The University Of Sheffield.

The Eighth Annual Learning & Teaching Conference: "Digital Possibilities: Inspiring Learning Through Technology"

Tuesday 7th January 2014

Students' Union Building

The University of Sheffield

Book of Abstracts

8:45-9:15	**Registration**	**Level 4, Students' Union**
9:15-9:30	**Introduction** Professor Paul White Pro-Vice-Chancellor for Learning & Teaching	**Students' Union Auditorium, Level 2**
9:30-10:00	**Entering the MOOCosphere** Marie Kinsey (Academic Lead, MOOCs Project), Dr Christopher Stokes (MOOC Developer, School of Clinical Dentistry), Layla Croll (Production Manager, MOOCs Project)	**Students' Union Auditorium, Level 2**
10:00-10:30	**Sheffield iTunesU** Dr Mark Winter (Chemistry), Dr Graham McElearney (CiCS/Corporate Affairs)	**Students' Union Auditorium, Level 2**
10:30-10:45	**Questions and Answers** MOOCs and iTunesU	**Students' Union Auditorium, Level 2**
10:45-11:15	**Break** **Networking & Exhibition Space Viewing**	**Level 4, Students' Union**

FIRST SESSIONS

11:15

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12:15

1) Workshop
Discovery Room 3

Using mobile learning to engage your students and meet expectations
Zafer Ali (CiCS), Farzana Latif (CiCS)

What is this about?
Mobile devices such as tablets and smart phones have become increasingly popular with staff and students, by 2017 it is estimated that over 94% of people will own at least one of these devices (eMarketer, 2013). It is clear that new and current students in the University will have access to either a smartphone or tablet and will be eager to use the technology in their studies (Price and Tomos 2012). The pervasive and ubiquitous nature of mobile devices offers opportunities to enhance traditional in-class and distance teaching, creating an interactive learning environment that enhances student communication with both peers and lecturer, whilst increasing student motivation. The session will highlight how mobile technology is currently being adopted across the institution. Techniques to engage students will be outlined from blogging, polling, messaging and augmented reality.

How will colleagues benefit?
A range of activities will be covered such as; tests, discussion boards, journals, announcements and Augmented Reality. This will help to improve staff knowledge about mobile technologies and the positive impact upon curriculum design. Attendees will also be provided with the opportunity to reflect on and share how mobile learning could add value in their own context. By attending this workshop you will learn how to easily implement mobile technologies in order to engage students, using the MOLE mobile app as well as other free engaging education apps.

2) Presentations (2)
Inox Conference Suite 1

a) The University of Sheffield's first MOOCs. How did they go?
Luke Miller (ScHARR), Dan Smith (ScHARR), Chris Blackmore (ScHARR), Dr Katie Powell (ScHARR)

What is this about?
MOOC was the buzzword in HE throughout 2013 and many of us have now tried a 'massive open online course'. The University's first three MOOCs were launched by a team in the School of Health and Related Research (ScHARR). Each one was based on a topical 'health' theme: sustainable healthy diets, health inequalities and health technology assessment. Over 5,000 people registered for the MOOCs in total; 3276 participated in some or all of the sessions with a percentage of these completing all course sessions and tasks and in the process obtaining a certificate. Here, we present the team's reflections. We aimed for a 'connectivist' emphasis, not a one-way broadcast model; did we achieve it? We hoped that MOOCs might attract PGT applicants: was this hope met? What did the MOOC participants tell us about their experience, themselves? At this session, we might even have an answer for the question 'are MOOCs worth running?'

How will colleagues benefit?
Colleagues will benefit in at least two ways. First, participants will gain an in-depth view of the life cycle of a MOOC, from the initial germ of an idea through to making it work and evaluating it afterwards. The

presentation will include some explicit reflections on the pedagogical debates about MOOC learning styles - network-based? content-based? task-based? - and their pros and cons. Second, participants will have an opportunity to see this ScHARR-specific example in the context of wider HE and TUOS developments. The University is now signed up to deliver MOOCs with the FutureLearn consortium. In that context, this session will shed light on the costs (opportunity and financial), problems, benefits and implications of running MOOCs. There will be time to discuss these themes, and to explore how MOOCs compare with other directions and experiences in on-line learning.

b) Full Circle - From MOOC Student to MOOC Tutor
Claire Beecroft (ScHARR), Dr Chris Carroll (ScHARR), Andy Tattersall (ScHARR)

What is this about?
The session explains the journey taken by University Teacher Claire Beecroft alongside her colleague, Information Specialist Andy Tattersall that started as MOOC students to delivering the University of Sheffield's first MOOCs. Claire and Andy discovered MOOCs back in the early summer of 2012 and were impressed by the technologies driving them and the potential for such courses in their own department. Coming from information backgrounds and with a past record in innovation and creativity, Claire and Andy formed part of the core ScHARR MOOCs team. Working closely with learning technologists, University teachers, marketing professionals all led by the Director of Teaching at ScHARR the first MOOCs were run in June 2013. Claire is the Assistant Course Director for the Health Technologies Assessment MOOC which started in October 2013.

How will colleagues benefit?
Colleagues will benefit by seeing what a MOOC timeline looks like, the implementation of technologies along the way to create and organise one and eventually promote and facilitate it. We will give an overview of the tools, skills and infrastructure to deliver a MOOC and to maintain a healthy level of engagement with students. Colleagues will benefit from discovering the pitfalls, myths and benefits of incorporating technologies into a MOOC by colleagues who have balanced their own learning curve on a challenging and relatively new way of delivering learning.

3) Presentations (3)
Inox Conference Suite 2

a) Electronic Management of Assessment & Feedback: Are we there yet?
James Goldingay (CiCS)

What is this about?
"e-assessment" and "electronic assessment management" are the latest buzz words being used to describe the use of specific technologies, designed to help make our assessment processes and provision of feedback better for our students and staff. MOLE (Blackboard) and Turnitin are frequently mentioned as major players in this e-assessment world, and this presentation features both of these tools. This session specifically looks at the question of whether the technologies available to us now as an Institution are providing real benefits to both our staff and students. To help answer this question we will be looking at a number of University assessment and feedback case studies as part of the presentation. Finally, a brief overview on planned software developments for assessment and feedback technologies the University support, will also be provided.

How will colleagues benefit?
It is envisaged that the session will help inform colleagues of: a) The positive impact that the technologies can have on provision of feedback for students b) How departmental assessment processes can be streamlined c) New or upcoming features of the technology that will further aid electronic management of assessment and feedback.

b) Can the use of e-submission, e-marking and e-feedback improve the teaching and learning experience?
Diana Mesa Torres (Hispanic Studies)

What is this about?
Can the use of the VLE maximise students' contact time and improve their learning experience? In 2012 the Hispanic Studies Department introduced e-submission, e-marking and e-feedback on two modules on the second year of Spanish. An action research was conducted to identify if the use of the university VLE for formative assessment and feedback is a preferred choice to the students as opposed to the traditional method of paper. It also tried to determine if the use of the technology enhances or hinders the process and if this method of submission could be viable for other courses.

How will colleagues benefit?
An honest outlook of the use of technology in formative assessment, students' presentations and reflective diaries. We will also discuss its benefits and drawbacks and ways in which we adapted and improved the process in order to maximise the effectiveness of the VLE on our modules.

c) Assessment & Feedback: e-submission, e-marking & e-feedback. Streamlining the process?
Sarah Robson-Burrell (School of Law), Clare Firth (School of Law), Ian Loasby (School of Law)

What is this about?
With a view to streamlining our existing processes of assessment submission and giving feedback we reviewed the options now available for e-submission, e-marking & e-feedback. We used the new MOLE assignment tool comparing this with our existing processes where we currently use email submission and return for formative & substantive assessments. Our main aim was to make the submission process and allocation of work to tutors less prone to error. Under our existing processes the return of the assessment with feedback to students was cumbersome and also prone to error. The electronic options now available are the MOLE assignment tool and Grademark (Turnitin). Due to time limitations as a result of submission dates we chose to work in the MOLE assignment tool. We also compared the facilities afforded by Grademark. You may draw your own conclusions!

How will colleagues benefit?
Those interested in making the most of the opportunities available for e-submisson, e-marking & e-feedback will be able to reflect on our experiences. We hope that some of our groundwork will be of benefit to others, both staff and students.

4) Presentations (3)
Inox Conference Suite 3

a) Engaging large groups through blended learning
Dr Sam Marsh (School of Mathematics and Statistics)

What is this about?
Students from the Faculty of Engineering learn mathematics in modules run by The School of Mathematics and Statistics. Traditionally the cohort has attended two large-group lectures per week, being split down into smaller groups for working on exercises. Attendance records from the problem classes led us to believe the approach was not working as well as it might, and in 2013-14 the Department of Mechanical Engineering agreed to pilot a new approach with their students based around a blend of short online video-lectures, online tests and more frequent small-group interactive classes. In this session, I will outline the approach we have taken and our experiences of how it has worked so far.

How will colleagues benefit?
We are excited by this new (to us!) blended approach. The format of the module should provide food-for-thought for colleagues as to ways teaching can be reorganised to make best use of the technology and

resources available. The combination of short presentations with quizzes to release the next section, combined with concentrating staff effort on supporting the students, will make elements of this approach easily translatable to a wide range of other courses.

b) Supporting face-to-face teaching using blogs and YouTube
Dr Jan Owens (Academic Unit of Dental Public Health), Paul Jinks (School of Clinical Dentistry)

What is this about?
Online learning environments require essentially different teaching and learning strategies from those used in the traditional face-to-face contexts. This study discusses the tools used in an online learning environment to develop a blended approach to learning and support face-to-face teaching for health promotion. We used clips taken from YouTube looking at maternity services and childbirth in three differing global contexts. Individual student blogs in a faceless context enabled self-reflection, discussion, writing practice, and interaction with other students. This promoted students' awareness of diversity and the notion that health did not revolve around Western perceptions. Using the technology, coupled with student evaluation, enabled reflection as to what may be done more effectively for the next cohort, it also prepared students for their assessment which required them to interact and build a wiki collaboratively and online. What the module lead learned from the exercise were ways of enabling student learning.

How will colleagues benefit?
Colleagues will have the opportunity to listen to a first hand account about using YouTube and the tools in MOLE to produce online teaching materials. There will be insight concerning the benefit to students, the pitfalls encountered, and a critical discussion of whether teacher and student expectations were met, and the unexpected issues that arose which were related to the diversity of the student cohort. Colleagues planning online teaching may benefit from our open and honest reflections.

c) Using blogs as a core part of class activity
Sheila Webber (Information School)

What is this about?
This session is about the use of student team blogs as a core part of class activity. A core class for Masters students in the iSchool (about 90 students this year, the majority international) has a computer lab as the base room. In week 1 students are divided into teams of 4 students, and each team creates a team blog (using Blogger), linked to a parent blog maintained by tutors (last year http://inf6350-2012.blogspot.co.uk/). The blogs are useful in several ways: 1) one of the module's learning objectives is to "be able to demonstrate their information literacy" which includes ability to communicate and use Web 2.0 applications such as blogs; 2) the blogs provide a focus and identity for teams, encouraging socialisation in a relatively large class; 3) the blogs are used to share reflections and information from class exercises in an easily accessible way; 4) Blogger features allow some creativity and customisation, not possible e.g. in MOLE.

How will colleagues benefit?
They will get practical insight into managing the activity, into the benefits (e.g. in enabling learners from different cultures to identify resources from their own countries) and challenges (for example, the majority of students have not blogged before), and student perspectives on the use of blogs.

5) Presentations (2)
Discovery Room 1

a) Engaging students through video projects
Dr. Ana Cruz, University of Sheffield International Faculty, City College, Business Administration and Economics Department (BAED).

What is this about?
The session critically reflects on the use of video projects to engage and encourage business and marketing students to communicate effectively using technology, specifically, producing video projects as assessed assignments to critically evaluate the impact of technology on modern businesses. The session will focus on the key challenges; barriers and lessons learned derived from this type of technology and creatively led assignments. Two of the best video projects will be shown to let the quality of the students' work speak for itself. To provide a more comprehensive view, some of the students' non assessed self reflections will be presented. This experimental assignment was piloted in 2012 in the Contemporary Issues in Business unit (year 3-Undergraduate level) at the University of Sheffield, International Faculty City College. The session will tackle two key aspects of the conference, enabling students to develop their own digital literacy skills in preparation for future employment and promoting self-evaluation and self-led learning.

How will colleagues benefit?
Colleagues will benefit by being exposed to an innovative assignment that engages students by allowing the expression of both criticality and creativity through the use of technology. Colleagues will also benefit from the key challenges; barriers and lessons learned derived from this type of technology and creatively led assignments. These can support colleagues who wish to pilot or implement a similar assignment so they can build on the lessons learned and improve the approach. I am aiming to have a two way conversation during the session so I am aiming to share ideas, to inspire and be inspired by my colleagues about thinking of different ways to engage a particularly challenging generation to engage- the connected generation Y.

b) Developing and disseminating videos to support student learning and lecture flipping
Dr Anthony Rossiter (ACSE)

What is this about?
The main idea is to get more from lecture time, to allow the brief interaction with students to be exactly that, interaction rather than a didactic transfer of information. This session will present the techniques used by the author to facilitate more interactive lectures which encourage student reflection, activity and problem solving. Critically, some discussion is given on how students are still provided with resources they can use to learn efficiently and effectively.

How will colleagues benefit?
Colleagues will benefit from the opportunity to see first-hand evidence which will facilitate more reflection on whether lecture flipping is something that could work for them. Key data on the associated workload, technological requirements and student reaction will be critical for such staff. By introducing and disseminating a diversity of teaching approaches, UoS will be better placed to maintain high student satisfaction, for example in NSS, and clearly this benefits us all.

6) Presentations (2)
Discovery Room 2

a) Open the playing fields
Mark Morley (CiCS) and Professor Jackie Marsh (Faculty Director of Learning and Teaching, Social Sciences)

What is this about?
The expense of studying for a degree has increased substantially over recent years. It would therefore seem incumbent on educators to help minimize other costs whilst ensuring maintenance of quality of learning materials. However, the affordances that technology innovations provide to education via the openness movement are not being fully realized or utilized within much of the HE sector. As educators we want the educational experience to be the very best for our students. We want to provide them with the best possible resources available. But, there seems a reluctance and even a resistance to engage with the

best freely available academic resources. There is an abundance and wealth of available resources that we should now be tapping into, re-using, re-mixing and re-purposing, including OERs, MOOCs, OCW, videos, podcasts, iTunesU material, open online textbooks, etc. This presentation introduces the concept of free open resources, including quality assurances, locating appropriate resources, licences, student acceptance of free resources, and more.

How will colleagues benefit?
This session will enable colleagues to get started with how to legally use open online content to enhance their courses. This will cover searches, repositories, locating appropriate content, Creative Commons licences, levels of openness, how licences affect remixing of multiple materials, and appropriate attribution. It will also enable colleagues to consider making their own content openly available.

b) Come and develop content for Sheffield iTunes U
Dr Graham McElearney (CiCS/Corporate Affairs), Leon Mallett (Corporate Affairs), Dr Mark Winter (Chemistry)

What is this about?
Sheffield iTunes U is a very exciting new development for the University, and is an extremely high profile "channel" by which we can make our content available to a massive global audience. Content can be audio or video (including lecture recordings with presentation and audio) and we would like this content to reflect the University's world leading reputation in:
- Excellence in learning and teaching
- Excellence in research, tackling issues that really make a difference
- Excellence in engaging with the public - at home an internationally
- Providing excellence in the student experience and supporting our students in the broadest sense
- Celebrating the achievements of our students (e.g. their creativity in making videos, volunteering activities etc)

This session is about generating ideas, and giving you some experience in how you can contribute to this.

How will colleagues benefit?
Colleagues will benefit by gaining experience of how to plan and record materials that would be suitable for inclusion into Sheffield iTunes U, or indeed any other video or podcast type digital channel. This will empower them to become contributors to this new initiative and increase the profile of their teaching and research.

SECOND SESSIONS

12:20

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13:20

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7) Workshop
Discovery Room 3

Collaboration, Communication and Interactivity: Developing a new collaborative online learning experience
Anna-Leiza Barthorpe (Human Metabolism), Dr Gavin Boyce (Research and Innovation Services),
Professor Ilaria Bellantuono (Human Metabolism)

What is this about?
The first section of this session will be a presentation about the experience of developing an online course across three institutions, which was accessible to all three cohorts of students via a mutual virtual learning environment. The course was developed and designed to be an interactive experience, with key elements being communication, collaboration and creating a sense of community. Using a variety of delivery modes, we created a course where learners could work together using discussion forums, wikis and live discussions via the virtual classroom. Staff created screencasts instead of static slideshows, which helped to provide a sense of the lecturer's personality and to encourage communication between staff and student. We also wanted the learners to communicate with each other, to work together and discuss the content, to provide that sense of an online community. The main focus was not really the technology used, but how and why it was used and how it enhanced the learning experience. We are extremely proud that this course was not another virtual file store of word document handouts and empty forums; that it was interactive and alive, and that the students felt part of that collaboration with staff as well as their peers.

The second half will include looking at the tools and applications available, and how we can best use these as communication methods in not only distance learning courses, but also for physical/blended learning courses, non-structured cohorts (e.g. PGRs) and Public Engagement.

We hope that this experience and our methods of delivery will be of interest and can help colleagues who may be considering developing and delivering online material.

How will colleagues benefit?
Colleagues will be able to see the different modes of delivery used:
- examples of screencasts, (quick demo on how easy it is to create one)
- how you can use the virtual classroom (for lectures, discussions, demonstrations, etc.)
- how to use the discussion forums effectively (focusing on responding to posts, keeping the discussion going, etc.)
- Getting regular feedback and being able to respond early in the course using forums, etc.
- Looking further afield at how we can use this knowledge to help communications for non-standard cohorts, public engagement, research collaboration, etc.

It will be explained how all of the above centre around effective online communication. Colleagues will hopefully benefit from experiencing different delivery methods in action and discussing communication for non-standard cohorts.

8) Presentations (2)
Discovery Room 1

a) 'Appy Education: The design and development of smartphone based learning
Dr Tim Vorley (Management School)

What is this about?
This session presents two smartapps that I have been involved in the design and development of aimed at supporting learners – one aimed at students and the other aimed at early career researchers. The first smartphone app, 'the effectuator', aims to encourage students to assume a more effectual approach in terms of their entrepreneurial thinking, and is informed by research into entrepreneurship practice. The second app about Developing Enterprising and Entrepreneurial People or 'DEEP' builds on the Researcher Development Framework created by Vitae, as a means to promote enterprising skills among early career researchers. Both smartphone apps are intended to be used independently and beyond the classroom, although have the scope to compliment classroom based learning. In addition to showcasing the smartphone apps themselves, the findings of some learner experiments will be shared, as well as lessons and best practice in the development of the smartphone applications themselves.

How will colleagues benefit?
It is hoped that colleague might be inspired by my experiences in app development and learn from the mistakes and pitfalls that I encountered in developing my smartphone apps.

b) Using tablet-PC technology in teaching quantitative and physical molecular bioscience
Dr Jeremy Craven (Molecular Biology and Biotechnology)

What is this about?
Fully "stylus enabled" tablet-PC laptops allow great opportunities to enrich teaching. I will discuss my experiences of sourcing suitable hardware and using OneNote and Camtasia as a fantastically dynamic recordable OHP/whiteboard substitute. The lectures so recorded can be played back "pen stroke by pen stroke" (i.e. as pencasts), so the thread of the arguments can be followed. My main application is in teaching maths and physics material, where traditional Powerpoint is poor: lecturers can move along at too great a pace and the students can be detached from the act of physically writing down verbatim material in their own hand. OHPs and whiteboards provide a much better medium, but neither readily allow one to record lectures or to provide a reference copy of notes. I will discuss how this method is also ideal for producing vignette/revision lecture videos, and for providing rapid responses to emailed maths queries.

How will colleagues benefit?
They will see a form of lecture recording "pencasting" which still seems to be unfamiliar to many people and is an extremely effective way of delivering mathematical material. Colleagues will learn how surprisingly hard it was to find suitable hardware in this "touch screen" era, and I hope they will benefit from the knowledge I gained. I will also discuss other impediments to this approach being more widely used locally, including a comparison of the capabilities of the sympodia computers in the University lecture theatres compared to the hardware that I use.

9) Presentations (3)
Inox Conference Suite 1

a) Electronic Voting Systems; a hard tool for assessing soft skills
Dr Plato Kapranos (Department of Materials Science & Engineering)

What is this about?
The session will describe the development of the 'Diploma in Personal & Professional Skills' that forms part of the training within the Advanced Metallics Doctoral Training Centre, the teaching philosophy associated with this and the use of Electronic Voting Systems (EVS) as one of a number of tools used in

assessing the acquisition of these skills by the participating students. Learning has been defined as a 'change in a person's behaviour resulting from experience'. Knowledge is something one has; skill is something one does and is mastered by practice and feedback. Knowledge, skills and attitudes are three areas in which learning can occur and changes in these areas are good indicators of learning. The use of EVS provides a quick form of assessment on changes in the knowledge, skills and attitude of the students and in consequence on their learning during their voyage of self-discovery.

How will colleagues benefit?
It is hoped that the audience will benefit from seeing the constructive alignment of the teaching philosophy and the enactment of teaching, as well as the continuous adjustment of both through feedback and reflection that lie behind the development of the Diploma in Personal & Professional Skills modules aiming to impart transferable skills to cohorts of Doctoral level students. The process concludes with the methods of assessing the acquisition of transferable skills.

b) Training students to develop critical thinking using in-lecture polling software
Dr Sam Clarke (Civil Engineering), Dr Trish Murray (Faculty of Engineering)

What is this about?
The authors present a case where the students were asked to mark a series of designs to a relatively specific (yet still subjective) set of assessment criteria. To train the students to a) understand the assessment criteria and b) understand the level of performance required, an in-lecture poll was conducted using the TurningPoint system. During the lecture the students were asked to grade exemplars with the outcome of the polls being able to guide the course of the lecture. If little consensus or a good consensus but on an inappropriate mark was recorded, further discussion would be instigated to attempt to challenge the reasons why. The quality of learning was judged by the degree of consensus in the marks (both between the students and between the students and the tutor) at the end of the session.

How will colleagues benefit?
Being able to see an effective example of using clickers to really help develop the student experience.

c) 'Everyone loves to clicky': student learning and the use of voter response systems to teach research methods and data analysis in the Department of Politics
Dr Alistair McMillan (Politics)

What is this about?
The use of 'clickers', or voter response systems, is becoming widespread, and they offer an opportunity for instant feedback and the chance for students to engage and respond in lectures. In the Department of Politics, clickers have been used for three years for lectures in the core L2 module Political Analysis: Research methods and data analysis. This paper discusses ways in which clickers can be used to enhance substantive engagement with aspects of research design and analysis, and looks at ways in which this can enhance learning, assessment, and feedback.

How will colleagues benefit?
The session gives colleagues an opportunity to discover how voter response systems have been used in the teaching of a core research methods course, and how this was used to develop student engagement in lectures; promote understanding of important methodological issues, and how it was used to enhance assessment and feedback.

10) Presentations (3)
Inox Conference Suite 2

a) Enabling engagement: collaborative and supportive learning using a wiki
Paul Jinks (School of Clinical Dentistry), Dr Jan Owens (School of Clinical Dentistry)

What is this about?
This session deals with the experience of learning and teaching using a collaborative wiki activity and reflective journal as part of the assessment for a large cohort online distance learning Masters Module. We describe the benefits to learners we anticipated from setting this kind of task, the design of the assessment, the use of a journal to both encourage reflection on learning of skills, their value, and eliciting student voices. We outline how we sought to overcome the problem of 'lurking' students in group work, the structure and support we set around the task, tweaks and interventions we made as we went along. We give examples of student reflections and feedback. Finally we discuss lessons we've learned for the future. We will address themes in assessed online collaborative group work such as: addressing issues of fairness, overcoming the isolation of distance learners, encouraging reflection and managing technology.

How will colleagues benefit?
Colleagues will have the opportunity to hear a first hand transparent account of an assessed online groupwork activity using the MOLE wiki tool. The benefits will enable colleagues to critically consider undertaking this kind of activity, and think about ways of approaching online collaborative learning and its assessment. We offer practical tips for practitioners based on our experiences. Colleagues teaching large cohorts and considering group work as a way of encouraging peer support may also benefit.

b) Webinars work! Getting students learning and talking online with 'Collaborate' software.
Luke Miller (ScHARR), Dr Jenny Owen (ScHARR), Dan Smith (ScHARR)

What is this about?
Are 'webinars' another passing cyber-fad, or do they offer new opportunities for active, participatory learning? This session offers a short practical introduction to running webinars and some discussion about their contribution to wider learning and teaching repertoires. The workshop will open with a brief overview of recent webinar initiatives in ScHARR, TUOS and beyond. This will be illustrated with extracts from recently-recorded 'Collaborate' webinar sessions, showing how this software can be used to involve students in group work and discussion. Our practical examples include online open days for prospective PGT students, MOOC presentations and online dissertation supervision.   The workshop will conclude with discussion and an invitation to take part in a follow-up webinar a week after the conference. The webinar topic will be agreed in consultation with session participants, and it will offer an opportunity to gain hands-on experience in setting up and running webinars with 'Collaborate'.

How will colleagues benefit?
Colleagues will benefit in the following ways: (a) by gaining an up to date overview of webinar pedagogy and software support; (b) by seeing practical examples of webinar software in use with students and prospective students; (c) by sharing views and experience in discussion with colleagues who have similar interests. Those who opt into the follow-up, live webinar (a week after the conference) will gain hands-on experience in setting up and taking part in a webinar via 'Collaborate'. So for anyone who is interested in flexible, blended learning approaches - whether with students on campus or students at a distance - the session will provide an opportunity to consider whether webinars in general (and 'Collaborate' in particular) could be a useful technique to adopt.

c) The History Workshop Challenge – Puzzles and Communities
James Pearson (History)

What is this session about (max 150 words)?
To help our students make the step up to university-level historical study we introduced a new Level 1 module this year called 'History Workshop'. This module encouraged students to consider the following questions... How do professional historians go about their work? What skills do they need? And, how do they develop them? To help answer these questions the History Workshop used a variety of online learning environments to allow students to work at their own pace and to solve a variety of research-based problems and puzzles using a bespoke 'Puzzle Card' system developed in collaboration with the University of Leicester. We called this the History Workshop Challenge. A MOLE organisation and Google Community formed part of the wider learning environment to facilitate discussion around the puzzles.

Then to acknowledge the skills that our students developed over the course of the puzzle challenge we awarded accolades based on Mozilla's Open Badges initiative.

How will colleagues benefit (150 words max)?
Colleagues will be able to share from the experiences of the History Department in using a variety of different online learning environments together to facilitate an assessed part of a Level 1 module.

11) Presentations (3)
Discovery Room 2

a) Translating Czech castles
Ludek Knittl (Russian and Slavonic Studies), Professor Neil Bermel (Russian and Slavonic Studies)

What is this about?
The session will report on the background, process and outcomes of the HEIF funded project Putting translation into practice in the service of Czech heritage. The project had multiple aims. It was designed to give students a taste of real-life translation resulting in a portfolio of materials for prospective employers. Additionally, the students learned about organising and managing work as a team and gained experience in using technology similar to that used in professional translation. Improved language skills were a side effect of the process. The students reflected on the process throughout and were encouraged to think about the skills they were bringing to the project, the obstacles they were encountering and how they worked around them. Using the framework of linguistic landscapes, we also increased the students' awareness of multilingual spaces and the changes their translation work brings to the environment in which they work.

How will colleagues benefit?
Colleagues will see an example of good practice that promotes student self-awareness as regards their skills and knowledge - an asset in communication with prospective employers. The project's goals included enhancing students' linguistic knowledge, as well as increasing their employability through teamwork. Pedagogically, it shows how to establish a framework for students to learn through practical experience in their field of study. By taking the project partly outside the academic environment and encouraging students to reflect on the process, we help them become aware of their own skills and abilities. We will explain how the process of teaching/preparation for the project was done through a series of workshops and a gradual transfer of responsibility for the project over to the students. We will also talk about how external engagement with impact beyond compulsory assessment can lead to high levels of motivation and engagement in team work.

b) E-learning based tools for speaking activities in foreign language learning
Insa Hartung (German Department, University of St Andrews), Sandra Reisenleutner (Germanic Studies)

What is this about?
E-learning has become more integrated into language teaching and is often used to support independent learning. Many activities focus on writing, grammar, vocabulary, reading or listening exercises, whereas speaking activities are less focused on. As contact hours of language classes are often limited to two or three hours a week, speaking should also form part of the self-study process and support language learning outside of the classroom. In order to meet this need, e-learning tools and websites, where speaking can be practiced, have been created. One of them is Voxopop, which offers the possibility to design talk groups in order to let students interact verbally in the target language outside of the classroom. This tool provides additional exercises for extra practice and can encourage rather calm or shy students to speak. Furthermore, it enables students to listen to themselves, reflect on their contributions and work on their progress. The presentation focuses on the use of Voxopop for language learning and will give some recommendations of other websites where speaking and pronunciation can be practiced.

How will colleagues benefit?
Working with speaking activities via e-learning gives language teachers the chance to include verbal

exercises outside the language classroom. Moreover, this allows for more focus on pronunciation and articulation as well as grammar and structures; thus, more detailed feedback can be provided to the students. Students may as well gain more self-confidence in speaking, which might then be reflected in class contributions.

c) Providing online language support for distance learning students
David Read (English Language Teaching Centre)

What is this about?
This session will describe how the English Language Teaching Centre (ELTC) are piloting ways to provide online language support for distance learning students. The first of these is an online writing advisory service that allows students to get feedback on their academic writing by submitting text on a Google Doc. The second is giving distance learning students access to English language support classes via web conferencing tools. This session will describe the rationale behind setting up these pilot programmes, the technical issues and decisions in choosing the online tools we did and assessment of the success of the programme through both tutor and student feedback.

How will colleagues benefit?
They will benefit by learning about programmes that could be offered to distance learning or non-native students in their department. It might also provide them with some ideas for using online tools to connect more easily with students.

12) Presentations (2)
Inox Conference Suite 3

a) Facebook and Professionalism: A student-led project to raise awareness of the pitfalls of social media.
Sam McCarthy (Lead - Dentistry), Kajaniy Kanna (Dentistry), Ovie Edafe (Medicine), Peter Butler (Medicine), Jessica Taylor (Human Communication Sciences), Kirsty Newson (Human Communication Sciences)

What is this about?
The session will involve presenting work done by the Student Ambassadors for Learning and Teaching (SALTs) from the faculty of Medicine, Dentistry and Health. This year the team are working to raise awareness of the pitfalls of social media and the unexpected problems it can cause professionals and students, particularly in relation to patient contact and your permanent 'digital footprint'. In this presentation we will present our project's progress towards developing an interactive online resource; containing videos, advice and useful links to clarify and help students maintain a professional persona whilst also benefitting from the many advantages of social media. The presentation will also discuss the effective methods for informing students of the potential risks, and how to give advice on how to walk this blurred line. The project will be prominently display real life examples and explore the challenges of applying the professional body's codes of practice in a social media context.

How will colleagues benefit?
Colleagues will benefit from seeing potentially transferrable ideas on how to raise awareness of an issue that is applicable to a wide range of students, as well as the type of resources students themselves have created for their peers. It will also be particularly beneficial for colleagues in the MDH faculty in terms of 'plugging into' this issue and understanding further how this faculty wide approach is progressing and being implemented.

b) Adopting Facebook as a Learning Management System
Thanos Hatziapostolou (Computer Science Department, International Faculty)

What is this about?
Facebook is currently the biggest social network on the web and one of the most popular websites for

students. Ample research suggests that the social aspect and certain functionalities of Facebook offer great potential for teaching and learning. This session presents how Facebook can be used to either supplement or even replace a Learning Management System. Facebook's main features that can offer learning environment functionalities, namely "Facebook Page" and "Facebook Group", will be explored and compared in detail both from technical and pedagogical perspectives. Furthermore, opportunities, challenges and ethical issues will also be discussed. Lastly, the session will present a case study of setting up and using solely Facebook as the LMS for a specific module and discuss the lecturer's experience and students' satisfaction and reflections.

How will colleagues benefit?
Colleagues will be shown in detail the advantages and disadvantages of "Facebook Page" and "Facebook Group" from a technical point of view as well as the applicability of each feature from a pedagogical point of view. In addition, implications for practice/policy in supplementing or substituting the LMS with Facebook will also be discussed.

13:20 – 14:00	**Lunch** **Networking & Exhibition Space Viewing**	**Level 4, Students' Union**

13) Workshop
Discovery Room 3

Building an Exemplary Course in MOLE
Danny Monaghan (CiCS), Mark Morley (CiCS), Dr Jenny Owen (ScHARR), Dr Martin Hughes (School of Education), Peter Castleton (Sociological Studies).

What is this about?
Building a course in MOLE is easy, or is it? MOLE has many features that can enhance the student learning experience; courses can be rich and engaging, interesting yet easy to navigate, dynamic and rewarding both to create and to study from but sometimes these features are overlooked. This workshop will begin building an evaluation framework surrounding the design and development of such a course. It will investigate best practice in four major areas:
- course design
- interaction and collaboration
- assessment and feedback
- learner support.

This session will also include an example based on a project that began in 2007 with a TUOS 'learning and teaching development grant'. The grant supported the development of a complex online scenario about child welfare; over the ensuing 6 years, we have continued to adapt the scenario to new policy and practice contexts. The scenario includes audio, video and text elements, offering multidisciplinary student teams a series of 'clues' about a family. Following up these clues online, teams decide whether the children in the family are at risk of abuse or neglect, and then present their conclusions face-to-face to practitioner panels. Through qualitative analysis of archived online interactions, we trace the ways in which 'real-life' scenario elements affect decision-making. We conclude with reflections on the strengths and limitations offered by MOLE for experiential learning.

During this workshop, you will work with your academic colleagues from across the University to investigate the criteria surrounding best practice in designing and building online courses. The ultimate goal will be to identify and set out some of the key elements that deliver an exemplary course design that can be used to develop new and enhance existing courses in MOLE.

How will colleagues benefit?
By increasing the awareness that colleagues have regarding online course delivery, and by having a better understanding of the best practices that can guide the planning and creation of content in MOLE, we can help support the goal of delivering high quality undergraduate and postgraduate learning and teaching using MOLE as a platform.

Colleagues will benefit through taking a critical and reflective look at an in-depth example of interactive, experiential learning via online resources, and having time to compare this with their own learning and teaching interests and experiences. The session will include a wide range of practical illustrations from MOLE materials, with opportunities for participants to try out and comment on some learning activities from an online scenario themselves. The session will also offer an example of the ways in which archived MOLE discussion forum material can be analysed qualitatively, as one strand in an evaluation.

14). Presentations (2)
Discovery Room 1

a) A blended approach to work-based learning: German for Enterprise
Dr Caroline Bland (Germanic Studies / School of Languages and Cultures), Dr Giles Harrington (Germanic Studies / School of Languages and Cultures)

What is this about?
"German for Enterprise" is a student-led module based around links with local SME's which are expanding their operations into German-speaking Europe. The module promotes the goals of enterprise education and civic engagement. This session will demonstrate resources developed to support this final-year language module, which include a reflective online journal and podcasts, as well as a collaborative glossary of relevant terminology. Students will also be introduced to the use of the online corpus for specialist translation. As the students fulfill the partner company's brief they get the chance to implement their own digital literacy skills for example, by using Twitter.

How will colleagues benefit?
As well as an introduction to the project from the perspective of both students and staff, colleagues will have a demonstration of the resources used and created by students in the current session. They will hear examples of feedback from the current cohort of students after their first semester. We hope that discussion with colleagues will provide all participants with tips for how this or a similar module could be further developed to enhance the student learning experience.

b) The Living Case Study Approach to Executive Teaching: A Weekend of Power Learning Supported By E-Resources
Dr. Leslie T. Szamosi (International Faculty)

What is this about?
For the last two year in our Executive MBA program, in each of our five teaching locations, we have adopted a Living Case Study approach in the unit Current Issues in Management. Students start on Friday afternoon with a live presentation by a local senior business executive and then work ALL weekend, ALL hours, on the case utilizing a wide range of technologies directly supported by direct face to face Unit Leader contact – a mentoring type of roll. What may be considered as standard learning technologies (online databases, f2f on-line interaction, on-line collaboration tools etc.) play a crucial enabling role in the success of the unit and provide an excellent platform for providing a 'real life' situation in the university. In its initial rollout, students expressed high levels of learning satisfaction and solid results in terms of coursework results.

How will colleagues benefit?
Colleagues will be benefit from the experiences that we have had in implementing this tripartite approach to teaching and learning. We are continually revising the way of delivery and have also been experimenting with online presentation tools to supplement the work we are doing. This was a project that we benchmarked on international best practice with 'twists' and adaptations through the technological application.

15) Presentations (2)
Inox Conference Suite 1

a) PebblePad: its current and potential use in the University
Professor Ian Douglas, (Faculty of Medicine Dentistry and Health, School of Clinical Dentistry), Ian Palmer (Medical School), Zafer Ali (CiCS)

What is this about?
This session will describe how the software PebblePad is being used in parts of the University and discuss what potential it has for other applications. In the Faculty of MDH it is being used to support the

development of Postgraduate Research students in terms of reflective learning through the Training Needs Analysis, development of their e-portfolio of experience as a research student, record of supervisory meetings and for reflective learning in the Research Ethics and Integrity module. PebblePad is being used in Law to support the undergraduate Personal Tutoring system and in Social Science for the MA in Social Work. In the latter students are given an e-Workbook which they complete using a template to capture all of their reflections over the 2 year programme. This includes considering what went badly and well, analysing and commenting and considering how their learning will influence the way they work.

How will colleagues benefit?
Colleagues delivering teaching and learning will benefit by being given examples of how PebblePad can be used, which will help them consider ways in which the software may be able to provide them with innovative approaches to their own teaching. Also, since PebblePad has a submissions and reporting functionality, staff involved in supporting teaching activities in departments will gain by being shown how it could streamline certain administrative tasks.

b) Building an ePortfolio to capture students' learning and reflection: Our story so far
Dr Christopher Stokes, Sandra Zijlstra-Shaw, Ashley Towers, Paul Jinks, Dr Adrian Jowett (School of Clinical Dentistry)

What is this about?
The School of Clinical Dentistry ePortfolio was developed to help students and tutors track progress and engagement in personal tutorials and clinical practice by entering online what had been recorded on paper. Reflection is encouraged throughout the curriculum and the ePortfolio was designed to facilitate, enhance and monitor this. This session describes the design and development of the system, and reports on evaluations and feedback we have collected so far. The pilot moved documentation of the Personal Tutor system online. We are now working towards the more substantial goal of having students enter grades, feedback and reflection of clinical procedures, enabling them to see summaries of performance. Over 30,000 procedures have been entered by students so far. A comparison of second and third year entries showed that despite a fourfold increase in data-entry workload, students continued to enter reflection with a minimal decrease in quantity.

How will colleagues benefit?
The ePortfolio system described has been designed for a specific need in the Dental School, but the project has had to confront the same problems that any department wanting to introduce the large changes that a Portfolio-type system can impose on staff and students. Colleagues interested in how technology can enhance the process of reflective learning will find themes relevant to their own practice. The Personal Tutorial system is a transferable case-study for how a department went about this process of change, and could apply to the use of any Portfolio system (e.g. PebblePad) in any department as the process of obtaining staff and student 'buy-in' and feedback for development is critical for success. We will describe our experiences using staff and student reflections, and quantitative data.

16) Presentations (2)
Inox Conference Suite 2

a) Skills for Success – enabling students to develop their own skills for future employment
Dr Jenny Burnham (Chemistry) and Professor Jane Grasby (Chemistry)

What is this about?
The session will present the Level 3 Skills for Success project in the Department of Chemistry. Students apply competitively for one of a portfolio of projects. Projects are highly diverse allowing students to select ones that enable them to gain evidence for, develop, or enhance skills required in their chosen careers. Projects with a digital-focus include a Video Project, a Media Project, a Radio Show project, and a Chemical Databases project. Many projects also require students to organise themselves into effective groups outside of the classroom environment. Students receive minimal guidance on set tasks and are instructed to develop their skill-sets as necessary to achieve the desired outcome. To consolidate the

learning experience, students are required to complete a self-reflection following completion of the tasks. Student feedback indicates the module is successful in its aims of being useful for future employment and in increasing student self-awareness.

How will colleagues benefit?
Colleagues will benefit from the description of the module, from ideas and examples of how students can be used as a resource to the benefit of their home department, and from a discussion of the strengths of the module as well as the teaching-resource implications. Most projects have very little Chemistry content and, as such, are highly-transferrable between disciplines.

b) Motivating students, recognising achievements and supporting employability with Open Badges
Farzana Latif (CiCS)

What is this about?
Open Badges are a way to award students after they have demonstrated specific learning achievements, such as understanding a particular topic or acquiring a specific skill. Devised by the Mozilla Foundation (creators of the Firefox web browser), they are images with embedded validation information and offer a secure online way to recognise informal learning and achievements. These can be drawn from different activities (e.g. placements, student union, modules), offering staff the opportunity to monitor and support both online and offline learning. There is a growing interest in the potential of Open Badges (Sharples et al., 2013), both as a mechanism for recognising skill acquisition and experience, and as a tool for motivating students to take control of their own learning. This reflects a sector-wide focus on Employability and Retention, which badges have the potential to support by surfacing the less-obvious learning that is often hidden due to the focus on grades and transcripts.
Sharples, M., McAndrew, P., Weller, M., Ferguson, R., FitzGerald, E., Hirst, T., and Gaved, M. (2013). Innovating Pedagogy 2013: Open University Innovation Report 2. Milton Keynes: The Open University

How will colleagues benefit?
This session will explore in further detail what Open Badges are and why there is a growing interest in them across the sector. Current and potential applications within the University will be outlined, alongside the benefits and value, in order for attendees to identify applications within their own context. Student perceptions towards Open Badges will be highlighted, alongside their perceived value in terms of motivation and employability. Practical considerations will also be taken into account and at the end of the session attendees will know how to create and distribute Open Badges within their practice.

17) Presentations (2)
Inox Conference Suite 3

a) Twittering On and On: Using Twitter for student engagement and interaction in the classroom and beyond
Gary C. Wood (School of English)

What is this about?
Twitter is widely used by undergraduate students, and this session will present a case study of its adoption to support students on three undergraduate modules. We will consider the use of Twitter in-class to facilitate discussion, feedback and collaboration, particularly in large-group teaching, where discussion can be difficult to initiate and make inclusive. We will also see that Twitter provides great opportunities to extend traditional classroom boundaries, considering two ways in which this is so. First, it offers a replacement to email communication that promotes more collaborative, dialogue-based interaction, closer to that which occurs within the face-to-face classroom environment. Second, in so doing, it provides enhanced opportunities for continuous student feedback and intervention-based support. In short, we will see how Twitter encourages student engagement within and between classes, promoting students' self-led, peer-supported learning.

How will colleagues benefit?
Colleagues will leave with ideas for using Twitter in their own learning and teaching practice. More specifically, they will have considered how Twitter might support group teaching, and large groups - e.g. lectures - in particular, where it can be difficult to build in student interaction other than by resorting to small group activity within the large group context. Delegates will see how the social network can improve their efficiency in interacting and communicating with students, and perceived availability to them, whilst - apparently paradoxically - freeing up time by reducing teaching admin outside the classroom. Practical suggestions on how to get started and avoid some common initial problems will be offered, as well as access to screencasts after the session to help delegates transfer the ideas into their own modules.

b) Using Twitter in class: lessons from the literature and from practice
Dina Shah (iSchool), Dr Andrew Cox (iSchool)

What is this about?
There are many sites offering lists of potentially good ways to use Twitter in learning, but relatively few serious pieces of research into what works and how to scaffold its use. The studies there have been were mostly conducted in the USA and are often small scale. For example, Wright (2010) asked students to reflect on their learning using Twitter. He found students actually thought more deeply because of the character limit. Dunlap and Lowenthal (2009) encouraged students to use it to give opinions, ask questions, share materials and help each other with the assignments activities. It was found to create a stronger learning community and enabled students to connect to professionals. Junco et al (2011) encouraged students to use Twitter while performing eleven different class related tasks, such as watching a video. A Twitter using group out-performed a control group.

In this presentation, in addition to reviewing some of this literature and what it tells us about the most effective practices in the classroom, the speakers reflect on two years of their own experience using microblogging in a level one UG informatics class, with around 40 students. The tutors reflect on what has worked and what hasn't, how it has affected their own use of Twitter and examine student evaluation of the experience. Students worked well on structured tasks and some seemed to enjoy posting tweets that were then streamed using "visible tweets". The speakers stress the need to address issues around access to the technology: not every student (even in information science) has a smartphone or is already adept at using Twitter. International students may be engaged in other microblogging services and may feel a lack of confidence in writing text in a public space. Decisions need to be made on whether to advise students to use their personal accounts or set up new ones. Some problems were also encountered with inappropriate comments and misspelling of hashtags. Finding interesting resources to recommend was sometimes hard. The need to establish an online identity for the tutors is itself a major overhead to using Twitter. Twitter requires specific facilitation skills and makes particular types of temporal demands on the tutors. Ideas about how to engage students outside formal class time are discussed. The speakers hope to prompt discussion about the issues around using Twitter or indeed any social media in an appropriate, pedagogically sound way.

How will colleagues benefit?
They will gain a clearer sense of some of the ways they might use Twitter in class and the potential scaffolding required to make its use effective.

18) Presentations (2)
Discovery Room 2

a) The e-nternational Faculty e-xperiences
Dr Petros Kefalas, Anna Sotiriadou (International Faculty, Thessaloniki)

What is this about?
The International Faculty holds significant experience in the use of Learning Technologies with a plethora of best practices from individuals and Departments. We are proud to report that literally all academic staff are now comfortable in using a variety of new technologies to enhance collaboration and learning. This did

not happen overnight. The development of collaborative and distributed arrangement programmes necessitated a new way to engage and communicate with students who spend most of the time outside the IF base, in Thessaloniki. This did not happen with no cost either. A series of staff development seminars together with persistent and consistent hands-on practice was organised centrally at the IF. This session is about sharing the IF experiences with respect to how learning technologies are employed and how its staff reached the technical and pedagogical level required to exploit the most out of the available digital possibilities. It will present the journey our faculty has taken to develop an e-learning strategy.

How will colleagues benefit?
Colleagues will become aware of various uses of learning technologies in many different contexts. As an example, one can mention e-feedback (written or audio), e-lectures and e-guides (screencasts and livestream), on-line interaction (synchronous and recorded), e-supervision, student e-presentations, sharing (documents and services), social media, e-portfolios, to name a few. This cannot be a hands-on workshop but it can give clear and explicit guidance on developing those skills required and point to the appropriate tools offered by the University.

b) Nearer to the Madding Crowd
Dr Gavin Boyce (Doctoral Development Team, Research and Innovation Services), Mark Sanderson (Innovation Centres Team, Research and Innovation Services) + speaker from The Social Foundation

What is this about?
The University of Sheffield was founded by penny donations from local citizens, a very early form of 'crowd funding'. This session explores the possibilities afforded by digital technologies for new ways of engaging with 'the crowd', as defined by recently coined phrases such as: 'crowd learning', 'crowd sourcing' and 'crowd funding'. Examples of these 'web-crowd' activities will be provided and how they can be used to benefit students, staff and HEIs. Possible effects of the 'web-crowd' phenomenon on the future of HEIs will be explored in a provocative, blue-sky thinking exercise.

How will colleagues benefit?
Colleagues will benefit from seeing the possibilities afforded by digitally enhanced 'web-crowd' engagement. They will develop a clearer understanding of the logical landscape of engaging 'the crowd' and how it might be used to develop their pedagogy, their research and to ensure the sustainability of the University's activities. This session will not be a 'how-to' guide but rather will encourage the audience to consider the implications of digitally enhanced 'web-crowd' activities for their pedagogy, their research methodology and the future of HEIs in general. It is anticipated that they will also gain an insight into how the 'web-crowd' phenomenon may threaten our accepted understanding of HEI learning and research and guide the future development of HEIs with just as dramatic consequences as that original act of 'off-line crowd funding' had on the inception of The University of Sheffield.

15:15 – 16:15	**Closing Panel** Professor Jackie Marsh (Faculty Director of Learning and Teaching, Social Science), Dr Christopher Stokes (School of Clinical Dentistry), Farzana Latif (CiCS, Learning Technologies Manager), Kieran Bentley (student competition winner) Convened by Professor Paul White (Pro-Vice-Chancellor for Learning & Teaching)	**Students' Union Auditorium, Level 2**

16:15 – 16:30	**Final Remarks** Professor Paul White Pro-Vice-Chancellor for Learning & Teaching	**Students' Union Auditorium, Level 2**