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Book of Abstracts

Vice-Chancellor's Teaching and Learning Conference

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BIOGRAPHIES:



Professor Judith Petts, CBE Vice-Chancellor Plymouth University

Professor Judith Petts was appointed the University of Plymouth's Vice-Chancellor and Chief Executive in February 2016. She joined Plymouth from the University of Southampton where she had been Pro-Vice-Chancellor Research and Enterprise and previously the inaugural Dean of the Faculty of Social and Human Sciences (2010-13). Prior to this she had spent 12 years at the University of Birmingham as a Head of School and finally as Pro-Vice-Chancellor Research and Knowledge Transfer (2007-10).

Over some 30 years, her research has particularly examined the interface between science and policy-making, and the effective use of evidence in decision-making. Currently she is a member of the Council of BBSRC and of NERC's Innovation Board. Previous appointments include as a member of the Science Advisory Council of Defra (2011-16); Royal Commission on Environmental of Pollution (2006-11), the Council of NERC (2000-6), of EPSRC's Societal Issues Panel and Strategic Advisory Network, the Royal Society's Science in Society Consultative Committee, and the Advisory Board of Veolia Environmental Services.

She was appointed Commander of the Order of the British Empire in the Queen's New Year Honours, 2012, for services to Scientific Research.



Dr Suanne Gibson

Associate Professor of Education, Plymouth University, U.K.

Dr Suanne Gibson is an Associate Professor at Plymouth University where she leads the BA Education Studies degree. Her specialist areas of teaching and research are 'disability', 'special educational needs' (SEN), 'inclusion' and critical pedagogy. She tutors and lectures undergraduate, masters and PhD students and has published widely in the area of SEN, critical disability studies and teaching and learning in higher education. Dr Gibson has been awarded four teaching fellowships at Plymouth University, in 2011 she was named 'Outstanding Personal Tutor' by UPSU, in 2012 her work was recognised at a national level when she received her National Teaching Fellowship from the HEA, in 2013 she was awarded an International Scholarship with the HEA entitled: *Develop a critically inclusive pedagogy of relationship for the retention and success of 'diverse' undergraduate students or 'undergraduate students at risk of exclusion'* and in 2014 the Royal Society of the Arts invited her to become a Fellow (FRSA).

Suanne is currently writing a co-authored book with Routledge: Gibson, S. and Parker, M., *Disability and Questions of Social Justice and Education* and co-editing a special edition of the international journal 'Pastoral Care in Education' entitled: *Questions of 'pastoral care and compassion': The 'Academy's' experiences, practices and responsibilities in changing times*. Her most recent publications are:

- Gibson, S. (2015) When rights are not enough: What is? Moving towards new pedagogy for inclusive education within UK universities, *International Journal of Inclusive Education*, 19:8, 875-886
- Gibson, S. (2016). Students as core: A time for change in the higher education discourse of 'Widening participation' and 'Inclusion'. In *Inclusive Education: perspectives on pedagogy, policy, and practice*, ed. S. Bartlett and Z. Brown. London: Routledge

KEYNOTES:

Professor Judith Petts
Vice-Chancellor, Plymouth University

Title: The Challenge for Student Education and the Student Experience at the University of Plymouth

The wider political environment for higher education learning is rapidly evolving with the Higher Education Research Bill and the introduction of the Teaching Enhancement Framework. The new regulatory frameworks move Universities into a competitive market environment where funding will be tied to performance which will drive all Universities to improve their metrics to be in the top 50% of the league tables. In this session, which I hope will enable us to collect ideas in support of sharpening the focus of the University strategies, we need to consider how the classroom and the wider student experience should evolve. This session will start with some background information on our current position. Key questions include:

- What needs to change to place all programmes in the upper two quartiles for their discipline in all the NSS metrics?
- How can students be more active partners in their journey of academic discovery?
- To deliver on the transforming lives element of the strategy, how do we evolve curriculum so that students feel that they can make an impact on the world's greatest challenges?

Dr Suanne Gibson
Associate Professor of Education, Plymouth University

Title: When rights are not enough: 'Compassion' and the 'politicised' educator.

'Widening participation', 'inclusive pedagogy', 'access', 'diversity', 'raising aspirations', are widely-occurring policy terms and academic discourses within the international education community. They are drawn on when referring to, or engaging with, questions of social justice and equality within and across international university institutions. What translates into practise is known to be problematic, in many cases unsuccessful, and can reflect mis-interpreted notions of inclusion.

In the past 20 years the world of HE in the UK has experienced many changes, not least those linked to the ubiquitous term: 'inclusion'. My paper will historically locate this expression, reflecting on why it became such a popular reference in the world of education. Its growth in use, as partly linked to policy's misuse, its colonisation and various revisioned forms will be articulated. Stemming from the critical disability studies field, a critique of 'inclusive' teaching toolboxes or 'almanacs' will be made alongside an invitation to re-consider previously held views that the connected discourse of wider access to university is steeped in socially just values.

I suggest a more contemporary definition of inclusion is needed: 'a community of diversity becoming a community of equals'. I also argue educators, as learners and with learners, need to become politicised. Universities and education institutions, need to reflect on what they see as their core, their rationale, who it is they are working for. It is in relation to such matters that the question of 'compassion' - for both students and faculty – needs to be addressed.

We are living in changing and challenging times, even more so if we openly connect ourselves and our work to that of 'social justice'. If that is your stance then your journey is and will be a political one, a difficult one of conflicts and divisions yet also rich in connections and relationships. Giroux (2003, 11) argues any form of education intent on addressing social justice is both 'a moral and political practice'. The work of Ahmed (2012) moves this on, suggesting such practices involve pushing against the flow of institutionalised, top down misinterpreted forms of inclusive thinking and/or practice.

In my view, a fresh political discourse for inclusion is needed, one that enables HE stakeholders to reflect on and re-consider how 'other' is constructed, the problematics of a 'diverse' and 'normal' binary and the way in which these terms become manifest in our work alongside the impact they have. Published research will be drawn on throughout and the paper will end asserting 'Inclusion' is about 'a community of diversity becoming a community of equals' as opposed to the current scenario- 'a community of diversity which reinforces a community of division, of haves and have nots, in the name of 'wider access'- a 'just imaginary' for social inclusion' (Gale and Hodge 2014).

The presentation will entail some group activity and reflective exercises as well as the traditional lecture. Delegates will be encouraged to critically consider their own work and to reflect on their experiences and insights as they emerge in response to the paper, specifically what they think the outcomes of diversity practices or inclusion policy has been in their work place. We will explore what needs to change along with giving input on the issue of what voices will be valued in this process. We will also spend time thinking about 'power' and 'identity' and how these become manifest and impact on our work as educators with the aim that those attending will have something of substance to take back to their centres of learning and places of work.

Three main goals:

1. Delegates to make connections with others.
2. To challenge previously considered views of inclusion.
3. To add to the group's academic knowledge base and practical work in Inclusion.

ABSTRACTS (alphabetical by first author surname)

Critical Thinking Across the Disciplines: initial findings and possible implications for curriculum design

Session E2

Joseph Allison¹

Plymouth University Learning Development Team Leader

Critical thinking is thought of as one of the most prominent issues in education (Mason, 2007; Winch, 2010), even representative of an, '[educational] promised land,' according to Papastephanou and Angeli (2007: 604). The evolution of critical thinking has been particularly evident in Higher Education (HE), where long-standing debates regarding its conceptualisation have resulted in the establishment of its own discourse (Papastephanou & Angeli, 2007). Unfortunately, whilst the contested nature of this discourse has seemingly reached an impasse (Moore, 2011), little has been done to aid and foster its teaching, and significant question marks still hang over the evidence of our ability to teach it, or if we are even able to teach it at all (Davies, 2011). This point is echoed by Hammer and Green (2011: 303; 313), who state that gaps still remain, 'between aspiration and teaching practice', and that, 'design[ing] appropriate learning experiences that develop students' critical thinking skills [are] still a matter for experimentation, debate and reflection'. This reinforces claims for further research into critical thinking and where and how it is being developed in universities (Cosgrove, 2011; Mulnix, 2012; Hammer and Green, 2011). This paper will report on the early findings of a doctoral study being undertaken here at Plymouth University, where critical thinking is being explored across four discipline areas. Interviews with staff and observations of their practice have provided great insight into their understanding of critical thinking and, perhaps unsurprisingly, how subtle variations exist across disciplines. What has become increasingly apparent and consistent however, is a tension regarding what we are actually teaching for; particularly in reference to the nature of curriculum design and our teaching activities, some of these findings will be highlighted and discussed in this session.

Plymouth University Care Leavers Service

Poster

Louise Baker¹

Plymouth University Student Counselling and Personal Development Care Leaver Team

Recent PedRIO research (Investigating the Experience of Care Leavers at PU: The Staff Perspective, 2016) highlights a lack of staff awareness of the Care Leavers Service. This poster will showcase the work of the service, including financial, social and emotional support, and its contribution to the retention and graduation of care leaver students. Interweaving our factual analysis will be case studies to showcase student experience and voice. It will highlight the importance of the Care Leavers Service in supporting academic growth and student retention. A current care leaver student will be involved in creating and presenting the poster, along with service staff.

'I was just like, Wow!': Students' perceptions of how counselling benefitted their academic experience

Session A1

Anne Bentley¹

Plymouth University Learning Support and Wellbeing Student Counselling and Personal Development Service Manager

Increasing numbers of students are presenting for counselling at Plymouth University. In 2010-11 the service offered appointments to 792 students. In 2014-15 this had risen to 1055. The reduction in government grant has meant that universities are reliant on attracting students to generate income. This has understandably reinforced a need to ensure that institutional money is spent wisely. Non-academic support services are increasingly called upon to demonstrate value for money and evidence their impact upon the retention and academic success of students. In 2014-15, 87% of Plymouth students completing post counselling questionnaires considered counselling to have helped them to stay at university and 84% considered counselling to have helped them do better in their academic work. This exceeded Wallace's (2012) wider sector findings of 79% and 81% respectively. As part of the Post Graduate Certificate in Academic Practice, I conducted a small scale qualitative research project to inquire into the narrative beneath these figures and explore students' perceptions of the impact of counselling upon their academic work. Using a constructivist grounded theory approach (Charmaz, 2014) and taking a reflexive stance that acknowledged my professional investment and relationship to the research, I interviewed seven students who had experienced counselling. These students were identified through purposive sampling: in a post-counselling questionnaire, all cited counselling as 'an important' or 'the most significant' factor in helping them to do better in their academic work. All students experienced counselling as a learning context and a learning process. However the manner and quality of their learning were perceived differently. One set of students conceived the process in terms of receiving and applying the counsellor's expertise and techniques and another saw it as a transformational learning experience where new meaning about the self and the skills of self-inquiry could be generated. Perceived academic benefits of counselling included increased 'head space' and ability to concentrate, increased active and personal engagement with studies and the acquisition of reflective skills. These students perceived counselling as helping them to acquire a greater sense of 'academic agency' which translated into making greater use of tutorial support and wider institutional services. The supportive, reflective space of counselling meant that the meaning of the students' studies and their sense of their relationship to university life could be 'discursively negotiated through interaction' (Haugh, 2008). This suggests the possibility of a fruitful interface between learning in therapy and learning in the seminar room.

References Charmaz, K. (2014) *Constructing Grounded Theory*. London: Sage Haugh, M. (2008) The discursive negotiation of international student identities. *Discourse: Studies in the Cultural Politics of Education*. Vol. 29, No. 2, June 2008, pp207-222. Wallace, P (2012) The impact of counselling on academic outcomes: the student perspective. *AUCC Journal*. November 2012 pp 6-11.

Using evaluation and digital resources to help young learners make informed choices about higher education

Session B1

Sarah Bowman¹

Plymouth University The Devon Collaborative Outreach Network & Raising Aspirations through HE RAHE Project Coordinator

Additional Authors:

Mark Stone² & Julie Swain³

Co-presenter: Gwen Harvey⁴ Project Evaluation Officer.

Raising Aspirations through HE, My Digital Journey (RAHE) is an interactive and digital outreach project that aims to transform higher education (HE) engagement in rural and coastal areas through student led technologies and interactive media tools. The resources aim to promote an 'edgeless HE' environment by enabling young learners to personalise their own 'HE journey' through the use of intuitive virtual games and an informative app. Aligning with the Devon Collaborative Outreach Network, our concept is to promote a suite of immersive resources (a game, an app and inspirational videos) to develop deeper digital literacy skills amongst students, parents and influencers while raising their awareness of the diverse range of HE opportunities. The project team works with current students as co-researchers to assist with the development and delivery of outreach activities enabling the project to be truly delivered by 'Students as Partners'. Utilising our Academic Partnerships Digital Literacy Strategy (2013-2020) which draws on the model of 3E framework as a benchmark for the use of technology developed by JISC and Edinburgh University. This framework is built on three key principles: Enhance, Extend and Empower and these are adopted throughout the project to demonstrate value and impact. Enhance Adopting technology in simple and effective ways to actively support student awareness of HE and digital literacy skills and increase their activity and self-responsibility. Extend Further use of technology that facilitates key aspects of student's individual and collaborative learning and assessment through increasing their choice and control of access to HE and their H'e' journey. Empower Extending digital literacy online workshops to potential students and staff to engage with HE opportunities and also 'upskill' digital skills in rural and coastal areas. Monitoring and evaluation is essential to ensuring connectivity to all of our target groups and the development of the DCON and RAHE programs. The aim of our presentation would be to demonstrate the benefits of using digital technologies, collaboration, monitoring and evaluation to improve awareness of HE with regards to widening access, support and transition throughout the student life cycle, focusing on the use of digital mediums and how to work with stakeholders and students as co-producers to develop relevant and effective sustainable materials.

Video Literacy for 21st Century Communication

Poster

Rob Giles¹

Plymouth University Faculty of Business Senior Technician

“Video is the way that we, increasingly, communicate stories, news, information and even ideas to one another. It’s powerful because it often transcends barriers of language and of culture. It is universal and powerful. It drives everything from politics to religion, and much in between.” Michael Rosenblum, CEO, Video Consultant & Journalist Agency heads predict that in 2020 marketing professionals will have creative and technical abilities in addition to traditional soft skills (Card 2015). Marketing companies (Kraus, Talenridge, Bloomberg, 2016) recommend graduates develop communication skills in video-production, photo-editing and social media campaigning as well as writing copy and data analysis. The 2016 NMC Horizon Report acknowledges ‘the contemporary workforce calls for employees that are agile, adaptable, and inventive’ and encourages universities to ‘nurture’ these attributes. The Faculty of Business is addressing this through designing assessments that require students to develop online profiles, create posters, blogs and, crucially, produce professional video presentations. The Faculty’s Educational Technology Team (FoBET) support these through running workshops, maintaining a range of online resources and being available for 1-1 help. We loan recording equipment and have a dedicated ‘green screen’ room that students can book. This has proved to be extremely popular, giving videos both an extra level of interest and professionalism. Students, who are usually initially apprehensive as they are “not very technical”, become engaged quickly and pleased that they have acquired a ‘specialist’ skill. Our presentation focusses on the Second Year MKT207 module, ‘Buyer Behaviours and Relationships’. FoBET delivered a series of workshops exploring different aspects of video-production including critically evaluating advertisements (using the students’ own assessment criteria, therefore raising awareness for their own videos); storyboarding; script writing; location filming and green-screening, as well as performing on camera! It has been really satisfying to see how much these students’ videos have improved since a similar assignment in their First Year. However, teaching video-production does present a few challenges, particularly in terms of students using different devices having access to appropriate software. We would like to take this opportunity to explore the implications of video literacy (including conferencing) and discuss ideas about future strategies to ‘nurture’ this important skill-set.

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Flipping Pathology

Poster

Catherine Hughes¹

RGN, RNT, BSc (Hons) Nursing, MSc Health and Social Care Education, Lecturer Adult Nursing, Plymouth University.

Objective: A second year module for BSc Adult Nursing aimed to provide students the opportunity to gain knowledge and understanding of the biological basis for nursing care, and the rationale for pharmacological and other therapies for treatment of disease. Additional aims were to develop lifelong learning skills, engage in safe clinical decision making, and improve communication with other healthcare professions.

Background: Nursing involves care during health and ill-health. This requires the nurse to be able to promote health, prevent disease, and treat illness (International Council of Nurses, 2002). Knowledge of the science of health and ill-health underpins practice and is essential content for preregistration education (Nursing and Midwifery Council, 2010). The original teaching strategy for this module was 10 two hour lectures, on a range of conditions and treatments, which affect each body system. Achievement of learning outcomes was demonstrated by production of an educational poster and a 500 word discussion, on a condition of the student's choice. Lectures were poorly attended and learning outcomes could be achieved with knowledge of only one condition and its treatment.

Intervention: Flipped learning is a pedagogical approach in which instruction moves from the group learning space to the individual learning space. The group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage in the subject matter (Flipped Learning Network, 2014). Two drivers for this approach are technology and cost (Bishop and Verleger, 2013). Technology allows content traditionally delivered in the classroom to be delivered outside e.g. video/narrated presentation. The cost of face-to-face teaching has increased for the student and the provider; therefore the value of face-to-face time needs optimising.

Module delivery was changed so each student attended 10, two hour workshops (group size of 30-35). Students were given a list of conditions, clinical signs/symptoms, and treatments to investigate, before attending the workshop, and six timetabled hours to do this. A free core ebook, with supporting web resources, was provided but the students were directed to use a wide range of resource, such as online lectures, specialist websites, journals and textbooks. During the workshop students worked in learning sets of 5 students and were presented with clinical problems to solve/explain. The tutor worked with each learning set, and the whole group, to confirm accurate understanding and help problem solve any misunderstandings. Assessment of the learning outcomes was by written exam. All questions were used formatively during the workshop.

Findings: Material preparation was lengthy and more face-to-face time was required per tutor. 119 (cohort size 335) students responded to a survey near module completion stating dissatisfied with the volume of work and felt under prepared or mis-prepared for the workshop. One year after module completion 55 students responded to a second survey. 22 (40%) felt they had retained more content from this module than other in second year; 34 (62%) had become a more independent learner; 37 (67%) thought they were better able to interpret patients signs/symptoms. 33 (60%) thought the flipped classroom was not an effective way to learn pathology.

Conclusion: If the learning was flipped it may be effective but not popular.

References: Bishop, J.L. and Verleger, M.A. (2013). The Flipped Classroom: A Survey of Research. American Society for Engineering Education (ASEE). 120th ASEE Annual Conference & Exposition, Atlanta June 23-26 2013.

International Council of Nurses (2002) The ICN definition of nursing. Geneva: ICN

Flipped Learning Network (2014) The Four Pillars of F-L-I-P™ [Online]

<http://www.flippedlearning.org/definition> (Accessed 11/5/2016)

Nursing and Midwifery Council (2010) Standards for Pre-Registration Nursing Education. London: NMC

Embedding 'Digital Wellbeing and Safeguarding' into a professional social work qualifying programme.

Session F

Margaret Sharon¹ & Sharon Soper²

Plymouth University BA(Hons) Social Work; School Of Health Professions Lecturers

Embedding 'Digital Wellbeing and Safeguarding' into a Professional Social Work Qualifying Programme. Throughout the academic year, 2012-2013, we began to initiate discussion and teaching regarding the impact of 'social media on social work'. We undertook a pilot teaching session with a small group of second year social work students and quickly learnt that the majority of students were utilising digital technology in their social work practice placements, often being an integral form of communication within some social care agencies. At the same time, the British Association of Social Workers (BASW) launched its social media policy arguing that 'social media training' and engagement should be a core component of the social work curriculum and continuing professional development i.e. "e-Professionals". (BASW 2012) We delivered two workshops with programme and practice staff to share learning and raise awareness of the impact of technology on the safeguarding landscape and to highlight the challenge for qualifying programmes in relation to curriculum development. It is imperative that safeguarding concerns are the primary focus for social workers assessing and working with children and adults who may be 'at risk' in what is often perceived as a 'virtual world' but with 'real world' consequences. In addition, social workers are presented with potential personal / professional boundaries challenges. This has motivated us to ensure that as a professional qualifying social work programme, we, at Plymouth University, have a responsibility to prepare our future social workers. The impact of this can now be evidenced across all three stages of the programme within the teaching curriculum. We have developed and delivered teaching to ensure there is a coherent strategy which aims to meet professional and teaching requirements for all students. The following is the strategy has been implemented: Stage 1 digital literacy- personal / professional boundaries (Rogers 2012) Stage 2 personal / professional boundaries and e-professionalism (BASW 2012) Stage 3 digital wellbeing and safeguarding. (Phippen 2010) As Westwood (2014) suggests online technology is beginning to impact on both social work education and practice itself. We have seen the impact of the teaching strategy with students engaged with innovative work within their practice placements, for example developing assessment tools and policies to promote 'online safety' for service users and practitioners. Our work over the last four years has led to recognition by Cornwall, Devon and Plymouth Children Services leading to a regional 'Digital Wellbeing and Safeguarding' conference that is due to take place on 16.05.16. This conference has been facilitated and hosted ourselves, representing Social Work at Plymouth University and sponsored by the three Local Authorities. This proposed workshop will be interactive by sharing some aspects of our teaching sessions with the aim to raise awareness and promote an understanding of the increasingly centrality of 'digital wellbeing and safeguarding' for professional qualifying programme within the Social, Health and Education sectors. References: British Association of Social Workers (BASW) Social Media Policy (2012). [online] Available at : http://cdn.basw.co.uk/upload/basw_34634-1.pdf Health and Care Professions Council (HCPC), Social networking guidance (2008). [online] Available at: <http://www.hpc-uk.org/registrants/standards/socialnetworking/> Phippen, A. (2010) "Online Safety Policy and Practice in the UK". NAACE Advancing Education Journal, Autumn 2010 edition. Rogers, J. and Watling, S.(2012) Social Work in a Digital Society (Transforming Social Work Practice Series). London. Sage. Westwood, J. (2014) Social Media in Social Work Education. Northwich. Critical Publishing

Communicating better

Session B2

Jonathan Keung¹

Plymouth University PBS Student Intern

Co-presenter: Ricky Lowes², Senior Personal Tutor, PBS.

This paper reports on a project by the Plymouth Business School to investigate communication issues highlighted between staff, students and professional services. The university passes a huge amount of information through various communication channels every day and the main issue is that the receivers (students and staff) may not engage with that information. It was felt that it was important to get a student perspective on the problems and so a student intern was taken on to investigate these issues from a variety of perspectives, by running a number of meetings with academics and professional staff, and conducting surveys and focus groups with students. The intern worked closely with members of the School Executive Team, including the Senior Personal Tutor. It was found that students are being 'bombarded' with information - sometimes the same message - a number of times, with the result that much information was simply ignored. Students were surveyed on their preferred modes of communication for different aspects of university life and the findings presented to the School Executive Team. Clear and practical recommendations were made to maximise communication reach and although most innovations arising from the research will be put into practice from September 2016, some suggestions are being put into practice now, the impacts of which are already being felt. This presentation is to showcase the work we have done and to provide a model of good practice which could be adopted elsewhere. The skills, knowledge and experience gained by the intern, Jonathan Keung, a final stage Business Management undergraduate, have given him valuable employability skills and provide additional evidence of the value of 'Students as Partners' type projects.

Internalising the International: Internationalisation of the curriculum for Plymouth home-based students

Session D1

Dave Morrison¹

Plymouth University PedRIO/TLS Research Assistant

Internationalising the curriculum has been a hot topic in HE in recent years, but the discussion always seems to be about recruiting and welcoming international students and staff, sending home students abroad, or teaching at offshore campuses. This all but ignores the vast majority of students. In 2014-15 only 19.3% of UK enrolments were international students, and only 1.9% of home students studied abroad (HESA 2016). This leaves nearly 80% of UK students out of the picture. At the same time, research increasingly shows that having an international outlook or being inter-culturally competent is essential for success after university in nearly every subject, not just Business and Engineering (Jones and Killick 2013). We can we at Plymouth do to close this gap? Recently, a few studies have looked at this, calling it 'Internationalisation at Home'. So far this has been limited to staff views, or suggesting that international students be used to help home students develop the desired outlooks. But what do home students themselves think about 'internationalising'? More importantly, what do they think in subjects that typically have little to no international students on hand, and aren't normally viewed as 'international'? Earlier this year we surveyed 495 first year undergraduate students in English Literature, Computing, Maths, Biology, Marketing, Tourism, Chemistry, Social Work and Primary Education to try to answer these questions, and to see how student views might relate to the pedagogies they experienced. In this presentation, I will discuss the outcomes of our survey, focusing on two of the key findings so far. First, we will look at how student views of, and especially resistance to, internationalisation at home is influenced by their choice of subject. How students feel internationalisation relates to their subject can tell us much about how to present it to build their awareness. Second, I will address the importance of the core terminology we use to present internationalisation to students. In both cases, our data challenges some of the current beliefs, but also suggests new solutions.

Higher Education Statistics Agency. 2016. Online Statistics 2014-5.

https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1897&Itemid=634 Jones, Elspeth, and David Killick. 2013. "Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes." *Journal of Studies in International Education*.

The Sea and Me: a collaborative arts/science project exploring marine environmental awareness and communication through photography.

Session E3

Heidi Morstang¹

Plymouth University Photography: Art and Media Lecturer in Photography

Additional Authors:

Simon Ingram² (School of Marine Science and Engineering) and Dr Lynne Wyness³ (PedRIO and Educational developer). This is a PedRIO funded teaching fellowship.

This conference paper will communicate findings from a teaching fellowship in an interdisciplinary, collaborative, and experiential learning project for BA (hons) photography and BA (hons) marine conservation students. To explore place-responsive pedagogy (Mannion et al, 2010), this project comprised a series of outdoor learning experiences for students working in small cross-disciplinary groups, where they have explored their perspectives on human-nature interactions, reflected on their relationships with the marine environment, and responded using photographs and scientific text. The intention of the project has been that students from both disciplines learn novel perspectives in examining their sense of place and values related to the marine environment and learn ways to communicate through a combination of text and photographic images. The students worked towards a final exhibition of their photographs and text. The project aimed to offer an example or model for other disciplines in the university, for how science/art disciplines can work together more productively in a teaching context. As Bursztyn & Drummond (2014) note, teaching issues around sustainability across disciplinary boundaries bring a host of challenges. This project brings together two very different disciplines, with different epistemologies, methodologies, and pedagogies – by adopting a cultural perspective through the process, both staff and students will be asked to negotiate and chart the cultural differences that arise, and these perspectives will provide the foundations for the toolkit to be produced. The experiential learning opportunity offered both sets of students the opportunity to develop valuable skills of collaborative practice, where the focus on working with students from a different discipline will encourage them to develop their communication skills beyond their specialist field. Collaborative practice is already an integrated element in the photography course at Plymouth University; however, experience has shown that students could benefit from further scaffolding to help them develop the necessary skills. By leading students through a series of fieldtrips and structured 'learning events' (Ballantyne & Packer, 2010: 251) towards the final collaborative piece, we anticipated that students would engage in deeper learning of such skills. This project offered an ideal opportunity to explore this interface and measure the effectiveness of science/ art collaboration in environmental values communication. The photography students retained a focus on developing their photographic practice, whilst the marine conservation students followed their curriculum – but the interdisciplinary collaboration intended to offer a discursive and reflective space for all students to evolve their understanding of their relationship with the marine environment. This teaching fellowship addresses several of the goals within the Teaching & Learning Strategy at Plymouth University (2013- 2020) that aims to 'differentiate our academic offer by ensuring issues and principles of sustainability permeate and inform our programmes and modules, learning from existing best practice so that students engage positively with sustainability issues affecting their personal and professional lives'. Specifically, this project represents an 'exciting opportunity to develop students' academic, personal and professional skills' (p.4) and to 'embed research and professionally-informed practices in all student learning and particularly through experiential, active learning, studio work, laboratory, fieldwork and placements' (our emphasis, p.5).

Designing Exciting Assignments: Experiences on the use of video-based assessments in higher education

Session E1

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With the emergence of modern, accessible technology, the impetus is now on the redesigning of curriculum to incorporate new methods of assessments over traditional ones such as essay writing. In this realm, video technology has opened up a huge array of opportunities for both the delivery of curriculum as well as the assessment of learning outcomes. This study is based on the experiences of higher education students at Strode College on the use of video-based assessments, over a period of three years, on a course validated by Plymouth University. As a pilot project, the students were assessed by means of video-based assignments for a particular module on the course. This required the students to create a short movie clip or a documentary-style video, typically five to 10 minutes long. From the tutors' standpoint, it resulted in a positive, marked change on the students' levels of enthusiasm in working on the assignments for that module. Students were interviewed face-to-face about their experiences thereafter. In addition, their views about assessment methods expressed through written surveys were collected. It was evident from the data that the students wholly appreciated this unique method of assessment and wanted more of such in other modules as well. This session will provide full details of the study as well as the methodology of setting such video-based assessments including information about the possible styles of video, equipment that could be used, video editing software and suggestions on how this new and exciting assessment method could be applied to a variety of contexts or subject areas.

Strode College is a partner institution of Plymouth University.

Love Barne Barton: a happiness and well-being event

What can healthcare students learn from Patient and Public Involvement in the design of a health promotion event?

Session B3

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This project enabled students to work in partnership in a community setting, demonstrating the value of reflective diaries, and ethnographic video research techniques. While the example here is healthcare, the research process and student engagement is widely applicable.

Background Community-engaged health professions education (CEHPE) empowers communities in the design of community-based educational activities to address both community health needs and healthcare students' learning outcomes. CEHPE is particularly important within disadvantaged communities, where health inequalities are rife. To involve the public, healthcare programmes must have formal strategies in place to engage Patient and Public Involvement (PPI) in their curricula.

Methods We recruited 2 community leaders from Barne Barton, the 7th most deprived community in Plymouth, to act as a PPI committee. They liaised with 16 healthcare student participants to co-design '*Love Barne Barton: a happiness and well-being event*' which focussed on ways to enhance well-being and targeted young families in need. Collected data included reflective diaries, ethnographic video footage and transcribed focus group discussions.

Results and Discussion Data were analysed thematically using qualitative analysis software and triangulated, stills were captured from the video footage and coded to the overarching themes. This study demonstrated that PPI offers several educational benefits to healthcare students; the community leaders' unique insight into Barne Barton's health requirements allowed for the event to be tailored to their needs and by enabling the students to engage directly with the community they contextualised public health issues outside of the classroom environment.

Employing Research Methods to measure and characterise Learning Gain in Higher Education

Session A2

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Measuring the contribution of HEIs to student learning has been much debated, predominantly at international level, where there is a recognition learning is situated in multidimensional processes (RAND, 2015). In a UK context the TEF will focus on capturing student learning and outcomes across a variety of metrics as a measurement of quality and effectiveness. HEFCE are exploring the development of methodologies that will enable the data capture of Learning Gain – the distance travelled in skills, competences, knowledge and personal development at two time points - through a variety of metrics. Although there are a wide variety of methodologies currently employed to provide institutions with proxy measures of Learning Gain (many of which are based on standardised testing or employability measures), the potential linkage to TEF judgments adds a critical strategic dimension to this work. Any nationally adopted methodology for the measurement of Learning Gain with have enormous impact on institutional strategies and consequently the student learning experience. Plymouth University is one of 13 pilot projects funded by HEFCE to explore different approaches to measuring Learning Gain. The project aims to assess if we can capture data on Learning Gain relating to research skills development across programmes and academic disciplines using a standardised measure. This work builds upon previous research undertaken by members of the project team in relation to research methods training and development for students and staff (ESRC, 2012; HEA, 2013,2014). The project is a collaboration between six partner colleges and Plymouth University, involving subject disciplines of Business, Law, English, History, Science, and Early Years Education. This a longitudinal project running over two years (2015-2017) capturing data from programme cohorts enrolled in 2014/15 on Foundation Degrees and BSc/BA programmes. The project utilises a mixed methods approach culminating in a student self-evaluation survey, repeated at three time points, and individual student reflective narratives on experiences of research skills training in the context of their discipline knowledge. The survey captures data across learning domains of the student experience. This paper will disseminate the projects progression at the end of year one in relation to the piloting of the survey, reflective narratives, discussion of methodological and practical challenges, and next steps.

Self- Help Inspiring e-resources (SHINE): Plymouth University's Self-help Website supporting students regardless of location of study

Session G

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Plymouth University provides high quality education to all students regardless of location. The widening of access to a Plymouth University award for students studying off campus students in both national and international locations has created greater pedagogic possibilities and engendered a focus on enhancing digital literacy (Plymouth University Digital Strategy (2012-2020)). However this has also created questions as to how we can best support student wellbeing over a distance. In 2015, a partnership between Academic Partnerships, Partner College students, postgraduate research students. and the Student Counselling and Wellbeing Service was formed to develop a student inspired, accessible platform of self-help resources. With over 10,000+ Plymouth students currently studying 'off campus', the partnership group created SHINE, a website of Self-Help Inspiring E-resources. The SHINE website categorises student friendly content. You can watch, read, listen, find apps and useful links to the best online resources and information about mental health and well-being. Students were at the heart of this project. They scripted films, co- wrote the web content and shared their experiences of mental health issues on camera as a way to support other students facing similar issues. Students are often involved in a variety of higher education research projects as either co-researchers or participants, yet we often neglect to acknowledge the potential benefits to student learning that taking part in academic research can bring. Integral to our research has been working with students from partner colleges. Winn, (1995) argues that "practical experience is essential to the learning of research methods...and this experience should be as 'real' as possible". Lecturers at partner colleges invited their student groups to take part in the research to benefit the research team in gathering data for the project, alongside exposing the students to 'real world' research in preparation for their own student projects. However in addition to this, the focus group was embedded within a lecture on focus group methodology. Therefore instead of simply being 'participants' in a focus group, these students learned about focus group methodology by 'being' a focus group. The research and pedagogic task were aligned to offer immersive experiential learning. Students reported enormous gains from this not only in terms of feeling more engaged with research as a discipline but the consultative aspect, aim and topic of the focus group helped them to feel a greater connectedness to Plymouth University. This workshop aims to give participants a 'hands on' opportunity to explore the SHINE resources and explore the pedagogic possibilities of learning through doing. The workshop will take the form of a focus group and offer an immersive experience of relating with SHINE.

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Writing with Charlotte: Image as a pedagogical tool to facilitate academic writing

Poster

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This poster takes writing out of its purely verbal understanding and practice and puts it in the realm of the visual. By doing this, we aim to promote a more practical approach to writing as a creative exploration of thought and ideas generated by a visual source. This is largely inspired by the work of scholars who studied signs in terms of the signifiers and the signified (Saussure, 1983; Barthes, 1967). Extended to visual elements, their theories facilitate reading images at multiple levels – from the literal denoted image, to the connoted symbolic nature of it. Therefore, the act of reading an image is just as rich as the exploration of language through writing, and the meaning that is signified can change with each reader depending on their knowledge and culture.

The image analysis process thus mirrors the stages of academic writing – from a rough draft that describes and outlines the main argument, through an analysis of various perspectives and interpretations of the content, to backing up ideas with research and evidence. The critical thinking model (Learning Development, PU, 2010) can be applied here to provide prompting questions that help students with analysis.

Benefits of using images as sources of writing activity:

- breaks through the fear of starting writing as the hardest part,
- good for students with barriers to text (e.g. dyslexia) and international students,
- offers a new approach to writing,
- helps with writer's block,
- breaks down the writing process into stages,
- encourages academic curiosity,
- promotes discussion and critical inquiry,
- makes writing less intimidating.

Stop fishing around for discipline specific writing - Wrasse is the catch of the day

Poster

Jason Truscott¹

Plymouth University Learning Development (Learning Support and Wellbeing) Learning Development Advisor

Having discipline specific examples of writing can aid learning, but only if students know where to find it, and are confident their tutor approves! Plymouth University's Wrasse, a recently redeveloped digital online writing resource (courtesy of Learning Development) provides a focused platform for discipline specific writing, but with a twist. The most powerful feature is the guided interactive comments made by the original markers. This allows users to peruse, learn, and truly understand why the writing was good. Aimed towards staff and students, this free, social media driven web browser software has undergone significant improvements. In older versions of Wrasse, the process of submission was not simple; however, this version has been developed to allow complete autonomy. Just a quick signup allows anyone to become a contributor. There is, of course, no specific requirement to sign up, because anyone can freely search the database according to discipline area and academic level as many times as they like. If visitors find suitable examples, they can easily save them in their web browser or digital learning environment for further consumption later. Wrasse has the potential to be an extremely powerful educational tool, enriching academic writing for all. To all tutors: we would love to have more writing examples from your students! Perhaps you already have some assignments you consider to be good, and which also include your own comments or feedback? Those would be perfect for Wrasse. Join us, collaborate, and help build and shape the future of academic writing in Higher Education for everyone!

Interdisciplinarity and the first year curricular: realising the potential of Plymouth Plus

Session H

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Additional Authors:

Debby Cotton², Pauline Kneale³ and David Morrison⁴

Across the sector exposing students to the rigors of interdisciplinarity is an increasingly common feature of undergraduate curricular (Thompson-Klein 2010). However, there is no unified approach to promoting interdisciplinarity, or what this means (Huutoniemi et al. 2010). One prominent debate is whether we should teach students interdisciplinary content, or teach students to be interdisciplinary in their approach to learning and their subject; is one more important, and can we do both? Is it interdisciplinary for a student to learn content outside of their subject, or to learn to collaborate across subjects? Research on both disciplinarity and student learning suggest the first type on its own is problematic (Morrison 2014). Though it may be good knowledge for a student to have, it is hard to justify it as interdisciplinary. In terms of transferable skills and what employers across the range of faculties routinely ask for, the second type appears essential to a strong graduate (Lyll et al. 2011). But, of course, this still requires input from multiple disciplines. In either case, what is the actual value of interdisciplinarity? Should we really want to develop it, and if so how (e.g. what are 'good' interdisciplinary ILOs?) In this workshop we will review what is known about developing interdisciplinarity in the undergraduate curricula, and look at the early findings of the evaluation of Plymouth Plus in this context. Drawing on expertise from across the University, we will provide practice and guidance on promoting interdisciplinarity through Plymouth Plus. Emphasis will be on building ideas that are interesting but also useful to students, locating collaboration, and what type of interdisciplinary ILOs can be effectively met in the intensive format.

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‘People Like Me’ : Confronting stereotypes

Session I

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The workshop will aim to equip people working in STEM with materials and content that can show girls and boys from a diverse range of backgrounds, how they can progress in a STEM career. The workshop will consist of: 1. An explanation of the facts behind the approaches to engage students and teachers in STEM. 2. An explanation of what unconscious bias is and why it is useful and needed nowadays. 3. A set of tips to support with advising pupils on identifying their strengths and applying them to STEM careers. 4. The use of the ‘People like me’ app will demonstrate how students can be encouraged to follow a STEM career but to also identify their skills and strengths. 5. The workshop will incorporate interactive quizzes, and an analysis showing students how their self-identity maps onto roles where their personality would fit well. The session will be open and suitable for all teachers of different levels, from primary to Higher Education, for STEM ambassadors and anyone who would like to find out more about encouraging people to follow a STEM career. The workshop will challenge the stereotypes and will offer an inspiring session whilst raising awareness of what it means working in STEM. During the one-hour session, participants will be encouraged to discuss and bust the myths surrounding a STEM career. Using the resources provided during the workshop, alongside intense and interactive discussions, participants will walk away with a rich portfolio of opportunities to maximise the number of young people working in a wide range of businesses and organisations.

Problem Based Learning in Sustainability Education - key lessons learned

Session C

Paul Warwick¹

Plymouth University Teaching and Learning Support Centre for Sustainable Futures Lead

Additional Authors: Roger Cutting², Fiona Dalton³ and Lynne Wyness⁴

Sustainability Education research, particularly within the monitoring and evaluation of the UN Decade of Education for Sustainable Development, advocates for participatory, experiential and active pedagogical approaches (UNESCO 2012). Paul Warwick, the Centre for Sustainable Futures Lead, will briefly highlight how this pedagogical shift is seen as a necessary educational reform in order to draw out the holistic range of knowledge, skills, competencies and attributes that graduates require in the pursuit of more sustainable futures in an ever changing and challenging world. This workshop focuses upon problem-based learning (PBL) as an active pedagogical approach that seeks to harnesses student voice. Fiona Dalton, from the Faculty of Business, highlights some of the key principles of PBL as experienced through her innovative use of this approach in her Accounting for Sustainability undergraduate module over a number of years. In so doing PBL is framed as placing the student at the centre of the effective learning process. Through this approach students are expected to work in small self-organising groups to gain a deeper understanding of a sustainability issue or problem, through the application of research and prior knowledge and the production of a solution that may take various forms. Effective PBL is seen to require the careful construction of relevant, real world and challenging problems and the provision of facilitatory support throughout the learning process. Lynne Wyness, an Educational Developer within Teaching and Learning Support, will then share key findings from her research with students who completed the module in 2015. This sheds light on the degree to which PBL helped students learn more about sustainability both as a body of knowledge and a set of skills and competencies. This workshop concludes with Roger Cutting from the Faculty of Arts and Humanities who has researched in the area of PBL. From a paper published in 2015, he provides a critique that argues while PBL has the potential to be an effective pedagogy for sustainability education it nonetheless demands considerable professional dexterity and relational facilitation by educators wishing to provide such a learning space for their students.

Designing Effective Situated Learning Experiences for Hospitality Management Programmes

Session A3

Craig Wight¹

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This paper introduces the idea of the hospitality management student learning journey; a model that sees students interface with hospitality operators based on experiential learning principles. Such an approach encourages deep learning and reflective practice (Lashley, 2007, Bobbitt et al., 2000, Feinstein et al., 2002). Experiential learning involves the student in settings that require them to use active and reflective processes in stimulating and challenging environments (Feinstein et al., 2002, Murphy and Jong, 2009). Such modes of learning have informed recent innovations in four BSc programmes in Hospitality and Cruise Management at Plymouth University. Based on the collective commercial experiences of key members of the academic team, we have developed and led a creative new approach to experiential learning, which drives immersive student participation. Two learning journeys in particular have been successful, and these are a stage 1 hospitality business orientation trip to Glasgow and central Scotland, and a visit to the Champagne producing region of France to encounter 'luxury' hospitality products and services. The central ethos of the approach is that the 'best practice' aspects of business, such as processes, service philosophies and visitor experiences can only ever be fully appreciated by witnessing these first hand as part of a structured learning activity. These learning journeys differ from traditional 'field trip' models of learning since they are meticulously structured, anchored to learning outcomes and assessment, and supported by industry stakeholders who receive a comprehensive brief about the learning that we want to take place ahead of the trip. They are also successful because they involve students in the planning and delivery stages, and in disseminating real time experimental reflections across several student-owned social media platforms. This paper therefore reports on the planning and delivery mechanisms behind these experiences, and reflects over their successes and challenges. The aim is to share best practice with others who are involved in the delivery of experiential learning within Plymouth University, and elsewhere in the sector. These trips continue to stand out as unique selling points of the four programmes that they are attached to, and they have a demonstrable influence over key metrics such as NSS and SPQ scores.

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International Perspectives on Sustainable Development in Business and Economics: China and the UK

Session D2

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Sustainability is a global strategic priority which requires shared understanding across different political and cultural contexts. Higher education (HE) is often considered to play an essential role in responding to sustainability issues, owing to its contribution to developing leaders of the future. All disciplines have the potential to contribute to an enhanced understanding and response to sustainability, but the Business and Economics disciplines have been identified as key for advancing sustainability practices - alongside increases in scientific understanding. In China, rapid economic development has led to significant environmental problems, which will require a concerted effort to resolve, and may entail a delicate balancing of the environmental and development imperatives. In addition, there is evidence of strengthening relations between the UK and China – illustrated by the recent presidential visit to the UK by Xi Jinping and joint investments in nuclear industry. The increasing Chinese international student population who come to the UK to study Business and Economics suggests that greater understanding of how sustainability is embedded into HE would be of interest to scholars in both locations. This research project explores sustainability in the context of Business and Economics disciplines in Chinese and UK universities. Data collection in China was carried out in October-November 2015, and involved interviews and focus groups with Business and Economics lecturers in three high profile institutions in China (the UK data collection will take place later in 2016). Interviews explored perceptions of sustainability held by Chinese lecturers, as well as content and pedagogy used to teach sustainable development. The data are currently being analysed, but provisional findings indicate:

- The ubiquity of western theories and models of development in economics teaching, despite the limitations of such approaches in both the Chinese and UK context.
- Tensions around access to data, 'sustainability truths' and relevance
- The teaching of controversial issues

This paper reports on these provisional findings and discusses their possible implications for teaching sustainability themes in Business and Economics to the international Chinese student.