Cardiff University
Learning and Teaching Conference 2024

'How can we ensure our learning and teaching will deliver a better world for future generations?'

Thursday 12 September 9:00 – 16:45

Friday 13 September 9:15 – 13:15

#LTCU2024 | @LTAcademyCU

Introduction

The Cardiff Learning and Teaching Academy (LTA) is delighted to announce that Cardiff University's annual learning and teaching conference will take place on Thursday 12 September 2024 at the Postgraduate Taught Centre, Colum Drive and Friday 13 September 2024 online. This year's theme is 'How can we ensure our learning and teaching will deliver a better world for future generations?'.

Through Y Sgwrs Fawr - The Big Conversation, we have been co-creating our vision for the future of Cardiff University, which plots our course to 2035. The University's proposed new mission is to co-create new knowledge to deliver a better world for future generations. This year's conference will reflect on what we can do to support this mission and to share examples of practice already happening across the University which supports this.

The sub-themes of the conference are as follows:

- Designing and delivering interdisciplinary education
- Integrating education for sustainable development into teaching
- Developing future pedagogies to engage students
- Embedding grand challenges into the curriculum
- Offering flexible and life-long learning for

positive change
- Implementing digital practices to improve the student experience

The conference will have a mix of stories, Pecha Kuchas, workshops, and Q&A sessions. Some of the workshops have limited capacity (you can find these by browsing our programme below). For the limited capacity workshops, you will need to pre-register as only registered attendees will be able to attend. The face-to-face sessions will be in the Postgraduate Taught Centre and the online day will all be delivered via a dedicated Teams site. Full information will be shared with registered attendees prior to the event.

We look forward to seeing colleagues both in-person and online over these two days.

Thursday 12 Sept | Postgraduate Taught Centre

| 9:00 - 9:30 | Registration and poster exhibition |

ROOM: Foyer, Postgraduate Taught Centre, Colum Drive

| 9:30 - 9:45 | Welcome and introductions |

ROOM: 0.16 Lecture Theatre

Delivered by:
Claire Morgan, PVC Education and Students
Helen Spittle, Director of the Learning and Teaching Academy

| 9:45 - 10:15 | Keynote |

ROOM: 0.16 Lecture Theatre

Delivered by:
Professor Wendy Larner, Vice-Chancellor

Introducing the new University strategy and roadmap

Breakout Session One

ROOM: 0.22/0.23

Time: 45 minutes
Max capacity: 25 participants

Workshop 1:
Flash Slam Communication Skills

Delivered by:
Dr Jay Millington, School of Engineering

Would you like to improve communication skills of 1st year undergraduates? Following a pilot, this year I rolled out Flash Slam Communication Skills to the full cohort of 144 1st year civil engineering undergraduates, who wrote and read aloud a piece of fiction. Their 500-word stories were extrapolated from engineering research, written as an email to a superior and set in the carbon neutral (or not) construction industry of 2050. 1st drafts were peer-critiqued and 2nd drafts were read to Personal Tutors. They then submitted a reflection on the development of their writing and presentation skills for summative assessment.

In the workshop we will cover:

1. What context could you use to ensure buy-in?

2. How could you compound interest?

3. What support could you provide?

Other benefits include the link to graduate attributes and an opportunity for pedagogic research.

Sub-theme: ▌ Developing future pedagogies to engage students

ROOM: 0.24/0.25

Time: 45 minutes
Max capacity: 30 participants

Workshop 2:
Y Sgwrs Fach: Using Unconferencing to 'Reach the Grey Space'

Delivered by:
Mrs Hannah Salisbury, Mr Michael Hackman, Dr Punsisi Somaratne, Learning & Teaching Academy

Following Y Sgwrs Fawr, schools and the LTA will be thinking about what the future of Learning and Teaching in the University may be. But how do we generate ideas and work together on developing them?

There's sometimes a defined problem schools need help with and solid answers the LTA can give them. Other times, a school may struggle to define a problem or find inspiration, with the LTA unsure what's happening 'on the ground' or what solution to offer. This is what we'll call 'The Grey Space'.

We need new tools to unlock different types of conversation.

Enter 'Y Sgwrs Fach'- a mini 'unconference'.

During 'Y Sgwrs Fach' we will use unconferencing methods to challenge visible hierarchies in conventional conferences, encouraging participation and inclusivity. This workshop will explore how we could use participant-driven, flexible session formats to move past old habits, encourage innovation and get to the core of 'sticking point' problems. Participants set the agenda, form their own groups and 'own' the discussions.

Let's explore how we can use informal, collaborative methods to 'reach the grey space'.

Sub-theme: ▌ Developing future pedagogies to engage students

Breakout Session One
Stories Session

ROOM: 0.16 Lecture Theatre

Story:
Interdisciplinary PBL for Engin-First: Reflections on our new year one design experience

Delivered by:
Dr Venkat Bakthavatchaalam, Dr Richard Sandford and Dr Phillip Lugg-Widger and Dr Aled Davies, School of Engineering.

This paper explores the impact of interdisciplinary engineering and design education through problem-based learning (PBL) on our new 'Engin First' cross-discipline year one programme. The presentation outlines the interdisciplinary-PBL (iPBL) implementation and its effects on student learning and outcomes when applied to an intensive, week-long design project. Over 420 Level 4 students collaborated to tackle real-world engineering challenges in interdisciplinary groups, drawn from Mechanical, Medical, Electrical and Civil Engineering cohorts. Each student group selected two out of six real-life projects, such as establishing an IT vocational skills centre in Uganda, or creating a medical outpost in Rwanda. Using autoethnographic methods, observations of student groups addressing real-world engineering challenges are assessed. Challenges such as limited focus on non-technical aspects and subgroup formation of different disciplines are identified, emphasising the need for effective iPBL design and implementation. Despite challenges, iPBL promoted collaboration among students from different disciplines, facilitating knowledge exchange. The presentation also examines pedagogical design, facilitation and assessment method and contributes insights into interdisciplinary engineering education, offering advice for those seeking new pedagogical approaches.

Sub-theme: ▌ Designing and delivering interdisciplinary education

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Story:
Developing an Interdisciplinary Student Leadership Academy, evaluating the pilot year

Delivered by:
Dr Alison James, School of Healthcare Sciences

Following the requirement by HEIW for the development of an inter-professional leadership academy (ISLA) for students across undergraduate healthcare programmes and dentistry, we have evaluated student experiences over the initial pilot year using New World Kirkpatrick's model (2021). The aim of the academy is to provide extracurricular opportunities for students to develop their personal leadership approach and to empower students to reach their potential as compassionate leaders in health and social care in their future careers. Through coaching, action learning sets, experiential learning, creative learning approaches, access to guest speakers and role models, students learn across disciplines with a focus on quality improvement and leadership to improve the workplace cultures and innovation in the workforce of Wales and beyond.

The programme focuses on recommendations for leadership learning (James 2021):

• Expectations and defining characteristics of leadership

• Professional values and challenges of leading within healthcare cultures

• Self -awareness, emotional intelligence and reflexivity

• Bringing contexts of learning together, clinical and theoretical

• Role models and representing leadership

• Cultural and social contexts of organisations

To make learning experience meaningful and emergent, reflection and experiential learning is encouraged to intellectualise and create learning with conceptualisation and analysis of cultural and social conditions (Clouston 2018, James 2021).

Sub-theme: ▌ Designing and delivering interdisciplinary education

Pecha Kucha:
Integrating Education for Sustainable Development into Teaching:
A Pecha Kucha Presentation

Delivered by:
Dr Heather Pennington, Learning and Teaching Academy

Education for Sustainable Development (ESD) is a crucial component of Cardiff University's vision to develop sustainable graduates. This Pecha Kucha presentation will highlight key points of sustainability and demonstrate how ESD can be integrated into teaching practices to prepare students for creating a more sustainable future. The presentation will guide participants through Cardiff University's ESD toolkit, which includes definitions, links to research and policy, practical hints and tips, and case studies. It aims to equip education focused colleagues with the knowledge and resources needed to effectively incorporate ESD into their roles.

Sub-theme: Integrating education for sustainable development into teaching

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11:15 - 12:00 **Breakout Session Two**

ROOM: 0.22/0.23

Time: 45 minutes
Max capacity: 30 participants

Workshop 1:
Shaping the future of education: the untapped potential of Student Voice

Delivered by:
Dr Isaac Myers, School of Biosciences and Isabella Fairclough, Learning and Teaching Academy

We know that listening to and acting on the Student Voice is a priority for us as an institutional community, but it isn't always easy to consistently approach ways to open and close the feedback loop with students.

This interactive workshop will be an opportunity to share what's working (and what's not working) in your experiences with Student Voice, then to delve into a tailor-made enhancement-focused model to inspire your thinking. We aim to demystify the topic, provide an underpinning scaffold, and give practical tools to help enrich and empower your ideas to enhance Student Voice. Within the workshop we'll collaboratively explore how Student Voice could be enhanced in your specific context, building on pre-existing areas of strength or challenge.

This workshop will also give you a chance to share your perspectives, feedback and ideas, adding into the shaping of an institution-wide project in its early stages of development

Sub-theme: Developing future pedagogies to engage students

ROOM: 0.24/0.25

Time: 45 minutes
Max capacity: 30 participants

Workshop 2:
Beyond a College perspective on a future curriculum

Delivered by:
Dr Julie Gwilliam, Dr Martin Chorley, Kath Evans, College of Physical Sciences and Engineering

This workshop builds on a College of Physical Sciences & Engineering Teaching Away Day that explored opportunities and barriers towards common timetabling and other strategic imperatives. Held in July 2024, this event aimed to provide a forum for initial thoughts about how we might collaborate more on common areas of teaching or move towards co-teaching subjects of strategic importance across College. Further, we sought to prepare for the implementation of elements of the educational parts of the new strategy: in particular the momentum towards greater collaboration, the change maker curriculum and the potential for a common credit framework. In this workshop we will share the outcomes of this workshop and explore how this model might be expanded across the institution; exploring questions including:

What do we want / need to share in terms of teaching across UG & PGT?

What does this look like in terms of credits / timetabling / resourcing?

And what will stop us from sharing teaching across colleges?.

Sub-theme: Developing future pedagogies to engage students

Breakout Session Two
Stories Session

ROOM: 0.16 Lecture Theatre

Story:
Effective team-working through interdisciplinary roles

Delivered by:
Mrs Caroline Almond & Prof Andrew Roberts, Welsh School of Architecture

Over a period of many years, we have honed a team-based project that enables architecture students to simulate interdisciplinary working. Student teams are asked to formulate a business plan for an urban development, usually with a real-world client from the Third Sector. Although conducted entirely with students studying architecture, team members are expected to assume roles of other contributing disciplines, something that promotes interdisciplinary understanding – a critical graduate attribute for students of architecture. Students form development teams and are each allocated an individual role of the team and are expected to develop a 'dragon's den' style pitch to the client. This story will provides a reflection of the evolution of this project over time and an analysis of the impact that the project has on student's learning and graduate

Sub-theme: Designing and delivering interdisciplinary education

Story:
Collaborative approaches to AI in foreign language education: Navigating ethical challenges

Delivered by:
Ms Cathy Molinaro, Dr Angelo Silvestri, Ms Nazaret Perez-Nieto, School of Modern Languages

This study explores the transformative role of artificial intelligence (AI) in foreign language education, focusing on the collaborative efforts of students and academics to navigate its challenges. Conducted at the School of Modern Languages, our research investigates AI's impact on students learning French, Spanish, and Italian through qualitative surveys and quantitative performance data.

The findings emphasise the effectiveness of collaboration and open conversations within the educational community. Positive experiences with AI reveal increased engagement and personalised learning, while addressing ethical concerns advocates for responsible AI use and presents a model involving both educators and learners.

Practical recommendations as well as different types of AI tools are offered for integrating AI into language curricula, stressing that AI should complement, not replace, traditional methods of teaching and learning. Clear guidelines and training for ethical AI use are strongly recommended and should be developed collaboratively by both staff and students, at college and/or University level.

The study navigates AI's challenges and harnesses its potential to enhance language learning. It underscores the importance of partnerships in creating effective, ethical AI practices, providing a framework for the future of Higher Education.

Sub-theme: Developing future pedagogies to engage students

Pecha Kucha:
Promoting multidisciplinary engagement and co-creation of learning materials using bioscience "Shorts"

Delivered by:
Megan Seymour, Dr. William Kay, & Dr. Thomas Malcomson, School of Biosciences

The ability to develop and utilise a multidisciplinary, adaptive understanding of their field is an essential graduate attribute for the modern biologist. However, from statistics and ecological biodiversity, to chemical structures, enzyme catalysis, and biomedical physiology; many students are driven to disengage due to cognitive overload. Addressing these barriers is a priority not only for furthering the quality of bioscience education, but to create a more inclusive learning environment, particularly given the disproportionate effect of cognitive overload on students from under-represented groups.

To bridge this gap in multidisciplinary skills, and enhance the learning experience of our students, we present exemplars of curated short-from (<60 secs) videos, co-created with students, to support learning and teaching in students and educators, respectively. These videos are design with four key applications in mind:

• Reference – flipped-learning tools that provide quick and directed content refreshers to enhance in-class engagement

• Competence – Overviews of key concepts that serve to develop students' understanding

• Narrative – application of concepts across multiple disciplines to build students' capacity to interpret and apply knowledge across modules

• Depth – targeted explanations of topics to enhance students' knowledge on aspects of their field that may not be covered in detail during their course due to time constraints.

Sub-theme: Implementing digital practices to improve the student experience

12:00 -13:00   Lunch, networking and poster exhibition

Foyer

Breakout Session Three

ROOM: 0.22/0.23

Time: 45 minutes
Max capacity: 25 participants

Workshop 1:
Playfulness: a key ingredient for future pedagogies?

Delivered by:
Dr Alyson Lewis, Dr Punsisi Somaratne, Ms Bex Ferriday, Mr Mike Hackman, Learning & Teaching Academy

Playful approaches are important in HE because they can nurture creativity (Whitton, 2022), improve graduate employability and motivation (Leather et al, 2021), and help us experiment with ideas and materials (King 2018; Koeners and Francis 2020). However, they are under-acknowledged in adult learning (Holflod 2023). If you're a 'supporter' of playful pedagogies, or you're 'not sure and need convincing', or 'resist' playful learning and teaching, this workshop is for you. It will help you plan for a playful future.

The workshop will be very interactive and you'll be encouraged to have fun, play games and reflect on your role and consider where you could sprinkle some playfulness in your practice. Having a playful disposition and enacting playful pedagogies can sometimes come across as being inappropriate and too childlike for teaching and supporting adults (James 2022; Whitton and Langan 2019). Therefore, its important to be connected with others who share the same interest and enthusiasm for playful pedagogies and have a space to articulate the arguments for being playful. During the workshop, we will provide Information about how to join a 'new' community of practice for staff interested in gamification, game-based learning and playful pedagogies.

Sub-theme: | Developing future pedagogies to engage students

ROOM: 0.24/0.25

Time: 45 minutes
Max capacity: 30 participants

Workshop 2:
Workshop for School Student Rep Co-ordinators

Delivered by:
Lisa Gallone, Learning & Teaching Academy
Hannah Fatkin, Cardiff Students' Union

Student Academic Representation is part of University governance, something we should be grateful for because it gives us the structure to actively listen to our students. Without this formal system we might miss opportunities to improve our teaching, our School environment, ourselves.

You might be brand spanking new to the role, you might be an old hand and want a refresh, or you might not be involved but just want to come along and listen to how the system works.

Please note this is a repeat of an online session held on 10 September.

Sub theme: | Developing future pedagogies to engage students

Stories Session

ROOM: 0.16 Lecture Theatre

Story:
Mastering Scientific Writing? Weaving together established pedagogies in a novel way to enhance learners' skills and confidence

Delivered by:
Dr William Kay, Connie Pritchard, Dr Isaac JS Myers, School of Biosciences

For many Bioscience students, developing skill and confidence in scientific writing is a vital Graduate Attribute but can be a challenging and intimidating endeavour. To address this, we combined multiple established pedagogic approaches (flipped learning, microlearning, peer review, active learning, and feedforward) in a new "Mastering Scientific Writing" series for Year 1 Bioscience undergraduates. Each thematic area of the curriculum comprised:

1. An active, asynchronous, microlearning resource providing guidance on scientific writing

2. A flipped formative assignment to embed principles outlined in the resource

3. An interactive, facilitated workshop in which students peer-review each other's work and feedforward into a summative assignment

Using a Likert-type scale, learners scored their confidence writing each component at three time points: (i) baseline, (ii) after completing the microlearning resource, and (iii) after attending the workshop. Scores were evaluated using multivariate Bayesian ordinal (adjacent-category) regression models. Qualitative feedback was analysed thematically using NVIVO14.

Response rates were consistently high (50-93% in a cohort of ~500). Compared to baseline, learners reported increased confidence after completing the microlearning resource, and a further increase after attending the workshop. Thematic analysis supported this, reporting themes of increasing confidence, benefits of peer review, and the value of an integrated, multi-modal curriculum design.

Our findings exhibit encouraging outcomes in a traditionally hard-to-improve area of curriculum and illustrate the potential for synergistically integrating established pedagogical method-ologies to deliver an innovative educational framework.

Sub theme: | Developing future pedagogies to engage students

Breakout Session Three

Story:
Redefining Pedagogy: Engaging Youth in Multidisciplinary Urban Planning and Design Education

Delivered by:
Dr Matluba Khan (Lead of the summer school) School of Geography and Planning
Simheca Ilango (Student of the summer school) School of Geography and Planning
Girija Deshmukh (Student of the summer school) School of Geography and Planning
Sina Shahab, School of Geography and Planning
Marcus Gomes, Cardiff Business School

Planning and design schools play a pivotal role in shaping professionals who confidently transcend traditional boundaries, who are skilled and confident enough to engage with communities and listen to their voices to influence spatial design in everyday life. Unfortunately, curricula in many architecture, design and planning schools treat community engagement instrumentally, with design studio interventions often only aiming to make people aware of pre-designed plans. True participatory design, however, empowers communities when they engage with designers as equals.

One innovative approach to pedagogy involves engaging community and more specifically children and young people in the design process, enabling students to incorporate young people's creative and authentic ideas into design forms. Despite practical and ethical challenges, such engagement is crucial. Urban design is inherently multidisciplinary, yet this is rarely reflected in pedagogical practices.

This collaborative presentation by academics and students of a multi-disciplinary summer school presents 'what worked' in the summer school where students from architecture, planning, business, and social science programs collaborated with children to design a community plan and how that can inform the future pedagogical practices. The summer school featured both theoretical sessions and practical workshops, where children participated as co-designers through drawing, mapping, and model-making. Building on a previous project with Cardiff University, this approach demonstrates how embedding such practices in design studios can cultivate confident professionals who value the social impact of co-designing with communities.

Sub theme: | Developing future pedagogies to engage students

Pecha Kucha:
The why and how of Welsh / bilingual learning and teaching

Delivered by:
Elliw Iwan, Coleg Cymraeg, Vice-Chancellor's Office

The sub -heme of developing future pedagogies to engage students is touched upon e.g. non-Welsh speaking medic students learn how to pronounce Welsh place/hospitals names and basic Welsh phrases to prepare them for their work placements, thus giving them an enhanced experience.

Some simple examples of what Schools can do, what has worked in some schools already and how to take the first steps towards this approach.

As a pecha kucha is short, it is a quick overview, but useful for staff and schools who are just starting on this journey.

Sub theme: | Developing future pedagogies to engage students

Breakout Session Four

Time: 45 minutes

Max capacity: 25 participants

Workshop 1:
Cultivating ethical and responsible use of AI through Information Literacy education

Delivered by:
Ricardo Calil, Jonathan Jones, Rebecca Mogg, University Library Service

As generative AI tools like ChatGPT and MS Copilot become increasingly prevalent in academic settings, educators are challenged with guiding students towards responsible and ethical use of these powerful technologies. Information literacy (IL) is "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (ACRL 2015, introduction). This workshop session explores how students' AI literacy can be developed as part of developing their IL (James and Filgo 2023), and how the University Library Service is working to support this in partnership with staff and students.

We will discuss workshop participants' perception of gen AI tools, talk about AI Literacy and Fluency in the context of IL, explore Library learning resources in this area, and collaborate on how we can develop future support for students.

By the end of this session, participants will have a greater understanding of how the Library, in partnership with academic Schools, can support students and staff in leveraging AI tools responsibly, ensuring that these technologies serve as catalysts for deeper learning and innovation rather than shortcuts that compromise educational quality.

Association of College and Research Libraries (ACRL). 2015. Framework for information literacy for higher education. Available at: https://www.ala.org/acrl/standards/ilframework [Accessed: 2 July 2024].

James, A.B. and Filgo, E.H. 2023. Where does ChatGPT fit into the framework for information literacy? The possibilities and problems of AI in library instruction. College and Research Librar-ies News 85(7), pp. 334-341. Available at: https://crln.acrl.org/index.php/crlnews/article/view/26067/33996#:~:text=In%20some%20places%2C%20the%20Framework,the%20inherent%20flaws%20of%20ChatGPT [Accessed: 2 July 2024].

Sub-theme: | Implementing digital practices to improve the student experience

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Time: 45 minutes
Max capacity: 32 participants

Workshop 2:
Mind the Gap – A new conversation starter game for EDI practitioners

Delivered by:
Dr Sarju Patel, School of Medicine
Dr Riccardo Maddalena, School of Engineering,
Ms Debbie Syrop, School of Engineering
Dr Kathryn Jones, School of Computer Science & Informatics

This workshop introduces the "Mind the Gap" playing cards that have been developed by an interdisciplinary team from Cardiff University. The cards can be used as part of a discussion game targeting apprehension around EDI topics such as race, gender, or disability. Our fears of mislabelling or offending often impedes inclusivity and these cards, shaped with input from marginalized voices are designed to guide EDI discussions and reduce concerns. This practical session will enhance EDI practitioners with a new skillset, as they are invited to experience the game and share feedback.

Sub theme: | Offering flexible and life-long learning for positive change

Breakout Session Four

Stories Session - Developing future pedagogies to engage students in revalidation and programme design

ROOM: 0.16 Lecture Theatre

Story:
Creating Champions: Embedding student partnership within programme design and revalidation'

Delivered by:
Dr Emma Schofield, Learning and Teaching Academy

In their 2016 paper, Bovill et al. argued that there are four co-creation roles which students may occupy, that of consultant, representative, pedagogic co-designer and co-researcher. In order to work fully in partnership, Bovill et al. suggested that students may occupy one or more of these roles at any given time. Putting this approach into practice, the Education Development Service has been piloting the use of paid student 'champions' to support programme design and revalidation. Reflecting on the pilot to date and drawing examples from the work carried out in Schools by the Champions, this session will set out a number of principles for effective student partnership within programme design and revalidation.

This session will be useful to anyone interested in options for working with Student Champions and embedding the partnership approach into their revalidation or programme design work.

Sub theme: Developing future pedagogies to engage students

Story:
DENTL PGT Revalidation: Building a Student-Focused Curriculum'

Delivered by:
Mr Alexander Harmer, Learning and Teaching Academy

The Education Development Service (EDS) have been working with colleagues in the School of Dentistry to support their PGT revalidation work. This session will provide a short overview of the main tenants of our support for schools via our newly developed revalidation support package and demonstrates our ability to adapt, with bespoke support for schools to support their revalidation development needs. It will draw on the experience of the Dental School as they progressed through a PGT revalidation process over the past few months.

The session will be beneficial for colleagues who will be leading on revalidation work over the coming year and will showcase the types of support the EDS can provide to ensure your programmes are constructively aligned, meet institutional expectations and place students at the heart of your development work.

Sub theme: Developing future pedagogies to engage students

Story:
'Who are our students? Establishing an inclusive approach to programme and revalidation planning'

Delivered by:
Rachel Johns, Learning and Teaching Academy

Inclusive Education is a dynamic process requiring institution-wide commitment to a systematic transformation of the culture, processes and practices of the university, overcome barriers to the presence, participation, achievement and experience of all students, and to account for and celebrate the rich diversity of the learning community.

Our work on programme design and revalidation is always underpinned by a need to better understand our students. This will be an opportunity to begin thinking about how to embed inclusion into your design process, using the Cardiff University Inclusive Education Framework, and to explore how our approach to programme design can foster a sense of belonging among our students.

Sub theme: Developing future pedagogies to engage students

| 14:40 - 14:55 | Break and networking |

Breakout Session Five

15:00 -15:45

ROOM: 0.22/0.23

Time: 45 minutes

Max capacity: 30 Participants

Workshop 1:
Understanding Year 1 students; struggles and strengths

Delivered by:
Dr ZB Newton, School of Medicine

Are you prepared to meet the needs of the new cohort of Year 1 students? Are they still feeling the impacts of COVID? Are they tech-savvy geniuses? Join our workshop to discover how you can adapt your teaching methods to foster inclusivity for these students. With a wealth of research on the transition to higher education and innovative inclusivity practices, our workshop will bridge these insights to help you refine your already excellent teaching strategies.

In this workshop, we will delve into the latest pedagogy and literature to understand the identities of incoming higher education students as well as students who leave courses in Year 1. We will reflect on current practices and explore how to make them more inclusive. By participating, you will gain valuable insights to boost student satisfaction and demonstrate your commitment to inclusive teaching for Year 1 students (always helpful for HEA accreditation). We hope that this opportunity will spread good practices and create a welcoming environment for all students.

Sub-theme: | Developing future pedagogies to engage students

ROOM: 0.24/0.25

Time: 45 minutes

Max capacity: 30 participants

Workshop 2:
Supporting the Embedding of Education for Sustainable Development (ESD) across the Curriculum – ESD CPD 101

Delivered by:
Julie Gwilliam, Welsh School of Architecture/College of Physical Sciences and Engineering
Loretta Newman-Ford, Learning & Teaching Academy
Caroline Almond, Welsh School of Architecture
Marcus Gomes, Cardiff Business School
Joel Gill, School of Earth Sciences

Cardiff University has had a strategic commitment to the United Nations Sustainable Development Goals since it became a signatory to the SDG Accord in 2018. As signatories we have committed to embed the SDGs into our economic and business processes. In 2024 we en-dorsed a 7 year Action plan overview for Education for Sustainable Development, which seeks to see sustainability embedded throughout our curricula. We have also seen the emergency of a new university strategy that places sustainability as a non-negotiable theme throughout our institutional transformation over the coming decade.

In order to achieve these goals it will be necessary for both our quality processes and education development service to support this work. Fortunately, the Learning and Teaching Academy have a series of 3 Continuing Professional Development training courses developed and ready to support our academic community in delivering this curriculum transformation. This workshop will enable you to have a short taster of what you can learn through participating in this CPD, as well as allow you to feedback on how we can support you further to embed ESD and the SDGs in your teaching over the coming years.

Sub theme: | Integrating education for sustainable development into teaching

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Stories Session

Story:
''You've just been peer-tutored!': exploring the impact of an undergraduate peer-writing tutor programme

Delivered by:
Dr Katy Jones and Emma Collier, School of English, Communication and Philosophy

The School of English, Communication and Philosophy has a writing development centre, which helps ENCAP students develop as writers. 1-2-1 writing tutorials with postgraduate tutors are a much-used and valued resource among its services. However, not all students are able to ask for help. A reason for this could be the power imbalance in the tutor-as-expert–tutee-as-novice relationship.

In peer-tutoring, however, learners of equal status help one another learn. Peer-learning can result in students taking greater ownership of their learning experience (Biggs 2003), feeling a greater sense of belonging (Keenan 2014), and both tutor and tutee developing their confidence and motivation (Hammond et al 2010). Indeed, the idea of 'peership' has served to represent writing centres as 'nonhierarchical and nonthreatening collaborative environments' (Carino 2003:96). Despite the opportunities that peer-tutoring brings to the University learning experience, peer-writing tutor programmes are notably absent in UKHE.

Therefore, to address this issue, with funding from the Education Innovation Fund, we designed, trialled and evaluated the effectiveness of an undergraduate peer-writing tutor programme. We will present findings about tutors' and tutees' experiences of talking about writing with peers and the effectiveness of the programme on students' confidence, enjoyment and engagement with writing at university.

References

Biggs, J. 2003. Aligning teaching for constructing learning. The Higher Education Academy. Available at: https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning

Carino, P. 2003. Power and authority in peer tutoring. In M.A. Pemberton and J. Kinkead (eds), The Center Will Hold. University Press of Colorado. Available at: https://doi.org/10.2307/j.ctt46nxnq

Hammond, J., Bithell, C., Jones, L. and Bidgood, P. 2010. A first year experience of student- directed peer-assisted learning. Active Learning in Higher Education, 11 (3), 201-212.

Keenan, C. 2014. Mapping student-led peer learning in the UK. The Higher Education Academy. Available at: https://pltlis.org/wp-content/uploads/2015/10/Peer_led_learning_Keenan_Nov_14-final.pdf.

Sub theme: | Developing future pedagogies to engage students

Story:
Supporting Pedagogical Innovation and Scholarship

Delivered by:
Nicola Harris & Dr Stephen Thornton, School of Law and Politics

How can we support and encourage pedagogical innovation in a School coping with large numbers? This is a question faced in LAWPL, a School comprising three departments and with a significant proportion of staff on T&S contracts, but also facing the challenge of an increased intake with very large cohorts on most UG programmes as well as sector-wide issues such as AI.

In this session members of the School's newly-launched Centre for the Pedagogy of Political and Legal Education discuss the potential pitfalls and possible solutions they have encountered in trying to create a community of practice that can nurture scholarship and pedagogical research whilst also providing a resource to staff across the School interested in improving the student learning experience.

This session will be of interest to colleagues in other Schools across the University who wish to establish or further their own scholarship community of practice.

Sub theme: | Developing future pedagogies to engage students

Story:
Empowering learning through student co-creation

Delivered by:
Dr Punsisi Somarate, Mrs Hannah Salisbury, Ms Marianna Majzonova, Ms Bethan Casseldine
Learning and Teaching Academy

Over the past few years, student feedback on support guides and resources has indicated a need to make them more useful and engaging. Since students were the ones who raised the issue, it became evident that involving them in the solution would be beneficial. There were inconsistencies in the materials, and addressing these required a collaborative approach.

This presentation champions the idea of student co-creation, introducing the collaborative effort between students and the Learning and Teaching Academy (LTA) to create and update support guides on digital tools and resources. We will discuss how working directly with students to create materials and design teaching and learning processes benefits both staff and students:

- Enhanced Insight: Educators gain a deeper understanding of the student experience and leverage the student voice to create a more authentic, student-led experience.

- Fresh Perspectives: Students contribute innovative ideas and their lived experiences, challenging and enriching existing academic approaches and thinking.

- Skill Development: Students develop workplace skills and have a direct impact on their learning environment.

We will specifically talk about how our Student Champions worked on this project, outlining the process of collaboration and how we 'closed the feedback loop' by listening to students, involving them in solving the problem, and disseminating the new resources and information back to the student body. We'll also hear directly from some of our Student Champions through video messages.

This session will be of interest to colleagues in other Schools across the University who wish to establish or further their own scholarship community of practice.

Join us online in Teams on Day 2 where you will have the opportunity to ask questions, follow up on any specifics from our live session and speak to subject experts about their experience with working with students.

Sub-theme: ▎ Implementing digital practices to improve the student experience

15:45 - 16:45	Closing plenary

Friday
13 Sept | Online

9:15 - 9:30	Logging in and welcome by Helen Spittle and LT Academy Leads

9:30 - 10:30	## Keynote

Prof. Colm Harmon, Edinburgh University

"Curriculum Transformation: co-creation, local innovation & institutional change"

The central ambition of Curriculum Transformation at the University of Edinburgh is to maximise the positive impact of a university education, ensuring we are doing all we can to prepare students for an increasingly dynamic and changing world beyond graduation. We want to improve the experience for both students and staff, looking at how we can make Edinburgh a better place to learn, teach and support education.

10:30 - 11:15	## Breakout Session One

Workshop A:
IPE Falls Simulation

Time: 45 minutes
Max capacity: 30 Participants

Delivered by:
Dr Clare Hawker, Dr Sera Manning, Robert Stubbs, Emma Pope, Andy McClusky, Daniel Wilcox, Stephen McKenna-Lawson, Martina Nathan, Beth Pittaway, Joelle Bowie-Hallam, Steve Evans, Geraldine Latchem-Hastings, Kirstie Brewer, Jemma Howell, School of Healthcare Sciences

INTRODUCTION: A level 5 falls simulation was developed for undergraduate healthcare students. Interprofessional simulation improves team performance and communication skills [1]. Falls are a major public health problem globally with older people and younger children being at high-risk [2].

DESIGN & DELIVERY: A one hour falls simulation scenario was designed including a facilitator and student guide by an interprofessional working group. Staff training was delivered to support facilitation and debriefing skills. An online JISC student evaluation survey was developed incorporating the SPICE-R tool for IPE and to gain qualitative feedback. A separate online evaluation form was created for facilitators.

RESULTS: The falls scenario was successfully implemented and evaluated across seven undergraduate programmes between September-November 2023.

DISCUSSION: This was a successful first run of this simulation for healthcare students. It introduced students to interprofessional team working in a simulated environment pre-registration. The session will be lengthened in response to evaluations. Facilitators felt the co-debrief was valuable in role modelling interprofessional working.

REFERENCES

1. Blackmore, A., Kasfiki, E.V. and Purva, M. (2020) Simulation-based education to improve communication skills: a systematic review of the past decade, Human Resource Health,18(1):2 doi.org/10.1186/s12960-019-0411- C3.

2. World Health Organisation (WHO) (2021) Falls, World Health Organisation, Falls (who.int) [Accessed 16.4.24].

Sub-theme: ▎ Designing and delivering interdisciplinary education

Workshop B:
Living Labs across the Cardiff Campus – Get involved

Delivered by:
Dr Julie Gwilliam, Welsh School of Architecture / College of Physical Sciences and Engineering
Dr Sara Macbride-Stewart, School of Social Sciences

Building on the ESD team's Living Lab pilot event in June, in this session we would like to share with you the progress we have made in making use of our diverse campus as a host for a range of live projects, helping students contribute to our environmental, social, and economic sustainability. This pilot initiative presents an opportunity to be creative and present real-life challenges to students, activating Cardiff University as a living lab. 14 Professional Services staff from Waste Management, Catering, University IT, Student Futures, AcSSS, HR, Estates and Campus Services, Safety & Wellbeing, & Communications; 1 Vice president from the Students Union and 43 Representatives from half of our Academic Schools (ARCHI, BIOSI, CARBS, COMSC, DENTL, EARTH, GEOPL, HEALTH, MEDIC, PHYSX, PSYCH & SOCSI) registered to attend the event. This was testament to the interest and commitment to the concept of living labs and its potential for delivering transformative sustainable change. Come along to this workshop to explore how you might be able to get involved this academic year.

Sub theme: | Embedding grand challenges into the curriculum

Breakout Session One
Stories Session A

Story:
Continuing collaboration with students beyond graduation

Delivered by:
Dr Katja Umla-Runge, Sian Edney, Samantha Holloway School of Medicine

When studying for their degrees, students often develop a strong sense of belonging to a learning community at their University and gain in-depth insight into the intricacies of their course. Furthermore, new students benefit from interacting with more advanced peers, for example, in the form of student mentoring schemes. On the postgraduate taught programmes MSc Wound Healing and Tissue Repair and MSc Psychiatry (both distance learning programmes with very international student cohorts), we have collaborated with our alumni beyond graduation, often for many years, for example, through honorary titles linked to teaching. Our honorary title holders help with diverse tasks in relation to the delivery of the programmes, e.g., dissertation (co-)supervision, learning material development, assessment and feedback as well as the delivery of live teaching sessions. In this story, we will share our experiences with this integrative approach and address how current students benefit, report on honorary title holders' experiences with their roles and consider the implications for the wider community around individual postgraduate programmes. We think that building a diverse, international community of practice collaborating in subject-specific learning and teaching benefits students and alumni during their studies and beyond, and also has the potential to improve clinical outcomes.

Sub theme: | Integrating education for sustainable development into teaching

Story:
What Works: project management learning in action educators of the future

Delivered by:
Dr Jo Smedley, Dr Sara Jones, Dr Helen Brown, Matthew Cassidy, Margaret Henderson, Continuing Professional Development

Project management involves the application of processes, methods, skills, knowledge and experience to achieve specific objectives according to criteria within agreed parameters. Final deliverables are achieved to a finite timescale and budget. A project professional needs a range of skills with technological, people management and good business awareness and acumen.

LEARN offer a Level 4 Project Management module offered in in-person and online modes.

Involving participants from a wide range of experience, employments, academic backgrounds and locations, this module includes a mix of theory and practice. Over 10 weekly sessions, participants use their developing theoretical knowledge to apply a traditional project plan to a project of their choice. Weekly peer group and tutor feedback supports continuous reflection and individual project developments. An individual reflective account, emphasising the need for reflection in continuing professional development, accompanies the writeup of the project development as assessment.

Feedback demonstrates that students enjoy their learning, achieve project outcomes that have been long time on to-do lists and discover an interest in studying further.

This collaborative staff and student presentation will include insights from 2023-2024 learners (academic staff/professional services staff/earning-and-learning student) with updates from their individual project management developments.

Sub theme: | Offering flexible and life-long learning for positive change

Pecha Kucha:
Beyond the Core: Exploring Optional Module Groupings

Delivered by:
Michael Simmonds-Dickens, Lindsay Jones, Lois Price, Registry Operations

This Pecha Kucha presentation provides a mid-implementation review of our technical approach to optional module groupings at Cardiff. This session is perfect for educators and administrators considering or currently developing module groupings in SIMS. We'll share insights into the journey so far, including successes, challenges, and future plans. Followed by a Q&A session

Sub-theme: | Implementing digital practices to improve the student experience

Breakout Session One

Pecha Kucha:
Empowering students through social entrepreneurship

Delivered by:
Georgina Moorcroft & Michelle Finnegan-Davies, Student Futures

Inspire is a social enterprise initiative designed to enhance students' transferable skills and employability through developing viable business concepts focused on social causes. The programme begins with a hackathon, where students collaborate on ideas to address issues like homelessness, followed by a bootcamp on topics such as finance, branding, marketing, and pitching. Despite initial recruitment challenges, the programme maintained strong participant engagement, leading to successful outcomes such as an award-winning virtual reality app and newly discovered skills in students.

We will share our insights into social entrepreneurship education. By sharing our experiences and receiving your feedback, we aim to collaboratively enhance social enterprise education, benefiting both students and educational institutions in nurturing future-ready, socially conscious entrepreneurs.

Sub theme: ▌ Developing future pedagogies to engage students

Story:
Studying and teaching foreign law in the age of grand challenges

Delivered by:
Dr Sam Varvastian, School of Law and Politics

Law students are usually trained in the law of a single country and consequently, they develop assumptions about the nature of law and legal institutions that are conditioned by the place of their study. Yet the growing importance of globalisation, particularly, the spread of grand challenges such as climate change and environmental pollution, means that modern lawyers and citizens are increasingly confronted and influenced by foreign law. Similarly, policymakers and courts around the globe are increasingly referring to foreign law to fill in the gaps in their own legal system. Therefore, studying and teaching foreign law provides potential opportunities to build transnational cooperation and to learn from elsewhere. But it also brings potential challenges such as understanding the legal traditions, institutions and cultures in which foreign law is embedded. Furthermore, it requires a certain depth of general knowledge that not all students may possess.

This presentation will showcase examples of my experience teaching foreign law to undergraduate and postgraduate students at Cardiff School of Law and Politics and reflect on its importance in training future lawyers who will have the relevant knowledge and skills to deal with grand challenges.

Sub theme: ▌ Embedding grand challenges into the curriculum

Story:
Introducing an MA pathway in music education: the impact of self-reflective formative assessment on learning

Delivered by:
Cameron Gardner, School of Music

2023-24 marked the launch of a music education pathway in the MA programme at the School of Music. While plans for this received feedback from School staff and students, teachers and external assessors, a standalone module in music education taught since 2018-19 proved the most influential for determining content, delivery and assessment. Now retained mostly unchanged within the pathway, the module continues to build upon a rich legacy of formative assessment, namely a self-reflective diary submitted each week after class and with a completion average of 86% across five years.

Drawing upon this year's diaries, I will examine them quantitatively and qualitatively to ascertain the extent and effectiveness to which self-reflective assignments may impact learning. In so doing, I will bring attention to class topics or activities reflected upon and seek to determine any development in students' critical skills, while considering the extent to which they adhere to the need for self-reflection to provide a 'problem or solution-focused approach'. I will also show that in cultivating an awareness of others and comparing, if international graduates, their UK educational experience with a home equivalent, many students gain a breadth of perspective that enhances their teaching capacity and critical engagement with pedagogy.

Sub theme: ▌ Developing future pedagogies to engage students

Education Development Showcase 3 - Implementing the Marking and Moderation Policy

Delivered by:
Mr Andy Lloyd, Learning & Teaching Academy and colleagues

The Education Development service has been working across the institute to deliver bespoke support to Schools ahead of the implementation of the Marking and Moderation policy in September 2024. As part of the pan institutional Rethinking assessment project, the LTA has delivered two tailored workshops; the first focusing on developing assessment criteria and co-creation and the second on social moderation and calibration. This session aims to showcase some of the outputs of these sessions by sharing examples and drawing upon experiences of colleagues across from the School of Architecture and Chemistry.

The session will also explore the ways in which different Schools are enhancing student understanding of academic standards and getting ready to fully implement the University's Marking and Moderation Policy.

Sub theme: ▌ Developing future pedagogies to engage students

11:30 -12:15   Breakout Session Two

Time: 45 minutes
Max capacity: 20 participants

Workshop: A
Confidence Before Curriculum: The Importance of Teacher Personality and Student Success

Delivered by:
Aled Jones, Cardiff University International Study Centre (Study Group)

A ubiquitous belief within the secondary and higher educational communities is that student success is positively affected by teachers that are well versed in pedagogy, innovative teaching methods, and reflective practice. Much focus has also been spent on identifying learners' different needs in order to establish a more inclusive learning environment. However, it can also be argued that student success is directly influenced by a teacher's personality. A teacher's charisma can be viewed as a far more influential factor in fostering student success than a reliance on method and theory. To frame it from the lens of Myers-Briggs, training a teacher to be more Extroverted, Intuitive, Feeling and Perceiving will create not just better academic results, but also a positive learning environment for both teacher and pupil. This workshop will give an overview of the need for a shift in teacher training to focus more on the emotional and social aspects of learning. The session will provide an overview of the impacts that charisma can have if treated as a valued attribute of a teacher's identity and style, identifying specific types of charisma and personality and how teachers can adopt such behavioural style to ensure their students achieve their goals.

Sub theme: Offering flexible and life-long learning for positive change

Time: 45 minutes
Max capacity: 25 participants

Workshop B:
The design of multidisciplinary learning materials to promote engagement and co-creation using "Bioscience Shorts"

Delivered by:
Megan Seymour, Dr Will Kay & Dr Thomas Malcomson, School of Biosciences

The ability to develop and utilise a multidisciplinary, adaptive understanding of their field is an essential graduate attribute for the modern biologist. However, from statistics and biodiversity, to chemical structures, enzyme catalysis, and physiology; many students are driven to disengage due to cognitive overload. Addressing these barriers is a priority not only for furthering the quality of bioscience education, but to create a more inclusive learning environment, particularly given the disproportionate effect of cognitive overload on students from under-represented groups.

To bridge the gap in multidisciplinary skills, we are developing a bank of short-from (<60 secs) videos ("Bioscience Shorts"), co-created with students. In this workshop we will showcase exemplars of these resources, and guide you on how to create your own.

Specifically, this workshop will:

• Highlight the versatility and applicability of these resources

• Introduce the workflow and digital technologies utilised to create different video styles

• Provide opportunities to discuss applications of materials within your practice

• Facilitate hands-on experience creating a Bioscience Short

• Early access to a step-by-step guide on the use of various digital technologies utilised

Aimed at developing collaboration, innovation, and peer-learning, this workshop will focus on accessible and inclusive skill development and will not require any prior experience.

Sub-theme: Implementing digital practices to improve the student experience

Breakout Session Two
Stories Session A

Story:
Technology-enhanced case-based learning and small group teaching: a pilot study

Delivered by:
Dr Athanasios (Thanasi) Hassoulas, Mrs Saiyonora Hemrom, Dr Andreia de Almeida, Prof. Marcus Coffey, Dr Alex Voisey, Dr Sarju Patel, Huw Williams, School of Medicine, Mr Owen Crawford, Learning and Teaching Academy

Technology-enhanced learning (TEL) presents many possibilities yet equally many challenges for educators. The magnitude of change, and choice in technologies available to educators, can be overwhelming. Delivering TEL on a larger scale to cohorts of hundreds of students can also seem daunting. The current study investigated the integration of key technologies in delivering TEL within a small sample of year 2 medical students. Specifically, a group of students were randomly assigned to a TEL case-based learning (CBL) group. These students received the same teaching as their peers, with the addition of

1) technology-enhanced sessions within an immersive learning suite

2) access to virtual reality (VR) headsets for enhanced anatomy exploration

3) immersive e-learning resources

4) generative AI simulated virtual patient cases,

5) immersive emergency medicine simulations.

Student formative assessment performance, engagement, and learning experience were assessed. The results revealed that the TEL CBL group of year two medical students outperformed their peers in successive formative assessments, engaged thoroughly with the technologies at their disposal, and reported that these technologies enhanced their learning experience and confidence. The results are discussed in relation to the advantages key emerging technologies may play in enhancing student performance and experience.

Sub-theme: Implementing digital practices to improve the student experience

Story:
Improving lab assessment and feedback

Delivered by:
Dr Mark Elliott & Dr Niek Buurma, School of Chemistry

In chemistry, we have developed a marking spreadsheet that allows more efficient and objective marking of lab components, and permits the automated generation and delivery of feedback. Overall, the students say they like it, and the markers say they like it. Since you lose the subjectivity, you sometimes look at an overall mark and a piece of work and wonder if they really align, but that's a good thing I would say. If they don't align well, then the rubric is not right, so it gives us an opportunity for reflection and improvement.

Sub-theme: Implementing digital practices to improve the student experience

Pecha Kucha:
A-Z of Learning Technology: Ultra Edition

Delivered by:
Allan Theophanides, Learning & Teaching Academy

Continuing the 'A-Z of LT' Pecha Kucha series, this updated 'E.P.' ('Extended Pecha Kucha' of 26 slides) offers a whistle stop tour of new features that have been introduced to Blackboard Ultra since the University-wide rollout a year ago. It will also cover some often overlooked or hidden functions that could help streamline your digital practices and hopefully improve the student experience.

Sub-theme: Implementing digital practices to improve the student experience

Breakout Session Two
Stories Session B

Story:
Developing collaborative practice across higher education institutions – our story so far….

Delivered by:
Emma Pope, School of Healthcare Sciences
Dr Amanda Squire - Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University

Health Education and Improvement Wales (HEIW) are responsible for commissioning a range of healthcare education programmes, including those for Dieticians and Therapeutic Radiographers. From September 2022, requirements of HEIW for institutions providing education for these disciplines requires that Interprofessional Education comprises 20 per cent of the curriculum.

Interprofessional Education relates specifically to the health and social care environments. It occurs when two or more professions learn from, with, and about each other to improve collaboration and the quality of care (Barr, 2002). In an education setting, bringing the right students together for particular curricular areas can be challenging, as the discipline specific programmes may not be delivered within one higher education institution. Working across institutional boundaries is often challenging, and can hinder interprofessional developments. However, collaboration between educational institutions is key to delivering HEIW's IPE objectives.

This story presentation will explore the development of an interprofessional pilot activity IPE simulation designed by staff from the Radiotherapy & Oncology Programme at Cardiff University and the Human Nutrition and Dietetics Programme at Cardiff Metropolitan University.

Sub-theme: | Designing and delivering interdisciplinary education

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Story:
BuddyCheck and Teamwork: One year in

Delivered by:
Michael Lang, Learning & Teaching Academy

The session will look to highlight the positive impact of BuddyCheck felt by both staff and students who are using teamwork (group work) type of assessments. I will report on the initial need for BuddyCheck, suggested practices and overall feedback received from all stakeholders and how this supports teamwork assessments by linking in the new EDS Toolkit page. The session will look to highlight the positive impact of BuddyCheck felt by both staff and students who are using Teamwork (group work) type of assessments. I will Report on the initial need for BuddyCheck, its functions (demo), suggested practices and overall feedback received from all stakeholders and how this supports Teamwork assessments by linking into the new EDS Toolkit page. I will also include case studies from academic staff who have used the software in its first year.

Sub-theme: | Implementing digital practices to improve the student experience

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Pecha Kucha:
Developing pedagogy by unlocking latent variables in student use of AI

Delivered by:
Dr James Murray, Welsh School of Architecture

This project aim is to analyse students' perception and judgements in using Generative AI in studies/assignments. The objective is to identify & measure the latent constructs (Perception and Judgement) and observable constructs (Information, e.g. use of specific Generative AI products) as to which has the strongest effect on students' decision-making in using Generative AI.

There is rapid adoption in the use of generative AI by organisations involved in the development, management, and regulation of the built environment. Understanding AI technologies can enhance Cardiff architecture students' competitive advantage in the workplace, suggesting educators collectively assess use to mitigate any knowledge gap. This project will help to support identification in the best application of AI use for students in their professional development; and the added value is not only in identifying the extent of which products are used and for what purposes, including students' perception on how useful which systems are in use, but in developing empirical information on the reasons why students may use specific AI products.

Sub-theme: | Developing future pedagogies to engage students

Breakout Session Two

Story:
Developing and evaluating a virtual laboratory to support medical student oncology education

Delivered by:
Dr Karen Reed, School of Medicine
Mr Owen Crawford, Learning & Teaching Academy

Engagement with and understanding of the topics of genetics and histopathology, that is the study of our genes and the diagnosis and study of disease in tissues, are important aspects of oncology teaching that students have historically found difficult. We have developed a novel virtual laboratory e-learning resource (henceforth the VR-lab), that uses an interactive 3-dimentional platform to deliver the core teaching content of this tricky topic.

Using the VR-lab, students follow the journey of a patient sample, exploiting the benefits of narrative pedagogy. This content was based on a pre-existing workshop that was previously delivered using a workbook and a flipped classroom approach. Whilst maintaining the flipped classroom, the VR-lab has improved the experience of student engagement in the workbook content. 85% of students rated the VR-lab engaging, compared to 30% for the workbook.

In this presentation, we will outline the process of developing the VR-lab, highlighting the timescales and workload involved, as well as providing an overview of the resource, the initial evaluation results and student feedback. It is our hope, that by sharing this story, we can inspire and support others to use this technology to support learning and improve student experiences.

Sub-theme: | Implementing digital practices to improve the student experience

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Story:
Planetary Health = Public Health (E

Delivered by:
Jill Morgan, School of Healthcare Sciences

Sustainable Healthcare is a key priority with NHS Wales committing to net zero by 2050, yet healthcare curricula do not yet address this in detail. This story will explore how innovative programme design has embedded planetary health as a key value in the interprofessional education of physiotherapy and occupational therapy students.

Understanding how inequity affects people across Wales (and more globally) can highlight how certain populations are more at risk from the effects of climate change, and indeed how both past, present, and future environmental and societal factors influence the health of the nation. Using the COVID pandemic as an educational vehicle students have been able to observe and investigate different demographics across Wales to highlight when inequity and injustice has and continues to arise, culminating in co-produced group projects which aim to address underlying public health issues in these communities.

This has now been used as an exemplar in the recent Council of Dean's for Health guidance publication: Education for sustainable healthcare within UK pre-registration curricula for allied health professions.

Sub theme: | Integrating education for sustainable development into teaching

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Pecha Kucha:
Education for Sustainable Development at Cardiff – Action Plan for 2024-5

Delivered by:
Dr Julie Gwilliam, Welsh School of Architecture /College of Physical Sciences & Engineering

Cardiff University has had a strategic commitment to the United Nations Sustainable Development Goals since it became a signatory to the SDG Accord in 2018. As signatories we have committed to embed the SDGs into our economic and business processes. In 2024 we endorsed a 7 year Action plan overview for Education for Sustainable Development, which seeks to see sustainability embedded throughout our curricula. We have also seen the emergence of a new university strategy that places sustainability as a non-negotiable theme throughout our institutional transformation over the coming decade. 2024-25 will see the next stage of activity against the action plan and this pecha kucha presentation will outline the activities that are planned for this year across 3 areas of activities: Governance, Resources and Support. / Embedding ESD across CU Education. / Evaluation, Promotion & Reporting as well as a summary of possible action around associated activities that would support ESD activity across the institution.

Sub theme: | Integrating education for sustainable development into teaching

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12:15- 13:00	**Breakout Session Three**

Workshop A: No max
The Times Higher Education Impact Rankings and Cardiff…

                                                                                                    Time: 45 minutes

Delivered by:
Dr Julie Gwilliam, Welsh School of Architecture / College of Physical Sciences and Engineering

The Times Higher Education (THE) Impact Rankings provide the only global performance table that assess universities against the United Nations' Sustainable Development Goals (SDGs). Calibrated indicators provide comprehensive and balanced comparisons across four broad areas: research, education, outreach and stewardship. Cardiff has been participating in the rankings for the last 3 years during which the numbers of HE institutions participating has risen to over 1500. In 2023 we ranked 52nd in the world, reflecting our institutional commitment to this topic – and perhaps more directly, the breadth of relevant education, research and civic mission activities that we currently undertake across the scope of the SDGs. However, in this workshop we acknowledge that one of the barriers to us doing even better in this important external evaluation is that we don't know about all the great work that we are doing in Cardiff and certainly do not shout from the rooftops about it. This workshop intends to prompt the collation of further case studies to enable us to tell the great stories about the wonderful work we are doing to the world (and the rankings…).

Sub theme: | Integrating education for sustainable development into teaching

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                                                                                        Time: 45 minutes
                                                                            Max capacity: 20 participants

Workshop:
Educating our Educators - Exploring the need for an interprofessional faculty development curriculum

Delivered by:
Mrs Emma Pope & Dr Sera Manning, School of Healthcare Sciences

Good facilitation of Interprofessional Education (IPE) activities is important for the enhancement of student experiences within these settings. Evidence suggests that IPE facilitation is recognised as being very distinct and different to facilitation at a unprofessional level hence, it is essential to prepare staff for teaching in an interprofessional setting to ensure that IPE facilitators have the necessary skills to foster interprofessional solutions to complex clinical problems to maximise patient outcomes.

This workshop will explore the potential for a whole IPE faculty development curriculum to support and develop facilitators from across academic and clinical pathways. Participants will be encouraged to consider the content of such a curriculum and how this could be managed on an institutional level.

Sub-theme: | Designing and delivering interdisciplinary education

Breakout Session Three

Story:
Introducing the Learning Central Good Practice Guide

Delivered by:
Ms Rebecca Ferriday, Learning & Teaching Academy

The 'Learning Central Good Practice Guide' is a new resource that provides clear guidance around effective use of Learning Central. Developed in partnership with digital learning experts, academic staff, and students, the guide is underpinned by a model of enhancement, aims to be supportive rather than prescriptive, and enables staff to build upon existing practices and introduce new and improved ways to structure, organise, and present teaching and learning materials.

The guide is pitched at two levels. At Essential level, Learning Central modules provide students with the essentials to support their learning journey, and at Enhanced level, students' online and offline learning experiences form a cohesive whole. The guide also considers ways to use Learning Central innovatively, and signposts you to a range of support and guidance.

This introduction to the guide will not only provide an overview of the resource, but also look at how and why using it can enhance the student experience, save time, and improve accessibility.

Sub-theme: █ Implementing digital practices to improve the student experience

Story:
Using Virtual Reality in medicine management education strengths and pitfalls

Delivered by:
Mrs Julia Tod, Mr Peter Smith, Mr Nelson Selvaraj, Mrs Angharad Barklam. School of Healthcare Sciences

Medication error is a persistent challenge to safe nursing practice in children's care. Double-checking is believed to reduce errors and many hospital policies in the UK mandate this practice for most of the children's medicine. For student nurses this often means that they are either removed from the checking administration process or are 'third checker' with a limited sense of responsibility in the process. This lack of clinical practice experience could risk patient safety.

To address some of these issues in our undergraduate children's nursing programme we considered how we could provide effective simulated experience in medicine management teaching. Virtual Reality (VR) can provide students with a memorable and immersive experience that would otherwise not be possible. Meta analysis of VR education has shown it can improve nursing students' knowledge and is equal to other education methods in the measures of confidence, and performance time (Chen et al 2020). This 'story' will focus on how a small team planned and created original virtual reality content to address these specific learning needs and also as a 'proof of concept' activity it was able to stimulate further activity in creating teaching content across the School of Health Care Sciences programmes .

Sub-theme: █ Implementing digital practices to improve the student experience

Story:
Empathetic Pedagogies: How performing arts and participatory design to develop inclusive mindsets can help the development of inclusive mindsets

Delivered by:
Amalia Banteli & Dimitra Ntzani, Welsh School of Architecture

The Empathetic Pedagogies project was an Education Innovation Funded project by Cardiff University's Teaching and Learning Academy within the theme of 'Developing Inclusive Mindsets'.

Accessibility in building design is commonly pursued and interpreted as compliance with building regulations and primarily focuses on physical disabilities. The needs of users with visible and invisible disabilities are often overlooked. Particularly in performing arts spaces, inclusive design is often an afterthought for the design process.

In this project, we invited students to explore first-hand the needs of performers with physical and/or learning disabilities through their participation in performing arts games and experimentation. They worked on a live-brief, engaged with an inclusive drama group and proposed stage designs for a script that access and inclusion were creative tools and instigators of stage action.

The project advocated for the integration of performing learning strategies in design education as means of achieving an empathetic understanding of design stakeholders but also as a pedagogic vehicle for creating inclusive mindsets in design education and beyond.

Sub theme: █ Developing future pedagogies to engage students

Breakout Session Three

Story:
Experiential learning needs experiential teaching

Delivered by:
Mrs Rosemary Smith, Cardiff Business School

To make Learning an 'Experience' brings skills wider than subject knowledge.

I suggest embedding 'Experiential teaching' engages students; I'd like to share two examples:

(1) Tutorial engagement part of the module mark. Using relevant, real scenarios as source material, with students provided with guidance in advance, create an energetic, vibrant discussion environment. What is new about this? – there is nothing new in the concept – but skill and trust are fundamental to success.

Skill required by us as tutorial leaders to engage all, create a 'buzz' – so potential training required, and trust required from both university and students in our ability to record contributions and justify each mark awarded.

With these in place students contribute to active intra-group, multi-faceted analysis of a given situation, making each tutorial an 'experience', where students – including those who elect online contribution rather than in-person - hold ownership of their learning.

(2) Work placement module assessed by reflective evaluation of experiential learning. What is new about this? – there is nothing new in the concept - but prior coaching and provision of feedback and feedforward are fundamental to success. Students must receive coaching on writing reflective analysis. Then experiential teaching in the form of detailed feedback and feed-forward on formative reflective logs enables students to clearly present logical analysis of their learning drawn from work placement scenarios. Students gain ownership of their learning, framed as an 'experience'.

If learning becomes an active experience – not passive knowledge acquisition – students may become graduates not only with the subject knowledge, but with a 'back-story' encompassing their 'experience', with skills and thought processes with which to navigate their individual futures and to decide their contribution as citizens of the world.

Sub theme: █ Developing future pedagogies to engage students

Story:
Understanding Learners' Transition into Higher Education: Perspectives from students, staff, and schools

Delivered by:
Marion Heuchert (project team); Anna Kiddier; Sophie Waite (student interns/co-creators) - on behalf of the full team: Theresa Federici (project lead); Nadia Nebot; Samia Zitouni; Marion Heuchert (project team); Anna Kiddier; Sophie Waite (student interns/co-creators).
School of Modern Languages

This 'What Works' story presents the initial phase of a project in the School of Modern Languages to understand how to support students in their transition into Higher Education. The first year of the project has been a scoping exercise to understand the perceptions of learning in Higher Education held by students on arrival and the extent to which these perceptions matched their experiences. Through a review of UK-wide and Cardiff-specific data, the project collated statistical information on the student demographic, and comparing these to rates of retention, deferral, and course change. The team then created and circulated questionnaires to target populations: MLANG students, MLANG staff, secondary schools and colleges teaching languages to GCSE and A level. The questionnaires sought to establish the understanding of the key concepts of learning, socialising, autonomy, and support at University. Working with two MLANG UG students as co-creators, the project is developing an action plan that will be ready for implementation in the next academic year. Co-creation is fundamental to the project and continued consultation will take place to ensure the efficacy of the action plan.

Sub theme: █ Developing future pedagogies to engage students

Breakout Session Three

Stories Session B

Pecha Kucha:
The Simulated Clinical Placement - A Safe Space to Learn

Delivered by:
Kirstie Brewer, School of Healthcare Sciences

An increased number of commissioned students admitted to the UG DRI programme in Cardiff University since 2021 has impacted our placement capacity, causing an imbalance between availability of clinical placements and demand, ultimately posing a potential for students to fail to meet their learning outcomes effectively. Alternative solutions were sought to address this issue and the 'Simulated Clinical Placement' was developed and implemented from September 2023 for all three years of the UG programme. The simulated clinical placement adopts varied pedagogical approaches to allow a diverse range of students to learn how to respond to relatable clinical scenarios in a safe and reduced risk environment, improve their confidence, increase their knowledge, emotionally prepare them for clinical challenges, and improve the quality of patient care they provide. So in keeping with the theme 'how can we ensure our learning and teaching will deliver a better world for future generations?'. We, as a programme, work collaboratively with our students using feedback and research, to design and adapt our simulated clinical placement approach, and send our graduates, who are the future generation, out into the world more resilient, better prepared, and more highly skilled.

Sub theme: Developing future pedagogies to engage students

Stories Session C

Story:
Dinesydd Caerdydd/ Cardiff Citizen

Delivered by:
Mr Guto Ifan, Dr Huw Williams, Ms Catrin Jones, Academi Gymraeg

Dyma gyflwyniad i fodiwl Dinesydd Caerdydd – modiwl anffurfiol, rhagarweiniol sy'n agored i fyfyrwyr blwyddyn gyntaf, Cymraeg eu hiaith, ar draws y brifysgol. Mae'n gyfle i fyfyrwyr ddod i adnabod Caerdydd, i ddatblygu teimlad o berthyn a dyletswydd i'r ddinas, ac i greu cymuned o siaradwyr Cymraeg yn y brifysgol.

Datblygwyd y modiwl mewn proses o gyd-greu ac ymateb i adborth myfyrwyr o'r cychwyn cyntaf – ac wedi diwygio strwythur a chynnwys y modiwl, cynyddodd y nifer wnaeth gwblhau'r modiwl opsiynol o 21 i 96 eleni.

Mewn 3 sesiwn wyneb-yn-wyneb yn ystod wythnosau cyntaf y flwyddyn academaidd, mae'r myfyrwyr yn clywed o siaradwyr gwadd amrywiol a diddorol sy'n byw yng Nghaerdydd, mynd ar un o dair taith gerdded o gwmpas y ddinas, ac yn dysgu am gyfleoedd i ddefnyddio'r Gymraeg yn y brifysgol a thu hwnt.

Fel asesiad, gofynnir i'r myfyrwyr gyflwyno prosiect grŵp ar unrhyw agwedd o fywyd yn y ddinas, sy'n galluogi iddynt ddatblygu sgiliau cydweithio. Gyda myfyrwyr yn gweithio'n rhyngddisgyblaethol gyda myfyrwyr eraill o bob cwr o'r brifysgol, cyflwynwyd amrywiaeth fawr o brosiectau ar ystod eang o themâu, o 'arwresau Caerdydd' megis protestwyr Greenham Common, hanes Clwb Ifor Bach, a gweddillion cymunedau Tiger Bay.

This is an introduction to the Cardiff Citizen module - an informal, introductory module open to first-year, Welsh-speaking students across the university. It is an opportunity for students to get to know Cardiff, to develop a sense of belonging and duty to the city, and to create a community of Welsh speakers at the university.

The module was developed in a process of co-creation and response to student feedback from the outset - and after revising the structure and content of the module, the number who completed the optional module increased from 21 to 96 this year.

In 3 face-to-face sessions during the first weeks of the academic year, the students hear from various and interesting guest speakers who live in Cardiff, go on one of three walks around the city, and learn for opportunities to use the Welsh language at university and beyond.

As an assessment, the students are asked to present a group project on any aspect of life in the city, which enables them to develop collaboration skills. With students working interdisciplinary with other students from all over the university, a great variety of projects were presented on a wide range of themes, from 'Cardiff heroines' such as the Greenham Common protesters, the history of Clwb Ifor Bach, and the remains of Tiger Bay communities.

Sub-theme: Designing and delivering interdisciplinary education

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Story:
Unlocking Flexibility: The Journey of Learning Models at Cardiff

Delivered by:
Owain Huw, Sarah Lethbridge, Dewi Parry, Lois Price, Learning & Teaching Academy

This session aims to discuss and demystify the current status of Flexible Learning Models at Cardiff. It is suitable for those considering expanding their current flexible provision or just starting to dip their toes into the water. We will explore case studies from current provision, outline the next steps for those interested in developing these models, and share future plans and developments for flexible learning at Cardiff. The presentation will be followed by a Q&A session, providing an opportunity for attendees to engage in a deeper discussion.

Sub theme: Offering flexible and life-long learning for positive change

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Pecha Kucha:
Opening doors for non-traditional students through blending of flexible learning with Compassion Pedagogy: a reflection from an international context

Delivered by:
Dr Daniela Duc, School of Pharmacy and Pharmaceutical Sciences

"Intelligence plus character–that is the goal of true education." This saying by Martin Luther King Jr. (1947) highlights that purposeful shifts in teaching and learning require adaptations to both the discipline and to the individual and their life context. Teaching STEM in various con-text (Europe, Australia, COVID lockdowns) called me to shift how I taught. This was to adapt to the various environment but, more recently, to the increasing shift in the students profiles observed globally, thanks to the inclusion of various technologies and learning models. The pressing call for tertiary education institutions to be more inclusive calls for new opportunities and frameworks not just to 'include' but draw and support such new non-traditional student profiles towards success (mature, diverse, changing career professionals, first in family, remote, neurodiverse students, etc). Here, we will reflect on how Compassionate Pedagogy can be part of the answer. We will reflect on its capacity to be a reliable tool, in combination with emerging technologies, to sustainably support both non-traditional and traditional student profiles. With current economic challenges for universities globally, we will explore how Compassion Pedagogy can be part of the solution to attract such new student markets sections and provide real social impact.

Sub theme: Offering flexible and life-long learning for positive change

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13:00 -13:15   Closing remarks