



LEARNING & TEACHING SYMPOSIUM

*Strengthening our Global Learning
Community: Resilience in Action*

7-9 JUNE 2021

*Heriot-Watt University
Learning & Teaching Academy*

LEARNING & TEACHING SYMPOSIUM

KEYNOTES

PROFESSOR KAY SAMBELL & PROFESSOR SALLY BROWN

Professor Kay Sambell is widely known internationally for her contributions to the Assessment for Learning (AfL) movement in Higher Education. She is a UK National Teaching Fellow (2002) and a Principal Fellow of the Higher Education Academy. She is currently an independent consultant and Visiting Professor of Assessment for Learning at the University of Sunderland and the University of Cumbria. She is also President of the Assessment in Higher Education (AHE) conference series.

Professor Sally Brown is an Independent Consultant in Learning, Teaching and Assessment and Emerita Professor at Leeds Beckett University where she was, until 2010, Pro-Vice-Chancellor. She is also Visiting Professor at Edge Hill University. She holds Honorary Doctorates from the universities of Plymouth, Kingston, Bournemouth, Edinburgh Napier and Lincoln. She is a Principal Fellow of the Higher Education Academy, a Staff and Educational Development Association (SEDA) Senior Fellow and a National Teaching Fellow. She is widely published on learning, teaching and particularly assessment and enjoys working with institutions and teams on improving the student learning experience.



DR MAHA BALI AMERICAN UNIVERSITY IN CAIRO

Dr Maha Bali is Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She has a PhD in Education from the University of Sheffield, UK. She is co-founder of virtuallyconnecting.org (a grassroots movement that challenges academic gatekeeping at conferences) and co-facilitator of Equity Unbound (an equity-focused, open, connected intercultural learning curriculum, which has also branched into academic community activities *Continuity with Care* and *Socially Just Academia*).

She writes and speaks frequently about social justice, critical pedagogy, and open and online education. She blogs regularly at <http://blog.mahabali.me> and tweets [@bali_maha](https://twitter.com/bali_maha)

PROFESSOR HELEN HIGSON ASTON UNIVERSITY

Professor Helen Higson completed her first degree in English Literature from Newnham College, Cambridge, followed by an MA with the Open University and a PhD at Birkbeck College, London. Until 1st March 2021, Helen was Provost and Deputy Vice-Chancellor at Aston University.

She is now Professor of Higher Education Learning and Management in Aston Business School, and Director of Accreditations. Helen is a Principal Fellow of Advance HE, and a National Teaching Fellow. Her current research includes intercultural training, employability competencies and closing the degree attainment gap. Helen was awarded the OBE in 2011 for services to Higher Education. Helen serves on a number of regional and national boards, including Advance HE and Ravensbourne University London, and as Deputy Chair of the TEF subject panel. In September 2020, she was appointed Vice Lord-Lieutenant of the West Midlands.



LEARNING & TEACHING SYMPOSIUM

MONDAY 7 JUNE

8:30-9:45 UK
11:30-12:45 DUBAI
15:30-16:45 MALAYSIA

RESILIENCE IN ACTION: A ROUNDTABLE DISCUSSION

JOIN
SESSION
HERE

with Jennie Hansen (MACS), Lisa MacIntyre (TexD), Jo Porter (EGIS), Mehdi Nazarinia (EPS), Anna Sedda (SoSS), Carol Murray (Student Wellbeing), Anne Tierney (LTA), and Martha Caddell (LTA)

What do we mean when we use the term 'resilience'? Can it open new ways of thinking about learning and new approaches to teaching? Or should we look for alternative terms to help us understand and strengthen our learning communities? This Roundtable event brings together colleagues from a range of disciplinary backgrounds to share what 'resilience' signifies in their context. We'll then draw on those different understandings to reflect on our teaching practices and what resilience, wellbeing and community mean in our university context.

10:15-11:15 UK
13:15-14:15 DUBAI
17:15-18:15 MALAYSIA

CAFÉ CONVERSATION: ASSESSMENT FOR LEARNING

BOOK
HERE

In conversation with Professor Kay Sambell and Professor Sally Brown

Join Alex Buckley (LTA) in conversation with Professor Kay Sambell and Professor Sally Brown to discuss 'Assessment for Learning' and what this practically means for how you design your course and engage your students with assessment tasks. They'll also be tackling some of the practical challenges around assessment and feedback: how do we make assessment meaningful? How can we offer useful feedback on assessment in an efficient way? What alternatives to exams are there? And anything else you would like to ask. Join us and help shape Heriot-Watt's assessment for learning conversation.

11:25-11:55 UK
14:25-14:55 DUBAI
18:25-18:55 MALAYSIA

LEARNING AND TEACHING TEABREAK

JOIN
SESSION
HERE

An opportunity to meet informally with colleagues and discuss ideas from the first morning of events.

LEARNING & TEACHING SYMPOSIUM

MONDAY 7 JUNE

12:00-13:00 UK
15:00-16:00 DUBAI
19:00-20:00 MALAYSIA

STRENGTHENING OUR LEARNING COMMUNITIES

JOIN
SESSION
HERE

This session showcases the work of staff and students across the university who are undertaking projects supported by the current QAA Enhancement Theme. In the first of three sessions, we explore connecting with the community via schools outreach, Alumni peer support and transitions to university. We also look at changes to assessment methods in STEM resulting from the shift online.

- **'Building Resilient Partnerships [BRP]: A horizontal support system between alumni & honours students'**
Marlene Muller and Minu Mathews
- **'Student-Led Online Workshop'**
Grace Smith, Lucy Welsh, Megan Mcculloch, Lauryn Hood, and Emma McLellan
- **'Alternative assessments in STEM subjects'**
Hendrik Nahler, Paul Dalgarno, and Mehdi Nazarinia
- **'Global Happiness Forum 2021: Starting Smart at University'**
Amir Tazree and Mandy Wong Nicholas Ong

13:00-13:50 UK
16:00-16:50 DUBAI
20:00-20:50 MALAYSIA

SOCIAL SESSION HWU COLLEAGUES WHO CRAFT

JOIN
SESSION
HERE

This session, led by Chris Pirie, is an opportunity to get your knitting needles back out from the back of the cupboard and talk all things creative. Attendees will be encouraged to knit, sew, or do anything creative during the session. Chris will talk about setting up the "Colleagues Who Craft" community in response to the pandemic and to foster a sense of community even when we are remote from our friends and colleagues. After this, there will be an open discussion where attendees are welcome to talk about their own crafting (or desire to start!), ask for advice or just have some time to connect with colleagues in a different forum. This session will not be recorded.

14:00-14:45 UK
17:00-17:45 DUBAI
21:00-21:45 MALAYSIA

MICROCREDENTIALS AND DIGITAL BADGING

JOIN
SESSION
HERE

'Exploring the Potential of Micro-credentials and Digital Badging'
with Dr Robin Westacott and Dr Anne Tierney

This session explores the potential of micro-credentials and digital badges, drawing on the QAA Collaborative Cluster work currently being led by the presenters. The potential of micro-credentials for upskilling and reskilling has been brought into sharp focus as a result of the pandemic. We share the outcomes from different groups of stakeholders: students, apprentices, university staff and employers.

LEARNING & TEACHING SYMPOSIUM

MONDAY 7 JUNE

15:00-16:00 UK
18:00-19:00 DUBAI
22:00-23:00 MALAYSIA

LIGHTNING TALKS 1: INNOVATION IN PRACTICE

JOIN
SESSION
HERE

Join us for a series of short presentations from across the University. In this session, staff will share their experiences of incorporating innovative approaches into their practice along with the learning they have gained through this.

- **'The Student and Staff View: What makes a Resilient Postgraduate Taught Community?'**
Myrto Efstathiou and Kieran Robson Renner
- **'Student well-being at the heart of teaching'**
Malini Karani and Vanessa Northway
- **'Social connectedness in the Midst of a Pandemic'**
Cakil Agnew

LEARNING & TEACHING SYMPOSIUM

TUESDAY 8 JUNE

7:30-8:20 UK
10:30-11:20 DUBAI
14:30-15:20 MALAYSIA

SHAPING TOMORROW'S PRACTICE

JOIN
SESSION
HERE

This session showcases the work of staff and students across the university, who are undertaking projects supported by the current QAA Enhancement Theme. In the second of three sessions, we look at the use of videos to support and inspire students, VR headsets to enhance learning in construction, and making the most of online in a Graduate Apprentice Programme.

- **'Do Anything Better: A Podcast for Students by Students'**
Stella Marie Colima Galimpin and Arissa Noordina
- **'Making Visualised Learning for Innovation'**
Cheng Siew Goh, Ker Ru Yap, and Colin Miller
- **'Turning Adversity into Opportunity'**
Gule Saman and Hebatallah Shoukry

08:30-08:40 UK
11:30-11:40 DUBAI
15:30-15:40 MALAYSIA

WELCOME FROM THE PRINCIPAL PROFESSOR RICHARD WILLIAMS

Professor Richard A. Williams offers a welcome to the Learning & Teaching Symposium.

08:40-09:40 UK
11:40-12:40 DUBAI
15:40-16:40 MALAYSIA

KEYNOTE SESSION DR MAHA BALI

BOOK
HERE

'Building Community Online with Equity and Care'
Dr Maha Bali (American University, Cairo)

In this interactive session, participants will explore ways of building community online with Intentionally Equitable Hospitality. We will discuss ways teachers can approach their pedagogy with care and equity, and the role institutions play to promote a climate of care and equity. We will also discuss practical tips for the classroom.

Please note that this session is being delivered on Zoom.

9:50-10:20 UK
12:50-13:20 DUBAI
16:50-17:20 MALAYSIA

KEYNOTE TEABREAK

JOIN
SESSION
HERE

Join our keynote speakers for an informal discussion.
Bring your own tea and biscuits!

LEARNING & TEACHING SYMPOSIUM

TUESDAY 8 JUNE

11:00-11:50 UK
14:00-14:50 DUBAI
18:00-18:50 MALAYSIA

SHARING OUR LEARNING 1: SUCCESSFUL DIGITAL APPS

JOIN
SESSION
HERE

In a series of presentations, staff and students from across the University share their learning from specific elements of their practice or from projects they have been involved in. This session includes consideration of using different digital applications to enhance the student learning experience.

- 'Using Padlet to engage students in online and hybrid learning'
Mari Cruz Garcia Vallejo and Tony Bailey
- 'Feedback on Closing the Programming Feedback Loop'
Manuel Maarek, Rob Stewart, Lisa Scott
- 'Virtual Team Management: The Benefits and Challenges'
Shieela Kalib

12:00-13:00 UK
15:00-16:00 DUBAI
19:00-20:00 MALAYSIA

SHARING OUR LEARNING 2: ENHANCING GLOBAL TEAMS

JOIN
SESSION
HERE

In a series of presentations, staff and students from across the University share their learning from specific elements of their practice or from projects they have been involved in. This session presentations focus on global approaches to enhancing the student learning experience.

- 'The Pan-EGIS Course'
Alex MacLaren and Guy Walker
- 'Extending the course teaching team: Librarian and Effective Learning Adviser support in improving student outcomes'
Marion Kennedy, Robbie Mochrie and Rachel Whittington
- 'Global Teaching Team: Now with Students'
Thomas Wong and Kai Lin Ong

13:00-13:50 UK
16:00-16:50 DUBAI
20:00-20:50 MALAYSIA

SOCIAL SESSION OPEN MIC SESSION

JOIN
TEAMS
SITE

Tales from Around the World - an Open Mic Session

You are invited to bring your music (with or without words), poetry, stories and other tales to this open mic session. These can be original works or performances of existing pieces which fit the theme of 'Tales from Around the World'. Slots are maximum of 5 minutes. Everyone is welcome, we'll pick contributors at random during the session. If you'd like to indicate in advance that you'd like to contribute, then please email us at ltacademy@hw.ac.uk.

Please note that this session is being delivered on Zoom and it will not be recorded.

The link for this session will be shared on the Symposium [Teams site](#) a week before the event.

LEARNING & TEACHING SYMPOSIUM

TUESDAY 8 JUNE

14:00-14:45 UK
17:00-17:45 DUBAI
21:00-21:45 MALAYSIA

ENHANCING SUPPORT FOR PG TAUGHT STUDENTS

JOIN
SESSION
HERE

with Maggie King, Campbell Powrie, Kieran Robson Renner, Myrto Efstathiou, Lara Stroudinsky, Artemis Andreou, Emily Lucy King and Frankie Hulme

UK Higher Education is undergoing continual change and facing significant challenges. Important considerations such as widening participation, employability, inclusivity, and student wellbeing sit alongside Covid-19 and other challenges that impact on the experience of all students. However, the short-term nature of the postgraduate taught programmes makes it extra challenging to ensure that our teaching approaches and wider student services are supporting enhancement of the PGT student experience. This round-table discussion will draw on insights from projects underway across the university to provide a better understanding of, and to enhance, the PGT student experience.

15:00-16:00 UK
18:00-19:00 DUBAI
22:00-23:00 MALAYSIA

SHARING OUR LEARNING 3: ENHANCING ENGAGEMENT

JOIN
SESSION
HERE

In this series of presentations, staff and students from across the University share their learning from specific elements of their practice or from projects they have been involved in. This session includes presentations that focus on specific interventions to improve student engagement and student learning.

- **'Making the implicit explicit'**
Mary Stewart and Kym Craig
- **'Signalling Online Emotional Presence'**
Kathryn Waite
- **'Ted Talk submissions as a form of assessment'**
Fiona Grant

LEARNING & TEACHING SYMPOSIUM

WEDNESDAY 9 JUNE

08:00-09:00 UK
11:00-12:00 DUBAI
15:00-16:00 MALAYSIA

NOVEL APPROACHES TO SUPPORTING LEARNING

JOIN
SESSION
HERE

This session showcases the work of staff and students across the university, who are undertaking projects supported by the current QAA Enhancement Theme. In the third of three sessions, we explore a variety of approaches that we can take to support student learning, taking advantage of online and material media.

- **'Knitted Tomographies: Textiles translations of memory and place of Galashiels'**
George Jaramillo and Angela Cassidy
- **'Future of Digital Learning in Building Resilient Learning Communities'**
Chia Ping Lee, Poh Wei Lin, Denny Ng, Wong Voon Loong, Hoo Choon Lih, Stella Marie Galimpin, Maria Elisa Caires Silva, Ooi Wei Ching, and Adam Haris Haidi Faiz
- **'Transformation of Professional Development through Digital Learning'**
Steven Hoo, Ong Tse Yuen, Ng Ren Bin, Liaw Jean Ming, Au Yong Chern Min, Steven Hammer, and Poh Wei Lin,
- **'Beyond Responsive Blended Learning. Digital Impact Statement workshops as an immersive experience for developing resilience skills'**
Deborah Hall, Jasmine Low, Chia Ping Lee, Satesh Namasivayam, Sulynn Choong

09:15-10:15 UK
12:15-13:15 DUBAI
16:15-17:15 MALAYSIA

KEYNOTE SESSION PROFESSOR HELEN HIGSON

BOOK
HERE

'Towards a Resilient University: what have we learned from Covid?'
Professor Helen Higson (Aston University)

Professor Helen Higson will reflect on her experience supporting colleagues and students through the challenges of the last 18 months. She'll consider what we have learned from the experience of pandemic-era working and teaching and what we may wish to hold on to as we reframe our individual and institutional relationships, practices and aspirations.

10:30-11:00 UK
13:30-14:00 DUBAI
17:30-18:00 MALAYSIA

KEYNOTE TEABREAK

JOIN
SESSION
HERE

Join our keynote speakers for an informal discussion.
Bring your own tea and biscuits!

LEARNING & TEACHING SYMPOSIUM

WEDNESDAY 9 JUNE

11:00-12:00 UK
14:00-15:00 DUBAI
18:00-19:00 MALAYSIA

SHARING OUR LEARNING 4: ENHANCING THE ONLINE EXPERIENCE

JOIN
SESSION
HERE

Staff and students from across the University share their learning from specific elements of their practice or from projects they have been involved in. This session includes some different examples of successful approaches to enhancing the student online learning experience.

- **'Design Studios: essential tools and alternatives for online teaching'**
Shameel Muhammed
- **'Enhancing the Online Learning Experience'**
Martha Gibson and Stuart Allan
- **'Student debates, peer review and invited talks across campuses'**
Neamat Elgayar and Nick Taylor

12:00-13:00 UK
15:00-16:00 DUBAI
19:00-20:00 MALAYSIA

LIGHTNING TALKS 2: RESILIENCE, CONNECTEDNESS, AND WELLBEING

JOIN
SESSION
HERE

Join us for a series of short presentations from across the University. These talks will focus on different aspects of teaching and learning. In this session we will hear talks that consider elements that impact on student's engagement and wellbeing.

- **'Moving beyond lectures: a new era for teaching actuarial science and mathematics'**
Peter Ridges
- **'Continuous assessment versus Final Exam'**
Elli-Maria Charalampidou, Oscar Vazquez, Mohamed Ali Hamid Ali and Alia Mohamad Nazor
- **'Cross-discipline & cross-culture collaboration design week'**
Fan Wang and Alex MacLaren
- **'Virtual Reality by stereo vision: telepresence for online teaching'**
Jose Marques-Hueso and Xue Ying Yeu
- **'3D in a 2D World'**
Gary Quinn, Robert Adam, Stacey Webb & Jemina Napier

Please note that this session is being delivered on Zoom.

The link for this session will be shared on the Symposium [Teams site](#) a week before the event.

13:00-14:00 UK
16:00-17:00 DUBAI
20:00-21:00 MALAYSIA

BREAK

LEARNING & TEACHING SYMPOSIUM

WEDNESDAY 9 JUNE

14:00-15:00 UK
17:00-18:00 DUBAI
21:00-22:00 MALAYSIA

PUBLISHING AND CONFERENCE ROUNDTABLE DISCUSSION

JOIN
SESSION
HERE

with Dr Jane Prichard (Oxford Brookes), Professor Sam Nolan (Durham),
Dr Lorraine Anderson (Dundee), Dr Anne Tierney (HWU)

One of the challenges of teaching and scholarship is navigating routes to dissemination and publication. The panel members represent two journals and two conferences whose purpose is to support and foster the Scholarship of Teaching and Learning. Come along to this session to hear about opportunities to present and publish, and get your work known nationally and internationally

15:10-16:00 UK
18:10-19:00 DUBAI
22:10-23:00 MALAYSIA

SOCIAL SESSION ZOUWANG: THE ART OF NON-ACTION

JOIN
SESSION
HERE

Meditation is a mind-body practice that can help us develop a better understanding of how our mind works and the negative emotions and thoughts that distress us.

From the different meditation techniques, zouwang (usually translated as “sitting and forgetting”) is a pure awareness practice rooted in the Taoist tradition. Zouwang is based on the Taoist principle of “wu wei” (non-action): accomplishing things in a more natural effortless way. In the uncertain times that we are living, with borders closed, families separated and the unknowns of a post-pandemic world, zouwang represents a powerful practice for being still and living in the present. The session will be guided by Mari Cruz Garcia, a long-term meditation practitioner who has lived in India and Nepal studying different Eastern traditions.

This session will not be recorded.

**VIDEO
BLOGS**

ENHANCING OUR STUDENTS' SENSE OF BELONGING DURING THE PANDEMIC MIOARA CRISTEA AND LUCY BOLTON

In order to address the growing public health crisis created by the COVID-19 pandemic, numerous countries around the world have introduced drastic measures to reduce disease transmission, including a forced lockdown. As a result of the lockdown, numerous universities were forced to close their buildings and thousands of students had to change their views of what it means to be a student, how to learn, but also how to foster a sense of belonging to a specific academic cohort. Belonging can be even harder to foster during a global pandemic, particularly for international cohorts of postgraduate students, remotely learning from different corners of the world. Thus, it becomes extremely important to make our online learning spaces as diverse and inclusive as possible and to invest in our students' sense of belonging to avoid feelings of isolation and anxiety that may come with online (remote) learning. In this short video, we will outline some simple, practical steps that we have adopted to enhance the sense of belonging in the online interactions with our postgraduate students but, most importantly, to create social (online) communities, safe spaces in which students could share their experiences, join social activities, and together participate in those communities.

ALONE WE CAN DO SO LITTLE; TOGETHER WE CAN DO SO MUCH STACEY WEBB AND ROBERT ADAM

Cooperation with deaf community organisations is an effective way of preparing interpreting students for work as interpreters. Service-learning specifically can foster community engagement opportunities, and creates opportunities to enhance students' language skills, intercultural competencies, as well as help them develop other key transferable working skills (e.g. time management, teamwork, administrative), at the same time service-learning gives communities and organisations the opportunity to get to know the future workforce (e.g. improving trust). Over the past five years, students on the MA (Hons) Interpreting/Translating (BSL/EN) course at Heriot-University have engaged in a service-learning project (SLP). Many changes in how this project is structured have occurred as we have continued to learn and adapt it based on student feedback. Initially, students used their own connections with the deaf community to develop individual/group projects to fulfill the service-learning requirement. However, due to students lacking confidence in using BSL in social settings many of them had not fully developed the relationships that they needed to engage, create, and deliver a successful project. In 2019/2020 the CEO of Deaf Action, a local charity supporting deaf people in Scotland, initiated conversations with HWU staff about further strengthening our partnership. These conversations led to redesigning the SLP and ultimately staff at Deaf Action became a key part of supporting students to meet learning outcomes as set by our curriculum. This video blog will discuss the importance and benefits of working with external organisations to enhance the teaching/learning experiences.

USING PROCREATE VIDEOS FOR EFFECTIVE VISUAL COMMUNICATION WHILE TEACHING STUDIO SUBJECTS MANUPRIAM SETH AND HARPREET SETH

I discovered that my old school scribbles were more attractive on a whiteboard, only this time the media was an Ipad and the app was Procreate. I did some amazing experimental stuff and students loved it. I can't wait to share my ideas.

ABSTRACTS

LIGHTNING TALKS

THE STUDENT AND STAFF VIEW: WHAT MAKES A RESILIENT POSTGRADUATE TAUGHT COMMUNITY? MYRTO EFSTATHIOU AND KIERAN ROBSON RENNER

As part of the Enhancement Themes Mini-Projects, a short-term project is underway in collaboration with the Student Representative Bodies to explore student and staff experiences of PGT communities and how those communities could be strengthened and mainstreamed. This mini project investigates how we can address the challenges experienced by PGT students and staff in establishing and cultivating PGT communities due to factors such as the short-term nature of PGT programmes and the disparate commitments of PGT students. The mini project will also ascertain the current PGT engagement in co-curricular activities such as Clubs and Societies, the benefits these opportunities present, and how best to improve and support engagement levels to ensure a strong sense of community within the PGT student body. The experiences of all PGT students across all 5 campuses and all modes of study (online and partnership) are being considered. At the conclusion of the project (end of June 2021), we are aiming to produce a series of student and staff guides/toolkits on Developing Resilient PGT Learning Communities. This is part of a larger, University-wide project on enhancing the learning experience of PGT students.

CROSS-DISCIPLINE & CROSS-CULTURE COLLABORATION DESIGN WEEK FAN WANG AND ALEX MACLAREN

22 Chinese students and 2 tutors were invited from a Chinese architecture school to participate our one week multidiscipline design week in EGIS together with the students from 7 programmes in Edinburgh. From a country undergoing an unprecedented scale of infrastructure construction in human history, these students brought some unique experience to our home students during this intensive study week, in addition to the leading role as architects that is what we did not have in Edinburgh. Their involvement had a strong impact in many ways as well as challenges to both the students and teachers. This paper is a reflection on the experience during this week, in particular the training elements for our students at their final year to prepare them to work in other culture. It is also an exploration on making this a regular element in our program and also extend to allow a selection of our students to join a similar program in a Chinese university.

STUDENT WELL-BEING AT THE HEART OF TEACHING MALINI KARANI AND VANESSA NORTHWAY

By putting wellbeing and care at the heart of our teaching we have learned two things. Firstly, that many students do not clearly understand what wellbeing means and therefore they do not acknowledge that they are facing any wellbeing issues. Many students think that wellbeing is not something that affects them and therefore if they are not working, they are being lazy rather than thinking that they might be facing a wellbeing issue. Since they do not understand that they might have an issue with their wellbeing they do not speak to anyone (friends, parents, teachers) about it. We think it is important to have wider discussions about wellbeing and knowing how to understand if we are facing trouble with it. Secondly, when we started talking to students about wellbeing, some students did start to open up and discuss the issues that they were facing. Some students face a lot of pressures at home and do not feel comfortable talking about it. By reaching out to students and letting them know that they can talk to someone when they were ready helped some students open and talk to us. Even if it is not a wellbeing issue, many times just knowing that someone will listen helps a student feel safe and ready to study a little bit.

SOCIAL CONNECTEDNESS IN THE MIDST OF A PANDEMIC

CAKIL AGNEW

I particularly care about the cultural context and its role in learning and educational settings. My students bring their rich cultures, values and conceptualisations with them. I believe in inviting students to share their own experiences to facilitate their involvement in their own learning. This is especially central to their learning experience when they start their degree and more so now, with distance learning, which creates additional needs of belongingness. In order to foster a sense of community ("belong"), I strive to balance caring and teaching by interacting with them not only during the dedicated online sessions but also via various conversation groups outside the classroom. I created a number of student Teams groups dedicated only to our informal communication outside the class hours where we set challenges, share recommendations, motivate and check on each other. This further supports my efforts to encourage them to own their learning experience without fear and failure by promoting a climate of trust and celebrate not only their achievements but also their efforts and abilities. As part of my Year 1 coordinator role, in order to support my students during the pandemic isolation, I created a running challenge; 5K in 5 Weeks. This received attention beyond Year 1 students across each level and we regularly communicated via the Teams group to share our achievements, daily and weekly.

MOVING BEYOND LECTURES: A NEW ERA FOR TEACHING ACTUARIAL SCIENCE AND MATHEMATICS

PETER RIDGES

Mathematics teaching changed forever in 2020. The use of videos freed up lecture time for more interactive classes, and technology allowed us to form teams of students around the world, to create group presentations and learn together. We are now able to focus on building community as well as creating learning materials.

CONTINUOUS ASSESSMENT VERSUS FINAL EXAM

ELLI-MARIA CHARALAMPIDOU, OSCAR VAZQUEZ, MOHAMED ALI HAMID ALI AND ALIA MOHAMAD NAZOR

This year, the G11FA course was examined through a continuous assessment in the form of a 3-parts coursework. Part A focuses on multiple questions that evaluate the basic understanding of the course materials. Part B evaluates the analytical skills and as such, it consists of a number of numerical exercises. Part C assesses the ability to synthesise the course material; thus, this part consists of a more complex exercise, a poster and two essays. The coursework evaluates all the learning outcomes of the course, and the assessment style encourages a continuous formative learning process that improves over time with feedback. After implementing the continuous assessment method, the teaching team found that students received an average mark of 79.7% which is much higher than last year's average of 55% using the normal final exam assessment.

VIRTUAL REALITY BY STEREO VISION: TELEPRESENCE FOR ONLINE TEACHING

JOSE MARQUES-HUESO AND XUE YING YEU

This talk will focus on an EECE project for developing a stereo camera for side-by-side virtual reality streaming and recording, and its possibilities for teaching. This approach allows the student to see the displayed content in 3D. By using virtual reality glasses compatible with any smartphone, the student will have the feeling of being in class from their own home. Virtual reality has the advantage of encompassing the student's whole field of vision, which prevents interference from possible distractions found at home. Virtual reality has much to offer in teaching, and it has been demonstrated that it enhances memory retention. The current work is based on developing the hardware and software, and its intended use is the recording of lab demonstrations and live streaming of sessions as well as public engagement and recorded tours of campuses and facilities.

3D IN A 2D WORLD

GARY QUINN, ROBERT ADAM, STACEY WEBB & JEMINA NAPIER

Considering students do not learn British Sign Language (BSL) in primary and secondary school, most students (except those with deaf families and those who learnt BSL in other settings) begin learning BSL without any prior formal knowledge of the language. BSL is a visual and spatial language and teachers incorporate the environment and space around them to facilitate learning. Additionally, interpreting skills are also developed through situated learning practice where teachers and students create mock environments that represent the areas in which they will work (e.g. medical, education, business). While COVID-19 has meant that many of us are all working in a similar online space, many interpreters have continued to work in face-to-face settings throughout the pandemic. It, therefore, becomes important that our students are prepared to work in authentic physical spaces in the future and understand how to utilise each space to support interpreting interactions. The last year has brought several challenges for the BSL/Interpreting teaching team in adapting the teaching methods to ensure students achieve learning outcomes. While some solutions have been found, it has also shown us the importance of face-to-face teaching and we have been able to identify programme aspects that can be taught remote and what aspects should be taught face-to-face. This lightning talk will describe how our new understanding will help us shape our curriculum in a way that will enable our graduates to work in the 'new normal', both in online and face-to-face settings.

ABSTRACTS

**SHARING
OUR LEARNING**

USING PADLET TO ENGAGE STUDENTS IN ONLINE AND HYBRID LEARNING

MARI CRUZ GARCIA VALLEJO AND TONY BAILEY

Padlet is a web-based interactive software that can be used to enhance learning and teaching as well as for collaborative working. Padlet can be described as an online bulletin board where staff and students can post different types of content and see what others are doing in real-time and asynchronously. HWU staff members can apply for an account in the university's Padlet Backpack Schoolwide license, which allows the creation and sharing of unlimited "padlets". This session will cover: 1) How to apply for an institutional account in Padlet. 2) How to get started with Padlet and share content safely. 2) How to design learning activities around Padlet to engage students in online and hybrid learning contexts: class/group discussions, FAQs, sharing ideas, gathering feedback, etc. The session will be delivered by senior fellow and learning technologist Mari Cruz Garcia and Teaching Technician Anthony Bailey, who will share examples of how Padlet is being used at the School of Textiles and Design to engage students and enhance learning.

SIGNALLING ONLINE EMOTIONAL PRESENCE

FIONA GRANT

This years for final year UG students I introduced a Ted Talk presentation submission to encourage students to provide their solutions in this different format. It worked really well and students liked the challenge and alternative approach. It also reflected what is happening in industry and prepared them for graduate employment. The quality of work and engagement by the students surpassed my expectations and it demonstrated the professional approach by students to their work. This was completed by Edinburgh and Malaysia students.

FEEDBACK ON CLOSING THE PROGRAMMING FEEDBACK LOOP

MANUEL MAAREK, ROB STEWART, LISA SCOTT

In 2018, the CS Department started to experiment using the GitLab platform to manage student code and enhance programming feedback. GitLab is an open-source Web-based collaborative software engineering system. This initiative was supported by a QAA project to close the programming feedback loop. Three years later, HWU's GitLab-Student is used by over 1600 students, across three of our campuses and one partner institution, within 15 courses. This platform has been essential to replicate the lab experience when teaching online courses involving programming. We propose to feedback on this experience and look forward to the possibilities offered by an integration with the Canvas Virtual Learning Environment (VLE).

THE PAN-EGIS COURSE

GUY WALKER & ALEX MACLAREN

Resilience, teamworking, presenting with confidence: these are skills. If they are skills then students can learn them. If students can learn them then we can teach them. But it requires a slightly different approach. Students need to understand the difference between a 'fact' and a 'belief'. If students lack confidence they may believe they cannot do things like present with confidence or cope with ambiguity, but by running a behavioural experiment we can update those beliefs with evidence. The effects can be transformative.

EXTENDING THE COURSE TEACHING TEAM: LIBRARIAN AND EFFECTIVE LEARNING ADVISER SUPPORT IN IMPROVING STUDENT OUTCOMES MARION KENNEDY, ROBBIE MOCHRIE AND RACHEL WHITTINGTON

This session describes extending the course teaching team to include Librarian and Effective Learning Adviser (ELA) support in a 3rd year Advanced Economics undergraduate course. The course was re-structured to optimise Responsive Blended Learning delivery with emphasis placed on independent, active learning and skills acquisition. Coursework required students to report on policy analysis including an annotated bibliography and a literature review with emphasis placed on reasoned selection of appropriate sources and effective written argument. Librarian and ELA input will be described with reference to 'embedded librarianship' theory. Benefits for students will be outlined and practical examples of embedded support given. We will explore possibilities for extending this form of support in a blended learning model and will discuss its application to global teaching.

GLOBAL TEACHING TEAM: NOW WITH STUDENTS THOMAS WONG AND KAI LIN ONG

The transition to online teaching provides innovative opportunities to incorporate staff-student collaboration as part of the subject design. The teaching team for the second-year mathematics subject, Linear Algebra, adopted this approach to create a subject centred around collaboration between staff, student, and the wider cohort. In this presentation, we focus on the video element and its role in the subject. Videos are an attractive content delivery medium in online teaching because of its low technological requirement on both staff and students. However, the one-way broadcast nature of the medium, along with its limited ability to interact with the audience are fundamental weaknesses that do not facilitate active learning. To address this issue, the teaching team included a student in the creation process to produce a series of collaborative videos that goes beyond simply delivering content.

VIRTUAL TEAM MANAGEMENT: THE BENEFITS AND CHALLENGES SHIEELA KALIB

Collaboration and teamwork are among soft skills that are increasingly crucial in the professional world and commonly developed from working in a group. Due to the impact of the pandemic as well demand from industry, virtual group project became common practice nowadays. Although the practice offers flexibility and freedom for students in accomplishing the tasks, often poor communication and ineffective productivity hamper the student's performance. A framework for engaging students with remote project management has been developed and implemented. The results level of student engagement and performance is better compared to before.

MAKING THE IMPLICIT EXPLICIT MARY STEWART AND KYM CRAIG

Have you ever wondered why seemingly good students don't seem to perform as well as you would have hoped? Some individuals find it harder to understand the implicit messages that we embed in our teaching. It can help everyone's learning to make these explicit - something which many of us have done due to RBL. We know from research that autistic individuals and those with high levels of autistic-like traits struggle to understand the implicit. Research shows that those with high metacognitive skills (the ability to plan, monitor, and assess one's own understanding and performance) are more likely to succeed academically, in particular the ability to respond to feedback is related to academic achievement. We, as lecturers, can support the development of these skills and make the implicit explicit.

DESIGN STUDIOS: ESSENTIAL TOOLS AND ALTERNATIVES FOR ONLINE TEACHING

SHAMEEL MUHAMMED

By March 2020, like many design programmes across the world, the BA undergraduate architecture programme at HWUD too had to be moved on to an online teaching model. At the core of the programme is a double credit design course taught every semester through 10 hours of classes per week. Moving a coursework intensive subject to an online platform has been extremely challenging. New tools and approaches to deliver a practice-based course had to be adopted to sustain effective delivery and student learning experience. The presentation will showcase some of the essential tools and approaches that helped in delivering the second-year architecture studio during Responsive Blended Learning (RBL) for the 2020/21 academic year.

ENHANCING THE ONLINE LEARNING EXPERIENCE

MARTHA GIBSON AND STUART ALLAN

At Heriot-Watt Online, we are working on a range of innovative projects which enhance and support the fully online learning experience for students. We are currently working on six projects with stakeholders from across the university - with more projects in the pipeline - and we would like to share our work with the audience, discuss our rationale, methodology, successes and challenges. We would also like to invite the audience to contribute to our projects to ensure a university-wide collaboration. Our target audience is the fully online learning student body and we believe this target audience is only going to grow in the future, so enhancing their experience is vital for their success.

STUDENT DEBATES, PEER REVIEW AND INVITED TALKS ACROSS CAMPUSES

NEAMAT ELGAYAR AND NICK TAYLOR

We would like to share our experience in teaching a 3rd year course across the Dubai/Edinburgh campuses. The pandemic has opened the opportunity to strengthen our teaching team and engage our Dubai-Edinburgh students in a unique opportunity to interact and feel as global citizen. We will talk about: (1) Organizing invited talks for students to attend and inspire them from listening and discussing issues from diverse communities, (2) organizing debates in which teams from the two campuses defend an ethical dilemma related to their profession and audience from both campuses are allowed to ask questions and challenge the points from both teams, and (3) organizing a peer review session where students can evaluate the debating teams through an online anonymous questionnaire. Peer review is based on providing constructive feedback and commenting on how convincingly and professionally each team has defended its case during the debates.

SIGNALLING ONLINE EMOTIONAL PRESENCE

KATHRYN WAITE

This is a critical reflection on the customisation of the online learning environment to signal emotional presence. Emotional presence was chosen as guiding construct rather than emotional engagement (although emotional engagement is an accepted dimension of student engagement both online (Redmond et al 2018) and offline (Sinatra et al 2015)). One limitation of emotional engagement is that it is used to describe students' emotional responses to learning (both negative and positive) and thus is framed as being an individual, post-hoc emotional expression (Majeski et al 2018). To respond to the challenges of COVID-19, I wanted to adopt an approach that would proactively facilitate wellbeing and resilience collectively within a student cohort. Emotional presence includes motivational and affective experiential responses such as self-efficacy, empowerment and emotional self-management. I used a Signaling Theory approach to design website signals that communicated and welcomed emotional presence. In this talk I will reflect on the success and failures experienced when signaling, anchoring and supporting the enactment of emotional presence for both the cross-campus teaching team and the student cohort.



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