



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Learning and Teaching Conference

Dimensions of Tertiary Engagement

22nd – 23rd January 2020



Presentations, workshop and keynote speakers





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Keynote Presenters

We will be welcoming our keynote speakers to the university to explore the themes of the conference with participants at the plenary sessions on each day.

Title: Developing the role of critical, digitally enabled tertiary and adult higher education in challenging times

Sheila Macneill



Sheila MacNeill is an independent digital learning consultant and open education practitioner based in Glasgow. Sheila has over 20 years' experience in developing the effective use of digital technologies for learning and teaching work at institutional and national level. Sheila is the current Chair of ALT (Association for Learning Technology), the UK's largest membership association supporting the effective use of learning technology. Sheila is an experienced academic developer and works with a range of staff in a number of universities across the UK. Sheila is active on a range of social media and shares her work, research and random thoughts on digital learning openly through her blog.

Bill Johnston



Bill Johnston is an Honorary Research Fellow at the School of Psychological Sciences and Health, University of Strathclyde. Before retiring in 2010 Bill was Senior Lecturer at Strathclyde's Centre for Academic Practice and Learning Enhancement.

Title: Associate Students in transition: direct entrants and the 'uni-boys'

Julia Fotheringham



Julia Fotheringham is a Senior Lecturer in Academic Practice at the University of Edinburgh where she leads the PG Cert in Learning, Teaching and Assessment Practice for academics new to teaching and teaches on the Masters in Blended and Online Education. Having spent 12 years teaching and developing staff in colleges prior to her University role, her research focus is in respect of transitions; for staff into their new academic roles and for students progressing from college to university. She is in the final stages of a doctoral study which explores the experience of Associate Students' articulation from college to university.



Title: 'Black into Bright: VLEs are still with us!'

Tom Farrelly



Having initially trained and worked as a Fitter & Turner, Tom decided on a change in career (and life) direction when he started his degree with the Open University aged 33. Upon completion of his BSc he undertook an MEd in Adult & Community Education in 2002 and was awarded his Doctorate in Education in 2010 where his area of research was the use of virtual learning environments by adult learners in higher education.

Tom has spent almost twenty years in the Institute of Technology, Tralee in Ireland's picturesque southwest on the wild Atlantic way. Although he still does some lecturing, his primary role is an educational developer in the institute's e-learning unit, acting as a support to individuals and academic departments in their technology enhanced learning journey. While a strong advocate for the role that technology can play in the enhancement of teaching and learning he describes himself as a 'critical technophile'; appreciating the opportunities while at the same time acknowledging that technology alone is not a panacea. Arguing that education and research is a public good he is committed to supporting the open science movement, advocating for it within (and without) his institution at every opportunity.

Tom will also facilitate the Brightspace Gasta presentations.



Day 1: Wednesday 22 January: 14:15 – 15:00

Please select a ‘two short presentations session’ or one ‘long presentation session’

Short presentation (20 minutes including questions)

CHOICE ONE

Title: Pluralising Approaches to Student Identity - a study of programme design in HE

Presenter: Seán McLaughlin, Perth College UHI

Conference Themes

- Research

Learning and Teaching Enhancement Strategy Values

- Learner choice and personalisation
- Integrated and sustainable teaching practice
- Supporting the learner as an individual
- Reflective practice and continuous improvement

Overview

This paper outlines the impact of research on popular music student identities in Higher Education Institutions (HEIs) and looks specifically at how this can effect change in a process of programme redesign. The project sought to redress an identified disconnect between institutional perspectives (or lack thereof) on what it means to be a popular musician, and those of prospective and current popular music students. In researching student identities and expectations it was found that students were able to increasingly pluralise and compartmentalise their identities as musicians/creatives as they progressed through their Higher Education. Programme gaps pertaining to specificity, pathway and pluralism were found. This paper will unpack some of the research data and outline the consequent impact on the redesign of a particular popular music programme, before discussing the wider implications for popular music in HEIs.

AND

Title: Technology-Enabled Learning for Rural Education through the lens of Dementia Education

Presenter: Kevin Muirhead, Department of Nursing and Midwifery UHI

Conference Themes

- Digital
- Research

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Engaging our students as researchers



Kevin Muirhead is a PhD candidate from the Department of Nursing and Midwifery at the University of Highlands and Islands. Kevin's research explores the role of technology in supporting the dementia education needs of acute health care practitioners in rural Scotland. His mixed methods research integrates a needs-based approach and implementation perspective and intends to inform a framework for technology-enabled dementia education for rural practitioners. Kevin is a registered nurse with over 20 years' experience in acute and primary care and has an MPH from the University of Aberdeen.

Overview

Increasing global prevalence of people living with dementia is intensifying the need for an appropriately trained health and social care workforce with current evidence suggesting gaps in dementia specific knowledge and skills amongst practitioners (Cowdell 2010). The need for dementia education may be greater in rural areas resulting from access barriers to traditional education (Pavloff, Farthing & Duff 2017) and higher dementia prevalence in rural communities (Russ et al. 2012). As technology-enabled learning is increasingly being adopted in health care education (George et al. 2014), this presentation will detail current technology-enabled approaches to dementia education and describe a proposed mixed method study that will establish the role of technology in supporting the dementia education needs of rural practitioners. The presentation is targeted at researchers and educators who are interested in technology-enabled learning for rural education and health care professional development. Technology acceptance will be positioned as a critical determinant of the future development of any technology-enabled learning and the audience will be provided with an overview of technology acceptance theories. A modified Unified Theory of Acceptance and Use of Technology (UTAUT) will illustrate factors influencing rural practitioners' behavioural intentions to use technology for dementia education (Venkatesh et al. 2003). The presentation will detail the role of grounded theory methods in supporting conceptual and theoretical insights into the use of technology for dementia education in rural areas. The value of mixed method research in technology-enabled educational research will be discussed to demonstrate how integration of quantitative and qualitative data can elicit optimal depth and holistic interpretation of educational research problems including contextual influence and multi-stakeholder perspectives. Benefits of public involvement when developing education and training will also be discussed. The audience will gain new insights into technology-enabled approaches to dementia education and be encouraged to consider mixed methodologies when engaging in educational research.

CHOICE TWO

Title: True or False? - Quizzes can improve our students' learning experience

Presenters: Carolin Radtke and John Buchan, EDU UHI

Conference Themes

- Digital
- Enhancement
- Transitions

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Evidence-based educational practice
- Assessment and feedback for learning
- Active and creative use of technology
- Integrated and sustainable teaching practice
- Reflective practice and continuous improvement



Overview

What is your first thought when somebody mentions that they are using quizzes in their module/unit? An exam midway through or at the end of a module/unit? That's one way of using quizzes, but they can do so much more for you as well as your students. In this session, we explore some of the theory and evidence garnered from existing research on using quizzes in teaching. We analyse how this lends support to the practice of using quizzes at various stages of the student journey, within a Tertiary Education environment. Quizzes can provide students with active and engaging learning opportunities to help them self-assess their own learning and develop higher level thinking skills. Finally, we discuss different tools that you as educators at UHI, can use to integrate quizzes, with different types of digital content.

AND

Title: Supporting staff development for embossing e-learning in regular teaching practice”,
Dimensions of Tertiary Engagement

Presenter: Nuria Camps, Perth College, UHI

Conference Themes

- Enhancement

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Supporting professional development in learning and teaching



Nuria is Lecturer in Business and Management in the Perth College University of Highlands and Islands. Nuria is a business and management professional with particular interests in enabling effective teaching and learning in Further and Higher education. She has worked extensively with active and experiential learning methods within a spectrum of traditional and online programmes in Tertiary education. Her current research focus is on lateral-enabled pedagogical techniques for adult learners.

Overview

This paper/presentation aims to outline the ways in assisting staff members with teaching responsibilities to embed various e-learning strategies in facilitating student learning in their discipline. Those members of staff who consider but haven't started using modern technologies in their teaching will know how to jump-start their journey to e-learning, whereas staff with experience of technological enhancements for teaching will know how to advance and share their knowledge base. The session will also reflect on the usage of the technologies advancing learning in university, including but not limited to the following: virtual and/or augmented reality, gamification and thematic analysis of video content by students. The main challenge of this session is to be equally useful for novice and expert users of e-learning in education, which will be addressed by the balance of the content to appeal to both categories of participants.



CHOICE THREE

Title: What can the Curriculum Development Employer Engagement Officer team do for you?

Presenters: John McLuckie, Alana MacLeod, Katie Masheter and Lorna Ferguson, Student Services (Careers and Employability) UHI

Conference Themes

- Co-creating
- Enhancement
- Research
- Transitions

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Providing a connected learning experience
- Engaging our students as researchers
- Supporting the learner as an individual
- Supporting professional development in learning and teaching

The Careers and Employability Team



Alana MacLeod

Alana works within the Business, Management and Leisure subject network at UHI, supporting academic staff at HE level across the partnership.

Her working background is in planning and communications, specifically supporting rebranding projects, but latterly, in a position at North East Scotland College, with extended responsibilities in supporting planning and quality functions. For example, Education Scotland & SFC's Action Learning Project pilot and curriculum development planning development.

Alana has a joint BA (Hons) International Business with Marketing from the University of Strathclyde, graduating in 2012, and is currently working her way through a postgraduate qualification – MSc Sustainable Rural Development.



Katie Masheter

Katie is the CDEEO for the UHI Creative Industries subject network. She's passionate about enhancing collaboration between employers, key industry contacts and teaching teams. Katie has a background in marketing, communications and events.

She graduated from Glasgow Caledonian University in 2014 with a first class BA (HONS) degree in Business Studies with Marketing. Katie's career started in the world of chocolate with Thorntons' graduate scheme in Derbyshire and she latterly worked on creative campaigns for Ferrero.

Katie moved back to the Highlands in 2016 and joined Planit Scotland where she delivered creative marketing solutions for a wide range of businesses.



Lorna Ferguson

Lorna previously worked with the Applied Life Studies Subject Network and is currently covering maternity leave for Science, Technology and the Environment. Lorna's focus has been working with staff and students on the Health and Social Studies, Psychology and Child and Youth Studies online degrees.

Lorna's background is mental health, supporting those furthest removed from the labour market to gain skills and experience to return or progress into employment, whilst managing their mental health.

Lorna worked for a Hospitality charity supporting those with care and criminal justice experience, to gain the necessary skills and experience required to enter the workforce.



John McLuckie

John works primarily within the Engineering and Built Environment Subject Network, supporting academic staff at HE level across the University partnership.

John previously spent 14 years at Argyll College UHI, including 9 years as Curriculum Manager for STEM and Construction provision and has experience in Project Management, HE Development and Marketing in the tertiary education sector. He also has a background in hydrographic survey for the oil and gas industry.

John graduated from the University of Glasgow in 1997 with a BSc (Hons) in Topographic Science and is currently studying for an MSc in Environmental Management with Geographic Information Systems.



Helen Anton

Helen's role is as the university Careers and Employability Officer, supporting students and graduates with their career development and learning. She also compiles the monthly student newsletter and manages the Career Centre social media feeds. Helen recently completed a PG Cert in Digital Marketing and is currently half-way through a PG Dip in Career Information Advice and Guidance through the University of Warwick. She has had a multitude of jobs from picture framer to photography tutor, is an advocate of careers being a journey not a destination and believes keeping an open and inquisitive mind is crucial in career development.



Audrey Decou

Audrey, who is currently on maternity leave, works within the Science, Technology and the Environment subject network, supporting staff at higher education level across the partnership.

Audrey's background is in Geology, having worked for 6 years at CASP, in Cambridge, as a field geologist and as Project leader of the East Greenland Project. During that time Audrey has worked with numerous universities and a range of stakeholders from the oil & gas industry. She has a BSc (Hons) in Earth Sciences from the Université Blaise Pascal, Clermont Ferrand (France) and a PhD in Geosciences from the Georg-August Universität, Göttingen (Germany).



Iain Eisner

Iain works within the university's Careers and Employability Centre supporting students and graduates from across the partnership with their career development. Iain has a BA in Applied Social Sciences and a postgraduate qualification in Career Development. Although qualified and experienced in career development, his 'career' journey to date has seen him work in various roles - Postman, Recruitment, Funeral Directing, Megabus Driver, Jobcentre Adviser and now Career Manager with UHI. Iain feels his career journey is far from unique and typical now of the nature of career journeys and the role that chance/happenstance can play across our lives.

Overview

The CDEEO team sits within the wider Careers and Employability team and works within and across Subject Networks to connect employers and industry with the University, to develop student opportunities and projects and to inform curriculum development through research. The presentation will outline a series of case studies reflecting the scope and impact of the CDEEO team over the past 20 months. Participants will gain a greater understanding of how the CDEEO team can facilitate and support a wide range of activities to enhance the learning and teaching experience while contributing to the preparedness of graduates entering the labour market.

AND

Title: The value of delivering Career Development workshops through the curriculum

Presenters: Helen Anton and Iain Eisner, Student Services (Careers and Employability) UHI

Conference Themes

- Co-creating
- Digital
- Enhancement
- Equality
- Transitions

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Learner choice and personalisation
- Providing a connected learning experience
- Evidence-based educational practice
- Active and creative use of technology
- Supporting the learner as an individual
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching

Overview

Career development workshops, delivered by the UHI Careers and Employability Centre, can be tailored to individual programmes and developed in partnership with programme leaders. This presentation will look at how we could work with you to create a programme of career workshops that will support your students make the transition from the university into work or further learning. We will share our experiences of developing career programmes for BSc Computing and BA Accounting and Finance, consider the content of these programmes and demonstrate how they can be tailored, co delivered and involve the participation of local employers. This presentation will illustrate how closely we work with our colleagues within the Curriculum Development and Employer Engagement Team (part of the wider Careers and Employability Centre) to develop such programmes. Co creating programmes such as these can help your students gain an edge when applying for jobs, contribute to meeting your programmes employability targets and contribute to student satisfaction levels. You will also be introduced to *FutureMe – the online career development platform for students and graduates of our university. If you would like to consider how to enhance the career support offered to your students, then this workshop might provide you with the solution.

*There will be a FutureMe stand for those attending the conference in person to ask further questions.

CHOICE FOUR

Title: Students as partners: Creating a collective responsibility for course evaluation and improvement

Presenter: Catriona Meighan, Inverness College UHI

Conference Themes

- Enhancement
- Research

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Evidence-based educational practice
- Reflective practice and continuous improvement



Catriona Meighan works as the Student Engagement Officer at ICUHI. She works in developing the culture of partnership and ensure students feel they have a strong sense of identity and belonging within our learning community.

A recipient of the LTA's Research and Scholarship award in 18/19, she has been working on the research project Students as partners: Creating a collective responsibility for course evaluation and improvement over the last year. This focused on ICUHI's enhanced approach to self-evaluation, what the student role is in the creation and use of data and how we work collectively with feedback and evaluative data.

Overview

At Inverness College UHI, we have seen a sector focus on partnership and staff-student relationships reflected in our working practices and understanding of student engagement. Two recent projects demonstrate this well:

- Reframing our Student Partnership Agreement and Learner Agreement to truly reflect working with students as experts and able members of our learning community.
- Action learning project in conjunction with Sparqs, working on a toolkit to ensure effective student engagement in Education Scotland's How Good Is Our College framework.

This has focused on several aspects reflected in the overall enhancement plan themes. Of particular relevance our work streams involving student representation, evaluation and feedback. Having well embedded mechanisms in place with the aim to further enhance our practice, we have revised our approach to self-evaluation including Course Committee Meetings. This has increased student engagement and shifted towards a collective responsibility for all stages of the enhancement process. The approach was piloted at the end of last academic year. This has been extended to all curriculum areas– notably not just at FE level, but across every level. We have dedicated a focused study into the effectiveness of this new approach, both at FE and HE level, enabling us to evaluate to what extent this intervention is facilitating the empowerment and engagement of students, ultimately enhancing the student experience. This study was funded by the LTA research scholarship fund. Outcomes of this research will further inform our partnership approach to our learning community. I propose a presentation of this research project which will be contextualised and have opportunities for discussion and look towards future practice and our partnership approach and commitment.

Main objectives: Present outcomes of research to UHI wide audience. Demonstrate/showcase alternative approaches to evaluation in practice. Encourage collaboration and discussion of evaluative processes both in FE and HE. Participants will have a good understanding of this collaborative approach to course evaluation, how it has benefitted students and staff, what future implications it has, how their partner colleges can get involved and an opportunity to talk about our connected Partnership approach and commitment and how this can grow and improve.

AND

Title: There is more to life than Sci-Hub: how to help you, legally, find open access and subscribed 'stuff'

Presenter: Elizabeth McHugh, Learning and Information Services, Libraries UHI

Conference Themes

- Digital

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Engaging our students as researchers
- Active and creative use of technology
- Harnessing open educational approaches
- Supporting the learner as an individual



Elizabeth has been the Electronic Resources Manager for the University since June 2005. Prior to that she worked in Further Education in Shetland College UHI and in an FE college in Leicester. She is a librarian by profession, qualified since 1996, with a Masters in Information and Library Management and an undergraduate degree in ancient and medieval history. Elizabeth represents the University in library committees at a Scottish and a national level. Her professional interests include how eResources can be discovered and the development of business models for eBooks and eJournals.

Overview

PowerPoint Presentation: Overview of 5 browser extensions that can be used by students, staff and researchers to find electronic content that can be used in research, the development of open education resources, and assignments. Target audience(s) are researchers, learning and teaching staff and support staff.

By the end of the session attendees should have obtained knowledge of these browser extensions, have the opportunity to ask questions about them, and consider their uses in obtaining content that can be used in their research, assignments, and learning and teaching.

Long presentation (40 minutes including questions)

CHOICE FIVE

Title: Perth College: Our Digital Vision

Presenter: David Gourley, Perth College UHI

Conference Themes

- Co-creating
- Digital
- Enhancement
- Equality

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Evidence-based educational practice
- Active and creative use of technology
- Harnessing open educational approaches
- Supporting the learner as an individual



As Head of Learning and Teaching Enhancement David leads on quality improvement activities in learning and teaching at Perth College. David recognises that the current biggest challenge in education is, preparing our students for jobs that don't yet exist. He realises that order for Colleges to achieve this, courses need to develop transferable skills in their students. He believes that digital leaning technologies will transform the student experience making it more active and effective.

David worked in research in anti-biotic and anti-parasite drug design in universities and industry before moving into educational management in the college sector in 2004.

Overview



Perth College has developed a digital skills strategy in order to empower our staff, students and community with the digital knowledge, skills and values to enable them to succeed in the technologically driven and dynamic workforce of the future. This presentation will talk about why the strategy was needed with regard to Education 4.0 and the future learning needs of college students. It will talk about how it was co-created by a cross-college team of academic and professional staff to establish ownership and buy-in. The presentation aims to share the vision of the strategy and highlight the importance of its values. The presentation will then talk about the aims and objectives of the strategy and the actions that will need to be done to achieve them. The presentation is aimed at academic and professional staff with an interest in digital skills.

CHOICE SIX

Title: Utilising Learning and Teaching Review to Promote Reflection, Professional Dialogue and Enhancement

Presenter: Nikki Yoxall, Moray College UHI

Conference Themes

- Enhancement

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching

Overview

Observation of Learning and Teaching is a hot topic across the UK and particularly in Scotland. This session is for anyone interested in the role observation of learning plays in the development of reflection, teacher confidence and teaching practice. The session will give an overview of the research that informs best practice in developing frameworks for observation, the co-creation of a framework that aligns with the Learning and Teaching Enhancement Strategy, the impact piloting such an approach had at Moray College UHI and opportunities for questions and discussion around the topic.

CHOICE SEVEN

Title: Using narrative and lived experience to enhance the non-medical prescribing curriculum

Presenters: Stephanie Holden and Joanna Smith, Department of nursing and Midwifery

Conference Themes

- Co-creating

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Reflective practice and continuous improvement Enhancement
- Supporting professional development in learning and teaching

Overview

The Non-Medical Prescribing programme is accessed by a range of healthcare professionals who are licensed to prescribe independently or on a supplementary basis including nurses, physiotherapists, paramedics and podiatrists. The programme is regulated by two governing bodies, the Nursing and Midwifery Council (NMC) and the Health Care Profession Council (HCPC). In their standards of proficiency both Professional Bodies stipulate the importance of service user and carer involvement (NMC, HCPC 2019). These regulations are in place so that learners can meaningfully reflect and improve their practice from the patient's perspective, otherwise known as hearing the lived experience (Manen 2016). The use of narratives (story telling) has become widely used for improving health care and social services, they are the way to understand, experience, communicate and create meaning both as individuals and communities. Narratives can offer a respectable intellectual framework encouraging learners to question some of the apparently solid certainties of science and evidence. Hearing patients' stories can offer a different perspective of experiences, such as assessment and diagnosis, and sensitise practitioners to popular beliefs about illness and social deprivation. The use of narratives can also help learners (practitioners) to become more aware of their social and political roles (Launer, 2018.). Plus enhance Values Based Practice to balance decision-making where, as is often particularly the case in prescribing, complex and conflicting values are in play. Joanna and Steph will initially discuss the theoretical underpinnings of using narrative approaches to enhance the curriculum. They will explore the benefits of integrating service user's lived experiences into the curriculum. They will then demonstrate how these narratives are integrated into the curriculum, including their use within bright space and face to face teaching. Finally, an interactive workshop will give delegates the opportunity to experience the teaching and reflect on how this approach might be useful for their own sphere of practice.

CHOICE EIGHT

Title: Talis Aspire pilot: module reading list editing by academics to improve reader context and the student experience

Presenters: Richard Hughes, Carol Hart, LIS Libraries UHI and Lucinda Dean, Centre for History UHI

Conference Themes

- Co-creating
- Digital
- Enhancement
- Transitions

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Active and creative use of technology
- Integrated and sustainable teaching practice
- Supporting the learner as an individual
- Reflective practice and continuous improvement



Richard Hughes works for LIS as the university Systems Librarian and is based at Perth College UHI. He was the project lead on the Talis Aspire implementation in late 2018. Along with administering various online library systems, he works with colleagues in LIS and the academic partner libraries to improve services and resource access across the partnership. After completing his MSc in Information and Library studies, Richard started working at Perth College library in 2006 before moving to LIS in 2014.



Dr Lucy Dean is a history lecturer and interim undergraduate programme leader at the Centre for History, University of the Highlands and Islands. She is module leader and tutor across a range of HE History modules and has been involved in developing and teaching core skills modules in the History programme (Level 7 and Level 9). She has been actively involved in piloting the Talis system as a member of teaching staff (e.g. on the core Level 7 module What is History) and has been assisting in rolling out the training to other members of the Centre team.



Carol is the Librarian at Inverness College UHI and the Subject Network Librarian for Business, Leisure and Tourism, Humanities, Education and Gaelic. A Chartered Librarian for over 25 years with a background in school, public and academic libraries, Carol is a Mentor for Robert Gordon University Library and Information students, and those undertaking accreditation with CILIP (Chartered Institute of Library and Information Professionals). Supporting two subject networks in the provision of library resources, Carol is very keen to encourage staff and students in the use of the Talis Aspire Reading list platform. In her spare time, she also performs stand-up comedy.

Overview

Following a recent and successful trial period, the library service is encouraging academics to take greater control of editing and updating of their module reading lists. The session will focus on the benefits for academics, students and librarians when Talis Aspire is used as flexible learning tool rather than just a static list. A recent pilot study gave a group of academics editing rights to the reading list system. Along with now being able to add list sections, weekly reading and sub-categories, they can provide annotations and guidance to the student, promoting the relevance of the resources available to them and the level of reading required throughout each module. Lists and sections can be embedded directly in the Brightspace VLE. Students can also set reading intentions and take notes within the system, encouraging them to engage with each resource. Richard Hughes will provide an introduction to Talis Aspire; highlight the Brightspace integration; and the thinking behind the list editing pilot. Lucinda Dean (Centre for History) will then discuss her involvement in the pilot and the benefits this has brought to teaching practice, student engagement and assessment. Examples of good practice and list analytics from semester one will be used to demonstrate the case for a more widespread rollout of list editing by academics in the coming year. Carol Hart (Inverness College and Subject Network Librarian) will then discuss the benefits that both Talis and the pilot study has had for the library service and how processes can be improved in future, including stock coverage across the partnership and the module validation process.

CHOICE NINE

Title: Wikipedia in Education: Write it, don't Cite it

Presenter: Sara Thomas, Wikimedia UK

Conference Themes

- Digital
- Co-creating

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Harnessing open education approaches



Dr Sara Thomas is the Scotland Programme Coordinator at Wikimedia UK, working across the country to support and develop educational and cultural partnerships, and the Wikimedia volunteer community. She was the second ever person to hold the role of Wikimedian in Residence in Scotland, and has held two residencies, with Museums Galleries Scotland, and the Scottish Library and Information Council. Her work with Wikimedia in education focuses on the benefits to students in terms of information, digital and data literacy.

Overview

This session argues for the positive role that Wikipedia can play in the classroom, particularly for increasing digital, data and information literacy.

With the recent appointment of a Wikimedian in Residence at Coventry University, and the University of Edinburgh Residency now passing the four year mark - and becoming a permanent position - in addition to the many courses run at various Universities across the UK and beyond, it's clear that an increasing number of institutions are realising the benefits for both students and the University of engaging with the Wikimedia projects.

Wikimedia UK works with a number of educational institutions across the UK to support the use of the Wikimedia projects in learning. Students might write, improve or translate Wikipedia articles, produce collaborative texts on Wikibooks, or work on real-life data sets in Wikidata. The session will focus on case studies from Higher Education institutions across the UK, with a particular focus on the use of Wikipedia in the classroom, and will offer suggestions and guidance on how to get involved.

Research has shown that the inclusion of a Wikipedia element in a course increases student motivation to complete the piece of work, and the feedback received from students by Wikimedia UK is positive in terms of the student experience. By integrating a Wikipedia element into a course, students are not only given the opportunity to contribute to open knowledge and see impact from their work beyond the classroom, but to learn to work collaboratively (with each other, and with a worldwide community of Wikipedia volunteers), as well as learning key research skills, information synthesis, and writing for a public audience.

The session is aimed particularly at those with an interest in open education, innovative learning approaches and digital learning. It is also aimed at those sceptical about the wisdom of incorporating reference works which "anyone can edit" into the curriculum.

CHOICE TEN

Title: **Cryptopoverty in the Highlands and Islands of Scotland**

Presenter: Mark Lindley-Highfield, Inverness College, UHI

Conference Themes

- Research

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Supporting professional development in learning and teaching



Mark is a lecturer in Teacher Education and an anthropologist at Inverness College UHI. He is a Fellow of the Royal Society of Arts and of the Society of Antiquaries of Scotland. Mark is currently involved in the Scottish Council of Deans of Education's Scottish Attainment Challenge Research, funded by the Scottish Government. This research explores evidence used by early career teachers to bridge the attainment gap in the areas of literacy, numeracy and health and well-being for rural pupils in the most deprived quintile of the Scottish Index of Multiple Deprivation (SIMD).

Overview

This presentation introduces research being carried out by the University of the Highlands and Islands in relation to the poverty-induced attainment gap in Scottish education. This Scottish Government funded research explores the modes of identification of the most socially and economically deprived groups in Scotland and considers how this results in the omission of certain pockets of evidence, owing to the diverse terrain and demographic environment of the Highlands and Islands of Scotland. "Cryptopoverty" is a term coined to describe the lived experience of those households who fall outside the index used by the Scottish Government for measuring the worst social and economic deprivation, yet who experience extreme social and economic difficulties. At present, the educational needs of this group can be supported if the household is eligible for free school meals. This presentation explores the need for qualitative data to support the identification of households in cryptopoverty and explores the view that free school meals status should, at present, remain the key indicator for financial support.

CHOICE ELEVEN

Title: Utilising iPad Pro and pencil to create a screen cast to share with students

Presenter: Fiona McConnell, Inverness College UHI

Conference Themes

- Digital

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Supporting the learner as an individual

Overview

Using Inverness College UHI bookable iPad Pro and pencil, this demonstration will show how you can create a screen cast, upload to UHI stream then insert the video into your Brightspace module, giving your students the choice of flexible learning or using it to create a flipped classroom session.



Day 2: Thursday 23 January: 10:00 – 11:20

Please select an Interactive Workshop

CHOICE ONE

Title: Contextualising the university's graduate attributes

Presenters: Rosie Alexander and Ann Tilbury, Learning and Teaching Academy UHI

Conference Themes

- Equality
- Transitions

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Supporting the learner as an individual
- Reflective practice and continuous improvement



Ann Tilbury

As a member of the Learning and Teaching Academy, Ann is responsible for leading a range of university-wide professional development initiatives. These include the Advance HE Aurora Leadership Development Programme for colleagues identifying as women; the learning and teaching enhancement strand of the University Mentoring Scheme; the staff development fund and embedding the University's graduate attributes.



Rosie Alexander

Rosie Alexander works part time as a Senior Lecturer (Research) at the LTA. Her role focuses on educational research, and she specialises in research on careers education and guidance.

Rosie's background includes over ten years as a professional careers adviser working in Higher Education, Further Education and community services. Her particular interest surrounds careers education and guidance policy and practice in rural and remote areas, island locations and small states. She has published widely on the role of geography and mobility on career pathways and on the implications for practitioners. She has also been an invited speaker on these topics at a number of national and international conferences.

In addition to her work for the LTA Rosie is also a lecturer at the university working on careers and employability modules in the Geography degree programme.

Her research profile and publications are available on the [University's research database](#)

Overview

This workshop will offer an opportunity to explore the university's graduate attributes and how they can be used by university colleagues to enhance teaching and learning. Graduate attributes can be defined as: 'the skills, knowledge and abilities of university graduates, beyond disciplinary content, which are applicable to a range of contexts' (Barrie, 2004). The University of the Highlands and Islands has adopted five graduate attributes following an extensive consultation process which outline the attributes that we seek to support our students and graduates to develop, and which will assist them to be successful in the working world. This workshop will provide an opportunity for colleagues, through practical activities to identify how the graduate attributes can be used in their practice to enhance learning and teaching. The workshop will explore the nature of the attributes as aspirational and flexible – by their nature they will be used in different ways in different contexts. Attributes are not something which students and graduates 'achieve' once and for all but will be visited and revisited through a student's lifecycle as they grow and develop. The workshop will offer opportunities for colleagues to reflect on how the graduate attributes may add value in their particular sector, and how they may be meaningfully used by each of their students. The workshop will comprise of a range of activities which will focus on sharing experience between participants and exploring good practice. There will be an opportunity to explore and try out the new graduate attribute cards designed to support learning and teaching, and all participants will receive a pack of cards to take away. The workshop will also seek to support the development of the online graduate attributes resources, specifically by gathering ideas from participants, and examples of good practice which can be shared: <https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/graduate-attributes/>

CHOICE TWO

Title: Whisky 101; Distilling the Brightspace Benchmarks into your unit or module

Presenter: Carolin Radtke, Educational Development Unit UHI & Keith Smyth, Learning and Teaching Academy UHI

Conference Themes

- Digital
- Enhancement

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice Scheme
- Active and creative use of technology
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching



Keith Smyth is Professor of Pedagogy at the university, and leads the Learning and Teaching Academy. Keith works with colleagues across the university on strategic learning and teaching developments, funded projects and supporting staff to engage in educational research. Much of this work is taken forward through the activities of the Learning and Teaching Academy.

Keith has particular interests in co-creative pedagogies and curriculum models, open education, technology-enhanced learning, educational strategy and policy, and developing pedagogic research and scholarship. He has written and presented widely in these areas, and has undertaken funded projects for organisations including the Higher Education Academy, JISC, Scottish Funding Council and NHS.



Overview

The target audience for this workshop will be anyone who is supporting learning and teaching in Brightspace. The aim of this workshop is to help staff to develop a better understanding of the university's Benchmarks for the Use of Technology in Learning and Teaching as well as the Learning and Teaching Enhancement Strategy and its values. In addition, we will invite staff to experience and discuss examples of how the Benchmarks and LTES values can be implemented using Brightspace in a sample module where staff will be able to partake in activities from a student point of view. We will start the workshop by providing some initial information about the Benchmarks for the Use of Technology in Learning and Teaching and the Learning and Teaching Enhancement Strategy and its values. We will then move on to discuss how the Benchmarks and LTES values can be implemented in Brightspace. Staff will be shown some of the tools they could use to align their teaching with a certain Benchmark or implement a particular LTES value. To make this discussion more meaningful and more hands-on, participants will be able to explore a sample module/unit/course which will showcase examples of how the tools in Brightspace can be used to implement the Benchmarks and LTES values. This will help staff understand better how the tools in Brightspace can be used to align with one of the Benchmarks. As an added bonus staff will also be able to experience the implementation of the Benchmarks from a student point of view. At the end of the session, participants will be invited to think about how they could enhance their own modules/units/courses by mapping them against the Benchmarks and LTES values.

CHOICE THREE

Title: How should we grade groupwork?

Presenter: Heather Fotheringham, Learning and Teaching Academy UHI

Conference Themes

- Enhancement
- Transitions

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Assessment and feedback for learning
- Integrated and sustainable teaching practice



Dr Heather Fotheringham is Evidence-Based Enhancement Lead at the University of the Highlands and Islands. Based within the Learning and Teaching Academy, her role is to employ, promote and encouraging the use of evidence-based approaches in relation to learning and teaching enhancement. Heather leads on university-wide strategic initiatives to help develop a data-driven culture including the university's work for QAA Scotland's national Enhancement Theme, and management and analysis of student feedback surveys including the National Student Survey (NSS).

Overview

It is recognised via student feedback that group work can be a source of anxiety, or even dissatisfaction, for many students. There may also be a lack of consensus amongst academic staff concerning the nature and



amount of group work within a programme of study and concerning the appropriate assessment of groupwork. The purpose of this session is to allow participants to consider: the pros and cons of group work, how group work can sit within a programme-wide approach to assessment; how group work can (and should) be graded. The session will be structured around a series of individual and small group activities including: Mapping out the range of assessment types within a programme; Discussing a range of models for the grading of group work; Planning effective support for students who undertake group work. Benefits for participants will be: an introduction to key literature and supporting resources in this area; an opportunity to reflect on the use of group work within their programme; space and time to think about and start to plan alternative approaches to group work that they can then implement within their disciplinary context.

CHOICE FOUR

Title: Forging engaging learning resources

Presenters: Elaine Dalloway and Mark Wilkie, Educational Development Unit UHI

Conference Themes

- Co-creating
- Digital
- Enhancement

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Supporting professional development in learning and teaching



Elaine Dalloway has been part of the Educational Development Unit (EDU) since March 2013 and is an Education Design and Development Leader based in Inverness. This role involves working with academics to develop online and blended courses and learning resources. Prior to joining the EDU, Elaine was a course leader with West Highland College UHI in Portree, teaching digital media computing. It was here she started to develop her interest in instructional design and digital pedagogy and chose to pursue this area as a career on returning to Inverness.



Mark Wilkie is an instructional designer based in Perth College UHI as part of the Educational Development Unit. Currently seconded to the ESIF program, Mark has been working closely with the engineering subject network. Mark has a keen interest in digital pedagogy, resource design and software development and most recently has been supporting the piloting and rollout of Forge, an online learning resource authoring program.

Overview

Forge is a simple to use editing tool, developed within the Educational Development Unit, specifically designed to simplify and enhance the production of web-based resources such as reusable learning resources and student handbooks. This hands-on workshop will introduce Forge to those who have not yet had the opportunity to try working with it and provide the opportunity to ask questions and try out advanced features for those who are already 'forging' their learning resources.



CHOICE FIVE

Title: Exploring teenage mental health: Understanding and responding to the needs of our learners

Presenter: Louise Martin-Theyers & Heather Corpe, Inverness College UHI

Conference Themes

- Enhancement
- Equality

Key Words

- Learner choice and personalisation Social constructivism
- Evidence-based educational practice
- Supporting the learner as an individual
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching

Overview

According to the WHO, 10 –20% of children and adolescents experience mental disorders. At Inverness College UHI we have seen a 130% increase in referrals to wellbeing services so far in 2019 compared to the total number of referrals in 2015/16. Students are suffering from a wide range of mental health issues from anxiety to suicidal intention. As adults with a key role in young people’s lives, we have a professional responsibility to understand the needs of our learners and respond appropriately. As the Scottish Government have renewed the emphasis on providing proactive support to improve mental health and wellbeing, educators are left with both a legal and moral responsibility to ensure individuals can access learning in a meaningful way free from prejudice and discrimination. However, in practice, many educators feel they have insufficient understanding of mental illness and are unprepared to meet the challenges of supporting students with mental health issues. This interactive workshop aims to raise awareness of key mental health issues faced by young people and provide strategies for supporting students facing such challenges to engage and participate in learning. Workshop participants will explore their own perceptions of adolescents and their behaviour. Participants will explore the connection between the teenage brain, its functions and mental health. Participants will learn about major mental health problems and explore the reality of the conditions that lie behind medical labels. The workshop will include an insight into the impact of childhood trauma on the developing brain and subsequent neurological changes which impact mental health. Participants will be encouraged to share experiences of teaching and supporting students with mental health issues and will learn some key approaches and strategies for meeting student needs. Although aimed primarily at teaching staff, this interactive workshop is suitable for anyone with an interest in mental health and wellbeing.

CHOICE SIX

Title: ABC Curriculum Design

Presenter: Anne Chard, Educational Development Unit UHI

Conference Themes

- Digital
- Enhancement

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Reflective practice and continuous improvement



Anne Chard has worked since 2013 as an Educational Development Leader for the UHI Educational Development Unit. Anne leads projects and engages with the design, development and delivery of online learning. Anne also supports staff in curriculum design and digital pedagogy. Prior to this Anne worked as a lecturer on Nuclear related courses at North Highland College and has a background in experiential learning in Outdoor Pursuits.

Overview

This is an opportunity to try a new systematic approach to curriculum design that is very suited to today's time pressured academics who are looking for efficient ways to develop pedagogically sound, digitally rich, flexible courses that will engage and inspire their students. The workshop is for staff who are planning to or are in the process of designing or reviewing their modules/units. It is especially relevant to those staff moving from a face to face environment to a delivery method that blends face to face, online and VC. ABC (Arena Blended Connected) is a highly participative session using a dynamic rapid-design approach to curriculum planning. The system was developed by Natasa Perovic and Clive Young in the UCL Digital Education team and is based on Diana Laurillard's six learning types derived from her Conversational Framework theory. The workshop is centred around 3 main elements; the reflective activities, the 'storyboard' technique of planning the student learning journey and the tagging activity. As part of planning the student learning journey, participants will consider how Brightspace and other UHI approved digital technologies can be integrated. The incorporation of LTES values will be considered in the tagging activity. The workshop activities are paper based by intent and will result in each participant taking away a set of planning resources including a draft module design (for a module of their choice) and an action plan.

CHOICE SEVEN

Title: Using Rubrics in Brightspace

Presenter: Lois Gray, North Highland College UHI

Conference Themes

- Digital

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Assessment and feedback for learning
- Active and creative use of technology



I studied BSc(Hon) Electronics at Dundee University and subsequently worked on various defence projects at Racal, Linlithgow. In 2003 I became Senior Engineer for ABSL Batteries, Thurso, designing battery circuits, and achieving Chartership (CEng). In 2006 I joined North Highland College UHI as a lecturer, where I obtained Post Graduate qualifications in Teaching, Electronic Systems, and Sustainable Energy. I progressed to Curriculum Leader and spent two weeks teaching in China. This year I re-joined industry as Test Development engineer for Denchi Power, responsible for their Automatic Test Equipment. I am now working as a UHI ESIF funded Academic Lead Developer.

Overview

The aim will be to show, to an audience of educators, how to use rubrics to give grades and feedback in Brightspace. The presentation will essentially run through the Brightspace steps required to set up and use a rubric, for a simulated task, the steps required to use the rubric on a pre-prepared submission, and the steps on how to view the rubric marking in Brightspace Gradebook. If it is possible to run a live Brightspace session, audience presentation will be in setting up the rubric and deciding what grades to give the assignment and the presentation will be lively and humorous. Participants will take away some idea of how rubrics can be used to enhance feedback to students, and to improve marking efficiency.

Note: To make the most of this workshop you should have some experience with the assignments tool in Brightspace and you will need to have access to a personal sandbox in Brightspace. A Brightspace sandbox is a module/unit/course shell in the VLE which only you have access to and which you can use to experiment with the tools in Brightspace. If you don't have access do a sandbox yet but would like to participate in this workshop, please visit the [Unidesk website](#) area for Virtual Learning as soon as possible and raise a Brightspace General Enquiry ticket asking Unidesk to create a sandbox for you.

Day 2: Thursday 23 January: 11:30 – 12:15

Please select a 'two short presentations session' or one 'long presentation session'

CHOICE ONE

Title: Understanding the education, employment and migration pathways of Island students

Presenters: Rosie Alexander, Senior Lecturer (Research), Learning and Teaching Academy

Conference Themes

- Research

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Evidence-based educational practice
- Supporting the learner as an individual



Rosie Alexander works part time as a Senior Lecturer (Research) at the LTA. Her role focuses on educational research, and she specialises in research on careers education and guidance.

Rosie’s background includes over ten years as a professional careers adviser working in Higher Education, Further Education and community services. Her particular interest surrounds careers education and guidance policy and practice in rural and remote areas, island locations and small states. She has published widely on the role of geography and mobility on career pathways and on the implications for practitioners. She has also been an invited speaker on these topics at a number of national and international conferences.

In addition to her work for the LTA Rosie is also a lecturer at the university working on careers and employability modules in the Geography degree programme.

Overview

This session will consider the higher education and employment trajectories of students from the Scottish Islands. The presentation will draw on the preliminary findings of the presenter’s PhD exploring the career and migration pathways of higher education students from Orkney and Shetland, as well as the findings of a recent research project conducted with students and graduates of UHI focusing on their perceptions of what would help them achieve successful careers. The session will provide insight into questions including why students stay or leave their island communities, and how education and career pathways relate to geographical mobility and place. These questions have been of longstanding interest to regional development concerns and educationalists in rural and remote areas. The presentation will demonstrate how discourses of rural youth migration typically rely on binary notions of ‘staying’ or ‘leaving’ – with regional development policy typically focused on the importance of supporting young people to stay, and educational policy typically focused on supporting the aspirations of young people (which often means supporting people to leave rural areas). The session will unsettle these binary concepts of staying and leaving – demonstrating how students who graduate elsewhere do not always intend to stay away from their islands, and those who graduate from UHI do not necessarily intend to stay in their local communities. The session will also identify important inequalities in the ways that mobility is enacted and the ways that this marginalises some students in terms of the accessibility and relevance of careers services, as well as marginalising them from concepts of ‘graduate employment’ more generally. The session will close by considering issues for educators within UHI, identifying some implications for the recruitment of students, as well as how students may be most effectively supported while at university to enable them to achieve desired employment outcomes. The session is likely to be valuable for staff who are interested in how to improve the recruitment, retention and achievement of students, and those who are interested in how best to support students and graduates to achieve successful careers post-graduation.

AND

Title: Condensed learning diaries for reflective development

Presenter: Rob Bray, Argyll College, UHI

Conference Themes

- Research
- Transitions

Learning and Teaching Enhancement Strategy Values

- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching



Overview

Learning diaries have been used extensively in professional development within tertiary education using various formats. However, existing diary approaches have significant drawbacks in that they are time-consuming and often unstructured, becoming exercises primarily in writing rather than reflection. Such barriers may explain why their use has not become more wide-spread or consistent. This presentation introduces an approach, labelled the Summarised Reflective Record (SRR) that provides a highly structured format, based on David Kolb’s experiential theory of learning, where entries are developed more spontaneously in a highly condensed format, requiring far less time commitment. It is suggested that this would allow the user (professional or learner) to make frequent, regular entries, thereby allowing trends and patterns to be identified. Following an outline of the theory of behind reflective learning and the use of diaries, the structure and proposed mode of use of the SRR will be outlined. This will be followed by some examples and then by a short interactive session, in which audience members will be invited to create their own record. Finally, a new small-scale research project to evaluate the SRR will be introduced, with opportunities for the audience members to participate. This session will be of value to anyone interested in Reflective Learning and to those looking for effective, time-efficient tools for recording our reflections. Participants will be presented with a short review of the theory behind reflective learning and the use of diaries and will then have the opportunity to use, evaluate and comment on the innovative Reflective Record. Finally, there will be an opportunity to discuss this small-scale evaluative research project and possible future developments, such as the developments of a Reflective App.

CHOICE TWO

Title: *Courage, wonderment and a willingness towards strangeness*: why Literature matters in an age of apocalyptic thinking

Presenter: Kyle Smith, Perth College UHI

Conference Themes

- Co-creating
- Research

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Integrated and sustainable teaching practice
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching

Overview

I think Literature (the study of the creativity and ideas to be found in cultural documents) is an important and useful subject to teach in the twenty first century. Literature offers different perspectives on the world as it is experienced and ways to negotiate it and in doing so students learn more about themselves and about the world. I am aware Literature and the Humanities face challenges to maintain a position of importance within Higher Education. I want to use Ronald Barnett’s notion of ‘supercomplexity’ and some of the interesting ideas and discussions it has engendered over the last twenty years to show the strengths of Literature and the challenges it faces. I have been



teaching across this twenty year period and I want my reflections to utilise my experience in a consideration of some of Barnett's most interesting research around the 'dark side' of Higher Education.

AND

Title: Non-formal learning in a Popular Music Education Context

Presenter: Ronnie Goodman, Perth College, UHI

Conference Themes

- Enhancement
- Research

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Providing a connected learning experience
- Evidence-based educational practice
- Harnessing open educational approaches

Overview

The 20 min Powerpoint presentation will outline the research project and its findings undertaken for my recently completed PhD. In particular, it will aim to highlight the 'bridge' that non-formal learning may provide between informal learning and formal learning in a popular music education context. A main aim of this presentation will be to stimulate thought and provide a non-formal paradigm that can be translated by attendees into their own educational contexts. Drawing from evidence-based practices for over 25 years, the current field of literature and interview data, I intend that this research will target not only a musical audience but those that value the importance of a connected learning experience for students such as peer-based learning. ABSTRACT Non-formal music learning has burgeoned over the last ten years particularly in UK secondary schools and in the Netherlands, where professional performers and community musicians have brought musical leadership skills into the formal education environment. The rationale for this project came from the lack of research into non-formal learning of musical rhythm in a formal education context. As its main aim, this study situated in the context of popular music courses at a Scottish college, investigated the benefits of non-formal learning of rhythm for enhancing formal instrumental learning. Data collection involved an ethnographic study of student, staff and alumni engagement with rhythm learning in an extra-curricular percussion ensemble, utilising an interpretive case study based on participant observation, and interviews that elicited key aspects of the participants' non-formal learning. The ensemble researched has been in existence for twenty-five years and runs in parallel to the formal instrumental curricula. It has adopted and adapted a Brazilian model of peer teaching and learning that has sustained as a community of participation. Findings suggest that participation in the non-formal ensemble has clearly enhanced students' learning, regarding the formal context of their instrumental learning that is both assessed and certificated, whilst by contrast the non-formal ensemble's activities are not. Instead, it features shared musical and extra-musical learning goals that involve performances, workshops in the community and active participation in non-formal learning practices. Further to this, findings show that active participation has engendered highly effective peer teaching and learning, as central to sustaining the ensemble's effectiveness for rhythm learners. Keywords: Rhythm learning, non-formal learning, popular music education, peer teaching and learning.



CHOICE THREE

Title: OERu – how you can showcase your courses and enable global education

Presenter: Andy Brown, Academic Development UHI

Conference Themes

- Co-creating

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Active and creative use of technology
- Harnessing open educational approaches

Overview

The presentation introduces UHI's work with OERu and opportunities for further engagement. OERu is a growing network of socially motivated institutions offering learners around the world unlimited, no fee, access to high quality, open online courses. OERu gives UHI access to a platform to promote and run UHI's open education courses and support future innovation in this area. The presentation will be of particular interest to staff who wish to engage with like-minded colleagues and institutions committed to open education as well as to staff who wish to develop open taster courses to provide an opportunity for potential students to experience key aspects of the programmes they are considering.

AND

Title: Using the UHI tool Pepe to create audio feedback quickly from Word documents

Presenter: Fiona McConnell, Inverness College UHI

Conference Themes

- Digital

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology
- Integrated and sustainable teaching practice
- Supporting the learner as an individual

Overview

Using Inverness College UHI bookable iPad Pro and pencil, this demonstration will show how you can create a screen cast, upload to UHI stream then insert the video into your Brightspace module, giving your students the choice of flexible learning or using it to create a flipped classroom session.



CHOICE FOUR

Title: Cross-curricular collaboration for learning innovation

Presenters: Allane Hay, Jane Pickthall, Stacey Toner, Moray College UHI

Conference Themes

- Co-creating
- Enhancement

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Evidence based educational practice

Overview

After being approached by Elevator UK to participate in the Moray Accelerator (a business growth learning initiative) we thought that we could use the opportunity to try a new approach to creating a workshop that would not only deliver learning and development to the candidates but also to the staff involved in delivery. The presentation is be aimed at anyone interested in cross-curricular/cross-discipline development; CPD development and delivery; and an entrepreneurial mindset when creating learning and teaching materials and initiatives. The aims of this short presentation are to show that a diverse partnership in curriculum design and delivery can be achieved and can open up new opportunities for staff and learners in partnership with third party stakeholders – integrating learning and development with the wider community.

AND

Title: The new framework for the development of open educational practices

Presenter: Scott Connor, Learning and Teaching Academy, UHI

Conference Themes

- Co-creating
- Digital
- Enhancement
- Equality

Learning and Teaching Enhancement Strategy Values

- Learning for employment
- Learner choice and personalisation
- Providing a connected learning experience
- Evidence-based educational practice
- Engaging our students as researchers
- Assessment and feedback for learning
- Active and creative use of technology
- Integrated and sustainable teaching practice
- Harnessing open educational approaches



With a professional background in electronics, ICT, systems design, learning and project management Scott has been involved with the University the Highlands and islands and its previous incarnations since 1994. Starting out as an IT Support Officer at Lews Castle College and eventually moving to the then Lochaber College in 1999 to become ICT Manager Scott then left to pursue other interests before returning in 2008 as the university learning technologist. In 2011 Scott moved to the Educational Development Unit as an Educational Development Leader working on a variety of innovative internal and external projects.

In October 2018 Scott joined the Learning and Teaching Academy with a specific remit for flexible and open learning. This includes the creation of a framework for the development of open educational practices in line with the Learning and Teaching Enhancement Strategy.

An advocate of lifelong learning Scott has undertaken Masters degrees in the fields of Social Sciences, Psychology and Criminology before reverting back to studying undergraduate mechanical engineering. Following completion of a Post Graduate Certificate in Teaching and Learning in Tertiary Education in 2016 Scott also achieved fellowship of the Higher Education Academy (now Advance HE).

Overview

This session will introduce attendees to the new 'Framework for the development of open educational practices' and the 3-year timeline. It will provide an overview of open education generally and look at the benefits for staff, students and the institution. We will also look at how the framework aligns with the learning and teaching enhancement strategy and the areas of focus.

CHOICE FIVE

Title: What can the Knowledge Exchange Team do for you?

Presenters: Darlene Russell, Research and Enterprise UHI

Conference Themes

- Co-creating
- Transitions

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Engaging our students as researchers



Darlene M Russell

Darlene works within the knowledge exchange team to increase the university’s engagement with businesses, social enterprises and other stakeholders. Darlene is responsible for supporting the development of the university’s Knowledge Exchange sectoral groups in tourism, creative economy and water quality innovation. She has the responsibility for producing innovation-led, revenue generating opportunities as well as promoting a culture of innovation across the partnership.

Darlene previously spent 11 years at Argyll College UHI as Curriculum Manager for Agriculture, Horticulture, Hospitality and Catering and Commercial provision. In addition, Darlene has extensive experience within the Hospitality and Tourism sector as well as an HR and Training consultant.

Overview

The short presentation will showcase the diverse work of the University’s Knowledge Exchange Team. The session will be aimed at any member of staff who is interested in connecting with employers /business. The session will highlight how KE sits within the University, KE activities e.g. consultancy; network events with business ;CPD; collaborative research; licensing; spin outs; joint ventures, examples of economic activity and impacts and how potentially that can be included within the learning and teaching. In addition, we will showcase some case studies reflecting business/academic collaboration and areas of KE that can help students to transition into employment through Converge Challenge, RSE, SIE etc.

AND

Title: Industry Teaching Linkages – A Real Engineering Example

Presenter: Lois Gray, North Highland College, UHI

Conference Themes

- Co-creating
- Enhancement

Learning and Teaching Enhancement Strategy ValuesC Learning for employment

- Evidence-based educational practice



I studied BSc(Hon) Electronics at Dundee University and subsequently worked on various defence projects at Racal, Linlithgow. In 2003 I became Senior Engineer for ABSL Batteries, Thurso, designing battery circuits, and achieving Chartership (CEng). In 2006 I joined North Highland College UHI as a lecturer, where I obtained Post Graduate qualifications in Teaching, Electronic Systems, and Sustainable Energy. I progressed to Curriculum Leader and spent two weeks teaching in China. This year I re-joined industry as Test Development engineer for Denchi Power, responsible for their Automatic Test Equipment. I am now working as a UHI ESIF funded Academic Lead Developer.

Overview



The aim will be to demonstrate to an audience of educators, how I have linked my recent experience of working as the production test support engineer for a high-volume manufacturer, with my concurrent teaching of a closely related Electronics module, at Level 10. The presentation will be a Pecha Kucha consisting mainly of pictorial slides. It will not be a particularly humorous talk, and will have limited, to no, audience participation, but will hopefully be interesting and will show the reality of enhancing teaching and learning, by engaging students with real practical examples of theory in practice, based on real-time, relevant and current experience in a high tech, challenging engineering environment. Participants will take away an understanding of how industry-teaching linkage can be incorporated in teaching, why it is important, and how it can enhance students' engagement with an otherwise dry subject.

CHOICE SIX

Title: Embedding Research Teaching Learning Linkages in the Creative Arts

Presenters: Lesley Mickel, Inverness College UHI

Conference Themes

- Co-creating
- Research

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Engaging our students as researchers
- Supporting the learner as an individual



Dr Lesley Mickel is Programme Leader for Drama at UHI and also teaches on the UHI Literature degree. She has been very involved in curriculum development activity in recent years, most notably with the design and delivery of the new UHI BA (Hons) Drama and Production. Lesley's research interests have a strong interdisciplinary bent and focus on theatre history. More recently this has been complimented by developing interests in performance pedagogy and creative practice, reflecting her experience leading the Drama programme at UHI.

Overview

This talk will offer an overview of how research, teaching and learning linkages have been embedded in a module delivered on the BA (Hons) Drama and Performance. This includes how students have been encouraged to become researchers and co-creators in their own right, drawing on the history and memories relating to the Nairn Ballerina Ballroom as a place of entertainment, as well as its current indeterminate status. Students devised performance pieces based on their research findings and these have been theoretically framed and extended by the module tutors, to make a practice based contribution to performance theory and its future application. The perspectives generated can then be fed back into Drama teaching and learning and shared more widely, and relate to topics such as phenomenology and memory in performance. The target audience for this talk is teaching staff interested in working with their own students in a similar way, although within the context of a different discipline. A short Q&A session at the end of the talk will allow for group discussion of how this could be achieved.



CHOICE SEVEN

Title: Humanizing the machine: At what cost

Presenter: Alice Mongiello, Inverness College UHI

Conference Themes

- Research

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience Scholarship
- Evidence-based educational practice
- Integrated and sustainable teaching practice
- Supporting the learner as an individual
- Reflective practice and continuous improvement
- Supporting professional development in learning and teaching



Alice Mongiello is Programme Leader for BA (Hons)/HNC Childhood Practice and the new GA BA Early Learning and Childcare (ELC). She is based in Inverness College, UHI. Alice has a wealth of experience as a face-to-face and online adult educator as well as spending several years employed as an ELC practitioner in several private sector settings based in USA and Scotland. Alice's doctoral research focused on the potential of the online educational context as a space capable of fostering transformative learning. Her current research interests are non-traditional learner's transitions and the online practice of authenticity. Is it possible to educate from the heart in an online context?

Overview

The presentation is centred on the premise that transformative learning online is a relational, intersubjective process based on the establishment of relations of mutual recognition (Flemming 2016). There is also the perspective that the online context creates a 'safe space' and acts to level the playing field thereby enabling non-traditional learners to adjust more easily to the habitus of academia and therefore experience a transformation (Mongiello 2015). The central aim of the presentation is to explore the nature of authentic practice online and ways in which the personal and inner curricular of adult educators shapes their practice. Fourteen online adult educators were selected using a purposive sampling strategy. Adopting a qualitative approach based on a constructivist view of human knowledge, semi-structured asynchronous email interviews were used to collect the data. Data was analysed using a hybrid thematic approach. Four central themes emerged: positionality, authentic practice, technology as an enabler and at what cost. Authenticity can be viewed as a 'multi-faceted concept that includes, at least four parts: being genuine, showing consistency between values and actions, relating to others in such a way to encourage their authenticity, and living a critical life' (Cranton and Carusetta 2004:7). Mongiello (2015) refers to the subjective qualities of an online authentic relationship: support, trust, friendship, empathy and intimacy. Recent research suggests that there are three key considerations related to online learning: affect, dialogue and knowledge (Coker 2016). In furthering our understanding of the nature of authentic practice online this presentation will reflect on the potential value attributed to these three considerations. Of interest to this presentation is the practice of authenticity online and ways in which this can potentially create conditions to foster a transformation. Although the online context has potential, there are challenges in developing an authentic online persona. As adult educators bring their authentic persona into the online classroom, they may find themselves questioning personal, social and institutional expectations about what it means to be a 'good' educator and, as a



result, have to reconsider their educational online practice. In addressing this dilemma, they may need to understand better ‘their personal and hidden inner curricular’ and in doing so acquire a deeper understanding of the ‘more intimate and ostensible beliefs and motivations’ of what it means to be an online educator (Shockley et al 2008:198). Is it possible to ‘educate from the heart’ in an online context and what is the cost of adopting this practice?

CHOICE EIGHT

Title: Improving employability with programme-based assessment

Presenter: Douglas Barr and Tom McCallum, Inverness College UHI

Conference Themes

- Digital
- Enhancement

Learning and Teaching Enhancement Strategy Values

- Learner choice and personalisation
- Providing a connected learning experience
- Assessment and feedback for learning
- Active and creative use of technology



Douglas Barr is the Programme Leader for the new BSc (hons) Applied Software Development degree which will be delivered in collaboration with IBM, from September 2020. Douglas is passionate about the way that we can apply an evidence-based approach, and best practice from industry, to enhance the employability of our graduates.

Alongside his role at UHI, Douglas works as a software developer creating tools for creative professionals. Douglas’ work has been used to create some of the best-known films, tv series and games of recent years.

Overview

The computing team is making an ambitious move towards programme based assessment, an approach recommended by the Higher Education Authority which has been shown to improve student results, NSS scores, and graduate employment. Programme based assessment reflects the QAA’s concept of synoptic assessment, where students are required ‘to draw on different elements of their learning and show their accumulated knowledge and breadth and depth of understanding’. This is a contrast to students sitting discrete assessments for each module, which focus on one or more learning outcomes from that module. In our new BSc (hons) Applied Software Development, assessments are based on a portfolio of work, developed while carrying out large group projects that will require knowledge from all teaching modules to complete. This approach has been welcomed by the software industry, who prioritise team work, communication skills, and flexibility above technical competency when they recruit to their graduate programmes. To allow this to take place, we have had to implement a delivery structure that will allow students to take control of their learning and how they address the programme outcomes. This will result in students completing learning outcomes, and possibly entire modules, in a different order to their peers. This will be supported by technology, using a combination of industry standard tools and bespoke software to track and submit work. In this talk, the programme team will discuss the support for this pedagogical approach, the challenges they faced in implementing this within the existing UHI academic regulations, managing the student portfolios, and the student and lecturer experience.



CHOICE NINE

Title: Responding to the student voice: are we listening and how do students know this?

Presenters: Aimee Harvey Heather Fotheringham Learning and Teaching Academy UH,, Mei-Li Roberts Perth College UHI, Catriona Meighan Inverness College UHI, Lucinda Dean Centre for History UHI

Conference Themes

- Enhancement

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Reflective practice and continuous improvement



Dr Mei-Li Roberts is programme leader for the BAH Child and Youth Studies at the University of the Highlands and Islands and module leader across a range of modules on this programme, the GA Early Learning and Childcare and the Masters in Tertiary and Higher Education. Previous pedagogical research explored transitions, bridging and attainment from HNC to degree and an evaluation of a mandatory Graduate Attributes Reflective Assessment. She has worked with colleagues and the Highlands and Islands Students' Association (HISA) to implement a number of initiatives around graduate attributes, online learning communities, student voice and 'closing the feedback loop'.



Aimee Harvey is Student Development Officer at the University of the Highlands and Islands. Based within the Student Services team, her role is to enable, encourage and support student engagement and development for students of the university through appropriate interventions. Aimee works closely with the Highlands and Islands Students' Association (HISA) to support and enhance student representation through the class rep system and other feedback methods. Aimee has recently set up a short-life working group with colleagues across the partnership to explore how the process of 'closing the feedback loop' can be enhanced and how we can provide a more partnership-focussed approach between staff and students.



Dr Heather Fotheringham is Evidence-Based Enhancement Lead at the University of the Highlands and Islands. Based within the Learning and Teaching Academy, her role is to employ, promote and encouraging the use of evidence-based approaches in relation to learning and teaching enhancement. Heather leads on university-wide strategic initiatives to help develop a data-driven culture including the university's work for QAA Scotland's national Enhancement Theme, and management and analysis of student feedback surveys including the National Student Survey (NSS).



Dr Lucy Dean is a history lecturer specialising on late medieval and early modern Scotland and Europe at the Centre for History, University of the Highlands and Islands. She is module leader and tutor across a range of HE History modules (at UG and PG level) and has been involved in developing and teaching two of the three core skills modules in the History programme (Level 7 and Level 9). She has been actively involved in ongoing developments made to the student feedback process at the Centre in this role, including our Student-Staff Conversation initiative, and this involvement has increased recently on becoming the interim undergraduate programme leader.



Overview

Relevant for all teaching staff, this session aims to explore the mechanisms and tools that can be used to ensure that students are aware of the impact of the feedback they provide via various means such as surveys, their class reps and student officers, etc. The session will take the format of a panel-led discussion, beginning with an introduction presenting the findings and outputs from a currently operational Short Life Working Group (part of the University's work for the current QAA Enhancement Theme). This will be followed by some short examples of good practice in responding to the student voice as a starting point for a wider discussion. In addition to providing a space for staff to share and hear about practice taking place, the session will also provide the facilitators with the opportunity to capture good practice to build into a resource to support staff further in this area. Discussion points will include: What mechanisms do staff currently use to respond to the student voice?; What evidence is there to demonstrate the effectiveness of these mechanisms?; What can the university do to better support staff in this area? Participants will be provided with the opportunity to learn new methods of engaging with students and will also be supporting a project to improve how we, as a university, collectively respond to the student voice.

Day 2: Thursday 23 January: 13:00 – 13:45

Please select a 'discussion session'

CHOICE ONE

Keynote title: Digital Social Space

Keynote Speaker: Andrew Bowie (HISA VPHE), Ash Morgan (HISA VPFE), Flo Jansen (HISA Depute LCC)

Conference Themes

- Digital
- Equality

Overview

This interactive workshop, facilitated by HISA, will be an opportunity for you to learn about the ongoing work into creating a digital social space for students to collaborate and socialise in, as well as to offer your ideas and feedback on the process.

CHOICE TWO

Title: The Learning and Teaching Enhancement Strategy Values: Finding commonality within diverse practices

Presenter: Heather Fotheringham and Ann Tilbury, Learning and Teaching Academy UHI

Conference Themes

- Enhancement

Keywords

- Reflective practice and continuous improvement research skills
- Supporting professional development in learning and teaching



Dr Heather Fotheringham is Evidence-Based Enhancement Lead at the University of the Highlands and Islands. Based within the Learning and Teaching Academy, her role is to employ, promote and encouraging the use of evidence-based approaches in relation to learning and teaching enhancement. Heather leads on university-wide strategic initiatives to help develop a data-driven culture including the university's work for QAA Scotland's national Enhancement Theme, and management and analysis of student feedback surveys including the National Student Survey (NSS).

Overview

This discussion session will offer an opportunity to explore the university's Learning and Teaching Enhancement Strategy values and how they can be used by university colleagues to enhance their practice. Using the new LTES values cards, the main workshop activity offers an opportunity for participants to: (a) Be introduced to the twelve values (b) reflect on and understand one or two values in more depth (c) consider how the values can be contextualised within their current practice and (d) share experiences of using the values with colleagues. This workshop forms the first part of a new phase of work to embed the LTES values, as participants' examples of using the values will inform good practice resources to be produced by the LTA. In addition, participants will be asked to be involved in follow-up evaluation 6 months after the conference date in order to gauge the impact of the cards on enhancing practice. All participants will receive a pack of cards to take away. <https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/ltes/values/>

CHOICE THREE

Title: Towards an anthropology programme?

Presenter: Mark Lindley-Highfield, Inverness College, UHI

Conference Themes

- Co-creating
- Enhancement
- Equality

Learning and Teaching Enhancement Strategy Values Innovation

- Evidence-based educational practice
- Supporting professional development in learning and teaching



Mark is a lecturer in Teacher Education and an anthropologist at Inverness College UHI. He is a Fellow of the Royal Society of Arts and of the Society of Antiquaries of Scotland. Mark is currently involved in the Scottish Council of Deans of Education's Scottish Attainment Challenge Research, funded by the Scottish Government. This research explores evidence used by early career teachers to bridge the attainment gap in the areas of literacy, numeracy and health and well-being for rural pupils in the most deprived quintile of the Scottish Index of Multiple Deprivation (SIMD).



Overview

This presentation introduces research being carried out by the University of the Highlands and Islands in relation to the poverty-induced attainment gap in Scottish education. This Scottish Government funded research explores the modes of identification of the most socially and economically deprived groups in Scotland and considers how this results in the omission of certain pockets of evidence, owing to the diverse terrain and demographic environment of the Highlands and Islands of Scotland. “Cryptopoverty” is a term coined to describe the lived experience of those households who fall outside the index used by the Scottish Government for measuring the worst social and economic deprivation, yet who experience extreme social and economic difficulties. At present, the educational needs of this group can be supported if the household is eligible for free school meals. This presentation explores the need for qualitative data to support the identification of households in cryptopoverty and explores the view that free school meals status should, at present, remain the key indicator for financial support.

CHOICE FOUR

Title: A multi-modal learning matrix for digital education

Presenter: Frank Rennie, Lews Castle College UHI

Conference Themes

- Co-creating
- Digital
- Research

Learning and Teaching Enhancement Strategy Values

- Learner choice and personalisation
- Providing a connected learning experience
- Evidence-based educational practice
- Active and creative use of technology
- Integrated and sustainable teaching practice
- Harnessing open educational approaches



Frank Rennie is Professor of Sustainable Rural Development at the University of the Highlands and Islands and Assistant Principal at Lews Castle College UHI. Initially a geologist, he tutors on the MSc in Sustainable Rural Development and the MSc Digital Pedagogy, as well as supervising research students. His main research interests lie in new approaches to online education and the potential benefits of digital networking for sustainable rural development. He has been an advisor to several government bodies and a Fellow of six learned societies. He has published over 30 books. See <http://www.lews.uhi.ac.uk/frennie> or <https://uhey.wordpress.com> Contact frank.rennie@uhi.ac.uk or follow @frankrennie

Overview

Target audience: Any teaching staff, especially those considering module re/design for online delivery. Content: An overview of a method to enable easy course design using a variety of digital educational resources. A particular emphasis is on open educational resources and the support of heutagogical learning. The method facilitates flexible investigation of the syllabus a variety of HE levels, and enables deep learning that is student centred but solidly focussed on the disciplinary area. Examples will be shown in the Brightspace delivery medium.



CHOICE FIVE

Title: Educational scholarship and research at the University of the Highlands and Islands: from here to where?

Presenter: Keith Smyth, Learning and Teaching Academy UHI

Conference Themes

- Enhancement
- Research

Learning and Teaching Enhancement Strategy Values

- Evidence-based educational practice
- Engaging our students as researchers
- Reflective practice and continuous improvement



Keith Smyth is Professor of Pedagogy at the university, and leads the Learning and Teaching Academy. Keith works with colleagues across the university on strategic learning and teaching developments, funded projects and supporting staff to engage in educational research. Much of this work is taken forward through the activities of the Learning and Teaching Academy.

Keith has particular interests in co-creative pedagogies and curriculum models, open education, technology-enhanced learning, educational strategy and policy, and developing pedagogic research and scholarship. He has written and presented widely in these areas, and has undertaken funded projects for organisations including the Higher Education Academy, JISC, Scottish Funding Council and NHS.

Overview

This session is intended for any colleagues who have an interest in or curiosity about educational scholarship and research, or who are already actively engaged in scholarly and research activity relating to learning and teaching or wider educational issues. The session will explore the continuum of educational scholarship and research, from using scholarly approaches (including presenting, reflective writing and blogging) to share our own good practice, through to undertaking educational research that is intended to produce journal papers and other peer-reviewed publications. We will explore the support for engaging in a range of the above activities that is provided in the university, with a particular focus on the support and advice that is available for colleagues who are new to educational scholarship and research. We will also explore the kinds of educational research currently being undertaken across the university, including in the areas of digital education practice, student support and transitions, research-teaching linkages, and relating to educational research within specific discipline areas. Collectively we will discuss how we might build upon this, and what we can do going forward to make engaging in educational scholarship and research possible for a greater range of our colleagues who are teaching or supporting learning and teaching across different subject areas, across FE and HE contexts, and within professional services.



CHOICE SIX

Title: Investigating the relationship between digital skills and blended learning standards

Presenter: Emma Clayes; Laura Kelly; Khristin Fabian, Perth College UHI

Conference Themes

- Digital
- Research

Learning and Teaching Enhancement Strategy Values

- Active and creative use of technology



Emma Clayes is a Lecturer in Psychology at the University of the Highlands and Islands based at Perth College. Emma graduated from the University of Dundee in 1998 with a MA (Hons) Psychology. She then combined her interests in language, communication and eye tracking by completing a PhD in multi-mediated communication at the University of Glasgow in 2003. Emma is module leader on the BA (Hons) Social Sciences, BSc (Hons) Psychology, MSc Interpretation and MSc Psychology (Conversion) degree programmes. Current research interests include digital learning, bilingualism/Gaelic proficiency and cognition. Reviewer for the Journal of Applied Research in Higher Education.

emma.clayes.perth@uhi.ac.uk



Emma Clayes is a politics lecturer at Perth College and have recently carried out research in digital literacy and blended learning at the UHI. This particularly focused around identifying TPAK skills in regards to blended learning delivery and identifying areas for staff development. Prior to this, she collaboratively researched the effectiveness of the institutional Blackboard VLE and the use of additional technologies by both staff and students.



Dr. Khristin Fabian is Senior Learning Technologist and Lecturer at Perth College UHI. She is also Research Fellow in the Centre of Computing Education Research within Edinburgh Napier University. She was recently awarded SRHE's Scoping Award to critically analyse job adverts for computing degree apprentices. Her research interests include educational technology, mathematics education and student transitions.

ORCID: <https://orcid.org/0000-0001-6321-2703>

Researchgate: https://www.researchgate.net/profile/Khristin_Fabian

Overview

The shift into blended learning requires teaching professionals to be able to design appropriate learning resources using a variety of media. Previous research has shown that there is still a gap in lecturer's knowledge of the use of learning technologies and confusion regarding the definition of blended learning. A successful integration of ICT in education follows from a strategy that aligns technology use with actual teaching practice; a pedagogical approach (Mishra and Koehler 2006). The Technological Pedagogical Content Knowledge (TPACK)



model is a way to measure teachers pedagogical, content and technical knowledge and their skills regarding embedding technology in practice. This session will outline the findings of the research study from a survey (n=112) and interviews (n=11) with higher education lecturers across the partnership. We aim to have an interactive discussion of how blended learning is perceived across the partnership and relate this to our research findings. This session will also be looking at the use of blended learning at UHI using the TPACK lens. Target audience for this session are lecturers and academic developers.

CHOICE SEVEN

Title: University-ness, Tertiary-ness, and the Integrated University

Presenter: Brian Boag, Executive Office UHI

Conference Themes

- Co-creating
- Transitions

Learning and Teaching Enhancement Strategy Values

- Providing a connected learning experience
- Integrated and sustainable teaching practice
- Supporting the learner as an individual



Brian Boag has worked in Further and Higher Education since 1981, teaching range of subjects and levels. He was the first programme leader for the UHI Social Sciences programme and was appointed as subject network leader for Humanities, Education and Gaelic in 2010. He was tutored for the Open University and Stirling University. He has been interim Dean of the Faculty of Arts, Humanities and Business since 2017.

Overview

UHI presents itself as an ‘integrated university’ and the word ‘tertiary’ is frequently used but less often defined. Closer integration of FE and HE may become a proto-type for a dual-sector comprehensive institution, but it may also leave FE as subordinate, or hold back the development of a more conventional HE university. Tertiary-ness presents significant challenges. The presentation will address academic literature on the nature of the ‘tertiary’ and its implications for the development of UHI. It will consider both ‘positive; and ‘negative’ findings in relevant literature which enable us to more critically reflect on the nature of the educational initiative we are engaged in. The presentation will include some consideration of the nature of ‘insider’ research methods. The opportunities and challenges presented to UHI in this context will be examined. Underlying all this is a reflection on the alignment of educational practice to the mission of what is an attempt to achieve ‘regional development’ in the highlands and islands through the creation and development of a university – but what kind of university?



Advance HE Higher Education Academy (HEA) Fellowship Recognition

Since Academic Year 2016/17 over 100 colleagues from across the university have been supported to achieve their Higher Education Academy (HEA) Fellowship from Advance HE, across the various Fellowship categories of Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

The following university colleagues have gained Fellowship of the Higher Education Academy through ALPINE (Accredited Learning, Professional development, and Innovation in Education).

[ALPINE](#) is the university's framework for the recognition of good practice in learning and teaching, supporting learning and teaching, and educational leadership in higher education. ALPINE is aligned to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF), and provides the opportunity for colleagues to gain recognition as an Associate Fellow, Fellow or Senior Fellow of the HEA through an internal recognition process. ALPINE also offers mentoring support for colleagues who would like to apply directly to the HEA for recognition as a Principal Fellow of the HEA.

Please note names are in random order within each category of Fellowship.

Buchan	John	Associate Fellow	Executive Office UHI
Cooper	Val	Associate Fellow	Executive Office UHI
MacPherson	Alana	Associate Fellow	Executive Office UHI
Murray	Lesley	Associate Fellow	Executive Office UHI
Sutherland	Elaine	Associate Fellow	Executive Office UHI
Walker	Alex	Associate Fellow	Executive Office UHI
McConnell	Fiona	Associate Fellow	Inverness College UHI
Valero	Diana	Associate Fellow	Perth College UHI
Lawlor	Keelan	Associate Fellow	Scottish Association of Marine Science UHI
Farkic	Jelena	Associate Fellow	West Highland College UHI
McFarlane	Elizabeth	Fellow	Argyll College UHI
McNiven	Yvonne	Fellow	Argyll College UHI
Martin	Nicola	Fellow	Centre for History UHI
Alexander	Rosie	Fellow	Executive Office UHI
Chard	Anne	Fellow	Executive Office UHI
Dalloway	Elaine	Fellow	Executive Office UHI
Fotheringham	Heather	Fellow	Executive Office UHI



Gibson	Andrew	Fellow	Executive Office UHI
Smith	Terri	Fellow	Executive Office UHI
Watson	Lesley	Fellow	Executive Office UHI
Connor	Scott	Fellow	Executive Office UHI
MacMillan	John	Fellow	Executive Office UHI
Diggins	Nicki	Fellow	Inverness College UHI
Grant	Kirsten	Fellow	Inverness College UHI
Luke	Anthony	Fellow	Inverness College UHI
MacLennan	Kath	Fellow	Inverness College UHI
Murray	Mark	Fellow	Inverness College UHI
Paschke	Margarete	Fellow	Inverness College UHI
Roe	Sarah	Fellow	Inverness College UHI
Rutherford	Eleanor	Fellow	Inverness College UHI
McKernie	Jed	Fellow	Inverness College UHI
Bradley	Simon	Fellow	Lews Castle College UHI
King	Roisin	Fellow	Lews Castle College UHI
Haider	Suki	Fellow	Moray College UHI
Hay	Allane	Fellow	Moray College UHI
Dunnett	Sarah	Fellow	North Highland College UHI
Richardson	Linda	Fellow	North Highland College UHI
Gibbon	Sarah Jane	Fellow	Orkney College UHI
Moore	James	Fellow	Orkney College UHI
Plumb	Oisín	Fellow	Orkney College UHI
Thomas	Antonia	Fellow	Orkney College UHI
Timpany	Scott	Fellow	Orkney College UHI
Dewar	Ronnie	Fellow	Perth College UHI
Dyce	Andrew	Fellow	Perth College UHI
Innes	Scott	Fellow	Perth College UHI
Moses	Elinor	Fellow	Perth College UHI
Nicholson	Linda	Fellow	Perth College UHI



Robertson	Dale	Fellow	Perth College UHI
Smernicki	Richard	Fellow	Perth College UHI
Adams	Thomas	Fellow	Scottish Association of Marine Science UHI
Fox	Clive	Fellow	Scottish Association of Marine Science UHI
Hicks	Natalie	Fellow	Scottish Association of Marine Science UHI
Hughes	Adam	Fellow	Scottish Association of Marine Science UHI
Magill	Shona	Fellow	Scottish Association of Marine Science UHI
Thomas	Brown	Fellow	Scottish Association of Marine Science UHI
Whyte	Callum	Fellow	Scottish Association of Marine Science UHI
Almekinders	Charlotte	Fellow	West Highland College UHI
Iorwerth	Miriam	Fellow	West Highland College UHI
Mackie	Chris	Fellow	West Highland College UHI
Matheson	Tracy	Fellow	West Highland College UHI
Pitt	Michael	Fellow	West Highland College UHI
Black	Euan	Senior Fellow	Executive Office UHI
Boag	Brian	Senior Fellow	Executive Office UHI
Brown	Andy	Senior Fellow	Executive Office UHI
Doherty	Mary	Senior Fellow	Executive Office UHI
Engstrand	Susan	Senior Fellow	Executive Office UHI
Honeyman	Peter	Senior Fellow	Executive Office UHI
MacMillan	Jacky	Senior Fellow	Executive Office UHI
Nuttall	Anne-Marie	Senior Fellow	Executive Office UHI
Rae	Andrew	Senior Fellow	Executive Office UHI
Skinner	Fiona	Senior Fellow	Executive Office UHI
Tilbury	Ann	Senior Fellow	Executive Office UHI
Tinsley	Rhiannon	Senior Fellow	Executive Office UHI
Shillaker	Robert	Senior Fellow	Highland Theological College UHI
Gunn	Linda	Senior Fellow	Inverness College UHI
Macdonald	Nicola	Senior Fellow	Inverness College UHI
Maltinsky	Wendy	Senior Fellow	Inverness College UHI



Murray	Kathleen	Senior Fellow	Inverness College UHI
Smith	Melanie	Senior Fellow	Inverness College UHI
Sutherland	Sarah	Senior Fellow	Inverness College UHI
Erskine	Rachel	Senior Fellow	Lews Castle College UHI
Smith	Michael	Senior Fellow	Lews Castle College UHI
Stevenson	Anna-Wendy	Senior Fellow	Lews Castle College UHI
Huby	Lucy	Senior Fellow	Moray College UHI
Yoxall	Nikki	Senior Fellow	Moray College UHI
Dunnett	Sophie	Senior Fellow	North Highland College UHI
Gray	Lois	Senior Fellow	North Highland College UHI
Hylton	Peter	Senior Fellow	North Highland College UHI
MacIntosh	Jane	Senior Fellow	North Highland College UHI
Ross	Diane	Senior Fellow	North Highland College UHI
Mainland	Ingrid	Senior Fellow	Orkney College UHI
Boyd	Robert	Senior Fellow	Perth College UHI
Duncan	Helen	Senior Fellow	Perth College UHI
Etri	Catherine	Senior Fellow	Perth College UHI
Fraser	Stewart	Senior Fellow	Perth College UHI
Margiotti	Christiana	Senior Fellow	Perth College UHI
Paterson	David	Senior Fellow	Perth College UHI
Roberts	Mei-Li	Senior Fellow	Perth College UHI
Thompson-Young	Jennifer	Senior Fellow	Perth College UHI
Whittet	Frances Ann	Senior Fellow	Perth College UHI
Cottier-Cook	Elizabeth	Senior Fellow	Scottish Association of Marine Science UHI
Reinardy	Helena	Senior Fellow	Scottish Association of Marine Science UHI
Groves	Matt	Senior Fellow	West Highland College UHI

The following university colleagues have successfully gained Fellowship by direct application to the Advance HE in order to support the implementation of the ALPINE framework within the university.

Wartnaby	Debbie	Associate Fellow	Executive Office UHI
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Howe	John	Fellow	SAMS UHI
Williams	Alex	Fellow	West Highland College UHI
Visagie	Innes	Senior Fellow	Highland Theological College UHI
Mongiello	Alice	Senior Fellow	Inverness College UHI
Davies	Gareth	Senior Fellow	Lews Castle College UHI
Ogg	Alan	Senior Fellow	North Highland College UHI
Bichan	Wilma	Senior Fellow	Orkney College UHI
Brown	Eleanor	Senior Fellow	Perth College UHI
Permar	Roxane	Senior Fellow	Shetland College UHI
Campbell	Gary	Principal Fellow	Executive Office UHI
Rayner	Michael	Principal Fellow	Executive Office UHI
Rennie	Frank	Principal Fellow	Lews Castle College UHI

Advance HE's Aurora Leadership Development Programme

Aurora is the Advance HE's leadership development programme for those identifying as women. Aimed at those in academic and professional roles, the programme brings together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Over the past six years more than 5,895 women from 175 institutions across the UK and Ireland have participated.

In academic year 2018/19 the university funded 10 colleagues who identify as women to take part in the programme. Five colleagues are currently taking part in the programme this academic year. The following university colleagues completed the programme in 2018/19.

- **Antonia Thomas**, Lecturer, Archaeology, Humanities and Gaelic, Orkney College, UHI
- **Anna-Wendy Stevenson**, Programme Leader, Lews Castle College, UHI
- **Diana Macleod**, Lecturer, North Highland College, UHI
- **Fiona Gunn**, Professional Development Manager, Inverness College, UHI
- **Helen Coker**, Programme Leader, Inverness College, UHI
- **Jane Edwards**, Student Engagement Officer, Perth College, UHI
- **Lindsay Vare**, Geochemist, Scottish Association for Marine Science, UHI
- **Nicola Smith**, Head of Careers and Employability, Executive Office, UHI
- **Rosemary McCormack**, Head of Curriculum, Programme Leader, Moray College, UHI
- **Raeanne Miller**, Postdoctoral Research Associate, Executive Office, UHI