

***Re-imagining University Education:
Possible Futures and
Practical Action for Change***

BOOK OF ABSTRACTS



LEARNING & TEACHING WEEK
6th-8th June 2022

<p>Tuesday 07/06/2022</p>	<p>Possible Futures: Exploring Globally Connected Learning</p>
<p style="text-align: center;">KEYNOTE PRESENTATION Dr Chng Huang Hoon (National University of Singapore)</p> <p>08:30-09:30 UK 11:30-12:30 Dubai 15:30-16:30 Malaysia</p>	<p>KEYNOTE PRESENTATION</p> <p>Are we connecting yet? Exploring globally-connected learning, the mala hotpot way.</p> <p>Speaker: Dr Chng Huang Hoon (National University of Singapore)</p> <p>Student success is a key driver of the work of educational institutions, but exactly how success is defined may differ across cultural and institutional contexts. In Singapore universities, as with many institutions elsewhere, student success is tied to a set of desired graduate attributes that include both local and global skills such as effective communication, analytical, problem solving, and thinking skills, and importantly, regional and global awareness. To achieve these outcomes, the NUS curriculum has made available a wide range of opportunities for a large and diverse student population, to enable our students to contribute not just to their chosen professional community, but more broadly, also to be able to negotiate the uncertainties in today’s world. Underlying all this is an institutional recognition that there is a pressing need to effect empathetic understanding and connections – to self, with other people, places, and practices.</p> <p>This talk focuses our collective attention on what connected learning means and how to enable it. Enabling connected learning is not just an institutional response to the challenges and risks facing today’s students; it is, learning that is “is lifelong and integrated into the real world of work, civic engagement, and social participation” and “an approach to educational reform that recognizes learning as an ongoing process, connected to a diverse and evolving ecosystem of learning resources, institutions, communities, and outcomes” (Ito et al. 2013, citing Paulo Freire, 1970). Are we facilitating this ongoing learning process, that enables connections to “a diverse and evolving ecosystem”, both locally and globally? What will it take for us to enable locally and globally-connected learning as a primary learning outcome for our students?</p> <p>References</p> <p>Freire, Paulo. 1970. Pedagogy of the Oppressed. New York, NY: Continuum Books.</p> <p>Ito, Mizuko, Gutiérrez, Kris, Livingstone, Sonia, Penuel, Bill, Rhodes, Jean, Salen, Katie, Schor, Juliet, Sefton-Green, Julian and Watkins, S. Craig (2013) Connected learning: an agenda for research and design. Digital Media and Learning Research Hub, Irvine, CA, USA. ISBN 9780988725508</p>

<p style="text-align: center;">Sharing Practice Session 1 - Enhancing Global Connections</p> <p style="text-align: center;">10:45- 12:15 UK 13:45-15:15 Dubai 17:45-19:15 Malaysia</p>	<p>Sharing Practice Session 1</p> <ul style="list-style-type: none"> <p>Strengthening connections with the wider community: opportunities and outcomes Andrew Hock Cheong Lee</p> <p>The Digital First Foundation Programme was introduced in the early days of the pandemic. This challenge-based student-centred approach to learning required students to be self-directed learners. Various digital learning activities were designed to engage, challenge and pique students’ interest. As students were remotely learning it was crucial to incorporate learning resources that provided a sense of belongingness to the university and showcased the uniqueness of Heriot-Watt University in being truly global. The Business Management course in the Malaysia Foundation Programme tapped into the expertise of our wider community (i.e., professors and professional service staff from both the Edinburgh and Malaysia campus) to develop such learning resources namely through short video lessons. This presentation will discuss the planning, delivery, opportunities, and outcomes from this cross-campus collaboration that has strengthened our global connections.</p> <p>Globally Connected Learning: A Student-Led Approach in Building Global Community of Learners Kai Lin Ong; Thomas Wong; Miracle Wong; Emma Hernandez Steen; Jaan Kalder; and Yen Joo Tan</p> <p>Fostering meaningful student connections and collaboration across our global campuses is a challenging but worthwhile endeavour. While recent studies supported the effectiveness of student-led and student-centred activities in promoting peer engagements and building community, deliberate design and careful planning remain critical in reaching a global level of attainment as well as ensuring pragmatic implementation.</p> <p>This academic year, the Teaching Team implemented a sustainable and future-proof framework in cultivating a flourishing global community of learners in a mathematical subject, Linear Algebra. A cross-campus committee of students who took the subject last year was recruited as the main entity in leading and supporting several synchronous and asynchronous students-centred initiatives at various point of the semester. These initiatives aimed to create an immersive experience of globally connected learning and motivate the current cohort to take more ownerships over their learning and supporting others’. This project is supported by the Scotland QAA Enhancement Themes Resilient Learning Communities Fund.</p>
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- **Research Experience for Undergraduates (REU)**

Ibrisam Akbar

Research Experience for Undergraduates (REU) is a programme in the US funded by National Science Foundation (NSF). It supports active research participation by undergraduate students in any of the areas of research funded by the NSF. REU has been adopted by Civil Engineering Programme in Malaysia since 2019 as a short-term and non-credited programme during the summer. REU benefits the students by preparing the students for their Dissertation in Y3 and exposed them to the various research activities conducted by the university. One student from Malaysian campus participated in 2019 by spending his summer attaching to a research work in the Edinburgh campus for 8 weeks. Due to the pandemic, the programme was cancelled in 2020 and in 2021, it has shifted locally in which students were attaching themselves to active research work in the Malaysian campus. In the three years of REU in Malaysia, it has been shown that the REU can be conducted inter and intra-campus. This year, REU has been recognise as one of the Empower course in which students can claim Empower points in Malaysia. In conclusion, REU can be adopted as an alternative to the semester/year Go-Global programme due to its short-term and non-credited features.

- **Understanding psychological aspects of working together in a multicampus University**

Cakil Agnew, Zuhrah Beevi, Safa Sohail, Nur Ain Azhar, Tafadzwa Maisva, Anna Sedda

Heriot-Watt is a global University, where we work closely with colleagues who are located far away and with a different cultural background. In other words, we work in global teaching teams. However, we do not know what makes a global teaching team a welcoming place: studies on teamwork tell us that feeling part of a group that shares the same values, aims and that is supportive to overcome barriers and obstacles, and creates opportunities to grow, is key to success. However, this the end goal, not how to get there. Can we use our experience at Heriot-Watt to identify how to promote collaboration, sharing and support?

In our project, WELCOME, we are asking colleagues about their wellbeing, engagement, learning, collaboration, opportunities, mind-set, and professional development opportunities when working in a global teaching team. We are interviewing groups using semi structured questions to open the conversation.

A qualitative approach, based on thematic analysis, is used to confirm the themes that we think drive the individual experience of working in a

teaching team, as well as to map new themes that spontaneously emerge from these conversations.

- **Graph paper - enabling representation in Architecture Design Studio**
Shameel Muhammed

The second-year architecture design studio ADS [3] builds on the foundational knowledge of design, architectural vocabulary and representation introduced in the first-year undergraduate studies. The transition from small scale manually drafted drawings to medium scale design projects with progressive geometrical complexity on a Computer-Aided Design (CAD) platform is a critical upskilling that students are challenged within their second-year studies. The non-availability of a dedicated architecture drawing course within the programme adds to this challenge.

The session will give insights into the early architecture representation exercises introduced in the first semester of the second-year design studio for the past three academic years. Using graph paper as a medium, students revisit drawing scale and conventions, enabling them to transition, in a short time, from sketching to formal architectural drawings while appreciating the spatial and functional design.

Sharing Practice Session 2 - Enhancing Student Learning

- **Lothian Learners Programme**

Camilla Irvine-Fortescue; Samantha Clark

The presentation will discuss the development programme in its furthering amongst PhD students of their Public Engagement and Outreach knowledge and experience, and how it has enabled confidence in sharing research beyond the spheres of academia. It will summarise the programme activities which have developed their Meta-skills such as confidence, leadership, presentation skills, workshop delivery and communication to a variety of stakeholders; as well as building project management experience in seeing the development of materials from start to finish with practical outputs and outcomes. The presentation will also explore the strengthening of relationships between Heriot-Watt and local schools/libraries, and future plans for enhancing this as a result of the funded programme. We would hope to include cohort students in the presentation session.

- **Digital accessibility of maths-based resources**

Emma Coutts

Digitally accessible resources are a necessity for some students; whether they have a visual impairment or neurodiversity, the ability to access online resources in a format which is suitable for them is vitally important (and it is a legal obligation of the university to provide them).

Creating accessible resources for a highly symbolic subject, such as mathematics, is difficult. Traditionally LaTeX is used to typeset notes and produce a pdf document which is not digitally accessible.

There is software available to produce symbolic, accessible documents e.g. Word, R bookdown, TeXMACS. Using these would require the user to learn a new software as well as re-typing all current LaTeX documents.

Converting LaTeX to accessible html files would be an easier way to produce accessible documents from existing files. With funding from the LTA mini-projects, we investigated the possibilities and limitations of software which claims to do this. Due to the highly customisable nature of LaTeX there are some problems with the conversion; we have documented some limitations, as well as work arounds, to rectify the issues.

In this presentation we discuss some of the results and our recommendation to those who wish to produce accessible resources.

Sharing Practice Session 2 - Enhancing Student Learning

14:00- 15:00 UK
17:00-18:00 Dubai
21:00-22:00
Malaysia

	<ul style="list-style-type: none"> Buddy Network: A Student-Led Peer Mentoring System Mathini Sellathurai To increase Student Action for Resilience, we initiated a buddy network for the EECE undergraduate students. A student buddy can be considered a peer mentor who can listen, and help with a friendly face, to students with their university experience and short-term difficulties. We considered this support system to help the students share their academic and professional experience, with challenges associated with the online course systems, communications with staff, and to offer some insight into the understanding of their future career perspectives, skills set and interest development, job market (present and future) around their areas of interest, internship opportunities and experiences, course selections (optional course selections) and organisation. These things are sometimes complex enough to confuse many students, and a mentor who can share their own experiences or knowledge going through the same or similar system will be a great help. This initiative was helpful to bring an inclusive society that is reported "missing" from the EECE students, mainly due to the recent pandemic. This presentation will provide our experience of this scheme.
<p style="text-align: center;">Sharing Practice Session 3</p> <p style="text-align: center;">15:00- 16:00 UK 18:00-19:00 Dubai 22:00-23:00 Malaysia</p>	<p style="text-align: center;">Sharing Practice Session 3</p> <ul style="list-style-type: none"> Closing the feedback loop with Gradescope Thomas Wong; and Kai Lin Ong Gradescope is an online marking platform designed for STEM subjects. In our second-year mathematics subject, we used its parallel marking features to improve the grading consistency across multiple campuses. Building on this, we implemented a regrade policy for continuous assessments that allow students to reflect on their submission and initiate dialogue on how they could improve their mastery of the content. The university has an institutional licence for Gradescope and it is now available for all course via Canvas. A collaborative approach to student scholarship skills: embedding information literacy skills in the flipped classroom (project update) Marion Kennedy; and Thomas Farrington Learning how to learn and developing good academic study skills is a key part of university education. These skills enhance subject learning and can lead to better outcomes for students. Research suggests the relevance and impact of academic study skills teaching is improved when it is embedded in course subject teaching and when coursework is aligned to assess those skills. Collaboration between academic teaching staff and

academic support librarians has also been shown to improve students' academic study skills, specifically around information literacy. This session describes course leader and librarian collaboration on a 3rd year undergraduate business research methods online course taught across global campuses. The session will discuss the approach used to embed and align study skills teaching with course content and assignments using a flipped classroom model. Methods used to gather data to evaluate the impact of the approach will be outlined and initial results shared. The utility and possibilities for the wider application of the approach will be discussed.

- **Using the campus as an authentic learning context: Impact on the learning experience of built environment 1st year UG students**

Eduardo Navarro Bringas

The proposed mini project has been part of the 1st year UG module D37CM (Construction Modelling). This module traditionally has always featured a large component of project-based learning (PBL), where students learn the basics of architectural drawings and modelling through a building design project undertaken in small groups.

Building on this, the aim with the L&T enhancement mini project is to enrich the student experience by adding two of the four dimensions of authenticity identified by Strobel et al. (2013) – i.e. context and task authenticity. First, for the authentic context, we used future project developments on campus as the context of learning, where students were tasked with designing and developing the new facility for ICBD (International Centre for Brewing and Distilling). Moreover, students had the opportunity to interact with representatives of the actual client (HW Estates) for the proposals they would develop as a design consultant team, providing a degree of authenticity to the learning task. This has included project brief introduction sessions, feedback sessions and final presentations.

This presentation aims to cover the broad experience of delivery, with identified challenges and opportunities, and showcase some of the examples of student work and experiences resulting from the project.

Reference

Strobel, J., Wang, J., Weber, N., and Dyehouse, M. (2013) 'The role of authenticity in design-based learning environments: The case of engineering education', *Computers and education*, 64, pp. 143–152. doi:10.1016/j.compedu.2012.11.026.

Wednesday 08/06/2022	Possible Futures: Understanding Student Lives and Student Learning
<p style="text-align: center;"> KEYNOTE PRESENTATION Professor Jenny Marie (University of Greenwich) </p> <p style="text-align: center;"> 08:30-09:30 UK 11:30-12:30 Dubai 15:30-16:30 Malaysia </p>	<p> KEYNOTE PRESENTATION Post-pandemic mattering: What matters to students and how do they know we care? </p> <p> Speaker: Professor Jenny Marie (University of Greenwich) </p> <p> The challenges of the last two years have thrust the complexity of student lives into the spotlight, with economic and mental health challenges of increasing concern. Understanding the context of student learning and how to build supportive, compassionate approaches to teaching into our course design is vital. To support our collective thinking around this, this presentation will explore the power of putting student partnerships at the heart of learning design and university practice. </p>
<p style="text-align: center;"> Sharing Practice Session 4 </p> <p style="text-align: center;"> 10:00-11:00 UK 13:00-14:00 Dubai 17:00-18:00 Malaysia </p>	<p> Sharing Practice Session 4 </p> <ul style="list-style-type: none"> • Learning Enhancement and Development (LED) Programme Chia Ping Lee; Chin Kai Ong; Rayson Pang; and Angus Wong <p> Learning Enhancement and Development (LED) programme was piloted in September 2021, aimed at building academic community of belonging for new engineering students who require more help academically during their first-year learning. This initiative is designed to bridge the gaps between the various pre-university programme contents with that of the fundamental knowledge required to learn the first-year courses. This initiative involves a diverse community of students across undergraduate and postgraduate students who played key roles as Peer-Assisted Learning Support (PALS) mentors and LED supervisors, respectively. Year-1 students with knowledge gaps were identified as LED students through their academic performance via formative and summative assessments during the semester, after which they received mentoring support from PALS mentors in regular consultations. In this pilot program, we have successfully built a team of three LED supervisors and more than 20 PALS mentors in supporting our LED students. Besides the improved academic performance, we have also received positive students' feedback in which 79% LED students, under guidance by the PALS mentors, have successfully passed the courses and progressed to the next semester. </p>

- **Strengthening Learning Community: Enhancing International Student Experience**

Jimmy Tam; and Agnes Tan

As a global university, Heriot-Watt University attracted many international students. In the case of Malaysia, HWUM has been receiving growth in international students in recent years. Hence, there are important supports needed by these international students especially in plagiarism, academic writing and literacy skills. The recent Enhancement Themes Mini Project allows the team to conduct a project to enhance the learning and teaching experience of international student in HWUM. This project will introduce intervention by developing a model to support international students, in the areas of academic writing, plagiarism and literacy skills. Through the support, it is intended to improve the learning experience of the international students, and to reduce academic misconduct among international students. Activities has been conducted from October 2021 – April 2022 to achieve the intended outcomes include pre-observation survey and test, intervention workshops and post-observation survey and test. These outcomes will be presented to suggest a model to support the international students.

- **Use of Online simulations in teaching Undergraduate Chemistry**

Manjula Nair

Online simulations help students understand concepts through experiential learning. The use of simulations is a very good alternative to support learning, both in theory and lab sessions, as the students can change the parameters, tabulate their readings and analyse them to better understand the laws or theories. They enhance the students' understanding of threshold concepts -for example the structure of compounds, where students can use the simulation to understand the arrangement of the electron pairs and deduce the shapes of molecules. The simulations could also be used as a pre-lab exercise.

- **Mental Health : Back to Basic**

Faisal Zainal Abidin

In this world we live today, people are excited to see what the next trending things are. Industrial revolution 4.0 has come to prepare us on how life going to shape. Life has change definitely because of the technology. It does help human in many ways.

However behind those achievements, somehow, somewhere, human relation lost its touch. The assistant of technology somehow manages to keep humans connected and at the same time separated. Alone and

	<p>abandon. Expression of a feeling has become un-relevant. Time waits for no one. Achieve this and that. Place that emotions aside. We nowadays have put ourselves in priority that will bring us to the doom of next generation to come. The priority that we set ourselves to achieve, the grades, the status, the financial luxury, the unimportant facts of sustainability's. What has happened to us? What has happened to kindness, sincerity? The sad truth is, more and more self-centred human beings have been created by this system. So many things to do, so little time.</p> <p>As a university, we can play our role to reshape human beings. The proposal that I have is that:</p> <ol style="list-style-type: none"> 1. In the beginning of a semester, during the first class, distribute an emotional intelligent test to the entire student in the classroom. 2. Record the student result. 3. Next, for every class, spend only 5 minutes towards the end of the class sharing videos, discussing a simple topic about positivism (kindness, helping each other out, listening etc) 4. At the end of the semester, distribute the same emotional intelligent test and compare the result. <p>We need to bring the society back to basics. To wake up others that have been swept away by this eagerness to achieve something that will become invaluable to a person as he or she is going to realize it later. We need to take care of each other. Random and simple acts of kindness can go a long way. It can change the course of someone's life. The mental state is the key, the main key.</p>
<p>Sharing Practice Session 5</p> <p>11:00-12:00 UK 14:00-15:00 Dubai 18:00-19:00 Malaysia</p>	<p>Sharing Practice Session 5</p> <ul style="list-style-type: none"> • EmPOWER Graduates through Purpose + Creativity > Innovation > Entrepreneurship Choon Lih Hoo <p>Purpose-driven innovation-entrepreneurship has been an emerging skill set that gained much attention; however, not embedded as the main focus in the academic curriculum. Pioneering the Creativity, Innovation, and Entrepreneurship (CIE) pillar of the EmPOWER programme, an initiative implemented to transform creativity into an innovative solution that potentially leads to start-up. The drive emphasised the collaboration between staff and students for student skillset development framework in creating a sustainable development roadmap. Believing in the strengths of mutual and constructivism learning, effective support should rise from different levels. Student club and staff support are essential in creating a 360-degree support system for an optimal student learning experience.</p>

Driven by personal impact statements, creative ideas transformed into innovative solutions that lead to entrepreneurial business plans through the maker platform and a competition focus strategy team supported by experts from four (EPS/EGIS/MACS/SoSS) schools. The journey has produced students with numerous national and international awards and the first undergraduate start-up on the Malaysia campus. In addition, the spirit of staff-student collaboration in projects was strengthened. Students are no longer just learners but award winners, project leads, and coordinators capable of securing international funding to run projects to build on others' professional development.

- **Know your city - Exploring Karama**

Shameel Muhammed

The visual reference of Dubai as a cosmopolitan city is quite often limited to the Burj Khalifa in the downtown area, the skyscrapers lined along the Sheikh Zayed Road, the Palm Jumeirah, the Dubai Mall and most recently, the Museum of the Future, to name a few. The two old districts of Dubai – Deira and Bur Dubai are often forgotten. Unlike many other districts, Bur Dubai and Deira have a historical significance with a street life that extends to its peripheries. Therefore, this region is an incredible opportunity for architecture students to observe and analyse the city from a street level and learn from it. However, there is an increasing decline of the current generation of students never having visited or walked through these neighbourhoods, let alone being aware of their existence.

Karama in the Bur Dubai District is one of the earliest residential neighbourhoods established in Dubai. With over 300 restaurants within a precinct of two square kilometres, Karama is one of Dubai's most active and vibrant communities with unique street life. The second-year architecture design studio has set up design project briefs within Karama for the past three academic years. The project briefs have facilitated introducing students to Karama, connecting them to the old Dubai while the course's learning outcomes are being met, enhancing student learning outside the classroom. The ongoing studio theme has led to a compilation of various student projects addressing several small scale urban interventions that will benefit the community of Karama. The presentation session will give insights into these student projects and the opportunities they put forward.

	<ul style="list-style-type: none"> • Experiences of university engagement with local schools through the Impact 2030 initiative: Design your own neighbourhood Eduardo Navarro Bringas; Niamh McCrossan; and Gimhan Godawatte <p>What will your world be like in 2030? What challenges will we face? In this project we will work with S3 pupils to explore how universities and researchers tackle challenges globally and close to home. Pupils will discover the impact universities and research can have. The culmination of the project will see pupils creating a shareable resource of their work for the showcase event in late May, which will bring all schools and universities involved together.</p> <p>Within the Heriot-Watt workshops, students will be actively involved in planning and developing their neighbourhoods within Edinburgh city's net zero 2030 vision. During the session, pupils will learn and work within the constraints, as well as the different areas (e.g. energy, transport, environment, wellbeing, community building, economy...) that urban planners deal with in a daily basis. The workshop experiences are also designed with active and collaborative learning principles, as well as a number of gamified activities where learners are challenged with redesigning their own places to develop a sustainable neighbourhood for 2030.</p>
<p>Sharing Practice Session 6</p> <p>14:00- 15:00 UK 17:00-18:00 Dubai 21:00-22:00 Malaysia</p>	<p>Sharing Practice Session 6</p> <ul style="list-style-type: none"> • Challenge-Based Learning: What Happens When You Cut the Apron Strings....and Set Fire to the Apron? Guy Walker; and Malcolm Chrisp <p>The professional design project in the final year of EGIS' civil engineering masters degree is an important capstone activity that has to really count. Students leaving the programme at this point are not just technical specialists but future leaders, innovators and disrupters. Is this aim best delivered with yet more chalk and talk lectures? Or the opposite? In this course students are told what learning outcomes need to be achieved and are given complete freedom in how they do it. They have to engage with communities and stakeholders to discover their needs, write their own brief, and decide for themselves what they will deliver and how. There are no lectures and the outcomes have been transformative. A student team worked with the local community on a transport project, their work brought a new bus route to the area, and they delivered a community meeting so well attended by residents, councillors and MSP's it caused its own traffic problems. Another team decided rather than deliver a report or essay, they would make a formal submission to a national call for evidence. Their work was mentioned in the Scottish Parliament and</p>

appeared in national newspapers. Yet another team provided a vision for remodelling the centre of Glasgow so compelling it appeared on television. The list goes on. In this contribution we want to tell some of these inspirational stories. What exactly happens when the apron strings are cut and students set free to fully take charge of their learning? What is the underlying challenge-based pedagogy in use? What, in practice, do you have to do in the classroom to bring these outcomes about?

- **Relief Printed Tote Bag - A Student-Led Online Textile Workshop**

Grace Smith

In 2021, funding was received from QAA Enhancement Theme “Resilient Learning Communities” to facilitate the creation of a student-led online workshop, providing textile skills to school learners throughout the UK. The mini-project had three aims:

- To provide student opportunities, lost due to Covid-19, in facilitating and taking part in workshop and recruitment activity, in addition to working with other students in a non-curricular manner,
- To connect with the community (both local and national - as online provides a different scope than in-person events),
- Promote the School of Textiles & Design to a wider audience whilst engaging with recruitment activities

This presentation will focus on the dissemination of data collected from students, teachers and learners involved in the workshop. And investigate how opportunities like this can enhance student learning and experience.

- **Understanding Student Lives: Building a Resilient PGR Community**

Kieran Robson Renner; and Myrto Efstathiou

This Enhancement Themes-funded project investigated how we can address the challenges experienced by postgraduate research students (PGR) and staff in establishing and cultivating resilient PGR communities. We analysed historical survey data and we conducted solution-based focused work with staff and students to better understand their experience. Overall, most students were satisfied with their experience, and they felt supported by their university. However, the experience can greatly vary among students, with parity between the students in the early years of their degree versus the students in later years of their degree who usually report more negative experiences than those in earlier stages. Parity of the PGR experience was noted between the students at the Edinburgh campus and students based on other campuses, with Edinburgh students reporting more positive effects of belonging and being part of the PGR community. To make a meaningful and lasting impact, a structured and consistent approach needs to be

	<p>taken to provide the best experience possible to the growing PGR community and to develop resilient communities. For that reason, a set of recommendations were developed that attempt to encompass the various factors (e.g. supervision, research culture, resources, professional development, wellbeing and support) of the PGR experience.</p>
<p>Sharing Practice Session 7</p> <p>15:00- 16:00 UK 18:00-19:00 Dubai 22:00-23:00 Malaysia</p>	<p>Sharing Practice Session 7</p> <ul style="list-style-type: none"> <p>A collaborative approach to teaching translation: a case study of a metaphor translation workshop Juliette Rutherford; and Khadidja Merakchi</p> <p>This research project was designed to test the benefits of a collaborative learning (CL) approach to teaching translation, in a single-day workshop that could be easily adapted as a classroom activity. We chose a narrow focus on a specific aspect of translation – conceptual metaphor - to enable effective measurement of the learning objectives. We recruited 21 participants from local universities and professional translation networks in the UK, for the English<>French and English<>Chinese language combinations. We identified 5 domains where the potential benefits of CL would be measured: Knowledge, Learning, Engagement, Social skills and Belonging. Participants were asked to complete a pre-workshop translation. The workshop introduced essential theoretical concepts on metaphor theory, metaphor identification and translation strategies. Participants were then asked to complete an individual review of the pre-workshop translation, followed by a collaborative translation of the same text in small language-specific groups. The Knowledge domain was measured by comparing the pre-workshop, individual revision and collaborative translation texts. The remaining domains were measured through a detailed participant survey comparing individual learning activities with CL activities. Preliminary analysis of the results indicates that students perceived greater benefit from the CL activities with regard to all 5 of the domains analysed.</p> <p>Personal Tutoring Workshop Gule Saman; Hebatallah Shoukry; and Robin Westacott</p> <p>There are wide variety of resources available for personal tutors for undergraduates but none that are specific to the Graduate Apprentices. Having worked with GAs and how personal tutoring makes a difference for them, a workshop is being designed to help support personal tutors and understand the PT process better. The aim is to better understand how the students' are impacted by factors outside of the learning environment and how we can improve their university experience. Our goal is to draw</p>

parallels between the GA personal tutoring and that for undergraduates, while trying to identify best practices from both to help support HWU students. Scenarios have been created where the following questions need to be considered for each scenarios:

- What are the problems that should be addressed by the tutor?
- Is there an underlying cause?
- How can the tutor improve the situation for the tutee?
- What can be done to stop this situation from recurring?

The scenario categories are:

- Change of situation: Work emergency OR Change of team/mentor,
- Personal emergency: Family OR Personal Health,
- Transition to university: Work life balance OR Time management,
- Reserve University Time: Release day and 4-hour Study time,

Video Blogs

- **Planetary Boundaries: Embodiment of Sustainability in Accounting Education**

David Ong; and Ricky Wong

In pursuit of development and modernization, human activities have increasingly threatened the Earth's climate. From rising sea levels to accelerated global emissions of carbon dioxide, climate change is affecting every country, disrupting both national economies and affecting lives. Scientists have been warning about climate change and the grave consequences if no actions are taken to address this issue.

As future leaders of institutions, graduates must be made aware of the significance of organizational decisions towards the environment. In fact, due to demand from investors, sustainability accounting frameworks have evolved to enhance disclosure of environmental information (Bose, 2020). Companies are now encouraged to provide better disclosure through their Environmental, Social and Governance (ESG) report, in which, among others, the environmental impact of the organization's actions are narrated. Recently, scholars have suggested the need for companies' accountants to consider the Planetary Boundaries Framework (Gray 2010; Antonini and Larrinaga 2017; Schaltegger, Álvarez Etxeberria, and Ortas 2017) as part of the environmental accounting process. The Planetary Boundaries Framework brings together broad scientific evidence on global environmental problems.

Using the competition-based learning approach, students are expected to create an E-Poster on how companies can incorporate the Planetary Boundaries Framework in their environmental accounting and disclosures. The process requires independent research on the concept of planetary boundaries and its connection to environmental accounting.

References

Antonini, C. and Larrinaga, C. (2017) 'Planetary Boundaries and Sustainability Indicators. A Survey of Corporate Reporting Boundaries', *Sustainable development* (Bradford, West Yorkshire, England), 25(2), pp. 123–137. doi:10.1002/sd.1667.

Gray, R. (2010). 'Is accounting for sustainability actually accounting for sustainability ... and how would we know? An exploration of narratives of organisations and the planet'. *Accounting Organizations and Society*, 35, 47-62

Available all week

Schaltegger, S., Etxeberria, I. Álvarez and Ortas, E. (2017) 'Innovating Corporate Accounting and Reporting for Sustainability – Attributes and Challenges' Sustainable development (Bradford, West Yorkshire, England), 25(2), pp. 113–122. doi:10.1002/sd.1666.

- **Managing online support for students during lab times**

Christian Dondrup; and Adam Sterling

In my first-year programming course, I am teaching 200 students how to develop software. This is inherently practical and students require help during their lab sessions. One of the challenges of RBL was to find a way to give students that one-to-one support. One of my honours students developed a web-based queueing and chat system that supports online learning by managing students' expectations, e.g. showing them their place in the queue to get help and the average wait time, and allows staff to be most efficient and fair by just helping the first person in the queue and making it easy to communicate with the student either via chat or video call. This system has been used in 20/21 and 21/22 with great student feedback.

- **Understanding psychological aspects of working together in a multicampus University**

Anna Sedda; Cakil Agnew; Zuhrah Beevi; Safa Sohail; Nur Ain Azhar; and Tafadzwa Maisva

In our project, WELCOME, we are asking colleagues about their wellbeing, engagement, learning, collaboration, opportunities, mind-set, and professional development opportunities when working in a global teaching team. We want to understand how we can promote the feeling of being part of a group that shares the same values, that is supportive, overcoming barriers and obstacles together while finding opportunities to grow. This is essential to ensure we approach working together in a positive and resilient way. With this video blog, we want to tell two tales.

The first is a tale of what made us, Cakil, Anna and Zuhrah feel welcomed in our teaching team and what brought us together to start WELCOME. Secondly, we want to change perspective, and ask our student research assistants, Safa, Nur Ain, and Tafadzwa how they see this global team working together.

We want WELCOME to be the beginning of a bigger conversation on “the human factors” that are core to our educational approach as a Global University and we hope our personal, lived experience, video blog will inspire colleagues to get together, as we did, and contribute to our understanding of global teaching teams as a community.

