.

Magne, P. and Collings, J. Invited workshop: Inclusive Assessment. Royal Veterinary College, London, UK, January.

Mart, M. A Cross Cultural Assessment of Outdoor Activities in Two Countries: The Case of Interaction. 27th European Early Childhood Education Research Association (EECERA) Conference, University of Bologna, Bologna, Italy, 29-1 September.

McDermott, A. and Purnell, E. Digital Capabilities in the Curriculum. Digital Learning Conference, University of Plymouth, UK, 29 June.

McDermott, A., Purnell, E., Sutton, C. and Sellick, J. Workshop: Digital capabilities in the Curriculum. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 30 June.

- McGowan, L., Carmichael, J., Chatterjee, A., Ghatnekar, P., Hart, R. and Watson, P. Workshop: Exploring Virtual and Mixed Reality for Teaching & Learning. Games and Simulation enhanced Learning (GSeL) Conference, University of Plymouth, UK, 3 November.
- McGowan, L., Carmichael, J., Chatterjee, A., Ghatnekar, P. and Hart, R. Workshop: Exploring Virtual and Mixed Reality for Teaching & Learning. Digital Learning Conference 2017, University of Plymouth, UK, 29 June.
- McGowan, L., Hart, R., Seymour, L., Skates, W., Gale, T. and Chatterjee, A. iCARE: Using interactive digital storytelling on mobile devices to deliver community health education to Ebola-affected communities in West Africa. Association for Learning Technology Conference, University of Liverpool, UK, 5-7 September.
- McHarg, J., Goding, L., Caldarone, C., Regan De Bere, S. and McLachlan, J.C. Conference: Do virtual communities form within a cohort of face to face learning students?
- Mcllwaine, C., Zahra, D., Belfield, L.A., Brookes, Z., Collingwood, J., Potterton, R. and Zaric, S. Challenging the Conventional Curriculum: An Inter-Professional Undergraduate Dental Programme. Presented at the British Society for Oral Dental Research annual meeting, Plymouth, UK, 6-8 September.
- Mcllwaine, C., Zahra, D., Brooks, Z., Zaric, S., Collingwood, J. and Belfield, L. An Inter-Professional Undergraduate Dental Curriculum. Presented at the Vice Chancellor's 15th Teaching and Learning Conference, University of Plymouth, UK, 30 June.
- Mcllwaine, C., Zahra, D. and Spowart, L. Does the Introduction of Self-Assessment in the Simulated Environment Identify Clinical Learning Needs in Undergraduate Dental Students? Presented at the European Board of Medical Assessors conference, Egmond aan Zee, Netherlands, 14-15 November.
- McMahon, P. Embedding employability into the curriculum: a job interview assessment. Employability in the Curriculum and Beyond Conference, University of Plymouth, UK, 19 January.
- Morrison, D., Heffernan, T., Magne, P. and Cotton, D. Improving Home Student Internationalisation through Micro-Pedagogies. PedRIO conference, University of Plymouth, UK.
- Neve, H. Education to deal with complexity and deprivation. Primary Care Conference: workforce sustainability and person-centred redesign, University of Plymouth, November.
- Neve, H. Invited presentation: Revealing the 'hidden curriculum'. Centre for Medical Education (C4ME), Cardiff, UK, February.
- Neve, H. Keynote address: Thresholds, Struggles and Aha Moments: exploring the learner experience. Education Doctorate Research Summer School Conference, University of Exeter, UK, July.
- Neve, H., Gilbert, K. and Lloyd, H. Is PBL a threshold concept? Presentation at International Collaborating around Threshold Concepts in Health Conference, Coventry, UK, April.
- Neve, H. and Perrett, P. Invited seminar: Hidden curriculum? Role modelling, career stereotyping and ethical erosion. Newcastle Medical School, UK, December.
- Neve, H., Smith, W. and Adnan, H. Understanding the needs of marginalised populations through community engagement pathways. Presentation at Medical Schools Council Conference Improving the health of the public by 2040, London, UK, July.
- Neve, H., Wearn, A. and Clouder, L. Threshold concepts for clinical skills teachers: what are they and how can they help us improve teaching and develop curricula? Workshop at 7th International Clinical Skills Conference, Prato, Italy, May.
- Perrett, R. and Neve, H. Clinical Reasoning in groups – Opportunities and Approaches. Clinical Reasoning in Medical Education Conference, York, December.
- Potterton, R., Zahra, D., Witton, R. and Mcllwaine, C. Comparison of Dental Therapy and Hygiene and Bachelor of Dental Surgery student assessment outcomes in an Inter-Professional Engagement module of an integrated curriculum. Poster presented at the European Board of Medical Assessors conference, Egmond aan Zee, Netherlands, 14-15 November.
- Price, T. Remediation policy in the UK: trajectories and challenges, CAMERA Seminar Series, 20 September.
- Purnell, E. Invited speaker: Getting portfolio-based learning at scale: top-down and bottom-up approaches. The Plymouth Compass and HEAR Extra Curricular Activities. PebblePad Webinar, Online, 22 June.
- Purnell, E., McDermott, A., Sellick, J. and

Sutton, C. Poster: Digital Literacy: Maximising Curriculum Innovation and Enhancing the Student Experience. PedRIO Annual Conference, University of Plymouth, UK, 4 April.

Purnell, E. and Wyness, L. Using the Plymouth Compass Portfolio in PebblePad to record graduate attributes Findings from a pilot study in personal tutoring. Digital Learning Conference, University of Plymouth, UK, 29 June.

Rae, P. Quantitative Data Summary, CAMERA Seminar Series, 10 May.

Read, J. Professional Identity Formation: Lessons from America, CAMERA Seminar Series, 10 May.

Seymour, E., McGowan, L. and Chatterjee, A. Technology Enhanced Team Based Learning. Digital Learning Conference 2017, University of Plymouth, UK, 29 June.

Shepherd, A. and McInerney, M. Poster: 'A Creative Collaborative Model for Global Education: Fitting the Sustainable Development Goal 4 in 2030 Agenda'. 6th Annual PedRIO Conference, University of Plymouth, UK, 4 April.

Sterling, S. Keynote: 'Environmental education: paradox and proposition'. Research Symposium, World Congress on Environmental Education (WEEC), Morris J Wosk Centre for Dialogue, Vancouver, Canada, 11 September.

Sterling, S. Keynote: 'Future challenges for Education for Sustainability'. Celebrating 21 Years of EFS: moving forward in an age of global uncertainty, London South Bank University, UK, 13 January.

Sterling, S. Keynote: 'Global Goals: Local Action – the vital role the education sector has in changing mindsets'. EAUC Conference, Lancaster University, UK, 29 March.

Sterling, S. Guest speaker: Sustainability Showcase, University of Gloucestershire, UK, 8 June.

Sterling, S. and Jickling, B. 'Wild Pedagogies: A Scholastic Experiment in Re-Wilding Research'. World Congress on Environmental Education (WEEC), Congress Centre, Vancouver, Canada, 12 September.

Sterling, S. and Norris, K. 'Encouraging emergence (instead of chasing the behaviour change golden bullet)' EAUC Conference, Lancaster University, UK, 29 March.

Sterling, S. and Warwick, P. Core Sustainability Competencies Workshop, co-presenter. University of British Columbia, Vancouver, Canada, 7 September.

Sterling, S., Warwick, P., Glasser, H. and Rieckmann, M. 'More than Scaling up: a critical and practical inquiry into operationalising sustainability competencies'. PedRIO Annual Conference, University of Plymouth, UK, 4 April.

Sutton, C., Sellick, J., Purnell, E. and McDermott, A. Poster: Digital Literacy: Maximising curriculum innovation and enhancing the student experience. Pedagogic Research Institute & Observatory Conference (PedRIO), University of Plymouth, UK, 4 April.

Sutton, C., Sellick, J., Purnell, E. and McDermott, A. Poster: Digital Literacy: Maximising curriculum innovation and enhancing the student experience – update. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 29-30 June.

Trimble, P. Interdisciplinary Learning: Lawyers and Doctors, Association of Law Teachers Annual Conference, Portsmouth University, UK, 10 April.

Trimble P. and Gilbert, K. Interdisciplinary Learning: Lawyers and Doctors, Vice-Chancellors Teaching and Learning Conference, University of Plymouth, 30 June.

Turner, R. Invited talk: Employing research methods to measure and characterise learning gain in HE. AoC Scholarship Project Development Day, Woburn House, London, UK, 16 January.

Turner, R. Invited talk: Employing research methods to measure and characterise learning gain in HE. Presentation given at the Westminster Briefing: next steps for learning gain: supporting excellence and improving student outcomes. ETC Venues, London, UK, 28 February.

Turner, R. and Huang, R. Do Mainland Chinese students recognise the value of international study to their future employability? Paper presented at the PedRIO Employability in the curriculum and beyond conference, University of Plymouth, UK, 19 January.

Turner, R., Gray, C., Sutton, C., Muneer, R., Swain, J. and Stone, M. Can students' knowledge, skills and experiences of research methods serve as a proxy for learning gain? Workshop delivered at the SEDA Spring Teaching, Learning and Assessment Conference: the quest for teaching excellence and learning gain:



issues, resolutions and possibilities. Marriott Victoria and Albert Hotel, Manchester, UK, 11-12 May.

Turner, R., Gray, C., Sutton, C., Schafer, N., Muneer, R. and Swain, J. Examining the contribution research methods can make to the learning gain debate. Paper presented as part of the Symposium 'Merits and challenges of measuring learning gains for learning, teaching and assessment: lived experiences of 78,531 students at 16 universities' at SRHE Annual Research Conference, Celtic Manor, Newport, South Wales, 6-8 December.

Turner, R., Sutton, C., Gray, C., Swain, J. and Muneer, R. Research-based pedagogies in vocationally orientated HE: lecturers ambitions and students reactions. Paper presented at the 6th Annual PedRIO Conference, University of Plymouth, 4 April.

Thornton, CD., and McMahon, P., Threshold Concepts – Their Identification and Use in Interdisciplinary Practice. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 29-30 June.

Vasileiou, I. Workshop: 'Peer Learning in STEM'. RAISE Conference, Manchester, UK September.

Vasileiou, I. Invited Panellist: 'Diversity in Tech: Recruitment, Resilience, Retention'. Bristol, UK, July.

Vasileiou, I. Workshop: 'Peer Learning in STEM'. European Forum of Peer Learning, Lund, Sweden, June.

Warwick, P., Glasser, H., Rieckmann, M. and Sterling, S. The leadership challenge of a competency-based approach to Sustainability Education in HE. World Environmental Education Congress Conference, Vancouver, September.

Warwick, P., Glasser, H., Rieckmann, M. and Sterling, S. It's catching: Developing competency – based approaches to sustainability education. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, July.

Warwick, P. and Morgan, A. Students as catalysts of change – the call for and challenges of service learning within a sustainable ocean city initiative. World Environmental Education Congress Conference, Vancouver, Canada, 9-14 September.

Warwick, P., Robinson, Z., Bourne, J. and Simes, E. The Sustainable University Summit – pursuing quality education with students as partners. EAUC Annual Conference Lancaster University, UK, March.

Wearn, A., Barradell, S., Clouder, L. and Neve, H.

Developing professional touch – transitioning from laity to health professional: A qualitative research synthesis using Threshold Concept Framework. Australian & New Zealand Association for Health Professional Educators (ANZAHPE) 2017 Conference, July.

Wearn, A., Clouder, L., Barradell, S. and Neve, H. Developing professional touch – transitioning from laity to health professional: A qualitative research synthesis using Threshold Concept Framework. 7th International Clinical Skills Conference, Prato, Italy, May.

Webber, L. 'My mummy studies' – An investigation into the effects of higher education study on family life. Society for Research in Higher Education Newer Researchers Conference, ColdraCourt Manor, Wales, UK, 5 December.

Westcott, L. Embedding a confidence for occupation in pre-registration occupational therapy education in the UK. Occupational Science Europe Conference. Hildesheim, Germany, 8-9 September.

Whalley, B., Miller, L. and Gristy, C. Workshop: Journeys to school and mobile ethnography. Beyond Words Conference, University of Plymouth, March.

Winter, J., Cotton, D., Turner, R. and Huang, R. Plymouth – China pedagogic research links: developing opportunities. PedRIO conference, University of Plymouth, UK, 4 April.

Winter, J. and Cotton, D. Teaching sustainability in Economics and Business in China. Symposium on Implementing Sustainability in the Curriculum of Universities, Manchester, UK, 7 April.

Winter, J. and Cotton, D. International Perspectives on Sustainability Education in Business and Economics: China and the UK. 'HE and sustainability Symposium' EARLI Conference. Tampere, Finland, 29 August-2 September.

Winter, J. Teaching through Gaming. The 2nd Eurasia Faculty Development Forum, Eurasia University, Xian, China, 20 May.

Witt, N., Kneale, P., Coslett, D. and McDermott, A. Poster: Effective Learner Analytics: a senior leadership – staff – student informed approach. Vice Chancellor's Teaching and Learning Conference, University of Plymouth, UK, 29-30 June.

Zahra, D. and Cockerill, J. Online workshop: Understanding Standard Setting. Academy of Medical Educators 'Assessment for Healthcare Educators' event, Cardiff Medical School, UK, 11 July.

Zahra, D. and Burr, S.A. Poster: Question Complexity and Student Performance in Single-Best-Answer Medical Knowledge MCQs. European Board of Medical Assessors conference, Egmond aan Zee, Netherlands, 14-15 November.

Zahra, D., Belfield, L.A., McIlwaine, C., Ali, K., Bennett, J., Jones, G., Jarreat, M. and Zaric, S. Exploring the relationships between Dental Therapy and Hygiene students' prior qualifications, admission interviews, and performance on knowledge – and skills-based assessments. Presented at the British Society for Oral Dental Research annual meeting, Plymouth, UK, 6-8 September.

Zahra, D., Belfield, L.A., McIlwaine, C., Ali, K., Bennett, J. and Zaric, S. Exploring the relationships between knowledge – and skills-based assessment performance in Dental Therapy and Hygiene students as a function of prior qualifications. Presented at the British Society for Oral Dental Research annual meeting, Plymouth, UK, 6-8 September.

## Appendix 3 – PedRIO member awards, activities, and achievements

Kamran Ali – awarded Honorary Fellowship from the Faculty of Dental Trainers, Royal College of Surgeons of Edinburgh in November. Awarded Excellence in Dental Education – Mature Educator Award Association for Dental Education in Europe (ADEE) in September. Awarded Best Lecturer at Plymouth University Peninsula Dental School in September.

Julian Archer – successful in his promotion application, now a Professor of Medical Education.

Shirley Atkinson, Sarah Anderson and Sally Agobiani – Internal collaboration – preliminary discussions held along with training received from National Autistic Society, to develop a workshop for Computing students around working with autistic colleagues.

Rebecca Baines – invited to present her work on reviewing patient feedback tools to the Royal College of Psychiatrists.

Charlotte Braungardt, Alison Stokes, Claire Guy and Paul Warwick – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) ‘Research-led curriculum innovation to enhance core employability attributes for Environmental Science graduates’. Award of £7,000.

Verity Campbell-Barr – Erasmus + funding. ‘Interpreting Child-Centredness to Support Quality and Diversity In Early Childhood Education And Care’. Award of €207,209

Tracey Collett, David Bristow and Julie Browne – ‘Exploring the Transition to the Medical Educator role: a UK study’. Award of £5,200 by PUPSMD as part of a faculty development / scholarship programme.

Theresa Compton – CRA SEDA award in personal tutoring and academic advisement.

Andrew Edwards-Jones – As a member of the British Conference of Undergraduate Research (BCUR) Executive Group, worked with Julian Ingle (Queen Mary University) in a review of the undergraduate research journals hosted and listed on the BCUR website as part of an incremental process of establishing BCUR as a driver and collator of undergraduate research in the UK. Worked with Sarah Howes (School of Nursing and Midwifery) and Sue Waite (formerly Plymouth Institute of Education), plus representatives at Dartmoor and Exmoor National Parks, on researching and disseminating evidence

of impact of ‘green prescriptions’ on mental health and wellbeing. Contributed to pedagogic research and associated dissemination, led by Brahm Norwich, Graduate School of Education, University of Exeter, involving the application of lesson study methods to assist teachers in developing students’ maths skills. Worked with Linda La Velle, Jan Georgeson, Beth Gompertz and Joanna Watt on ‘PhenoloGIT’, an Erasmus+ project aimed at developing a geographical information technology tool for secondary school teachers to use with pupils in order to increase engagement between technology and nature.

Ruth Endacott – EU Erasmus + funding. ‘INACTIC: International Nursing Advanced Competency-based Training for Intensive Care’. Award of €142,227

Margaret Fisher – Organised the ‘Revalidation Seminar@Plymouth University’ on 7th June 2017. This was attended by staff and students both internal and external to the University of Plymouth, from the local area. This showcased activities and projects being run relating to professional revalidation.

Sharon Gedye, Jane Collings, Garren Baker, Mark Beresford, Annika Bautz, David Gilvear, Sarah Stevenson and Jean Almond – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) ‘Employability Voices: a resource to promote and support employability to academics’. Award of £4,842.66

John Hilsdon – completed a Professional Doctorate in Education exploring the significance of Learning Development in UK Higher Education.

Asiya Khan, Richard Pemberton and Priska Schoenborn – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) ‘Delivering Impact via Student Research: Sharing Best Practice’. Award of £6,500

Paul Lambe – Re-appointed to Medical Schools Council Selection Alliance Board December 2017 for three-year period. UK Medical Education Database Project P32: Gale T. Lambe P. Roberts M. What factors predict doctors’ successful completion of core training in medicine and anaesthetics and their subsequent decisions to pursue higher specialty training? Approved at 27 March 2017 UKMED Advisory Board.

UK Medical Education Database Project P41: Lambe P. Roberts M. Gale T. Bristow D.

Development of a UKMED multidimensional measure of widening access status. Approved at 25 September 2017 UKMED Advisory Board.

Ricky Lowes – UK Council for International Student Affairs (UKCISA) Grants Scheme 2017/18. 'International students' perceptions of personal tutoring – are we hitting the mark?' Award of £3,700.

Jonathan Moizer, Shaofeng Liu, Jonathan Lean & D. Carter – Erasmus+ funding. 'Innovating youth work to foster youth active citizenship, social entrepreneurship and self-employability'. Award of €43,450 at Plymouth University (€ 197,925 whole project).

Paul Murray, Sheran Murray and Paul Warwick – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) 'Building student resilience: a self-leadership approach'. Award of £3,500.

Sam Regan de Bere and Rebecca Baines, based on their work on Patient and Public Involvement for CAMERA, have been invited to become part of the Academy of Medical Royal Colleges (AoMRC) Patient Feedback Working Group, and will be facilitating research groups with a research team leading on patient feedback at the Royal College of Physicians in London.

Lucy Spowart, Hilary Neve, Jennie Winter, Rebecca Turner and Jane Rowe – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) 'Evaluating the impact of Postgraduate Clinical Education Programmes in the South West'. Award of £8,000.

Rebecca Turner, Ellie Russel and Jennie Winter – SEDA Research and Evaluation Small Grant. 'Identifying the educational development needs of elected sabbatical officers with a remit for supporting teaching and learning'. Award of £991.

Louise Webber – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) 'Mature women and the EdD: changing identity and family relationships'. Award of £2,904.95.

Jennie Winter, Rebecca Turner, Sarah Davey, Steph Wearne, Ellie Russell and Alex Bols – University of Plymouth Pedagogic Research and Teaching Innovation Fund (PRTI) 'An investigation into how course representative contribute to the student experience: espoused theory versus lived experiences'. Award of £9,868.



## Appendix 4 – PedRIO Fellow internal and external collaborations 2017

Kamran Ali – External Reviewer Two-Site Pilot for Dental Foundation Training: Health Education England London.

Jean Almond, Liz Hodgkinson and Nina Kearney – Delivered a collaborative session on Alumni engagement in the curriculum, 26 April.

Katrina Bannigan and Mary Birken – worked with Smirthwaite to develop a research studentship for Occupational Therapy students.

Danielle Bishop – collaborated with Dr John Eales (School of Mathematics) to produce a joint presentation entitled ‘Immersive Induction modules’ for the HEA’s National Retention Project Network Event, 24 May. Also collaborated with Blanca del Cerro Garcia to produce a cross-language presentation ‘Honing aural skills through subtitling: a pilot study at ab-initio level’, Bath University, 28 June. Association of University Language Centres (AULC) Special Interest Group.

Debby Cotton – worked as a Consultant for Eurasia University, Xi’an, China. Also has ongoing research collaborations with Fudan and Zhejiang Universities. Member of the Editorial board for Environmental Education Research and Sustainability journals. Selected as a TEF assessor. External examiner (PhD/ EdD) at London South Bank University, Bristol University and Swansea University.

Ruth Endacott – Erasmus Training Mobility visit to Universitat Internacional de Catalunya, Barcelona to provide a workshop on simulation debriefing and explore opportunities for collaboration, 17-20 July

Margaret Fisher – continued to lead the national project on grading of practice in midwifery with a team of colleagues from four other universities in the UK, publishing two papers and commencing the third phase of the project. Attended workshops and sent published papers on grading of practice in midwifery to the Nursing and Midwifery Council to help inform the new regulatory body standards for education. Worked with nursing and midwifery colleagues from the Faculty of Health and Human Sciences and Prof Julian Archer from PUPSM D to set up the Revalidation Seminar and undertake Phase one of a research project on professional revalidation – the ‘Reality of Revalidation in Practice’ (RRiP) project.

Ken Gale – worked with Jonathan Wyatt, (University of Edinburgh) Susanne Gannon, (University of Western Sydney, Australia) and Bronwyn Davies

(University of Melbourne, Australia) on the production of an invited handbook chapter: Wyatt, J., Gale, K., Gannon, S. and Davies, B.. (2017) Creating a space in between: collaborative inquiries, Denzin, N. and Lincoln, Y (Eds.) The Sage Handbook of Qualitative Research, 5th Edition, Thousand Oaks CA: Sage.

Karen Gresty – worked with Andrew Edwards-Jones on The Plymouth Student Scientist (undergraduate research e-journal), as well as supporting students from the Faculty of Science and Engineering to present their work at the British Conference of Undergraduate Research (BCUR) at Bournemouth in April. Presented research overview with Andrew Edwards-Jones on The Plymouth Student Scientist and ‘risk in research-informed teaching’ in a PedRIO seminar on ‘Designing a research-based curriculum’ with Prof Tony Harland (New Zealand) October.

Cath Gristy – taught at the Jan Evangelista Purkyně University in Ústí nad Labem, Czechia. Working with colleagues in the faculties of pedagogy and geography, 4-6 December.

Sally Hanks – founder & Chair of UK Council of Dental Teachers of Professionalism – members from all UK dental and dental therapy training institutions for research and policy review, development and operational advice.

John Hilsdon – continues to work as an editor of the Journal of Learning Development in Higher Education: <http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe>

Ricky Lowes – worked internally with Rupert Frankum as a member of S3 influencers group. Facilitated a student awareness workshop on Intercultural communication for stage one Nursing students with Sam Mortimer (3 January). A follow up session where Nursing lecturers will be trained up as workshop facilitators is planned for early January 2018. Workshop leader alongside Paul Warwick for the Innovation in Pedagogy Cafe: Sustainability and Internationalisation – Intercultural Communication (7 June). Facilitated a PGCAP staff-student awareness session on Intercultural communication with Lynne Wyness (10 June). External collaborations include: Member of UK Advising and Tutoring Group (UKAT) Research Committee, involved in a peer-supported research initiative and in writing the UKAT Research vision and mission statements, and creating a strategy document. Owner of JISC mail list: A list to facilitate discussion between personal tutors PERSONAL-TUTORING@JISMAIL.AC.UK

Patrick McMahon – attended Shanghai Maritime University Summer School.

Hilary Neve – Co-Chair of the UK Council of Teachers of Professionalism (representing all UK medical schools) 2014-March. Co-Lead International Threshold Concepts in Health Special Interest Group. Annual seminar ‘Social Accountability and contemporary patient involvement in curriculum development – beyond the individual’, Cardiff Medical School BSc in Medical Education. Collaborating with Sarah Meek, Glasgow Medical School, on an audio-diary research project exploring threshold concepts in Problem Based Learning in Medical Education. Exploring Professional Touch as a Threshold Concept. Collaborative project Lynn Clouder (Coventry UK), Andy Wearn (Auckland, NZ), Sarah Barradell (Australia). Academic Lead for Medical Education and Learning in Groups on NIHR funded cross institutional research “Education and facilitation to improve clinical decisions and multidisciplinary team-working with older adults with multimorbidity” with Keele, Birmingham, Warwick and Plymouth. Clinical Director, Plymouth and Bristol Universities Professional and Generic Skills Programme. Lead: PUPSM Education Award funded audio-diary joint medicine & dentistry research project Exploring transformative and troublesome moments for medical and dental students during social engagement pathways. Member of Clinical and Professional Skills Assessment (CPSA) expert subgroup advising General Medical Council on Medical Licensing Assessment.

Stephen Sterling – awarded Fellowship of EAUC; invited to UNESCO international conference UNESCO ‘Week for Peace and Sustainable Development: the role of Education’ Ottawa (March) monitoring the Global Action Programme (GAP) for ESD as ESD expert; worked with Sustainability Education Research Institute (SERI) at the University of Saskatoon; member of editorial board of Journal of Education for Sustainable Development, Environmental Education Research, and of Sustainability. Continued as co-chair of UNESCO-Japan ESD Prize International Jury. Stephen retired in 2017 but will remain Emeritus Professor at the University.

Pippa Trimble – working with Kerry Gilbert of the Medical School in an innovative interdisciplinary teaching project, encouraging inter-professional learning between law and medical students. Involvement in the second workshop and invited to join the steering committee of the HEFCE funded Learning for the Future

interdisciplinary Arts and Sciences project.

Paul Warwick – worked with Canterbury Christ Church University in the integration of Sustainability Education within a Faculty Scholarship Day for Staff Development. Worked in collaboration with staff from eight International HEIs at a Sustainability Competency Symposium hosted by the University of British Columbia, Vancouver in September. Presented at a symposium attended by six HEIs and hosted by Middlesex University on Care and Compassion in Higher Education, London.

Lyn Westcott – Chair of the Learning and Development Board for the Royal College of Occupational Therapists that works with and advises the Royal College on Educational matters for Occupational Therapy education in the UK. External Examiner, MSc Occupational Therapy (post registration), Queen Margaret’s University, Edinburgh.

# Appendix 5 – PhD Students and Researchers 2017

## PhD Students:

Jennie Arronsen	Faculty of Arts PU Peninsula Schools of Medicine and Dentistry
Derek Dodd	Institute of Education, Faculty of Arts and Humanities
Pete Hamill	Plymouth Business School
Sally Hanks	PU Peninsula Schools of Medicine and Dentistry
Heather Knight	Institute of Education, Faculty of Arts and Humanities
Julie Osborne	City of Bristol College
Jamie Read	PU Peninsula Schools of Medicine and Dentistry
Cathy Schofield	Truro College

## Researchers involved with the network:

Dr. David Morrison	PedRIO
Dr. Wendy Miller	PedRIO
Dr. Nadine Schaeffer	PedRIO

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