Monday 29th June 2015

Changing Landscapes, Rethinking Practice

Teaching and Learning Conference
Welcome

This year’s conference is focused on how we might adapt our approaches to learning, teaching and assessment in the midst of a rapidly changing environment. These changes include the growth and potential of new digital technologies, the emergence of students as consumers and their associated expectations, a demand for flexible learning in its many guises and the need to develop accomplished learners with strong employability skills.

A number of today’s presentations focus on the use of technology-enhanced learning and our keynote speaker, Ross Galloway, will give you an opportunity to use the university’s classroom voting and feedback tool in his talk. Other themes that have emerged from staff submissions are feedback and assessment, bridging the gap between theory and practice, and enhancing the student experience.

All of these themes, in one form or another, can be found in CREATE Excellence, the University’s Learning, Teaching and Assessment strategy. The strategy is there to guide the University’s development of learning and teaching, setting strategic priorities for how we teach, the forms of learning we encourage, and the ways in which we assess our students’ learning. I am very pleased that course teams are already using the strategy to develop new courses, and I urge you all to use this year’s conference as a vehicle for thinking about how you might respond to our strategic challenges within your own practice.

The annual Teaching and Learning Conference is a vitally important fixture in the University calendar and provides a great opportunity to meet with colleagues from across the institution to discuss and share good practice. I hope you find it enjoyable, stimulating and rewarding, and will be inspired to make at least one change to your existing learning, teaching and assessment practices.

With best wishes,

Professor Nick Braisby

Pro Vice-Chancellor (Academic and Student Experience)
Flipped classroom approaches are gaining traction in higher education: moving information transfer out of the classroom and into students' own time frees up the valuable contact time to focus on real understanding, application, and problem solving. Flipped pedagogies have been used with great success in a variety of disciplines, and have the potential to transform the learning experience for students.

In this session, which itself will be partially flipped, we will look at some of the research evidence supporting the technique, think about how it can be adapted for the distinct needs of various disciplines, and dispel some myths and misconceptions about the approach.

We will also try out one of the classroom activities that are facilitated by a move to the flipped classroom: Peer Instruction.

Active engagement methods such as these, which keep student minds switched on and constructing knowledge, rather than passively consuming, are adaptable to existing teaching spaces and can greatly boost the effectiveness of the time students spend with instructors and with each other.

Ross Galloway is a Senior Teaching Development Officer in the School of Physics and Astronomy at the University of Edinburgh. He teaches on the undergraduate programmes in physics and also conducts pedagogic research as a member of the Edinburgh Physics Education Research group (EdPER). His research interests include the development of student problem solving skills, diagnostic testing, and flipped classroom pedagogies.
### Registration and Introduction

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**Lunch**

12:35 – 13:20 Poster viewing session with lunch in the refectory
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<td>World Café</td>
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Parallel Sessions

Student would like to have more guidance for the transition from school, especially being an individual.
Parallel Session 1

11:20 – 11:50
PH109

Working with Amazon’s Educate Program

Wei Jie

Amazon is the world’s leading Cloud infrastructure provider. Amazon Web Services, operated by Amazon, is a Cloud computing based infrastructure and platform that offers a broad set of global compute, storage, database, analytics, application, and deployment services. To provide students and educators with the resources and services needed to greatly accelerate Cloud-related teaching and learning endeavour and to help power the workforce of tomorrow, Amazon has launched the AWS Educate program (“AWS Educate”). The School of Computing and Technology has initiated the application, and the University of West London has become an official partner of AWS Educate.

AWS Educate provides the following major benefits to the teaching and learning activities across the university:

- staff and students can obtain free usage credits to tap into the on-demand computing and storage infrastructure of the AWS services for teaching, coursework and student projects, in any subject areas. This will introduce an innovation into the classroom, and strengthen students’ learning experience. It will also greatly make up the shortage of IT resources, and save the University’s expenditure on IT.

- staff can access AWS Educate Educator collaboration portal, where they can gain free online access to teaching materials contributed by educators around the globe on various subjects. The teaching materials can be integrated into their own curricula, or used to inform their classroom content.

AWS Educate program also provides AWS Research Grants which enable researchers to free access to AWS services in order to complete projects or verify ideas, especially for those requiring extensive compute power and storage infrastructures.
To move into the operational stage of the program, a member of staff has been appointed to serve as Central Point of Contact to represent the University. This role works closely with Amazon Educate and administers the usage of AWS for University staff and students.

11:20 – 11:50
PH110

A Student and Lecturer Perspective: Using both Panopto and Lync (Skype Business) as part of the Curriculum Delivery for Students on Practice Placement

Jacob Daly

Professional qualifying programmes in social work, whatever route candidates embark upon, always includes 170 days in practice training settings plus an additional 30 days in preparation for practice, bringing the total to 200 days. The need for creative engagement with curriculum development which meets the needs of busy students trying to combine academic requirements for professional training in addition to practice-based requirements, alongside personal life commitments, is something curriculum planning does need to consider. This is particularly important when planning and delivering the curriculum for social work both at qualifying and also post-qualifying levels.

As part of this process, engagement with online portals and e-learning is a pre-requisite to enhance student learning and experience and is something which is solidly backed by research (McCutcheon, 2014; Hall et al., 2014). In addition to this, students themselves feedback that they like the use of the audio resources because of ease of access, and time management. The latter is important because, for students on placement, having the opportunity to have an online tutorial via LYNC / Skype Business is something which has generated positive feedback.

As part of this presentation social work students in both the 2nd and 3rd year of the BSc (Honours) Social Work, will share their experiences of using Panopto, LYNC-Skype Business and also Turnitin Audio feedback. The presentation will also include lecturer feedback on the benefits from an academic perspective in preparing for and using
Panopto and also Lync, in particular. The literature is clear in its support for using these resources and also in arguing that contemporary students coming to universities are familiar with these tools already (Molesworth et al., 2011; SCIE, 2009). The student expectation, therefore, is specific in this regard and universities as part of the modern landscape in curriculum delivery have numerous creative opportunities in being able to support students’ learning using flexible, modern approaches to learning.

References

Social Care Institute for Excellence (2009) A Model of Practice and Collaboration: The Multiple Spheres of Practice and Collaboration, Inter-agency; interpersonal; educational; community – An exploration using a model which looks at all stakeholders experiences, SCIE.

11:20 – 11:50

PH111

The Flipped Classroom: Motivating Student Nurses to Learn Independently

Philip Davey

Flipped classroom is an educational strategy that reverses the traditional teacher-led methods by delivering theoretical content, outside of the classroom, through interactive e-learning activities. The classroom session is then dedicated to applying the theory learnt to practical tasks and problem solving. The origins of the flipped classroom as a teaching strategy are unclear, but they are thought to have stemmed from the work of Eric Mazur in the 1980’s around computer aided instruction and the lecturer acting as a coach (Hamdan et al., 2014). This teaching methodology has evolved over the last 30 years and in 2007 was formally recognised in the literature as the Flipped Classroom. The flipped classroom has since become an
internationally recognised teaching strategy in higher education institutions including those which deliver nurse education and training (Schlairet et al., 2014). In 2014, the author ‘flipped’ a first year module of the undergraduate nurse training programme at the University of West London. Through the creation of on-line lectures and self-paced, independent e-learning activities, students steered their own direction, pace and depth of learning. Class time was then dedicated to engaging students through discussions, debates and active learning exercises.

The aim of this research was to explore, using self-report questionnaires, the extent to which the flipped classroom stimulates students’ motivation to engage with e-learning activities. The research concluded that the flipped classroom delivery model motivates students to learn independently. The primary motivational stimuli included a heightened student enjoyment of e-learning that provided intrinsic motivation and peer group-work as an extrinsic motivator. It was also noted that this teaching strategy meets the educational needs of all students’ learning styles and those students who have additional learning needs.

References


11:20 – 11:50

PH112

A Qualitative Study of Students’ Experience of Assessments in Higher Education

Siobhan Lynam and Moira Cachia

Assessments in Higher Education (HE) have several functions. Their
role in motivating student learning is undoubtedly their most important role. Despite this, very little research has been carried out to assess the student experience of assessments (Hernandez, 2012). An understanding of students’ perceptions and experience of assessments allows for better design of assessments by teaching staff (Fletcher et al., 2012). Hence this research was aimed at gaining a better understanding of university students’ experience of assessments in HE. This study adopts a qualitative design using a semi-structured focus group methodology. Three focus groups were conducted, with a total of 23 participants aged between 18 and 46 years; total mean age of 23.7 years (for 3 female participants age was unknown), 24.3 years for females and 21.5 years for males. Participants were Level 5 and 6 Psychology undergraduate students at the University of West London.

The data was analysed using Thematic Analysis (TA), as outlined by Braun and Clarke (2013). This presentation reports preliminary results from the analysis of the first focus group (which involved 6 participants, five female and one male). The analysis shows that students’ experience of assessments and the resultant learning were influenced by both student and teaching factors. Student factors include the themes Academic Maturity and Emotion, while Teaching factors include the themes Timing, Predictability and Support. All of these themes affected student learning and were substantial to the student experience of assessments. Implications from this study conclude that academic staff needs to be aware that the timing of assessments, level of predictability and balance of support all affect student learning. Strategies to promote academic maturity and reduce stress and fear in students could foster a more constructive approach to learning.

References

Parallel Session 2

11:55 – 12:35

PH109

Developing an Improvement Leaders Fellowship Programme and the Evaluation of the Integration of Patient Fellows

Rowan Myron

This presentation will outline the nature and scope of the innovative education programme run for the National Institute of Health Research (NIHR) Collaboration for Leadership in Health Research and Care (CLAHRC) Northwest London. This sits within the conference themes of bridging the gap between theory and practice and innovation in the classroom. The Improvement Leader Fellowship programme is a multi-disciplinary, improvement science capacity building programme which aims to build capacity in improving services in healthcare, using the Improvement Science SHIFT approach (Reed et al., 2015). 71 fellows have passed through the programme, ten of whom have been patients. The presentation describes the evaluation of four of the fellowship cohorts (2010-2013, 39 fellows) and considers the impact of the integration of patient fellows in the programme. The educational model used in the fellowship is a spiral curriculum (Bruner, 1977) where fellows directly apply the learning from monthly educational workshops to their healthcare practice/workplace. The directors of the fellowship co-produce parts of the curriculum with the fellows in line with improvement science methodology. The concept of productive struggle, challenging a learner to work through a difficult problem to stretch learning (Warshauer, 2011), is considered as a way of addressing the challenges of working to apply theory in practice. Since 2011 patient fellows have been included in the multi-disciplinary group of healthcare professionals, the impact of involving patient fellows on the cohort of fellows will be considered, along with the impact of the fellowship on patient fellows and consideration of the challenges of such inclusion. Qualitative data from fellows is used to illustrate perception, attitude and impact. Concepts such as productive struggle and participatory knowledge spaces are highlighted as theoretical underpinnings to
explore the observed phenomena in the Fellowship. The challenges arising from the integration of patients are discussed and lessons learned outlined.

References


Warshauer, H.K. (2011) The Role of Productive Struggle in Teaching and Learning Middle School Mathematics. Dissertation presented to the University of Texas, Austin

Enhancing Student Engagement through Case Method with Guest Speakers (CMGS)

José Ruizalba Robledo, Anabela Soares, Estefania Almenta and María Vallespín

Higher education has evolved rapidly with increased demands for participative learning from both students and lecturers (Astiv 1985; Barnes et al., 1994). Technology has been a major driver of these changes and is expected to influence the sector. As a result, even long used methodologies such as case study discussion demand a novel approach.

Initiated by Harvard Business School, the case study method is commonly used in the training of professionals (Berné et al., 2011), particularly in fields that require theoretical-practical training (Pedraza et al., 2012). One of the missions of Business Schools is training students not only to know, but to act (Barnes et al., 1994). Advantages of the traditional use of case studies include the increase of student and faculty engagement, interactivity, vicarious learning, increased reflection and development of a unique framework for approaching, understanding, and dealing with problems (Pearson, 1951). However, this approach can reveal to be static and passive with minimal student input into the elaboration of the problem and/or solution and not reflecting the real world environment in which these cases occur.

Consequently, Ruizalba, Almenta and Vallespín (2014) suggested a new approach to the use of case studies: the Case Method with Guest
Speakers to simulate the dynamic environment in which cases occur and also encourage engagement and in-class participation. This involves the presentation of real problems by guest speakers and focuses on providing students with practical knowledge and rehearsing decisions, actions, solutions and behaviours related to real life case studies in a secure/safe setting. Participative learning and technology are incorporated as a vital part through combined utilization of blogs, twitter and videos about the case to further promote engagement and discussion. As a result, the case is partially built by students in a process of co-creation with academics and practitioners. This methodology has been successfully implemented, evaluated and measured in Spain and will be implemented in UWL.

References


11:55 – 12:35
PH110

Music and Dementia Workshops: Bridging the Gap in Music Education

Emilie Capulet

In early 2015, LCM worked hand-in-hand with the English Chamber Orchestra Ensemble (ECO) to create a series of chamber music and improvisation workshops for musicians in the early stages of dementia,
in an initiative funded by the Arts Council and led by Arts 4 Dementia. LCM hosted the workshops and provided a flexible learning framework which served to engage undergraduate and postgraduate students in a professional practice environment.

LCM students benefited from an early-stage dementia awareness training day led by Dementia Pathfinders and Julian West, Head of the Royal Academy of Music’s Open Academy. External participants in each of the 8 workshops were invited to join in and play alongside the ECO and LCM musicians. Playing a range of instruments, the participants were dynamically engaged in a musical dialogue, shaping the different interpretations and approaches to the music being performed in a creative and innovative way. An LCM composition student noted down improvisations in order to create a new work for the ensemble which was subsequently performed at the Wigmore Hall, in April, for the Arts 4 Dementia Best Practice Music Symposium 2015.

Drawing on recent research into experiential and service learning (Carney, 2011; Deeley, 2015; Kolb, 2015; Waterman, 2014), I will evaluate student and participant feedback in order to discuss how these workshops, involving a variety of external partners, helped to bridge the gap between theory and practice in music education, as well as academic scholarship and real-world work experience. These workshops allowed the students to draw upon the technical skills they acquired throughout their studies whilst giving them the opportunity to gain insights into some of the problems facing today’s society and learn how to use their skills to make a difference, thus better equipping them to face the evolving music industry landscape on graduation.

References

Mindfulness Skills to Deepen the Student Experience

Tina Stern

All students, irrespective of their course of study, will require at various stages high levels of self-awareness, emotional regulation and cognitive control. Students can experience intense pressure during demanding times, such as: when preparing for exams, presenting to audiences, writing to deadlines, performing on stage, or being assessed in clinical environments (Regehr et al., 2013). Students are consistently expected to demonstrate motivation and persistence to build knowledge and develop skills.

This presentation will aim to:

- share findings from an evaluation project exploring the benefits of using mindfulness skills in the learning environment
- promote discussion on the benefits of supporting students to develop mindfulness skills
- help lecturers recognise the role of mindfulness in developing life skills and essential nursing qualities
- support educators to consider ways in which they can introduce mindfulness to students

This presentation will summarise a project exploring how students may be supported to use mindfulness skills to enhance learning. A small study by Stern (2015) invited a group of 28 first year nursing students for two practice development workshops. The students were introduced to the nature of mindfulness, acquainted with the mindfulness skill of focussed breathing, and engaged in a five-minute
breathing exercise prior to the role-play activities of the session. All students were invited to reflect on the qualities associated with mindfulness skills. Six students were later selected to further discuss their views and experiences of mindfulness in the clinical learning environment. Most students identified a number of benefits and reported their caring and compassionate values as strengthened and communication skills enhanced. The views expressed were about qualities beneficial to their personal and professional development.

Attention to one’s experience, simply noticing what you are doing now, sounds easy. However, in practice, it is often challenging with constant distractions and interruptions inherent to daily life. Yet, students who are able to focus and pay attention to their thoughts, emotions and routines deepen their experience. When students are mindful they are able to engage as reflective learners from a theoretical, personal, practical, and critical perspective: seeing situations from multiple viewpoints and thinking about what they are doing while they are doing it maximises learning (Seigel, 2007).

Introducing mindfulness to students is an idea worthy of exploration: incorporating mindfulness skills to the student journey may equip them with strategies to help with stress and anxiety, and enhance their learning.

Reference

Mindfulness for Students http://mindfulnessforstudents.co.uk/resources/  
What do you mean you didn’t get any Feedback?

Deirdre Robson

The aim of this presentation is to present the findings of the project undertaken as a result of a Feedback Research Award given at the Teaching & Learning Conference, 2014. The Feedback Project has been undertaken over the academic year 2014-2015.

The academic literature agrees that assessment and good quality feedback are central to student learning. As Hounsell argues (2003: 67) feedback plays a decisive role in student learning and development as students learn more effectively when they know how well they are doing and what they need to do to improve. However, over the years it has come to be agreed that assessment and feedback are not just central to student learning, but that feedback is an issue within UK HE students’ perceptions of, and satisfaction with, higher education (Jessop, 2013: 6). Indeed, there seems to be a mismatch between institutional and lecturers’ views of what constitutes effective feedback, and student perceptions of the same, which feeds back into student satisfaction and experience. In focussing on the experience of L5 students within the Media field in ESADM, a number of potential issues have been identified as of interest: student self-perceptions of feedback comments and feedback processes and their assessment of the various formats of assessment they have experienced as UWL students; the issue of students’ ‘academic literacy’ and the impact of this upon their reactions to and ability to correctly interpret the feedback they are given; the impact of alternative formats and/ or e-learning/digital technologies on students’ self-perceptions and understandings of assessment feedback. Research Project findings will be presented and some extrapolations proposed.

References

Feed Forward: Turning Feedback Around

Tony Northeast, Julia Townshend and Marcia Worrell

Previous experience has shown that many students fail to engage with assessment criteria, and often do not read their feedback (Fox and Ohl, 2012). Students will often cite that feedback on summative work comes too late to make a difference to that task or lacks specificity to future assessment tasks (Pauli and Worrell, 2009; Worrell and Pauli, 2012). As feedback must be timely for it to be effective it is unlikely that students remember or act on this feedback, even when they have read it.

The aim of this project was to design a technology based, interactive seminar activity that would encourage greater engagement with assessment criteria, give students the opportunity for peer evaluation, and increase confidence on assessment tasks ahead of submission by giving feedback in advance of submission – feed forward.

The project used both quantitative and qualitative data collection methods. An initial survey was implemented to measure how often feedback is read and students’ perceived usefulness of current feedback methods. Feed forward seminars were designed with a range of exemplars of previously submitted assignments. The assessment criteria were provided for students to grade the work based on the extent to which the criteria were met. Students submitted live, anonymous feedback using Poll Everywhere which formed the basis for discussion between the students and tutors. Finally focus groups asked students and staff about their experiences with feed forward.

Preliminary results showed that more students accessed their feedback compared with the previous year, and students who attended the feed forward seminars were perceived to have more clearly structured work. Focus group discussions were very positive and both students and staff were enthusiastic about adopting the method across the programme.

The project was funded by a feedback research award from INSTIL 2013-2014.
Using Xerte to Enhance Flexible Learning and Provide Immediate Feedback

Marghe Milani

Xerte has been successfully used to develop on-line learning resources (e.g. Fox et al. 2010) and has been proved to benefit staff and students’ learning experience (Walters, 2014). The author was awarded with a TEL Champion award to pilot the use of Xerte in one of Substance Misuse modules; four learning objects were designed and produced by the Module Leader. The aims of the resources were to:

- enable learners to revise basic theoretical concepts
- provide immediate constructive feedback (Nicol and McFarlane-Dick, 2006)
- improve assessment performance
- enhance the learning experience using visually attractive and interactive learning materials
- enhance flexible learning
- provide additional resources to expand on what has been done in class

A total of 20 learners (12 females, 8 males; 17 mature students who work in the substance misuse field and 3 undergraduate Psychology students) participated in the on-line activities. The learning objects were evaluated from both learners and lecturers’ perspectives.
The student evaluation included:

- number of students who used the objects
- oral feedback
- questionnaire
- Blackboard statistics
- summative assessment results

The lecturer’s experience of using Xerte will include the following aspects:

- user friendliness
- versatility
- time required
- support needed

The presentation will present the results of students and lecturers’ evaluations and will be an opportunity to discuss the feasibility of using Xerte as a platform to enhance teaching and learning.

References


Parallel Session 3

13:20 – 14:00
PH109

Exploring how Cultural Norms and Values Impact the Multicultural Group-work Assessment Process

Zabin Visram

In today’s multicultural society students can expect to work in multicultural groups as part of their professional practice (Sweeney et
Therefore, the ability to work in multicultural groups is seen as an integral part of a student’s competency within higher education (Papov et al., 2012).

Multicultural group-work provides for many benefits. The greater diversity in communication styles helps development of intercultural competence (De Vita 2000; Popov et al., 2012) and increases performance in team project tasks (De Vita, 2000). Equally, it provides challenges due to different cultural behaviour patterns. As Bourdieu (1990) and the Hofstede (1980) model identified, each culture inherits its own societal behavioural norms. A lack of knowledge of the differences in members’ social norms and values may provide for conflicts, particularly within the multicultural group-work assessment process as student socio-cultural expectations of verbal communication norms may be challenged (Popov et al., 2012). International students from a more passive teacher-led approach to learning (Kim and Davis, 2014), or unfamiliar to verbally challenging and debating ideas face-to-face with other students (Vryonides, 2007; Cox and Blake 1991) may find small group-work daunting as the nature of the assessment requires them to adapt to a set of cultural norms different to theirs (De Vita, 2002; Kimmel and Volet, 2010).

Workshop Format

The aim of this workshop is to bring awareness of how cultural norms may impact the group assessment process.

The workshop provides an opportunity for lecturers to explore their own understanding and experiences of the cultural behaviour and societal norms international students bring to the group-work assessment process. Clearly cultural diversity cannot be stereotyped as factors such as age and gender can affect group-work dynamics. However, in order to capitalise on the benefits cultural diversity brings and help lecturers become better aware of the different socio-cultural norms and behaviours international students bring to group-work assessment, the workshop will present the Hofstede model’s set of indices that quantitatively describe national cultures. The workshop will then attempt to unravel whether having this informed understanding of different cultures, derived from the literature, can better help lecturers maximise the benefits multicultural group-work assessment brings.
References


13:20 – 14:00

PH110

Storyboarding as a Pedagogical Tool for Learning about Death Situations in Children’s Nurse Education

Yvonne Dexter

Narrative pedagogy is an interpretive pedagogy which encourages interaction between students and teachers (Diekelmann, 2001); it is therefore appropriate for death education in which a common and helpful strategy for nurses caring for children and families in death situations involves sharing experiences with colleagues to construct meaning, gain emotional support and learn to manage grief (Keene et al., 2010). Storyboarding is a pedagogical tool that has been used to facilitate narrative and reflection in nurse education (Lillyman et al., 2011; Lillyman and Bennett, 2012). It ‘offers an engaging visual approach to narrative that is both simple and effective’ (Johns 2013, p. 260). This presentation will explain and critically analyse the use of storyboarding in the classroom with undergraduate student children’s nurses as an aid to reflection on death situations that they have
experienced in practice and as a means of bridging the gap between theory and practice.

Death situations are amongst the most challenging and unique experiences that children’s nursing students encounter. UK child death rates are falling (ONS 2015), but their impact is out of all proportion to their incidence in relation to the number of people affected and the severity of their effects (Hindmarch, 2009). The intensity of caring for children and families in death situations has an impact on practitioners (Papadatou, 2009).

Death education for nurses has been studied but there has been limited research into the education of those working with dying children and how effective it is in preparing them for this role (Malloy et al., 2006; Carson, 2010). This deficit provides children’s nurse educators with a significant challenge and opportunity to be innovative in the classroom. It is suggested that rather than relying on didactic methods when teaching loss issues to student nurses, educators should use creative, interactive and experiential approaches (Matzo et al., 2003; Carson, 2010).

References


13:20 – 14:00
PH111

Gender Differences in Predictors of Academic Success: Mental Toughness and Affect

Rosemary Stock, Frances Hunt, Liory Fern-Pollak, Siobhan Lynam, Moira Cachia and Lee Usher

Previous research has identified that while negative emotions can have a detrimental effect on academic achievements (Valiente et al., 2012), mental toughness can be a positive predictor of success (Robinson 2013). The current survey study investigates these possible predictors of academic success within undergraduate students at the University of West London. An opportunity sample of 161 participants (120 female, 41 male, aged 18 to 48) completed the Mental Toughness Questionnaire (MTQ48) (Clough et al., 2002) and the Positive and Negative Affect Scale (PANAS) (Watson et al., 1988). With the students’ permission their questionnaire data was compared to their mean end of year marks.

Controlling for age, female students showed a negative correlation between grades and the MTQ48 subscales Control-of-Emotion and Confidence-in-Abilities. The latter could suggest that over confidence may be having a negative effect on academic achievement. Within the male students (again controlling for age) the above correlations were non-significant, but a significant positive correlation was found between grades and Commitment.

As would be predicted by the research of Crust et al. (2009), the female group showed no relationship between the PANAS and academic achievement. Taking this result in conjunction with the correlation with Control-of-Emotion, it seems that for female students it is not the level of positive or negative emotion that can predict academic success, so much as their control of such emotions. However, for the male participants there was a positive correlation between
positive affect and grade.

Implications of the current findings for our own students at UWL include the challenge of addressing over confidence in some female students, although the recruitment of a greater proportion of male participants may clarify this finding. On-going qualitative research using focus group methodology is now addressing the students’ perception of predictors of academic success, aimed at a more in-depth understanding of the predictors of their own academic achievements.

References


Literacies for Learning and for Life: The University Library’s Role

Beatrice Jamnezhad

Recognising the role of Information Literacy (IL) skills in improving academic achievement (Limberg, 1999; Lupton, 2008; Maybee, 2006) and enhancing student experience, the Library offers students a range of IL skills sessions with the aim of introducing increasingly sophisticated research skills throughout their academic journey and into their future careers.

Information literacy equips students with the skills to “gather, use, manage, synthesise and create information and data in an ethical manner and [...] the information skills to do so effectively” (SCONUL 2011, p.3). Digital Literacy, defined as “the capabilities which fit someone for living, learning and working in a digital society” (JISC,
2014), builds on IL and together these skills are essential for participation in higher education. For students in career-focused universities, “information literacy is for life, not just for a good degree” (Inskip, 2014).

This presentation:

- gives an overview of information literacy unpacking the jargon;
- reviews the role of information professionals in equipping HE students and staff with IL skills, assessing current best practice in the sector;
- outlines the current IL training programme offered to both students and staff by the Academic Support Team at UWL;
- discusses how this provision can be better aligned with Ambition 2018 in a two-way Q&A session, facilitated by PollEverywhere.

Integrating IL training in an applied way through problem-based learning within courses is a demonstrably effective method successfully employed at many HEIs (SCONUL, 2004; London Metropolitan University, 2011; Robertson et al., 2012). IL can be further enhanced by online training, to reach distance learners and to accommodate a range of blended learning styles (Bent, 2006; Rousi et al., 2012).

Through collaborations with students, academics and INSTIL, our goal in 2015-16 is to deliver an innovative and blended information literacy skills programme to all students at UWL. Our ambition is to embed these literacy skills sessions into every curriculum by 2017-18.

References

JISC (2014) Developing students’ digital literacy [Online]. Available at:

13:20 – 14:00
PH112
Pre-registration Nursing Students’ Experiences and Perceptions of Public Involvement in their Education

Chiedza Kudita

Background: In the UK, and internationally, emphasis has been made on the importance of public participation and engagement in all aspects of healthcare provision (Wallcraft, et al., 2003; NMC, 2010; Department of Health, 2005; Welsh Assembly Government, 2007). It is crucial that public involvement in nurse education should reflect this modernisation
agenda. Therefore, it has now become obligatory for providers of health education to ensure that public members are included in all aspects of professional preparation of healthcare practitioners (Department of Health, 2000, 2001, 2003, 2005). However, despite this there is a dearth of evidence as to an understanding of student perceptions on user involvement within their professional education.

Study aims: This ongoing research aims to explore, describe and explain how pre-registration nursing students experience and perceive public involvement in all aspects of their education. This will be set within a theoretical framework, that of experiential learning theory.

Study design: The multiple methods study will be conducted in three phases guided by both the interpretive paradigm through interviewing participants using grounded theory (Glaser and Strauss, 1967) and the positivist paradigm through a survey questionnaire. The questionnaire will be constructed from, and grounded in data gathered from the interpretivism phases of this study.

Presentation: It is anticipated that this presentation will make theoretical sense of students’ perceptions of user involvement within their registration education. As such, a third year student will co-present describing their journey of having public involvement throughout their pre-registration education. This would emphasise the anticipated study’s contribution to experiential learning theory.

Significance for research and practice: It is envisaged that the findings from this study will inform pre-registration nurse education in the UK and beyond, and will contribute to the development of an original explanatory theoretical model inextricably grounded in data from each phase of the study.

The Impact of Massive Open Online Courses on the University Curriculum
Marcelo Lazaroni de Rezende Junior

In 2011, the phenomenon of Massive Open Online Courses (MOOC) emerged with great visibility and promises of access to state-of-the-art
knowledge at low cost and in a flexible format (Martin, 2012). In a society with increasingly higher educational needs, MOOCs seem to provide a solution which disregards financial, geographical and academic requirements, having the student’s willingness to learn as their only prerequisite. Today MOOCs are increasing in size and number, unveiling a new educational paradigm for the time-conscious information era (Chen et al., 2013). As their stark difference with high-cost, comparatively inflexible university education becomes more evident, the question of the future of universities and the effect of this newfound model to their curriculum becomes more pressing (Levine, 2013).

In my presentation I aim to demonstrate that university education is recognised as being more than solely a collection of modules and that the new horizons presented by MOOCs demonstrate an effective and very efficient model to achieve student engagement and information retention that must not be neglected. The discussions that MOOCs raise go beyond that of distance versus in classroom education, addressing the learning and engagement patterns of a constantly connected generation. The insights provided by MOOCs cannot be ignored and will inevitably permeate universities’ modus operandi; certain aspects of it such as anytime, anywhere access to courseware are already being emulated at UWL with tools such as Blackboard, UWL Replay and access to Lynda.com. It will be shown that this phenomenon should not be translated into a worry that loosely trained professionals may erode academic relevance, but that the future of academia will not be threatened by these courses, on the contrary, it will be enhanced through the appropriation of their insights. Once more education institutions are called to rethink their methods to best serve society’s needs in both the transmission and furtherance of knowledge.

References


Who are UWL Students and What are They Telling Us?

The SU had direct conversations with 1,890 students during Freshers 2014. From this information and other sources we have been able to build a picture of who UWL students are and what they are telling us. There is no such thing as a ‘traditional’ UWL student, and we think this is a great thing. However, this presents a number of unique challenges as our students acutely experience pressures closely related to their identity. For example, fees and value for money could be playing a more significant role for our students than we had previously thought. We will also show you our basic analysis of the NSS 2014 and the implications on teaching and learning at UWL. Students have set a clear directive through their NSS responses, citing teaching and organisation as the key minimum standards for student satisfaction at UWL, whilst personal development enhances satisfaction without guaranteeing it.

What will be the best way to rise to the challenges our students have set us for teaching and learning? It could be flexible learning, redesigning the curriculum, embedding a set of basic skills into the pedagogical journey of every student. The SU will in early 2016 set out a vision for education at UWL that is evidenced by the views of thousands of students. We invite the university to support and assist us in the creation and delivery of this vision.
POSTER 1

Social Loafing in the Workplace: The Influence of Team Size, Team Cohesiveness and Leadership Style

Jolita Kasetaite and Anke Görzig

Background
Numerous studies have shown that team productivity and motivation in corporations can be reduced due to the effects of social loafing (George, 1992; Kerr, 1983). Previous research has identified team size (high) and team cohesiveness (low) as important contributors to social loafing (Alnuaimi et al, 2010; Monzani et al, 2014). However, the influence of leadership style is relatively unexamined despite its
influence on performance productivity and effectiveness (Kieu, 2010). The present study aimed to find a link between theory and practice and find a link between team cohesiveness, size and leadership style on social loafing.

Method
Ninety-one customer consultants working in fifteen teams of a well-established UK cosmetics’ retailer participated in the study. Social loafing, team cohesiveness and leadership style were assessed via established measurement scales. A multiple regression analysis with team cohesiveness, team size and leadership style predicting social loafing was performed.

Findings
The regression model as a whole was significant, explaining 10% of the variance in social loafing. Neither team size nor leadership style were significant predictors of social loafing (p’s > .05) However, team cohesiveness was found to be a significant and negative predictor of social loafing (β = -.33, p = .002), whilst controlling for team size and leadership style.

Discussion
The current study revealed that when controlling for leadership style, team cohesiveness predicted social loafing while team size did not, although both are established predictors in the literature. Leadership style also did not predict social loafing. The findings suggest that team cohesiveness might play a crucial role in the prevention of social loafing.

References
A Qualitative Study of the Psychological Burden of an Unexplained Illness: An Insight from Women Diagnosed with Behcet’s Disease

Mr. David Robson-Odugbemi and Dr. Siobhan Lynam

The present study aimed to gain an insight into the journey to diagnosis of Behcet’s disease sufferers and to uncover the consequences of delayed diagnosis. Given the paucity of research in this area, a qualitative research approach was adopted. A semi-structured interview was utilised to obtain the personal perspective of the participant’s experiences. An Interpretative phenomenological analysis (IPA) (Smith & Flowers et al. 2009) was used to analyse the transcript data. The analysis identified three themes which were: ‘The pre-diagnosis period: Living in limbo’, ‘Receiving a diagnosis: The beginning of a new journey’ and ‘Life with Behcet’s: a shrinking external world’. The results from the study revealed that the journey to a diagnosis was a protracted, emotionally traumatic, socially isolating and physically challenging experience. Extensive delays in diagnosis may be associated with a lack of knowledge and familiarity of Behcet’s disease, by the general population, family and health care professionals. Thus, strategies aimed at assisting doctors in primary care in identifying symptoms of Behcet’s disease with referral pathways to specialists are therefore essential. Health care professionals also need to consider the impact of the ‘journey to diagnosis’ that has been endured and the negative psychological impact that this may have created.

References

Understanding Individual Perception of Ageing: An Interpretative Phenomenological Analysis of Older Adults’ Experiences

Ms Rushika Perera and Dr Siobhan Lynam

Research to date has focussed on the influence of older adult’s general self-perception of ageing on areas such as health (Levy and Myers, 2005), as well as examining the influence of individual factors on self-perception of ageing, such as sociocultural influences (Cash, 2002), thus becoming either beneficial or detrimental to the individual’s life (Levy et al., 2002; Santini et al., 2015). Little research has examined what formulates an older adult’s perception of ageing; the present study qualitatively investigated what factors influence perceptions of ageing in the over 50’s. Semi-structured interviews were conducted with n=6 between the ages of 52-80 years (mean age 65 years) and analysed using interpretative phenomenological analysis. The analysis revealed four superordinate themes: Personality Traits, Social Factors, Interpretation of Life Events, and Coping Strategies. Overall, the findings highlight a complex interplay of factors that can impact an older adult’s perception of ageing. It is evident that there are similarities between older adult’s perceptions although the influence of these factors tends to affect older adult’s perception of ageing individually making it an entirely idiosyncratic process. Participant use of coping strategies counterbalanced their negative perception of ageing, resulting in a more engaged and fulfilled life. The findings are compared to previous research and future directions are suggested.

References

The Association Between Sex, Intelligence, Employment and Studying with Grade Achievement in University Students

Rebecca Harlow and Hannah Dickson

University grades have been found to have positive associations with intelligence (Duckworth & Seligman, 2006), study effort (Kuh, Cruce, Shoup, Kinzie & Gonyea, 2008) and being female rather than male (Duckworth & Seligman, 2006). A negative association has been found between academic achievement and employment hours (Chen & Lu, 2009). This study was conducted to investigate the association between sex, intelligence, employment and amount of studying on university grades. As well as this, the interaction between sex and study as well as sex and employment on grade achievement were measured. The National Adult Reading Test (NART; Nelson and Willison, 1991) was used to measure intelligence of third year psychology students (N=30) from the University of West London. A self-report demographic questionnaire was given to ascertain the participant’s sex and average weekly employment and study hours during the taking of one university module, taken a year previously. A multiple linear regression found that there was no association between sex, study hours, employment hours and intelligence on grades. Two two-way ANOVAs were used to measure the interaction effect between sex and study hours as well as employment hours and sex, finding no significant effect on grades. This suggested that grade achievement is based on more complex factors than those measured in this study.

References

Influences on Decision Making in Risky Conditions – Can Stress and Gender Predict Performance on the Cambridge Gambling Task?

Chu, Y. P. and Stock, R.

Decision-making is an important cognitive process that has an impact on every aspect of our lives (Yingzu and Guenther, 2007). The present study investigates gender differences and effects of stress decision-making under risky conditions. Forty-seven participants from the University of West London aged 18 to 49 years completed the State–Trait Anxiety Inventory (STAI) questionnaire and the Cambridge Gambling Task (CGT). Inferential statistics, including the independent samples t-test, Pearson product-moment correlation coefficient, and one-way analysis of covariance (ANCOVA) were used to analyse the data. While for the data collected was not able to identify a direct effect of stress on risk-taking, a significant positive correlation was identified, \( r(46) = .28, p < .05 \), indicating that higher levels of stress are associated with risk-taking behaviours in this context. There was no effect of gender differences upon risk-taking, even when controlling for stress. These findings suggest that gender differences in risk-taking behaviour may not be as prominent as previously believed by Preston et al. (2007), at least within a student population, and add support to the large body of literature associating stress with risk-taking (e.g. Lighthall et al., 2009).

Further research should examine whether these more risky decisions actually do turn out to be advantageous for the stressed decision makers, before firm conclusions can be made regarding whether students should be advised to avoid decisions under stress conditions. Future researchers may continue to find ethical and logistical challenges in providing a ‘stress causing’ intervention that allows for more direct examination of cause and effect in this area.

References


POSTER 6

**Mental Illness Subgroups Evoke Systematic Patterns of Stereotype Content and Emotional Prejudice**

Lauren Ryan and Anke Görzig

**Background**
Prejudicial reactions towards individuals suffering mental illnesses have been well documented. The present study aimed to investigate whether the perception of Alzheimer and Schizophrenia sufferers is associated with specific stereotype content; and whether such stereotypes support the systematic patterns of emotional reactions hypothesised by Fiske et al.’s (2002) Stereotype Content Model (SCM), i.e. whether stereotypic perceptions of combinations in warmth and competence in turn generate distinct emotions of contempt or pity.

**Method**
60 participants (20-75 years, 32 female) systematically recruited from a busy metropolitan shopping area were randomly allocated to either rate Alzheimer sufferers, Schizophrenia sufferers or a control condition on pre-validated scales measuring warmth and competence as well as pity and contempt.

**Findings**
A 3(Alzheimer/ Schizophrenia/ Control) x 4(Warmth/ Competence/ Pity/ Contempt) MANOVA followed by planned contrasts revealed that in comparison to healthy controls, Alzheimer sufferers cued higher and Schizophrenia sufferers lower warmth ratings. Both mental illness subgroups were perceived as having less competence. Alzheimer sufferers elicited higher pity ratings and Schizophrenia sufferers evoked higher contempt ratings (all p’s < .01). Additional regression analyses revealed that pity was predicted by warmth (β=.38, p<.01) but not competence (β=-.17, p=.18) while contempt was predicted by both warmth (β=-.33, p<.01) and competence (β=-.33, p<.01).
Discussion
These results suggest systematic differences in stereotype content that predict emotional prejudice towards distinct mental illness subgroups theorised by the SCM. These findings can thus be applied to, and inform interventions addressing these prejudices; providing a foundation for future exploration as to whether concise patterns of behavioural tendencies are associated also.

References

POSTER 7
A Qualitative Examination of the Persuasive Marketing Strategies Used by Charity Websites to Attract Donors

Asha Kheta and Moira Cachia

Citizens should engage in pro-social behaviour such as donating towards a charitable cause to help the wellbeing of others (Chang, 2014). Charity organisations utilise persuasive and emotive techniques to attract and gain such donor attention. Advertisements may appeal to altruistic motives by stressing the benefits of donating to those who are in need or it may focus on egoistic motives by highlighting what the giver will gain by donating (Brunel and Nelson, 2003).

The aim of this study was to examine how prevalent charity websites are on applying persuasive marketing strategies towards an increase in donor intentions. A qualitative study was conducted which examined data from 12 different well-known and established UK charity websites in order to recognise the methods which are applied by charities to attract potential donors. The charities included British Heart Foundation, Cancer Research, Mencap and Save the Children. The textual information on the websites was analysed using Thematic Analysis (Braun & Clarke, 2013). Three themes were identified, namely: Guilt regulation (through Altruistic & Egoistic Helping);
Involvement in the Charity (through Volunteering and Fundraising Events) and Persuasive Emotive Language. The themes provided in this research have linked to the findings presented in the literature, which delivered explanations of donor intentions. The outcome of this study concluded that guilt appeals are the most commonly used method in much of the website advertising to attract donors and increase donation intentions, which led to some form of pro-social behaviour. It was also established that message framing and message variables also manipulate increasing donation intentions. The findings recognised in this research propose possible implications for less established charities, potential consumers and businesses which require more consumer input. Further research would benefit from a content analysis (Brynam, 2012), which can be applied on a wider scale.

References


POSTER 8

An Employee’s Perspective of How Stress Effects Performance

Matthew Whitfield and Moira Cachia

Organisational factors such as role ambiguity, role conflict, responsibility and physical working conditions have an impact on the stress experienced by an employee (Glazer and Beehr, 2005; O’Driscoll and Brough, 2010). This study looks at the effect of perceived stress upon employees within the workplace environment and how it impacts their operating performance. A qualitative research design was adopted with semi-structured interviews as the method of data collection. Eight participants (3 males and 5 females) were interviewed on a one-to-one basis by the researcher. All the participants were University of West
London undergraduate students who had been in employment for at least the previous six months. The collected data was analysed using Interpretive Phenomenological Analysis IPA (Smith et al., 2009). Four main theme clusters were extracted, namely: workplace relationships, coping strategies, health issues, and mistakes at work. The outcome of this study identified that peers and co-workers had a positive and a negative impact on stress and performance, which in turn caused health issues. The latter decreased the quality of work and the attitude towards work. In addition coping strategies were able to decrease stress and maintain a stable performance through different methods including aggression, avoidance and suppression. The last theme focussed on how high stress levels caused people to make mistakes at work. It was concluded that stress is only one of many factors that affect performance and future research should examine personal elements such as motivation, ability and personality.

References


POSTER 9

Employees’ Perception of how Managers Motivate their Subordinates

Zarah Patel and Moira Cachia

Employees who are motivated to perform are typically more productive by investing more of themselves in their work (Salvendy, 2012). Responsibility is also placed on the leadership of an organisation where motivating employees is seen as a core competency (Latham, 2012). This research focused on employee perception of how managers motivate their subordinates, analysing the impact of leadership on
employee motivation. A qualitative approach was adopted, using semi-structured interviews (SSI) as the method of data collection. Interviews were held by the researcher with eight participants (aged between 18 and 23 years), all of which have been in employment between 6 months and three years within a customer care role. Thematic analysis was applied to the collected data. The questions were all designed to answer the main research question; ‘What is the employees’ perception of how leaders motivate their subordinates?’ Running the SSI allowed the researcher to gather data which was analysed to find common themes. Thematic analysis (Braun and Clarke, 2013) was used to interpret the experiences of individuals within their organisations. The results showed that all participants were affected by similar experiences represented in themes, namely implicit communication, explicit communication and relationships at work. The research concluded that leadership did have an impact on employee motivation and a great emphasis was placed upon the relationship between employee and superior. Practical implications of the study suggested that leaders should understand the importance of their role in relation to motivation, by placing more focus on developing incentive schemes based on employee feedback as well as implementing intrinsic rewards. Future research is recommended to gain the perspective of leaders on this issue and to examine how different leadership styles may affect employee motivation within different occupational backgrounds.

References
The World Café will address how the Higher Education landscape in the UK has changed – and keeps changing – in the 21st century. It will aim to discuss challenges and opportunities for students and practitioners alike.
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