

PedRIO WITH PLYMOUTH UNIVERSITY



Pedagogic Research Institute and Observatory

Third Annual Report: 2013

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Pedagogic Research Institute and Observatory (PedRIO)

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PedRIO Annual Report 2013

Pedagogic Research Institute and Observatory (PedRIO)

The Pedagogic Research Institute and Observatory (PedRIO) involves colleagues from across the University, and beyond, in leading pedagogic research and research-informed teaching in higher education (HE). Through the theme groups and projects it promotes and coordinates leading-edge, cross-disciplinary and multi-method HE pedagogic research. The Institute encompasses over 300 staff researching and publishing on all aspects of teaching and learning in higher education, including the 13 National Teaching Fellows and 10 Principal Fellows of the Higher Education Academy currently working at Plymouth University. PedRIO fulfils an observatory function through seeking new innovations and systematically reviewing research to inform and underpin policy and practice developments in higher education. Reporting on its third year of operation, PedRIO has strengthened its position in 2013 as a leading Institute for HE pedagogic research of international quality, developing new partnerships with external academic organisations and enterprises, both nationally and internationally

PedRIO Theme Groups

Centre for Sustainable Futures (CSF) – *Stephen Sterling*

Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA) – *Julian Archer*

Masters-level teaching pedagogies – *Pauline Kneale and Julie Anderson*

Digital Innovation Group – *Neil Witt*

Critically inclusive pedagogies and the issue of Higher Education (pedagogy of hope) – *Suanne Gibson*

Quantitative reasoning: employability, engagement equity and enterprise – *Paul Hewson*

Community engagement group – *Jocey Quinn*



2013 Highlights

In 2013 PedRIO Fellows published more than 70 papers (Appendix 1), made over 141 conference presentations (Appendix 2) and have been successful in winning internal and external funding of over £500,000 (Appendices 3 and 5). Particular highlights of the year included:

- Suanne Gibson was awarded an inaugural HEA Sir Ron Cooke International Scholarship to develop a critically inclusive pedagogy of relationship for the retention and success of 'non-traditional' students or 'students at risk of exclusion'.
- Neil Witt and Adam Benjamin were awarded National Teaching Fellowships.
- Robert Witton, David Smith and Arunangsu Chatterjee were funded by the Wrigley Company Foundation for their project 'Open Wide and Step Inside: the story of your teeth'.
- The award of a HEFCE-funded Postgraduate Experience Project, in collaboration with 11 other institutions being led from Kingston University, bringing £160k to Plymouth University.
- Contributions by visiting professors to the Institute, from internationally-recognised leaders in pedagogy, Phil Race, Sally Brown, Deborah Murdoch Eaton and David Gosling.
- The one-day Internationalisation and the Student Experience conference attracted 60 papers, 40 from external academics from across the UK, and an audience of 140.
- The launch of a PedRIO Occasional Paper series with four publications.
- The publication of *The Sustainability University* (Routledge), edited by Professor Stephen Sterling, Heather Luna and Larch Maxey, as an output from a PedRIO-funded writing retreat.
- The Masters-level theme group is working on an edited book, and developing new cross-institutional collaborations.
- Some 30 peer reviewed articles and significant research funding gained by The Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA).
- Centre for Sustainable Futures (CSF) group events which have provided opportunities for staff across the university to engage in innovative pedagogies for learning and teaching sustainability.



PedRIO Theme Groups

The PedRIO theme groups play an important part in promoting and coordinating the Institute's leading-edge, cross-disciplinary and multi-method HE pedagogic research. Summaries of each group's aim and main areas of activity are provided below:

- **Centre for Sustainable Futures (CSF)** The CSF provides curriculum and pedagogic support and coordinates cross-institutional research related to education for sustainable development (ESD).
- **Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA)** 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.
- **Masters Level Teaching (MLT)** The MLT group brings together academics from across the UK in developing research and publications on masters level pedagogy. In addition it acts as a hub for events and support sessions for those at Plymouth who lead / co-lead masters level programmes or modules, or for anyone interested in this field of enquiry.
- **Digital Innovation Group (DIG)** The DIG group maximizes pedagogic research opportunities, shares best practice/research, and develops initiatives that respond to institutional/sector policy. Its areas of focus includes digital behaviours, risks, identities, skills and communication.
- **Critically Inclusive Pedagogies (CIP)** 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.
- **Quantitative Reasoning (QR)** 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.
- **Community Engagement (CE)** The CE group maximises and explores pedagogic research opportunities in relation to partnerships with community groups, students undertaking community-based work placements or visits, and community organisations contributing towards modules.



Funding, Collaborations and Impact



PedRIO Fellows have continued to develop partnerships with other individuals, institutions and higher education organisations over the past year, through collaborations on research, publications and other activities and events. These include involvement with the Society for Research in Higher Education (SRHE); Higher Education Academy (HEA); Staff and Educational Development Association (SEDA); International Consortium for Educational Development (ICED); and Heads of Educational Development group (HEDG), as well as the higher education sub-group of the European Educational Research Association (EERA). As well as the on-going collaborations with colleagues nationally and internationally on pedagogic research projects and activities, we continue to be invited to collaborate with national and international institutions on further projects.

Links with key individuals renowned for their work on pedagogy have been strengthened, through ongoing work with our visiting professors and fellows over the past year including internationally-recognised Phil Race, Sally Brown and David Gosling. The number of individuals from other organisations asking to be added to our mailing lists continues to increase, and there are now several visiting researchers working with PedRIO, from the UK and overseas. Its membership within the university has continued to grow to over 300, with representation from all faculties as well as professional services.

PedRIO Fellows have continued to achieve funding success over the past year. Completed and ongoing research from previous years have raised the profile of PedRIO and of Plymouth University further, notably through publications,

conference presentations and other activities (see Appendix 1, 2 and 5). These demonstrate the extent of individuals and disciplines involved in pedagogic research that are active throughout Plymouth University. Significant highlights amongst these have included the development of an international network on inclusive pedagogy led by Suanne Gibson, the continued success of CAMERA, and Professor Neil Witt's National Teaching Fellowship award, which is the sector's highest accolade for teaching excellence.



Suanne Gibson, Institute of Education, was awarded HEA funding under the Sir Ron Cooke International Scholarship Scheme for developing a critically inclusive pedagogy of relationship for the retention and success of 'non-traditional' students or 'students at risk of exclusion'. This has resulted in the development of a network of academics and students from 7 different universities located in USA, UK, New Zealand, Australia and Cyprus. Findings suggest the most diverse students on our campuses remain the most excluded, and that academic programmes could be encouraged to incorporate questions regarding 'diversity' as part of their content. Outputs of the funding have included two peer-reviewed publications, presentations to Plymouth, national and international conferences, and two invited presentations at Derby and Plymouth USA conferences. A follow-up 3 day conference event will be held in summer 2015 to address some of the key findings from the work.



Julian Archer from the School of Medicine and CAMERA has been seconded onto the Benefits Working Group at the Revalidation Support Team in the Department of Health and the NHS England (South) revalidation working party. He was invited to deliver a keynote at this year's International Physicians' Assessment Coalition in recognition of his research into regulation. Dr Sam Regan de Bere generated very significant press interest, including in the British Medical Journal, following her commissioned work on public and patient involvement in revalidation with the Department of Health and was elected vice-president of the Association of Medical Humanities.

Colleagues in CAMERA were also awarded several significant research grants over the past year. Julian Archer, along with Tom Gale, Ruth Endacott and Nikki Maran were awarded £56,620 under the HEA National Teaching Development Grants, for TULIPs (Transforming Undergraduate Learning with Inter-Professional Simulation). Robert Witton, David Smith and Arunangsu Chatterjee obtained funding from the Wrigley Company Foundation through DigiCAM in collaboration with Peninsula Dental Social Enterprise. This project, entitled 'Open Wide and Step Inside: the story of your teeth' will develop resources using the Immersive Vision Theatre on the university campus. Further details on these and other successes of CAMERA can be found on the CAMERA website.

SUSTAINABILITY WITH PLYMOUTH UNIVERSITY



The Centre for Sustainable Futures (CSF) work has included on-going monitoring of the university's sustainability performance, in relation to the sector as a whole, including the incidence of sustainability in programmes across the university. This data has fed into the university's submissions to the People and Planet Green League, and the international Green Metric. According to the latter measure, Plymouth is one of the leading institutions worldwide for such teaching and learning. The CSF's international significance and observatory function is also confirmed by Stephen Sterling having been commissioned to write one of the three key conference thematic papers, for the UNESCO World Conference on Education for Sustainable Development (ESD) which will be held in Aichi-Nagoya, Japan, in November 2014. The paper, entitled 'Winning the Future We Want', will be launched at the conference which will mark the end of the United Nations Decade of ESD (2005-2014), celebrate its achievements and launch future ESD activities. <http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/>





Professor Neil Witt continued in his role as an expert member of the New Media Collaboration Horizon project, and was a contributing editor to the report of the 2013 Higher Education Edition report. The NMC comprises an international renowned advisory board of experts in educational technology, helping universities and colleges to drive innovation across their campuses. It draws on primary and secondary research, and by building communities that encourage exploration and experimentation, through events and the project wiki (horizon.wiki.nmc.org). The NMC's 2013 report short-listed six technologies that are in the process of adoption within the next five years, on the basis of their potential relevance to teaching, learning, and creative inquiry in higher education (massively open online courses (MOOCs), tablet computing, games and gamification, learning analytics, 3D printing and wearable technology). It also identified potential challenges which will need to be addressed, such as individual organizational constraints, and the need to engage academics across faculties in adoption of emerging technologies.

The year saw the completion of the HEFCE-funded project on Programme Assessment Strategies (PASS), with which various PedRIO colleagues including Professors Pauline Kneale, Brian Chalkley, and Mel Joyner were involved. This project was managed for the Higher Education Academy by Peter Hartley and Ruth Whitfield at the University of Bradford. It was set up to consider how best to design and deliver an effective, efficient and sustainable assessment strategy which ensures that main course/programme outcomes are satisfied. The final report is available at: http://www.heacademy.ac.uk/projects/detail/ntfs/ntfsproject_bradford09

In December 2013 there was news of the success of the multi-institution bid for the HEFCE-funded £1.85 million Postgraduate Experience led by Kingston University. This project involves 12 institutions, with Plymouth receiving £160k for its role. The project is led by Mick Fuller, Graduate School, Debby Cotton and Karen Gresty.

Research Excellence Framework

REF2014 The REF 2013 submission for Education, which includes HE PedRIO research, was led by Professor Linda La Velle. The growing number of academics at Plymouth University with pedagogic expertise was evidenced by the increased numbers contributing. Most of the 24 individuals returned are active PedRIO Fellows, and come from all faculties, and the proportion of HE pedagogic research increased. Pedrio Fellows contributions were also entered into the REF through Business, Health, Geography and other Units of Assessment. The submission highlighted the importance of pedagogic research as one of the key strategic investment areas for Plymouth University, which is one of the few UK institutions to embrace higher educational research in its widest sense.

Two of the impact case studies selected for submission highlighted our strengths in pedagogic research: Professor Andy Phippen's work on the use of Sexting and Websex by young people, and Dr Tom Gale's research on the selection of doctors for specialty training on the basis of aptitude. Whilst PedRIO awaits the outcome of the REF, its fellows are beginning to consider how best to build on their submission for the next round. The development of the theme groups to champion specific areas will grow expertise in defined areas, and work continues to support staff in reporting, evaluating and embedding their research.

PedRIO Projects and Funding

PedRIO is involved in pedagogic research through internally-commissioned projects, a university-wide annual research funding scheme, and external grants.

Internally commissioned research undertaken by PedRIO for the university over the last year has resulted in deliverables in terms of policy and practice recommendations, as well as academic publications. PedRIO research focused on the Access Agreement and the National Scholarship Programme evaluation, is now in its second year. Key examples of this work include:

- An investigation into the experience of care leavers at Plymouth University.
- An evaluation of the University's access agreement.
- A study of the first year student experience.
- A review of the gender and ethnicity attainment gap.

Direct and indirect outcomes from these projects have included peer reviewed conference papers and publications, including PedRIO Occasional papers, as well as new institutional policies based on the research findings. For example, the study of the first year student experience found an overall high level of satisfaction with a high proportion of students agreeing that staff are friendly and approachable (86%) and that they treated students with respect (85%). However, the report also concluded that there was room for improvement in coordination between the different services available to first year students. This outcome has contributed to changes in the organisation of services across the university in order to address this issue. A further benefit arising from such internally-commissioned research is the increased external profile of Plymouth's pedagogic research, contributing to external grant successes such as the HEFCE postgraduate student experience project.

Commissioned research through PedRIO will increase in 2014-15. The Inclusivity Development initiative led by John Hilsdon and Jane Collings entails fifteen projects to be undertaken during 2014. PedRIO staff will be delivering five of these, on the themes of:

- Accessible inclusivity: provision of a single-site resource on inclusivity to assist staff in supporting students.
- Developing an online self-evaluation tool to support student retention.
- Enhancing inclusive assessment in partnership with students.
- Untapped knowledge: learning from student enablers to develop inclusive practice guides in science and technology.
- Enhancing social and academic inclusivity of mature students.

There is increasing recognition within Plymouth University that PedRIO provides a first point of contact for research and development around teaching and learning and student experience issues.

PedRIO's support for small scale research attracts applications from colleagues across the University. These applications focus on pedagogic research and complement the University Teaching Fellowship awards which focus on practical applications in teaching and learning. From a total of 30 applications in 2013, five projects were funded with an allocation of £30k in total. (See full list of funded projects in Appendix 4). Where appropriate research assistants have been employed through PedRIO to work with colleagues to deliver these projects.

The projects funded in May 2012 through the second round of PedRIO funding were completed in September 2013, and covered key cross-disciplinary issues such as internationalisation, sustainability and inclusivity. The overview of some of these projects below demonstrates their contribution to the profile of PedRIO as well as that of Plymouth University, through national and international dissemination in publications and at conferences.



- Digital capital and inclusion: an exploration of the technology and e-learning experiences of disabled university and college students** – Jane Seale, Jan Georgeson and Julie Swain. This project aimed to build a conceptual framework that could examine in more detail the existence and influence of ‘digital capital’ and explore the e-learning experiences of disabled university and college students. It used an online questionnaire survey of 175 students, with 22 follow-up interviews. Factors affecting their use of technology included their previous school learning environments, the influence of school, family and friends, and informal investment in self-improvement. However, it found that the helpfulness of non-specialist, non-university support appeared limited. The findings were presented at the September ALT-C Conference in Nottingham, and outputs of the research included a ‘Hints and Tips’ support sheet for disabled students, with a paper in preparation.
- Situated learning in Architecture and Planning: The pedagogic benefits to practitioners and the improvement of place** – Simon Bradbury, Bob Brown, Nick Pratt, Chris Balch and Efthimiou Papaefthimiou. This project explored the pedagogic benefits of ‘live’ projects for students on the Plymouth University Master of Architecture programme working in

informal partnership with Plymouth City Council and its Waterfront Business Improvement District (BID). Students design projects to develop both urban strategies and building designs for a range of areas on the waterfront of the city as a way of supporting both the Council and the BID to develop and implement projects. The project aimed to understand the boundary between these two communities (students and practitioners) through understanding the benefits of engaging in the project and what students and practitioners learned. Reflective and indirect methods were used to interrogate the learning journey through the year, through semi-structured interviews and documentary sources. It concluded that Academics in planning contexts need to undertake a number of different roles including independent outsider, public planner, contractor, community-based planner, and activist. If academics are truly to enter the sphere of live projects along with their students, offering critical insight into the future of our cities with the ambition to improve them, it will be necessary to accept the challenge of working with power dynamics. Outputs from this project include two papers, presentations at Plymouth University conferences and workshops, and a presentation of the findings to the *AAE Conference* at Nottingham Trent University.





- **Environmental Activism and its Influence on Sustainability Education (SE): Experiences at two British universities – Roger Cutting.** This research undertook an analysis of the student experience of issues surrounding sustainability within UK academic institutions, through interviews and a review of the literature. It found that the word ‘activist’ was widely rejected, and that the alternative phrasing of ‘environmental volunteerism’ was preferred. Thus, the acceptance of the concept of ‘giving ones time to help (community) organisations’ rather than ‘lobbying and educating the public for wider reform’ confirms the need for students to negotiate boundaries both within the academy, and between it and the community. Outputs from this research have included a presentation at a conference on sustainability at Keele University in October and a paper is in preparation.
- **Identifying deterioration in a simulated environment – Ruth Endacott, Louise Winfield, Martyn Bradbury, and Annie Jenkin, in partnership with Julie Scholes at the University of Brighton and Simon Cooper at Monash University.** This project tested a pedagogic model developed in Australia of simulation delivery to investigate decision-making processes in emergency situations with nursing and midwifery students and experienced nurses working in rural hospitals. The first phase tested and reviewed two contrasting simulation exercises based on common presenting conditions with 40 experienced healthcare professionals who are students at Plymouth University. A follow-up phase, at 3 months and 6 months, demonstrated and measured the sustainability of the learning. This research has attracted international interest, with two papers in preparation, presentation of findings to the International Clinical Skills conference, Prato, Italy May 2013, and invitations to present inter-professional seminars and workshops at two Australian Universities (Monash, Melbourne and Curtin, Perth). The subsequent award of a grant from the HEA to Ruth Endacott, Julian Archer and Tom Gale was partly based on the outcomes from this study.

The research expertise built through these projects has helped to give PedRIO staff and fellows throughout the university further capacity to respond to research calls both internally and externally.



PedRIO Events and Support Activities

In 2013, PedRIO held over 40 events including seminars, workshops, funding support meetings, Keynote presentations and conferences. Further details about these events can be found in Appendix 4. Over 600 people attended the various activities and events in 2013 with all faculties represented.

The second PedRIO Conference held in April was attended by over 100 delegates and colleagues appreciated the topics covered and the opportunity for networking. The day's keynote was by Professor Deborah Murdoch-Eaton (Director of Student Education at the School of Medicine, University of Leeds) on 'Feedback: misunderstood or just not recognised?' The day provided opportunities for networking as well as discussions about the posters on display. The day finished with PedRIO's Professor Debby Cotton's inaugural lecture on 'Sustainability, pedagogy and the hidden curriculum'.

Integrating undergraduate research into PedRIO events is increasing, with students presenting at all three conferences. On national scale, Plymouth University hosted the annual British Conference of Undergraduate Research (BCUR) with over 200 undergraduates sharing their research through presentations and posters. One of Plymouth's marine biology students (Victoria Sleight) won a poster award. This followed on from the previous 2012 BCUR poster award to another Plymouth student (Rebekah Simpson) who subsequently won the 2013 'Posters in Parliament' event.

The 11th VC's Learning and Teaching Conference in June was themed 'Excellence in Learning, Teaching and the Student Experience.' Keynote addresses were given by Professor Margaret Price, Director of the ASKe Pedagogy Research Centre on 'Assessment literacy' and the inaugural lecture by Professor Neil Witt entitled 'Over the Technology

Enhanced Learning Horizon: Desert islands, dragons or a brave new world?' The day included over 40 papers, workshops and masterclasses in parallel streams, as well as over 20 posters from across the university. The workshops presented by our undergraduate students were particularly well received.

A particularly successful event was the Internationalisation and the Student Experience conference held in December. This attracted 140 participants from across the UK and Europe for an intensive period of discussion. Extended summaries of a selection of papers from this event will be published as part of the PedRIO Occasional Paper series in 2014. Some first and second year international undergraduates in medicine wowed delegates with their research into the experience of their first weeks as students making some nice points about capturing the authentic experience of our students. Troy Heffernan's inaugural lecture closed the programme.





PedRIO fellows have continued to supervise and support PhD and other pedagogic research projects carried out by Plymouth University students. PedRIO fellows also provide input and support to an increasing number of research assistants and early career researchers across the university, through workshops and one-to-one meetings.

Over the year, PedRIO has developed new collaborations and also built on existing partnerships with other institutes across the university. Its work with the Institute for Sustainability Research (ISSR) and the Institute of Health and Community (IHC) has been strengthened through joint activities on research and publications. The work of PedRIO also feeds into the work of the Educational Development team, ensuring that research findings underpin educational enhancement across the institution.

PedRIO colleagues have provided support in developing bids for research funding and writing for academic publications, through lunchtime sessions, writing workshops, and one-to-one meetings. This work of PedRIO aligns closely with the work of the Educational Development team, with the online resource on Research Management developed as part of the PGCAP programme providing useful starting points for researchers.

These examples of PedRIO activities have demonstrated the breadth of pedagogic research across the institution, working internally, growing cross-institutional and external collaborations. The student voice has emerged more strongly in 2013, and we will continue to give space and support for our student researchers.

Internationalisation Conference 2013 Feedback

"It was a very interesting and inspiring day for us"

"Thank you for a fantastic organisation and the opportunity to network with other researchers/teachers across the UK"

"The conference was a huge success and I very much enjoy the presentations and workshops I attended"

"I really enjoyed the conference, quite inspiring actually"

"Many thanks to you and your colleagues for an excellent conference!"

Work of the Steering Group and plans for 2014

The PedRIO steering group (Appendix 7) provides strategic input and direction to PedRIO. The group met 4 times in 2013 with fellows from across the faculties, and PhD student representation.

Looking forward to 2014, we have developed plans for workshops and conferences on a wide range of themes. The theme groups will continue to develop with their own

style and focuses. We will continue to support research developments and projects across the university and in collaboration with external individuals and organisations. With the 2014 REF now completed, and in anticipation of its outcome, we are working on building further collaborations across the university, as well as nationally and internationally.

PedRIO Occasional Paper Series

Four publications have been produced through the PedRIO Occasional Paper Series to date (shown below), with further publication being anticipated in 2014 on inclusive assessment and internationalisation and the student experience. The Papers can be accessed via the following URL:

<http://www1.plymouth.ac.uk/research/pedrio/Pages/PedRIO-Occasional-Papers.aspx>.

- *Widening Participation: PedRIO Horizon Scanning Report* – Debby Cotton, Pauline Kneale and Tricia Nash
- *The Gender and Ethnicity Attainment Gap Research Project* – Debby Cotton, Rosemary George and Mel Joyner
- *Community Engagement Towards a Sustainable Future* – Joanna Blake
- *Getting it together. Interdisciplinarity and Sustainability in the Higher Education Institution* – Joanna Blake, Stephen Sterling and Fumiyo Kagawa

Appendices

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Appendix 1 – Pedagogic publications 2013

- Abey, S., Lea, S., Callaghan, L., Cotton, D. and Shaw, S. (2013) The development of a scale to assess practitioner capacity to engage in clinical education, *Journal of Further and Higher Education*. (Early edition available at: <http://www.tandfonline.com/doi/abs/10.1080/0309877X.2013.817006>)
- Archer, J. (2013) To the editor, *Academic Medicine* 88(8):1052 Aug
- Archer, J. (2013) Feedback: it's all in the CHAT, *Medical Education*, 47(11):1059-1061
- Archer, J. and Regan de Bere, S. (2013) The United Kingdom's Experience With and Future Plans for Revalidation, *Journal of Continuing Education in the Health Professions*, 33(S1): S48-S53
- Archer, J. and Sargeant, J.M. (2013) Successful feedback: embedded in the culture, *Oxford Textbook of Medical Education*, Oxford University Press
- Bates, V., Bleakley, A. and Goodman, S. (Eds.) *Medicine, Health and the Arts: Approaches to the Medical Humanities*, London: Routledge
- Blake, J. (2013) *Community Engagement Towards a Sustainable Future*, PedRIO Occasional Paper, No 3, Plymouth University: ISSN 2052-5818
- Blake, J., Sterling, S. and Kagawa, F. (2013) *Getting it together – Interdisciplinarity and Sustainability in the Higher Education Institution*, PedRIO Occasional Paper, No 4, Plymouth University: ISSN 2052-5818
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- Bleakley, A. (2013) Gender matters in medical education, *Medical Education* 47: 59-70.
- Bleakley, A. (2013) Working in 'teams' in an era of 'liquid' healthcare: what is the use of theory? *Journal of Interprofessional Care* 27: 18-26
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- Brennan, N. and Mattick, K. (2013) *CRD Summary: A systematic review of educational interventions to change behaviour of prescribers in hospital settings, with a particular emphasis on new prescribers*, Centre for Reviews and Dissemination, DARE database (The Database of Abstracts of Reviews of Effects)
- Brittlebank, A., Bhugra, D., Longson, D., Malik, A. and Archer, J. (2013) Workplace-based assessments in psychiatry: evaluation of a whole assessment system, *Academic Psychiatry*
- Cooper, S., Cant, R., Porter J, Missen, K., Sparkes, L., McConnell-Henry, T. and Endacott, R. (2013) Managing patient deterioration: assessing teamwork and individual performance, *Emergency Medicine Journal* 30: 377-381
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Appendix 2 – Pedagogic conference presentations 2013

- Abey, S. Enhancing capacity for clinical educators in podiatry, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Abey, S. Identifying factors that enhance the capacity of clinical educators to engage with the role. International Society for the Scholarship of Teaching and Learning Conference, Raleigh, USA, 2-5 October
- Abey, S. Barriers and challenges to healthcare students' learning in Second Life. European Conference on e-Learning in Nice, France, 30-31 October
- Allison, J. Using video diaries in researching first year student life: values, opportunities and limitations, Tenth Annual Conference of the Association for Learning Development in Higher Education, Plymouth University, Plymouth, UK, 26-27 March
- Allison, J. Using video diaries in researching first year student life: values, opportunities and limitations, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Allison, J. Using video diaries in researching first year student life: values, opportunities and limitations, Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Archer, J. Keynote speaker: Evaluating the impact of assessing doctors' performance, International Physicians Assessment Coalition annual conference, Queenstown, New Zealand, September
- Archer, J. Keynote speaker: Revalidation: beyond compliance, Royal College of Psychiatrists International Congress 2013, Edinburgh, May
- Archer, J. Invited speaker: It's always been 18 months away, Cardiff Medical School Education Research Group Revalidation, Cardiff, Wales, May
- Archer, J., Regan de Bere, S. and Nunn, S. Workshop: painting the picture to fit in the frame: the potential for professional regulation to become a driver for medical education, Association for the Study of Medical Education (ASME) Annual Scientific Meeting 2013, Edinburgh Napier University, Edinburgh, Scotland, 10-12 July
- Archer, J., Nunn, S., Regan de Bere, S. and Bryce, M. Painting the picture to fit in the frame: The potential for professional education to become a driver for medical education, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Arthur, D.J.W. and Moizer, J.D. Systems modelling of the UK Industrial Strategy: the contribution of regional higher education institutions to wealth creation, Triple Helix Conference 2013, London, 8-10 July
- Beaumont, E. and Gedye, S. "I prefer not to think about it" Reflections on how to motivate careers and employability education through the curriculum and co-curriculum, Vice-Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Beetham, H., Dawson, J. and Hilsdon, J. Writing in the digital university, Tenth Annual Conference of the Association for Learning Development in Higher Education, Plymouth University, Plymouth, UK, 26-27 March
- Bentley, A., Magne, P. and Wyness, L. Creating an international curriculum: why and how? PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Bradbury, M., Harding, V., Hambridge, K., Endacott, R., Jeffery, K. and Pettit, S. Is near peer teaching an effective method for teaching undergraduate skills? 5th International Clinical Skills Conference, Prato, Italy 21 May
- Brookes, L., Collett, T., Forrest, S., Macbride Stewart, S. and Kendall, K. Challenges and opportunities for sociology teaching in medical education: findings from 4 regional workshops, British Sociological Association, Medical Sociology Conference: education stream, York, UK, 11-13 September.
- Bryce, M. Shaping the modern medic: The General Medical Council and medical regulation 1858- 1886, History of Education Society Annual Conference, University of Exeter, Exeter, UK, 23 November

- Butts, S. Embedding intercultural communication in the student experience: time to remove your hands from your ears, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Campbell-Barr, V. Exploring the use of international comparisons on child centredness to 'teach' attitudinal competences, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Chatterjee, A., Jerreat, M., McGowan, L., and Curry, V. Enabling personalised delivery of clinical education in cities of future, 4th International Personal Learning Environments Conference, Berlin, Germany, 10-12 July
- Chatterjee, A., Bhowmik, D. and Abhayaratne, C. Computer vision based emotion awareness to enhance social processes within Personalised Learning Environments, 4th International Personal Learning Environments Conference, Berlin, Germany, 10-12 July
- Collett, T. and Brookes, L. A historical overview of teaching in UK medical schools, Annual conference of the British Sociological Association, London, UK, 3 – 5 April
- Collett, T., Capey, S., Evans, D., Johnstone, K. and Bristow, D. From biomedical scientist to medical educator: an exploration of teaching focused careers in UK medical schools, Association for the Study of Medical Education (ASME) Annual Scientific Meeting 2013, Edinburgh Napier University, Edinburgh, Scotland, 10-12 July
- Collett, T. and Ley, T. The unique position of the sociology teacher in UK Medical Education. British Sociological Association, Medical Sociology Conference: education stream, York, UK, 11 – 13 September
- Cotton, D. Invited talk: Small steps to sustainability in higher education, Canterbury Christ Church University, Canterbury, UK, 10 October
- Cotton, D. Keynote: Communicating Sustainability in Higher Education, UNISA, Pretoria, South Africa 1-2 August
- Cotton, D. Keynote: Reading between the Lines: Sustainability, Pedagogy and the Hidden Curriculum. Teaching and Learning Conference, Brighton University, Brighton, UK, 12 July
- Cotton, D. Keynote/ inaugural lecture: Reading between the Lines: Sustainability, Pedagogy and the Hidden Curriculum. Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Cotton, D. Using institutional data-sets for research: Ethical issues and data protection, SEDA Spring Conference, Leeds, UK, 17-18 May
- Cotton, D., Kneale, P. and Nash, P. Exploring learner journeys and the National Scholarship Programme (NSP), Forum for Access and Continuing Education (FACE) Conference, Plymouth University, Plymouth, UK, 3-7 July
- Cotton, D., Kneale, P. and Nash, P. Teaching and Learning at Plymouth University: The first year experience, Vice-Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Cotton, D., Sterling, S., Winter, J., Bailey, I. and Miller, W. Energy Literacy in Higher Education, World Environmental Education Congress, Marrakech, Morocco, 9-14 June
- Davies, L.A., Ayres, R., Maynard, V., Neve, H., Davies, A. and Khalil, H. Share the load: Shared decision making and the student curriculum – a pilot study, Association for the Study of Medical Education (ASME) Annual Scientific Meeting 2013, Edinburgh Napier University, Edinburgh, Scotland, 10-12 July
- Edirisingha, P., Simmons, T. and Chatterjee, A. Towards a PLE approach, are we ready: a case study of university students' digital skills and access to technologies, 4th International Personal Learning Environments Conference, Berlin, Germany, 10-12 July
- Edirisingha, P. and Chatterjee, A. A working environment for Problem Based Learning facilitators, the 8th Plymouth Enhanced Learning Conference, Plymouth University, Plymouth, UK, 10-12 April
- Endacott, R. Keynote speaker: It's all about teamwork in the pathway of a critically ill patient; developing teamwork skills, European Federation of Critical Care Nursing Associations (EfCCNA) Congress, Belgrade, Serbia. 23-25 May
- Endacott, R. Keynote speaker: Designing simulation scenarios. Faculty Skills Conference, Curtin University, Perth, Australia, 2 October
- Edwards-Jones, A. and Lawson, H. (2013) The Natural Connections Demonstration Project. Health and Wellbeing Conference: Worlds, Bodies and Minds. Plymouth University, Plymouth, UK. 16 May.

- Edwards-Jones, A. and Stevenson, K. (2013) Plymouth Student e-journals: different approaches to publishing undergraduate research and scholarly work. British Conference of Undergraduate Research. Plymouth University, Plymouth, UK. 15 April.
- Gale, K.J., Turner, R. and McKenzie, L.M. Becoming-professional? Engaging the post-human to inquire into notions of identity and practice, International Congress for Qualitative Inquiry, University of Illinois, Illinois, USA, 15-18 May
- Gale, T. Invited Speaker – Plenary: Simulation for assessment, Yorks and Humber Deanery – Clinical Skills Conference. Sheffield, UK
- Gale, T. Simulation for selection to postgraduate training posts, Yorks and Humber Deanery – Clinical Skills Conference., Sheffield, UK
- Gale, T. Invited Speaker: Teaching Patient Safety. Royal College of Surgeons Patient Safety Conference, Plymouth, UK
- Gale, T. and Grant, D. Patient Safety and Technology Enhanced Learning. Joint Severn and Peninsula Deanery Education Conference, Exeter, UK, 24 October
- Gale, T. and Endacott, R. Simulation for Interprofessional Learning, South West Strategic Health Authority Human Factors Conference, Bristol, UK, October
- Gale, T. and Roberts, M. Simulation for high stakes assessment. 5th International Clinical Skills Conference, Prato, Italy, 21 May
- Gale, T., Harper, M., Roberts, M., Maynard, V., Anderson, I. and Bradley, P. Development and evaluation of a generic critical incident algorithm for use by novice anaesthetists, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Georgeson, J., Mamas, C., la Velle, L. and McGinty, M. Parents' and teachers' attitudes towards inclusive education in England and Cyprus: A shared ethos? Poster presented at the American Educational Research Association Annual Meeting, San Francisco, USA, April
- Gibson, S. What's up with 'Inclusive Education'? -A time for questions, British Education Studies Association Conference, Swansea Met University, Swansea, Wales, 27-28 June
- Gibson, S. Student voices: Education Studies final year research projects, British Education Studies Association conference, Swansea Met University, Swansea, Wales, 27-28 June
- Gibson, S. Researching Disability – Purpose, Process and Future Directions, 'Breaking Classroom Silences' conference, European University of Cyprus, Nicosia, Cyprus, 11-12 October
- Gibson, S. To question, understand and grow with that which is 'other'. Reflections on a UK HEA International Scholarship project 2013/14 to develop inclusive pedagogy for relationship with students, tutors and the university, PEDRIO- Internationalisation and the student experience conference, Plymouth University, Plymouth, UK, 18 December
- Gray, C. 'Implementing a Framework for Integrated Methodology' Methodological Innovations 2013 Conference, Plymouth University, Plymouth, UK, 4 – 5 December
- Gray, C. and Stone, M. Invited talk: Association for Collaborative Provision of Higher Education in England [ACP]: Voices project: initial findings and participant validation, ACP, South Bank University, London, UK, 7 November
- Gray, C. and Swain, J. Supporting student progression from college to university honours. From issues of identity, pre-entry social networks and knowing how to hand coursework in. Forum for Access and Continuing Education (FACE) Conference, Plymouth University, Plymouth, UK, 3 -5 July
- Gray, C. and Swain, J. Navigating Student Progression: Should I stay or should I go? Annual Society for Research into Higher Education Conference 2013, Newport, South Wales, 11-13 December
- Gray, C. Shenton, D. Swain, J. and Turner, R. You show me yours ... comparative evaluations of assessment practice and standards, Assessment in Higher Education Conference, Maple House Conference Centre, Birmingham, UK, 26 – 27 June
- Gray, C., Sutton, C., Petersen, C., Turner, R. and Swain, J. Mapping, understanding and supporting research teaching within college HE networks, HEA Social Sciences Conference, Liverpool, UK, 23-24 May
- Gray, C., Turner, R., Sutton, C., Petersen, C. and Swain, J. Research methods teaching in vocational environments – developing critical engagement with knowledge? Annual Society for Research into Higher Education Conference 2013, Newport South Wales, 11-13 December

- Gresty, K.A., Edwards-Jones, A., Heffernan, T. and Pan. W. Uncovering Risks in Research- informed Teaching. Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Heffernan, T. Keynote/inaugural lecture: Transnational Education: navigating complex future, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Henderson, T., Endacott, R., Bradbury, M., Allum, P., Winfield, L., Scholes, J., Cooper, S. and Kinsman L. Testing the FIRST2ACT simulation model with inter-professional experienced learners in situations requiring ethical decision-making skills, 5th International Clinical Skills Conference, Prato, Italy 21 May
- Hilsdon, J. Keynote: Peer Learning for Change, 'Time to Question Tradition!', Second Annual Conference of the Peer-Led Team Learning Conference, University of Houston-Downtown, Houston, USA, 30 May- 1 June
- Hilsdon, J. Integrity and Identity – the Academic and the Student. A Learning Development perspective on good academic practice. Higher Education Academy Workshop: Academic integrity and student development: exploring dimensions for improving practice, University of Leicester Conference Centre, Leicester, UK, 21 November
- Huang, R., Turner, R. and Chen, Q. Chinese international students and employability: their perceptions and initiatives, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Huang, R., Turner, R., and Chen, Q Chinese international students' perception of British universities' support to the development of their employability, PedRIO Internationalisation and Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Huang, R. 'Revealing the myths of critical thinking to international students studying Tourism and Hospitality postgraduate programme', 'Myths of Tourism' Conference, Zadar, Croatia, 9-12 May
- Huggins, V. International study visits and the promotion of intercultural capabilities. PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Hunter, L. Entrepreneurship Education: internationalisation of the curriculum, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Jerreat, M., Khalil, H., McGowan, L. and Chatterjee, A. Virtual Patients : A tool for inter-professional learning for dental and medical students, 39th Association for Dental Education in Europe, Birmingham, 28-31 August
- Kisieleska, K and Moyes, S. Living Anatomy Models – their contribution to the development of good patient/ doctor relationships, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Kneale, P.E. Keynote: Inspiring staff : inspired students – it is a two-way street, Virtual Learning and Teaching Centre Launch, Leeds Trinity University, Leeds, UK, 8 February
- Kneale, P.E. Getting the most from a Conference, British Conference of Undergraduate Research, Plymouth University, Plymouth, UK, 15-17 April
- Kneale, P.E. and Collings, J. The use and development of multiple assessment. Faculty of Arts and Humanities, Teaching and Learning Development Conference, Plymouth University, Plymouth UK, 11 September
- Kneale, P.E. and Collings, J. Enhancing the student experience through inclusive assessment, Vice-Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Kneale, P.E., Aspinall, S.E., Maskall, J. and Skates, G. Creating Active Learning materials, Vice-Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- la Velle, L. Emerging Trends in Science Teacher Education: a call for collective action. Keynote Lecture to the African Virtual University Computer Science and Teacher Education Curriculum Design, Mapping and Review Workshop, Nairobi, Kenya, 20 May
- la Velle, L. Masterliness in the Teaching Profession: global issues, local developments and the challenge for teacher education, Keynote lecture to the Teacher Education Advancement Network Workshop, Birmingham, UK, 4 June
- la Velle, L. Masterliness in Teaching: global issues, local developments and the challenges for teacher education in a knowledge-based profession, Hibernia College Research Conference, Dublin, Eire, 15 November

- la Velle, L., Mamas, C., Georgeson, J. and McGinty, M. Inclusion in Cyprus and England: seeking the views of parents and staff, Active Inclusion for Sustaining Communities Conference, Limassol, Cyprus, Επαρχιακό Γραφείο Υπουργείου Παιδείας και Πολιτισμού Λεμεσού/Τμήμα Ειδικής Εκπαίδευσης, 19 April
- McGinty, M., Georgeson, J., Mamas, C. and la Velle, L. Voices of Support Staff: Sharing Understandings of Inclusive Practice in England and Cyprus, Poster presented at the American Educational Research Association Annual Meeting, San Francisco, USA, April
- McKenzie, L.M., Gale, K.J. and Turner, R. Reflective writing: I wouldn't start from here. Annual Society for Research into Higher Education Conference 2013, Newport, South Wales, 10-11 December
- Miller, W., Cotton, D., Winter, J., Bailey, I., and Sterling, S. Energy Literacy at Plymouth University, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Moizer, J. Keynote: Soft Skills Development in Social Enterprises: An Online Role Play Simulation Approach, Block Magic Project: Coming Back to a Hands-on-Perspective in Technology Enhanced Learning applied in the Kindergarten and Primary School, Rome, Italy, 30 November
- Nair, U. and Chatterjee, A. Demystifying Personal Learning Environments: A Systems perspective, 4th International Personal Learning Environments Conference, Berlin, Germany, 10-12 July
- Newbery, R., Moizer, J. and Lean, J. Using Business Simulation Games for Experiential Learning, Professional Development Workshop, Inaugural African Enterprise Educators Conference, Lagos, Nigeria, 15-17 January
- Newbery, R., Lean, J., Moizer, J. and Whisker, P. Does Business Simulation Affect Entrepreneurial Intent in Undergraduates? EFMD Entrepreneurship Conference, Madrid, 4-5 March
- Nunn, S. Revalidation in the UK: The Janus face of medical regulation? International Society for Quality in Healthcare (ISQua) Conference, Edinburgh, Scotland, 13-16 October
- Nunn, S. "When the old fellows drop off their perches": exploring perceptions of generational identity and regulatory change in medical practice, The British Sociological Association Medical Sociology Group, University of York, York, UK, 11-13 September
- Osborn, J., Kneale, P., Turner, R. and Bacon, A. Exploring Student Voices through a Psychological Contract Lens, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Passy, R. and Waite, S. Engaging Schools with Outdoor Education: the way forward?, Future faces: Outdoor education research innovations and visions, 6th International Outdoor Education Research Conference, St Margaret's Hall, University of Otago, Dunedin, New Zealand, 26-29 November
- Passy, R., Waite, S. *et al.* Cross-national policy perspectives, Future faces: Outdoor education research innovations and visions, 6th International Outdoor Education Research Conference, St Margaret's Hall, University of Otago, Dunedin, New Zealand, 26-29 November
- Schoenborn, P. Students as producers of multimedia curriculum content: towards collaborative learning, Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Schofield, C. and Rollings, J. Barriers and benefits to physical activity as perceived by year 9 coastal dwelling children, British Association of Sport and Exercise Science Annual Conference, University of Central Lancashire, Preston, UK, 3-5 September
- Spowart, L. and Rowe, J. Enhancing feedback: Some quick wins? Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Spowart, L., Shenton, D., and Kneale, P. Building reflective teaching communities through Plymouth's Teaching Development Framework (Workshop by invitation), ASPIRE Symposium: Dialogue and Courage, University of Exeter, Exeter, UK, 13 September
- Spowart, L., Turner, R., Shenton, D. and Kneale, P. 'Can I just check...do we HAVE to do this?': Exploring staff motivations for applying for HEA fellowship, Annual Society for Research into Higher Education Conference, Newport, Wales, 11-13 December
- Sterling, S. Keynote: Future directions of transformative teaching and learning and sustainability conference, Transforming VET through Education for Sustainability Conference, Swinburne University of Technology, Tropical North Queensland Institute, TAFE NSW North Coast Institute, Queensland, Australia, 7-9 February
- Sterling, S. The Sustainable University, Festival of Research, Plymouth University, Plymouth, UK, 7 March

- Sterling, S. Keynote: Transformative Learning, Values-based education for sustainability webinar, Earth Charter International, 18 March
- Sterling, S. Sustainability at Plymouth University, Discourse Power and Resistance Conference, University of Greenwich, London, UK, 9 April
- Sterling, S. The sustainable university – at Plymouth and beyond, ISSR Second Annual Research Event, Plymouth University, Plymouth, UK, 29 April
- Sterling, S. Keynote speaker: The Sustainable University, EAUC/Sustainability Exchange webinar, 5 June
- Sterling, S., Cotton, D. and Ryan, A. The Sustainable University, World Environmental Education Congress, Marrakech, Morocco, 9-14 June
- Sterling, S. Aligning with the future – a question of competencies or culture change? Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Stone M. Invited speaker: Academic Partnerships, Plymouth University External Examiners Conference 2013, Plymouth University, Plymouth, 26 March
- Stone M. Invited speaker: College based Higher Education: understanding context, strategic positioning and developing distinctiveness, Academic Research Conference, University Centre Yeovil (UCY), Yeovil, UK, 26 June
- Stone M. Invited speaker: The changing nature of engagement with Peer Review over an academic career, Peer Review Workshop, Academic Partnerships, Plymouth University, Plymouth, UK, 17 June
- Stone M. Invited speaker: The Development and Operation of Academic Partnerships, Faculty of Arts and Humanities, Teaching and Learning Development Conference, Plymouth University, Plymouth UK, 11 September
- Swain J., Sheen J., Stone, M. and Wilson A. Accrediting Professional Competence and Higher Apprenticeships at Degree Level – new models of learner recruitment and employer engagement for the 21st century, University Vocational Awards Council, University [UVAC] Conference, York, UK, 26 November
- Turner, R. Invited talk: "About writing – fear of the unknown? Fear of criticism?" An exploration of writing development for professional academics, Public Seminar Series, Oxford Learning Institute, Oxford University, Oxford, UK, 14 November
- Turner R. Internationalization and globalization: perspectives of international students, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Waite, S. Freedom, flow and fairness: how children develop socially at school through outdoor play, European Outdoor Education Conference, GIH, Stockholm, Sweden, 5-9 June
- Waite, S. and Knight, S. Citizen Science: ways to collect evidence of outcomes, 2nd Forest School Association Conference, Keswick, UK, 12-13 October
- Waite, S. and Passy, R. Tools to support schools in addressing priorities through learning outside the classroom in the natural environment (LINE), European Outdoor Education Conference, GIH, Stockholm, Sweden, 5-9 June
- Waite, S. and Passy, R. Learning in Local Natural Environments: school and society meeting on common ground?, World Outdoors Summit, Rotorua, New Zealand, 19-22 November
- Waite, S. and Passy, R. Creativity in teaching and learning: using the natural environment to enhance learning across the curriculum, British Educational Research Association Conference, University of Sussex, Brighton, UK, 3 – 5 September
- Waite, S. and Stewart, A. Outdoor learning as cultural expression: A comparison of UK and Australian pedagogical innovation, 7th World Environmental Education Congress, Marrakesh, Morocco, 9-15 June
- Warwick, P. Transformative learning through a community education initiative. International Association for the study of Co-operative Learning Conference, Hull University, Hull, 4-6 July
- Warwick, P. Students as critical creatives – Innovative learning spaces for sustainability in HE. Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Wilkins, S. and Urbanovic, J. Language of instruction in transnational higher education: the motives and experiences of institutions that teaching languages other than English, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Winter, J. Creativity in Educational Development, 18th Annual Staff and Educational Development (SEDA) Conference, Bristol, UK. 14-15 November

- Winter, J. Ethnicity and Equality in Higher Education, PedRIO Internationalization and the Student Experience Conference, Plymouth University, Plymouth, UK, 18 December
- Winter, J. Sustainability Education and the University Campus, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Winter, J. and Chapman, S. Public Arts as Extra Curricular Learning, The 8th International Conference on the Arts in Society, Budapest, Hungary, 24-26 June
- Winter, J and Chapman, S. Public Arts as extra-curricular learning, Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Winter, J. and Cotton, D. Effective Evaluation of Small Scale Projects, Fair Access to Continuing Education (FACE), Plymouth University, Plymouth, UK, 3-7 July
- Winter, J and Cotton D. Effective Evaluation of Small Scale Projects, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth UK, 17 April
- Winter, J. and Cotton, D. Expanding horizons: opportunities around transformative education for sustainability, World Environmental Education Congress, Marrakech, Morocco, 9 – 14 June
- Winter J. and Cotton, D. Learning development and sustainability: what are the links and how are they communicated? Tenth Annual Conference of the Association for Learning Development in Higher Education, Plymouth University, Plymouth, UK, 26-27 March
- Winter, J., Cotton, D. and Watton, P. Lessons Learnt: Supporting the Access Agreement at Plymouth University, Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June
- Winter, J., Cotton, D., Sterling, S., Lawson, H., Lumley, P. and Miller, W. Sustainability in HE: Campus, curriculum and student learning. Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Witt, N.A.J. Developing mobile services for Plymouth University, EDUCAUSE Mid-Atlantic Regional Conference, Baltimore, Maryland, USA, 16-18 January
- Witt, N.A.J., Normalising digital literacies across the university, Changing the Learning Landscape, Aston Business School Conference Centre, Birmingham, UK, 29 May
- Witt, N.A.J. Keynote/inaugural lecture: Over the TEL horizon: Desert island, dragons or a brave new world, Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK, 28 June (<http://www.youtube.com/watch?v=NbtPqX5IK7k>)
- Witt, N.A.J. and McDermott, A. What's on the Horizon: Changes in TEL and how Plymouth can respond, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Witt, N., McDermott, A. and Stillwell, R. Know Your Digital Literacies, Tenth Annual Conference of the Association for Learning Development in Higher Education (ALDinHE), Plymouth University, Plymouth, UK, 26-27 March
- Witt, N., McDermott, A. and Stillwell, R. Digital People for Digital Organisations, Pedagogic Research Institute and Observatory Conference, Plymouth University, Plymouth, UK, 17 April
- Witt, N., McDermott, A. and Stillwell, R. Normalising digital literacies across the university, Changing the Learning Landscape Programme – the role of digital literacies in supporting continuing professional development in HE contexts, Aston University, Birmingham, UK, 29 May
- Witt, N., McDermott, A. and Stillwell, R. (project partner ALDinHE), SEEDPoD digital literacy materials and video case studies, Vice Chancellor's Teaching and Learning Conference. Plymouth University, Plymouth, UK, 28 June
- Witt, N., Stillwell, R. and McDermott, A., Talking about iPads. British Conference for Undergraduate Research (BCUR), Plymouth University, Plymouth, UK, 15-16 April
- Woodward, E., Beaumont, E., Russell, P. and Macleod, R. Rip Current Education: An evidence based approach to inform targeted prevention programmes. World Conference on Drowning Prevention, Potsdam, Germany, 20-22 October

Appendix 3 – PedRIO funded projects 2013

There were 15 applications for the 2013 funding round. Of these, 5 projects were funded totalling £34,022.

Three of the 5 projects are collaborations between Faculties and Schools across the institution. A number of these projects will be reporting on their work at the PedRIO conference 2013.

Project title	Project team	Faculty
Threshold concepts in medical education	Hilary Neve	PUPSMED
	Tracey Collett	Health and Human Sciences
Key attitudes and competencies for early childhood practitioners: exploring European approaches to teaching and learning	Verity Campbell-Barr	Arts and Humanities
	Jan Georgeson	
Working with dangerous knowledge: complications and disturbance in University teaching and learning	Joanna Haynes	Arts and Humanities
	Emma McLeod-Johnstone	
	Mel Parker	
Raising aspirations to enter medical, nursing and education professions	Linda la Velle	Arts and Humanities
	Julian Archer	PUPSMED
	Sam Regan de Bere Ruth Endacott	Health and Human Sciences
	Paul Lambe	
What makes a good module? From a value co-creation perspective	Wai Mun Lim	Business
	Dulekha Kasturiratne	

Appendix 4 – Main PedRIO workshops, seminars and conferences 2013

21 January	Personal Tutoring
5 February	Recent national and international PGR developments (CAMERA)
19 February	Assessment practices
25 February	Seedpod curriculum Design and delivery
26 February	Personal tutoring for academic development: what works?
27 February	Supporting clinical educators: how the HEA can help (CAMERA)
4 March	Critical thinking – Professor Lesley-Jane Eales-Reynolds, Kingston University
6 March	TFAS and PEDRIO project induction event
6 March	Symposium and book launch: The Sustainable University – progress and prospects
12 March	Plagiarism – preventing it, spotting it and dealing with it effectively
12 March	Principles of assessment (CAMERA)
14 March	Research informed teaching
25–27 March	ALDinHE conference
15-16 April	British Conference of Undergraduate Research
15-16 April	Appraisal in UG medical curriculum (CAMERA)
17 April	PedRIO conference
19 April	PedRIO/ED lunchtime seminars for PhD/Early Career/Researchers/EdD students and postgraduate students
8 May	Enhancing your teaching
23 May	International Assessment (CAMERA)
28 June	Failing medical students (CAMERA)
28 June	VC's Teaching and Learning Conference
16 September	Issues based learning – CSF innovation pedagogy café series
19 September	Pious platitudes about professionalism (CAMERA)
2 October	The flipped classroom
8 October	Productive personal tutoring
10 October	Rethinking your curriculum: planning and delivering short fat modules
10 October	Being an associate Lecturer in Plymouth: thinking around teaching and learning issues
11 October	Making a good start: designing a module for the first four weeks to be an immersive experience

- 11 October** Running effective two-hour learning experiences: Integrating activities with lecture material to support deeper learning
- 17 October** PedRIO staff support session – writing case studies
- 18 October** Pedagogy PhD/ECRs networking session
- 18 October** Adapting your curriculum to encourage students to learn through research
- 20 October** Productive personal tutoring
- 22 October** Visual materials in teaching and learning – CSF innovation pedagogy café series
- 23 October** Masters level teaching seminar series
- 25 October** Assessment research and development: a personal odyssey – CAMERA
- 4 November** The flipped classroom
- 13 November** Digital Innovation Group seminar series – digital risk, identities and behaviours
- 18 November** Understanding foundation doctors of the new supervised learning events – CAMERA
- 20 November** New learning spaces beyond the lecture hall – CSF innovation pedagogy café series
- 21 November** Pedagogy PhD/ECRs networking session
- 27 November** A chair in ten years – PedRIO seminar
- 3 December** PBL / active learning workshop
- 4 December** Masters level teaching seminar series
- 10 December** Problem based learning workshop
- 11 December** Active learning for sustainability 1 – CSF innovation pedagogy café series
- 18 December** PedRIO internationalization and the student experience conference

Appendix 5 – PedRIO Fellows' activities and achievements

Julian Archer

Associate Editor of BMC Medical Education, Elected to the Association for the Study of Medical Education (ASME) Education Research Group, seconded onto the Benefits Working Group at the Revalidation Support Team in the Department of Health and the NHS England (South) revalidation working party

Julian Archer and Sam Regan de Bere (on behalf of the CAMERA research team)

Evaluating the strategic impact of medical revalidation: Building an evaluation framework, General Medical Council (GMC). Award of £76,589

Julian Archer, Nicola Brennan, Marie Bryce and Sam Regan de Bere (on behalf of the CAMERA research team)

Current practice for supporting the maintenance of professional competence in practising doctors: Strategic Review of the Medical Council of Ireland's arrangements for the maintenance of professional competence for the Medical Council of Ireland. Award of €14,100.

Julian Archer, Sam Regan de Bere, Suzanne Nunn and Lee Coombes

Understanding the rise in Fitness to Practise complaints from the public for the General Medical Council (GMC). Award of £65,740

Julian Archer, Thomas Gale, Ruth Endacott and N Maran

TULIPS – Transforming Undergraduate Learning with Inter-Professional Simulation, National Teaching Development Grants, Collaborative Grant Scheme Award, Higher Education Academy (HEA). Award of £56,620

Adam Benjamin

National Teaching Fellowship, Awarded by the HEA. Award of £10,000,

Emily Beaumont and Sharon Gedye

HEA 'Social Sciences strategic priorities employability and global citizenship in the Social Sciences'. Learner articulation of employability within the disciplines of Hospitality, Leisure, Sport and Tourism. Award of £6,404.50

Alan Bleakley

Arts and Humanities Research Council 'Connected Communities'. 'People Talking: Digital Dialogues for Mutual Recovery through Accessible Creative Practice. (Mental Health focus). Co-applicant with University of Nottingham/ Falmouth University. Award of £132,000

Verity Campbell Barr

Awarded PedRIO project: "Key attitudes and competencies for early childhood practitioners – exploring European approaches to teaching and learning". This project involves partners in Italy, Hungary and Japan and may be expanded to include Hong Kong.

Debby Cotton

Strategic Approach to Dissemination of Digital Literacies for Enhancement (SADDLE) project (with Aston University, Liverpool John Moores University and Hull University on behalf of the Heads of Educational Development Group (HEDG) £10,000

Longitudinal Study of the National Scholarship Programme (NSP) (with Prof Pauline Kneale and Ms Tricia Nash) £50,000
Exploring the Experiences of Care Leavers at Plymouth University (with Prof Pauline Kneale and Ms Tricia Nash) £7500

Energy literacy: Comparative study – with Bournemouth University, Hull University, Southampton University, Nottingham University and University of Beira Interior, Portugal.

Member of the development group which produced the QAA/ HEA Publication: Education for Sustainable Development – Guidance for UK higher education providers.

Collaboration with Paignton Zoo on education project: Does Formal Education at Paignton Zoo Environmental Park Affect Pro-environmental Attitudes and Behaviour of Education Groups?

Suanne Gibson

HEA Professor Sir Ron Cooke International Scholarship Scheme award for developing a critically inclusive pedagogy of relationship for the retention and success of 'nontraditional' students or 'students at risk of exclusion'.

Award of £16,000. Collaborating with seven universities:

Ms. Alison McLauchlin, Hertfordshire University; UK

Dr. Simoni Symeonidou, European University of Cyprus;

Dr.s Ann Berry and Kathleen Norris, Plymouth State University; U.S.A

Dr. Margaret D. Clarke, California State University; U.S.A

Dr. Delia Baskerville, University of Wellington, NZ;

Professor Roger Slee, Victoria University Melbourne, Australia

Dr Suanne Gibson and Dr Alison Black (researcher) Plymouth University, UK

Invited lecture: Thoughts and recent developments regarding 'Inclusive Education' - a UK perspective at Plymouth State University, U.S.A.

Invited lecture at Derby University, Academic Practice programme:- 'Inclusive Teaching: Raising the Bar'

Claire Gray, Carol Sutton, Rebecca Turner and Julie Swain

HEA Social Sciences Teaching Research Methods Project 2012/2013: Mapping, Understanding, and Supporting Research Teaching within College HE. Award of £9,998

HEA Social Sciences strategic priorities: teaching research methods in the Social Sciences 2013/2014. Embedding research methods into the curriculum – Supporting Research Methods Teaching in College Higher Education. Award of £9,950

Karen Gresty

Invited critical reviewer for: 'Developing and enhancing undergraduate final-year projects and dissertations' by Mick Healey, Laura Lannin, Arran Stibbe and James Derounian (2013) Developing and enhancing undergraduate final-year projects and dissertations 93pp York: Higher Education Academy.

Available at: http://www.heacademy.ac.uk/projects/detail/ntfs/ntfsproject_Gloucestershire10

John Hilsdon

Founding editor of the Journal of Learning Development in Higher Education (JLDHE); has chaired the editorial board since 2008. This online, peer reviewed journal is published three times yearly from 2014 at www.aldinhe.ac.uk/ojs including research, case studies, opinion and reviews related to student learning in Higher Education

Paul Lambe

Travel grant from the HEA for UKCAT consultancy. Award of £8,000

Linda La Velle

Comenius REgio Project: Improving attitudes and learning in a second language through the increased use of ICT. Award of £5,000. In collaboration with Xunta de Galicia, University of Santiago de Compostela

PhD Node at Plymouth University: collaboration with colleagues from Hibernia College, Dublin.

MESH project: collaboration with a range of UK Universities and other educational institutions and overseas HEI, including USA, Australia, NZ, Germany, Kenya, Pakistan, France. For details, please see <http://www.meshguides.org/editorial-boards/#chief>

Miriam McMullan

Individual Teaching Development Grant – Impact Study: Developing healthcare students' knowledge, confidence and competency performing drug calculations via mobile app technology from HEA. Award of £7000

Rod Parker-Rees, Verity Campbell-Barr, Jan Georgeson and Sandra Mathers

Two Year Olds in England: an exploratory study: funding from Association for the Professional Development of Early Educators (TACTYC) Award of £10,000

Sam Regan de Bere

Sam was elected as the Vice President for the Association for Medical Humanities.

Sam Regan de Bere, Julian Archer, Suzanne Nunn and Arunangsu Chatterjee

Patient and Public involvement in Revalidation, awarded by the Revalidation Support, Team, Department of Health. Award of £17,716

Cathy Schofield

International Baccalaureate psychology specification review: asked to review the psychology specification for its five-yearly review.

Stephen Sterling

Commissioned by UNESCO to write one of the three key conference thematic papers, for the UNESCO World Conference on Education for Sustainable Development (ESD) which will be held in Aichi-Nagoya, Japan, in November 2014. The paper is entitled 'Winning the Future We Want', and will be launched at the conference which will mark the end of the United Nations Decade of ESD (2005-2014), celebrate its achievements and launch future ESD activities.

<http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/>

Working with Higher Education Academy as critical friend/supporter to the HEA Green Academy project 2013-14 and advised the HEA's 'new pedagogical ideas' project: 'Facing the Future: Education for Sustainability in Higher Education' led by University of Gloucestershire.

Collaborated with international colleagues at Exploring Education for a Changing future workshop in Finse, Norway, facilitated by colleagues from the Norwegian University of Life Sciences

Led a session on 'Perspectives on sustainability and education' for Trinity St Davids University, Carmarthen.

Also active member of People and Planet Green League Overview Group (GLOG); Board member of South West Learning for Sustainability Coalition; distinguished fellow of Schumacher Institute; and member of UN Commission on Sustainable Development Education Caucus.

Mark Stone

Member of the Editorial Board for the Journal of Research in Higher and Further Education.

Member of the Executive Group of the Association for Collaborative Provision of HE in FE in England (ACP) and ACP Spokesperson.

Mark Stone, Claire Gray and Carolyn Petersen

Voices project for Association for Collaborative Provision of Higher Education in England [ACP]: Award of £5,000.

Rebecca Turner

Collaboration with Dr Julia Horn and Dr Ian Findlay (Oxford Learning Institute), and also Dr Jennie Winter (PedRIO) and Dr Sharon Gedye (PedRIO), : Evaluation and comparative study of GTA provision.

Invited contribution to Public Seminar Series at Oxford Learning Institute, Oxford University on 14th November 2013: "About writing – fear of the unknown? Fear of criticism?" An exploration of writing development for professional academics".

Member of the Staff and Educational Development Association (SEDA) publications committee

Sue Waite

2013 Partnership funded project by Good from Woods, SNAM Alumni fund, Plymouth City Council Green Infrastructure, Natural Connections Demonstration Project, Plymouth Community Health: Woodland Health for Youth (WHY): physical wellbeing derived from woodland activity in schools, Award of £17,325

ESRC international Partnership and Networking award: working with colleagues from La Trobe University, Australia; Nanyang Institute of Education and Ministry of Education, Singapore and Copenhagen University and Steno Health promotion Centre, Denmark and Rowena Passy PU. Award title is "Understanding educational and wellbeing implications of learning outside the classroom through cross-national collaboration". This also includes collaborative writing with two international colleagues, Bentsen and Stewart.

Engaged in collaborative writing with education manager of Dartmoor National Park and local schoolteacher on assessment in outdoor learning

Arranging ERASMUS bilateral agreements as part of preparation for an EU bid with several HEIs, Italy, Norway, Sweden, Munich, Denmark

Planning for visit by 4 staff and one PGCE to learn about HE outdoor learning programmes in Denmark next year.

Neil Witt

National Teaching Fellowship, Awarded by HEA. £10,000.

Appendix 6 – PhD Students and Early Career Researchers 2013

PhD Students:

Cathy Schofield	Truro College
Ciaran O’Sullivan	Institute of Education, Faculty of Arts and Humanities
Derek Dodd	Institute of Education, Faculty of Arts and Humanities
Heather Knight	Institute of Education, Faculty of Arts and Humanities
Julie Osborne	City of Bristol College
Maureen McGinty	institute of Education, Faculty of Arts and Humanities
Sally Abey	School of Health Professions, Faculty of Health and Human Sciences
Stacey DeAmicis	School of Marine Science and Engineering, Faculty of Science and Environment
Tim Cresswell	School of Marine Science and Engineering, Faculty of Science and Environment

Early Career Researchers and Postgraduate Students involved with the network:

Andrew Edwards-Jones	Faculty of Science and Environment / PedRIO
Emily Beaumont	School of Marine Science and Engineering, Faculty of Science and Environment
Carolyn Petersen	PedRIO
Deborah Shenton	PedRIO
Helen Lawson	PedRIO
Jane Collings	PedRIO
Laura Lake	PedRIO
Oxana Poverjuc	PedRIO
Patricia Nash	PedRIO
Viv Grant	PedRIO
Tim Unsworth	School of Architecture, Design and Environment, Faculty of Arts and Humanities
Wendy Miller	PedRIO

Appendix 7 – PedRIO Steering Group Members 2013

Professor Pauline Kneale	Chair, Director of PedRIO, Pro Vice-Chancellor Teaching and Learning
Sally Abey	School of Health Professionals, Faculty of Health and Human Sciences (Phd student representative)
Dr Julian Archer	Collaboration for the Advancement of Medical Education Research Assessment (CAMERA)
Robert Brown	School of Architecture, Design and Environment, Faculty of Art and Humanities
Dr Tracey Collett	Plymouth School of Medicine and Dentistry
Professor Debby Cotton	Head of Educational Development, PedRIO/ Educational Development
Professor Ruth Endacott	School of Nursing and Midwifery, Faculty of Health and Human Sciences
Dr Ted Graham	School of Computing and Maths, Faculty of Science and Environment
Dr Karen Gresty	Associate Dean Teaching and Learning, Faculty of Science and Environment
Professor Jim Griffiths	Dean of Research and Innovation, Research and Innovation
Professor Troy Heffernan	International Centre, Faculty of Business
Dr Rong Huang	School of Tourism and Hospitality, Faculty of Business
Ulrike Kraemer	Business Partner, Research and Innovation
Professor Linda La Velle	Institute of Education, Faculty of Art and Humanities
Paul Murray	School of Architecture, Design and Environment, Faculty of Arts and Humanities
Professor Jocey Quinn	Institute of Education, Faculty of Art and Humanities
Dr Sam Regan de Bere	Collaboration for the Advancement of Medical Education Research Assessment (CAMERA)
Professor Stephen Sterling	Head of Education for Sustainable Development, PedRIO
Tracy Wilson	Business Partner, Stakeholder Engagement (External Relations)

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