



**Brookes Learning & Teaching  
Exhibition and Conference  
Programme and Catalogue  
2021**

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## **THE ART OF THE POSSIBLE**

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Re-imagining Learning & Teaching  
in Covid-19 shaped times.

# BLTEC 2021

## Brookes Learning & Teaching Exhibition and Conference 2021

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# Welcome to BLTEC 2021

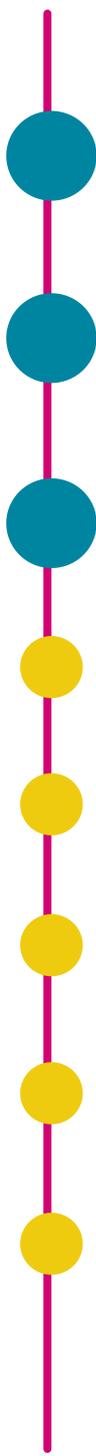
Welcome to the Brookes Learning & Teaching Exhibition and Conference (BLTEC) for 2021 from the BLTEC committee. We are delighted to invite you to join us this year, as we explore how staff and students have been teaching and learning during the last year. We have some fantastic keynotes on the conference day (Thursday 17 June) to get us thinking more about staff-student partnerships and academic advising going forward. We will also have workshops and short sessions designed to give you all opportunities to network and visit rooms in the virtual exhibition with your very own specialist room guides.

We will be using the virtual conferencing platform Hopin, to which you will receive a direct link when you register. Hopin allows you to move between sessions, chat and network all within one virtual space. As close to the 'real thing' as we can get, but with the bonus of your own tea, coffee and lunch! You will be encouraged during the day to connect with your fellow conference attendees during the timetabled sessions and networking spaces, take breaks and engage with the virtual exhibition. The Conference does not end there! In the week 21-25 June, you are invited to sign up for some short sessions hosted by some of the exhibitors from the virtual exhibition to discuss more with them and other exhibitors from the 'exhibition rooms' about their practice.

BLTEC 2021 is re-imagining the Art of the Possible and an opportunity to pause, review the last year, look forward to the next year and review the practices we can take forward with us in 2021/22.

# Summary Timeline

## Brookes Learning & Teaching Exhibition and Conference 2021



**Wednesday 16 June: Preview the Exhibition**

**Thursday 17 June: Conference Day**

**Monday 21 June - Friday 25 June: Exhibition Event Week - Meet the Exhibitors**

Monday 21 June - Meet Exhibitors who contributed to the Digital Pedagogies and Innovative Teaching room in the exhibition.

Tuesday 22 June - Meet Exhibitors who contributed to the Employability room in the exhibition.

Wednesday 23 June - Meet Exhibitors who contributed to the Student Wellbeing and Student Belonging room in the exhibition.

Thursday 24 June - Meet Exhibitors who contributed to the Student and Staff Experiences room in the exhibition.

Friday 25 June - Meet Exhibitors who contributed to the Global Partnerships room in the exhibition.

# Hopin Navigations & Technical Support

**Hopin Navigation:** The left-hand below is the menu lists the areas of the event that BLTEC has set up:

 **Reception:** Think of the Home area as a venue's lobby, it's the information hub.  
Reception

 **Expo:** On the left-hand side, you will find the "expo" area. All the live sessions are happening in expo rooms (or booths as Hopin calls them). Go here to see the links to join all the sessions.  
Stage

 **Chat:** On the left-hand side, you will find the chat which allows you to broadcast to everyone at the whole event. You can ask a question during the sessions, or at the help desk; as well as find a specific participant to direct message.  
Sessions

 **Networking:** On the left-hand side, you will find the "networking" section which will allow you to network with other attendees in a 'speed dating' format during the virtual breaks.  
Networking

  
Expo

**BLTEC technical support:** There are 3 ways you can get technical support on the day of the conference,

1. If you are in Hopin, click on 'reception' in the left-hand navigation and you will be able to use the chat function and start message **tech help**.
2. If you cannot access Hopin please go to this permanently open [Zoom meeting link](#) and a member of the team will be available
3. Email [ocsld@brookes.ac.uk](mailto:ocsld@brookes.ac.uk) and we will pass this onto the technical support team who will get in touch with you by email or google chat.

# Conference Day Programme

The Art of the Possible: Re-imagining Learning & Teaching in Covid-19 Shaped Times



**THURSDAY JUNE 17 • 08.30 - 16.00**

# Summary Conference Day Programme

Brookes Learning & Teaching Exhibition and Conference 2021  
Thursday 17 June

**08.30 - 09.00** Virtual coffee and networking

## Morning Session: 9.00 - 12.00

**09.00 - 09.15** Welcome and Introduction

**09.15 - 10.10** Morning Keynote

**10.10 - 10.30** Virtual Coffee Break

**10.30 - 12.00** **Option 1:** Workshop

OR

**10.30 - 11.15** **Option 2:**  
Special Interest Group

**11.15 - 12.00** **Option 2:**  
Exhibition Room Guides

**12.00 - 12.45** Virtual Lunch Break

## Afternoon Session: 12.45 - 16.00

**12.45 - 13.40** Afternoon Keynote

**13.45 - 15.15** **Option 1:** Workshop

OR

**13.45 - 14.30** **Option 2:**  
Special Interest Group

**14.30 - 15.15** **Option 2:**  
Exhibition Room Guides

**15.15 - 15.30** Virtual Afternoon Tea Break

**15.30 - 15.50** Students and staff: contribute to an exciting new staff-student e-zine

**15.50 - 16.00** Closing remarks - BLTEC committee

# Full Conference Day Programme

Brookes Learning & Teaching Exhibition and Conference 2021  
Thursday 17 June

**08.30 - 09.00**

**Virtual coffee and networking**

**Morning Session: 09.00 - 12.00**

**09.00 - 09.15**

**Welcome and Introduction**

**Professor Anne-Marie Kilday, Pro Vice-Chancellor Student and Staff Experience**

**Speakers**

**09.15 - 10.10**

**Morning Keynote: From transaction to partnership: re-energising curriculum co-creation through student-staff partnership**

**Dr Tai Peseta and student team (Jen Alford, Ashley Beathe, Alex Donoghue, Sameer Hifazat, Shivani Suresh and Samuel Suresh), 21C Transforming Curriculum, Learning Futures, Western Sydney University, Australia**

As universities across the globe scramble to reimagine themselves (and their curriculum provision) for a (post) Covid-19 world, it will be important for scholars, teachers and educators to both establish, and hang on to practices that enable students and staff to work collectively, authentically, and in partnership and solidarity with one another. While the UK's sector-wide commitment to the student voice via national experience surveys, student representation, and participation in quality assurance and enhancement activities is clearly evident through strong partnerships with student unions, in Australia, similar efforts exist but are far less coherent at sector-level. Where we are, at Western Sydney University, the focus of our partnership activity together through the 21C project is less about the

important work of galvanizing a response to students' voices, and more about how curricula for a 21st century emerges as an act of learning and co-creation between students and staff.

Animated by three concepts: first, Jeffrey J. Williams's idea 'teach the university' (Williams, 2007); second, the idea of Partnership Pedagogy (Barrie & Pizzica, 2019) and third, Gina Hunter's work on supporting students to use ethnography to study the university (Hunter, 2012; Hunter & Ableman, 2013), in this interactive presentation, we aim to share our processes and practices of collective curriculum-making and how these offer a powerful, puzzling and practical inquiry context for re-energising learning and teaching. We share how we started (and the

importance of institutional strategy and context); we provide examples of the different kinds of curricula we are making together (transdisciplinary sub-majors in five challenge areas: Future Thinkers, Global Citizens, Innovative Entrepreneurs, STEM+, Sustainability Advocates); we showcase a handful of the professional development programs we initiated to grow the partnership, as well as the module we have co-created We Are The University: students co-creating change intended to 'teach the university' to students. In many ways, our work is still at the beginning stages and although our remit is to work across the university to build partnership capacity, we are keen to make space for imagining with you your first, or next, steps to curriculum partnership practice.

## Speakers' Biography



Dr Tai Peseta Alex Donoghue Sameer Hifazat Shivani Suresh Jen Alford Samuel Suresh Ashley Beathe

Dr Tai Peseta is a Senior Lecturer in the Learning Futures Team at Western Sydney University and she is a higher education researcher whose scholarly work sits at the intersection of Critical University Studies, the development of academic identities, doctoral curriculum, and the cultivation of learning and teaching cultures. Dr Tai Peseta also leads the 21C Transforming Curriculum project, designed to transform curriculum and teaching for the challenges of the 21st century future of work and society. Alex Donoghue, Sammer Hifazat, Shivani Suresh, Jen Alford, Ashley Beathe and Samuel Suresh are Western Sydney University students and they have been involved in the 21C project in different ways and will be a part of the keynote to share their thoughts.

Informed by Partnership Pedagogy, Dr Tai Peseta and her teams work together involves supporting teams of staff to develop new transdisciplinary curricula (Sub-majors and Curiosity Pods), preparing professional development programs for staff and students intended to scale curriculum partnership, caring for a unit/module we have co-created We Are The University: students co-creating change and progressing a program of scholarly research.

**10.10 - 10.30**

## Virtual Coffee Break

Morning virtual coffee break (take your coffee around the exhibition and come back for the morning sessions).

### **10.30 - 12.00 Option 1: Workshop**

#### **A pedagogy for learning and teaching differently through critical management education.**

Workshop by: Professor David Knights and Dr Guy Huber, (OBBS), Dr Richard Longman (UWE)

This workshop will underline the processes of identity work in teaching from a critical management education (CME) perspective. What CME scholars seem to share within the perspective is a resistance to the status quo of power and social inequality and a concern to 'plant the seed for challenging injustice' (Dehler, 2009: 45). In today's context of the coronavirus pandemic and the climate emergency, we have no alternative since it is not just our identities but our very lives that are threatened. Pedagogically, CME demands that we engage our students in the interpretation, contestability, and at times, even the production of knowledge and this workshop will highlight ways to do so.

### **10.30 - 11.15 Option 2: Special Interest Group**

#### **Student- staff partnerships at Brookes - Art of the Possible.**

Special Interest Group led by: Professor Jackie Potter (OCSLD) and Andrew Pedersen and Maxwell Stewart (Students Union)

This session is an opportunity to build upon the topics and ideas discussed in the Keynote by Dr. Tai Peseta with her student team surrounding staff-student partnership. If you are interested in exploring the potential for growing staff-student partnerships at Brookes, come along to this session to discuss, share and re-imagine what partnership work could mean in different contexts across Brookes.

OR

### **11.15 - 12.00 Option 2: Exhibition Room Guides**

#### **Guides and networking in exhibition rooms**

In these three 15 minute sessions, our exhibition room guides will introduce the exhibits on display in one of the 5 virtual exhibition rooms and provide you with opportunities to discuss the themes and network with exhibitors, guides and other exhibition visitors. You can visit three rooms in the session (approximately 15 minutes in each). You may like to note down exhibits to revisit during the breaks and into the following week when the exhibition remains open and there will be room-themed lunchtime panel discussions. These sessions are repeated in the afternoon.

### **12.00 - 12.45**

#### **Virtual Lunch Break**

Take your lunch around the virtual exhibition and come back for the afternoon session.

## Afternoon Session: 12.45 - 16.00

12.45 - 13.40

**Afternoon Keynote: Advising re-imagined - building advising pedagogy in a post-Covid world.**

**Dr Emily McIntosh, Middlesex University, UK**

Abstract: This keynote aims to cover the following core themes:

- Exploring the alignment of advising and tutoring in a post-pandemic university.
- Establishing academic tutoring and advising as critical to student-centred pedagogical practice.
- Exploring the use of an integrated tutorial curriculum to align tutoring with other learning & teaching activities.
- Understanding how academic advising aligns with universal design for learning (UDL).
- Stating the case for the pivotal role of advising and tutoring in facilitating student success.
- Tutoring and advising in the blend – harnessing tutoring models during and post the global pandemic and integrating tutoring with a blended, flipped pedagogical approach.

### Speaker's Biography



**Dr Emily McIntosh**

Dr Emily McIntosh joined Middlesex University, London in November 2019 as Director of Learning, Teaching & Student Experience with responsibility for leading a number of strategic, cross-institutional initiatives including academic development, technology-enhanced learning, student engagement and transition, equality, diversity and inclusion in the curriculum, academic advising and tutoring and learning analytics. She is a Principal Fellow of the Higher Education Academy (PFHEA), Vice-Chair (Research), Trustee and Board Member of UKAT (UK Advising and Tutoring), the cross-sector organisation championing advising and tutoring in HE. Emily's research focuses on the impact of advising and tutoring, peer learning and learning analytics.

### **13.45 - 15.15 Option 1: Workshop**

#### **Academic advising during Covid: What do we do when we can't meet face to face?**

Workshop by Cathy Malone, OCSLD

In this workshop we will reflect on and engage in a structured conversation focusing on our experiences of Academic Advising during the last year. Mindful of ethical considerations and student privacy, we'll share our ideas on: How use of space and technology alters the experience of Academic Advising for tutor and tutee. We will consider what practices we want to maintain and what remains challenging. Staff will consider practice against national benchmarks and use these to establish targets for action.

**OR**

### **13.45 - 14.30 Option 2: Special Interest Group**

#### **Thinking space to talk about interdisciplinarity**

Special Interest Group led by Lucy Turner, Faculty of Technology, Design & Environment.

This session is an effort to bring colleagues together and to create a space for them to think about the pedagogy of interdisciplinary teaching and to let them think about – what do we mean by interdisciplinary, what are the challenges to this approach to teaching, how can it enhance employability and how could we facilitate it at Oxford Brookes? And in order to spark deeper discussion on this topic, this session will be facilitated by breakout rooms and Padlets to gather key comments.

### **14.30 - 15.15 Option 2: Exhibition Room Guides**

#### **Guides and networking in exhibition rooms**

In these three 15 minute sessions, our exhibition room guides will introduce the exhibits on display in one of the 5 virtual exhibition rooms and provide you with opportunities to discuss the themes and network with exhibitors, guides and other exhibition visitors. You can visit three rooms in the session (approximately 15 minutes in each). You may like to note down exhibits to revisit during the breaks and into the following week when the exhibition remains open and there will be room-themed lunchtime panel discussions. This is a repeat of the morning session.

**15.15 - 15.30**

**Virtual Afternoon Tea Break**

Take your afternoon tea and cake around the exhibition and come back for the final session.

**15.30 - 15.50**

**Students and staff: Share your questions on student engagement and contribute to an exciting new staff-student e-zine - Professor Jackie Potter and Kat Kwok (OCLSD)**

As we close the conference day, we would like to invite you to contribute to OCSLD's new e-zine Teaching Insights, a staff-student publishing venture, funded by the Higher Education Innovation Fund, which aims to be a source of practical ideas to create exceptional student experiences. The first issue on improving student engagement is being launched this July and we have a special opportunity for BLTEC participants to contribute. In this session, we will invite you to submit your questions on student engagement for our expert panel of staff and students in the e-zine's Peer Review feature. We will also provide more information about the e-zine and other ways you can contribute.

**15.50 - 16.00**

**Closing remarks and exhibition event week - Professor Jackie Potter (OCSLD) and BLTEC committee**

# Exhibition Catalogue

The Art of the Possible: Re-imagining Learning & Teaching in Covid-19 Shaped Times



EXHIBITION OPENS WEDNESDAY JUNE 16

# Exhibition Catalogue

Brookes Learning & Teaching Exhibition and  
Conference 2021

The Virtual Exhibition, opening on Wednesday 16 June, will allow you to explore the different exhibits from staff and students celebrating their experiences of learning and teaching over the last year. Like all good exhibitions, it will run for more than just a day, and it will leave a legacy web presence that is a long-term reminder of the vitality of the Brookes learning community in 2021. You enter the exhibition rooms through the link at the bottom of the page and you will see each room represented by a tile, click on the tile and wander around the exhibits in that room. This Exhibition Catalogue will guide you around the rooms and exhibits. There are a total of 6 exhibition rooms which are as follows:

**Room 1 - Digital Pedagogies and Innovative Teaching**

**Room 2 - Employability**

**Room 3 - Global Partnerships**

**Room 4 - Student and Staff experiences**

**Room 5 - Student Belonging and Student Wellbeing**

**Room 6 - Conference day** (this room will house exhibits from the conference day)

There are sessions scheduled in the morning and afternoon of the Conference day, ***Guides and Networking in Exhibition rooms***, where room guides will 'walk' you around the exhibits.

You can **meet the exhibitors** during the **Exhibition event week** that will run from Monday 21 June to Friday 25 June 13.00 - 14.00 each day. The programme and how to book on can be found on page 30.

**To view the exhibition please click the button below. A summary exhibition catalogue index can be found on page 31.**

[Link to the Exhibition](#)

# Digital Pedagogies and Innovative Teaching

## Exhibition Room 1

### **Creative coursework: Student-centred assignments**

**Cathy d'Abreu, Oxford Brookes Business School**

**Co-exhibitors: Dana Wentworth, Oxford Brookes Business School | Francesco Perrotti (student), Sabrina Theodoro (student).**

INFO3009 Intercultural Communication, a compulsory Foundation module, engaged students with new digital literacies during Covid. Here we present a collage of students' audio-visual work, creatively crafted in video format, presented by the students themselves on the topic 'My cultural Identity'. The collation aims to show how 'the task provides an authentic opportunity for students to reflect on and articulate, explicitly or implicitly, vital questions concerning inclusivity and diversity. The video format facilitates new forms of communication and learning that students have readily embraced" (van Wyk, 2020). Rich, thoughtful visuals and culturally diverse narratives engage very personally with the students' own lives and experiences, while being united to various theoretical frameworks.

### **The Bigger Picture**

**Ruth Cuenca and Ralph Saull, Faculty of Technology, Design and Environment**

Exhibiting student work in a single digital space makes it accessible for all to see. This presentation explains our experience using Miro.com as a teaching tool in the Year 1 undergraduate Architecture course.

### **Virtual field trip for spatial planning students**

**Dr Gethin Davison, Faculty of Technology, Design and Environment**

This will be a short narrated video in which I talk through the features of the virtual field trip I designed for PG Spatial Planning students in 2020 and the ways in which the Moodle VLE was used both for the creation and sharing of materials. The field trip was to Sydney, Australia.

## **Interactive feedback on student work using Padlet**

**Lisa Hale, Oxford Brookes Business School**

An example of how I used Padlet with a group of final year students to give interactive feedback early on in a module on their ideas for their summative assignment topics. Using Padlet as a feedback tool in this way aligns with the 4 key features for an inclusive and accessible digitally-enabled programme: developing a sense of module community early in the semester and encouraging interactivity, offering students choice in terms of how they interact with the Padlet and by it being easily accessible, consistency of expectations around student engagement in the task and approach to tutor feedback, and adopting a coherent approach to the task..

## **Zoomed out, or zooming in?**

**Irmgard Huppe, Faculty of Health and Life Sciences**

This exhibit intends to 'illustrate' the Zoom experience when learning and teaching had to move online. It will hopefully make viewers realise that Zoom experiences can be very varied, and approach future Zoom sessions with a kind of 'new' awareness.

## **Evaluation of the 'Differences that make the Difference' inclusive teaching guides**

**Dr Mary Kitchener, OCSLD**

I will put together findings from a project facilitated by involvement with the Brookes Scholarship group. The differences that make the difference resources, available on the OCSLD Inclusive Curriculum webpages, were launched in June 2019 to support colleagues with suggestions about how they could enhance inclusive practices in their curriculum. There are ten guides available online to download: assessment, diversifying the curriculum, engaging students, feedback, belonging, group work, learning outcomes, lectures, seminars, technology. To ensure they are fit for practice, are useable and easily accessible, they were evaluated in 2021. Delegates will be presented with the findings, and the recommendations for adaptations and changes to current provision.

## **From room to Zoom: Reflections on moving intensive block teaching weeks from on-campus to online**

**Kate Maguire, Oxford Brookes Business School**

**Co-exhibitors: Dr Diana Limburg, Oxford Brookes Business School**

In addition to teaching through asynchronous distance learning modules, the Brookes MBA programme has been successfully offering on-campus intensive teaching weeks for several years. The pandemic required us to switch these 5/6 day intensive teaching sessions to an online format, with students joining from across the globe. We will share the process undertaken to implement this change and will outline the format of the online intensive weeks. Informed by feedback from staff and students from all eight instances, we will present early reflections on how this experience will shape future MBA teaching plans, as well as OBU-wide takeaways.

## **Being a reader in lockdown: Evaluating a Brookes Teaching Innovation Project to support students' reading**

**Victoria Pratt, Faculty of Humanities and Social Sciences**

My exhibit will draw on my 2020-21 Brookes Teaching Innovation Project: "Am I 'a reader'?" Supporting students to develop a positive reading identity". This lies within the 'Inclusion' BTIP strand, and is based on the premise that feeling like 'a reader' supports a sense of belonging in HE, but that not all students feel this way. Delegates will learn about the background to the project, how it was adapted in the light of Covid-19 and what the findings suggest about students' reading for pleasure in an exceptional time.

## **Exchange of expertise: Making the most of departmental language, literacies and skills**

**Michelle Reid, Centre for Academic Development**

**Co-exhibitors: Claire Bennett | Stefani Goga | Kirsten Hall | Martha O'Curry | Ronni Thomas-Osborne | Dr Kevin Watson | Zephra Weber | Centre for Academic Development**

Over the last year, the Centre for Academic Development has reconsidered our approach to working with departments to embed our teaching in modules. This has led to a new Departmental Language, Literacies and Skills process that has fostered fruitful exchange of expertise with academic colleagues. Delegates will see case studies of how this collaborative process has

benefited students, module leaders, and the Centre for Academic Development team. Delegates will also be able to find out how to make the most of this collaboration for their own modules.

## **Re-imagining reading lists: Increasing coherence, community, consistency and choice by embedding Aspire weekly readings in Moodle**

**Hazel Rothera, Learning Resources**

**Co-exhibitors: Jane Scholey, Faculty of Humanities and Social Sciences**

The repeated lockdowns of the last year made online access to reading crucial and led to a surge in Aspire online reading list use by both staff and students. Our poster presentation looks at the repeated lockdowns of the last year made online access to reading crucial and led to a surge in Aspire online reading list use by both staff and students. Our poster presentation looks at the introduction of embedded weekly readings from Aspire into one Moodle module and the dramatic effect of this on student engagement. Find out more about engaging students with reading and how you could do the same in your modules by making more effective use of Aspire.

## **To what extent should English as a Lingua Franca (ELF) principles underlie English pronunciation instruction of international students at Brookes?**

**Peter Saunders, Oxford Brookes Business School**

**Co-exhibitors: Dr Saman Jamshidifard, Oxford Brookes Business School**

I would like to showcase a poster about my use of interactive technology – primarily Vocaroo.com, but also shared Google sheets - to enhance the online learning of English pronunciation among international students within Pathways at Brookes. I have made recent steps towards incorporating the English as a Lingua Franca (ELF) notion that the goal of such practice should be intelligibility rather than unachievable first language competence levels; I would like to consider these, as well as explore further the more radical implications of ELF ideas and the extent to which they are appropriate for our international students at Brookes.

## **Challenging the notion of students as consumers: A practical teaching resource**

**Dr Louise Taylor Bunce, Faculty of Health and Life Sciences**

**Co-exhibitors: Dr Clare Rathbone | Dr Naomi King | Faculty of Health and Life Sciences**

The notion of students as consumers of their higher education has once again come to the fore during this pandemic. However, there is a negative relationship between students identifying as consumers and academic achievement. In this event, we will share a new teaching resource that educators can use in a seminar to challenge students' consumer identities and support their identities as learners. The resource takes the form of a workshop that you can run with your students in which students can assess the strength of their identities as consumers and learners via an online quiz, and critically reflect on discussion questions about these issues. The resources are available at [www.brookes.ac.uk/SIIP](http://www.brookes.ac.uk/SIIP) .

## **Beyond lockdown: Multi-disciplinary online learning tools and solutions which can continue to enhance the HE classroom even after the return to F2F teaching**

**Lucy Widdowson, Oxford Brookes Business School**

Beyond lockdown looks at how the experience from online teaching can enhance our future classrooms. This poster and accompanying video introduction will present a list of learning technologies I used during the lockdown and will continue using after we return to face-to-face teaching, resulting in a more effective and virtually paperless classroom. The ideas covered include a Get-to-know-you activity with Flipgrid, teamwork and brainstorming using Padlet, Google docs and Google slides, fun revision with Kahoot and even a multimedia virtual field trip. Each will come with a brief description, a link to the resource and a chance to try some out.

## **Rich picture building for creative thinking**

**Dr Brianna Wyatt, Oxford Brookes Business School**

In recognising that complex problems may not be adequately captured through words alone, rich picture building may be used to convey individual interpretations and expressions of a situation. As such, rich picture building is a method that can help students to convey their interpretations and perceptions of a situation in an analytical and creative way. Delegates will learn about the benefit of and how to apply rich picture building to enhance their students' learning experience.

# Employability

## Exhibition Room 2

### **Can a virtual practice-based learning experience for MSc (pre-registration) physiotherapy achieve clinical placement learning outcomes?**

**Katy Baines, Faculty of Health and Life Sciences**

**Co-exhibitors: Jo Pierce | Robyn Stiger | Mark Williams | Faculty of Health and Life Sciences**

The Covid-19 pandemic provided a large shunt for rapid digital transformation in patient care. Clinical education was similarly affected and this piece of work describes an innovative virtual approach developed to maintain and enhance practice-based learning, fostering greater collaboration between University and Clinical settings.

### **Re-imagining events**

**Jo Feehily, Oxford Brookes Business School**

**Co-exhibitors: Alan McBlane | Beverley Fulton | Sally Skea | Oxford Brookes Business School**

A core feature of the Events Management programmes is students designing and delivering live events. We offer students real opportunities to compile a portfolio of skills and evidence of practice to aid employability. The team's challenge in the last 12 months has been how to maintain this core in a context where face-to-face events are not permitted. Our exhibition entry will showcase students' re-imaginings of events in a virtual space; including examples from each year of the programme, plus student skills portfolios. Delegates will learn how the pandemic sparked innovation, and our response to the inclusivity challenges of teams.

### **Shape your new normal**

**Dr Jonathan Louw, Oxford Brookes Business School**

**Co-exhibitors: Sally Skea | Alan McBlane | Oxford Brookes Business School**

The exhibit will consist of a video that explains the purpose, formats and outcomes of a 5 part co-curricular webinar series offered by us in OBBS over this academic year. Links will also be provided to the other 5 recordings. The series aimed to maintain proactive student and staff ...

engagement with employability, entrepreneurship and volunteering opportunities at a time of unprecedented shrinkage in the volunteer, internship, placement and graduate labour markets.

## **An entrepreneurship module for Humanities and Social Sciences students: What we did and how it went**

**Dr Andrea Macrae, Faculty of Humanities and Social Sciences**

2020-2021 saw the first run of a new single credit entrepreneurship module offered to level 5 undergraduate Humanities and Social Sciences students at OBU. This talk shares the journey of that module; problems it faced (resolved and fresh); solutions and workarounds; and key lessons so far, from both staff and student perspectives. It also gives a flavour of some of the work produced by the students, and what this suggests regarding the value and potential future direction of the module.

## **A case study in employability partnership Brookes Union and event management**

**Nikki Smith, Brookes Union and Alan McBlane, Oxford Brookes Business School**

In this session, Brookes Union and OBSS Event management staff will discuss how a partnership approach to offering practical experience over the past 3 years has offered employability opportunities to Brookes Students and how you can get involved in working with Brookes Union.

## **Creative Industries Innovation Hub: a concept**

**Lucy Turner, Faculty of Technology, Design and Environment**

The Creative Industries Innovation Hub is a new concept for the School of Arts from the Faculty of TDE that is important in the post-Covid world. The Innovation Hub is a virtual space that will facilitate the inter-connections between stakeholders: Brookes staff, students, researchers, local/national/global business, charitable organisations, cultural organisations, Oxford City Council and Social Enterprises as well as with citizens in the community for joint value co-creation. It will be an eco-system for enterprising ideas to benefit all stakeholders, which will manifest in Live Projects and client led briefs, real-world experiences and research opportunities. It seeks to build a stronger and broader network with local businesses in order to provide students and industry with new opportunities for work experience, freelance projects...

and short-term contracts. We would like the talents of Oxford Brookes Students to be showcased to our networks so the students enhance their enterprise and employability opportunities in their studies to improve their social, human and cultural capital whilst also giving a range of organisations a source of local diverse talent. The video will map the process of development for this concept demonstrating the use of human-centred design principles. We are engaging students on micro-placements to take this concept forward for launch in September, putting the user at the heart of the process. Colleagues can learn about the core elements of the hub, make suggestions about how the hub could apply to them and feedback with their thoughts on how it could be considered in different Schools/Faculties.

## **The student self-perception of employability**

### **Lucy Turner, Faculty of Technology, Design and Environment**

As part of my research with the Brookes Scholarship Group, I have been investigating what the student perception is of their own employability during their studies and how this may change between the different levels of a degree and what programmes they study. Due to a delay in ethics approval the findings of my research have been delayed. However, the poster presented in the exhibition includes my reflections on the two events I chaired as part of the Creative Industries Festival which feed into this research and also a student interview with Paige Giles, 1st yr Film student, who has designed a new initiative following her involvement in the Creative Industries Festival.

# Global Partnerships

## Exhibition Room 3

### **Inclusive curriculum in transnational education partnerships: Oxford Brookes UK and Metropolitan College, Greece**

**Dr Sara Hannam, Oxford Brookes Global**

**Co-exhibitors: Dr Roger Dalrymple, Associate Dean Student Outcomes | Dr Penny Masoura | Dr Giorgos Stefanou | Metropolitan College, Greece**

This presentation will focus on the preliminary results of a joint research project between OBU and MC Greece. Utilising a framework being piloted in the Inclusive Curriculum Enhancement Group (ICEG), a team from Oxford and Greece ran focus groups with staff and students in Greece to establish the value of embedding academic skills in Level 4 and Level 7 modules.

### **Enhancing the experience of students and staff through global partnerships**

**Charlie Simpson, Faculty of Health and Life Sciences**

**Co-exhibitors: Eirini Manthou, Metropolitan College, Greece**

Oxford Brookes has a growing number of global partnerships where an academic program is delivered in parallel to students studying in Oxford or with one of our international partners. This presentation describes the experiences of staff and students on one such partnership with Metropolitan College (Greece). We will highlight examples of activities that enhance the academic offer to students, while also broadening the international horizons of students. Additionally, the benefits to staff who engage with global partnership activities will also be highlighted.

## **Collaborative linguistics project (film): OBU and Perm University, Russia**

**Dana Wentworth, Oxford Brookes Business School**

I will be exhibiting two videos made by my 1st-year undergraduate students (Applied Languages English Core Language Skills, Communication and Culture). The students made filmed investigative reports on aspects of language in an intercultural context. They attended virtual meetings with their counterpart linguistics students at Perm University (Perm is Oxford's twin city in Russia) and carried out primary and secondary research. They made one film exploring the efficacy of digital translation tools in language study, including an interview with a postgraduate Russian student of linguistics in the Philology Dept. Another group made a film researching the importance of accent in the English language in the 21st Century. Both films are evidence of intercultural and international collaboration, and shared learning experience.

# Student and Staff Experiences

## Exhibition Room 4

### **Oxford Brookes students' experiences of learning during Covid-19**

**Carmel Capewell, Faculty of Humanities and Social Sciences**

**Co-exhibitors: Sarah Frodsham | Kim Waring Payntor, Faculty of Humanities and Social Sciences | Zoe Cockford (student)**

Delegates will learn about the responses that students have provided to the question: 'What is your experience of learning during the Covid-19 situation?' A project website link provides insight into the images/captions of students who have agreed to share their responses. You learn about the project from the researchers and a student participant(s). Delegates can explore a participant-led project and the information provided when participants shape the issues identified and explored. The themes identified to date suggest that the social element of learning is very important to students.

### **Supporting academic integrity in remote teaching and assessment contexts**

**Dr Mary Davis, Oxford Brookes Business School**

Teaching and assessing students remotely presents new challenges for academic integrity. This blog submission discusses four main current challenges for academic integrity: an upsurge in contract cheating activity, an increase in the use of social media for cheating, risks of cheating in time-controlled assessment and IT-related issues of collusion. The blog will provide delegates with suggestions including instructions, advice and links to support students in remote teaching and assessment contexts, so that they avoid risks of cheating and make good decisions about academic practice.

### **Escape the new normal**

**Alan McBlane, Oxford Brookes Business School**

**Co-exhibitors: Dr Brianna Wyatt | Beverley Fulton | Oxford Brookes Business School**

The aim of this presentation is to demonstrate how student feedback can be used to direct the development of new modules, thereby allowing students greater engagement with module ...

development and thus ownership over their learning. In November 2020 Second-year Events Management students created and delivered a week of 11 virtual events under one umbrella theme - Escape The New Normal. Participation and engagement were high, with attendance at taught sessions regularly topping 95%, and the students put a significant amount of their own time into the planning of each element with strong evidence throughout of teamwork.

## **Managing large student groups during Covid-19 pandemic**

**Dr Syamarlah Rasaratnam, Oxford Brookes Business School**

**Co-exhibitors: Mallika Devi**

In this presentation, we present the challenges faced in managing large group teaching during the pandemic. We focus on student engagement, participation and performance when we move from face to face teaching to online virtual teaching. The comparison is done between Oxford Brookes University and the University of Bedfordshire on level 4 accounting for non-accounting students. This is an initial comparative study based on staff experience and challenges.

## **Brookes students in a pandemic: A snapshot from November 2020**

**Dr Kevin Watson, Centre for Academic Development**

**Co-exhibitors: Saf Chowdhury (student) | Lina Jahidi (student) | Giulietta Dworski (student) | Nanami Tanaka (student) | Alice Packwood (student)**

Covid-19 has affected all of us in many ways, but for students starting university it has been particularly disorientating and potentially isolating. In this edited Zoom conversation from November 2020, five Brookes students share their experiences of how, at that time, the pandemic was affecting their studies, health, sense of belonging, and dignity.

## **Team-teaching in synchronous classes: insights from across the UK HE sector**

**Jon White, Oxford Brookes Business School**

This is a video presentation sharing preliminary findings from an interview-based research project into team-teaching in UK HE. Interviews were conducted with lecturers and managers from a range of UK universities in spring 2021. Delegates will learn about the benefits of team-teaching and how it has been used for synchronous delivery in various settings. During this period where lecturers may have felt isolated from colleagues, team-teaching has provided a supportive and developmental framework for enriching the learning and teaching experience.

# Student Belonging and Student Wellbeing

## Exhibition Room 5

### **Developing a module on resilience, wellbeing and mental health support in crisis settings**

**Martina Adamcikova and Professor Cathrine Brun, Faculty of Technology, Design and Environment**

Recent research reveals that humanitarian workers face multiple mental health and psychosocial challenges, including anxiety, depression, post-traumatic stress disorder and burnout. There is limited mental health and wellbeing support available for students entering jobs in crisis settings, such as in the humanitarian field. More importantly, mental health of frontline workers has to be prioritised in the context of Covid-19. Our vision is to move from treatment of mental health issues to prevention. Wellbeing of our students and aspiring humanitarian workers is top priority on our agenda and our aim is to offer students dedicated training to build their resilience and enhance mental health before starting their career. With funding from Brookes Teaching Innovation Project (BTIP), we are designing a new module under development studies that aims to prepare students mentally and emotionally for their work in emergency settings. In the poster we will present why such a module is needed, the process of designing the module and the main components of the proposed module.

### **Empathy and belonging - a community collaboration**

**Rachel Barbaresi and Amy Harris, Faculty of Technology, Design and Environment**

**Co-exhibitors: Imani Jervier (student) | Donette Victor (student) | Foundation Art & Design students**

Our exhibit will bring together material from a project with students around themes of race, migration and belonging in which poets, creatives and friends from our local community shared their stories of migration, race and belonging. Students made hand-sewn responses to the sessions as a creative act of listening during the sessions, and we plan to bring these together to create a stitched document of the project. Due to Covid, the activity took place on Zoom. Our submission will be put together by two student interns with the project, with contributions from students and community participants alongside visuals of the creative work. We will consider the question of how a project might develop deeper empathy and understanding among students, and as a consequence support a sense of belonging in the University. We will also consider the potential for this synthesis of creative activities with listening to enhance our experience of using Zoom and develop student connection and community.

# **Addressing postgraduate healthcare students' experience of online learning during the Covid-19 pandemic**

**Jacqui Dingle, Faculty of Health and Life Sciences**

**Co-exhibitors: Vicky MacArthur, Faculty of Health and Life Sciences**

This poster presents the results of a small scale study that used feedback from learners undertaking modules during the initial move to online delivery in Semester 1 2020/21 to review and improve the experience of online learning. Following the implementation of these changes, a second survey was used and the results compared. The quantitative data suggests these easily implemented changes positively impacted the student experience of online learning, despite the answers to the quantitative questions being very similar between both cohorts. The results are discussed using Garrison's (1999) community of inquiry model as a framework.

## **Simple strategies to support metacognition in online learning**

**Leisle Ezekiel, Faculty of Health and Life Sciences**

Last year's shift to online education for health care students presented challenges to their learning and motivation, particularly as they lost natural opportunities to engage with each other and the lecturer. This poster presents strategies used to actively promote student's self-regulation and self-awareness of their learning in the virtual classroom.

## **Engaging and networking with current and prospective students - Events and their outcome!**

**Rekha Giddy, Faculty of Technology, Design and Environment**

During the podcast I will be discussing the opportunities made available by using the virtual platform, to encourage engagement and connectivity with prospective students and current students. This will focus on the initiatives for the MArchD Applied Design in Architecture programme, such as:

- For postgraduate Architecture prospective students: Themed Virtual Cafes and Networking Activities
- For the School of Architecture staff and current students: Architecture Bake Off
- For the Faculty of Technology, Design and Environment prospective students: Virtual Networking Event

I will highlight what worked well, and how using the virtual world can be a resourceful and beneficial means of creating connections for prospective students, current students and staff.

## **BXtra, the new student website - who, what, why, where, and how is it going?**

**Dr Andrea Macrae, Faculty of Humanities and Social Sciences**

**Co-exhibitors: Monika Zilionyte (student)**

This exhibit is an introduction and review of BXtra, the new OBU student website, nine months into this BTEF project. BXtra features student-created content about their studies and extra-curricular activities during their time at Brookes, to showcase student achievements, boost their online profiles and digital communication skills, and increase OBU student cohort identity and engagement. This exhibit is a podcast conversation between Dr. Andrea Macrae, the project lead, and MA student Monika Zilionyte, a leading member of the student editorial team.

## **Student perspectives on academic advising**

**Cathy Malone, OCSLD**

This podcast presents recordings of OBU students discussing what they value most about their academic adviser particularly focusing on the last year. This will present students discussing the key features of academic advising that transcend the limitations of the current context. It will provide staff with an insight into student perspectives on Academic Advising.

## **Beyond the classroom: Supporting students' sense of belonging during the pandemic**

**Professor Berry O'Donovan, Oxford Brookes Business School**

A linked poster will overview three 'priority enhancement groups' (PEGs) focused on providing students with enriching 'beyond the classroom' experiences that help orientate them in the Oxford Brookes Business School and develop their sense of belonging.

The poster will overview the objectives, main dimensions, benefits and challenges of three PEGs: promoting community, engagement, and extended induction. Links will be provided to selected recordings and materials showcasing individual activities. The intent is to create a compendium of activities in AY 20/21 and the lessons learnt from them that will be of value to both staff and students now and in the future.

## **Expecting the unexpected: Serendipitous findings on supporting students on healthcare programmes during Covid-19**

**Dr Pras Ramluggun, Faculty of Health and Life Sciences**

**Co-exhibitors: Dr Olga Kozłowska, Faculty of Health and Life Sciences**

I will be reporting the serendipitous findings on supporting students during the pandemic, which were collected as part of a research project surveying academic staff experience on how they respond to students' mental health difficulties. Delegates will learn about the academic staff experience on how they have supported students on healthcare programmes during the unprecedented and challenging times of the pandemic.

## **Developing anti-racist educational practice**

**Dr Louise Taylor Bunce, Faculty of Health and Life Sciences**

In this blog, I will share ways that I have started to develop anti-racist practice, and gained confidence to talk about racism in the classroom. I will describe 10+ steps that I have taken to achieve this, for example, by diversifying my screen time, and having conversations with students who experience racism. More information can be found at [www.brookes.ac.uk/SIIP](http://www.brookes.ac.uk/SIIP)

# Exhibition Event Week: Meet the exhibitors

Monday June 21 - Friday June 25

The Conference does not end there! In the week 21-25 June, you are invited to attend lunchtime sessions chaired by the BLTEC committee, where you can meet some of the exhibitors from the virtual exhibition to discuss their contributions and the room theme in more detail. To book onto these click on the 'book here' link and a Zoom meeting link will be added to your calendar and you will be asked to save the calendar entry.

**Monday 21 June 13.00 - 14.00 [\\*\\*BOOK HERE\\*\\*](#)**

**Digital pedagogies and innovative teaching (room 1)**

**Tuesday 22 June 13.00 - 14. 00 [\\*\\*BOOK HERE\\*\\*](#)**

**Employability (room 2)**

**Wednesday 23 June 13.00 - 14.00 [\\*\\*BOOK HERE\\*\\*](#)**

**Student belonging and student wellbeing (room 5)**

**Thursday 24 June 13.00 - 14.00 [\\*\\*BOOK HERE\\*\\*](#)**

**Student and staff experiences (room 4)**

**Friday 25 June 1300-1400 [\\*\\*BOOK HERE\\*\\*](#)**

**Global partnerships (room 3)**

# Exhibition Catalogue Index

## Brookes Learning & Teaching Exhibition and Conference 2021

All the exhibits from the Virtual exhibition rooms 1 to 5 are listed here alphabetically by first author surname.

[Link to the Exhibition](#)

<b>Exhibitor Name</b>	<b>Title</b>	<b>Room No. &amp; Theme</b>
Cathy d'Abreu	Creative coursework: Student-centred assignments	Room 1 Digital Pedagogies and Innovative Teaching
Martina Adamcikova	Developing a module on resilience, wellbeing and mental health support in crisis settings	Room 5 Student Belonging and Student Wellbeing
Katy Baines	Can a virtual practice-based learning experience for MSc (pre-registration) physiotherapy achieve clinical placement learning outcomes?	Room 2 Employability
Rachel Barbaresi	Empathy and belonging - a community collaboration	Room 5 Student Belonging and Student Wellbeing
Carmel Capewell	Oxford Brookes Students' experiences of learning during Covid-19	Room 4 Student and Staff Experiences
Mary Davis	Supporting academic integrity in remote teaching and assessment contexts	Room 4 Student and Staff Experiences

<b>Exhibitor Name</b>	<b>Title</b>	<b>Room No. &amp; Theme</b>
Jacqui Dingle	Addressing postgraduate healthcare students' experience of online learning during the Covid-19 pandemic	Room 5 Student Belonging and Student Wellbeing
Leisle Ezekiel	Simple strategies to support metacognition in online learning	Room 5 Student Belonging and Student Wellbeing
Jo Feehily	Re-imagining events	Room 2 Employability
Rekha Giddy	Engaging and networking with current and prospective students - events and their outcome!	Room 5 Student Belonging and Student Wellbeing
Lisa Hale	Interactive feedback on student work using Padlet	Room 1 Digital Pedagogies and Innovative Teaching
Sara Hannam	Inclusive curriculum in transnational education partnerships: Oxford Brookes UK and Metropolitan College Greece	Room 3 Global Partnerships
Irmgard Huppe	Zoomed out, or zooming in?	Room 1 Digital Pedagogies and Innovative Teaching
Mary Kitchener	Evaluation of the 'Differences that make the Difference' inclusive teaching guides	Room 1 Digital Pedagogies and Innovative Teaching
Jonathan Louw	Shape the new normal	Room 2 Employability

<b>Exhibitor Name</b>	<b>Title</b>	<b>Room No. &amp; Theme</b>
Andrea Macrae	An entrepreneurship module for Humanities and Social Sciences students: What we did and how it went	Room 2 Employability
Andrea Macrae	BXtra, the new student website - who, what, why, where, and how is it going?	Room 5 Student Belonging and Student Wellbeing
Kate Maguire	From Room to Zoom: Reflections on moving intensive block teaching weeks from on-campus to online	Room 1 Digital Pedagogies and Innovative Teaching
Cathy Malone	Student perspectives on academic advising	Room 5 Student Belonging and Student Wellbeing
Alan McBlane	Escape the new normal	Room 4 Student and Staff Experiences
Berry O'Donovan	Beyond the classroom: Supporting students' sense of belonging during the pandemic	Room 5 Student Belonging and Student Wellbeing
Victoria Pratt	Being a reader in lockdown: Evaluating a Brookes Teaching Innovation Project to support students' reading.	Room 1 Digital Pedagogies and Innovative Teaching
Pras Ramluggun	Expecting the unexpected: Serendipitous findings on supporting students on healthcare programmes during Covid-19	Room 5 Student Belonging and Student Wellbeing

<b>Exhibitor Name</b>	<b>Title</b>	<b>Room No. &amp; Theme</b>
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Michelle Reid	Exchange of expertise: Making the most of departmental language, literacies and skills	Room 1 Digital Pedagogies and Innovative Teaching
Hazel Rothera	Re-imagining reading lists: Increasing coherence, community, consistency and choice by embedding Aspire weekly readings in Moodle	Room 1 Digital Pedagogies and Innovative Teaching
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Charlie Simpson	Enhancing the experience of students and staff through global partnerships	Room 3 Global Partnerships
Nikki Smith	A case study in employability partnership Brookes Union and event management	Room 2 Employability
Louise Taylor Bunce	Challenging the notion of students as consumers: A practical teaching resource	Room 1 Digital Pedagogies and Innovative Teaching
Louise Taylor Bunce	Developing anti-racist educational practice	Room 5 Student Belonging and Student Wellbeing

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Lucy Turner	The student self perception of employability	Room 2 Employability
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Dana Wentworth	Collaborative linguistics project (film): OBU and Perm University, Russia	Room 3 Global Partnerships
Jon White	Team-teaching in synchronous classes: insights from across the UK HE sector	Room 4 Student and Staff Experiences
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Brianna Wyatt	Rich picture building for creative thinking	Room 1 Digital Pedagogies and Innovative Teaching
Ruth Cuenca and Ralph Sault	The Bigger Picture	Room 1 Digital Pedagogies and Innovative Teaching

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