The University of West London
Teaching and Learning Conference
and
Vice-Chancellor’s Awards Ceremony

Tuesday 24 June 2014
Brentford Site

Engaging with Students and Learning

CONFERENCE PROCEEDINGS
ABSTRACTS

The 2014 University of West London Teaching and Learning Conference is organised by the Institute for Teaching, Innovation and Learning (INSTIL) in association with colleagues from across the University.
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The Transition to University from College or Sixth Form: A Qualitative Report

Authors: Dennii Douglas and Julia M. Townshend, School of Psychology, Social Work and Human Sciences, University of West London

The UCAS Official End of Cycle Report indicated an increase in enrolments at most Universities across the United Kingdom for the year 2013. Each one of these new students will have experienced their own unique transition into University. Pascarella and Terenzini (1991) labelled the social adjustment to University life as a process of desocialization and socialization. The desocialization aspect involves the traits, beliefs and values that a student held prior to attending University to be revised or abandoned. The socialization aspect involves, new traits, beliefs and values to be recruited throughout their experience at University (Mudhovozi, 2012).

Using a self-selecting sampling method, five first year university students between the ages of 18 – 22 (males and females) volunteered to take part in semi-structured interviews asking about their experiences of transition to University. The interviews were recorded and analysed using Interpretative Phenomenological Analysis (IPA) (Smith, Flowers & Larkin, 2009). The results suggest that whilst most students have similar experiences of the emergent themes, how these affect their transition to University is unique to the individual.

My Beautiful Blog: Blogging beyond Blackboard

Authors: Deirdre Robson and Harry Leeson, Ealing School of Art, Design and Media, University of West London

In the current context, H.E. institutions such as UWL face a number of challenges. Students typically do not have the class ‘habitus’ (Bourdieu, 1993) of those for whom ‘conventional’ higher education practices were developed, or face a variety of extrinsic pressures. The focus of this paper will be an attempt in the academic year 2013-2014 to evaluate the possibilities of a Web 2.0 tool—blogging—as a form of ‘authentic’ assessment (Allen 2009) to enhance student learning, particularly as measured by student engagement, participation and achievement. Blogging, more generally, is an established activity. Use in higher education teaching and learning came gradually, but there is now a body of literature emphasising blogging for enhancing authentic learning and reflective practice in students (Freeman and Brett, 2012: 1033-1034).

Blogging can be a space wherein students can post reflections upon content or have an opportunity for comment from others; an online showcase for work in progress; or a space for tutors to provide formative feedback (Smith, 2009: 431). It can enhance ‘students as critical, collaborative and creative participants in the social construction of knowledge’ (Burgess, 2006, qtd. Farmer et al, 2008: 263), and develop writing fluency (Powell et al, 2012: 275). Moreover, developing Web 2.0 authoring skills might benefit students’ employability (Gray et al, 2010: 106). A range of blog tools are now available via institutional VLE (Blackboard) or freestanding providers. Previous experience has suggested to this paper’s authors that VLE-based blogging is not attractive to students. The blog platform used in the two L5 modules concerned is provided by a commercial educational platform: Edublogs (http://edublogs.org). This was selected because it promised a more ‘authentic’ blogging experience, but at the same time met concerns about privacy and accessibility. In both modules concerned blogging replaced paper-based portfolios of
visual and written materials submitted at the end of the semester. One module was in Semester 1, and this paper will present some evidence of improved levels of student engagement and achievement, as measured in student feedback and grades. The second module is a Semester 2 module, and evaluation is pending, but some provisional findings will be presented.

Abstract 3
Growing a Sustainable Culture: A Fashion and Textiles Case Study

Author: Rosemary Wallin, Ealing School of Art, Design and Media, University of West London

This paper will outline the challenges and benefits of introducing a sustainable agenda into an existing course structure. With an underpinning in my own practice-based research in the field of sustainable design, I will demonstrate how the curriculum was adapted and evolved over two years to address what has become a vitally important issue in the Fashion and Textiles industry. The Fashion Industry has been undergoing significant changes in recent years with both government and consumer pressure to adapt business practices to a more ethical and environmentally friendly approach. Kate Fletcher announced “Business as usual or, more to the point fashion as usual, is not an option” (Fletcher 2008, XII) however, despite a proliferation of sustainable fashion courses and companies growing over the subsequent years, the curriculum on the BA Fashion & Textiles course at UWL was lacking any reference to sustainable practice. By incorporating insights gained from my own research, Fletcher’s eight design journeys and TED’s ten design strategies were consolidated into four key areas of enquiry, and a complex field of study was broken down to create practical, manageable and achievable objectives for both staff and students. Similar courses were assessed and evaluated with regard to existing facilities, staff and the student demographic, with additional linked modules planned around the same timetable and themes, creating an immersive, front-loaded and engaging learning experience. Teaching and learning were influenced by the work of Donald Schon, with an emphasis on reflective practice. Preliminary findings have been overwhelmingly positive, and the impact, impressive, with an increased pass rate on the module, an increase in industry internships and employment, and local, national and international press coverage highlighting the course and the students. Approaches employed will have application outside of the subject, as principles of adapting to a sustainable culture.

Abstract 4
Providing a ‘Talis Aspire’ Solution for Populating Electronic Reading Lists at UWL

Authors: Vani Aul, School of Computing and Technology, and Library; Christian Sauer, School of Computing and Technology, Gill Briggs, Library, Thomas Roth-Berghofer, School of Computing and Technology, University of West London

This paper presents a case study of providing a better learning experience to students in higher education. As La Velle and Nichol (2000) describe in their work, the speed of data processing, the storage capacity of computers and instant accessibility of electronically transmitted data creates an exciting opportunity for integrating literature resources into our studies on a global scale. In the present information age, information overload is a growing concern for students indicating a requirement for some guidance in choosing and accessing the right resources for their studies. In higher education institutions, module specific reading lists are an effective tool for guiding
students for undertaking their studies effectively. These reading lists contain critical information. For example, as described in Siddall and Carter’s work (2012), students at Northampton University feel that reading lists are an invaluable resource. However, in their legacy state, reading lists are prescribed in the respective Module Study Guides in plain text format in Microsoft-Word documents, thus being non-interactive in nature. In the present digital age, technology provides an opportunity to digitise the existing reading lists making them accessible online for the students at anytime from anywhere within the university’s Virtual Learning Environment. To harness this opportunity the University of West London Library implemented reading list software called Talis Aspire reading lists. As with any new software, this software also requires some input to make it work for the actual users, UWL’s academic staff and students. This paper explains the approach adopted by UWL Library to populate the reading lists by classifying information resources that are then re-used to create new, module specific and interactive reading lists. Our approach currently is able to classify information resources with high accuracy, ranging between 86 and 98 per-cent correct classifications. Therefore our approach resulted in improving the student’s module specific learning experience by providing interactive and highly accurate and up to date reading lists. Talis Aspire software has been employed in 33 universities in the UK, as documented here: http://campus.talisaspire.com/our-customers/. This fact provides an opportunity for reuse of our software-adoption-methodology by other universities, especially those who are already using or planning to adopt Talis Aspire software.

Abstract 5

Students’ Engagement in Learning using the Self-Rating Scale of Self-Directed Learning

Author: Swapna Williamson, College of Nursing, Midwifery and Healthcare, University of West London

Self-Rating Scale of Self-Directed Learning (SRSSDL) is a tool used to assess students’ self-directedness in learning from various disciplines in higher education institutions in several countries. This tool was used as a part of learning skills development of students studying the Foundation Degree in Health and Social Care (FdSc) Assistant Practitioner course at the University of West London. The objectives were: (i) to assist students to become more aware of their own learning progress, (ii) to evaluate the effectiveness of the SRSSDL in helping develop students’ self-directed and lifelong learning skills. Most FdSc students have not studied in a formal education setting for a considerable period of time and find this challenging. Students’ active engagement in own learning is a key to progress in university education. This will also promote the development of their lifelong learning skills. They require appropriate learning support to self-monitor their own progress and to develop their learning skills in order to meet the course requirements. A total of fourteen final year FdSc students used the SRSSDL tool. All of them responded to a semi-structured questionnaire and evaluated the tool being beneficial in developing their skills in becoming independent and self-directed learners. The SRSSDL scores have been useful for both students and teachers. This has helped to identify students’ individual learning needs and level of self-directedness. Consequently, appropriate measures were implemented to help students becoming independent and self-directed learners instead of simply passive dependent learners.
The Pedagogical Value of Critical Thinking: Eighteen Theses for Meta-Critical Consideration

Author: Alex Gordon, UWL Beijing Centre, University of West London

The purpose of this interactive workshop session is to offer a sustained argument – for critical discussion – condensed in a series of 18 theses on the pedagogical value of critical thinking. The overall viewpoint of the theses stresses that critical thinking is potentially constitutive of students developing from being in a heteronomous (subordinate) position as more or less receptive learners towards becoming active, independent, and relatively autonomous researchers. The summary stipulative conception of critical thinking underlying these theses is this: critical thinking is the acquired cognitive (communicative) competence to be able to make informed judgments about academic, intellectual, personal, and professional issues and problems. In terms of their personal intellectual development, it is proposed that critical thinking helps students to bridge the gap between simply memorizing or passively accepting information (i.e., being heteronomous) and the greater challenge of being capable of critical analysis, synthesis and productive creativity. Thus, it is argued, an active and effective education in critical thinking is instrumental in helping students to respond with cultural tolerance and sensitivity to alternative points of view and to develop a solid intellective foundation for making personal choices about what to accept and what to reject on a principled, rational basis. In Habermasian terms, these propositions argue that an education in critical thinking is oriented towards improving the communicative rationality of students in their daily lives as active and reflective members of their society, whilst concomitantly being reflexively and reflectively constitutive of their personal individuation process. Also, given the main theme of the conference – ‘Engaging with Students and Learning’ – consideration will also be afforded during this workshop to how critical thinking can contribute to the teaching of academic writing.

Human-Computer Interaction (HCI) education involves the study of the users’ experience of interactive systems and products, with the aim of understanding the issues, and developing systems that improve the usability and the user experience of interactive systems and products. This paper reports on the outcomes of the ACM SIGCHI workshop held in Toronto which brought together academics, and industry practitioners from across the world to define the parameters of a shared, living curriculum for HCI Education. In 2011 the ACM SIGCHI Executive Committee decided to update Hewett et al.’s 1992 curriculum in the form of a “living repository of HCI education ideas and resources” (Churchill et al., 2013). The HCI curriculum is well established worldwide, yet the multidisciplinary nature of HCI and its rapid growth against the constantly changing backdrop of technology presents educators with a number of challenges, particularly when considering curriculum design. Invitation to the workshop was via acceptance of a position paper. Our paper discusses the motivations for our research in HCI education and practice and proposes a curriculum that is sensitive and responsive to the contrasting cultures and cognitive styles of educators, professionals and students (Abdelnour-Nocera et al., 2013). Our data reflects a predominance of analytic over intuitive styles in HCI educators, which has implications for curriculum development and delivery (Austin and Abdelnour-Nocera, 2013).
concluded that a global curriculum should include a modular, adaptive, navigable system with different points of entry to support the interdisciplinary nature of the subject and the differing paradigms, and supporting local differences and cultural constraints. The living repository will consist of a community curated set of quality resources consisting of at least five core themes: aesthetics (i.e. art, design, creativity), ethics, diverse theoretical perspectives and knowledge traditions, technology (both current and anticipated) and critical reflection.

Abstract 8

Using CodeLab: Learning Tool for Introductory Programming Courses

Author: Fehmida Mohamedali, School of Computing and Technology, University of West London

Computer programming is a practical subject that cannot be learnt by heart but it includes skills that can be developed with constant practice, i.e., engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase "practice makes perfect". There are several learning tools and environments available to assist both educators and learners in introductory programming courses. Good programming skills are one of the core competencies that engineering and computer science students are expected to develop. However, learners and educators agree that learning programming is a hard task, especially for first year students, as they need to be adequately motivated in order to learn programming in a successful and effective manner (Verdu et al. 2012). Learning a programming language assumes knowledge of syntax, semantics, and pragmatics of the language. Thus, a basic course in programming should include both techniques for problem solving and extensive knowledge of the programming language. In addition, learning-by-doing paradigm has proved to be an effective learning method in technical sciences (Higgins et al. 2005). CodeLab is a web-based interactive programming exercise system for introductory programming courses in Python, Java, C++, C, JavaScript, C#, VB and SQL (http://turingscraft.com/). One of the major features of the system is that CodeLab’s exercises tend to focus on short answers to questions, which develop as the learner progresses. The exercises aim to cover all concepts within each technical topic (such as array declaration and assignment) before allowing learners to move on. (Higgins et al. 2005). The use of CodeLab is twofold; it provides programming practice for learners and evaluation support for educators. In addition, it allows learners to master the fundamentals of individual concepts and language constructs in order to be able to tackle larger programs with greater speed and precision. This workshop aims to discuss the benefits of using a web based learning tool for teaching introductory programming courses. Participants will engage in short hands-on programming exercises that will allow them to discover how CodeLab can help learners obtain core programming skills that are necessary at introductory level.

Abstract 9

Operationalisation of Learning Success: Pros and Cons of Rubric Marking

Author: Malte Ressin, School of Computing and Technology, University of West London

It is generally accepted that feedback from tutors is critical for student learning (Yorke, 2003). While marking is by no means the most important or only means to give feedback, in the perception of both learners and lecturers, it is often one of the most prominent parts of the
teaching activity, right after lecturing. However, to lecturers, marking is often a lonely and time-consuming, but nonetheless difficult and unwelcome activity. For students, marking is not only feedback, but also key (or barrier) to further progress in their studies. Respectively, students and lecturers have different perspectives on the values of feedback. Students rate feedback value according to fairness (i.e. whether it reflects the delivered work), encouragement (i.e. whether it preserves or increases the students’ engagement), and developmental support (i.e. whether marking justification helps students to progress their studies further) (Lizzio and Wilson, 2008). Lecturers, on the other hand, estimate the feedback in its value to providing students with the means to improve their understanding and skills, but also to justify whatever grades they awarded (Li and Barnard, 2011). A number of tools and methods have been created over time to facilitate marking for the lecturer while at the same time enhance its value for the students. Marking grids and rubrics are among the more prominent tools. This workshop aims to discuss the advantages, benefits and disadvantages and drawbacks of their usage in the context of the expected student and lecturer values mentioned above. Questions to be discussed are:
- What content and assessment properties is rubric marking suitable for, what is it not suitable for?
- What task properties make rubric marking efficient and effective for both student and lecturer? What properties make it inefficient and ineffective?

The workshop aims to allow participants to discuss and exchange feedback and marking practice and equip themselves with ideas how to facilitate or improve marking using rubrics.

Abstract 10

**Workshop**

*Understanding Theoretical Application through Concrete Experiences*

**Author: Moira Cachia, School of Psychology, Social Work and Human Sciences, University of West London*

“You can discover more about a person in an hour of play than in a year of conversation”

Plato, 347 BC – 427 BC

Student engagement and the development of a sense of belonging have been found to play an important role in undergraduate student retention and success (Thomas, 2012). One way of developing such an environment is through group-based and role-play activities (Mair, Taylor & Hulme, 2013). This workshop demonstrates the use of seminar time to facilitate learning by engaging students in interactive group work across all levels. Kolb’s (1984) four-stage experiential learning cycle identifies having a “concrete experience” as the basis for “reflective observation” where the understanding is developed. “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984: 38). The focus of this session is on social psychological literacy which is applicable to all environments where people come together in groups and can therefore be easily related to (Buunk & Van Vugt, 2007). This experiential workshop provides an opportunity to engage in an interactive group activity (simulating real-life settings) usually held with third year Psychology students in one of the seminar sessions on the Occupational Psychology module. Small groups of 4-5 people will be invited to complete a simple fun task which will serve as a means to examine the dynamics involved in group work. A reflective discussion on the interactions and processes observed as the task was completed follows, aimed at identifying and highlighting group and individual behaviour and how they relate to the theoretical underpinnings on the topic.
Workshop

A Picture is Worth a Thousand Words: Teaching with Infographics

Author: Panagiotis Fotaris, School of Computing and Technology, University of West London

The phrase "A picture is worth a thousand words" is a manifesto that speaks to the value and efficiency of visual communication (Smiciklas 2012). Since students are surrounded by large volumes of complex information - both qualitative and quantitative - but often lack the time or the ability to process it, educators are looking for ways to move beyond just the reading of text and interpretation of data. Based on the fact that the human brain is more able to identify and comprehend relationships and patterns if data is encoded into visual forms (Cleveland 1994), academics have recently started to harness the power of infographics as an effective means of communication. An infographic (short for information graphic) is a visualisation of data or ideas intended to convey complex information fast (Smiciklas 2012). It is handcrafted to bundle related data sets into a unified, concise, easily digestible, and aesthetically appealing representation. The juxtaposition of those sets of information relates a more complex story (Kraus 2012). The effectiveness of teaching with infographics lies in the fact that "the use of well-designed visual representations can replace cognitive calculations with simple perceptual inferences and improve comprehension, memory, and decision making" (Heer et al. 2010, p.59). Communicating visually through the use of infographics has shown increased student engagement, conceptual understanding, and collaboration (MacQuarrie 2012). Students can use existing infographics for class discussions or create their own to share in class or online using a variety of tools (Delello & McWhorter 2014). Additionally, an interesting infographic will hopefully stimulate interest in a topic, thus prompting the learner to investigate further and pull in the information (Belato 2013).

This workshop aims to discuss the benefits of using infographics to transform raw data and complex data sets into intuitive and powerful visual formats. Participants will engage in activities that will allow them to learn how infographics can help students obtain literacy skills necessary to research, critique, summarize, and communicate information. Furthermore, free tools for creating infographics such as Piktochart, Easelly, Infogram, Nerdgraph, and Wordle will be demonstrated.

Workshop

Assessments in Transnational Partnerships: The UWL and IIHM Experience

Authors: Ariane Lengyel and Patrick Muigai, London School of Hospitality and Tourism, University of West London

Transnational arrangements such as overseas campuses, twinning arrangements and franchising are becoming increasingly common amongst many HE providers (Dwivedi 2013; Altbach and Knight, 2007). This development has been driven by many factors including significant decreases of students from S.E Asia (Pathak and Urmaji 2011: Adams, 2014). Similarly, UWL has recently franchised the BA Hospitality Management course to IIHM, India for in-country delivery. However such internationalisation of the HE provision inevitably raises concerns in many areas given that teachers and students hold different academic assumptions, expectations and requirements. It is argued that all individuals remain "blind" to their own academic culture as long as they remain within it and the same holds true for assessments (Carroll 2008). Much has been written on assessments for international students studying in the UK (see for example, Carroll and Ryan,
2005; Jones and Brown, 2007; Sletaugh, 2007; Carroll, 2007; Dunn and Wallace 2008); however
similar research on overseas branch campuses has received limited attention. This research
focuses on how best to enable overseas teaching staff to adapt to UK assessment contexts, and
thereby effectively assess students and facilitate learning. Notably, many of these practitioners
are themselves products of non-UK education systems which tend to assess students’ learning
through examinations only, using high-stakes, high-speed tests. Learners are often merely
required to show they know the content of the syllabus to pass examinations. Most importantly
students are graded using systems very different from the UK format (Carroll 2008; Dunn and
Wallace, 2008). The proposed workshop will build on the initial findings of a focus group
undertaken with the teaching staff at IIHM India. The research sought to better understand
practitioners’ views on effective assessments methods, identify key concerns, the implications for
student learning and possible strategies to address these. In order to facilitate debate, delegates
will be grouped and given a theme from the above study to reflect upon. Participants will be
invited to offer feedback and suggestions on approaches to effective assessment practice. This
activity will offer valuable insights for colleagues managing similar partnerships abroad, and
those admitting direct-entry overseas students at UWL.

Abstract 13

The Impact of a Group Based Intervention on the Social and Emotional Competencies of Young
People in Early Secondary Education: A Pilot Study

Authors: Michelle Jayman¹, Maddie Ohl², Bronach Hughes³ and Pauline Fox¹

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Research suggests poor social skills in adolescence are related to a range of negative outcomes
including, loneliness, lack of school adjustment, poor academic performance and mental health
issues (Segrin and Flora, 2000; Masten et al, 2005). Young people who are socially confident feel
more accepted by peers, are less anxious in social situations and are more likely to achieve in
school (Bijstra & Jackson, 1998; Caprara et al, 2000). The Pyramid project is a school-based
intervention programme based on a social learning approach which aims to improve the socio-
emotional well-being of vulnerable adolescents. Previous research with primary-aged children has
demonstrated the positive impact of Pyramid programmes on vulnerable children’s well-being
(Ohl et al 2008; Ohl et al 2012). To examine the impact of Pyramid interventions on the
emotional health of pupils in early secondary education and to explore how programmes bring
about change. The impact of the Pyramid project on seven early-adolescent students was
examined through a mixed-methods design including the Strengths and Difficulties Questionnaire
(Goodman, 1997) and focus groups with Pyramid group participants and programme leaders.
Results from the teacher assessment Strengths and Difficulties Questionnaire demonstrated
improvements in the intervention group’s socio-emotional competencies compared to a
comparison group. A thematic analysis of the qualitative data collected from focus groups
supported the quantitative findings and identified potential causal mechanisms facilitating
change. Further research is required to develop these preliminary findings and to demonstrate
evidence-based practices for enhancing young people’s social skills and emotional well-being. This
pilot supports extending the research to a larger cohort and examining the impact on academic performance. Findings have the potential to underpin evidence-based policy and practice in the early adolescent population.

Abstract 14

Students’ Perspective on using Xerte Designed Learning Objects

Author: Catherine Lynch, College of Nursing, Midwifery and Healthcare, University of West London

The aim of the poster is to share the experiences of students on the MSc in Advancing Practice following their trial of Xerte designed Reusable Learning Objects (RLO’s) for their Role Development module in the autumn of 2013. The poster describes their learning experiences and how using this new design has improved their overall learning. Xerte is now widely used within Higher Education in the United Kingdom (Plymouth 2013, Bath 2014, Nottingham 2014) but is relatively new at UWL. The user perspective is paramount as this programme is due to be offered by full distance learning from October 2014. Collecting data and opinion from students has helped the course team determine which elements students find of value and how we can use xerte to enhance the student experience. The data collection was undertaken using the standard module evaluation, and two Doodle polls. An initial poll was designed to gather information on students experience and use of electronic learning material prior to starting the course. On completion of the first module, the poll was repeated, this time looking more at their evaluation and satisfaction level with using the new RLO’s. 20 students completed the pre-trial poll and 15 students completed the poll on completion of the module. Data collected was a combination of quantitative and qualitative data. Doodle analysis was used to collate and present the quantitative data into graph views and themes were extracted from the quantitative data. Students found using Xerte designed RLO to be much more useful that other electronic learning previously undertaken. They found the materials much easier to navigate and found the way in which the module material was presented easier to understand improving their learning experience. There is significant scope for redesign of the electronic components in the MSc in Advancing Practice course. Materials need to be more user friendly, more visual, use a variety of learning strategies e.g. quiz, multiple choice questions and quick check answers threaded though the learning material to reinforce learning.

Abstract 15

Arts Education in China and the Progressive Education Debate

Author: Gavin Lewis, Ealing School of Art Design and Media, University of West London

This poster sets out my current research into art education in China. It will discuss a number of key concerns that have informed the planning and design of the research within the early stages. The contextualization of the research subject will be discussed, and will focus on the ongoing debate around progressive and traditional education; child-centered and teacher-centered education; and education that prioritizes the experiential against that which emphasizes the need for students to take on a core body of knowledge (Chall 2000, Dewey 1934, Howlet 2013). The manner in which these dialogues have impacted upon the teaching of art in the US and the UK will be explored (Elkins 2001, Efland 1990), and will be contrasted against the findings from studies that have
explored the teaching of art in China (Winner 1989, Cox Perara & Xu 1999). The research question will be considered in terms of the literature gap that exists around art education at the higher education level in China. The potential outcomes or benefits of the research will be discussed both in terms of the additional support for international collaboration that a deeper understanding of Chinese art education may facilitate, and the additional insight that may be gained into arts education in the UK, through the provision of an example against which to contrast our own educational practices. In terms of the formulation of methodology, a number of key concerns will be discussed. These will include considerations of insider and outsider research, informed by research such as Le Gallais’ 2008 exploration of the floating boundaries that delineate these terms. The nature of comparative research itself will be explored, informed in part by Phillips & Schweisfurth’s 2007 discussion on the multiple forms that comparative research may take. More generally the research framework that has informed the formulation of the project will be discussed, both in terms of ontological and epistemological concerns and the nature of socially constructed reality (Berger & Luckman 1966, Searle 1995).

Abstract 16
Poster

Closing the Feedback Loop: Engaging Students by Acting on Mid-term Feedback

Author: Anke Görzig, School of Psychology, Social Work and Human Sciences, University of West London

It has become common practice to assess student views on their satisfaction with higher education on the institutional level. The feedback of these views to students themselves, a process also referred to as “closing the loop” (cf. Powney & Hall, 1998), is regarded as an important element of this practice (Harvey 2001). In contrast, there are few standard approaches of collecting and feeding back students views on the module level. Often student views are collected at the end of the term making resulting actions impossible (Cook-Sather 2009). The current project demonstrates how student feedback at mid-term can be used to open the dialogue with students and how it is translated into actions that are subsequently fed back to students - closing the feedback loop. Forty-one students attending a psychology module at the University of West London evaluated their module at mid-term (week 7) via three open ended questions (positive evaluation, negative evaluation, suggestions for improvement) and a likert-type scale evaluating the module overall. A thematic analysis was conducted to analyse open ended questions. Descriptive statistics were applied to the rating scale. The feedback of the analyses to students and subsequent action points are being presented alongside students’ grades and end of term module evaluations. The current project shows an approach to closing the feedback loop concerning students’ feedback. Contrary to end of term evaluations, collecting and implementing mid-term feedback on a module level can be used to improve teaching and learning with the very same students that have provided the feedback, thereby accounting for possible context effects. Moreover, using student feedback to open the dialogue with students has shown to improve student engagement and is regarded as an important issue in terms of total quality management (Leckey & Neill 2001).
Abstract 17

*The Role of Mental Toughness and Affect in Academic Success within a Higher Education Setting*

**Authors:** Frances Hunt, Liory Fern-Pollak, Rosemary Stock, Lee Usher, Siobhan Lynam, and Moira Cachia, School of Psychology, Social Work and Human Sciences, University of West London

‘Mental Toughness’ is recognised as an important component in academic success (Robinson 2013) represented by the psychological qualities that determine how challenges are effectively addressed in pressurised situations (Dewhurst et al. 2012). Valiente et al. (2012) highlighted that negative emotions can have a detrimental impact on academic success. However, little is known about the impact of positive affect on academic success (Valiente et al. 2012) although Qualter et al. (2009) found well-developed emotional intelligence to be important in successful retention of students in higher education (HE). The aim of this study was to investigate whether HE students who report greater mental toughness and positive affect are more likely to be academically successful. An opportunity sample of 175 University of West London Psychology students took part; 95 consented to have their modular results accessed by the researchers. Mental Toughness was measured using the Mental Toughness Questionnaire (MTQ48; Clough et al. 2002). Positive and negative affect were measured by the Positive and Negative Affect Scale (PANAS; Watson et al. 1988). Mean module assessment scores for the preceding semester were also recorded as an indicator of academic success. Correlational analysis indicated that Mental Toughness and Affect may differentially impact on males and females. Partial correlation analysis (controlling for participant age) revealed that module assessment scores in males positively correlated with the MTQ48 subscale ‘commitment’ and the Positive Affect scale. Module assessment scores in females positively correlated with the overall MTQ48 score and subscales of ‘commitment’ and ‘control of life’. Female participants showed no significant relationships between module assessment scores and the PANAS. This may suggest that a sense of commitment is an important factor in academic success and may relate to enhanced engagement with learning. In females, these findings may also indicate superior organisational skills have a positive influence on academic activities. These initial findings are part of an on-going longitudinal study. Additional demographic variables will be examined to assess their potential impact on modular and overall academic performance in addition to student retention.

Abstract 18

*Awareness of Coeliac Disease among Professional Chefs in Fine Dining Restaurants*

**Authors:** Lilian Banegas, London School of Hospitality and Tourism and Amalia Tsiami, School of Psychology, Social Work and Human Sciences, University of West London

There is an increase of people suffering from food intolerances or allergies especially Coeliac (gluten intolerance). Coeliac UK (2014) states that the disease affects 1 in 100 in the UK, which indicating a large market to cater for across the board. Specialised diet market is fast growing. It would appear that casual dining restaurant chains and franchises are currently active in offering gluten-free meals but little is heard of about this in the fine dining sector. This research aims to test awareness of coeliac disease among chefs in fine dining restaurants in London, as well as the knowledge and confidence they have to cater for coeliac customers. An online questionnaire was used to collect the data. Fifty working chefs were invited to participate and 21 answers were
obtained. The survey findings demonstrated that training in regards to catering for coeliac customers was provided in the case of 50% of the chefs through the running of in house courses, whereas the other 50% had received no training at all. Although only half of the respondents have had training, there was 100% agreement from the professional chiefs that training is important not only when dealing with coeliac customers but also to keep up staff awareness about the importance of legislation. Barely 33.3% of the chefs admitted the lack of confidence in catering for coeliac diners as opposed to 61.9% who were confident. The sample size is small and data should be interpreted with cautiously, although the work highlights the need and importance of training for the chiefs. Further research is important in order to capture larger population and interview data for reliable and valid information.

Abstract 19

Cling Film Interaction with Alkaloid Type Drugs - Caffeine, Codeine and Nicotine

Authors: Adrianna Sarnik, Joyce James and Amalia Tsiami, School of Psychology, Social Work and Human Sciences, University of West London

Cling film is a thin polymeric film 0.5 mm to 12.5 µm in thickness and is used to wrap food to preserve, protect and keep the food fresh. Due to its availability and low cost, it is also used to wrap illegal drugs in “drug wraps”, where small amount of the illegal drug is wrapped tightly in cling film. Forensic scientists have focused upon the chemical composition of cling film to determine relationships between specific samples of cling film. This project looks at the interaction between a “drug wrap” and drugs which are wrapped in it. Two different types of cling films (PVC and LDPE) were used and three different alkaloid drugs: nicotine, codeine and caffeine. The different “drug wraps” were stored at different temperatures (3°C, 37°C and 50°C). Codeine phosphate was used instead of pure codeine. ATR-FT-IR spectra were run on all drugs, before wrapping them in cling film. ATR-FTIR spectra of the cling film “drug wraps” were collected for a period of 13 weeks. Contents were removed and cling film gently cleaned with brush and soft tissue and the spectra was run on the area where drug was present. Results indicate that over time the cling films were affected and changed by two of the alkaloid drugs, codeine and nicotine at different temperatures. No changes were observed for the caffeine. The interaction between the drugs and “wrap” could be seen as extra peaks in the IR spectra. The mechanism of interaction between drug and cling film is probably due to diffusion of volatile components from the drugs into the cling film.

Abstract 20

Factors Associated with and Predicting Work-Life Balance among Psychology Students

Author: Birte Balsereit, School of Psychology, Social Work and Human Sciences, University of West London

Work-Life Balance is an important field of research as it impacts on many populations, including employees (Sturges & Guest, 2004) and parents (Emslie & Hunt, 2009). However, there is increasing research investigating Life Balance among university students, suggesting that students struggle with Work-Life Balance (Palmer & Rodger, 2009) as they frequently experience stress including academic responsibilities, worries about the future and financial difficulties (Al-Dubai et al., 2011; El-Ghoroury et al., 2012). Furthermore, research highlights that effective
Coping Styles might interfere with stress perception (Al-Dubai et al., 2011). This study aimed to explore which factors might be associated with and might predict the Life Balance among undergraduate psychology students from a university sample in London, United Kingdom. A sample of 106 (n=106) first, second and third year students completed two questionnaires that measured perceived Life Balance and Coping Styles concerning academic stress and occurring problems during the semester. Data were analysed using Pearson’s correlations and multiple sequential linear regressions. It was found that Active Emotional Coping correlated significantly and positively with overall Life Balance and the Life Balance factor Contact/Relationship. Active Problem Coping correlated significantly and positively with the Life Balance factor Body/Health and Passive Emotional Coping correlated significantly negative with the overall Life Balance, Contact/Relationship, Body/Health and Life Meaningfulness. Contact/Relationship was the only Life Balance factor which was significantly predicted by Active Emotional Coping. Further research could explore how employed Coping Styles change across the academic years and how this affects students’ coping with stressors and their Life Balance. Universities could consider providing some form of student-support-programmes that educate about stress and time management and foster the students’ develop of effective Coping Styles in order to balance life demands.

Abstract 21

The Experiences of Depression Sufferers on Coping with Parenting

Author: Amalea Danella Hart, School of Psychology, Social Work and Human Sciences, University of West London

Qualitative research was carried out to study the experiences of depression suffers on coping with parenting. Research has shown that depression can have an impact on a parents’ ability to interact with their child (Field, 1985, as cited in Field, 1995; Stein et al., 1991; Paulson et al., 2006; Wilson & Durbin, 2010) and that depression can result in a disengaging parenting style (Bettes, 1988; Field, 1992, as cited in Kendall-Tackett, 2010; Paulson et al., 2006). Additionally, studies have shown that children raised by depressed parents have developmental delays and an increase in emotional and behavioural problems (Field, 1998a; 1998b; 1995; Hoffman, Crnic and Blaker, 2006; Riley et al., 2009). This research provided the rationale for this study, which focuses on parents’ experiences of bringing up a child whilst suffering from depression, as well as highlighting the implications that the disorder may have on parental coping and how this could in turn effect the child. The data was collected from an online discussion forum for depression, participants were chosen from threads in a discussion room for parenting with depression; there were 24 participants included in this study. The data was transcribed and analysed using an inductive (bottom-up) method of Thematic Analysis. The results showed five theme clusters: The negative effect of children on the parent feelings, dissociated relationship between the child and the parent, parental depression impacting on the child, negative personal issues faced by the parent, and the role of children in reducing the effects of depression in the parent; these are a variety of experiences associated with the suffering from depression whilst parenting, showing many negative impacts of depression on both the sufferer and their children, as well as suggesting some positive influence of the child on the parents’ depression. Additionally, the ways in which parenting whilst depressed can have a long-term impact on the child are discussed. Possible implications of the method of data collection and the focus of maternal depression are addressed, with suggestions for further research.
Abstract 22
Poster

Effectiveness of Polyphenolic Compounds Found in Olive Oil in Reducing the Risk of Cardiovascular Disease, a Systematic Review

Authors: Anna Ulrich and Amalia Tsiami, School of Psychology Social Work and Human Sciences, University of West London

The Mediterranean diet has long been known for its cardioprotective effects. Despite the high fat intake (up to 40% of total energy) with olive oil being the main source of fat, people living in the Mediterranean tend to have lower mortality rates from cardiovascular causes. Apart from the monounsaturated fats, olive oil contains some minor constituents of which polyphenols have been the main focus for scientists investigating their antioxidant properties. Polyphenols are only found in virgin olive oil as they are lost during the refinement process. A search was performed according to Joanna Briggs Institute systematic review guidelines. Comprehensive search of key words was used to explore the following databases: MEDLINE, EMBASE, CINAHL and Cochrane Library. The search was limited to articles published in English and after 2000. Scientific research was not conducted on the polyphenol content of olive oil prior the last decade. The keywords used: Olive oil, phenolic compounds, Mediterranean diet, cardiovascular disease. The inclusion criteria were RCT and cross over studies that were using olive oil as an intervention to healthy adults. The primary outcome was total cholesterol and secondary outcomes were LDL, oxLDL, HDL, TG and Ab-oxLDL. The search identified six RCT studies that met the inclusion criteria and were used for the analysis. Polyphenolic content was negatively correlated with lipid oxidation - that underlies the development of atherosclerosis - reaching significance in all studies measuring oxidised LDL levels. HDL – that deliver excess cholesterol back to the liver for disposal – levels were found to increase linearly with the polyphenolic content of the olive oil after prolonged consumption, however this effect was not observed in the postprandial state. Olive oil with high polyphenolic content could be recommended as a source of fat in diet to benefit from its effects on lipid oxidation and lipid profile, although more research is needed to provide more scientific evidence and to elucidate the underlying mechanisms.

Abstract 23
Poster

Bluestar®: The Effect of Disinfectants on Surfaces to Detect Haemoglobin

Authors: Raman Begraj, Andrew Rose and Amalia Tsiami, School of Psychology, Social Work and Human Sciences, University of West London

In violent crime, blood is the most common type of bodily evidence found at crime scene. Forensic analysis of blood supplies valuable information about the circumstances of the crime committed. Many criminals will try to remove traces of blood by cleaning the area with household disinfectants or bleaches. Traces of blood, even microscopic traces, can be found by applying a chemical process to a contaminated area and looking for the area to luminesce (chemiluminescence), where the iron in the blood’s haemoglobin is detected. Previous studies have assessed the effects of false positives, where other contaminants may have reacted with the test and, disinfectants containing bleach; however, limited information has been published on the effects of disinfectants that do not contain bleach (sodium hypochlorite). This project investigates the effectiveness of household disinfectant to remove haemoglobin from porous and
non-porous surfaces. The chemical enhancement reagent used to visualize the chemiluminescence was Bluestar® a commercial product which is a modified form of luminol, the chemical used since 1939 (Dilbeck, 2005). Bluestar does not require complete darkness, presenting reliable data. It maintains the same chemiluminescence throughout, and, most importantly, allows the investigator to distinguish between false positives and actual blood due to the intensity of the chemiluminescence. Dettol, Flash and Tesco anti-bacterial were specifically chosen as they do not contain any sodium hypochlorite, and two surfaces were tested, porous (wood) and non-porous (plastic). A solution of haemoglobin was sprayed onto the surface to be tested and each disinfectant used in turn. A comprehensive comparison of the photographic evidence was conducted and analysed, according to the chemiluminescence intensities, the appearance of the reaction and reaction times. The results indicate that Tesco anti-bacterial was the most successful disinfectant at removing haemoglobin, as it had the weakest chemiluminescence and the shortest reaction time on both surfaces, in particular on the non-porous surface. Dettol and Flash had stronger chemiluminescence and longer reaction times on both surfaces, signifying these disinfectants to be least effective, particularly Dettol. No chemical interferences or abnormalities were established in the appearances of the chemiluminescence reactions.

Abstract 24

The Colour Coding of Spigots on Nasoenteric Tubes and the Provision of Key Information Labels within Nasoenteric Tube Packs for Safe Enteral Nutrition in the Paediatric Setting

Author: Bridget Taylor, College of Nursing, Midwifery and Healthcare, University of West London

Between 2003 and 2005 there were 11 deaths as a result of misplaced nasoenteric tubes. In 2005, following these deaths and incidents of harm the National Patient Safety Agency (NPSA) issued a patient safety alert (Tedeschi et al, 2004; Crisp, 2006; Beckstrand et al 2007). However despite this alert between 2005 and 2008 there were a further 261 reported cases involving nasoenteric tubes errors; 5 incidents were reported as causing deaths, 6 incidents were reported as causing severe harm, 6 incidents were reported as causing moderate harm and 9 incidents were reported as causing low or no harm (Farrington et al 2009). In 2009 another patient died within an NHS Trust hospital, due to an error with a nasoenteric tube. This was not an isolated incident within the NHS and as such a study was commenced to review the literature on intubation (NPSA 2011a). A root-cause analysis highlighted the main issues were the siting and verification of enteral tubes. The author as a result of her experience as a student in their practice placements has led to this chosen innovation, the colour coding of spigots on nasoenteric tubes and the provision of key information labels within nasoenteric tube packs for safe enteral nutrition in the paediatric setting. The author is child health related which is why this innovation has been directed at this setting but the problem highlighted crosses all branches of nursing and this innovation in turn can equally help in these settings to (Bourgault et al, 2009). Research shows that a development and implementation of cost-effective techniques to verify nasoenteric tube placement is a necessity to improve the quality of service to patients but most importantly to ensure patient safety (NPSA 2011a; NPSA 2011b).
Abstract 25

The Influence of Media Image Priming on Attitudes Towards Mental Illness

Author: Erica Samuels, School of Psychology, Social Work and Human Sciences, University of West London

Negative representations of the mentally ill are salient throughout the mass media, often endorsing stigmatizing views towards those living with mental illnesses (Anderson 2003). The researcher sampled 100 students from the University of West London to take part in a survey assessing three types of attitudes towards mental illness using the Perceived Devaluation-Discrimination scale, which was devised by Link et al. (1987a as cited in Vogel, Wade & Ascheman, 2009); a modified version of the Social Distance Scale, which was created by Link et al. (1987b as cited in Angermeyer & Matschinger 2003); and finally the Perceptions of Stigmatization by Others for Seeking Help scale which was developed by Vogel & Wade (2009 as cited in Vogel et al. 2009). The participants were first primed with media images taken from newspaper sources which portrayed mental illness in either a positive or negative light, along with the use of a neutral prime for the control group. The researcher hypothesised that participants’ attitudes would differ depending on the priming condition they were exposed to, as well as their age range, sex, and the subject that they studied. Three between subjects ANOVA’s were run to test for differences in the attitudes participants expressed on the three subscales used. Results found that participants in the negative priming condition expressed more of a negative attitude towards mental illness than the participants in the positive priming condition. In addition, males and older participants displayed more of a negative attitude towards mental illness than females and younger participants. In sum, the current study provides some support for previous research, which suggests negative media portrayals negatively influences the attitudes that the general public form towards mental illness (Wahl 1992).

Abstract 26

Communication in a Multicultural Workplace: As easy as 1, 2, 3?

Author: Hannah Curtis, School of Psychology, Social Work and Human Sciences, University of West London

Communication takes place between two or more people, and is deemed an interpersonal relationship (DeVito, 2014). Therefore one person’s actions will influence another’s. When this process takes place within one culture, it can be considered difficult, however when communication is used in a multicultural setting, it can be considered nearly impossible (Lanier, 2010). The Sapir-Whorf Hypothesis (Hussein, 2012) indicates that speakers of different languages have different cognitive and perceptive abilities, thus suggesting that each language has its own worldview. Indeed, Quine (1960) conceded, and argued that language can affect culture. However, “...it is just as important to learn the non-verbal communication of a culture as it is to learn the language.” (Perkins, 2008: 169).Evidence shows that people are moving between cultures for various reasons such as work or studies (Office for National Statistics, 2013), thus individuals will take their cultural communication styles with them. As culture varies across regions, verbal and non-verbal communication differs (Hofstede, Hofstede, & Minkov, 2010). A homogenous sample of four participants were interviewed using in-depth semi-structured interviews where participants were encouraged to explore their experiences of communication in
a cross-cultural work setting. Interpretative Phenomenological Analysis (IPA) (Smith & Osborn, 2011) was used to analyse the participants’ accounts of their experiences. The results of this study found that the Sapir-Whorf Hypothesis has an active role in communication, as though one may be fluent in English, there are deficiencies in understanding social protocols, language etiquette and social customs. Non-verbal communication is also key, as relationships, dress code, body language, and time are all factors. Consequently, implications are evident for multi-cultural organisations, specifically towards management, who need to ensure there is a constant and consistent level of communication to enhance their employees’ effectiveness and efficiency.

Abstract 27

**Poster**

*Exploring Perception in the Absence of Attention: Can Optical Illusions provide Evidence for Perceptual Organisation under Conditions of Inattention?*

**Author:** Josie Hannaford, School of Psychology, Social Work and Human Sciences, University of West London

Theories of visual perception posit that before attention is allocated within a scene, visual information is parsed according to Gestalt principles of organisation (Treisman, 1986). This assumption is challenged by theorists asserting that no parsing occurs in conditions of inattention (Mack & Rock, 1998). The present study aimed to demonstrate the autonomy of perceptual organisation from attention and to reveal the fundamental processes that govern early visual processing. Twenty-eight participants distinguished between lengths of two parallel lines, embedded within a dot matrix, forming the Müller-Lyer illusion in experimental trials, compared to no-illusion trials (control condition). An implicit measure of recognition (perception) was collected through participants’ accuracy levels. An explicit measure of recognition (conscious awareness) was also collected at the end of the discrimination task, where participants were asked in a questionnaire if they had noticed the Müller-Lyer illusion in the background of the dot matrix. It was hypothesised that participants would not be consciously aware of the illusion yet demonstrate decreased accuracy of length judgements. An independent measures t-test was used for data analysis. Results showed that, in line with the hypothesis, participants in the experimental condition showed decreased accuracy in optical illusion trials, while explicitly being unaware of it. However, the control condition showed no decreased accuracy in the experiment. This suggests that participants grouped the dots through adherence to Gestalt principles of organisation, therefore confirming the notion that perceptual organisation occurs in conditions of inattention. The present findings are in keeping with previous studies, which postulate perceptual organization as existing separate from attention (Treisman, 1986). Furthermore, the findings stand in contrast to previous assertions that perceptual organisation cannot exist without attention (Mack & Rock, 1998).

Abstract 28

**Poster**

*The Impact of Promotional and Warning Alcohol Advertisements on Mood and Craving for Alcohol Between Low and High Binge Drinkers*

**Authors:** Meena Venkitachalam and Julia M Townshend, School of Psychology, Social Work and Human Sciences, University of West London
Alcohol advertisements have been found to affect consumption in young people and promote adolescent drinking. Warning campaigns have indicated that credibility and ability to identify with the message is important in determining effectiveness. Studies involving alcohol cues have signified a change for alcohol craving and mood and have shown a difference between low and high alcohol users. The aim of this study was to find out if craving for alcohol and mood measures change after viewing promotional or warning adverts and whether these changes are different between low and high binge drinkers. Gender differences were also examined. Forty undergraduate students, recruited through a volunteer sample, completed the alcohol use questionnaire (AUQ) to measure alcohol consumption and binge drinking. Two groups (low binge and high binge) were determined from the AUQ data. Participants also completed the Alcohol Urge Questionnaire to measure craving and the Positive and Negative Affect Scale (PANAS) to measure mood at three time points (at baseline, after a promotional alcohol advertisement, and after an alcohol warning advertisement). No differences were found between low and high binge drinkers. The promotional and warning advertisements produced a main effect for craving and mood, in which craving and positive mood were higher after the positive advertisements and lower after the negative advertisements. Gender differences were not found, although there was a borderline difference for craving, with females having a higher craving for alcohol after the promotional video and a lower craving after the warning video, compared to males. These results support the literature that advertising affects young people and can impact craving and mood. Future research should reflect on these findings and explore these results further to see if different adverts produce gender differences.

Abstract 29

Demographics as a Factor Predicting Public Punitiveness

Author: Natalie Jefferies, School of Psychology, Social Work and Human Sciences, University of West London

Research into public attitudes towards punitiveness and sentencing is increasingly important as public attitudes have been found, to an extent, to influence government policy. Clear & Cole (2001, cited in Payne, Gainey, Triplett, and Danner 2004) provide an example of this in 1960’s America where public opinions contributed to a shift in penal paradigms, from an offender-instrumental mind-set towards a more punitive and retributive system. Roberts and Hough (2002) also suggest that the opinions of the public are having a more formal effect on shaping sentencing policy because politicians in America are thought to have adapted their manifestos in terms of sentencing policy to what they think the public want to hear, in order to win votes. Much research, both in the UK and abroad has spent time looking into factors which affect punitiveness, with particular focus on demographic factors including age, level of education and sex (Roberts and Hough, 2002; Roberts and Indermaur, 2007; Hough et al. 2009). This study contributes to the literature relating to demographic factors as predictors of punitiveness specifically investigating the three variables above. This study hypothesised that; those with lower levels of education would have more punitive attitudes than those with higher levels of education, older people would have more punitive attitudes than their younger counterparts and males will have higher levels of punitiveness than females. Participants were obtained through an opportunistic sample (62 females; 45 males). This research utilised a questionnaire to collect demographic information and participants’ judgement of presented vignettes. Various techniques were used in the analyses, including multiple hierarchical regressions and a MANOVA. It was concluded that the level of education and age were both found to be significant predictors of
punitive attitudes. However, the significant findings related to age were in the opposite direction than was hypothesised. The MANOVA also highlighted that there were some significant differences between the different dependent variables, the most significant of these being: “the rationale for sentencing should be reparation for the offender” $F(14,64) = 2.98^{***}$. Thus while the hypothesis relating to level of education could be accepted; those which related to sex and age had to be rejected. Although the result regarding age in this study is in the opposite direction to the majority of previous research (Hough and Moxon, 1985), the findings for level of education as a factor are consistent with previous research (Payne et al. 2004). For sex, studies have generally concluded that males are the more punitive sex but this is not a largely consistent finding and this factor is thought to be much more complex than its given credit for.

Abstract 30

*Hypoglycaemic Management Algorithm: A Patient Service Innovation*

**Author: Pablo Alonso Fernandez**, College of Nursing, Midwifery and Healthcare, University of West London

One in six hospital beds in the UK is occupied by an inpatient with diabetes (Health and Social Care Information Centre (HSCIC) 2013). Hypoglycaemia is the most common side-effect of therapy with insulin and oral hypoglycaemic agents (Walden and Stanisstreet, 2010). Almost 1:4 in-patients with diabetes experiences episodes of hypoglycaemia during hospitalisation (HSCIC 2013) at any time. Hypoglycaemia is a medical emergency requiring immediate treatment (MacMahon and Smith 2012), associated with higher morbidity and mortality and increased length of hospital stays (JBDS 2010). All episodes of blood glucose levels ≤ 4 mmol/L should be treated in adults with diabetes to avoid potential hypoglycaemia (Joint British Diabetes Society (JBDS) 2010). Guidelines have been published including a visual traffic-light Hypoglycaemia Algorithm (JBDS 2010). Areas of good practice have introduced Hypo Boxes containing all equipment for the initial management of acute hypoglycaemia (JBDS 2010). 34.3% of hypoglycaemic episodes amongst hospitalized people with diabetes occur overnight (between 22:00 and 08:00) (HSCIC 2013) and are not being recognised or addressed (HSCIC 2013). After introducing the Hypo Box and the Hypoglycaemia Algorithm, local audits showed that 35% of staff were unaware of the need to provide treatment when blood glucose ≤ 4.0 mmol/L (MacMahon and Smith 2012); 14% of staff were unaware of how to treat a hypoglycaemic episode correctly (MacMahon and Smith 2012; in 56% of the cases the Hypoglycaemia Algorithm was not followed correctly (Gashau 2009). A colour-coded monitoring chart triggering nursing interventions at bedtime when blood glucose ≤ 8 mmol/L (YELLOW), or ≤ 4 mmol/L (RED) at any other time. A Hypoglycaemia Algorithm based upon national guidelines (JBDS 2010) printed at the back of the monitoring chart as a memory aid. Expected impact includes 1) A reduction in the number of hypoglycaemic events occurring overnight 2) An increase in staff knowledge of and compliance with national guidelines for the management of impatiant hypoglycaemia.
Abstract 31

**Own Weight Status and the Perception of the Weight of Others using Body Silhouettes and an Online Survey**

**Authors:** Theresa Viner and Pauline Fox, School of Psychology, Social Work and Human Sciences, University of West London

It has been established that overweight individuals tend to underestimate their own weight (Maximova et al., 2008). Consequently, overweight people may fail to recognise that their weight is a cause for concern and not engage with obesity health campaigns (Dumus, 2011). It has also been found that both overweight mothers and children tend to underestimate their own weight, and the weight of each other (Maximova et al., 2008). This may be linked to evidence that suggests there has been a shift in the social norm of what is regarded as overweight or obese and obesity is now becoming normal (Burke et al., 2010). However, no studies have investigated how people view the weight of others within the population. Underestimation of weight has also been identified among individuals with low socio-economic status (SES) (Ver Ploeg et al., 2008). To examine people’s perceptions regarding what they consider to be underweight, healthy weight, overweight and obese in others. It will also assess if underestimation of weight status in others is more prevalent in overweight participants with low SES. A between-subjects design was used with an online survey, which included a self-report questionnaire. Participants’ ratings of silhouette weight categories was measured by the Stunkard Figure Rating Scale (Stunkard, 2000), which has been developed to link body mass index (BMI) to the silhouettes (Bulik et al., 2001). The results support the hypothesis that those who are overweight are more likely to underestimate the weight of others, and this provides further evidence that inaccurate perceptions may have developed and overweight and obesity are now becoming normalised. It may be necessary to develop interventions aimed at improving perceptions of body weight in an effort to reduce and prevent obesity.

Abstract 32

**The Reformattting of Fluid Balance Charts to Promote Patient Independence**

**Author:** Victoria Hall, College of Nursing, Midwifery and Healthcare, University of West London

Fluid balance (FB) monitoring is an important part of clinical assessment and good record keeping is imperative to ensuring patient safety. However, audits carried out 2008-2012 found between 22-40% of charts were inaccurate; up to 100% did not have accumulative balances. Upon further investigation patients disclosed being left without fluids for up to 12 hours at a time (Care Quality Commission (CQC), 2012; Ling, 2011). Research indicates that healthcare professionals have not the time to complete FB charts, with doctors being unable to accurately diagnose due to the unreliability of the accumulative balances. Limited assessment of the patients’ independence, and education on why FB is being monitored, may lead to them to experience a sense of indignity from constantly being asked questions and the inability to recognise dangerous changes in fluid output. The following clinical gaps were identified:

- Limited clinical response to a plethora of research surrounding FB inaccuracies with no assessment as to whether patients can independently maintain their own FB charts.
- Lack of education available to patients surrounding the importance of hydrating and maintaining an accurate FB chart.
There is no independent education monitoring FB document for suitable patients. A 12 hour double sided A4 educational FB chart designed for patients who are capable of documenting their own FB with supporting information and instruction. Outcomes include:

- Patients being involved in their own care and being educated on the importance of hydration (Hing & Uddin, 2011).
- FB will be more accurate and therefore a more effective clinical tool for ongoing patient care.
- Enhancing dignity for those patients who are independent at home, by not needing to be asked on an hourly basis their input/output amounts.
- Greater staff time

**Abstract 33**

**Utilising Panopto as a Pedagogic Tool: A Proposed Case Study in Music**

**Author:** Andrew Bourbon and Simon Zagorski-Thomas, London College of Music, University of West London

Over the past year we’ve been experimenting with Keynote and Quicktime to produce video content, uploaded to Blackboard, to replace some of the factual lecture content on the MA Record Production and to free up some of the contact time for more workshops and seminars. In the coming months we would like to utilise Panopto to help us to integrate more video into our wider pedagogical toolbox in a way which ‘picks up and runs’ with the ideas from the proposed new TLA strategy at UWL. This feeds into the plans for the development of the undergraduate curriculum in music technology that we, as part of a small working group, will be presenting to the school on 26th June. This paper will present extracts from two videos that we are in the process of producing and will explain the strategy employed to ensure that Panopto provides an enhanced student experience rather than a kind of ‘distance learning on campus’. We aim not simply to use video content to allow students repeatable and non-linear access to factual, theoretical content and close up demonstrations of detailed technical work on both hardware and software. We also intend to embed explanatory video content in customised, pedagogical recording session files that will be available in the university studios and which will guide students through the practical usage of particular software tools. All of the content will include embedded links to academic and technical references and small scale formative assessment tasks that develop the students’ skills and guide them towards their final assignments. Obviously the time taken to produce this content needs to be balanced against workloads but we see this as a part of a broader strategy to encourage students to become self-organised learners (Harri Augstein & Thomas 1991). Through using the contact time that can be freed up by delivering this factual lecture content in video format we also aim to increase the seminar, workshop and tutorial contact time and to utilise more formative assessment tasks. This will allow us to create a more personalised interaction between lecturer and student to recognise and set achievable goals: engaging with what Vygotsky called the ‘zone of proximal development’ (Zaretskii 2009 and Donald 2002).
Abstract 34

What Does a Good Blackboard Course Look Like?

Facilitator: Dominic Gore, Blackboard Inc.

This session will look at best practice in Blackboard course design. It will highlight the importance of good design to the student experience and provide practical ideas on how we can achieve this as individuals and as an institution.

Abstract 35

Recording in Progress: Using Lecture Capture to Maximize Learning Opportunities

Facilitators: TEL team, INSTIL, University of West London

This session will provide an update on the university’s Lecture Capture project. It will introduce the system that is currently being trialled, Panopto, and give an overview of its uses and benefits for both recording lectures and creating personal ‘at-desk’ recordings.

Abstract 36

Show-&-TEL

Facilitators: TEL team, INSTIL, University of West London

This is the inaugural Show-&-TEL, a session that INSTIL plans to offer termly in the future. Five members of staff from across the university will be presenting for 5-minutes each on a recent use they have made of technology in their teaching. After the 5 presentations there will be an opportunity for questions and further discussion of the ideas raised.

Abstract 37

Facilitator: Nick Braisby, Pro-Vice-Chancellor (Academic and Student experience), University of West London

Shaping the University’s Learning, Teaching and Assessment Strategy

This session will provide opportunities for participants to discuss the emerging Learning, Teaching and Assessment Strategy and its CREATE framework.

Abstract 38

Writing References for HEA Fellowships Application

Facilitator: Jannie Roed, Head of Academic Practice, INSTIL, University of West London

This workshop is aimed at anyone who plan to act as a referee for an HEA application. As an increasing number of staff members apply for Fellowship of the Higher Education Academy, we are likely to be asked to give references for our colleagues in order to support their applications. These references are not character references or like references for job applications. Instead they need to demonstrate a knowledge of and engagement with the UK Professional Standards
Framework (UKPSF). This workshop will outline the requirements for references in support of HEA Fellowship applications – what to include and what not to include.

Abstract 39

CPD Workshop

*Academic Writing in the Curriculum*

**Facilitator: Marta Firestone**, Head of Academic Literacy and Learning Support, INSTIL, University of West London

In this workshop we will offer some ways in which you can use writing to prompt more critical engagement with the material you are teaching. We will explore ways to encourage students to engage with the discourse and the content of their discipline, stimulate their thinking, increase their awareness of disciplinary style and help them develop effective extended writing.