

Short presentation abstracts

All sessions in EC 1-03

Tuesday 25th June 2019

10.00-11.00

Students as Assessment Designers

Adam Layland

This short presentation highlights a successful method of assessment, where postgraduate students co-designed the marking criteria for a group coursework. The design of this innovative method was to provide students an opportunity to develop their own, agreed, marking criteria for a group assessment. The criteria was split into two sections; individual grade and group grade. These were then weighted by the lecturer and displayed to the students. The criteria allowed students to understand exactly what is expected of them and it was planned that this would further enhance the group work in the form of collaborative learning, cooperative learning and to build relationships between the students.

A comparative study of the effect of exam types on students' performance for mathematics, in a cohort of engineering students

Dr S Arumuganathar, Dr S Economides

This article focuses on the influence on students' grades of three widely used assessment methods: a take-home case study, time-constrained closed-book exam and time-constrained open-book exam. This study suggests that the assessment method plays a significant role in the grades for lower achieving students, but not for high performing students.

Student views of Personal Tutorials in Higher Education

Farzana Aslam

As my undergraduate final year project, I did a study on the student views of personal tutorials. I found that there is significant correlation between student experience of personal tutorials with gender, ethnicity and course stages. The students who were not first in family found the personal tutorials more helpful than those who were first in family in higher education.

Calibrate with Confidence

Ralph Kenna

In circumstances where assessors (such as lecturers) assess performances (such as final-year projects) but not all assessors assess everything, how should different degrees of stringency and confidence of assessors be accounted for? We suggest on a new algorithm, developed with Warwick University, which shows how to do this.

Moodle Plugin for Automated Feedback on Code

John Halloran, Beate Grawemeyer, David Croft, Matthew England

CodeRunner (available on CUMoodle) is a question type for Moodle quizzes: students enter code which is marked with unit tests. We have used it this year for summative assessment on two modules which teach Python3 and C++14 (other common languages are supported). We will demo and feedback on our experiences.

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11.30-12.30

"The Scarborough Way"

Kay Fraser and Gareth Smith

CU Scarborough began teaching in September 2015 with 17 students and three academics from borrowed rooms, in England's lowest paid Borough 160 miles from Coventry. This presentation will detail the work undertaken to turn CUS into a growing campus of 600, with a rapidly developing portfolio and the lessons it provides for building a class leading story of student success.

Improving Student Engagement in Group Projects with Continuous Assessment

Dr Simon Billings

In 2018-19 Computer Science BSc introduced a continuous assessment component as part of the course redesign. We've experimented with three approaches so far and our early data show a 35% increase in touchpoint attendance with student performance improving by one degree class.

Coventry as a global university: the role of the Singapore and Europe Hubs in delivering the Group's international strategy

Gregg Jones, Director Brussels Office, Jason Yap, Regional Head of IT (APAC), Singapore Hub

Added value of key hubs in Europe and Asia in delivering the University's international strategy through proactive networking, facilitating the development of strategic relationships and understanding cultural contexts. Their role as the University's eyes and ears on the ground in quickly identifying and acting on new opportunities, building the reputation of the University in both regions.

Supporting student success: a Coventry collaboration focused on teaching, learning and research in engineering education with Walter Sisulu and Stellenbosch University, South Africa

Professor Katherine Wimpenny, Dr Farzana Aslam, Dr Luca Morini, Hannelie Du Plessis-Walker, Dr Ferdie Gerber (Walter Sisulu University) and Dr Karin Wolff

This presentation will share learning from our project partnership focused on knowledge exchange for the enhancement of engineering education programmes at Walter Sisulu with Stellenbosch University and industry partners. Our collaborative efforts, are finding creative ways of enhancing and transforming education provision, collaboratively negotiated, for student, staff and graduate benefit.

Book Runner: A library induction game

Darren Flynn, Becky Collins, Samantha Clarke

Book Runner is a sci-fi themed, video role-playing game designed to facilitate basic information literacy and library orientation in a fun, scalable and accessible way. The game was designed to maximise the range of learning contexts in which it could be played and to ensure a high level of scalability. It is playable via a browser window and thus accessible via any internet-enabled device without any additional software required. Playtime is approximately 45 minutes allowing the game to be easily incorporated into teaching interventions either as a standalone activity or as part of a larger lesson plan. Links to the game have also been included on all Coventry University LibGuides and shared via social media allowing students to play it independently. The game features a virtual representation of Coventry University's Lanchester Library and a plot involving a maniacal library catalogue (Locate) that has become self-aware and taken over all library systems and trapping library users in the building. During the game the player battles through the library completing tasks and challenges to rescue the captive library staff, master their knowledge of library-use and ultimately defeat and tame Locate. The presenters will talk about how this was developed alongside the learning outcomes and how it is being adapted to further support students continued learning.

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14.15-14.55

Agents of change: Postgraduate ambassadors' lived experiences

Dr Ruth Heames, with Postgraduate Ambassadors Aisha and Ghazi

Working collaboratively postgraduate ambassadors and the Postgraduate Strategy Team have explored, created and implemented a range of events/activities to foster a sense of belonging and community. These opportunities offer insights beyond students' own perspective and support outside of their course. Multiple benefits emerge and ambassadors report enhanced personal professional skills.

Hybrid Learning Spaces and Design Pedagogy

Clive Hilton

Informed by pedagogical praxis and ongoing research, the presentation focuses on the role of a hybrid learning space (HLS) pedagogical paradigm. At a time of planned recruitment growth and when existing learning spaces are close to maximum capacity, the HLS model explores how students can benefit by flexibly working within learning spaces that contingently combine the best of digital, online, social, formal and informal spaces to create an innovative and stimulating alternative to the conventional learning space dynamic.

Feedback, Engagement and Satisfaction on an Introductory Programming Module

John Halloran, Beate Grawemeyer, David Croft, Matthew England

Using data on attendance and engagement as well as interviews with 30 participating students, we present an analysis of the relationships between different feedback types (automatic and human), engagement and satisfaction on an introductory programming module. Results highlight the importance of interleaving automatic feedback with human feedback. We discuss the implications for design of feedback for current and future programming teaching.

Tuesday 25th June 2019

15.00-15.40

The value of interns

Stacey Jones, Rosie Kneafsey, Ogechi Ohadomere, Nitish Gaur

Two internship placements were offered within the School of Nursing, Leadership and Health within the leadership team. The students were enrolled on the MSc Global Healthcare Management and required a 6 month professional placement. Projects such as consulting staff and engagement to gain views on the re-design of the collaborative staff space in order to improve staff mental wellbeing and allow staff to build social networks, re-writing the postgraduate funding brochure, creating a research database and engaging with new service users groups within the university. The students submitted weekly reflections, set learning action plans, and had regular face-face meetings with their supervisor. The plan is for this to be rolled out on an ongoing basis, as students join the course at 3 entry points per year therefore allowing ongoing overlap of intern students. Following the initial pilot, evaluation and learning will be shared amongst colleagues.

Agile Academia! - Bite size degree experiences on the go

Daren Pickles, Charlotte Butler, Lindsey Chambers

Over the last 3 years, faculty and the International office have worked together to create 'degree' like experiences as a form of engagement and conversion of applicants. We have needed to think strategically about content and context. We have run sessions without knowing the size of group, length of session, ability or age of the participants, or what space we will be delivering in. These unknown quantities have meant we have had to work to a unique set of parameters to consider when delivering the sessions internationally. This session is a case study on a variety of different approaches on taking the 'Coventry Way' overseas.

The MOJO Newsroom Project as a template for a portable, on-demand broadcasting studio

Priya Rajasekar

This presentation is based on a project funded under the Pedagogic Innovation Scheme. In collaboration with the Thomson Foundation, we have created a workflow and template using mobile gadgets and wifi to create anytime, anywhere studios for broadcast of suitable live events such as journalism news shows, community-facing events, etc. The presentation will share learning and best practice.

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15.50-16.30

Going Live: Making a Success of Live Chat Support

Kirsty Kift, Phil Jones

The Library has introduced Libchat a synchronous live chat service. We will showcase how the software is helping us to reach students beyond the walls of the Library, what has been involved in it's implementation and how the analytics can help us to plan future service delivery and innovation.

Academic skills go online: Showcasing the new digital library and writing support materials

Michelle Bond, Julie McCall

Are your students struggling with key skills including searching for information and academic writing? A cross-Group collaboration between the University Libraries, Information Resource Centres, and the Centre for Academic Writing have got the solution! In this presentation we will discuss and showcase our new online learning materials, available for September start.

Wednesday 26th June 2019

10.00-11.00

Innovative approach for student engagement before/during and after science lab sessions, and assessment feedback

Sharon Williams and Learning Science Ltd

Innovative approach for student engagement before the lab as well as using smart worksheet schedules during the lab, a higher level of independence has been observed. The post lab opportunities found to be very valuable approach to give a formative feedback for the students before submitting their summative lab reports

Supporting student success: The sigma way

Prof Duncan Lawson, Dr Jim Tabor, Dr Mark Hodds, Dr Aiping Xu, Dr Jia Shao, Dr Liam Brierley, Dr Alun Owen

For the past 28 years, sigma Maths and Stats support has been helping students at Coventry achieve success in their degrees and beyond. This presentation will showcase the different ways we are supporting students and the impact they are having.

Zones of Team Engagement: A Strategy to Improve the Engagement of Learners in Groupwork

Roopa Nagori

Groupwork has been cited as a constant source of conflict in the classroom by our postgraduate learners. The Action Research Methodology was applied to investigate the application of the 'Zones of Team Engagement' Matrix recommended by Dr Amy Armstrong from Ashridge Business School, in an attempt to improve attainment outcomes through better team engagement.

Telling Our Stories: The Transformative Experience of Journalism and Refugees

Rachel Chapman, Una Murphy, Lisa Perry

"Telling Our Stories" is a community-based project which brings together BA Journalism students and the newly-arrived migrants to Coventry to capture and share their stories. This project tested and developed students' practical skills within a structured critical context, which interrogated the impact of the media's approach to refugees. Students were introduced to the theoretical lens of Peace Journalism, which interrogates the normative standards by which news media presents information; they then worked with migrants to present their stories in a way which challenged those standards. Students' learning was enhanced in two levels; firstly, they implemented the skills they had learned in the classroom in a real-world context and so reinforced the learning outcomes of the module. However, the second, transformative level, was the impact of the project on their inter-cultural awareness and competencies and their motivations to critically engage with their chosen profession.

Wednesday 26th June 2019

11.30-12.30

Student Blogging as Assessment in Communities of Practice

Jess Bishop, Simon Cheung

Exploration of the use of Blogging as a way to engage students in Communities of Practice, and as an effective and innovative assessment tool. Reflections and advice from the module team, students and HLS learning technologist will also be included.

Enlivening assignment briefs: Screencast videos for assessment literacy

Luda Ruddock, Kevin Coyne

In 2018, Public Health and Community Studies team at CU Coventry started piloting use of Screencast-O-Matic to support students' assessment literacy. Using an example from practice, this short presentation will highlight successes and challenges associated with this dynamic and innovative approach. Students' reflections and opportunities for co-production will be explored.

Supporting international employability in health psychology: pilot online international learning project

Dr Carol Percy

The MSc Health Psychology team piloted an Online International Learning project to enhance students' employability. Students used a range of online tools to collaborate and explore opportunities to work in health psychology - locally and globally. The model we used is adaptable for collaboration across Schools, with external UK partners or internationally.

BMELTET – Blending MOOCs into English Language Teacher Education with Telecollaboration (COIL)

Marina Orsini-Jones/Abraham Cervero

This talk reports on how the MOOC Becoming a Better Teacher was blended into English Language Teaching (ELT) university programmes in conjunction with Collaborative Online International Learning (COIL). It discusses how this enhanced the COIL exchange by adding to it increased opportunities for global social collaborative interaction and reflection.

Women in IT

Gazelleh Moradi, Sarah Cockrill

Women in IT is an IT Services initiative and our mission is to continually support, encourage, empower and inspire Women in IT. We want to help women become leaders, to let our younger generation explore opportunities with the aim to address the gender gap for a better balance in IT

Wednesday 26th June 2019

12.30-13.10

Activity: Gamification, Embedding Coventry University Educational Strategy Pillars into your Teaching

Charlotte Collins

This activity can be used with your course teaching team to encourage the staff to think creatively about embedding the Coventry University Strategy Pillar into Modules. Try this activity today to see if you can see your teaching from another perspective.

‘Creative Hothaus Coventry’: supporting discovery, development and risk

John Hammersley

CHC is an intensive situated and blended learning project that investigates the unique historical, cultural and creative landscape and resource of the city. Core to the project is an adaptive pedagogic tool kit for teaching composition, design vocabulary and typography. This presentation discusses the importance of integrating disruptive, dynamic, and innovative learning.