



APT 2021

19th Academic Practice and Technology Conference (APT2021)
Co-hosted online by the London School of Economics & Political Science,
Imperial College London and University College London.
Friday 2nd July 2021

Session Start Time	13:10
Breakout Room	2
Title of Abstract:	An Inclusive Approach to Exams as a Response to the Pandemic
Presenters (lead & co-presenters)	Dr Jennifer George
Institution	Goldsmiths, University of London
Format	Case study
Abstract	<p>In March 2020, within the space of a week, England went into lockdown and Universities had to switch to online delivery of teaching, learning and assessment activities. Exams that traditionally took place in invigilated examination halls were cancelled and staff were left to assess students online. I was the Exams Office and Chair of the Board of Examiners for the year and resolving this for our department was my responsibility. This paper discusses the process of setting up inclusive digital exams in the computing department, implementation, challenges and the feedback from both staff and students. This approach was adopted by 13 members of staff and the exams were taken by over a thousand students. The paper closes with how we intend to carry over the lessons learnt from this experience.</p>
Session Description	<p>Usually, exam setting processes consider reasonable adjustments for students with disabilities by way of additional time, large text, different coloured paper, take home paper, separate room, reader, etc. The pandemic presented different contexts where our exams needed to be inclusive:</p> <ul style="list-style-type: none">• We had several students who had returned to their home countries and would be taking the exams from different time zones.• We had students who had to share internet connections, computers and study spaces in their homes.

- We had students with informal care responsibilities as a result of the pandemic for instance, in the absence of professional carers.
- We had students who were key workers.
- We had students whose mental health was suffering due to the context.

This inexhaustive list and any existing disabilities meant we needed to identify an approach to the exams that could be taken at a flexible time, with flexible duration and at the same time be fair and rigorous.

Thus, this examination process had a significant impact not only on students with diverse disabilities but also the diverse contexts they took the examinations from as a result of the pandemic.

Based on my previous experience as Academic Lead for Technology Enhanced Learning at Anglia Ruskin University for five years and work with Jisc on Inclusion and Accessibility initiatives, I drew on my knowledge and experience to identify the best approach.

As a Computing Department, staff were familiar with online tests with formative quizzes including those text-based, programming and mathematics. The standard duration for exams in our department are 2hr and 15 minutes with additional time for any students with special arrangements.

The following principles were used to set the new digital exams:

- Each exam was available to take within a window of 48 hours. This made the exam inclusive of students in other countries, had family responsibilities and who would otherwise may not be at the optimum set up to take an exam.
- The duration of each exam was set to be three times the duration that would be required. This not only addressed any special arrangements that would have been in place for students with disabilities but also catered any slow internet connections.
- Exams were broken into smaller components. This met the needs of students who needed to take frequent breaks and also split up the time a student needed to occupy the computer and possibly a room for the duration of the exam at home.

The following measures were taken to enhance academic integrity:

- Exams were a combination of multiple choice and long questions, similar to the traditional paper-based exam format. In the digital exam, staff set a large bank of questions and each student would receive a randomly selected questions with randomised answers. No student would receive the same question at the same time and if students spent time discussing the questions and answered, they would lose their own time and at the end of the time, the answers would automatically be submitted. Once submitted, students could not revisit questions.
- Long questions were set up in open book style.
- For long answers, students have to scan/take photo and upload their working where relevant.

- Vivas were organised for randomly selected students for every module.
- If there was suspicion of academic dishonesty, they were dealt with a separate process.

Mental wellbeing at exams:

- Similar to the incident form at more traditional exam halls, an online problem reporting form was set up so students could report any issues with their computer, internet connection, exam system, and any other extenuating circumstances.
- Exams were never reopened for students but if the student had experienced extenuating circumstances, they were considered at the board of examiners and offered an opportunity to take uncapped resit in the next opportunity.

Managing Student Experience:

- We set up a sample exam for all students to try on a generic subject to understand the format.
- We had student meetings where they could raise any concerns and worries.

Staff Experience:

- This format took significantly additional time to set up. However, majority of the marking was automatic and the questions could be reused in the following years.

• Learning to write open book style questions was a new experience to many. This was managed with individual conversations and support from more experienced staff.

Student Feedback:

While there was initial apprehension due to the uncertainty and the new format of exams, students responded positively to their exam experience. Feedback ranged from how they appreciated being able to choose their personal best time to, reducing the stress they would normally feel in exam halls.

We received just over hundred incident reports. Concerns raised ranged from students being unsure if their answers were saved to technical problems with their internet or computer. Incidents were summarised and considered at the pre-exam board meeting. Majority of the reported concerns from students were dealt with by email, confirming that the examiner had received their responses. Only two students had significant technical problems had to retake the exams in late summer. Our external examiners commended our approach and staff and students would like this approach to exams continue.

Moving forward:

Our experience was overwhelmingly positive and we have decided to keep our future exams online with some changes. Due to scheduling availability, we have reduced the exam window from 48 hours to 36 hours.

We have had challenges with making the exam questions and answers available for external examiner scrutiny in the same format. We are working out ways of improving this with our technical experts. As there is limited publication on assessments as a response to the pandemic, I cannot say for certain if similar approaches have been practices elsewhere. This was an approach original to our department, and was used by 13 members of staff and over a thousand students.



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Title of Abstract:	Evening Report: Student-Faculty Shared Learning for Clinical Reasoning
Presenters (lead & co-presenters)	Dr Adam Boggon Matthew McCann
Institution	Royal Free Hospital & University College London
Format	Case study
Abstract	<p>Collaboration between faculty and students in preparing and delivering teaching activities may yield novel opportunities for learning across a wide range of disciplines.</p> <p>Evening Report is a weekly case-based interactive lecture delivered online and in person for clinical medical students at University College London. Students present cases encountered during their placements in the form of a diagnostic puzzle: engaging learners to think in a structured, rigorous fashion through their approach to the problems faced by the patients they encounter. We focus on clinical reasoning: the analysis of anamnesis, physical examination findings and investigation results to reach an accurate diagnosis. Faculty and student co-presenters interleave relevant discussion of basic science, anatomy, physiology, pharmacology, pathology and clinical anecdote. Each session has a theme and cases are presented covering the breadth of medicine and surgery. Content is aligned to the UCL curriculum.</p> <p>Evening Report has been delivered 15 times and has proved a popular adjunct to the clinical programme at the Royal Free Hospital. Close working between students and hospital faculty provide students with a gentle introduction to what the experience of 'standing on the other side of the podium' feels like, in addition to the knowledge they and their peers gain from the lectures. We have built a small, engaged</p>

Session Description	<p>community of practice within the hospital during a time of extraordinary disruption to education.</p> <p>The COVID-19 pandemic has disrupted all aspects of medical education (1). The pandemic and attendant infection control measures necessitated at first cancellation, and later significant reorganisation, of clinical placements. Clinical medical education has been especially vulnerable - since patient contact is crucial to becoming a doctor. Given the UK's progress with COVID-19 vaccination and the gradual relaxation of social distancing rules medical schools must consider how much of the 'virtual experience' of medical education should continue?</p> <p>Evening Report is a weekly case-based interactive lecture delivered online and in person for clinical medical students at University College London Medical School. Students are encouraged to present cases encountered during their placements in the form of a diagnostic puzzle. Faculty-members guide discussion to help students learn to think in a structured, logical fashion through the problems faced by the patients they encounter. The emphasis is on clinical reasoning: the analysis of the patient history, physical examination findings to create a plausible differential diagnosis, which is then narrowed by carefully planned and clinically appropriate investigations to reach an accurate diagnosis. Faculty and student co-presenters interleave relevant discussion of basic science, anatomy, physiology, pharmacology, pathology and clinical anecdote. Each session has a central theme and cases are presented from the breadth of medicine and surgery. Content is aligned to the existing UCL curriculum.</p> <p>The session has been modified iteratively over a series of 15 weekly sessions. Initially conceived solely for students in the first year of their clinical programme at the Royal Free Hospital (Year 4 MBBS), the session is now offered as an optional remote-access teaching session via MS-Teams for clinical students across University College London teaching hospitals via a link on the Moodle platform. At first, multiple cases were presented each week but this was adapted to focus in more detail on a single patient experience with attention paid to all relevant aspects of the case.</p> <p>Framing cases in the form of a diagnostic puzzle permits attending students to engage in 'real-time' clinical reasoning around the presenting complaint, differential diagnosis and management of patients, simulating real-life clinical practice. Prior to and during the lectures, faculty work closely with the presenting student to help organise and think-through the case, offering an opportunity for feedback, role-modelling and directly observed practice. This highly collaborative environment has created a small-scale community of practice(2) within the hospital environment which mirrors that of Morning Report, a twice-weekly postgraduate-level education meeting at the Royal Free Hospital, which students may also attend.</p> <p>Technology plays an important role in the exercise. The MS-Teams platform allows all students to attend the session remotely. At first this</p>
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was principally to allow students who did not have in-person clinical activities that day to attend and adhere to infection control advice by preventing unnecessary commuting. Later, when students at other UCL-affiliated teaching hospitals expressed interest in attending the sessions and presenting cases, the online platform made this possible without breaching hospital infection control rules. Two-way audio and live video allow questions and answers to be shared by both the in-person audience and remote attendees.



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Title of Abstract:	Finding common ground in a degree apprenticeship: the challenges of work-integrated learning for Gen Y and Gen Z
Presenters (lead & co-presenters)	Dr Paula Nottingham
Institution	Middlesex University
Format	Research paper or work in progress
Abstract	<p>One of the challenges facing higher education today is to develop work-based and work-integrated learning that is sustainable with newer generations of learners. This session explores an innovative degree apprenticeship that includes a specialist collaborative partner and employers using the concepts of Gen Y and Gen Z. The case study for the BSc (Hons) Professional Practice in Business to Business Sales Degree Apprenticeship responds to the need to enhance existing resources and provide flexible and sustainable delivery strategies for learning within the workplace (Author, 2021). Findings from the research suggest that with younger professionals, the use of digital technology is an active part of the engagement in university learning and establishing job roles. Gen Y and Gen Z apprentices in this study mirrored a review of literature that indicated that this demographic showed positive attitudes towards technology as well as aspirations for work-life balance. The case study has led to significant insights about the common ground that exists between generations and how to think about the online provision currently in use while considering ways to develop new hybrid strategies for learners based on an increasingly digitised post-Covid workplace.</p>
Session Description	<p>The session will present relevant findings from a degree apprenticeship case study research that was done as a part of a book chapter that focused on the learning needs for Generation Y (Gen Y) and Generation</p>

Z (Gen Z) learners. In this case the degree apprenticeship is seen as a form of work-based/work-integrated learning now becoming more prominent as a learning style since apprenticeship standards were introduced within UK Higher Education.

The research looked at how changing demographics, employment trends (Bakhshi et al., 2017), and shifts in work practice, such as the Covid-19 pandemic in 2020-2021, have changed the ways in which academic practitioners need to adapt practice to meet current and future needs of learners. Literature surrounding teaching younger generations, within and outside of the context of work-integrated practice, has shown a variety of relevant trends. In this project, as well as finding sources to describe Gen Y and Gen Z, research that questioned how these concepts were being applied supported a view that a common-ground approach would be beneficial for apprenticeship learning where multiple generations worked side by side.

The research argues that flexible higher education (Barnett, 2014) which embraces the notions of digital transformation is key to work-integrated learning where it is essential for younger professional to learn from and with a diverse range of professionals and stakeholders, including customers. Digital literacy is key to critical future skills (Ehlers, 2020) and is another factor that has been brought to the fore during the Covid-19 crisis. While younger adult learners are considered 'digital integrators' (McCrinkle, 2014), there is much scope for higher education interventions that bring out meaning and academic practice that facilitates a fast-moving and changing knowledge setting. The Visitors and Residents model (White and LeCornu, 2011) is a case in point.

There were six main thematic findings from case study review and a small questionnaire completed with students/apprentices about issues surrounding Gen Y and Gen Z and the work-integrated learning they were experiencing. The majority of apprentices seemed very aware of the implications for the use of Gen Y and Gen Z to determine demographic features, but did not overtly endorse its influence on identity as a sole way to frame learners. The ability to use technology, the internet and social media were seen as a part of apprentice job roles and as providing a good skillset for the university work-integrated studies.

Conclusions to the research referred to future implications and prospects for adapting inclusive learning in work and community settings with professionals and multi-generational ways of working. Recommendations included developing practice to keep engagement with all ages and levels of digital literacy, even more use of mobile technology for learning that is relevant in the workplace, opportunities for leadership using the principles of coaching with team peer groups, and further preparation for the advent of technology for learners in the

21st century. Similarly, Ehlers (2020) forecasts digital transformation at scale and advocates intensive skills training for higher education. These findings were considered in light of degree apprenticeship learning, but can be applied to the growing cohorts of Gen Y and Gen Z students in mainstream programming who are using more online technologies for work-integrated learning post-Covid.

N/A