



APT 2022

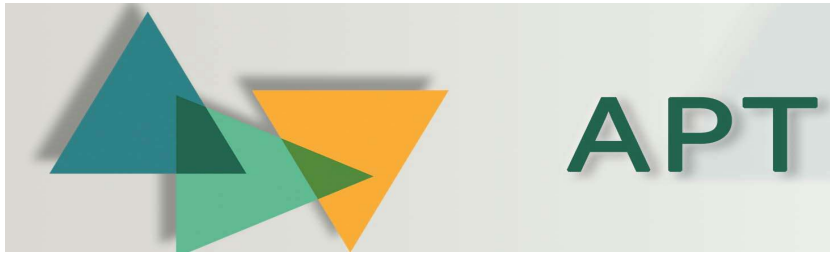
20th Academic Practice and Technology Conference (APT2022)
Friday 1st July 2022
Institute of Education, UCL, 20 Bedford Way, Room W3.01
Co-hosted by the London School of Economics & Political Science,
Imperial College London and University College London.

Abstracts Parallel Sessions 1

Title of Abstract:	Lessons learned from academics' experiences of emergency remote teaching
Presenters (lead & co-presenters)	Dr Timos Almpanis Dr Paul Joseph-Richard
Institution	Kingston University
Format	Research paper or work in progress
Abstract	<p>This talk will report on the findings of a qualitative study that explored academics' experiences of remote teaching during the COVID-19 pandemic. The UK Professional Standards Framework has been used as a lens through which to bring to light ten academics' experiences of adapting their teaching and assessment strategies to address the challenges faced. The five themes that emerged from the research were the following:</p> <ol style="list-style-type: none">1 Swift, surface-level adaptation in designing and planning lessons.2 Synchronous/asynchronous delivery of past materials.3 Implementing alternative online assessments.4 Increased levels of support for the 'connected, but disengaged' students.5 The emergence of a 'learning' practitioner. <p>The above themes as well as the lessons learned about the effective convergence of technology and pedagogy will be discussed so that any future crisis can be turned into an opportunity. Two important questions that have arisen from this research will be opened-up for discussion during the session:</p> <p>What is the right balance between synchronous and asynchronous online learning and support and how these modes are best integrated with campus-based activities?</p> <p>What have we learned from alternative assessment design during the pandemic and how can we ensure that what has been learned is not lost?</p>

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Abstracts Parallel Sessions 1

Title of Abstract:	Being in two places at the same time: Identifying opportunities and challenges in simultaneous hybrid learning spaces
Presenters (lead & co-presenters)	Khristin Fabian Ella Taylor-Smith; Sally Smith; Debbie Meharg
Institution	Edinburgh Napier University
Format	Research paper or work in progress
Abstract	Hybrid learning has been adopted to accommodate face-to-face teaching and online learning simultaneously as universities transition back to on-campus delivery. With lecturers and two groups of students occupying different learning spaces at the same time, our study aims to find out the challenges and opportunities of this mode of delivery. We observed four computing classes and conducted student and lecturer interviews. Observation data identified the challenges and opportunities of hybrid delivery. The lecturer interviews have so far been positive and highlighted the advantages and disadvantages of delivering online and face-to-face simultaneously. However, transitioning to this teaching space required lecturer familiarisation with the technology and modality. Student feedback on hybrid delivery has been positive, highlighting the flexibility it provides them. The convenience that online learning offers in combination with the practicality of the face-to-face environment has been appreciated by the students. This presentation shares the research to date. As we continue to explore this new environment, we would like to seek feedback from conference attendees about their experience of the hybrid learning space and their own views about its delivery. At a time of change, it is important to capture stakeholder views for an inclusive curriculum development.
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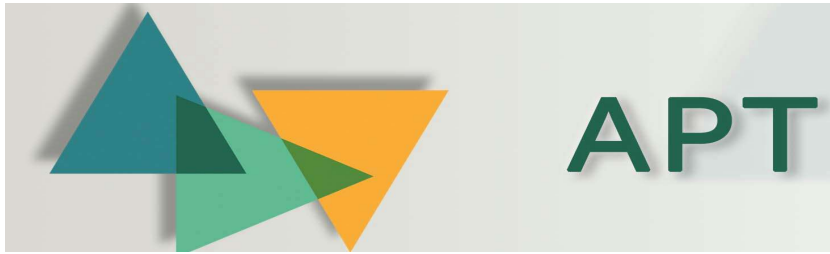
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Abstracts Parallel Sessions 1

Title of Abstract:	The Intercultural Communication Skills (ICC) project and assessment design
Presenters (lead & co-presenters)	Silvia Colaiacomo Amy Lourenco, Lina Kamenova, Zsofia Varga, Weili Zhai, Maise Amusatogui
Institution	UCL
Format	Workshop
Abstract	The intercultural communication skills (ICC) project aims to bring together different areas of the university (academics, students and professional services) to identify good practice and a common framework to develop intercultural awareness and communication at UCL. The workshop we propose explores inclusive approaches to assessment practice by engaging critically with traditional and broadly used assessment types and the cultural assumptions and constructions that may underpin them. The workshop will support participants' reflection on how to make assessment more inclusive and how to unpack and develop assessment literacy for diverse student cohorts. We will work with different assessment tasks and consider the inclusivity and approachability of briefs and criteria from the perspective of students coming from different backgrounds. We will also reflect on the emotional impact of preparing for high stake assessments and the benefits of enhancing transferrable skills and employability through differentiated assessment tasks. We will also critically evaluate how technology influence students' perception of assessment and how the emotional impact of assessment has been exacerbated during the Covid pandemic. The workshop will be co-run by UCL staff and students collaborating on the ICC project.
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Abstracts Parallel Sessions 1

Title of Abstract:	Combining architectural designs to create inclusive university campuses for the present society
Presenters (lead & co-presenters)	Yezi Lin Hiral Patel
Institution	Cardiff University
Format	Research paper or work in progress
Abstract	The broader structural issues of equity and justice continue to manifest themselves in higher education, especially when it comes to the disadvantaged groups of people. Architecture has a particular role to play in achieving inclusivity. Hence, inclusivity should be considered in the design of university campuses and buildings to promote a sense of belonging and well-being for all. The design research project is based on Cathays Campus at Cardiff University, considering the current situation of the campus, developing architectural designs to improve and enhance existing buildings empowering the experience of equity and fairness in the university. In this paper, research methods including persona, user journeys, and schedule of accommodations were used to understand the real needs of users and help to define spaces to implement architectural designs.
References	Hodges, Jenna M., and Jonathan S. Gore. "Social connections and well-being: With whom do you identify and why?" <i>Psychological Studies</i> 64.4 (2019): 436-446. Jones, Sandra C., et al. "Inclusion, exclusion and isolation of autistic people: Community attitudes and autistic people's experiences." <i>Journal of Autism and Developmental Disorders</i> 52.3 (2022): 1131-1142. Leake, David W., and Robert A. Stodden. "Higher education and disability: Past and future of underrepresented populations." <i>Journal of Postsecondary Education and Disability</i> 27.4 (2014): 399-408.

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Abstracts Parallel Sessions 1

Title of Abstract:	Co-production of a strategic technology roadmap to support teaching and learning
Presenters (lead & co-presenters)	Dr Alison Purvis Dave Thornley
Institution	Sheffield Hallam University
Format	Research paper or work in progress
Abstract	<p>Our research developed, describe, and evaluate a co-production approach to strategic implementation of technology in a UK Higher Education Institution. In previous academic years, the digital and technology service undertook an annual call for technology hardware and software. Requests were scrutinised by senior staff from professional services and academic areas. What this approach lacked was a strategic view of the development and implementation of technology across a time span greater than the immediate next year, and the connection to learning, teaching and assessment development. As traditional IT services change into more sophisticated digital technology services, a more considered approach to planning technology purchasing, implementing, and decommissioning is necessary. Through a collaborative approach, a 3-year departmental roadmap was created. We will share our experiences of developing this new approach and share our recommendations for collaborative practice between academics and digital technology professionals in higher education.</p>
References	<p>Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. <i>Journal of epidemiology and community health</i>, 60 (10), 854–857. DOI: https://doi.org/10.1136/jech.2004.028662</p> <p>Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P.A., & Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. <i>Journal of</i></p>

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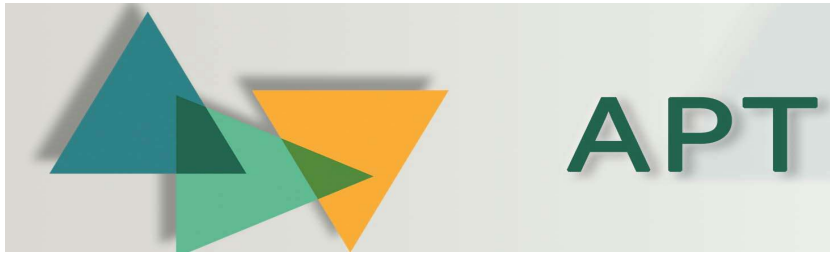
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Abstracts Parallel Sessions 1

Title of Abstract:	Tackling Misogyny and Gender Based Violence: Developing a cross collaborative approach at UCL Medical School
Presenters (lead & co-presenters)	Rima Chakrabarti William Braithwaite, Emer Daly, Beth Hayes, Moni Sandhu, Natalia Zernicka-Glover
Institution	UCL Medical School
Format	Research paper or work in progress
Abstract	Increasingly, several higher education institutions, including UCL Medical School (UCLMS) have been challenged on their role in normalising androcentric practice, misogyny and Gender Based Violence (GBV). As part of their response, UCLMS published its inaugural strategic plan in August 2021, focusing on two key aspects; creating 'open discussions' and 'raising concerns'. While multiple stakeholders were involved; the Student Equality, Diversity and Inclusion (EDI) Committee were vital for ensuring that the response remained student-centred, with a key aspect involving the creation of the Women and Non-binary Students' network. By focusing on the central issues pertaining to gender bias in medicine, this network has provided an alternative platform to for an intersectional exploration of diversity and inclusivity within medicine. This has included using social media, infographics and hybrid events in a 'Question Time' format involving an expert panel. By harnessing the latest technologies, this network has provided a mechanism for empowering students to gain awareness of the impact of gender bias on both clinicians and patients alike. Such discussions are vital to challenge the misogynistic cultures that continue to prevail in the clinical environment and medical research despite a predominantly female orientated workforce.
References	Universities. 2017. Available from https://strathprints.strath.ac.uk/61168/1/Donaldson_etal_GBV_2017_Preventing_gender_based_violence_in_UK_universities.pdf Accessed 3rd April 2022.

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Title of Abstract:	Creating a city learning network: Building university's connections with local communities
Presenters (lead & co-presenters)	Le Ma Le Ma
Institution	Cardiff University
Format	Research paper or work in progress
Abstract	<p>At a time when public demand for learning is high, our society has failed to provide sufficient public learning spaces for the public. Learning Terminal is a new type of learning space that has emerged from the process of urban spatial renewal. It is a place for learners to learn, communicate and collaborate in the city, and is a physical medium for developing learning attitude, knowledge and skills. Learning Terminal was designed using Cardiff University and Cardiff Capital City Region as a pilot. The experimental design of the Learning Terminal was developed through creating an architectural manifesto. A study of user groups was conducted to explore the interaction between university education and community learning spaces from the perspective of citizens who are not studying at the university as well as university students. The findings and propositions emerging from this design research project suggest the potential of Learning Terminal to fulfil civic mission of universities.</p>
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Abstracts Parallel Sessions 1

Title of Abstract:	A Return to Teaching Here And There: Discussions on Hybrid Teaching
Presenters (lead & co-presenters)	Dominic Pates Dr Ivan Sikora, James Rutherford
Institution	City, University of London
Format	Field report
Abstract	<p>Hybrid teaching, the multi-modal educational model where students (and sometimes teachers) can be either online or in-room at the same time, has been utilised in niche higher educational contexts for more than a decade (Beatty, 2019). However, it has grown considerably in practice since the lifting of pandemic-related lockdowns for universities (Pelletier et al, 2022).</p> <p>'Teaching Here And There' (THAT), a podcast about emerging practice in hybrid teaching was launched online at APT2021. This year, THAT podcast returns to share the lessons we've learned so far from our conversations with academics, technologists and others that are helping to shape new ways of teaching and learning in higher education. We also seek to harvest thoughts and opinions from delegates in order to create a special APT episode of the podcast. Come to this session prepared to voice your perspectives on hybrid teaching and bring a smartphone.</p>
References	<p>Beatty, B. J. (2019). Hybrid-Flexible Course Design (1st ed.). EdTech Books. https://edtechbooks.org/hyflex</p> <p>Bower, M., Kennedy, G., Dalgarno, B., Lee, M. J. W., Kenney, J. (2014). Blended synchronous learning: a handbook for educators. Sydney, N.S.W. Office for Learning and Teaching, Department of Education.</p> <p>Hastie, M., Hung, I-C., Chen, N-S., Kinshuk. (2010). A blended synchronous learning model for educational international collaboration, <i>Innovations in Education and Teaching International</i>, 47:1, 9-24, DOI: 10.1080/14703290903525812</p>

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