

Name/department	Title/Abstract
<p>Katie Smith and Pen Holland Biology katie.smith@york.ac.uk</p>	<p>Biology Teaching and Learning Exchange (BTLE)</p> <p>BTLE is a recently established group of academic and support staff which aims to support excellence in teaching and learning in the Department of Biology. The group provides a network with which to engage in pedagogical research, a forum for discussion and dissemination of best teaching practices underpinned by evidence, and a platform to raise the profile of scholarship activities that take place within the department and the wider university.</p> <p>BTLE is comprised of likeminded individuals with a shared interest in documenting and building upon the high standard of learning and teaching already achieved within the department. Through this group we aim to coordinate , undertake and publish pedagogical research in a range of key areas to improve student satisfaction and performance, both within the department, across the University of York, and in Bioscience Higher Education in the UK.</p> <p>Particular areas of interest currently include: using technology in large group teaching, perceptions of mathematics in science, transition to higher education, employability and widening participation. The poster will showcase a number of ongoing activities with the intention to publicise the BTLE research group and develop connections and collaborations with academics in other departments across the university and externally.</p>
<p>Pen Holland, Thorunn Helgason, Biology pen.holland@york.ac.uk</p>	<p>Everything is awesome: supporting ecology learning with Lego and padlets</p> <p>Organisms in their Environment is a stage 2 ecology module in which students consider the theory and practice of sampling animals, plants and the environment to obtain information about populations (their size and spatial structure) and communities (diversity, structure and heterogeneity). A strong emphasis is placed on critical interpretation of data and information gained by practical and analysis techniques, and an understanding of their limitations. The module runs in two parts, with teaching in the spring term designed to prepare students to embark on a group research project during a residential field course abroad or in the UK.</p> <p>We revised the module to halve the number of lectures, instead running active learning sessions to support each week's topic. Students were thus able to consolidate methods and theories expounded in the lectures by testing these out in a Lego microcosm: How does effort really affect sampling? What do these theories really mean for an ecological community? How does what I do as a researcher, affect the type of analysis I am able to do?</p>

	<p>Through experimentation and consultation with their peers, students practice key scientific and employability skills and create an online revision tool in padlet to support their field course and exam performance. By making the process of sampling, analysis and interpretation personal, we hope to help students extend their understanding and engagement with the material.</p> <p>We will report preliminary analyses on engagement and performance, and provide Lego communities for interested parties to test their own understanding of community ecology.</p>
<p>Laura Oxley, Education lo590@york.ac.uk</p>	<p>Research and teaching: a reciprocal cycle</p> <p>Teaching and research in higher education fit together in a mutually beneficial relationship. Active research enhances the value that we can bring as teachers because it enables us to draw on what we have learnt and to offer our experiences for students to learn from in their own research endeavours. Being able to teach provides the opportunity to share ideas with students and to become aware of fresh perspectives. As part of my work towards the York Learning and Teaching Award (YLTA), I have reflected on how I was able to link my research experiences in with my teaching on the MA Research Methods in Education module. I have also considered why the link between research and teaching is necessary and the benefits that can be gained by both the teacher-researcher and the students. In reality, this link may not always be made as teaching can sometimes be seen as a burden in research-intensive institutions and, conversely, active research may not be encouraged in teaching-focused institutions. The potential introduction of a Teaching Excellence Framework, as a separate policy from the already existing Research Excellence Framework, raises political implications and the possibility that universities will feel they have to make a choice between focusing on either teaching or research, rather than benefitting from the relationship between the two. My poster will highlight the research I have done in this area as part of my YLTA work, as well as including reflections on my own teaching experience at the University of York.</p>
<p>Tasnima Aktar, Education ta647@york.ac.uk</p>	<p>Engaging Students Through Classroom Collaborative Interactions: Strategies and Challenges</p> <p>Collaborative interactions in the classroom are deemed important in fostering students' engagement and facilitating successful learning. Research shows a positive impact of classroom collaborative interactions to enhance students' critical thinking (e.g. Gokhale, 1995). I would like to share my teaching experiences, strategies, and the challenges I met in collaborative classroom. In the small group seminars, my teaching on preparing for research and developing a research proposal in MA Education was basically influenced by Collaborative Learning which has its root in Vigotsky's concept of Zone of Proximal Development. My teaching was also informed by</p>

	<p>Bloom's Taxonomy of the activities of learning, and the classroom collaborative strategy was group problem solving and activities follow Think-Pair-Share technique. Besides, my teaching also fits into Professional Standards Framework. However, fostering collaborative interactions in the classroom is challenging for a teacher to conduct activities and control the diverse students, and it is also costly in terms of of time. Therefore a teacher's role is critical in a collaborative classroom. I faced a number of challenges while fostering collaborative interactions in the classroom, and I tried to overcome them sometimes instantly while being in the class, sometimes by reflecting on the problems and doing differently in the next classes. In doing so, I have learned a lot from my experiences of teaching in eight classes, and this also provides opportunities to reflect and shape my future teaching.</p>
<p>6 Paul Roberts, Education/CELT paul.roberts@york.ac.uk</p>	<p>Enabling Successful International Communication</p> <p>This poster presentation will be illustrative of CELT's Transcultural Communication module. It will show:</p> <ul style="list-style-type: none"> • the economic (employability), social (global citizenship) and academic (international knowledge) drivers behind the module; • examples of student-generated criteria for evaluating successful transcultural communication; • examples of transcultural interaction. <p>There will be two A0 posters and a laptop screen showing student interaction.</p>
<p>Samuel Thompson, Physics/Environment samuel.thompson@york.ac.uk</p>	<p>Stimulating independent student learning via interrogative teaching.</p> <p>It has frequently been noted that questioning students is a powerful tool to get them thinking about a problem and to stimulate them to assimilate knowledge in a more independent manner, particularly in small group teaching environments; this can be a good preparation for problem-solving in future workplaces. Further it has been noted that the benefits of such interrogative teaching methods only exists when the questions require a conceptual answer rather than a factual answer. Coming up with suitable questions on the fly can be a challenging task - too simple a question can lead to the students feeling patronised, while too complex a question can result in students feeling stupid and/or alienated. This poster will present a framework which may be useful in the preparation of suitable questions, both beforehand and on the fly.</p>

<p>Selina Pope and Beni Ngwamah, PEP; and Francis Duah, Academic Support Office francis.duah@york.ac.uk</p>	<p>Enabling Student Success Through Peer Assisted Learning: A School of PEP partnership that develops value added graduates</p> <p>This poster, co-authored and produced with two undergraduate students, describes a staff-student partnership comprising the School of Politics, Economics and Philosophy (PEP) and PEP students. The partnership was initiated by the first two authors, who graduate in Summer 2016. The partnership is an example of: 1) departmental leadership support for enhanced student learning experience, and 2) students taking an active role in shaping their learning. Transition from school to university mathematics poses challenges for some first year students, particularly those without a post-16 mathematics qualification. The mathematical demands of Economics and related modules also add complexity to the transition challenges for first year PEP students. In Autumn 2015, a small number of PEP students entered into a partnership with the School of PEP and created a PAL scheme which provided additional mathematics learning support for first year PEP students. Scheduled PAL sessions ran in the evenings from 6pm to 8pm. These sessions were regularly attended by 27 PEP students out of a cohort of 100. The poster presents some outcomes of this initiative for the partners and highlights the potential of such a partnership to contribute to the development of 'value-added' graduates.</p>
<p>Camilla Speller, Archaeology camilla.speller@york.ac.uk</p>	<p>Increasing student engagement through research posters: a case study from Archaeology</p> <p>Poster presentations are increasingly used as forms of Higher Education assessments, as they encourage self-directed learning and develop literacy, critical thinking, and visual communication skills. This case study trialled the use of research posters as a formative assessment in the Archaeology Departments 2nd year undergraduate 'Research Skills' module. Previous years has seen limited engagement with the Research Skills lecture material and workshops. By introducing a research poster, the aims of this project were to:</p> <ol style="list-style-type: none"> 1) have students reflect and engage with their research topic earlier in the term; 2) provide a new avenue for students to master the learning outcomes of the module; 3) develop a new transferable skill for future employment. <p>The research posters were displayed in an electronic poster session, and the posters were both instructor and peer-assessed. Student feedback on the new formative assessment was collected through an anonymous online survey. Overall, there was a high completion rate for the assessment, and student feedback indicated that the posters did increase engagement with their research design. Students also indicated greater engagement with the learning outcomes of the module, and the development of new visual communication skills. Some consistency and 'fairness' issue were identified in the peer-assessment: high variability was observed in the quality and quantity of peer feedback, as well as inconsistencies in the marks assigned by instructors and</p>

	<p>students. Explicitly developing the students' peer-assessment skills would help address inconsistencies in marking, and contribute new transferable skills in peer communication and team-working.</p>
<p>10 Kristine Korzow Richter, BioArCh, Archaeology kkr501@york.ac.uk</p>	<p>The “Just Teach Me What I Need to Memorize to Pass the Assessment” Attitude as a Block to Teaching</p> <p>A major problem educators frequently face is that many students expect a clear list of things to memorize to pass assessments from their instructors. They often view more innovative or integrated strategies which put emphasis on critical thinking, problem solving, or employability skills as a waste of time. In order for a large number of teaching and learning strategies to work it is important to get students to recognize the reasons for the teaching and learning methods used in the classroom and the importance of developing skills that may be assessed indirectly rather just information to be memorized. This poster presents methods used by professors at Penn State University to directly or indirectly engage the misconception that the classroom is a place for teachers to give students a list of things to regurgitate for their assessments and examinations. I also encourage you to share your methods on an interactive display.</p>
<p>Sam Hellmuth, Language and Linguistic Science sam.hellmuth@york.ac.uk</p>	<p>The right tool for the job: blending lecture capture and personal capture</p> <p>In this poster I will showcase some of the varied ways in which lecture capture is used in the Department of Language and Linguistic Science. The primary data presented will be in two forms: i) results of a survey of all 2015-16 first year students in the Department, who are benefiting from a newly imposed 'opt out' lecture capture policy for staff teaching large first year core modules, with comparison to results of a previous survey (from 2014-15); and ii) examples of uses of personal capture, ranging from class feedback on formative work to short 'how to' videos, together with case studies based on solicited diary entries from individual students reflecting on their use of personal capture video materials.</p>
<p>Ellen Roberts and Sally Brooks, SPSW ellen.roberts@york.ac.uk</p>	<p>Simultaneous immersion': the benefits of online distance-based study for applying learning in the workplace</p> <p>The poster will report on a pilot study which was carried out to explore how engaging simultaneously in study and work, via online study, affects students' capacity to apply their learning in the workplace. The study drew on the concepts of reflective practice and 'public reflection' (Raelin 2001) and also explored how the organisational context affects students' capacity to transfer their learning.</p> <p>The findings from the study include implications for programme design, including the specification of</p>

	programme-level outcomes and the development of skills in reflective practice.
<p>Tamlyn Ryan and Madeleine Mossman, Academic Support Office tamlyn.ryan@york.ac.uk</p>	<p>"We cannot teach experience" - enhancing PGR employability through teaching</p> <p>Postgraduate research students usually have opportunity to gain some teaching experience in their department working as Postgraduates Who Teach (PGWTs) (Muzaka, 2009; McKiggan-Fee et al, 2013; Ryan, 2014). However for a PGWT, departmental teaching experience is usually limited to small group teaching situations such as seminars or practical labs. Some PGWTs may gain experience delivering lectures or tutoring students one-to-one but this is not typical.</p> <p>The Learning Enhancement team provides an opportunity for PGWTs to develop a range of transferable skills beyond small group teaching situations, working on a variety of different initiatives. For example, our tutoring roles - Realising Opportunities, Next Step York, Maths Skills Centre and Writing Centre - require PGWTs to work on a one-to-one basis with individual students, in some cases both face-to-face and virtually. Our workshop presenter roles offer the opportunity to gain confidence in presenting to a wide range of audiences. These include students in 16-18 education, undergraduate and postgraduate students from different subject disciplines and nationalities.</p> <p>This poster demonstrates how working with the Learning Enhancement team increases PGWTs' variety of teaching experiences and thereby their transferable skills and employability when they apply for postgraduate or postdoctoral roles.</p>
<p>Madeleine Mossman, Stephanie Jesper and David Brown, Academic Support Office, Library madeleine.mossman@york.ac.uk</p>	<p>Unleashing students' potential: creating confident and independent writers through a cross-service delivered Writing Week</p> <p>Being able to communicate confidently is a key employability skill and being able to communicate in the written form is especially important. Despite an increase in the numbers of students accessing the Writing Centre and other providers of writing support, there is a concern that certain groups of students who could benefit from additional writing support are not accessing the services. This could be because of a lack of awareness of the services as evidence suggests students discover services through word-of-mouth. The Writing Week aimed to make students more aware of what they could do to improve their own writing and develop their independence, as well as to enhance students' awareness of the writing support offered across the University.</p> <p>Writing Week was held in week eight Spring Term 2016. It consisted of a series of workshops and writing sessions offered by the Library, Disability Support and the Writing Centre. Workshops covered themes including managing</p>

	<p>sources, being critical, structuring different types of assessments and working with digital tools for writing. The sessions offered were oversubscribed and were well attended throughout the week. Incorporating student evaluation, and demographic data this poster will highlight the success of Writing Week and will explore further opportunities for developing collaborative writing support initiatives.</p>
<p>Helen Smith, Student Recruitment and Admissions h.smith@york.ac.uk</p>	<p>Student Recruitment and Admissions - Student ambassadors: making the most of their university experience</p> <p>Student ambassadors are official representatives for the University and do much to encourage the next generation of students in both their application and successful transition to York. For many, the chance to reciprocate is the driving force behind their desire to join the ambassador scheme, yet by the end of their studies, the skills they have developed as a result of their participation have become a key ingredient in their recipe for successful job hunting.</p> <p>Student ambassadors come from all academic disciplines and backgrounds. Their key attributes are their enthusiasm, reliability and ability to be pro-active. Sound initial training and ongoing ambassador development are vital to the success of the scheme. As they grow in confidence and experience, ambassadors are able to benefit from many and varied work opportunities; everything from giving parents a campus tour, to supporting academic workshops and , with further training, leading groups of young people on residential.</p> <p>Greater departmental awareness of the scheme could be mutually beneficial. Knowledge of how the scheme operates and how departments can benefit from it could lead to closer alignment with teaching and learning outcomes, which in turn could improve the skill set that students develop.</p> <p>Former student ambassadors will be present on the stand throughout the day to talk to you about how the scheme added value to their student experience and to discuss ways in which the scheme could have a similar impact on your current York cohort.</p>
<p>E-Learning Development Team, Academic Support Office rosie.hare@york.ac.uk</p>	<p>Using technology to engage students and support active learning</p> <p>Join the E-Learning Development Team at our poster stand to find out how our supported tools have been used to engage students in lectures and connect students and staff at a distance. We will present our flagship resource for staff development, the York Technology-Enhanced Learning (TEL) Handbook, and new resources for students based on our research into the learning impact of lecture capture.</p> <p>This academic year we have piloted ResponseWare, an in-class polling tool where students use their own devices to respond to quizzes or send messages to the lecturer. We will also showcase Blackboard Collaborate, our</p>

	<p>institutional webinar platform. Collaborate can be used for delivering presentations online, supporting students on placement and bringing students and staff together wherever they are. Delegates can try ResponseWare and Blackboard Collaborate at our stand.</p> <p>The York TEL Handbook presents approaches that are designed to improve student engagement through the use of learning technologies and will be of particular use to lecturers developing enhancement plans for the York Pedagogy. The Handbook is online, offering recommended approaches and good practice check lists for accessible content creation, site design, online activities, assessment and feedback. Access it at http://bit.ly/ytelhb</p> <p>Our research into students' use of lecture captures has shown how innovative study approaches have been adopted by regular viewers. Our new student-facing resources encourage students to make the most of the lecture content both in and out of class, drawing upon study workflows shared by students. Find out more at http://bit.ly/replay-resources-post</p>
<p>Stephanie Jesper and Susan Halfpenny, Information Services stephanie.jesper@york.ac.uk</p>	<p>Equipping students for digital futures</p> <p>Digital literacy is widely recognised as fundamental in learning, scholarship and research, and is seen by the UK government as a key priority for lifelong learning. The House of Commons' Make or Break: The UK's Digital Future acknowledges that the use, manipulation and development of (ever-more ubiquitous) digital technologies is essential for the modern workplace.</p> <p>'Digital literacy', in its broadest, most holistic sense, means "capabilities required to thrive in and beyond education, in an age when digital forms of information and communication predominate". It encompasses a breadth of capabilities and approaches outlined in various frameworks including JISC's 'Six elements of digital literacy'.</p> <p>We should avoid assumptions about the capabilities of our learners, regardless of generation or asserted confidence. Learners may have multiple devices and be more adept at sharing information, with practices influenced by new media, but evidence suggests their ICT skills are less advanced than perceived. Shifting between contexts (e.g. from social use to learning), can be problematic. Evaluative and critical capabilities, original expression, and sophisticated research skills are often lacking: something frequently recognised and articulated by teaching staff.</p>

	<p>This poster will showcase some of the work of the Information Services Teaching and Learning Team, in collaboration with departments, to develop students' digital literacy skills linked to employability. Reference will be made to the support the team can offer, and the generic learning and teaching materials available for developing students' digital capabilities and equipping them for digital futures.</p>
<p>Louise Armstrong, Health Sciences (midwifery) louise.armstrong@york.ac.uk</p>	<p>Piloting 'Multiple Mini-interviews' for student midwife selection</p> <p>Initial selection of the 'right' students for vocational, undergraduate programmes is an important first step in students achieving a high level of employability on completion. Recently the NHS has placed a high value on all healthcare professionals having particular attributes and values as well as meeting a set of academic requirements. Increasingly these are becoming a recruitment focus in the efforts to educate a workforce who deliver care which enhances women's (or patients) experience (DoH, 2013).</p> <p>In order to select student midwives who have desirable attributes such as motivation, honesty and compassion, the midwifery teaching team has piloted using 'multiple mini- interviews' (MMIs) during the selection process. MMIs are a collection of short interviews, often lasting between 4 and 8 minutes, during which the candidate is given a scenario or question and must response verbally in the time given. Between 5 and 8 scenarios may be used in total, each one presented to the candidate at a different station. Candidates are facilitated to move around each station until they have completed all stations. The whole process is often no longer than a traditional interview. Although MMIs are not new, it is the first time they have been undertaken in the Department of Health Sciences.</p> <p>The MMI approach has been evaluated to have some key advantages over and above the traditional interview (Callwood et al, 2014). It appears to facilitate gaining an insight into a candidate's values and beliefs more accurately as well as addressing interviewer bias.</p> <p>The aim of the poster is to share the key stages of the process undertaken to pilot MMIs for midwifery, involving our NHS Trust partners, creating scenarios and devising assessment scores.</p> <p>References:</p> <p>Callwood, A, Cooke, C and Allan, H. (2014) Developing and piloting the multiple mini-interview in pre-registration student midwife selection in a UK setting. Nurse Education Today, 34, p1450-1454.</p> <p>DoH, (2013) Delivering high quality, effective, compassionate care: developing the right people with the right skills and the right values. A mandate from the government to Health Education England: April 2013-March 2015, London: DoH</p>

<p>Andrew Ferguson and Janice Simpson, Careers janice.simpson@york.ac.uk</p>	<p>Towards a New Model of Careers Delivery</p> <p>This poster will explore theoretical approaches to careers guidance and employability, with a view to synthesising these into a York-appropriate model which also aligns with the York pedagogy.</p> <p>The aim of the model is for Careers to create a clear narrative of career development at York that can be understood and used by students, prospective students, academic departments and employers. This will provide a foundation for increasing student and departmental engagement and motivation for careers and employability issues with the aim of reaching our target of 80% of York graduates achieving a professional/graduate destination by 2018 (University of York Student Employability Strategy 2015-18)</p> <p>The new model will help students to identify their vocational maturity and understand what steps they need to take next to develop their employability. It will allow departments and employers to see how and where they can contribute to the model and it will be sufficiently flexible to allow tailoring to individual departments and students. The poster will enable delegates to understand the different theoretical bases which underpin much of our work.</p> <p>The model is currently a work in progress and as part of our consultation process we invite discussion and suggestions from delegates to help inform its development.</p>
<p>Emily Brunsdon, Physics emily.brunsdon@york.ac.uk</p>	<p>Employable skills gained by participating in Astronomical Outreach</p> <p>The Astrocampus observatory at the University of York is a hub for both undergraduate astrophysics teaching and public outreach. The greatest overlap of these activities is the volunteer outreach work performed by undergraduate students. Outreach takes many forms with diverse audiences, from running daytime workshops for schools to managing open evenings of observing with the general public to presenting shows for scouting and guiding groups in an inflatable planetarium. Many of these are entirely student-led.</p> <p>Public engagement in the sciences is widely recognised as a positive social activity and offered to students as fun and relevant way to upskill in preparation for employment after leaving University. We investigate broad questions such as what transferable skills do students acquire by participating in outreach programmes, and do students recognise them? Furthermore, can we support students to get the most out of outreach in regards to employability?</p>

<p>Simona Davidescu and Dan Keith, Politics simona.davidescu@york.ac.uk</p>	<p>Teaching on 'Brexit' using simulations</p> <p>The poster will present the results of a simulation run in the Politics Department with two second year cohorts of students for the 'Politics in the UK' and 'EU: Politics and Policies' modules. The two modules run on a yearly basis and we have integrated the topics for the Spring term to allow students to explore the same policy-related topics through the lens of the Brexit renegotiation. In doing so we have divided students into six groups (five EU member states and the European Commission) and have created a VLE site for the negotiation that provided the students with a learning platform throughout the term. Students have been asked to prepare posters that will inform their simulation exercise. We would like to bring in some of the posters from the student sessions and present the VLE site together with our simulation results, to showcase the extent of the student engagement with the topic of Brexit.</p>
<p>Damian Spiteri and Jennifer McNally, SPSW damian.spiteri@york.ac.uk</p>	<p>The Think Ahead Program as a pathway to effective mental health social work practice.</p> <p>The poster focuses on the pedagogic approaches that are being adopted in the innovative post-graduate Think Ahead Programme for the training of mental health social workers. During the first year, the participants will engage in face-to-face, distance, and online learning. They will also undertake two placements over a total of 200 days (in comparison to 170 days that are normally undertaken on traditional routes). This offers participants greater opportunities to develop their skills and leadership competencies with an emphasis on social interventions. At the start of their course, the participants attend a six week residential programme. Additional study days will take place at various points throughout the year. In the second year, as Newly Qualified Social Workers (NQS), they undertake one of two modules, focusing either on practice research or on effective practice in systemic social work, leading on to the award of a M.A. in Social Work Practice. They also complete their Assessed and Supported Year in Employment (ASYE). (Together with the training of the participants will be concurrent training of the consultant social workers to whom the participants will be assigned. The main role of the consultant social workers is that of supervising and assessing the participants, while on placement).</p> <p>The poster presents an overall appraisal of the way that the programme has been developed around the needs of effective mental health social work practice. It shows how the insights and knowledge that the participants develop when they are on placement, and working as qualified social workers, forms a core part of the course. It also shows how the Think Ahead Programme promotes a dynamic that enables students to be actively engaged in their own learning.</p>