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Welcome to the PedRIO Annual Report 2016

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

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

The University web presence for PedRIO and Teaching and Learning has been radically updated. The sites will evolve, but importantly showcase projects and their outputs, case studies and the work of the Institute theme groups. In this last year the Digital Innovation Theme Group has expanded its activity and developed new directions with an emerging Gaming and Simulation theme group, the Masters Group held a specialist conference day and writing groups encouraged further publication ideas. The Occasional Paper series increased with the Issues in Masters Level Courses, PedRIO Occasional Paper 10. Suggestions for additions to the series are always welcome.

The PedRIO / Teaching and Learning Support staff have a central role in supporting staff to develop their pedagogic practice, advise on colleagues internally and externally who may be approached as potential collaborators, and promoting opportunities for research and development funding. Research takes place in a range of contexts in the UK and with international partners, including learning in the workplace, in further education colleges, and in online environments. In addition to the website the newsletter and email lists promote opportunities. For the most recent information on pedagogic research calls for funding, conferences etc., please visit the PedRIO website: www.plymouth.ac.uk/pedrio or contact Chloe Harvey or Lynne Wyness. Suggestions for future events and activities can be made at any time or through the excellent Steering Group which provides drives the Institute’s activities.

Professor Pauline Kneale, Director of PedRIO

Completing its sixth year of operation, PedRIO provides an established community that enables and celebrates innovation in Higher Education pedagogies. Currently PedRIO involves over 400 University staff whose breadth of knowledge and expertise ranges across all aspects of higher education (HE) pedagogy. With over 90 publications and 210 conference and other presentations, 5 conferences and two new National Teaching Fellows, it has been a demanding and dynamic year in the PedRIO community.

The PedRIO conferences and workshops raise the visibility of Plymouth’s many leaders in both the scholarship of higher education practice and research into learning and the student experience. The debates, exchanges and significant contributions from external speakers create dynamic spaces for developmental ideas to be fostered and promoted. The conferences this year attracted an increasing number of external participants, which provides Plymouth staff with excellent insights into practice in other universities and prompts the development of working relationships which may lead to future joint research proposals.
National Teaching Fellowship Awards 2016

Dr Jennie Winter (TLS) and Professor Hilary Neve (Medicine) and both PedRIO researchers have won National Teaching Fellowships, while Dr Cathy Coelho (Dentistry) leads a team which has been shortlisted for one of the new Collaborative Awards for Teaching Excellence (CATE). The awards will be presented at the National Teaching Fellowship dinner in January 2017.

Dr Jennie Winter (pictured middle right) is an Associate Professor in Academic Development at Plymouth University. She has worked to raise awareness and change practice in a range of inclusivity issues in higher education including unconscious bias, internationalisation, widening participation, mature students and the progression between college-based and higher education. She is a keen advocate of Education for Sustainable Development. Her highly innovative academic development work in this area is leading in the sector and is currently used as an exemplar of good practice by the European Commission. Jennie has delivered faculty development in this area across the UK and in the USA, Canada and China. She plans to develop future work in to two areas: how best to enhance current practice in evaluating teaching-related continual professional development, and the international development of Education for Sustainable Development in universities.

Hilary Neve (pictured above left) is a Professor of Medical Education at Plymouth University Peninsula Schools of Medicine and Dentistry. Her shortlisting recognises her championing and development of the small group learning activities which are central to the Plymouth University Peninsula School of Medicine undergraduate curriculum, particularly as a setting for students to reflect upon and make sense of their clinical experiences. She has led major re-designs of the professionalism and Problem Based Learning (PBL) programmes and undertaken pioneering audio-diary research exploring threshold concepts within medical education. Her initiatives have dramatically improved student feedback and students’ understanding of professionalism. Key to this success has been Hilary’s support and training of her small group facilitator team.

Dr Cathy Coelho (pictured right), Senior Lecturer in the School of Dentistry, leads the shortlisted CATE award team of academics and dental hygiene and therapy students, on a project which links the School and the local community to innovate dental teaching. The project saw the development of a unique communication aid for stroke survivors with aphasia, for use in dental settings. The team involves five dental therapy and hygiene students, four academic staff, a Stroke Association speech and language therapist and eight stroke survivors with aphasia, who met at the support group Chatterbox. Students were equal partners and active team collaborators throughout.
PedRIO research theme groups in 2016

The PedRIO theme groups promote and coordinate leading-edge, cross-disciplinary and multi-method HE pedagogic research. Here is a brief overview of the groups’ aims and main areas of activity in 2016.

**Sustainability Education Research Group / CSF – Stephen Sterling and Paul Warwick**

The Sustainability Education Research Group facilitates cross-institutional research relating to education for sustainable development. The group is hosted by the Centre for Sustainable Futures within Teaching and Learning Support. In 2016, the group ran a series of sustainability education research seminars for staff and doctoral students to share their research as well as engage with national and international experts. Topics covered have included competency based approaches to sustainability and global citizenship education, action research for change leadership and place based learning. The seminar series incorporated guest presenters from Vechta University in Germany, Kyushu University in Japan and Hull University in the UK.

Researchers in this group have remained at the forefront of this field through a variety of research projects, including the PedRIO funded project ‘More than scaling-up: sustainability contexts, competencies, and consequences – a critical inquiry’ (led by Stephen Sterling with colleagues in Germany and USA). This included staff workshops around the topic of systems thinking and institutional change, and the project has to date resulted in one book chapter and three conference presentations. Debby Cotton and Jennie Winter have continued to develop their pedagogical research work with a number of leading universities in China and their research into students’ energy literacy. Roger Cutting has been the Principal Investigator on a three year longitudinal research project in collaboration with the Wiltshire Wildlife Trust evaluating their Wild Woods Project. Dr Paul Warwick has begun researching students’ experiences of working as partners in the development of Sustainability Education resulting in a paper presentation with two of the University’s students at the EAUC annual conference in Bristol.

Collaboration between researchers in this group has supported a number of funding applications. Lynne Wyness led a team that was successful in securing funding from HEFCE’s Catalyst fund to develop an interdisciplinary learning framework between the arts and sciences with a focus on sustainability (£50,000). Members of the group have presented at numerous national and international conferences, including the PedRIO annual conference, the Sustainable Earth Institute annual conference, ECER, BERA, WSSD at MIT, and the Sustainability in Higher Education conference at Canterbury Christ Church University, the second in a national conference series co-led by Dr Paul Warwick. Stephen Sterling continued to work with UNESCO as co-chair of the International Jury for the UNESCO-Japan ESD Prize (pictured above) and has also co-led an international network of educational researchers on the theme of ‘post environmental and sustainability education: re-making education’, and the completed book will be published by Palgrave in 2017.

One emerging pedagogical theme explored by members of the Sustainability Education Research Group has been the use of games and simulation to enhance sustainability learning. This has drawn in particular from the work of Janet Richardson and Jane Grose on the Erasmus funded Nursus project. Recognising the University’s strength in this pedagogical field has led to partnership work with Michael Paisley (Research and innovation business partner) to bring colleagues together at a cross institutional level. This has resulted in a workshop presentation at the University’s Digital Learning: technology, practice and policy conference in June and the emergence of a new PedRIO theme group ‘Game and Simulation Enhanced Learning’ to be formally established in 2017.
CAMERA (Collaboration for Advancement of Medical Education Research & Assessment) – Dr. Julian Archer

The Collaboration for the Advancement of Medical Education Research & Assessment (CAMERA) in the Plymouth University Peninsula Schools of Medicine and Dentistry (PU PSMD) brings together academic researchers, medical professionals and educators seeking to improve patient safety and engagement through evidence-based professional education. We achieve this by undertaking collaborative research that impacts directly on theory, policy and practice.

We focus on improving patient safety and engagement through understanding clinical education and assessment and its impact on the clinical workforce; including selection and widening participation, simulation, professional regulation and patient and public engagement.

We continue to build an international profile in the educational, regulatory and clinical literatures; working collaboratively with, amongst others, the Universities of Manchester, York, Birmingham and Oxford as well as charities and policy makers such as Masanga UK – a charity supporting the fight against Ebola in Sierra Leone, the Department of Health England, the General Medical and Dental Councils and the National Institute for Health Research (NIHR).

This year saw continuing grant income for studies exploring patient feedback and their wider engagement in healthcare regulation, the regulation of dentists, and understanding prescribing behaviours in trainee doctors.

As part of the ongoing CAMERA international seminar series we have welcomed amongst others, Professor Eleanor Milligan Professor of Ethics and Professionalism at Griffith University, Australia, Dr Geoff Wong, Clinical Research Fellow, University of Oxford and Dr Eric Holmboe, Senior Vice President for Quality Research and Academic Affairs at the American Board of Internal Medicine, USA.

Masters Level Teaching (MLT) – Pauline Kneale and Julie Anderson

The Masters level conference also launched Masters Level Teaching, Learning and Assessment – Issues in Design and Delivery edited by Pauline Kneale with over 50 contributors. The conference attracted 40 external speakers and attendees to join University of Plymouth staff. The event provided the impetus for lively discussions of all aspects of the taught postgraduate student experience. It was agreed that this area is significantly under-researched.

Contributions from Plymouth colleagues included Rong Huang discussing international student’s needs, Ken Gale and Emily Beaumont presenting on their experience of writing together as teacher and student, and Louise Winfield, Valerie Huggins and Julie Anderson drawing on their experience as teachers and students in supporting students seeking further professional qualifications.

Critically Inclusive Pedagogies (CIP) – Suanne Gibson

Throughout the past year, members of CIP have continued with their extensive collaborative research, journal article publications, conference presentations and keynotes. Our work to create a voice at a national level on inclusive pedagogy and critical thinking on equality has included attending SRHE events in London, where further contacts were made and invitations extended. Suanne is working with SRHE contacts as part of her editorial work on a special edition of the journal pastoral care in education, entitled – Questions of ‘pastoral care and compassion’: The Academy’s experiences, practices and responsibilities in changing times, due out autumn 2017. Mel and Suanne spoke at MMU’s ‘Reconsidering the human’ series over the summer, where their work was well received and further national connections established.
CIP members have also presented on the ‘Becoming Student’ PEDRIO funded project at national conferences. Student co-researchers on this project are currently working with academics on a journal article. Suanne has been invited to present on her research at Sussex University in April, where she will engage audience on matters and questions of compassion and their place in the context of inclusive education. Finally, Suanne and Mel have successfully had a book proposal accepted by Routledge for publication in summer 2018. The book will be entitled: Disability and Questions of Social Justice: A kaleidoscope for revised and extended approaches to intersectionality.

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

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

2016 saw the launch of five Special Interest Groups(SIGs) at the Digital Learning: Technology, Practice and Policy event, part of the Vice-Chancellors Teaching and Learning Conference. The DIG SIGs are focussed around key digital areas of Blended and Distance Learning; Digital Learning Environment; eAssessment; ePortfolios with PebblePad; and the Plymouth University Mobile App. These groups focus on sharing current practice, issues and solutions and ‘the art of the possible’ across the University and use these interactions to develop an awareness of future requirements.

The theme group maintains a strong interest in learning analytics following the successful conclusion of the HEA funded project Effective Learner Analytics: a senior leadership – staff – student informed approach. Outcomes from the work were reported at the Association of Learning Technology conference along with recommendations from our digital badges ecosystem work. Implementation of learning analytics is now underway via a University project to implement the JISC Learning Analytics Solution.

Neil Witt made keynote presentations in Australia and Singapore and is once again a contributing editor for the annual NMC Horizon Report which will be publishing its much respected assessment

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

Game Enhanced Learning (GeL) is perceived by educationalists as a form of learning that can supplement and enhance current classroom based education at all levels. Research has shown that interactive virtual learning can permanently transform the educational landscape and deliver better academic results. However, despite this recognition, there is a lack of sufficient empirical evidence to support GeL as a pedagogical approach. Simulations on the other hand have been widely used to support training needs across various fields such as military, medical, surgical and business. However, recent trends of using simulations appear to have had an impact on how games are being integrated within the educational context. It is important utilise an analytical approach that considers how different elements of Game/Gamification along with simulations act upon one another within educational settings.

The newly formed PedRIO GSeL interdisciplinary research theme group will be exploring some of the key research challenges (but not limited to) outlined below:

- A clear articulation of the relationship between academic achievement and GSeL
- The role of GSeL in educational assessment in the form of interactions, successes and failures that can tracked
- Social, cultural, and economic differences that might affect GSeL
- Identity and its role for learners and tutors in GSeL environments

The group is going to kick start 2017 by mapping out various GSeL initiatives within Plymouth University and exploring the impact of these projects and initiatives. We will report some of the initial findings around a workshop before the summer break. We are also planning a PedRIO GSeL day conference later in the year and are in the process of setting up web and social media presence. If colleagues are interested in getting involved or want to know more about the group please email the lead arunangsu.chatterjee@plymouth.ac.uk
Research and collaboration highlights

Throughout 2016, members of PedRIO worked in collaborative partnership with academics and researchers both nationally and internally. (See Appendix 4 for more details of PedRIO Fellows’ collaborative activities.)

Enhancing Access, Retention, Attainment, and Progression: a review of the literature showing demonstrable impact

This extensive review was funded by the Higher Education Academy, and conducted between March and July 2016, by Professor Debby Cotton, Dr. Oli Webb, Dr. Lynne Wyness, Chloe Harvey, and Professor Pauline Kneale. It aimed to identify ‘what works’ in relation to enhancing access, retention, progression and attainment, aligned with the HEA’s framework in this area.

The report is due to be published in early 2017 and presents a synthesis of literature published since 2009 that demonstrates significant impact in each of the key student outcomes of access, retention, attainment, and progression. This builds on a number of key HEA publications from the past five years that have addressed issues associated with these four outcomes (Jones, 2008; Thomas, 2012; Evans, 2015; Woodfield, 2014; Woodfield and O’Mahony, 2016; Hanesworth, 2016).

In an era of increasing fees and aspirations to widen participation in UK higher education (HE), understanding what works to improve outcomes for different groups of students is vital (Harrison and Hatt, 2012). Specifically, stakeholders are interested in four key moments in the student life-cycle: access to HE (the extent to which groups can gain entrance to different types of higher education institution); retention (participants’ likelihood of continuing or withdrawing from study); attainment (the extent to which students are enabled to fulfil their potential; sometimes discussed in terms of achieving a 2.1 or first class degree); and progression (successful transitions within the programme of study and afterwards to employment or further study) (HEA, 2015).

This review locates and reviews a representative collection of empirical research that evidences demonstrable impact relating to each outcome, from which broad observations can be drawn about what works. The volume of material visited precluded in-depth discussion of each source; nonetheless, it is hoped that the review can serve a helpful function in signposting readers to relevant material, which they might wish to consult directly.

REF 2014: HE Pedagogic Research and Impact

The HEA-funded a research project to examine aspects of REF on HE pedagogic research in summer 2015. Research in the UK, and many other countries, is increasingly driven by national research evaluation exercises (in the UK, by the Research Excellence Framework (REF)) which aim to compare outputs of researchers in each university with others in the same discipline elsewhere. However, there is a widespread belief that pedagogic research in HE is undervalued. This project explored issues surrounding the submission of and value given to pedagogic research within the 2014 REF exercise, with colleagues across the UK who were involved in the submission to the Education Unit of Assessment and with other stakeholders. In particular, we were seeking to investigate individuals’ experiences of undertaking HE pedagogic research and of having such research assessed for REF2014, and to learn about the experience of developing impact case studies for the REF. We were especially interested in the effect of the rules for eligible impact case studies in UoA25 which embraces education at all stages from early years to life-long learning. The desk-based study of the Education submissions to REF2014 found that:

- The proportion of HE-related outputs was (at a minimum estimate) 9% of total submissions;
- HE outputs were published in a total of 122 journals, with 50% of these published in ten journals;
- Of the 106 named research groups, only five explicitly included HE in their title (less than 5%);
- The proportion of impact case studies primarily focusing on HE was (at a minimum estimate) 8%.
Thus HE research formed a relatively low proportion of both submitted outputs and impact case studies. Analysis of interview data offered several competing explanations for this low submission rate. Pedagogic research may be limited in quantity, or fail to meet the quality threshold: HE pedagogic research was often small-scale and localised. HE pedagogic research was in some cases also under-valued by those co-ordinating submissions and/or by university management. Issues noted also included: tension between the need to share innovations and evaluation with other practitioners, and producing academic outputs; contractual issues with some researchers on non-academic or teaching-only contracts; and the perceived need to keep the submission ‘safe’ which may have led to the exclusion of pedagogic research outputs which were felt to fall outside traditional research areas. Overall, findings suggested that concerns about pedagogic research and REF continue to be raised, and that the addition of the ‘impact’ element has not alleviated these. With the sector moving towards the use of more teaching-only contracts, these issues may become exacerbated in the near future.

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

PIs: Dr. Lynne Wyness and Dr. Paul Warwick, Project Co-ordinator: Dr. Dave Morrison

This project aims to design, introduce, and evaluate an interdisciplinary learning framework in three undergraduate arts/science programme partnerships within the University. The project has four objectives:

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

Interdisciplinary learning requires a meaningful goal or output necessitating integration of differing expertise—interdisciplinary learning outcomes cannot be assessed outside of this (Morrison 2014). One such goal is Education for Sustainable Development (ESD). Increasingly recognised as a global priority area of reform in education (UNESCO 2014), the graduate competency development and attributes agenda of ESD has led to its advocacy for interdisciplinary, participatory, and active pedagogies (Tilbury 2011; QAA, 2014). Such approaches are considered vital in the development of skills and collaborative relationships across disciplines are required to address the multiple points of global crisis, with regard to environmental degradation and social injustice. Drawing on our expertise in this field, sustainability will form the focus of the interdisciplinary activity.

The project is underway and will be developing interdisciplinary learning opportunities for students in various science and arts programmes at Plymouth University in the following academic year 2017–18.
Pedagogic Research and Teaching Innovation (PRTI) 2016 funding programme

Each year PedRIO supports teaching, learning and student experience related research projects initiated by staff at Plymouth. Applications to the Pedagogic Research and Teaching Innovation (PRTI) funding scheme doubled this year, with 35 proposals submitted for the 2016 funding round in January. Of these, eight projects, spanning a range of pedagogic issues, were funded totalling £45,621. Work on these is ongoing, and preliminary findings for many of these will be reported to the Vice-Chancellor’s Teaching and Learning Conference in June 2017. Information and links to outputs will be posted on the PedRIO website in due course.

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

This project aims to evaluate the pedagogical effectiveness of the OncoSim project, which introduces final year Biomedical Science students to cancer genomics and associated drug therapy, and then to use the findings to plan a linked website, OncoWiki. The website will allow students to create and upload simulated patient data and to download and use these data to plan clinical decisions. The intention is for OncoWiki to eventually become an important tool in training the next generation of biomedical scientists and clinicians in personalised cancer therapy.

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

This project will develop a digital walking tour of central Plymouth for use on mobile devices that can aid disciplinary-based learning in-situ and outdoors and encourage students across disciplines to explore and learn about their term-time location. This develops previous knowledge of learning technologies by exploring how engagement with mobile technology can extend place-based learning beyond simply learning about place.

Exploring the importance of ‘sustainability principles’ for dietetic practice and how to streamline these into the dietetic curriculum: a scoping review of the possibilities. Dr Clare Pettinger (Faculty of Health and Human Sciences)

This small-scale scoping project aims to explore how ‘sustainability’ is understood within the dietetic curriculum, and how ‘sustainability principles’ can be better embedded. Given the recent announcement of future funding cuts for student dietetic training, the British Dietetic Association (BDA) is currently exploring the ‘future role of the dietetic professional’ and has agreed that sustainability principles provide critical thinking points for this development. This work is timely as it fits with the BDA’s forthcoming curriculum review (2018) and the project findings will feed into the longer-term national research strategy to explore the professional role of dietitians in relation to the sustainability agenda.

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

This project aims to investigate whether it will be effective to adopt social media to disseminate training opportunities and engage international students to develop their employability while they study in the UK. More specifically, three research objectives are to examine international students’ opinions on usage of social media to engage them in different employability opportunities; to assess the effectiveness of the social media; and to make recommendations to relevant student services for better engagement of international students.

Service Learning for Sustainability: A feasibility study into the potential for a new learning opportunity at Plymouth. Dr Alan Morgan, Dr Paul Warwick and Michelle Virgo (Institute of Education/TLS/Growing Sustainable Futures CIC)

This project explores the potential for a new student learning opportunity at Plymouth University via a Service Learning pedagogical approach. Increasingly, service learning is being identified as a core component within Higher Education in the US with a growing field of research and practice at degree programme and co-curricular levels. Coupled explicitly with sustainability, it represents a significant area of teaching innovation within the UK context, with the potential for Plymouth to play a leading role in its development at HE level. This project aims to assess the feasibility of the use of a service learning pedagogy within a UK higher education environment; to produce recommendations for utilising service learning within both curricular and co-curricular provision; to identify the potential for service learning to provide a new place-based learning opportunity for students.
across the city and local region; and to develop a research informed pilot programme designed to increase student engagement in sustainability education by learning through community action.

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

This project builds upon the Faculty of Business audit of Digital Literacy (DL) practice and DLE environments (Sellick, 2015; HudsonSmith, 2015), bringing together key stakeholders across the Faculty, including students, academic staff, the Learning Technologist and IT(FoBIT) team. It aims to investigate and develop DL, and to address employability concerns that the HE sector is “missing vital opportunities to equip our students with the digital skills they need in the modern workplace” (JISC, 2015a). Utilising the JISC frameworks for Developing Students Digital Literacy and Curriculum Design (JISC, 2015), this interdisciplinary and collaborative project focuses on student and staff expectations and development needs across all FoB Schools and disciplines.

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

This project focuses on mature women enrolled on the EdD programme both at Plymouth University and across other South West universities. It aims to understand the effects of study on women’s identity and position in the family using a model of family capital, and builds on Louise Webber’s previous EdD thesis research with Foundation Degree (FD) students regarding HE study for mature women, identity change and family relationships.

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

The project aims to explore age-stereotyping and unconscious bias within the university environment and its impact on student experience. The focal point for the study was the induction/welcome week this year, during which a variety of research activities were undertaken by two student interns. Through the use of flash-surveys, photo-documentation and vox-pop mini-interviews across a range of campus venues, the research team have engaged in playful and creative methodological approaches to understand how age is constructed, experienced and resisted. Further examination of the age demographic of the University, along with interviews with key strategic personnel, is also planned.
Updates from 2015 PRTI awards

The main work for PedRO projects awarded in 2015 was accomplished in 2016, with publications in press, conference presentations, and further work for many of these in the pipeline. Further details are available in the final reports on the PRTI webpages.

Broaching badges for learning. Dr. Anne McDermott and Professor Neil Witt (Technology and Innovation Support)
Learning related to Technology Enhanced Learning (TEL) is often delivered on demand using a variety of short, non-accredited methods. This is a pragmatic approach given that the rapid pace of change in TEL means that it is almost impossible for qualifications to stay relevant in terms of content, level or delivery method (House of Lords Digital Skills Committee, 2014). However, each piece of learning stands independently and it can be difficult to later remember, let alone demonstrate meaningfully for PDR, CPD or to prospective employers. A potential solution that is gaining traction as a means of evidencing non-accredited learning is the use of Badges. These can be attached to a piece of learning and are aimed at transcending a single learning context to become transferable, lifelong assets. Collecting groups of badges have the potential to lead to coherent ‘qualifications’. Using badges, however presents issues about quality and portability, although initiatives such as Mozilla’s Open Badge scheme are beginning to address these challenges through the embedding metadata into badges that gives information about content, level, and issuing authority.

A literature review and desk study identified the benefits and challenges of national and international Open and Digital Badge practice and technologies, including the investigation of issuing, storage and display service options to ensure longevity. This lead to the identification of a range of possible approaches for the project team to assess. The project was keen to develop an approach that would safeguard Plymouth’s reputation but not stifle the ‘informality’ of Digital Badges. Feedback from discussions enabled the production of a matrix of staff and student activities suitable for site-wide and module Badges. Finally, the project team proposed an ecosystem for integrating Digital Badging into Plymouth’s other non-accredited learning (Plymouth Extra (formerly Co-Curricular), Plymouth Compass, Plymouth Award. This is a rapidly developing area at present thus discussions are still ongoing, although developing the use of Digital Badges linked to the HEAR is now incorporated into Section 1 of the 2016/17 University Action Plan.

Becoming Student – partnerships and voices.
Developing a ‘relationships for academic success and transformation’ model. Dr. Suanne Gibson, Dr. Ciaran O’Sullivan, Dr. Mel Parker, Christie Pritchard, Julz Duffy, Rachel Fenlon and Andy Grace (Institute of Education, Faculty of Arts and Humanities, Student Gateway)
Plymouth University’s ‘students as partners’ agenda, alongside UK and international policy, aims to build on student representation practices, drawing on students input as partners in learning as opposed to disenfranchised recipients of knowledge. This project directly contextualises this policy and researched undergraduate students’ changing roles and culture as linked to HE reform alongside questions of academic success, student voice, empowerment and inclusive pedagogies. Specifically, the project aimed to understand the experiences of ‘becoming’ and ‘being’ a student in Higher Education, to understand and assess pedagogic practices that lead to student transformation, to research student’s changing roles and culture as linked to Higher Education reform alongside questions of academic success, student voice, empowerment and inclusive pedagogies, and to develop a ‘relationships for academic success and transformation’ model for use across disciplines at Plymouth University.

Key findings focused on resources, resilience, social networks, and the need to address the binary perception of traditional versus non-traditional student.

What happens to the sustainably educated? A longitudinal study of Plymouth University graduates.
Dr. Paul Warwick, Rachel and Jennifer Manning (TLS)
This research project is tracking a cohort of twenty students who have experienced a ‘maximal’ sustainability education from Plymouth University, in order to monitor their life futures. The aim is to gain a deeper understanding of the impact of sustainability education work beyond the time-span of studying here at Plymouth and beyond the more traditional snapshot evaluations of outcomes and student experience through module and course feedback processes. Work is ongoing on this project.

Lone parents’ experiences of higher education at Plymouth University. Dr. Lucy Spowart, Reema Muneer and Mel Joyner (TLS)
In the UK, close to one in four children are cared for by a lone parent (Policy Research Institute, 2007:8). The specific needs of students with parental responsibilities have been largely ignored by widening participation agendas, despite research evidence
suggesting that this group is increasing in number (Hinton-Smith, 2012; Moreau, 2011). One of the key challenges at Plymouth (and elsewhere) is that data classifying students as parents is not collected on application or enrolment, and as a consequence this group remain largely invisible. Student Finance England no longer offers specific funding for single parents adding to the difficulties in identifying these students. This project aimed to explore lone parents’ experiences and aspirations of studying at Plymouth University. Specifically, we sought to uncover issues that related to transition, induction, study and support.

A focus group was conducted to uncover key issues of significance to single parents. Based on the themes identified in the focus group, a survey was developed and distributed across the university. Broadly, the survey included questions about transitions to HE, students’ childcare arrangements, daily routines, teaching and learning on their programmes, engagement with co-curricular activities, financial support available and their perceptions about the family-friendliness of the university, inviting suggestions for improvement. 135 responses were received. Students were invited to attend follow-up interviews, both through the survey, and via email. 8 follow-up qualitative interviews were conducted. A number of key recommendations came out of the project:

1. Identifying student parents by collecting data on application/entry
2. Making information to student parent easily accessible on university websites – targeting this group with relevant information through mailing lists
3. Ensuring Time-tables are advertised well in advance
4. Ensuring that a robust personal tutoring system supports lone-parents to get the most from their time at university
5. Greater consideration to the needs of this group whilst on university placements
6. The establishment of a single parents network
7. Bringing about change in the campus culture – encouraging family friendly events
8. Increasing flexibility in study options where possible, including blended learning

Dr Lucy Spowart was invited to present the findings of this project at the Westminster Briefing in April 2016 and has been asked to write a blog about her research for the Higher Education Academy. The key findings were also presented at the recent PedRIO Conference ‘What is Teaching Excellence’ (November 2016) and at the Society for Research into Higher Education Conference (December 2016).

Examination feedback: an exploration of student and staff expectations, delivery formats and requirements. Carole Sutton, Joanne Sellick, Dr. Julie Parsons, Jonathan Clark, Professor Kim Stevenson, Penny Childs, Dr. Rebecca Davies, Dr. Shabnam Holliday, Ruth Titmuss (Faculty of Business/UPSU)

Assessment feedback is a valuable part of the student learning cycle and can assist in motivating, engaging and enhancing performance and employability (Carless, 2014; Nicol and Macfarlane-Dick, 2006). Written, oral and practical examinations can occur mid-cycle and/or at the end of a module or period of study. Traditionally, a final grade, with no or little feedback, is returned. Given concerns that exam grades are generally lower than those for coursework and the implications for determining degree classification, the need for exam feedback becomes critically important (Bridges et al., 2002, Simonite, 2003). Scoles et al (2012) argue ‘...while exams have long been regarded as different from other forms of assessment it is not justifiable to exempt them from the good practice’ as it creates uncertainty and limited opportunities to improve and learn, particularly for any future examination based assessment.

The project’s aim was to support academic staff in enhancing examination feedback by:

- Exploring the significance and purpose of examination feedback;
- Identifying models of examination feedback;
- Assessing factors that may influence the choice of examination feedback model;
- Developing a toolkit to support creating programme strategies for examination feedback

The toolkit was piloted in two disciplines. In one module there was a substantial improvement in pre-resit performance, with the average examination grade increasing to 65.79% (from 63.3%, in 2014/15, and 53.4% in 2013/14). The ‘performance gap’ between exam and coursework narrowed from 14% in 2014/15 to 0.5% in 2015/16. Students reported they felt more confident, had allocated more of their study time to examination preparation, and had a greater awareness of criteria for success.
The Examination Feedback Toolkit is disseminated via the T&L handbook [www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment](http://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment) and a TLS workshop [www.plymouth.ac.uk/whats-on/exam-feedback](http://www.plymouth.ac.uk/whats-on/exam-feedback).

A recommendation to amend the PU Assessment Policy was agreed by UTLQC.

**The Sea and Me: a collaborative arts/science project exploring marine environmental awareness and communication through photography.** Heidi Morstang, Dr. Simon Ingram, Dr. Lynne Wyness, (Faculty of Arts and Humanities/ Faculty of Science and Engineering/TLS)

‘The Sea and Me’ was an interdisciplinary, collaborative, and experiential learning project for second and first year students on the BA (Hons) Photography and BSc Marine Conservation/Ocean Exploration programmes respectively. The project entailed the students working in pairs (one art, one science) and experiencing a structured series of three field-trips, in and around the Plymouth shoreline, where they were tasked to explore their perspectives on human-nature interactions, reflect on their relationships with the marine environment, and communicate this together using a blend of photographs and scientific text.

The collaborations ended in a public exhibition at Plymouth Arts Centre in June 2016, where the work was judged by the Director of the Marine Institute and a prize awarded for the best collaboration (for press release, visit [www.plymouth.ac.uk/news/marine-science-meets-photography-at-student-exhibition-in-the-ocean-city](http://www.plymouth.ac.uk/news/marine-science-meets-photography-at-student-exhibition-in-the-ocean-city)).

The project findings have been disseminated at the Vice-Chancellor’s Conference, Plymouth University (July 2016), the APHE Annual Conference (Association for Photography in Higher Education), Plymouth University (July 2016), and at a teaching and learning away day for the Plymouth Institute of Education (November 2016). The project has led directly to a successful funding bid through HEFCE (for more details, see Research and Collaboration Highlights).

**The research methods training for the dissertation in contemporary Higher Education.** Claire Gray, Dr. Rebecca Turner, Julie Swain, Carole Sutton (Academic Partnerships, Faculty of Business)

The pedagogy of research methods (RM) teaching within universities is underdeveloped, with undergraduate students regularly expressing negative dispositions to the subject. This project builds upon previously funded HEA research with the aim to undertake an in-depth analysis on how RM are delivered within three established subject programmes, Law and Business, Public Services Management and Business Studies, at partner colleges and the supporting university top up provision. This is now incorporated into a larger HEFCE Learning Gain project, due for conclusion in September 2017.

**Implementing and evaluating a method of cooperative inquiry to embed education for sustainable development (ESD) across all programmes offered by Plymouth Institute of Education (PloE).** Dr. Denise Summers, Dr. Valerie Huggins, Dr. Roger Cutting, Dr. Ciaran O’Sullivan, Dr. Alun Morgan, Dr. Paul Warwick (PloE/Faculty of Arts and Humanities/TLS)

Utilising a co-operative inquiry approach, this project aimed to embed sustainability education in all Plymouth Institute of Education programmes. The project team led a staff away-day at Embercombe, during which an Initial scoping exercise was undertaken of current practice in ESD across the PloE programmes. In another day in September, the group engaged in a range of group activities and agreed on the following cooperative inquiry groups: Pedagogic Principles of Sustainability (PPS); Learning Outside the Classroom (LOtC); Social Justice and Sustainability (SJJS); Embedding ESD in Initial Teacher Education (ITE). In the coming year, each group met four times and the leads then met as a group to share key points to feed back to the next meeting. Each group identified its own areas of research, set out a plan and identified actions. The members undertook cycles of action and reflection individually and collectively to promote transformations in practice and in thinking about ESD.

There have been a range of outcomes from the study. In the PPS group, examples of pedagogic approaches that promoted aspects of ESD were critically discussed. Members of the group tried out
creative activities that were inquiry-based and offered opportunities for team-work, collaboration, active participation, problem solving in real life contexts, promoting both futures and systemic thinking. This was underpinned by a critical literacy theoretical framework. These ideas will be shared more widely with tutors across PlIoE programmes through pedagogy workshops in 2016–17. The ITE group has developed a focus on well-being in the Primary ITE programmes, introduced ESD to secondary courses and researched students’ opinions about embedding ESD into their own practice in schools and early years’ settings. The LOTC group focussed on developing the university grounds as a learning space, making explicit links with learning spaces in schools. They have linked with the Centre for Sustainable Futures and worked with staff at Freshlings Nursery to enhance the outdoor learning opportunities for the nursery children. This focus was largely driven by Early Years Education colleagues’ desire to enhance the provision on-campus particularly for Freshlings Nursery. The SJS group engaged in critical discussion on key themes in ESD and considered approaches to challenging mindsets and perspectives when working with students. Meeting across the academic year, discussions were on and around 6 identified topic areas and how they were defined generally and how they may be defined within learning settings.

**Internationalising teaching and learning: conceptions, practices and enhancement.** Professor Simon Payne, Professor Troy Heffernan and Professor Debby Cotton (Academic Partnerships/TLS)

A growing body of research challenges HEIs to consider aspects of their international provision, such as the predominance of Western classroom approaches and the need to facilitate intercultural awareness amongst students and staff. The aim of the project was to expand the existing understanding of internationalisation of learning and teaching in HE for home-based students across several disciplines/faculties, and provide evidence of impact for interventions to enhance the same at Plymouth University. The project team undertook a literature review, which found that 47% of publications on internationalisation of the curriculum in the past 5 years have drawn on exclusively Business subjects as evidence sources. The literature which provided empirical studies was limited, focusing on single subjects, single institutions and/or using online student surveys which may not capture dissident student views. A content analysis of 117 UK University Strategies was conducted and found that all referred to developing internationalisation as a key selling feature and goal. Nearly all relate this only to welcoming international students, expanding recruitment overseas, making transnational partnerships, and developing international research. This aligns with the current league table rankings, which only account for percentage of international students and volume of international research. Very few strategies make any mention of home students, and those that do refer to the benefits to them of having more international students, or of study abroad. A survey of first year students found that home students are largely positive about internationalisation in the curriculum in all subjects but their understandings of Global Citizenship are erratic and not similar to the presumed meaning in the literature. Not surprisingly, students from different disciplines showed differences in their understandings and approaches to multiculturalism. Four recommendations came out of the project, including the suggestion to focus staff guidance on identifying and explicitly introducing the international and multicultural aspects of each subject in a highly contextualised way.

‘More than scaling-up’: sustainability contexts, competencies, and consequences – a critical inquiry. Professor Stephen Sterling, Dr. Paul Warwick and Dr. Harold Glasser (TLS/West Michigan University)

The close of the first UN Decade of Education for Sustainable Development (DESD) (2014), the introduction of UNESCO’s Global Action Programme (GAP) ( 2014) and the launch of the UN Sustainable Development Goals (SDGs in 2015) have brought calls for expanding the role of learning and formal education. The GAP emphasizes the significance of creating new future-focused education policies, whole institution approaches, strengthening the capacity of educators and trainers, and accelerating the creation of sustainable development solutions. In this context, there has been a corresponding rapid growth in the global literature on education for sustainable development (ESD) and learning for sustainability competencies – but otherwise a limited response by HE to the global challenges. Literature reviews indicate that questions of what constitute core sustainability competencies, their implications for curriculum design, for pedagogy, and for education policy remain. This was a developmental research project, carried out in liaison with colleagues at Western Michigan University, and Vechta University (Germany). These two universities have carried out parallel work (which continues), and the Plymouth project has been in frequent contact, including visits...
from both collaborating universities. An international literature review was carried out with Vechta University as key player relating to sustainability competences, and with Western Michigan University as a key player on competencies in the USA. Two workshops on competencies were held at Plymouth University in May 2016, with a particular focus on Systems Thinking (this relates directly to the Plymouth Compass), and organisation change that facilitates competencies. Appreciative Inquiry methods were employed and interviews held with participants. This is largely a development project, and to date, there is one chapter in press, and two international conference presentations achieved.

See the PedRIO website for more details on other projects continuing or completed during the year: www.plymouth.ac.uk/your-university/teaching-and-learning/pedrio-and-ed-projects
PedRIO 2016 events

PedRIO held six key conferences and events throughout 2016. These events involved interdisciplinary groupings addressing key pedagogic themes, with increasing numbers of external speakers and participants. The highlights from 2016 are illustrated here.

**PedRIO Conference: Masters Level Teaching – Issues for the 21st century (8th January 2016)**

This one day conference brought together an audience of academic and professional services staff and students from across the disciplines to discuss Masters-level Teaching and Learning issues for the 21st century. The themes for the conference were student support and transition; effective learning; curriculum design; assessment.

This conference launched the book Masters Level Teaching, Learning and Assessment – Issues in Design and Delivery edited by Professor Pauline Kneale with over 50 contributors, published on Friday 25 September 2015 by Palgrave Macmillan.

**PedRIO Workshop Effective Evaluation – Evidencing the value of CPD: impact, instrumentality and indicators? (7th April 2016)**

Through interactive workshops, led by key thinkers in evaluation practice, participants were introduced to evaluation that involves students and creative methodologies.

A keynote speech by Professor Roni Bamber, Director of the Centre for Academic Practice at Queen Margaret University, Edinburgh, suggested an approach to evidencing the value of what we do in learning and teaching CPD. In turn, this reflects our academic values and norms, and is flexible enough to support evaluation at different levels and in different contexts.

An evaluation toolkit developed by PedRIO through the recent Higher Education Academy project was also introduced [www.plymouth.ac.uk/research/institutes/pedagogic/toolkit](http://www.plymouth.ac.uk/research/institutes/pedagogic/toolkit)

**PedRIO Annual Conference (8th April 2016)**

This conference aimed to disseminate best practice and allow for knowledge exchange on important key themes, relevant to teaching and learning provision within the university sector. Key themes focused on internationalisation, education for sustainable development, induction and transition, assessment, and curriculum innovation, based on research from across and between disciplines.

Lecturer in Theatre and Performance at Plymouth University, and National Teaching Fellow, Adam Benjamin (featured far right in photo) gave a moving and thoughtful keynote entitled ‘The Pedagogic Practice of Improvisation – will we find it when we get there?’ In the context of fee paying students, and in disciplines within and beyond the Arts, Adam wondered where and how might we assure the place and value of leaving space for the unknown or ‘x’ within our programmes. Using examples from his practice and research, this keynote explored the pedagogical value of not knowing and suspending the need to have a ready answer.

The conference also launched the SHINE website [www.plymouth.ac.uk/student-life/services/learning-gateway/shine](http://www.plymouth.ac.uk/student-life/services/learning-gateway/shine), a unique project and e-resource for student wellbeing which meets many different student needs and is available to all Plymouth University students. The SHINE team were on hand to demonstrate the website and give participants the opportunity to explore the resource. The SHINE project won Overall Winner of the Best Collaborative Student Work award, at UPSU’s SSTAR Awards the following week.
More details of the conference can be found at www.plymouth.ac.uk/research/institutes/pedagogic/archived-events/pedrio-annual-conference-2016

14th Vice-Chancellor’s Teaching and Learning Conference (29th–30th June 2016)
Like last year, this event took place over two days with day one focusing on digital learning followed by the broad-ranging themes of teaching and learning taking place on day two.

The first day focused on sharing best practice in digital learning and involved delegates in future decision making, in a time of limited resources. This event enabled key stakeholders to discuss digital learning, horizon scan and learn and share best practice that will inform policy. Key themes: the art of the possible; student expectations; alignment of learning – Flipped Classroom; strategic opportunities/staff and student ideas; policy. Keynotes were given by Lawrie Phipps Senior, Co-design Manager, JISC (‘Perspectives on Digital: Change isn’t coming, it’s here and it’s permanent’) and by David White, Head of Technology Enhanced Learning, University of the Arts London (‘Becoming Vulnerable: teaching and learning in digital spaces’). Podcasts, vodcasts and powerpoints from this conference are available.

2. Teaching and Learning: Enhancing the student experience (30th June 2016)
The second day of the conference saw the presentation of high-quality papers, interactive workshops and posters showcasing the research of leading academics and practitioners in teaching and learning, covering a broad range of key themes: assessment; effective Learning; curriculum design; student support and transition; personal tutoring; and student voice.

Key notes were given by Professor Judith Petts (Vice-Chancellor, Plymouth University) entitled ‘The Challenge for Student Education and the Student Experience at the University of Plymouth’; and by Associate Professor, and National Teaching Fellow, Dr Suanne Gibson (Plymouth University, pictured above right) entitled ‘When rights are not enough: what is? – The need for ‘ politicised’ compassion in the quest for social justice’.

The final PedRIO event of the year, this conference was a timely and apposite opportunity to explore the potential for, and initiatives around, teaching enhancement in the light of recent changes in legislation in the Higher Education sector. The new Teaching Excellence Framework and the Higher Education and Research Bill provided the backdrop for this one-day conference, which brought academics from across the UK and from Karlsruhe Institute of Technology in Germany to present high-quality papers, workshops, and posters. Themes included putting student research at the heart of the curriculum, enabling student learning, and teaching that transforms the student experience.
The programme included two keynotes; the first from Professor Paul Ashwin, Head of the Educational Research Department at Lancaster University, and the second from Nick Hillman (pictured right with Pauline Kneale), Director of the Higher Education Policy Institute (HEPI). However, due to inclement weather, Paul was sadly unable to join us from the north and Pauline Kneale, at very late notice, took his place, presenting an excellent thought-provoking keynote on the opportunities that the new TEF presents to universities. Nick Hillman presented an overview of the current policy situation and – a video of his presentation is available [www.plymouth.ac.uk/research/institutes/pedagogic/archived-events/pedrio-what-is-teaching-excellence-conference](http://www.plymouth.ac.uk/research/institutes/pedagogic/archived-events/pedrio-what-is-teaching-excellence-conference)

And into 2017...

The Annual PedRIO Conference will be held on Tuesday 4 April 2017 The 15th Annual Vice-Chancellor’s Teaching and Learning Conference will be held on Friday 30 June 2017. Please visit the PedRIO webpages for news of upcoming and planned events for 2017: [www.plymouth.ac.uk/your-university/teaching-and-learning/our-events](http://www.plymouth.ac.uk/your-university/teaching-and-learning/our-events)
PedRIO Steering Group

The PedRIO Steering Group discussed progress towards PedRIO targets, reviewed key achievements during the year and planned events for 2017 and beyond. Thanks are expressed to all members who also helped with project and conference reviews. Particular thanks to Ruth Endacott, Paul Hewson, Linda La Velle, and Jocey Quinn for their contributions over the past few years.

PedRIO Steering Group Members (2016)

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

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

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

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

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

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

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

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

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

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

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

Mehmet Mart, PhD student representative, Plymouth Institute of Education (Faculty of Arts and Humanities)

Dafydd Moore, Interim Pro Vice-Chancellor Research, Dean of Faculty of Arts and Humanities,

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

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

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

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

Ulrike Richards, Business Partner, Research and Innovation

Stephen Sterling, Professor in Sustainability Education, Centre for Sustainable Futures (Teaching and Learning Support), Theme Group Leader: Sustainability Education

Paul Warwick, Academic Developer, Centre for Sustainable Futures (Teaching and Learning Support)

Tracy Wilson, Partnerships and Community Engagement – Development Office (External Relations)

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

Lynne Wyness, Educational Developer, (Teaching and Learning Support)
Appendix 1 Pedagogic publications 2016


Archer, J. on behalf of UMbRELLA (Uk Medical Revalidation Evaluation coLLAboration) (2016); Interim report to the General Medical Council (GMC) on the impacts of medical revalidation in the UK


Archer, J., Lynn, N., Coombes, L., Roberts, M., Gale, T. and Regan de Bere, S. (2016), The medical licensing examination debate. *Regulation & Governance*

Archer, J. and Regan de Bere, S. (2016), Revalidation in Policy, Practice and Public. Health Foundation Programme Grant Research Report

Ayres, R., Stevens, S. and Regan de Bere, S. (2016), Getting real in the community: Evaluating the “making a difference” interdisciplinary social engagement project. *MedEDPublish*


Burr, S., Chatterjee, A., Gibson, S., Coombes, L. and Wilkinson, S. (2016), Key points to facilitate the adoption of computer-based assessments, *Journal of Medical Education and Curricular Development* 77–83


Campbell-Barr, V. and Leeson, C.(2016), *Quality and leadership in the early years research, theory and practice*. SAGE


action as barriers to energy-saving behaviour. Local Environment, 21 (7), Available online at: www.tandfonline.com/doi/pdf/10.1080/13549839.2015.1038986


Cutting, R. L. and Garrett, B. (2016), Magical science: discriminating science and pseudoscience with undergraduate students, Phactum: 29–34


Hanks, S. (2016), Reflections on learning and enhancing communication skills through community engagement: a student perspective, British Dental Journal


Harwood, D. J. (2016), Foundation science and progression through higher education; extended science: a powerful tool in widening access. Journal of Educational Development


Holton, M. (2016), A place for sharing: The emotional geographies of peer-sharing in UK University halls of residences. Emotion, Space and Society, 22, 4–12


Neve, H. and Hanks, S. (2016), When I say... capability. *Medical Education*; 50 (6): 610–611


Schofield, C. (2016), Integrating research meaningfully into the student learning experience. In Lea, J. (Ed.) *First Research and Scholarship in College Higher Education Conference. Association of Colleges*. Available at: www.aoc.co.uk/node/15586#overlay-context=node/15586


Zahra, D., Robinson, I., Roberts, M., Coombes, L., Witton, J. and Burr, SA. (2016), Rigour in moderation processes is more important than the choice of method. *Assessment and Evaluation in Higher Education*
Appendix 2 – Pedagogic conference presentations 2016

Agobiani, S. An Investigation into the prevalence of the co-existence of dyslexia and self-reported symptomology of Attention Deficit Hyperactivity Disorder in Higher Education students and the effect on self-image and self-esteem, British Dyslexia Association International Conference, Oxford, UK, March 2016


Ali, K., Zahra, D., McColl, E., Salih, E. and Tredwin C. Impact of Early Clinical Exposure on the Learning Experiences of Undergraduate Students at a Dental School in the United Kingdom, 42nd Association For Dental Education in Europe (ADEE) Meeting Barcelona, Spain, 24–26 August

Ali, K., Zahra, D. and Tredwin, C. Use of Progress Testing in Undergraduate Dental Education, European Board of Medical Assessors (EBMA) Annual Academic Conference Crossing Boundaries – Assessment in Medical Education, University of Exeter, UK, 15 October

Allison, J. Critical thinking across the disciplines: early findings and implications for practice, Vice-Chancellor’s 14th Annual Teaching and Learning Conference, Plymouth University, UK, 30 June


Archer J on behalf of the UMbRELLA collaboration. Exploring the regulatory impact of medical revalidation in the UK, Melbourne, Australia, 21–23 September

Archer J on behalf of the UMbRELLA collaboration. Keynote speaker: Evaluating the regulatory impact of medical revalidation: The profession’s experience so far across the four nations. Annual Scottish National Medical Education Conference, Edinburgh, UK, March

Archer J on behalf of the UMbRELLA collaboration. Evaluating the regulatory impact of medical revalidation: The profession’s experience so far, ROCON, Department of Health, London, April

Ayres, R., Carter, R., and Stevens, S. Making a difference: a qualitative study of an interprofessional social engagement project. The Association for the Study of Medical Education (ASME) Annual Scientific meeting, Belfast, 6–8 July

Ayres, R., Stevens, S., and Regan de Bere, S. Making a difference: a qualitative study of an inter-professional social engagement project. An International Association for Medical Education (AMEE), Barcelona, 27–31 August

Baines, R. Crossing Boundaries European Board of Medical Assessors, Exeter University, UK, 14–15 October


Bentley, A. ‘I was just like wow!’: university students’ perceptions of how counselling benefitted their academic ability. Presented at The British Association for Counselling and Psychotherapy (BACP) Research Conference in Brighton, UK, May 2016, and presented at The Vice Chancellor’s Teaching and Learning Conference in Plymouth, UK, June 2016

Bentley, A., Lowes, R., Semley, N., and Spowart, L. Innovative Practice in Personal tutoring at Plymouth University, CRA Conference on Personal Tutoring, University of Wolverhampton, Wolverhampton, UK, 27 January

Bowman, S., Swain, J. and Stone, M. Raising Aspirations through Higher Education, My Digital Journey (RAHE) – Helping prospective students to make informed choices in Higher Education, NEON Summer Symposium, University of Leicester, UK, 9–10 June

Bowstead, H. Space Pirates of the Ocean City. Writing Development in Higher Education Conference. Plymouth University, UK, 27–30 June

Bryce M and Laugharne K, on behalf of UMbRELLA. Regulating through revalidation: findings from a census survey of doctors licensed to practise in the UK, Professional Standards Authority conference, Regulating for positive outcomes, Cumberland Lodge, Windsor, UK, March

Campbell-Barr, V. Keynote: Forms of knowledge and knowing for working in early childhood education and care, “The ways and possibilities of professional development” Conference, University of Debrecen, Hungary, 25–26 May

Campbell-Barr, V. and Georgeson, J. Professional Development For Working With Parents And Families. European Early Childhood Education Research Association Conference, Dublin City University, Dublin, Ireland. 31 August – 3 September

Chatterjee, A., Burt, S., Zahra, D., Gabe-Thomas, E. Early identification of the struggling learner using learning analytics: Opportunities and Challenges. European Board of Medical Assessors, Exeter University, UK, 14–15 October


Chatterjee, A., Mirza, M., Seymour, E. and Toms, N. Student Perceptions towards Responseware in a Team Based Learning setting. Association for Learning Technology (ALT) Annual Conference, Warwick, UK, 07 Sep


Coelho, C. Short oral presentation and poster. Shifting academically failing or underperforming dental students to succeeding ones. Association for Dental Education in Europe Conference, Barcelona, Spain, 24–27 August

Coelho, C. and Hanks, S. Does science knowledge learnt in problem or enquiry-based learning sessions transfer to other learning spaces? The 42nd Annual Association for Dental Education in Europe (ADEXE)
Scientific Meeting Science and the competent dentist an inter-professional perspective Faculty of Dentistry – University of Barcelona, Spain, 24–26 August

Collings, J. Invited workshop: Developing and embedding inclusive assessment and feedback. KomDiM Academy, Duisberg, Germany, 17–18 March


Collings, J. Invited Presentation: Inclusive Student Journey: Impact of Disabled Students’ Allowances (DSAs) reductions, Westminster Forum, Manchester, UK, 13 October

Collings, J. and Magne, P. Inclusive Assessment: Staff and Educational Development Association (SEDA) Conference, Edinburgh, UK, 12–13 May


Collings, J. and Schoenborn, P. The Inclusive Student Journey. Kings College, London, UK, 10 March

Collings, J. and Schoenborn, P. From admissions to alumni: preparing for the dearth of the DSA! National Association of Disability Practitioners (NADP) Annual Conference 2016, Chesford Grange, Kenilworth, Warwickshire, UK, 23–24 June


Cotton, D. Invited keynote: Crossing boundaries: Developing pedagogic research in uncertain times. Brighton University Pedagogic Research Conference, February

Cotton, D. Unconscious bias in higher education: A talk for International Women’s Day. Invited contribution to University Alliance blog, available online at: www.uni alliance.ac.uk/blog/2016/03/23/unconscious-bias-in-higher-education-a-talk-for-international-womens-day/ March

Cotton, D. Invited presentation: Introduction to Unconscious Bias. International Women’s Day: A Plymouth Conversation, March


Cotton, D. Invited presentation: The Cinderella of Academia: Is HE pedagogic research undervalued in UK research assessment? University of East Anglia, UK, November

Cotton, D. Invited keynote: Teaching and learning enhancement in higher education: The philosophy and methodology of faculty development in the UK. Commission on Higher Education (CHED) Conference, Hefei, China, October


Cotton, D., Kneale, P.E. and Miller, W. Pedagogic Research and the Research Evaluation Framework: issues and impacts. 5th Annual PedRIO Conference, University of Plymouth, UK, 8 April


Cotton, D. and Winter, J. Educating Sustainability Ambassadors programme. Invited workshop leaders at Macalester College, USA, 13–14 January

Cotton, D. Winter, J., Miller, W. and Muneer, R. Students’ energy literacy in UK Universities. Sustainable Earth Institute Conference, Plymouth, UK


Curry, V., Metcalfe, D. and Purnell, E. The Plymouth UniversityPebblePad Implementation Project. PebbleBash Conference, University of Wolverhampton, Telford, UK, 12–14 September

Cutting, R. Invited Workshop: Invited by Mary Immaculate College, Limerick and by Dublin City University to run staff development workshops on Peace Education, June

Cutting, R., Dalton, F., Warwick, P. and Wyness, L. Problem based learning in sustainability education. Vice Chancellor’s Teaching and Learning Conference, Plymouth, UK, 30 June

Fisher, M. Prehospital Obstetric Emergencies: What to do when she is expecting and you are not... North Coast Prehospital Emergency Medicine, Launceston, UK, 30 September


Gale, K., Pelias, R., Spry, T. and Wyatt, J. The Work of Writing, 11th International Congress of Qualitative Inquiry, University of Illinois, USA, May

Gale, K. and Wyatt, J. Deleuze and Collaborative Writing, Invited Conference Workshop, 11th International Congress of Qualitative Inquiry, University of Illinois, USA, May

Gale, K. and Wyatt, J. Writing to it: creative engagements with writing practice in and with the not yet known in today’s academy, Conference Keynote Presentation, Writing Development in Higher Education Conference, Spaces and Places to Write, Plymouth University, UK, June

Gale, T. Portfolio station for selection; self-assessment, assessor training and predictive validity, Health Education England, Medical and Dental Recruitment and Selection Quality Standards Group, February

Gale, T., Evans, C. and Thomas, D. National recruitment in anaesthesia; successes and challenges, Royal College of Anaesthetists College Tutors Meeting, Brighton, June

Gale, T., Horton, H., Chatterjee, A., Roberts, M., Mellor, N. and Luke, D. Distributed simulation using a virtual reality platform for improving skills in infection prevention control (IPC) during an Ebola outbreak, Association for Medical Education in Europe Conference, Barcelona, 05 September

Gale, T., Pego, J.M. and Chatterjee A. Appropriate use of fidelity when using simulation for assessment, European Board of Medical Assessors, Exeter University, UK, 14–15 October


Georgeson, J., Blandon, C. and Rogers, B. Sustaining language learning: developing global citizens. Poster presented at Economic and Social Research Council, Festival of Social Science (ESRC FoSS) celebration, Plymouth, UK, 9 November


Georgeson, J. and González, C. Motivación por el aprendizaje de una Lengua Extranjera: un estudio comparativo (Motivation for learning a foreign language: a comparative study) VIII Congresso Internacional de Psicologia y Educacion, Universidad de Alicante, Alicante, Spain, 15–17 June

Georgeson, J., la Velle, L. Key Learning from ENTELS Online International Course. ENTELS in Ireland Symposium: Teacher Professional Learning: Finding The Right Blend St. Patrick’s College, DCU, Drumcondra, Dublin, Ireland, 22 August


Georgeson, J., la Velle, L. and Hurley, J. Project outcomes: emerging findings. ENTELS Final Conference. Santiago de Compostela, Spain, 28 May

Gibson, S. When rights are not enough: what is? – The need for ‘politicised’ compassion in the quest for social justice, Multiple Perspectives on Access, Inclusion and Disability. The Ohio State University’s Columbus Campus, USA
Gibson, S. When rights are not enough: what is? – The need for ‘politicised’ compassion in the quest for social justice, Key note at Vice Chancellor’s Teaching and Learning Conference Plymouth University, UK, 30 June

Gibson, S. and Parker, M. A Kaleidoscope for Disability and Social Change: Reconsidering the ‘Human’, Theorising Normalcy and the Mundane, Manchester Met University, UK

Gibson, S., Parker, M., O’Sullivan, C., Grace, A and Fenlon, R. Exploring Stories of ‘Becoming Student’, British Educational Studies Association, Wolverhampton University, UK

Gilbert, K. and Neve, H. Assessing professional skills and behaviour in small groups; addressing diversity and inclusivity. Equality of Assessment Conference, Plymouth University, UK, December

Gray, C. and Stone, M. Degree Apprenticeships-delivered in partnership, QAA Quality Enhancement Network (QEN) event on Employer Engagement, Employability and Higher Apprenticeships, Kingston College, UK, 18 May (Invited case study presenters)


Hanks, S. Interprofessional humanities teaching to support the building of capability in clinical dental training. Do students ‘get it’ and does the arts discipline make a difference? The 42nd Association for Dental Education in Europe (ADEE) Annual Scientific Meeting Science and the competent dentist an inter-professional perspective Faculty of Dentistry – University of Barcelona, Spain, 24–26 August


Hanks, S., Coelho, C., Bansal, H. and Durman, K. Evaluating the Daybook: Long distance view of the educational impact of a teaching and learning resource; linking pedagogy to practice. The 42nd Association for Dental Education in Europe (ADEE) Annual Scientific Meeting Science and the competent dentist an inter-professional perspective Faculty of Dentistry – University of Barcelona, Spain, 24–26 August

Hanks, S. and Neve, H. Upending Miller’s Pyramid: the importance of capability in preparing medical and dental students for the complexities of Practice 17th Biennial Ottawa Conference of An International Association For Medical Education (AMEE), Perth, Australia, 18–23 March

Hanks, S. and Neve, H. Ensuring students’ preparedness for practice: a reflective framework for assessing capability European Board of Medical Assessors (EBMA) Annual Academic Conference: Crossing Boundaries Assessment in Medical Education University of Exeter, UK, 14–15 October

Harwood, D.J. Deep Learning in the Laboratory: Consolidating Concepts in Chemistry, SLC-SW, Bristol, UK, February

Holton, M. Investigating the emotional geographies of UK University student halls of residences. American Association of Geographers Annual Meeting, San Francisco, USA, 6 April

Holton, M. Investigating ordinary place making in UK University student halls of residences. Royal Geographical Society (RGS) – IBG Annual Conference, RGS, London 30 September

Holton, M. and Finn, K. Students in cities – performing everyday mobilities in and around term-time locations. 1st International Conference on Geographies of Migration and Mobility, Loughborough University, Loughborough, UK, 18 July

Holton, M. and Finn, K. Everyday performances and mobilities of commuter students. Understanding the Contemporary HE Student symposium, University of Surrey, Guildford, UK, 21 September


Ingram, S., Morstang, H., and Wyness, L. The Sea and Me: a collaborative arts/science project exploring marine environmental awareness and communication through photography. Presentation to Plymouth Institute of Education, Plymouth University, UK, 30 June

Khalil, H., Jones, G., Chatterjee, A., Joyner, M., and Watkins, C. Engaged student learning: How we did it, Canadian Conference on Medical Education (CCME), Montreal, Canada, 16–19 April.

Khan, A. and Mcquatters-Gollop, A. Enhancing Student Learning and Participation Interactively through the use of Clickers in science and Engineering, 14th Vice Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 29 June.


Kneale, P.E. Building a Pedagogic Research Community. Faculty of Medical Sciences Seminar, University of Newcastle, UK.

Kneale, P.E. Evaluating teaching development in higher education: towards impact assessment. Workshop, Newcastle University, UK.

Kneale, P.E. Keynote: Reflections on building a pedagogic research community. Annual Learning and Teaching Conference, Anglia Ruskin University, UK.


Kneale, P.E. Keynote: The challenge of taught postgraduate provision and learning, issues for enhancement. Annual Learning and Teaching Conference, St Mark and St John College, UK.


La Velle, L. Preparing and Supporting Early Stage Teachers to Achieve Quality Teachers for All by 2030. Knowledge mobilization through translational research: new ways of working International Council on Education for Teaching 60th World Assembly, Kingston Jamaica, 18–21 July.


Lowes, R. Practical Initiatives to Develop International Students’ Employability Skills. UKCISA Annual Conference, University of Sheffield, Sheffield, UK, 29 June – 1 July.


Lowes, R., Tyack, S., and Goudarzinasab, M. Practical Initiatives to Develop International Students’ Employability Skills. Association of Business Schools Learning, Teaching and Student Experience Conference 2016, Aston University, Birmingham, UK.

McDermott, A., Witt, N., Kneale, P.E. and Coslett, D. Learning Analytics – using big data to enhance the student experience. Pedagogic Research Institute and Observatory 5th Annual Conference, Plymouth University, UK, 8 April.


Academy’s Strategic Excellence Initiative for Vice Chancellors or Principals – Celebrating and Sharing the Work, Grand Connaught Rooms, London, UK 26 May


McMahon, P. Researching international students’ experiences of UK higher education: Bridging the gap, Writing Development in Higher Education Conference, Plymouth University, UK, 27–29 June

Metcalfe, D. Evaluating Webinars as a Tool for Delivering Lectures and Seminars at Distance in a Healthcare Setting. Association for Learning Technology Annual Conference, University of Warwick, Coventry, UK, 6–8 September

Morrison, D. Internalising the International: internationalization of the curriculum for Plymouth home-based students. Vice Chancellor’s Teaching and Learning Conference, Plymouth, UK, 30 June

Morstang, H., Ingram, S., and Wyness, L. The Sea and Me: a collaborative arts/science project exploring marine environmental awareness and communication through photography. Vice Chancellor’s Teaching and Learning Conference, Plymouth University, Plymouth, UK, 30 June

Morstang, H., Ingram, S., and Wyness, L. The Sea and Me: a collaborative arts/science project exploring marine environmental awareness and communication through photography. Association for Photography in Higher Education ‘Meshworks’ conference, Plymouth, UK, 29 June – 1 July

Muneer, R., Spowart, L., and Joyner, M. “I feel like I've got a finger in the University, whereas everybody else has got their whole body in it”: Lone parents’ experiences of Higher Education. SRHE International Annual Research Conference, Newport in South Wales, UK, 7–9 December

Neve, H. Updating PBL to reflect current evidence: why, what and how? Presentation at Glasgow Medical School, UK, January

Neve, H. Teaching and Evaluating Professionalism. Cardiff Medical School Medical Education Seminar Series, Cardiff, UK, March

Neve, H. Revealing the Hidden Curriculum. Presentation to Higher Education England/Medical Schools Council national GP career Working Group, April


Neve, H. What I have learnt about teaching professionalism. Keynote address, Cambridge Medical School Professionalism Facilitators’ Away Day, Cambridge, UK, May

Neve, H. Facilitating Case Based Learning (CBL): Putting theory into practice to maximise student learning. Workshop at Bristol Medical School Teaching and Learning Conference, Bristol, UK, November


Neve, H., Mayell, S. et al. Educating the Future Workforce. Workshops at ‘Integration: Making it Real’ Health and Social Care conference, Plymouth University, March

Neve, H., Stephenson A. and Harris, J. Preventing and Identifying Fitness to Practise issues. Medical Schools Council and General Medical Council National Fitness to Practice Conference, May


Passy, R., Gilchrist, M. and Waite, S. Natural Connections: the values of learning outside, Values in Education Conference, Edge Hill University, Ormskirk, UK, July 12–13


Preedy, S. and Duckett, H. Self-Directed learning within the context of enterprise education. PedRIO ‘What is teaching excellence?’ Conference, Plymouth University, UK, 22nd November

Preedy, S. and Duckett, H. Self-directed learning within enterprise education – how are students leading their own learning?; Institute of Small Business and Enterprise (ISBE), Paris, France, 27–28 October

Purnell, E. Practising ePortfolio Learning. CRA ePortfolio Research Seminar. Edinburgh University, Edinburgh, UK, 6–8 June

Purnell, E. Embedding ePortfolio in the Curriculum; Scaffolding and Supporting Personal and Professional Development through Collaboration and Conversation. Association for Learning Technology (ALT) Annual Conference. Warwick University, UK, 6–8 Sept

Purnell, E. and Richards, P. ePortfolio for Police Volunteering Making Learners ‘Future Ready’. PebbleBash Conference, University of Wolverhampton, Telford, UK, 12–14 September

Purnell, E., Richards, P. and Deamer, I. Structuring the Learning; Personalising the Experience. A Tale of Two Employability ePortfolio Approaches. CRA ePortfolio Research Seminar. Edinburgh University, Edinburgh, UK, 6–8 June

Purnell, E., and Tuck, S. Structuring the Learning; Personalising the Experience. Eportfolio in Maritime Business. PebbleBash Conference, University of Wolverhampton, Telford, UK, 12–14 September

Regan, A., Coulter, A., Gould, I., Tatkiewicz, W., Chatterjee, A., Hunt, A. and Gale T. The use of Community Training Modules and Distributed Simulation to develop IPC capacity in rural Sierra Leone, UK-Sierra Leone Health Partners Conference, October

Read J. Whose benefit is it for anyway? The remediation dilemma in undergraduate medical students in the United Kingdom, Ottawa Conference, Perth, Western Australia, March

Read J, Tredinnick-Rowe J. The semantics of remediation – primed to fail? The impact of negative word association upon student performance in remediation. European Board of Medical Assurers Conference October, Exeter, UK


Schofield, C. Student experiences of lecturer research in different higher education settings. Annual International Research Conference for the Society for Research in Higher Education (SRHE), Newport, Wales, 7–9 December


Snow, R. and Symons, J. CAMERA Seminar Series: specialists in patient involvement in medical education, What happens when you let patients loose in your curriculum, Plymouth University (17 June 2016)

Spowart, L., Invited Speaker at the Westminster Briefing: A family-friendly campus: Supporting staff and students with parental and caring responsibilities, London, 22 March

Spowart, L., Muneer, R., and Joyner, M. Enhancing the student experience for lone parents: Empathy, flexibility and plenty of warning please! PedRIO Teaching Excellence Conference, Plymouth, 22 November

Spowart, L.,Turner, R., Winter, J., Muneer, R. and Kneale, P. ‘More than just a snapshot’ Introducing a tool for evidencing the value of teaching related CPD. Workshop held as part of the Effective Evaluation in Higher Education ‘Moving beyond the happy sheet’, Plymouth University, UK, 7 April


Sterling, S. ‘Personal and UK perspectives on sustainability in higher education’, ActSHEN Nordic network on sustainability in HE, Helsinki University, Finland, 7 March

Sterling, S. ‘Education and the Sustainable Development Goals’ Plenary presentation,
Sustainable Earth 2016, Sustainable Earth Institute, Plymouth University, 24 June

Sterling, S. ‘Sustainability, higher education and student engagement’ World Student Environment Network (WSEN) Summit, Keele University, 25 July

Sterling, S. ‘The Role of the Sustainable Development Goals in Advancing Sustainability in Higher Education,’ invited keynote panel, World Symposium on Sustainable Development at Universities (WSSD-U), MIT, Boston, September 14–16

Sterling, S. and Glasser, H. “More Than Scaling Up”: A Critical and Practical Inquiry Into Operationalizing Sustainability Competencies, World Symposium on Sustainable Development at Universities (WSSD-U), MIT, Boston, September 14–16


Stone, M. Invited speaker: Academic Dissemination, South Devon College staff development event, 9 March

Stone, M. Invited keynote speaker: Student Engagement within the context of Collaborative HE Delivery, QAA Quality Enhancement Network (QEN) event on Student Engagement in Collaborative provision, University of the West of England, UK, 15 March

Stone, M. Degree Apprenticeships designed and delivered in partnership, Venturefest South West 2016, Sandy Park, Exeter, UK, 18 October


Stone, M. and Swain, J. Invited case study presenters: Student Engagement Case Study – Collaborative HE provision, QAA Quality Enhancement Network (QEN) event on Student Engagement in collaborative provision, University of the West of England, 15 March

Stone, M. and Swain, J. Invited speakers: Student Engagement within the context of Collaborative HE Delivery (presentation and workshop), Partnership Day, Bath Spa University, UK, 7 July

Sutton, C., Gray, C., Kneale, P.E., Muneer, R., Stone, M., Swain, J. and Turner, R. Employing Research Methods to measure and characterize Learning Gain in Higher Education. 14th Vice-Chancellor’s Teaching and Learning Conference, University of Plymouth, UK, 30 June


Syska, A. and Erskine, S. Poster presentation: Writing as a creative exploration with image as a pedagogical tool. Vice-Chancellor’s 14th Annual Teaching and Learning Conference, Plymouth University, UK, June

Syska, A. and Erskine, S. Writing with Charlotte: Image as a pedagogical tool to facilitate academic writing. Writing Development in Higher Education Conference, Plymouth University, UK, June

Tredinnick-Rowe, J.F. Sign, Symptoms and Sales: towards a semiotic oncology, 2nd Annual conference of Humanities, Kaunas, Lithuania, 17 Oct

Truscott, J. and Allison, J. What does good academic writing really look like-Introducing the new improved Wrasse. Writing Development in Higher Education Conference: Spaces and Places to Write, Plymouth University, UK, 27–29 June


Turner, R. Invited Keynote: Realising potential – capturing the journeys of vocational educators through scholarly reflections on research experiences. University of Applied Sciences, Amsterdam, July

Turner, R. Invited Workshop: Building social networks and developing academic confidence with new first year students. Queen Mary University, London, UK, 12 December

Turner, R., Morrison, D., Cotton, D. and Kneale, P. Interdisciplinarity and the first year curriculum: Realising the potential of Plymouth Plus. Vice Chancellor’s Teaching and Learning Conference, Plymouth, UK, 30 June


Turner, R., Swain, R., Gray, C., Sutton, C., Muneer, R., Stone, M. and Kneale, P. Employing research methods to measure and characterise learning gain in HE. Paper presented at the Vice Chancellor’s Teaching & learning Conference, Plymouth University, 30 June

Vickerstaff, R., McGregor, L. and Purnell, E. Evaluating Evaluation! – a four tiered approach encapsulating evaluation, techniques and methods in staff training and delivery, peer review, participant experience and formal feedback in Higher Education. Association for Learning Technology (ALT) Annual Conference. Warwick University, UK, 6–8 September

Waite, S., Edwards-Jones, A. and Passy, R. How curriculum learning in natural environments becomes embedded: a view through the lens of cultural density. 7th International Outdoor Education Research Conference, Cape Breton University, Nova Scotia, Canada, 4–8 July

Waite, S., Passy, R., Gilchrist, M. and Blackwell, I. Natural Connections: schools’ engagement with learning in natural environments. 7th International Outdoor Education Research Conference, Cape Breton University, Nova Scotia, Canada, 4–8 July

Warwick, P. Student centred pedagogy – the lessons learnt from students on an innovative sustainability education programme. 5th PedRIO Annual Conference Plymouth, UK, 8 April

Warwick, P. Students as leaders of educational change. British Education Research Association (BERA), Leeds, UK, 13–15 September


Warwick, P., Manning, J. and Slaughter, O. Leadership towards the sustainable university. EAUC Annual Conference, Bristol, UK, 25–26 May

Warwick, P. and Sterling, S. More than Scaling Up: a critical inquiry into sustainability competencies. 2nd Sustainability in Higher Education Annual Conference, Canterbury Christ Church University, UK, 6–7 July


Webber, L. Women and Professional Doctorates: changing professional identity and family relationships. Society for Research in Higher Education Newer Researchers Conference, Celtic Manor, Wales UK, 6 December

Wight, A.C. Making an Impact: Student Learning Journeys in Plymouth University Hotel School. Vice Chancellor’s Teaching and Learning Conference, Plymouth University, UK, 30 June

Winter, J. Invited Event: Evaluating teaching development in HE. Sheffield Hallam University

Winter, J. and Cotton, D. International Perspectives on Sustainable Development in Business and Economics: China and the UK. The Vice-Chancellors Teaching and Learning Conference. Plymouth University, UK, 26 June
Winter, J. and Cotton, D. Learning for the 21st century: Framing knowledge and skills in a world of super-complexity. Invited workshop at Chinese Higher Education Development Annual Conference (CHED), Hefei, China, 26–30 October


Young, K. The Importance of embedding Wider Patient Engagement Innovations into the Pre-Registration Nursing Programme at Plymouth University. Cornwall Mentorship Conference, The Knowledge Spa, Plymouth University, 2 March

Young K. Key Speaker: Embedding Wider Patient Engagement into the Nursing Curriculum. Royal College of Nursing (RCN) International Forum and Education Conference & Exhibition: Telford, UK, 15–16 March

Young, K. Wider Patient Engagement Innovation Within the Nursing Curriculum – NMC Revalidation Links. Plymouth University NMC Revalidation Conference: Plymouth University, 20 April

Young, K. Introducing Wider Patient Engagement into a Pre-registration Nursing Programme. Royal Cornwall Hospital Truro (RCHT) Celebrating and Shaping the Future Direction of Nursing Conference, RCHT, Truro, UK, 6 May


Young, K. Wider Patient Engagement Innovation Within the Nursing Curriculum – NMC Revalidation Links. Plymouth University, UK, 20 April

Young, K. Introducing Wider Patient Engagement into a Pre-registration Nursing Programme. Royal Cornwall Hospital Truro (RCHT) Celebrating and Shaping the Future Direction of Nursing Conference, RCHT, Truro, UK, 6 May
Appendix 3 – PedRIO member awards, activities, and achievements

Ruth Atkinson – received PGCAP certificate and Fellowship of the Higher Education Academy (HEA) on 20th June 2016, having passed research module PGCAP720 in Autumn 2015.


Anne Bentley – UK Council for International Student Affairs (UKCISA) funded research. Received £5000 grant award from UKCISA. Highly Commended in the Paul Webley Award for Innovation in International Education.

Julian Bion – National Institute for Health Research (NIHR) HS & DR. Patient Experience and Reflective Learning (PEARL): New research on use and usefulness of patient experience data. £723,818.

Verity Campbell-Barr – ‘Knowledge, Skills and Attitudinal Competences for Quality Early childhood Education and Care’ – Funded by the European commission under the Marie Curie European Research Fellow Scheme, 109,679 Euros. https://ececworkforce.wordpress.com/

Catherine Coelho – 2016 Association for Dental Education in Europe (ADEE) Excellence in Dental Education Early Career Educator Award.

Debby Cotton – 2016 Bradford University, UK – PhD external examiner and 2016 James Cook University, Australia – PhD external examiner.

Arunangsu Chatterjee and Julian Archer – Division of Education and Scholarship, PUPSMD. Cognitive analysis of students’ Digital Learning Environment use: A human computer interaction study to enhance online modelling of spiral curricula. Award of £8,500.

Debby Cotton, Oliver Webb, Lynne Wyness and Pauline Kneale – Higher Education Academy. Enhancing access, retention, attainment, and progression in Higher Education: a review of the literature showing demonstrable impact. Award of £14,950.

Roger Cutting – £256 of R1 Funding for archival research at the Library of the Working Class Movement, Salford for forthcoming paper ‘As we walked the mountain our perspectives broadened, as did our minds’. The use of the outdoors by the Left to engage young people in radical politics in 1930’s England.

Roger Cutting and Bernie Garrett – International Collaboration Fund – Magical Thinking and Discriminating Media Messaging in Undergraduate Professional Students. Award of £10,000.

Roger Cutting, Mel McCree and D. Sherwin – Received final tranche from the Blagrave Trust for evaluation of Wildwoods Project. Award of £17,000.


Jan Georgeeson and Rowena Passy – Evaluation of the impact and effectiveness of the National Award for Special Educational Needs Coordination. Awarded £52,000.


Sally Hanks – Deconstructing, contextualizing and assessing management and leadership criteria for dental professionals: an ethnographic study of principles in practice. Association for Dental Education in Europe (ADEE) 40th Anniversary Scholarship. Award 2000 Euros.

Mark Holton (PI), Nichola Harmer and Rebecca Vickerstaff – Pedagogic Research and Teaching Innovation Fund. Developing and evaluating ‘Plym-Tour’ a new mobile online educational resource for students on Plymouth’s people and places. Award of £5,025.

Rong Huang, Becky Turner, C. Langmead, and Shirley Walker – A project entitled ‘Engaging international students in employability activities: an innovative approach’, by Pedagogical Research Institute and Observatory (PedRIO) (other members: Rebecca Turner, Caroline Langmead, Shirley Walker), Mar. 16 to July 17. Awarded £4516.00.

Rong Huang – employed by Zhejiang Gongshang University (China) in October 2016 to be a foreign expert to deliver teaching of ‘tourism marketing’ to its tourism students in Chinese classes and also international classes. She also delivered two workshops for staff regarding quality assurance.
and enhancement in higher education.

Asiya Khan – Teaching Grant: MSE (Marine Science and Engineering), Enhancing student engagement and participation through the use of ‘clickers’. Award of £3,000

Ricky Lowes – Faculty of Business Research Facilitation Grants – 2015/6 Investigating the potential of online forum communication to enhance relationship building for group-work. Award of £2,000


G. Nabi and Andrew Walmsley – Awarded funding to undertake an entrepreneurship mentoring pilot project for students. Internal (MMU) funding. Award of £2,000

Hilary Neve, Rob Witton, Wendy Smith, Kelley Henn – Exploring transformative and troublesome moments for medical and dental students during social engagement pathways. Plymouth Medical School Education Awards. Award of £4540

Clare Pettinger – represented Plymouth University and the British Dietetic Association by leading a workshop at the International Congress of Dietetics, Granada, Spain (8.9.16) entitled ‘Mainstreaming ‘sustainable food’ as a health issue? A workshop to share best practice in sustainable public health food policy’’ Over 60 participants took part from 14 countries across the globe (data were collected as part of the above research and will be published in due course)

Terri Rees – worked with Open University as Assessment and Feedback Workshop Leader (face to face and online)

Sam Regan de Bere – Health Foundation. A guide to PPI for health professions employers. Award of £30,000. Health Foundation Systematic Evidence Review. Award of £39,000.

Joanne Sellick, Carole Sutton and Emma Purnell – Digital Literacy: Maximising curriculum innovation and enhancing the student experience. PedRIO Pedagogic Research and Teaching Innovation. Award of £9226

Stephen Sterling – Co-led international network of educational researchers on ‘post environmental and sustainability education: re-making education’ theme, and completed book to be published in 2017, and led on PedRIO project ‘More than scaling-up’: sustainability contexts, competencies, and consequences – a critical inquiry

Mark Stone – Leading the bidding, approval launch of first Plymouth University Degree Apprenticeships (Digital and Technology Solutions and Chartered Manager). Invited to be a member of the 2016–2017 QAA Advisory Group on supporting providers in the development of higher and degree apprenticeships and in developing a ‘characteristics statement’ for higher and degree apprenticeships. Member of the Executive Group of the Association for Collaborative Provision of HE in FE in England (ACP), 2012 to date. ACP Chair and Spokesperson, 2013 to date


Paul Warwick – Co-leader on the ESRC Seminar Series ‘Freedom to learn’: an international cross-sector seminar series exploring socially just education and inequalities in education’ Partnership with 7 other HEIs (including Cambridge University, Institute of Education, Hull University) Award £25,519.

Craig Wight – STARR Nomination for Best Placement Tutor 2016


Lynne Wyness, Dave Morrison and Paul Warwick – Higher Education Funding Council for England (HEFCE) Catalyst fund Call A. Learning for the Future: Developing an interdisciplinary learning framework between the arts and sciences. Award of £50,000

Lynne Wyness – Worked with HEA and CLIPP in Aston University, as keynote speaker and discussant at Enhancing Retention in Higher Education event. 11 October 2016, and invited international lecturer to Vechta University, Germany for International Week. 13–17 June 201
Appendix 4 – PedRIO Fellow internal and external collaborations 2016


Archer, J., Regan de Bere, S., Bryce, M., Luscombe, K., Tredinnick-Rowe, J. and Price, T. CAMERA Collaborative Projects: members of the DH PRP evaluation of revalidation with the Universities of Manchester and York

Archer, J., Regan de Bere, S., Bryce, M., Tredinnick-Rowe, J., Rae, P., Roberts, M., Gabe-Thomas, E. and Zahra, D. CAMERA Collaborative Projects: members of the UMbRELLA collaboration www.umbrella-revalidation.org.uk


Bowstead, H. – Worked with the WDHE network to organise and host the 16th International Conference in Writing Development in Higher Education, Plymouth University, 27th–30th June. The local team at HKUSpace (Hong Kong) to enhance the delivery of a level 5 enrichment module in English for Academic Purposes and also collaborated with the managing director of Langage Farm to provide a place-based learning experience for stage 3 international students enrolled on the English for Accounting and Finance module

Chatterjee, A. – CAMERA Seminar Series: Funded Collaborative work with Torbay Horizon Center (£20k)

Collings, C. – worked with the Kom Dim Academy (a collaboration of 17 German Universities) on the development of Inclusive Assessment and feedback. Disability Assist Service and School of Geography, Earth and Environmental Sciences, to prepare a response to the reduction of the Disabled Student Allowance and develop inclusive pedagogy across the university and conducted a review of Employability as part of the Employability Jigsaw project

Cotton, D. – ongoing collaboration with Chinese colleagues in Zhejiang University and Fudan University. Selected assessor for the UK Teaching Excellence Framework (TEF); Member of the Editorial Board of Environmental Education Research; Member of the Editorial Board of Sustainability 2016 onwards and Member of the Editorial Board of Methodological Innovations On line

Edwards-Jones, E. – provided research support to Professor Brahm Norwich, Graduate School of Education, University of Exeter, on a Lesson Study research project. Worked with British Conference of Undergraduate Research (BCUR) as Steering Group member, supporting Plymouth University students attending the 2016 Conference at Manchester Metropolitan University. Provided research support to several Erasmus+ projects involving collaborations with a number of European partner countries (ENTELS, PrevDrop, PhenoloGit).

Fisher, M. – Collaborated with colleagues internal to the University (FHHS, Occupational Health and PUPSMD) and in local Trusts and Cornwall County Council to set up Nursing and Midwifery Council Revalidation developmental activities. These included organisation of a conference on 20/4/16, monthly workshops, proposed projects in collaboration with CAMERA from PUPSMD and the Royal Devon and Exeter NHS Foundation Trust. Liaison with the Nursing and Midwifery Council also took place to share some of the experiences and early findings following launch of this professional requirement in April 2016. Met with Clare Padley, Deputy Director – Education, Standards and Policy at the NMC. Continued leading a national project with a team from the Lead Midwives for Education-UK around Grading of Practice in Midwifery. This project has been shared at a range of stakeholder events run by the Nursing and Midwifery Council in preparation for the new professional standards. Worked with colleagues in PUPSMD and FHHS to set up Schwartz Rounds via a 5-year contract with the Point of Care Foundation – open to all health and social work students and staff in the Faculties.

Gale, T. and Chatterjee, A. – CAMERA Collaborative Project: with the Masanga UK and partners


Gale, T., Roberts, M. and Traynor M. – CAMERA Collaborative Project: Development and evaluation of multi-mini interview for assessment of values in undergraduate nursing recruitment. Collaboration agreement with Queens University Belfast

Georgeson, J. – ongoing collaboration on three Erasmus+ projects with partner in Devon and Spain, Lithuanian, Denmark and Malta. ENTELS (qualified teachers =successful learners), Robotics in 21st century,PhenoloGIT: PhenoloGIT Spatial Data Analysis and Mobile Learning for Schools. Locally with local authority partners (Torbay and Plymouth)to evaluate projects carried out following the award of Early Years Quality Improvement Grants, and internally with colleagues from PioE and Business School on PedRIO project: Meta-analysis of cross-disciplinary research into learning in groups: relationships and structures


Lowes, R. – ongoing collaboration with Careers and Employability staff (Siwan Tyack and Emily Packer) to develop curriculum based interventions to enhance the employability of international students.

Neve, H. – collaboration with Lynn Clouder (Coventry, UK), Andy Wearn (Auckland, NZ), Sarah Barradell (Australia) researching “Touch” as a threshold concept

Nichols, A. – collaboration with Rumbi Mukono from the Business School, Dan Livingstone from the School of Computing, Electronics and Mathematics and the staff of the neonatal unit at the RCHT Treliske in developing a carbon/cost calculation tool which should soon be in prototype form to help enable cost and carbon emission savings in healthcare waste management.


Regan De Bere, S. and Mead, S. – PPI meeting Sir Keith, General Medical Council London (29 June 2016)

Regan De Bere, S. and Baines B E. – CAMERA Collaborative Projects: PPG Cumberland Centre, Plymouth Animation Launch (June 2016) and Regan De Bere S, Baines B E, PPG Cumberland Centre, Plymouth Health Foundation Guide (September 2016)

Spowart, L. – Working with Kath Botham (MMU) and Penny Burden (Kingston University) on a cross-institutional project looking at in-house accreditation schemes; Invited speaker at Westminster Briefing: A family-friendly campus

Sterling, S. – Internally continued as chair of the university’s Sustainability Advisory Group, overseeing the university’s cross-institutional sustainability performance, including the Sustainability Report (which won a Green Gown Award 2016) and drafting the Sustainability Strategy Action Plan. Externally, has collaborated with colleagues from Western Michigan and Vechta (Germany) universities on the ‘More than Scaling Up’ PedRIO project, worked with ActSHEN project involving colleagues from Helsinki, Sweden and Iceland on student engagement in curriculum change and sustainability, continued to work with UNESCO as co-chair of the international jury for the UNESCO-Japan ESD Prize, and continued as member of Socio-scientific Advisory Committee, World Environmental Education Congress (WEEC). Stephen is also a referee for Social Sciences and Humanities Research Council of Canada.
Warwick, P. – led The Sustainable University Summit 2016, 11–12 November, London, UK, involving 7 other HEIs (including Lancaster, Gloucestershire, Keele) with staff and students working as partners in the development of sustainability education futures.

Webber, L. – currently working with colleagues Valerie Huggins, Karen Wickett, and Helen Goodall on a paper titled, ‘Professional Doctorates in Education: exploring tensions and opportunities for those in leadership’.

Wright, C. – Developed a Student Learning Journey (an Orientation to Tourism and Hospitality in Central Scotland) with Professor John Lennon at Glasgow Caledonian University delivered 2012–2016.

Young, K. – Working with Heather Eardley, Development Director, The Patients Association, to coordinate and link student nurses to patient participation groups in GP practices in SW England. Working in collaboration with Dr. James Munro, CEO, Patient Opinion Organisation to link students to Patient Opinion to develop understanding of hearing the patient voice. Collaboration to develop educational resources for evidencing wider patient engagement activities for nursing students. Working with Professor Ray Jones to maintain social media use within the nursing curriculum and strengthen links with patient groups via social media within the nursing curriculum.
Appendix 5 – PhD Students and Early Career Researchers 2016

PhD Students:
Jamie Read  PU Peninsula Schools of Medicine and Dentistry
Cathy Schofield  Truro College
Derek Dodd  Institute of Education, Faculty of Arts and Humanities
Sally Hanks  PU Peninsula Schools of Medicine and Dentistry
Heather Knight  Institute of Education, Faculty of Arts and Humanities
Julie Osborne  City of Bristol College

Early Career Researchers and Postgraduate Students involved with the network:
Andrew Edwards-Jones  Faculty of Science and Environment / PedRIO
Dr. David Morrison  PedRIO
Chloe Harvey  PedRIO
Reema Muneer  PedRIO
Dr. Wendy Miller  PedRIO
Patricia Nash  PedRIO
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