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Pedagogic Research Institute and Observatory (PedRIO)
PedRIO, 3 Endsleigh Place,
Plymouth University, UK
PL4 8AA
Tel: +44 1752 584529
E-mail: pedrio@plymouth.ac.uk
WELCOME TO THE PEDRIO ANNUAL REPORT 2014

INTRODUCTION

This fourth annual report gives an overview of the achievements of PedRIO in researching and supporting diverse aspects of higher education (HE) learning and teaching. Finishing an exciting year with the Research Excellence Framework (REF) outcome where we increased the number of staff members submitted and saw a rise in both overall GPA and the research power index for the Education Unit of Assessment was excellent, and a real tribute to all the hard work of PedRIO contributors.

The summaries of work in progress and completed research included in this report, ably demonstrates the range and health of HE pedagogy research at Plymouth. This year has seen more faculty engagement and increasing numbers of external colleagues attending our events showing that the PedRIO conferences are becoming part of the national pedagogic conference landscape. There is a real breadth of engagement through international conference dissemination of our research results.

With Professor Stephen Sterling winning a National Teaching Fellowship, and both Sally Abey and Ciaran O’Sullivan being awarded their PhDs it has been a truly memorable year. Happily 2015 promises to be as rich and engaging.

Professor Pauline Kneale, Director of PedRIO

Education in the top third nationally in REF 2014

The Education submission to REF2014 encompassed outputs by 24 FTE academics at PU from the Institute of Education and the wider University PedRIO community. The results rated Plymouth as 23rd nationally in terms of research power, with 89% of research submitted considered to be at international standard, and 9% overall assessed as world-leading in terms of originality, significance and rigour.

Two-thirds of the submission was assessed as providing an internationally excellent research environment and impact.
The Pedagogic Research Institute and Observatory (PedRIO) is supporting over 350 people undertaking research and development in higher education (HE) pedagogy. PedRIO researchers explore the ways in which students experience higher education and seek to enhance the opportunities for learning and personal transformation which access to higher education brings. Significantly the involvement of researchers from all disciplines of the university provides a platform for interdisciplinary research which impacts on and influences policy and practice. PedRIO aims to

- Undertake innovative research into teaching and learning in a range of higher education contexts including work-based learning, HE in FE and online/blended learning;
- Provide a forum for sharing and dissemination of inter-disciplinary pedagogic research methods and findings and enable knowledge transfer with impact on policy and practice;
- Develop new partnerships with external academic organisations and enterprises, both nationally and internationally;
- Nurture and develop further key areas of research strength such as Education for Sustainability, Research-informed Teaching, Assessment, Inclusivity and Digital Futures.

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?
- What is the impact on student learning of different pedagogic approaches or contexts?
- How does learning occur in higher education?
- What is the impact of formal and informal learning, and the hidden curriculum, on transformative learning?

Research takes place in a range of contexts – including investigating learning in the workplace; in further education colleges; and in online environments, in the UK and with international partners. For the most recent information on pedagogic research calls for funding, conferences etc., please visit the PedRIO website: www1.plymouth.ac.uk/research/pedrio/Pages/default.aspx
The PedRIO theme groups promote and coordinate leading-edge, cross-disciplinary and multi-method HE pedagogic research. Here is a brief overview of the groups’ aims and main areas of activity in 2014.

**Centre for Sustainable Futures (CSF)**  [Stephen Sterling / Paul Warwick]
The CSF provides curriculum and pedagogic support and coordinates cross-institutional research related to education for sustainable development (ESD). Together with the Institution for Sustainability Solutions Research (ISSR) and the university’s Operations department it has continued to take forward the University’s sustainability agenda, one of the four key ambitions in the Plymouth 2020 corporate strategy. Its 2014 Sustainability Curriculum Development scheme funded an extra-curricular leadership development programme, to equip students with leadership and collaborative competencies to meet sustainability challenges. Its series of ‘Innovation in Pedagogy’ Cafes are facilitated by Paul Warwick and have covered a diversity of topics, such as challenge based learning and systems thinking, with guest presenters from Australia and New Zealand and from Exeter and Southampton universities in the UK. The CSF is also supporting the development of alternative learning spaces on campus, for example through the Plymouth Growing Futures Project, and undertaking a range of innovative work led by Paul Warwick in the broad area of student engagement involving partnership with the NUS and UPSU.

The CSF supports research on sustainability education across the university. Papers and workshops by members of the research group have been presented at national and international conferences in 2014 including American Association of Sustainability in Higher Education (AASHE), European Conference for Educational Research (ECER), the Copernicus Conference at the University of Gloucester and contributing to the UNESCO World Conference on ESD, in Japan. Plymouth’s reputation for pedagogic research in ESD also contributed to the selection of Debby Cotton as a member of the development group for the QAA/ HEA Guidance on Education for Sustainable Development for UK higher education providers, published in 2014. This reputation is also resulting in invitations to contribute to international research and curriculum development projects such as Paul Warwick’s keynote presentation to the SUSTAIN inquiry based science education project in Slovenia in September 2014.

**Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA)**  [Julian Archer]
CAMERA brings together the activities of multi-professional researchers dedicated to the improvement of healthcare through evidence based education. It seeks to inform assessment in medical curricula across the continuum of medical education through funded collaborative research that impacts directly on the international literature, educational theory, practice and policy at Plymouth and both nationally and internationally.

More details on CAMERA activities are at www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/medicine-dentistry/pupsmd-research/camera
Critically Inclusive Pedagogies (CIP)  [Suanne Gibson]
The CIP group provides a forum for debate (in forms of workshops, seminars and reading groups), conducts collaborative research and coordinates funding bids. Its areas of focus includes: HE pedagogy; inclusive education discourses; aspirations of critical pedagogy; social critique through pedagogy; subversion and resistance; and, care and ethics. Over the past few months the ‘Critically Inclusive Pedagogies’ group has been involved in disseminating their research at international and national conferences alongside writing and building up their network of contacts.

Papers and seminars have been presented at British Education Studies Association (BESA), Higher Education Academy (HEA) conference and the European Conference Education Research (ECER). Suanne will be speaking about her HEA international scholarship research at Bath University’s Qualitative Research symposium in January 2015; she has given a session on ‘focus groups methods’ to post grads as part of the annual BESA postgraduate pre conference event last June. Cath Gresty has presented at BERA this year where she spoke about multi agency working with the Common Assessment Framework. Cath has been working with the Plymouth University Widening Participation team to develop the Student Shadowing programme to include additional support for secondary school students who may have become disconnected from mainstream education, e.g. those attending Pupil Referral Units (PRUs). We continue to publish and keep that essential ingredient, our students, as our focus thus making our work politically meaningful. We had the pleasure of presenting with our undergraduate students in June 2014 on matters of ‘Diversity’ at BESA’s annual conference at Glasgow University, and enjoyed by the HEA who tweeted and took a pic!
We look forward to March 2015 when we will have Professors Gill Crozier and Penny Burke presenting to the University on their research and professional practice guides regarding ‘diversity and education’.

**Digital Innovation Group (DIG) [Neil Witt / 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. Over the past year Neil and Anne have developed a pedagogically-based approach to peer review of tutors’ use of the University’s new digital learning environment. Once again, Neil has been a UK panel member formulating the annual New Horizon Report, an internationally recognised assessment of technology trends and challenges that are expected to impact learning in the short, medium and longer term. A writing group is planned for 2015.

**Master’s Level Teaching (MLT) [Pauline Kneale / Julie Anderson]**
The MLT group acts as a hub for events and support sessions for everyone involved in masters level programmes, modules or the student experience. The group have met over the year to work on the edited volume on Masters Level Teaching, which contains a diverse collection of ideas, practices and student experiences to inspire those teaching at Master’s level and those who are developing taught Master’s level programmes. Contributions include:

- Rong Huang, on ‘Exploring critical thinking with Chinese students as an induction activity’
- Emily Beaumont and Ken Gale on ‘Teacher-student experiences of collaborative writing at Master’s level’
- Julie Anderson, Valerie Huggins and Louise Winfield on ‘Exploring the experience of and support needs of part-time Master’s students’ and
- Valerie Huggins on ‘Reflecting on my Master’s experience as a student and teacher’

**Quantitative Reasoning (QR) [Paul Hewson]**
The QR group focuses on teaching statistics in higher education, student understanding of statistical processes, and understanding the role of statistics in problem solving. Its primary purpose is to create a forum to discuss quantitative reasoning and provide a channel through which to disseminate research and run workshops and seminars to share best practice/up-skill stakeholders. It held further workshops during 2014 aimed at improving student understanding of statistics. These covered the idea of randomisation tests, the bootstrap and the Monte Carlo tests. It showed how creating learning scenarios based on these approaches can encourage maths-phobic learners and provide a more thorough understanding of formal statistical inference for everyone.
HIGHLIGHTS OF 2014

PedRIO members have hosted international visiting scholars, produced more than 80 papers (Appendix 1), made over 170 conference presentations (Appendix 2), organised or co-organised over 30 events and support activities, and have been successful in winning new internal and external funding of over £1 million (see Appendices 4 and 8). PedRIO has continued to successfully support university staff in their applications for the various Fellowship categories of the HEA, expanded its publications and resources, and re-launched its website to provide a one-stop shop for all learning and teaching resources.

Professor Stephen Sterling won a National Teaching Fellowship in recognition of the major contribution he makes to the education for sustainable development agenda.

National Teaching Fellows at Plymouth University
- 2014: Stephen Sterling
- 2013: Adam Benjamin, Neil Witt
- 2012: Suanne Gibson, Paul Hewson
- 2010: Simon Belt, Paul Bradley*
- 2009: Karen Gresty
- 2008: Avril Butler (now Bellinger)*, Chris Ricketts*
- 2006: Helen King*
- 2005: John Hilsdon
- 2004: Paul Murray, Judith Waterfield*, Priska Schoenborn
- 2002: Brian Chalkley*, Pauline Kneale**
- 2001: Lesley Jarvis*
- 2000: Susan Lea*

* no longer in PU employment
** at different HEI at time of award
Teaching Development Framework
The Teaching Development Framework programme run by PedRIO, has provided workshops and writing retreats to support staff at the University applying for HEA recognition. Alongside other routes such as through the PGCAP and GTA courses, nearly 50% of PU academics have now achieved accreditation by the HEA, with 88 Associate Fellows, 462 Fellows, 32 Senior Fellows and 11 Principal Fellows, an increase of more than 12% from 2013.

Expansion of the 7 Step Series
PedRIO’s set of 7 Steps guidance on teaching and learning expanded to 14 titles over 2014, encompassing new pedagogic themes. New titles included guidance on the flipped classroom and on inclusive assessment. Several others were updated and further titles are in the pipeline for 2015. They can all be downloaded at: https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/7-step-series

Website re-launch
The teaching and learning section of the university website was re-launched and expanded during 2014. It now includes a full set of information and resources for all pedagogic issues, from inclusive assessment to research-informed teaching. See https://www.plymouth.ac.uk/your-university/teaching-and-learning

The PedRIO website will be moving to the new design in 2015.

PedRIO Occasional Papers
Further additions were made to the PedRIO series of Occasional Papers during 2014. The following papers are now available via the Plymouth University website.

No.1 Widening Participation: PedRIO horizon scanning report
Debby Cotton, Pauline Kneale and Tricia Nash

No. 2 The gender and ethnicity attainment gap research project
Debby Cotton, Rosemary George and Mel Joyner

No. 3 Community engagement towards a sustainable future
Joanna Blake

No. 4 getting it together: interdisciplinarity and sustainability in the higher education institution
Joanna Blake, Stephen Sterling and Fumiyo Kagawa

No. 5 Internationalisation and the Student Experience
Christine Comrie, Valerie Huggins, Matt Lawrence, Anne Lawrie, Tomasz John, Rupert Waldron, Carolyn Walker, Jennie Winter, Rebecca Turner, Sharon Gedye, Patricia Nash, and Vivien Grant.

No. 6 The benefits and challenges of project-based learning
Nichola Harmer and Alison Stokes

Download from http://www1.plymouth.ac.uk/research/pedrio/Pages/PedRIO-Occasional-Papers.aspx
RECOGNITION FOR EXCELLENCE

Plymouth wins Global Award from RICS
In November 2013, Plymouth became one of six universities world-wide to win a Global Award from the Royal Institution of Chartered Surveyors (RICS) for achieving best practice in sustainable development education. The award was based on the University’s record and the educational achievements of our surveying / environmental building discipline based in our School of Architecture. As a direct response to this award, the university became an official signatory of the UN Principles for Responsible Management Education (PRME; http://www.unprme.org) in the summer of 2014. Paul Murray has led this institution-wide initiative thus far, liaising closely with Stephen Sterling and Samantha Price, who will integrate the PRME principles into the next update of the university’s sustainability policy/action plan. The endorsement of the UN principles makes a significant contribution to Plymouth University’s 2020 strategy. Its principles are in the process of being embedded in Business School courses, and in construction and surveying. Over time, the aim is to work through the CSF and others to involve other subjects with a management component such as engineering.

PU student takes winning poster to House of Commons
Vicky Sleight from Marine Biology attained the accolade of highly commended runner up for her research poster by the British Conference for Undergraduate Research in February 2014. The poster showcased Vicky’s research on a topic of current great concern, investigation into the potential for micro-plastics to transfer pollutants into food chains, for which she has developed new analytical tools.

Posters in Parliament
This now-annual event provides selected students/recent graduates with a fantastic opportunity to present a poster of a research project completed at undergraduate level. Invitees to the event include MPs, invited dignitaries from higher education academia, research councils and the media. Plymouth University have a good performance record on the competitive front of this event with our graduates securing the Best Poster 1st prize and runner-up prize in 2013 and 2014 respectively.
COLLABORATIONS & PARTNERSHIPS

Input to UNESCO programme on ESD
Stephen Sterling worked extensively with UNESCO in the run up to the UNESCO World Conference on ESD, held 10-12 November at Nagoya, Japan. His contributions included input into and critical review of the ‘Final Report of the Decade of Education for Sustainable Development (DESD)’, and the ‘Roadmap for the Implementation of the Global Action Programme on Education for Sustainable Development’, refereeing other conference papers and having a paper published in JESD based on research commissioned by UNESCO for the conference. He was one of a handful of UK invited delegates to the Nagoya conference, and was active as a presenter and rapporteur.

Visiting Fellows at CSF
The CSF continued to host international scholars working in the field of pedagogy for sustainability, with Lisiane Palma from Brazil and Özgül Keleş from Turkey each spending three months based at Plymouth and carrying out research related to sustainability education. During her visit, Lisiane was engaged with the continuation of her doctoral studies on transformative learning in management education. She worked with colleagues from the three areas of sustainability in Plymouth University – the Centre for Sustainable Futures (teaching and pedagogic research), the Institute for Sustainability Solutions Research (ISSR), and the Operations team (estates and procurement) gaining a broad perspective on organisational change across the university.

PedRIO hosts visitors from Germany
In October, PedRIO hosted a day’s visit from colleagues in Germany Dr Nicole Auferkorte-Michaelis (University of Duisburg-Essen, Centre for Higher Education Development and Quality Enhancement) and Professor Frank Linde, (Cologne University of Applied Sciences, Faculty of Information Science and Communication Studies) are both embarking on developing inclusivity in their own institutions and region-wide. Initial findings from the inclusivity projects at PedRIO were presented and in-depth discussions held on the challenges and opportunities in incorporating inclusivity in higher education. The presentations and materials from Teaching and Learning colleagues were described by Frank as ‘brilliant’. The information provided by LSW and DAS team members, and the visits to the Learning Gateway, Writing Café and Counselling Services were really appreciated.

Energy Literacy in higher education
Following on from last year’s pilot study at Plymouth, a revised online energy literacy survey for students was run by PedRIO, with Debby Cotton as project manager, in collaboration with five other UK universities with a shorter version run in a university in Portugal. Presentations on this work in the UK, Europe and the US, have resulted in further expressions of interest in running the survey from universities both nationally and internationally, and from further education colleges. Publications are in press, and it is hoped that the collaborations focused on the theme of energy literacy will be strengthened through future work on related areas of education for sustainability. Findings have fed into campus developments and publicity for Student Green Week.
Engaged Student Learning
Hisham Khalil, Director of Clinical Studies and Inter-Professional Learning at PUPSMED with a team of PedRIO colleagues were successful in winning funding from the Higher Education Academy strategic enhancement programme for engaged student learning. The funding will help take forward and inform a number of existing initiatives, including Medical and Nursing Student-Authored Virtual Patients; Student-led Grand Rounds (the discussion of the medical problem(s) and treatment of a disorder); and Student-Teacher Partnerships.

Pedagogy in healthcare
The Erasmus+ project led by Professor Janet Richardson “NurSusTOOLKIT: A Teaching and Learning Resource for Sustainability in Nursing” started in early September 2014 and will run until August 2017. The project brings together specialists from Plymouth (United Kingdom), Maastricht (Netherlands), Jaen (Spain) and Esslingen (Germany) in a unique effort to develop materials that help implement sustainability-related issues in nursing curricula all over Europe. Sustainable development is a concept vital to healthcare: due to its relatively large carbon dioxide (CO2) emissions, the use of toxic materials and the production of vast amounts of waste, healthcare is ultimately compromising public health and damaging the ability of future generations to meet their needs. Improving energy and resource efficiency, procurement policies and waste management are vital for a more sustainable health sector. Resources available to support sustainability in European nursing curricula are limited and nurse educators are often inadequately prepared to teach students the connections between resources, climate change, sustainability and health. There is no European framework for Sustainability Literacy and Competency (SLC) and no guidelines for sustainability competency or pedagogy. Nurses are agents of change, they have a remit to promote health and control the use of health resources. Embedding climate change and sustainability into nursing curricula will have a qualitative impact on how health care is delivered, allowing for a holistic approach to nurses’ training to take non-medical issues into account.
Higher Education in FE

Over two years a team from Plymouth University, including a representative from PedRIO (Rebecca Turner), have been successful in securing funding from the HEA’s Social Science Strategic Priority area of Teaching Research Methods to investigate the provision of research methods teaching in College-based HE. This is an aspect of College-based HE that has been largely overlooked in the past, however, receiving adequate training in research methods is essential in preparing students for the dissertation stage of their final year at University. As part of this work a one-day conference was held in July 2014 at Plymouth University, supported by PedRIO, in which the project team presented the results of this work, and piloted a resource to support staff in delivering research methods in FE Colleges. This online resource was directly informed by the outcomes of the first year’s work which examined the provision of research methods for college-based HE students and exploring the support and training for those with responsibility for teaching this subject. The resource can be accessed via: http://www.studywithplymouth.ac.uk/scholarly/research%20methods/index.php

This project involved a collaboration between Academic Partnerships, both at the University and across a number of partners, PedRIO and School of Government, and has resulted in a number of national conferences presentations at the EA and SRHE, and a peer reviewed journal paper.

To find out more about this work please contact claire.gray@plymouth.ac.uk

Postgraduate experience in STEM subjects

The HEFCE funded Postgraduate Experience Project (PEP) involves a number of activities across eleven UK universities, with Kingston University as the lead. PedRIO’s role is in researching the postgraduate experience of students funded by HEFCE. The PEP project is one of several which explore the possible reasons for the decline in UK applicants.

Through the project, 40 scholarships were provided to students on STEM postgraduate programmes at Plymouth University. These provided either partial or full funding for course fees, awarded to eligible and randomly-selected postgraduate applicants in the Faculty of Science and Environment across 7 core programmes. All new postgraduate students in the Faculty were contacted and asked to complete an online Entry to Study Survey during September/October 2014. Data were collected on their previous learning experiences and their expectations of studying at postgraduate level. All students who received a scholarship were required to complete the survey as a condition of their award; for other students completion was voluntary. In total 135 eligible surveys were submitted (out of a possible 216, a 62.5% response rate) and the responses analysed. These initial results led to the development of an advice sheet which directs students to both academic and non-academic support at the university. The advice sheet was circulated to all postgraduate students and programme leads in the Faculty before the end of the first academic term. Key concerns reported by students included: the increase to their (often already) large debt; balancing life demands with study; and coping with the standard of work required.
Educational development for video calls to support end of life care

The project funded by Health Education South West, on ‘Developing the education needs of healthcare professionals, patients and carers to use video calls to support End of Life Care in the patient’s home’, involves Professor Ray Jones, Tracie North, Jane Grose, and Professor Ruth Endacott, working in collaboration with St Luke’s Hospice, North East West (NEW) Devon, East Cornwall Patient Participation Groups (ECPPG), and Tower Hamlets Public Health Department (Care of Elderly).

Three out of four people want to die at home but in 2012 only 23% did so in the Kernow and the NEW Devon CCG area. Previous studies have identified that rapid reassurance or advice may help to prevent admission to hospital. This project seeks to identify the training requirements that healthcare professionals, patients and carers may have when using video calls to support the person to die at home. Given the geography of the Southwest and the challenges that such a rural location with an older population brings, it is important that staff can embrace new ways of working to support those in isolated rural communities.

This project gives staff the opportunity to consider and learn about the use of such technology in EOL care working with practitioners in Torbay, Barnstaple, Exeter, Plymouth, St Austell, and through online workshops.

PedRIO leading HEA project to evaluate teaching development in higher education

In December 2014, PedRIO received news of funding from the Higher Education Academy for a project on ‘Evaluating teaching development in HE: towards impact assessment’ which will be carried out in collaboration with Durham University, University Campus Suffolk, and the Higher Education Development, Evaluation & Research (HEDERA). Plymouth is the lead institution in the project which will involve a national audit of continuing professional development (CPD) activities across the HE sector in the UK. The PedRIO team are Pauline Kneale, Jennie Winter, Rebecca Turner and Lucy Spowart.
PEDRIO 2014 FUNDING PROGRAMME

Each year PedRIO supports teaching, learning and student experience related research projects initiated by staff at Plymouth. The successful projects for 2014 were:

Making a difference: an interdisciplinary social engagement project [Richard Ayres]
PUPSMD have decided that the term “making a difference” can be used both to summarize our mission as a medical and dental school, and to characterise the individual student experience that we offer. This project will put this into practice by providing a range of new inter-disciplinary social engagement activities in which medical and nursing students can participate and using these experiences to enhance learning and reflection on key themes in population health. The activities will enhance collaboration and shared learning between medical and nursing students and be evaluated, both for the student experience and for the communities or projects in which they are involved. The findings will be disseminated as examples and good practice guidelines both locally within the University, and on a wider scale to the medical education and nursing communities nationally and internationally.

What do the trainers think of their Year 1 Dental Foundation trainees [Catherine Coelho and Sally Hanks]
The primary aim of this cross-sectional study is to investigate the views of Dental Foundation trainers on the preparedness for practice of their 2013/14 dental trainees. Previous studies have evaluated the self-perceived preparedness for practice of dental graduates, but there is minimal evidence to assess the perceptions of other groups of professional stakeholders on how well these graduates are prepared when they leave dental school. The second aim is to explore possible explanations for similarities and/or differences in perceived graduates’ preparedness as other research studies have suggested ethnicity, age, and gender as possible influencing factors. This research will provide an evidence base to inform future dental curriculum development locally, nationally and internationally, and to inform future research and educational developments. Dissemination of the findings will be via conference presentations and publications.

The Impact of Discontent [Sharon Gedye and Emily Beaumont]
The student voice is central to raising standards in Higher Education (HE). The ability to complain, both formally and informally, has been promoted and facilitated over the last decade. Coupled with the increasing consumer culture in HE, this has resulted in a three-fold rise in official complaints in the six years up to 2011. Despite this back-drop, there is a paucity of evidence on the impact of student complaints on improving teaching and learning in HE. This project proposes to address this significant gap in our understanding by establishing the ways and extent to which complaints are shaping higher education practice. It will evaluate how student complaints are raising standards, whether there have been any unforeseen impacts of complaints on teaching practice and standards, and whether the ways that complaints are used to improve practice can be made more effective. In the process it will also appraise staff perceptions and experience of the benefits/impacts/costs of student complaints in terms of staff behaviours, practice and staff-student relationships.
Addressing the skills and competencies for technology enhanced blended and distance learning [Anne McDermott and Neil Witt]
The University has recently invested in a new Digital Learning Environment (DLE) for which it has developed a set of criteria to meet a definition of e-Supported learning. This will ensure that all modules meet a minimum requirement for offering students online access to a range of optional resources, informal learning and assessment opportunities. The relevant staff development, training, use cases and exemplars are being developed as part of the existing DLE project. This project proposes that two further categories be developed. Blended Learning will be where module-based online learning is regarded as a ‘mandatory’ component of face-to-face delivery with all students expected to participate, and Distance Learning where all teaching and learning will be online. The aim of this project will be to provide a clear mapping of the skills and competencies required by academic staff for them to be capable of delivering learning using these new techniques.

Mind the gap: Chinese perceptions of sustainability and implications for teaching business and economics [Jennie Winter, Debby Cotton, Wai Mun Lim Dongji Niu and George Woodman]
This project aims to explore the similarities and differences between the perceptions of sustainability held by Chinese and UK lecturers, and the potential impact on teaching of business and economics. There are potential tensions between Chinese students’ understandings and perceptions of sustainability and those ascribed to by many teachers and peers they encounter in the classroom. Enhancing understanding of these tensions is critical since Chinese students educated in the UK may act as sustainability agents in China and worldwide after graduation. In addition, understanding and critically evaluating different perspectives is a key part of sustainability literacy, therefore exploring tensions between Chinese and European perspectives will enhance sustainability and internationalisation of the curriculum for all students.

Impact of online, progressive pre-grad learning resources and Moodle-based automated feedback in levelling the playing field for Ocean Science/Exploration students [Jill Schwarz]
Skills such as quantitative analysis and programming underpin the employability of our students (Schwarz et al., 2013). Anecdotally, staff in SoMSE are aware of a disparity among our students in prior knowledge related to these key skills, and the expected range of learning skills associated with higher education ‘massification’ which persists through all undergraduate years. There is currently no measure of our efficacy as teachers in closing the gap between weak and strong learners, or between those with more or less prior scientific knowledge. The primary aim of this project is to address year 1 differences in core science skills and prior learning, using Moodle-based online resources.
Different languages, shared goals? Exploring the potential for merged pedagogies in enterprise education and sustainability education [Lynne Wyness and Paul Jones]

This research project will identify and examine the synergies between Enterprise Education (EE) and Sustainability Education (ESD) and evaluate the potential for a merged pedagogical approach, critically informed by best practice in both fields. This intentional conflation aims to strengthen students’ acquisition of the skills, knowledge, and attitudes (including values and dispositions) that will be essential for the creation of a more sustainable and socially just future. The project will employ a range of qualitative research methods (survey, interviews, focus group, and participant observation in pedagogical contexts) and will emphasise shared learning and co-construction within the research team.

The use of virtual patients to promote inter-professional learning for medical and nursing students [Hisham Khalil]

Virtual patients (VPs) are interactive computer simulations of real-life clinical scenarios for the purpose of medical training, education or assessment, and are used at undergraduate and postgraduate level in medicine, dentistry, nursing, midwifery and pharmacy training. As rates of chronic disease continue to rise, but outpatient care and shorter hospital admissions become the norm, exemplar cases are less readily available to trainees; VPs augment clinical observation and enhance the breadth and consistency of the educational experience. The aim of this project is to develop VPs for use by medical and nursing students with the purpose of promoting inter-professional learning, such as fostering effective collaborative working relationships between nurses and doctors in the working environment and enhancing students’ collaborative clinical reasoning and decision-making skills in varied and complex clinical situations.

Other projects that received funding were:

- A holistic approach to defining digital literacy needs across the education spectrum - Neil Witt and Anne McDermott
- Using interdisciplinary project-based learning (PjBL) to improve engagement among first year GEES students - Alison Stokes
- Teaching and learning in the Peninsula Arts Gallery - Sarah Chapman and Jennie Winter
- Unconscious Bias: Promoting a culture change in higher education - Debby Cotton, Jennie Winter, Rachel Jagger-Thomas and Laura Beahan
- Feed-forward: Exploring the staff and student experience of technology facilitated feedback - can technology support and engage staff and students in dialogic feedback - Ricky Lowes
- Getting Podcasting Right for Students and their Learning - Martin Lavelle
- Evaluation of two approaches to essay writing support: incorporating writing workshops and formative peer review into the curriculum in marine biology - Kimberley Bennett
- Exploring the epistemological and practical challenges experienced by Arts practitioners when engaging with an Educational Development programme - Jennie Winter and Colin Searles
- Evaluating the impact of cross professional peer tutoring among nursing and physiotherapy students - Fiona McLeod, Caroline Jamieson, and Kim Young
- Automated, repeated and immediate feedback on fundamental programming skills - Torbjorn Dahl
The main work for PedRIO projects awarded in 2013 was accomplished in 2014, with publications in press, conference presentations, and further work in the pipeline.

**Threshold concepts in medical education**  
[ Hilary Neve, Tracey Collett and Helen Lloyd]

Solicited audio diary methodology is an underused but powerful tool for researchers. This project used audio diaries to explore threshold concepts and troublesome knowledge related to sociology, psychology and professionalism within medicine.

Over a 6 month period, following each “Jigsaw” session, students recorded relevant experiences or critical incidents on a smart phone, including their reflections on a) “aha” moments, times when things seem to come together or change the way they see things b) struggles, times when they don’t understand or cannot see the relevance of something c) “I’ve got it” “No, I haven’t got it” oscillations. Jigsaw facilitators also record reflections of sessions on their phone.

This project has led to fascinating and often unexpected insights into what, how and when students learn through reflecting within a group on their clinical experiences and given rise to important questions. For example, how can we recognise where thresholds have been crossed? How important are practical experience in the crossing of thresholds? Can dialogue between individuals “looking back” over their year provide us with additional understandings?

Finally, how can our new understandings be incorporated into the curriculum in our own and other schools and disciplines? The team have presented four papers at national and international conferences in medical education and threshold concepts.
Key attitudes and competencies for early childhood practitioners: exploring European approaches to teaching and learning
[Verity Campbell-Barr, Janet Georgeson, Paolo Sorzio and Magdolna Nemes]

The European Key Competences for Lifelong Learning framework provides a tool for education providers to support students towards personal fulfilment, social inclusion, active citizenship and employability in a knowledge-based society. They define competences as: “a combination of knowledge, skills and attitudes appropriate to the context” (European Commission, 2007: 3). This project explores the attitudinal competences needed for early childhood practitioners. Whilst there has been some discussion of the skills needed to work with young children less is known about how to develop these in students. Using social practice theory to highlight the cross cultural differences in attitudinal competences in three countries, the project draws on focus group data collected from HE staff and students in Hungary, Italy and the UK, along with a student questionnaire to identify the attitudinal competences needed and how they are ‘learnt’.

A range of attitudinal competences were identified: emotional competence, reflective skills, patience, child centeredness, creativity, being politically aware, enthusiasm, being determined and having a sense of humour. The interpretation of the competences and the extent to which they were needed varied between countries.

Students felt their degrees played an important role in developing these attitudinal competences, with practical experiences being of particular importance. At a time when many countries are looking to develop their early childhood qualifications, considering how students become competent practitioners is of paramount consideration for policy makers at both a European and country level.

These findings were presented at the European Early Childhood Education Research Association conference in Sept 2014, and the project has led to an edited book that provided the wider context for the study International Perspectives on Workforce Development in Early Childhood Education and Care: History, Philosophy and Politics due to be published January 2015. The team are now exploring new avenues to further develop the project in the future, including making the findings available online.
Working with dangerous knowledge: complications and disturbance in University teaching and learning  [Joanna Haynes, Melanie Parker, Emma Macleod-Johnstone, Wendy Lambert Heggs, Julie Anderson Heather Knight and Dave Harris]

Conflict and controversy are to be expected in university teaching, but higher education pedagogic discourse tends to minimise the trouble and disturbance involved in generating sophisticated knowledge. Knowledge is ‘dangerous’ or ‘troublesome’ when a sense of disturbance is experienced; when certain concepts are difficult to communicate or grasp; when the subject matter is politically or morally sensitive; when tutors or students experience or express strong and unexpected emotions; when group dynamics become problematic. The key aim of this ongoing project is the development of insights and critical responses to the ethical and emotional complexities of working with disturbing knowledge in higher education. A key question is how to work with such complexity so that it becomes educative. The team have been logging tutors’ accounts of difficulty or disturbance in their work. In this study tutors were invited to report on occasions when they experienced a sense of danger in their classrooms or in other interactions associated with their university work, such as tutorials or placement visits. The project team developed and used a writing frame to prompt and log dialogues with participants, which were mostly face to face and occasionally electronic dialogues. A very fruitful and productive data analysis exercise followed, with major themes emerging from cross-coded analysis of the collected tutor accounts such as risk, discomfort, shame, avoidance and diminishing professionalism. Papers are currently in press, and outcomes were presented to the British Educational Studies Association conference in Glasgow in June and the Methodological Innovations Conference at Plymouth University in December. Further dissemination is through teaching on the third year research project in BA Education Studies; the development of a workshop with students in EDST359 Engaged Pedagogy, Love, and the Practice of Care. Next steps include working with clinical psychology students at the University of Exeter.

Other projects continuing during the year included:
Masters dissertation working with a professional student cohort - Julie Anderson
Exploring the benefits of peer to peer helping relationships - Anne Bentley
The pedagogy of pressure books/comic book design - Tom Barwick
An exploration of physiotherapy students’ experience of PBL in Plymouth and Athens - Claire Hornsby
Inclusivity development projects at Plymouth all aim to produce resources for use by staff and students. These will all be able to be accessed from: https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity

Work at PedRIO in progress includes:

**Developing a web-based ‘one stop’ resource for staff and students [Jennie Winter]**
This resource includes an introduction to widening participation at PU and to the support services available. It introduces and reviews a number of themes relevant to these student groups, including research-informed content on what is known about the issues and guidance on how to respond. There are video clips from faculty, students and support practitioners presenting differing perspectives across the range of inclusivity issues to be used as staff development resources.

**An online self-evaluation tool to support student retention [Debby Cotton]**
This online self-assessment tool – set up in Moodle - evaluates students’ early engagement with learning. It provides automated feedback, helping to identify students at risk and directing them to appropriate resources and sources of support. It was piloted with students, using a think-aloud approach to test usability and usefulness, and then rolled out in two schools. The resource is currently being evaluated through user statistics, and may be rolled out further in 2015.

**Enhancing Inclusive Assessment in partnership with students [Pollyanna Magne]**
The benefits of inclusive assessment are well documented, and pockets of good practice do exist, however there are high percentages of Modified Assessment Provisions (MAPs) in some disciplinary areas. Research suggests that student involvement in staff development can have a significant impact into breaking down the resistance to change and this project is developing inclusive assessment resources in partnership with students and employers. Recorded interviews will be edited to produce short video clips as a basis for staff development training to promote inclusive assessment and an enhanced assessment experience for all.

**Untapped knowledge: learning from student enablers to develop inclusive practice guides [Priska Schoenborn]**
An online survey with student non-medical helpers (‘enablers’) was followed by focus groups to identify the main challenges and examples of good practice that enablers and their students experience. Workshops with academic staff and enablers then helped to develop the content for short, local ‘good practice’ guides for staff. These guides will provide straightforward guidance and examples for teaching and supporting students more inclusively, and will be available via the website.
PEDRIO 2014 EVENTS

The wide range of events organised and delivered by PedRIO involves interdisciplinary groupings addressing key pedagogic themes, with just some examples and highlights from 2014 illustrated here. (Please see Appendix 4 for a full list of our events in 2014).

Education for Sustainable Development - with the CSF

Over 120 participants have taken part in the Innovation in Pedagogy seminar series run by the Centre for Sustainable Futures for staff across the university. In February, a session on developing critical thinking, with Ian Cook from the University of Exeter, heard from his students on their projects based on the ‘follow the thing’ research which explores who made consumer items, with what ingredients and under which conditions.¹ A session with Simon Kemp from the University of Southampton involved role play of participants who assumed the roles of UN negotiators in international agreements. A further session hosted Professor Kerry Shepherd from the University of Otago, New Zealand, who explained the approach used at his university to evaluate contributions to students’ understandings of sustainability.

PedRIO third annual conference in April 2014

The first keynote speaker at the annual PedRIO conference in March was Professor Jack Miller, from The Ontario Institute for Studies in Education at the University of Toronto, who gave his talk on Holistic pedagogy: balance, connection and inclusion.

The conference was themed around six key areas:

- Education for sustainable development
- Medical education
- Masters level teaching
- Spaces to think
- Digital innovations
- Inclusivity and engagement

The day included 18 presentations in three parallel streams and 16 research, with over 100 participants from institutions across the country. The conference finished with a keynote on ‘Universities for Education-led Research, not Research-led Education’ by Simon Kemp, Principal Teaching Fellow, Centre for Environmental Sciences, University of Southampton.

¹http://www.followthething.com/
PedRIO and Peninsula Arts co-hosted an Higher Education Academy Symposium in March entitled ‘Using the Art Gallery as an interdisciplinary learning space – encouraging risk taking and testing boundaries’. This event was the culmination of a research project with Faculty and students across a wide range of arts and non-arts subjects that investigated potential development opportunities around a university public art centre. The growing ‘creative campus’ movement, originating from the US, recognises both the utility and cultural value of exposing students to a variety of informal public arts as extra-curricular activity. This event provided an opportunity for curators, and educators to come together to explore how the informal learning space of the gallery can enrich and broaden the student experience, enhancing inter-disciplinarity, meta-cognitive and creativity skills – important skills for contemporary graduates faced with a world characterised by complexity, uncertainty and new challenges.
Inclusive Assessment in Practice Conference
24th November 2014

This one day conference, hosted by PedRIO in partnership with the HEA, provided a forum for discussion and sharing experience on inclusive assessment amongst over 100 academics and practitioners from across the country, on what is possible and what is working.

Assessment is a critical and evolving practice as universities respond to the changing needs of students in Higher Education (HE). Inclusive assessment aims to ensure that all students have an equitable and supported assessment experience. The day opened with a keynote from Professor Pauline Kneale and Jane Collings on ‘Developing and Embedding Inclusive Assessment’. Sixteen workshops and papers together with poster displays, offered insights into inclusive assessment in different disciplines. These focused especially on the themes of

• Changing the culture of assessment to be inclusive
• Inclusive assessment design and delivery in the disciplines
• Enhanced learning from assessment: feed-in, feed-forward and feedback

We will publish some of the contributions as a PedRIO paper in 2015.

And into 2015 ...


The VCs Teaching and Learning Conference June 2015, https://www.plymouth.ac.uk/your-university/teaching-and-learning

Please visit the PedRIO webpages for news of upcoming and planned events for 2015:
https://www.plymouth.ac.uk/your-university/teaching-and-learning/our-events
The PedRIO Steering Group discussed progress towards PedRIO targets, reviewed key achievements during the year and planned events for 2015 and beyond. Thanks are expressed to all members who also helped with project and conference reviews. Particular thanks to Professor Jim Griffiths for his contributions in the past two years.

**PedRIO Steering Group members (2014)**

Pauline Kneale (Chair), Pro Vice-Chancellor Teaching & Learning, Director of PedRIO

Debby Cotton, Head of Educational Development, Professor of Higher Education Pedagogy, (PedRIO & Educational Development)

Sally Abey, PhD students representative, School of Health Professions, (Faculty of Health and Human Sciences)

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

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

Robert Brown, Associate Head of School, School of Architecture, Design and Environment (Faculty of Arts & Humanities)

Tracey Collett, Associate Professor (Senior Lecturer), Peninsula Medical School (Plymouth University Peninsula Schools of Medicine and Dentistry)

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

Suanne Gibson, Associate Professor (Senior Lecturer) in Education, Plymouth Institute of Education (Faculty of Arts & Humanities)

Karen Gresty, Associate Dean (Teaching & Learning), Faculty of Science & Environment

Jim Griffiths, Dean of Research & Innovation, (Research & Innovation)

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

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

Gayle Letherby, Honorary Professor, School of Health Professions (Faculty of Health & Human Sciences)

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

Jocey Quinn, Professor of Education, Plymouth Institute of Education (Faculty of Arts & Humanities)

Samantha Regan De Bere, Lecturer in Medical Humanities, Peninsula Medical School (Plymouth University Peninsula Schools of Medicine and Dentistry)
APPENDIX 1

PEDAGOGIC PUBLICATIONS 2014


Archer, J., Regan de Bere, S., Nunn, S., Clark, J. and Corrigan, O. (2014) No one has yet properly articulated what we are trying to achieve: a discourse analysis of interviews with revalidation policy leaders in the United Kingdom. Academic Medicine 90.1: 88-93


Moody, J. and Truscott, J. (2014) Enhancing student induction to library and IT services in higher education. Innovative Practice in Higher Education 2(1) online at: http://journals.staffs.ac.uk/index.php/ipihe


Morgan, J (2014) ‘If you were the researcher what would you research?’: Understanding children’s perspectives on research in Mongolia and Zambia. Research and Method in Education, doi: 10.1080/1743727X.2014.946498.


Sabel, E. and Archer, J. on behalf of the Early Careers Working Group at the Academy of Medical Educators in the United Kingdom (2014). Medical education is the ugly duckling of the medical world and other challenges to medical educators’ identity construction: A qualitative study. Academic Medicine 89(11):1474-80


APPENDIX 2

PEDAGOGIC CONFERENCE PRESENTATIONS 2014

Alldridge, L. Invited talk: Assessment of professionalism in trainee health practitioners: Key stakeholder and inter-professional perspectives. ANZAPHE, Griffith University, Gold Coast, Australia, July

Allison, J. Researching critical thinking as democratic and social good'. IHC / EdD Postgraduate Research Conference, Plymouth University, UK, 28 June

Anderson, J and Gristy, C. Community based post-graduate professional learning: a model in practice. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Anderson, J and Gristy, C. Community based post-graduate professional learning: a model in practice. Vice Chancellor’s Teaching and Learning Conference, Plymouth University, UK, June

Anderson, J. A study of the experience of some Education Masters dissertation students; could different models of working offer further support other than the usual student – tutor dyad? ECER Conference, Porto, Portugal, September

Anderson, J. A study of the experience of Education Masters dissertation students; could different models of working offer further support other than the usual student – tutor dyad? SRHE Conference, Newport, Wales, December


Archer, J. Keynote, What are regulators for? Medical leadership summit maintenance of professional competence. Medical Council of Ireland, Dublin, Ireland, September

Archer, J. How to secure the benefits from re-licensing doctors: A United Kingdom perspective. The International Society for Quality in Health Care, Rio de Janeiro, Brazil, October

Archer, J. The utility of the Japanese version of the Sheffield Peer Review Assessment Tool (SPRAT). APMEC, Singapore, January

Archer, J. and Bryce, M. Health Foundation sponsored session: CAMERA’s programme of revalidation research. IAMRA 11th International Conference on Medical Regulation, London, UK, September

Archer, J., Bryce, M., Nunn, S. and Regan de Bere, S. Revalidation – how is it affecting practice? International Association of Medical Regulatory Authorities (IAMRA), London, UK, September

Archer, J. and Bryce, M. Medical Regulation – evaluating risk and reducing harm to patients. IAMRA 11th International Conference on Medical Regulation, London, UK, September

Atchison, C.Cl., Feig, A.D., Gilley, B.H. and Stokes, A. Preliminary findings from an accessible field course developed through international collaboration. Geological Society of America Annual Meeting, Vancouver, Canada, October
Allison, J. Resilience and optimism: the video diary of a first year international student. European First Year Student Experience Conference, Nottingham Trent University, UK, 10 June

Baker, L and Johns, N. The First 100 Days – care leaver transitions to university. Presentation and workshop. SW Regional Support Young People in Care/Care Leaver Conference, Taunton, UK, 29 April

Beaumont, E. and Gedye, S. Student articulations of their own employability. Society for Research into Higher Education Conference, Celtic Manor, Wales, 10-12 December

Beaumont, E. and Gedye, S. Embedding enterprise and employability activities in to the curriculum: A catalyst for students’ perception of their employability. Institute for Small Business and Entrepreneurship Conference, Manchester, UK, 5-6 November

Beaumont, E., Gedye, S. and Richardson, S. A crisis of confidence: Seven perceived barriers to graduate employment. Canada International Conference on Education (CICE-2014), Cape Breton University, Nova Scotia, Canada, 16-19 June

Bryce, M. Who are you talking to? The ‘public’ in regulatory discourse. Professional Standards Authority Conference, Improving Professional Regulation in Health and Social Care: interdisciplinary insights, Cumberland Lodge, Windsor, UK, March

Chatterjee, A. Learning layers workshop around informal learning in collaboration with Leeds, Plymouth University, UK, 23 July

Chatterjee, A., McGowan, L., Jerreat, M., Khalil, H., Thorley, R. and Walsh, C. The use of virtual patients to promote inter-professional learning. AMEE Excellence in Education, Milan, Italy, August

Chatterjee, A., Kulkarni, R. and Gunasekera, P. Students’ perception towards the use of interactive comic strips in improving understanding of medical concepts: A case study. The Association for Study of Medical Education Annual Conference, Brighton, UK, July

Chatterjee, A., Wright, C., Campbell, J., McGowan, L. and Jelley, D. Development of an online resource to support GP appraisers in the interpretation of multisource feedback and explore the potential for standard-setting. 43rd Society for Academic Primary Care Conference, Edinburgh, Scotland, July

Cotton, D. Keynote, Small Steps to Sustainability. Buckinghamshire New University, UK, May

Cotton, D. Invited workshop, Sustainability concepts and pedagogies. Buckinghamshire New University, UK, May

Cotton, D. (2014) An online self-evaluation tool to support student retention. VC’s Teaching and Learning Conference, Plymouth University, UK, June


Cotton, D., Nash, P. and Kneale, P.E. Getting off to a good start: first impressions survey at Plymouth University. VC’s Teaching and Learning conference, Plymouth University, UK, June

Cotton, D., Nash, P. and Kneale, P.E. Strategic support for non-traditional students in higher education using a resilience framework. International Conference for Educational Development (ICED), Stockholm, Sweden, September
Cotton, D., Miller, W., Bailey, I., Winter, J. and Sterling, S. Does understanding matter? University students' energy-saving beliefs and behaviours. Third annual PedRIO conference, Plymouth University, UK, 2 April
Cotton, D., Kneale, P.E., Nash, P. and Lau, A. Students at risk: Why should we care? What should we do? Third annual PedRIO conference, Plymouth University, UK, 2 April
Dawson, J. and Bray, P. Peer Support: reaching out beyond the institution. Association for Learning Development in Higher Education Annual Conference, Huddersfield, 14-16 April
Endacott, R. Managing deteriorating patients: the development and impact of the FIRST2ACT. Web training program NETNEP, Netherlands, 23-25 June
Endacott, R. Does simulation make a difference? Nursing & Midwifery Research Week, Curtin University, Perth, Australia, 24 November
Gale, K. Invited presentation, Deleuze, Research and Pedagogy. Education Research in Practice Conference, Falmouth University, UK, March
Gale, K. Invited conference workshop, Deleuze and Collaborative Writing. International Congress of Qualitative Inquiry, University of Illinois, USA, May
Gale, K. Assemblage/Ethnography: Troubling constructions of self in the play of materiality and representation. International Congress of Qualitative Inquiry, University of Illinois, USA, May
Gale, K. Paper Presentation, European Conference of Education Research, Porto, Portugal, September
Gale, T. Value based recruitment and selection in healthcare conference, Higher Education Academy
Gale T. Developing a selection centre model based on aptitude for training, March
Gale, T. National evaluation of selection methods in anaesthesia and ACCS. Royal College of Anaesthetists, London, UK, May
Gale, T. The evidence base for interprofessional debriefing. Association for Simulated Practice in Healthcare (ASPIH) Annual Conference, Nottingham, UK, November
Gale, T. Fostering effective debriefs within a simulated inter-professional setup. Assessment and Technology Conference, Plymouth University, UK, December
Gale, T.C. and Roberts, M.J. Simulation based assessments of competency and performance to provide a capable healthcare workforce. 16th Ottawa Conference, Ottawa, Canada, April
Gentle, C., Lau, D., Foster-Smith, Z. and R. Shaw, R. Inclusivity Development: Supporting 3rd year direct entry students in Partner Colleges - a student–led PALS interactive workshop. Vice Chancellor’s Teaching and Learning Conference, Plymouth University, June


Gray, C. Implementing marketised higher education: The view from the street level. Society for Research in Higher Education (SRHE) Conference, Newport, Wales, 10-12 December

Gibson, S. Invited lecture, Questions and dilemmas of inclusive education: UK voice and international responses on a pedagogy for relationship. Victoria University, Wellington, New Zealand, April

Gibson, S. ‘Dialogue and space’: considering the ebb, flow and purpose of the focus group. PG Student pre conference, British Educational Studies Association Conference, 30 August

Gibson, S. ‘Diversity’ and relationship on campus: international student voices. ECER, Porto University, Portugal, September

Gristy, C. L. Exploring the experiences of lifelong learners and their journeys to school: a narrative study. ECER, Porto, Portugal, 30 September

Gray, C. and Stone, M. What are voices from across the collaborative HE sector telling us? Forum for Access and Continuing Education Annual Conference, Salford University, UK, 2-4 July

Gresty, K.A and Edwards-Jones, A. 10 strategies for encouraging innovation and minimising risk in research-informed teaching. Vice-Chancellor’s Teaching and Learning Conference, Plymouth, UK, June


Hanks, S. Invited talk, Flipping the COIN: giving effective chairside feedback. Peninsula School of Dentistry Clinical Supervisors Quality Assurance Meeting, Plymouth University, UK, 30 June

Hanks, S. Pioneering near peer events to empower student development towards employment. Vice Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 27 June


Hanks, S. Invited talk, Paediatric Dentistry: what’s changed in the last 10 years? British Dental Association local meeting, Torquay, UK, 1 October

Hanks, S. Medical hypnosis. Dental Nurse annual training CPD day, Plymouth University, UK, 4 July

Hanks, S. Invited talk, Patient anxiety, communication and hypnosis. Trainee Dental Nurse education session, Plymouth University, UK, 14 May

Hanks, S and Wall, M. CPD course, The use of hypnosis in dentistry, S63 course South West Deanery, Newton Abbot, UK, 25 April

Haynes, J and Knight, H. Discomfort, Avoidance and Shame: Teaching and Researching Dangerous Knowledge. 10th Annual Conference of the British Education Studies Association (BESA), University of Glasgow, Scotland, 27 June

Hillier, Y. and Turner, R. HE/FE partnerships for research and scholarly activity. Symposium on Research and scholarly activity: negotiating the challenges of engaging in research for college-based HE lecturers, SRHE annual conference, Celtic Manor, Newport, Wales, 10-12 December

Hilsdon, J. Write, review and publish with us! Workshop with JLDHE editors, 11th ALDinHE Conference: Learning Development Spaces and Places, Huddersfield University, April
Hilsdon, J. Presence is Everything: Giving Feedback to Writers Online. An International and Virtual Conference, Oxford Brookes University, 26th June

Hilsdon, J. Can LD tell us about HE? Why is it assumed to be well placed to do this? IHC / EdD Postgraduate Research Conference, Plymouth University, 28 June

Hilsdon, J. Evaluating the Impact of Academic Language and Learning Interventions. Two Keynote talks for the AALL Regional Symposia: Victoria University, Melbourne November 2014; and University of South Australia, Adelaide, December

Hilton D. Ingenium quis habitat. International Panorama Council’s International Panorama Conference, Altotting, Germany, 11-14 September


Jones, P., Newbery, R. and Underwood, P. Using visual methods to enable a business creation process. Emerging Themes in Business 2014 conference, Newport, University of South Wales, UK, 2 May, pp. 89-95. ISSN: 2049-2937


Kendall, S., Bloxham, S. and Schofield, C. Gifted and talented programmes: Do they favour particular children? Annual Conference for the British Association of Sport and Exercise Sciences (BASES), St George’s Park, UK, 25–26 November

Kneale, P.E. and Collings, J. Developing and embedding inclusive assessment across Plymouth University. ISSOTL Conference, Quebec, Canada, 18-22 October

Kneale, P.E. and Collings, J. Developing and embedding inclusive assessment: inclusive assessment in practice. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Knight, H. The art and silence of anti-racist education. The 10th Annual Conference of the British Education Studies Association (BESA), University of Glasgow, Scotland, 27 June

Kolovos, D. Effectiveness of experiential teaching in Management Decision Making education and future directions. HEA funded workshop, Plymouth University, UK, 23 April

Kosinska A. Enhancing laboratory based learning through developed assessments. Durham University, Durham, UK, 27-28 August

Lambe, P. The UK Clinical Aptitude Test: Factors predictive of test success. AMEE Conference, Milan, Italy, August

La Velle, L., Georgeson, J., Blandon, C. and Horrell, J. Real or Virtual? Teachers’ reflections on the potential of iPads to transform pedagogy in modern foreign languages. ECER Porto, Portugal, 1-5 September

Lavelle, M. From professional to teacher: the continued metamorphosis of the early years worker. Workforce Development Conference, Plymouth University, UK, 20 June

Lavelle, M. Self-organised symposium with Georgeson, J. and Campbell-Barr, V. Re-orchestrating a profession, including conference presentation, From professional to teacher: the continued metamorphosis of the early years worker. EECERA, Crete, Greece, 10 September

Lloyd, H., Mattick, K., Bull, S., Gilbert, K. and Neve, H. The challenges of applying theory and evidence to PBL: findings from an in-depth mixed methods research study. ASME Annual Scientific Meeting, Brighton, UK, 16 July

Lynn, N. Digital Witnessing, Professional Standards Authority Conference, March

Lyon, A. Chair, Teaching Public Law, City University, London, UK, June

Magne, P. Resources for inclusive assessment. Inclusive Assessment in Practice, PedRIO Conference Plymouth University, UK, 24 November
Magne, P. Turning policy and research into practice: taking advantage of a captive audience! SEDA Conference, Leeds, UK, 17 May

Masterson D. and Kosinska A. Connecting language with subject content (Encouraging students to form a triangular relationship with a language tutor and a subject specialist). Plymouth University, UK, 27 June

Maynard, V. and Neve, H. Introducing shared decision making into medical education – a pilot study. Higher Education Academy, “No decision about me without me”: embedding shared decision making into undergraduate education’ Workshop, Plymouth University, UK, 7 May

McGowan, L., Jerreat, M., Khalil, H., Chatterjee, A., Thorley, R. and Walsh, C. The use of virtual patients to promote inter-professional learning. Association for Medical Education in Europe, MiCo Milano Congressi, Milan, Italy, 30 August - 3 September

McGowan, L. and Glover, M. Students as TEL partners to drive pedagogic innovation in Peninsula School of Medicine. Jisc RSC South West TurboTEL Conference, Bristol, UK, 4 June

McMahon, P. Building a student generated glossary in the EAP classroom. International Association of Teachers of English as a Foreign Language Annual Conference, Harrogate, UK, 2 April

McMullan, M. Mobile Learning: Drug Calculations App.. 5th International Nurse Education Conference, Noordwijkerhout, The Netherlands, 24 June

Miller, W., Cotton, D., Sterling, S., Bailey, I. and Winter, J. Energy Literacy at Plymouth University 2013. Copernicus Conference, University of Gloucester, UK, January


Neve H., Stephen N., Lloyd H. and Collett T. “I had one of those “aha” moments....” The use of audio diaries to identify threshold concepts in ‘softer’ disciplines and the implications of these for educators. ASME Annual Scientific Meeting, Brighton, UK, 17 July


Neve H. and Collett T. Revealing the hidden curriculum to medical students: insights from threshold concept theory. 5th International Biennial Threshold Concepts Conference, Durham, UK, 10 July http://www.ee.ucl.ac.uk/~mflanagan/abstracts/TC14Abstract32.pdf

Neve H. and Collett T. Revealing the hidden curriculum to medical students. ASME Annual Scientific Meeting, Brighton, UK, 16 July

Neve, H., Gilbert K., Bull S., Lloyd H. and Mattick K. Promoting integration and transfer of concepts in learning: practical approaches for problem based and other learning activities. ASME Annual Scientific Meeting, Brighton. UK, 16 July

Neve, H., Stephen, N. and Collett T. “I had one of those “aha” moments....” How might threshold concepts offer new insights into student learning and what are the implications of these for educators? Third annual PedRIO Annual Conference, Plymouth University, UK, 2 April

Neve, H., Gilbert, K and Lloyd, H. From pedagogical principles to pilots to perceptions, priorities and practicalities: evaluating the re-design of a PBL programme. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Newbery-Jones, C. Trying to do the right thing....! e-learning and experiential learning for a changing legal world. BILETA, July
Nunn, S. Revalidation and the discourses of discipline and fetishization, Professional Standards Authority Improving Professional Regulation in Health and Social Care: interdisciplinary insights Conference. Cumberland Lodge, Windsor, UK, 28 March


Pritchard, C., Bowstead, H. Space Pirates of the Ocean City. Higher Education Academy (HEA): Heroes and Monsters: Extra-ordinary Tales of Learning and Teaching in the Arts and Humanities, Manchester, UK, 2-4 June


Read, J. Keynote, Medical Education Research, Academy of Medical Educators Conference, London, UK, October

Read, J. Clinical Supervision, Academy of Medical Educators Conference, London, UK, October

Read, J. Clinical Supervision. Association for the Study of Medical Education Conference, Brighton, UK, July

Regan de Bere, S. Invited speaker, PPI in social research. ESRC Funded Festival of Knowledge, Plymouth University, UK, November

Regan de Bere, S., Hanks, S. and Compton, T. The benefits of the medical humanities in helping students to tolerate ambiguity and manage uncertainty in complex clinical scenarios: A multi-media presentation. AMEE national conference, Milan, Italy, 1 September

Regan de Bere, S., Nunn, S., Archer, J., Chatterjee, A and Bryce, M. Should patients and the public have a (direct) role in regulating doctors?. International Association of Medical Regulatory Authorities (IAMRA), London, UK, September

Roberts, M.J., Gale, T.C., Endacott, R and O’Connor, A. Team work and attitudes to IPL in students undertaking interprofessional simulation. Association for Simulated Practice in Healthcare (ASPiH) Annual Conference, Nottingham, UK, November

Roberts, M.J., Gale, T.C., McGrath, J.S. and Wilson, M.R. Rising to the challenge: Stress appraisals and performance in a high stakes assessment, 16th Ottawa Conference, Ottawa, Canada, April

Schofield, S. Collaborate, publish or be damned? Patterns of academic publishing between institutions offering higher education. Annual Conference for the Society for Research in Higher Education (SRHE), Newport, Wales, 10-12 December

Schofield, S. and McKenzie, L. Degrees of freedom: Factors affecting Foundation degree students’ course choices. Annual Conference for the Society for Research in Higher Education (SRHE), Newport, Wales, 10-12 December


Schofield, C. and Rollings, J. Barriers and benefits to physical activity as perceived by year-9 coastal dwelling children. Annual Conference for the British Association of Sport and Exercise Sciences (BASES), University of Central Lancashire, UK, 3-5 September
Sellick, J., Stevenson, K. and Childs, P. Evaluating the impact of an immersive introductory law module on transition and retention, Vice-Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 27 June

Shaw, R. Developing the PALS model as a tool to support Direct Entry student transition from Partner Colleges to Plymouth University. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Shepherd, A.C. Ocean Acoustics: Exploring the Power of Healing tone (528hz). The School of Humanities and Performing Arts Research Festival, Plymouth University, UK, 20 March

Shepherd, A.C. Applying metaphor as an innovative methodology in medical ethnomusicology: Exploring healing phenomenon of the Solfeggio tones. IHC CMI Methodological Innovations Conference, Plymouth University, UK, December


Spowart, L., Turner, R., Kneale, P.E. and Shenton, D. ‘This is all pretty alien to me’: Staff perceptions of gaining HEA accreditation. South West Education Developers Forum, Exeter, UK, 11 June

Sterling, S. Invited workshop, How did you integrate Sustainable Development into your academic curriculum? Sustainable Universities Day, Swiss Academies of Arts and Sciences, University of Bern, Switzerland, 28 December

Sterling, S. Invited keynote, Learning to learn for sustainability in higher education: making a difference. Sustainable Universities Day, Swiss Academies of Arts and Sciences, University of Bern, Switzerland, 28 March

Sterling, S. Communicating Carbon through images: Opportunities and challenges. Third annual PedRIO conference, Plymouth University, UK, 2 April

Sterling, S. Developing a sustainable university: the Plymouth story. ISSR conference, Plymouth University, 2 May

Sterling, S. Invited workshop presentation, The whole in one: The Plymouth approach to sustainability. EAUC Conference, Nottingham Trent University, UK, 7 May

Sterling, S. Invited public lecture, Transformative learning for sustainable development. IRRC, Chongqing, China, 3 June

Sterling, S. Invited keynote, Learning to learn for sustainability in higher education: making a difference. Supporting employability, society and the environment: a curriculum for sustainability Conference, London South Bank University, UK, 10 June


Sterling, S. and Warwick, P. Moving towards transformation in teaching and learning. Vice-Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 27 June

Sterling, S. Invited keynote, Education for Sustainable Development in HE: progress and possibility. Annual University Conference, University of St Mark and St John, Plymouth, UK, 2 July

Sterling, S. Invited keynote, Towards a culture of sustainable learning. Teaching and Learning Fest, University of Cumbria, UK, 3 July

Sterling, S. Invited talk, ESD and the global context. World Animal Protection launch, Speaker’s House, House of Commons, London, UK, 10 September
Sterling, S. Invited keynote, Whole institutional change toward sustainability. Conference ‘Samen voor een duurzame universiteit’ (Together for a Sustainable University), Ghent University, Belgium, 13 October

Sterling, S. Education for Sustainability in UK and USA. Public lecture with David Orr, UTAS conference, Hobart, Tasmania, 5 November

Sterling, S. Education for Sustainable Development. Workshop for University of Tasmania, co-run with Professor David Orr, UTAS, Hobart, Tasmania, 3 November

Sterling, S. Invited keynote, Wholly responsive: towards a culture of critical commitment. 14th International Australian Campuses Towards Sustainability Conference (ACTS), Hobart, Tasmania, 5 November

Sterling, S. Co-presenter/rapporteur for seminar, ESD: where have we come from, where are we going. UNESCO World Conference on ESD, Nagoya, Japan, November

Stevenson, K. and Sellick, J. Delivering a short sharp shock: creating and delivering an immersive introduction to law. Third annual PedRIO conference, Plymouth University, UK, 2 April


Stone M. Invited speaker, Academic partnerships. Plymouth University External Examiners Conference2014, Plymouth University, UK, 15 May

Stone, M. and Gray, C. Invited speaker, Access to HE in a partnership context: Helpful things, difficult stuff, unspoken awkwardness ... and just plain silliness. AIM Awards, AVA Conference, Loughborough University, UK, 15 January

Summers, D. Embedding ESD in ITE: from compliance to commitment – sowing the seeds of change. Copernicus Alliance Education for Sustainability Conference, Charles University, Prague, Czech Republic, 3 October

Summers, D. Embedding ESD in ITE: from compliance to commitment – sowing the seeds of change. 11th Vice Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 27 June

Summers, D. Embedding ESD in ITE: from compliance to commitment – sowing the seeds of change. Third Annual ISSR Sustainability Research Conference, Plymouth University, UK, 2 May

Summers, D. Embedding ESD in ITE: from compliance to commitment – sowing the seeds of change. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Turner, R. Outputs, impact and audience: disseminating practitioner research. Symposium on research and scholarly activity: negotiating the challenges of engaging in research for college-based HE lecturers, SRHE annual conference, Celtic Manor, Newport, Wales, 10-12 December

Turner, R., Gray, C., Sutton, C., Swain, J., Petersen, C., Schofield, C. and Thackeray, D. Teaching research methods – insights into a challenging area. Third annual PedRIO Conference, Plymouth University, UK, 2 April

Turner, R., Huang, R., Poverjuc. O. and Wyness, L. Networks of support: examining the role of mentoring in supporting new lecturers to develop their teaching practices. SRHE annual conference, Celtic Manor, Newport, Wales, 10-12 December

Turner, R., Gray, C., Sutton, C., Swain, J., Peterson, C., Schofield, C. and Thackeray, D. Teaching research methods – insights into a challenging area. Third annual PedRIO Conference, Plymouth University, UK, 2 April
Turner, R., Huang, R. and Chen, Q. International education and graduate employability: views from the mainland China students who are studying in the UK. 9th International Conference on Interdisciplinary Social Science, University of British Columbia, Vancouver, Canada, 11-13 June

Waite, S. Invited presentations (2) at Linkoping University Masters student conference, Linkoping, Sweden, 14-16 March

Waite, S. Invited panel member, Cornwall Association of Primary Heads conference, Newquay, UK, 28 March

Waite, S. Invited keynote, Making connections naturally, Cornwall Natural Connections conference, Eden Project, Cornwall, UK, 5 June

Waite, S. Physical activity and curriculum learning, ACPES conference, Singapore, 7-9 July.


Waite, S. Invited public engagement presentation, Why does connecting with nature matter? Raffles Institute, Singapore, 11 July

Walmsley, A. and Bannigan, K. The use of case studies in higher education: a systematic review. Third annual PedRIO Annual Conference, Plymouth University, UK, 2 April

Warwick, P. Invited keynote, Current developments and challenges in Education for Sustainable Development. SUSTAIN European Conference. University of Ljubljana, Slovenia

Warwick, P. and Sterling, S. Creating the space for students to engage with ESD. Third annual PedRIO Annual Conference, Plymouth University, UK, 2 April


Willis, K. and Corino, G. Web site or building site? Testing the benefits of situated learning with ubiquitous computing for design. Interaction and Architectural Space Workshop, CHI2014, Toronto, Canada, 26 April

Winter, J., Gedye, S. and Turner, R. Inequalities in teaching opportunities for graduate teaching assistants. Higher Education Academy Annual Conference, Aston University, Birmingham, UK, 2-3 July


Winter, J. and Cotton, D. Developing partnerships with students around energy use: the role of energy literacy. American Association of Sustainability in Higher Education Annual Conference, Portland, Oregon, US, 26-29 October


Wright, C., Campbell, J., McGowan, L., Jelley, D. and Chatterjee, A. Development of an online resource to support GP appraisers in the interpretation of multisource feedback and explore the potential for standard-setting. 43rd Society for Academic Primary Care Conference, University of Edinburgh, Scotland, 24 June
Most of these projects are collaborations between Faculties and Schools across the institution.

<table>
<thead>
<tr>
<th>Project title</th>
<th>Project team</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Different Languages, Shared Goals? Exploring the Potential for Merged Pedagogies in Enterprise Education and Sustainability Education</td>
<td>Lynne Wyness, Paul Jones</td>
<td>PedRIO – Centre for Sustainable Futures Business - Futures Entrepreneurship Centre</td>
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<tr>
<td>The Impact of Discontent</td>
<td>Sharon Gedye, Emily Beaumont, Debby Cotton</td>
<td>PedRIO &amp; Educational Development Business – Graduate School</td>
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<tr>
<td>What do trainers think of their trainees: Perceptions of trainers on the preparedness to practice of their year 1 Dental Foundation Trainees</td>
<td>Catherine Coelho, Sally Hanks</td>
<td>Plymouth University Peninsula Schools of Medicine and Dentistry</td>
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<tr>
<td>Addressing the skills and competencies for technology enhanced blended and distance learning</td>
<td>Anne McDermott, Neil Witt</td>
<td>PedRIO &amp; Educational Development Technology &amp; Information Services</td>
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<td>Making a difference: an interdisciplinary social engagement project</td>
<td>Richard Ayres</td>
<td>Plymouth University Peninsula Schools of Medicine and Dentistry</td>
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<td>Mind the gap: Chinese perceptions of sustainability and implications for teaching business and economics</td>
<td>Jennie Winter, Debby Cotton, Wai Mun Lim, Dongjie Niu, George Woodman</td>
<td>PedRIO &amp; Educational Development Business – Tourism &amp; Hospitality Institution of Environment for Sustainable Development Teng Hoi Conversation Organisation</td>
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<tr>
<td>Impact of online, progressive pre-grad learning resources and Moodle-based automated feedback in levelling the playing field for Ocean Science/ Exploration students.</td>
<td>Jill Schwartz</td>
<td>Faculty – Science &amp; Environment</td>
</tr>
<tr>
<td>The use of virtual patients to promote inter-professional learning for medical and nursing students</td>
<td>Hisham Khalil</td>
<td>Plymouth University Peninsula Schools of Medicine and Dentistry</td>
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<tr>
<td>Title</td>
<td>Authors</td>
<td>Department/Programme</td>
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<tr>
<td>A holistic approach to defining digital literacy needs across the education spectrum</td>
<td>Neil Witt Anne McDermott</td>
<td>PedRIO</td>
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<tr>
<td>Using interdisciplinary project-based learning (PjBL) to improve engagement among first year GEES students</td>
<td>Alison Stokes</td>
<td>Faculty – Science &amp; Environment</td>
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<tr>
<td>Teaching and learning in the Peninsula Arts Gallery</td>
<td>Sarah Chapman, Jennie Winter</td>
<td>Peninsula Arts, PedRIO</td>
</tr>
<tr>
<td>Unconscious Bias: Promoting a culture change in higher education</td>
<td>Debby Cotton, Jennie Winter, Rachel Jagger-Thomas, Laura Beahan</td>
<td>PedRIO, Organizational Development</td>
</tr>
<tr>
<td>Feed-forward: Exploring the staff and student experience of technology facilitated feedback - can technology support and engage staff and students in dialogic feedback</td>
<td>Ricky Lowes</td>
<td>English Language Centre</td>
</tr>
<tr>
<td>Getting Podcasting Right for Students and their Learning</td>
<td>Martin Lavelle</td>
<td>Faculty – Science &amp; Environment. School of Computing and Maths</td>
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<tr>
<td>Evaluation of two approaches to essay writing support: incorporating writing workshops and formative peer review into the curriculum in marine biology</td>
<td>Kimberley Bennett</td>
<td>Faculty – Science &amp; Environment. School of Marine Science and Engineering</td>
</tr>
<tr>
<td>Exploring the epistemological and practical challenges experienced by Arts practitioners when engaging with an Educational Development programme</td>
<td>Jennie Winter, Colin Searls</td>
<td>PedRIO, Faculty – Arts and Humanities. School of Arts and Media</td>
</tr>
<tr>
<td>Evaluating the impact of cross professional peer tutoring among nursing and physiotherapy students.</td>
<td>Fiona McLeod, Caroline Jamieson, Kim Young</td>
<td>Faculty – Health and Human Sciences. School of Health Professions</td>
</tr>
<tr>
<td>Automated, repeated and immediate feedback on fundamental programming skills</td>
<td>Torbjorn Dahl</td>
<td>Faculty – Science &amp; Environment. School of Computing and Maths</td>
</tr>
</tbody>
</table>
A selection of workshops run by PedRIO, many of which are held each term through the academic year.

- **8 January**  Marketing Masters Courses
- **29 January**  Inclusive assessment workshop
- **5 February**  NTFS workshop
- **5 February**  Masters Level Teaching Workshop: current and developing projects update
- **12 February**  Inclusive examinations workshop
- **26 February**  CSF innovation pedagogy cafe series: Developing critical thinking - Dr Ian Cook (University of Exeter) and Helen Bowstead
- **13 March**  NTFS workshop
- **19 March**  Theme Group seminar: Quantitative Reasoning - Improving student understanding of statistics 1: inference using modern approaches
- **20 March**  Inclusive assessment workshop
- **25 March**  Inclusive examinations workshop
- **1 April**  CSF innovation pedagogy café series: Student Engagement through Role Play and Simulation - Simon Kemp and Julia Kendal (Southampton University)
- **2 April**  PedRIO Annual Conference
- **23 April**  NTFS workshop
- **1 May**  A chair in ten years
- **7 May**  Associate Lecturers at Plymouth University
- **15 May**  CSF innovation in Pedagogy Cafe: Sustainable Education through community partnerships
- **5 June**  Inclusive Exams workshop
- **19 June**  Inclusive Assessment workshop
- **20 June**  Pedagogy PhD/Early Career Researchers networking session
- **27 June**  Vice Chancellor’s 13th Teaching and Learning Conference
- **1 October**  CSF Innovation in Pedagogy Café: Using Systems Thinking in Teaching
- **14 October**  Productive Personal Tutoring workshop
- **22 October**  Marketing Masters Courses
- **22 October**  The ‘Flipped Classroom’
<table>
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<tr>
<th>Date</th>
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<tr>
<td>29 October</td>
<td>National Teaching Fellowship Workshop</td>
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<tr>
<td>29 October</td>
<td>Inclusive Assessment</td>
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<tr>
<td>24 November</td>
<td>Inclusive Assessment in Practice Conference</td>
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<tr>
<td>5 December</td>
<td>A Chair in 10 Years</td>
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<tr>
<td>10 December</td>
<td>The Two-Hour Interactive Classroom</td>
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<tr>
<td>10 December</td>
<td>Induction</td>
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<tr>
<td>17 December</td>
<td>Introduction to PedRIO and Teaching Fellowship Award Scheme funding</td>
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</tbody>
</table>
APPENDIX 5

PEDRIO FELLOWS ACTIVITIES AND ACHIEVEMENTS

Louise Alldridge
PUPSMD Education Award. Understanding the impact of difference, recognition and participation on access, retention and success at medical school: A single institution pilot study, in collaboration with Prof Penny Jane Burke, Roehampton University. Award of £6,000.

Julian Archer, Sam Regan de Bere and Tom Gale
General Medical Council. ‘A literature review on the impact of licensing examinations for doctors in countries comparable to the UK. Award of £39,974.


Julian Archer, Niall Cameron, Katie Laugharne, Martin Marshall, Sam Regan de Bere, Kieran Walshe and Richard Wright

Philip Bates
Open Media Fellow (2012-2014), for Open University Faculty of Business and Law, responsible for broadcasting and online commissions (BBC, iTunesU/YouTube, OpenLearn), and developing strategy for informal learning in business and law, including FutureLearn MOOCs.

Emily Beaumont and Sharon Gedye
School of Marine Science and Engineering, Plymouth University. Recording and Disseminating Student Peer Assessment Methods. Award of £978.

Marie Bryce
Member of Faculty of Arts and Humanities Education Research Ethics Sub-Committee.

Steven Burr
External collaboration with three other medical schools: UEA (Sandra Gibson), Lancaster (Andrea Owen), and Nottingham (Maria Toledo, Ian Todd, John Whittle & Lucy Fairclough)

Arunangsu Chatterjee
PedRIO, ‘Inter-professional virtual patient with nursing’. Award of £9,000

Collaboration with Leeds via an FP7 EU project learning layers as part of their health cluster

Collaboration with Horizon centre Torbay around TEL projects

Debby Cotton
DoS-funded project: Developing an online self-evaluation tool to support student retention (with Alice Lau, Sue Kinsey and Denise Summers). Award of £19,121.

Widening Participation-funded research project: Longitudinal Study of the National Scholarship Programme (NSP) Year 2 (with Prof Pauline Kneale and Tricia Nash) £20,000.

Widening Participation-funded research project: Exploring the Experiences of Care Leavers at Plymouth University (with Professor Pauline Kneale and Tricia Nash) £75,000.
Debby Cotton, Jennie Winter and Wendy Miller
Lead on collaborative project on energy literacy, run in 5 universities in the UK and Europe.

Debby Cotton, Karen Gresty and Mick Fuller
2014-15 HEFCE-funded Postgraduate Experience Project (PEP), led by Kingston University. Investigating the expectations and attitudes towards postgraduate taught (PGT) STEM study, and post-study outcomes, from the perspective of students, universities and employers to support and sustain PGT growth in the UK. A collaborative project started in January 2014. Plymouth University element of funding £160,000.

Hugo de Rijke
Liaison with the Bar Council Special Interest Group on legal education provision and training in Sierra Leone as part of an Association of Law Teachers’ and Department for International Development funded project, the ‘Access to Security and Justice Programme’ commenced March 2014. Approved joint funding of £20,000.

Committee Member, Association of Law Teachers and on Editorial Board of The Law Teacher: International Journal of Legal Education (actively involved in legal education through the ALT and The Law Teacher, regularly reviewing journal articles and conference proposals, and chairing annual conference sessions).

Ruth Endacott
Health Education South West Developing the education needs of healthcare professionals, patients and carers to use video calls to support End of Life Care in the patient’s home (PI Prof Ray Jones, School of Nursing & Midwifery). Award of £31,033.

Thomas Gale
Research collaboration with Professor Marian Traynor at the Faculty of Nursing at Queens University Belfast; Evaluation of the multiple mini interview for recruitment of undergraduate nursing students.

Conference Organiser for the HEA sponsored conference “Value based recruitment & selection in healthcare” in March 14.

Suanne Gibson
Plymouth University with Professor Elizabeth Kay, Peninsula Dental School
MRC grant application for £40,000 as part of MRC: Public Health Intervention Development scheme (PHIND). Initial investigation to inform the design of a follow-on study of the effectiveness of oral care provision on the oral and general health and wellbeing of homeless populations. Application not successful but being redrafted for Nuffield application 2014-5.

Involvement in national steering group for a undergraduate journal in Education: ’Transformations’. This is to be hosted by the British Education Studies Association website. First edition due out December 2014


HEA International Scholarship- Developing a critically inclusive pedagogy of relationship for the retention and success of ‘non-traditional’ students or ‘students at risk of exclusion’. Award of £18,000 - 2013/14

David Gosling
Collaboration on a South African project as a Visiting Professor with PedRIO

Working with the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the International Consortium for Educational Development (ICED) to create a network that will link key academics committed to enhancing the quality of teaching in their universities with international partners from ICED’s members.
Claire Gray and B Esmond
Academic Partnerships (Plymouth University) Research Project. Recognising knowledge construction in college HE environments. Award of £3,042

Claire Gray and Mark Stone
Association for the Collaborative Provision of Higher Education in England. Voices from Across the Collaborative HE Sector. Award of £5,000

Claire Gray, Rebecca Turner, Carole Sutton and Julie Swain
HEA Social Sciences strategic priorities. Teaching research methods in the Social Sciences: Supporting Research Methods Teaching in College Higher Education. Award of £9950

Karen Gresty
Attended the British Conference of Undergraduate Research, Posters in Parliament event, February 2014, with Victoria Sleight (Marine Biology student), who was awarded the highly commended runner-up prize.
http://bcur.org/posters-in-parliament-2014/
Karen Gresty and Andrew Edwards-Jones
The Plymouth Student Scientist research e-journal:
https://studentjournals.plymouth.ac.uk/index.php/pss/index.php/pss

Cath Gristy
A workshop with local Authority partners: Interagency working needs space for talking with each other: working together in uncertain times. Workshop event for professionals working with children, young people and families offering them a space to talk with colleagues from other Local Authorities and universities and with each other to look at the way they work together in multi-agency situations with children and their families. Hereford November 2014. With Janet Georgeson (Plymouth University) Glenny, G (Oxford Brookes University), Paddison, A (Plymouth City Council) and Coleman, D (Cornwall County Council

Sally Hanks, Cathy Coelho and Priska Schoenborn
PedRIO grant. What do trainers think of their trainees: Perceptions of trainers on the preparedness to practice of their year 1 Dental Foundation Trainees. Award of £5,976

Sally Hanks
ADEE special interest group in law and ethics teaching group are hoping to provide Europe wide guidance on the teaching of law and ethics within dentistry

Sally Hanks and Sam Regan de Bere
Ongoing work on the DME funded project Medical Humanities as Inter-professional Education: evaluating the benefits of collaboration with clinicians, academics, practitioners and patients

Paul Hewson and David Graham
Workshop funding from the Higher Education Academy STEM (Maths, Stats & OR) for Extending approaches to learning in the Mathematical Sciences using clickers: concept testing and different approaches to feedback
http://scotland.heacademy.ac.uk/assets/documents/disciplines/Maths_Stats_OR/Workshop-Report.pdf

John Hilsdon
Continues to be editor in chief of the JLDHE see www.aldinhe.ac.uk/ojs (journal site) and a member of the ALDinHE national steering group - www.aldinhe.ac.uk (association)
David Hilton
Screened at international Panorama Council Conference, in Altotting, Germany 11-14 September:
Commission by ICCI Plymouth to produce 360 video film Sound View: 6 minute 360 video production
Commissioned by ICCI to produce Plymouth Traces.10 minute 360 video production. Also screened at ‘3 Towns in Focus’ Plymouth History Festival at Guildhall Plymouth 15 to 17 May.
Ingénium quis Habitat. 6 minute film conceived for the 360 arena presentation as part of the Maritime Mix programme of ICCI at the 2012 Cultural Olympiad by the sea Weymouth. July – September 2012 https://vimeo.com/44152585 http://www.plymouth.ac.uk/icci360

Rong Huang with Elizabeth Stonehouse and the PALS team
Easing the transition: developing Peer Assisted Learning Scheme (PALS) for new and potential Masters students. Project funding from Plymouth University, from January 14 to July 15. Award: £17,034

Ray Jones, Gail Wilson and team
HESW. Developing the education needs of healthcare professionals, patients and carers to use video calls to support End of Life Care in the patient’s home. A 10 month research project starting January 2015 with St Luke’s and Tower Hamlets Public Health Department. Award £31,033

Sarah Keast, Fangya Xu and Panagiotis Tziogkidis
Communicating Quantitative Methods Higher Education Academy Social Sciences strategic priorities Teaching research methods in the Social Sciences. Award £5,000

Pauline Kneale and Jane Collings
Have worked with a range of Schools on the inclusive assessment project and presented the results at the Annual Meeting of the International Society for the Scholarship of Teaching and Learning at Quebec

Hisham Khalil, Melanie Joyner, Gill Jones and Arunangsu Chatterjee
HEA. Strategic Enhancement Project for engaged student learning theme.

Linda la Velle and Jan Georgeson
Erasmus + UK partner in project: PhenoloGIT. Award: €135,000 (Plymouth €68,990, tbc).
Erasmus + UK partner in project: Teachers’ Continuing Professional Development: qualified teachers = successful learners. Award €30,257

Linda la Velle and Professor Marilyn Leask, University of Bedfordshire
Mapping Educational Specialist knowhow (MESH) project.
Martin Lavelle, Carrie Headlam, Paul Hewson, David McMullan and Jason Truscott
Faculty of Science and Environment: Getting podcasting right for students and their learning. £2,900

Miriam McMullan
2014 IHC Pump Priming Grant: to disseminate the results of the Mobile App study. Award £1,000
Pollyanna Magne
OFFA ‘Enhancing Inclusive Assessment in partnership with students.’ Award £9,878

Paul Murray
Invited to lead SustainWales Training for 12 Sustainability/Environmental Managers in Cardiff during June 2014.
Joint Venture between myself/EBG ,CSF and Plymouth Business School leading to Plymouth becoming official signatory to the UN Principles for Responsible Management Education (PRME)

Hilary Neve
“No decision about me without me”: embedding shared decision making into undergraduate education’ workshop, 7th May 2014, Plymouth University Peninsula Medical School, UK. Conference organisers: Hilary Neve, Veronica Maynard. Speakers included: Dr Tammy Hoffmann, Bond University, Australia; Professor Adrian Edwards, Cardiff University; Dr Angela Towle and Dr William Godolphin, University of British Columbia.
http://scotland.heacademy.ac.uk/events/detail/2014/Workshop/HSC/07-05-14-no-decision
Higher Education Academy Award £750
Appointed as Co-Chair of the UK Council for Teachers of Professionalism. Now leading a series of meetings for Professionalism Leads from across UK Medical Schools. Initial meeting November 2014 - speakers included the General Medical Council.
Implemented a Plymouth University Collaborative group for Problem Based Learning Leads across disciplines within Plymouth University meeting regularly to share good practice.

Christie Pritchard, Maria Tighe, Helen Bowstead, Andrew Whiteford, Ricky Lowes, Roger Cutting, and Simon Bradbury
The creation of an ongoing action learning set with an interdisciplinary staff team at the university, exploring transformative learning for sustainable education at Schumacher College. Centre for Sustainable Futures Curriculum Development Grant: Awarded £4,000

James Read
Member of the General Medical Council Expert Advisory Group on the future of medical education and training.
Sam Regan de Bere, Julian Archer, Marie Bryce
General Medical Council, ‘Review of decision-making in the General Medical Council’s fitness to practise procedures’: Award of £84,611.

Sam Regan de Bere, Julian Archer, Suzanne Nunn
Health Foundation. ‘What is Revalidation in Public?’ Award of £89,000.

Martin Roberts
Involvement in HEA-funded TULIPS project, joint research project between PUPSMD and the School of Nursing & Midwifery in the Faculty of Health, Education and Society, Plymouth.

Martin Roberts and Thomas Gale
Advisors to MMI Working Group, School of Nursing and Midwifery, Queen’s University, Belfast.

Jill Schwarz, Tim O’Hare, Vic Abbott, with Neil Witt
PU PedRIO project funding: Impact of online, progressive pre-grad learning resources and Moodle-based automated feedback in levelling the playing field for Ocean Science/Exploration students. Award £4,995
Stephen Sterling
Worked extensively with UNESCO in the run up to the UNESCO World Conference on ESD, held 10-12 November at Nagoya, Japan. This has included input into and critical review of the ‘Final Report of the Decade of Education for Sustainable Development (DESD)’, the ‘Roadmap for the Implementation of the Global Action Programme on Education for Sustainable Development’, and refereeing other key conference papers.

Collaboration with the International Intergenerational Network of Centers (IINC), founded at the WEEC conference, Morocco 2013 – with a book contribution being a first output (see Corcoran, P B and Hollingshead, B , in publications).

Worked with EAUC, as workshop leader, webinar presenter, and as Green Gown judge under ‘Continuous Improvement’ and ‘Leadership’ categories.

Worked with Schumacher College as part of an outreach initiative with South Western University, Chongqing, China, interested in setting up a bilateral link with Plymouth University based on the MSc in the Economics of Transition programme.

Acted as external mentor and advisor to Schumacher College’s internal Teaching and Learning Group, concerned with quality of teaching at the College.

Internally, continued as chair of the university’s Sustainability Executive Group, responsible inter alia for drafting the university’s new Sustainability Strategy, overseeing the compilation of the 2014 Sustainability Report, the submission to the Green League, and guiding subgroups working on the Sustainability Strategy Action Plan, and Biodiversity and Campus Use.

Alison Stokes
PU TFAS award: £9,441 (PI)
CSF Small Grants Award: £1,000 (co-PI)
National Science Foundation award: $7,559 (independent researcher / consultant)
Appointed Editor for Research for Journal of Geoscience Education

Collaboration with Chris Atchison (University of Cincinatti), Anthony Feig (Central Michigan University) and Brett Gilley (University of British Columbia): research into accessible geoscience fieldwork.

Alison Stokes, Ruth Weaver and John Maskall
PUTFAS project – interdisciplinary project-based learning in GEES disciplines

Alison Stokes, Paul Lunt and Barefoot Training (external organisation)

CSF Small Grant – ‘Train the Trainer’

Mark Stone
Invited member of the QAA Advisory Group on Foundation Degree Characteristics (to review and update the national Foundation Degree qualification benchmark), June 2014

Member of the Executive Group of the Association for Collaborative Provision of HE in FE in England (ACP), 2012 to date. ACP Chair & Spokesperson, 2013 to date.

Rebecca Turner
2013-14 HEA Social Science Strategic Project
-Supporting Research Methods Teaching in College Higher Education (with Claire Gray, Carole Sutton & Julie Swain, Plymouth University) Award £9,950


Invited to join the SEDA Executive as the College-based HE representative

Invited by SEDA to develop a course for college-based HE to extend the support for those working in this setting called: Supporting higher education in college settings.
Sue Waite
Invited Board member of Silvanus Trust and of Balance Ahead CIC voluntary advisory board. Invited contributor to research seminar on ESRC-Unilever Imaginative Play Seminar, London,
Invited contributor to research seminar on outdoor learning at King’s College London,
Collaborated with following colleagues and organisations:
Maria Tighe (Health) in Woodland Health for Youth project
Arts and Geography & others re. student experience in Natural connections
colleagues on outdoor and experiential learning research network and Natural Connections wider partnership
European Centre for the Environment and Human Health on CUC ESF PhD studentship
Silvanus trust on bid writing
Forest Research re. collaborative chapter
Exmoor and Dartmoor National Parks Authorities regarding research and collaborative writing in Denmark, Singapore and Australia re. ESRC international partnership
on and ERASMUS+ bid in Germany, Denmark, Sweden, Norway, Italy and Scotland

Kieran Walshe, Julian Archer, Karen Bloor, Chris Bojke, Alan Boyd, Sam Regan de Bere and Nils Gutacker.
Department of Health PRP. ‘Evaluating the development of medical revalidation in England and its impact on organisational performance and medical practice. Collaboration between Manchester, Plymouth, and York with DH PRP funding. Award of £695,170

Paul Warwick
ESRC Seminar Series 2014-16 ‘Thinking the ‘yet to be thought’: an international cross-sector seminar series exploring socially just education and inequalities in education’. Partnership with 7 other colleagues (including Cambridge University, Institute of Education, Hull University). Award £25,519.
HEA - Invited delegate at the HEA Social Sciences summit: Teaching Ethics: The Ethics of Teaching. 11-12 June 2014 Bristol

Katharine Willis
Contributed to Neighbourhood Plan Committee project in St Blazey, Cornwall.
Collaborations with two taught programmes at University at Buffalo and Bauhaus University Weimar to share and develop outcomes of research.

Jennie Winter
Inclusivity Developments. Developing a single site resource for inclusivity. Information and Guidance. Award £13,254
Inclusivity Developments. Mature students: developing a support resource. Award £2,500

Jennie Winter and Sarah Chapman
SEDA. Using a university arts gallery to enhance the student learning experience. Award £984
Plymouth University Teaching Fellowship Award Scheme. Teaching and learning in the Peninsula Arts Gallery. Award £4,839

Jennie Winter, Sarah Chapman and Colin Searls
Plymouth University Teaching Fellowship Award Scheme. Exploring the epistemological and practical challenges experienced by Arts practitioners when engaging with an Educational Development programme. Award £3,381
Jennie Winter, Debby Cotton and Wai Mun Lim
PedRIO Pedagogic Research award: Chinese perceptions of sustainability and implications for teaching business. Award £9,802

Neil Witt and Anne McDermott
PedRIO Pedagogic Research award: Addressing the Skills and Competencies for technology enhanced blended and distance learning. Award £10,000
Plymouth University Teaching Fellowship Award Scheme. A holistic approach to defining digital literacy needs across the education spectrum. Award £10,000

Lynne Wyness and Paul Jones
PedRIO Pedagogic Research award 'Different Languages, Shared Goals? Exploring the Potential for Merged Pedagogies in Enterprise Education and Sustainability Education'. Award £9,873
## PhD Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Cathy Schofield</td>
<td>Truro College</td>
</tr>
<tr>
<td>Derek Dodd</td>
<td>Institute of Education, Faculty of Arts and Humanities</td>
</tr>
<tr>
<td>Sally Hanks</td>
<td>PU Peninsula Schools of Medicine and Dentistry</td>
</tr>
<tr>
<td>Heather Knight</td>
<td>Institute of Education, Faculty of Arts and Humanities</td>
</tr>
<tr>
<td>Julie Osborn</td>
<td>City of Bristol College</td>
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</tbody>
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## Early Career Researchers and Postgraduate Students involved with the network

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Andrew Edwards-Jones</td>
<td>Faculty of Science and Environment / PedRIO</td>
</tr>
<tr>
<td>Emily Danvers</td>
<td>PedRIO</td>
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<tr>
<td>Helen Lawson</td>
<td>PedRIO</td>
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<tr>
<td>Jane Collings</td>
<td>PedRIO</td>
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<tr>
<td>Oxana Poverjuc</td>
<td>PedRIO</td>
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<tr>
<td>Patricia Nash</td>
<td>PedRIO</td>
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<td>Reema Muneer</td>
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<tr>
<td>Samantha Child</td>
<td>PedRIO</td>
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<tr>
<td>Sebastian Stevens</td>
<td>PedRIO</td>
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<tr>
<td>Wendy Miller</td>
<td>PedRIO</td>
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</tbody>
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## The following were awarded their doctorate during 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Dr Ciaran O’Sullivan</td>
<td>Institute of Education, Faculty of Arts and Humanities</td>
</tr>
<tr>
<td>Dr Sally Abey</td>
<td>School of Health Professions, Faculty of Health and Human Sciences</td>
</tr>
</tbody>
</table>
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