

# Cambridge Teaching Forum 2022

Thursday 21 April  
Student Services Centre



## Opening Address

Professor Stephen Toope  
Vice-Chancellor



## Closing Address

Professor Graham Virgo  
Senior Pro-Vice-Chancellor  
for Education

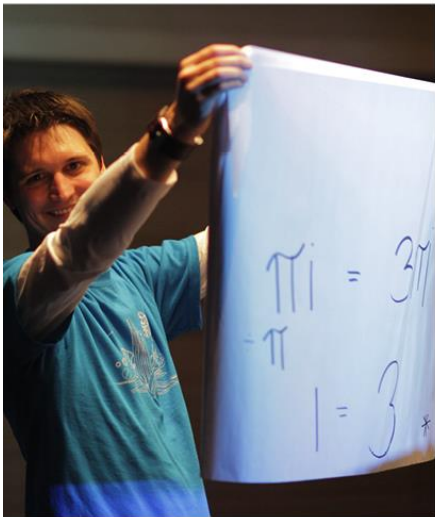


## Keynote Speaker

Dr Karen Gravett  
Surrey Institute of Education  
University of Surrey







# Practicalities

## Finding the Teaching Forum

The Cambridge Teaching Forum 2022 will take place at the Student Services Centre, New Museums Site. Please see the [map for directions](#).

Registration will take place from 9:30 for a 10:00 start. Follow directions for the atrium.

Plenary sessions will take place in the Lecture Theatre, while parallel sessions will take place in the exam rooms adjoining the atrium. Refreshments will be served in the atrium itself.

## Joining Online

Delegates are also able to join the event online, though please be aware that you will not have a choice of sessions if attending online (only one session will be available online at any one time).

Please follow this [link to join online](#). You can leave and re-join by following this link at any time.

We ask all participants to keep themselves muted. You are welcome to have your camera on or leave it off. When opportunities arise for questions, we ask delegates attending online to post questions in the chat. Our facilitators will relay your question to the chair.

The sessions available online will be all those held in the Lecture Theatre and Exam Room C. The parallel sessions available online are:

- 11:35 What does blended look like? Learning design for the individual.
- 13:30 Tackling awarding gaps with curriculum reviews.
- 14:00 Are online practical classes adequate replacements for live classes?

## Assistance

Online: If you encounter any technical difficulties, please contact [Ruth Laing](#) on MS Teams (preferably; rl401) or by email. You can also try contacting [CCTL Enquiries](#) if Ruth is unavailable.

In person: A member of the CCTL team should be available in the atrium. Otherwise, please ask at the main Student Services Centre reception desk.

## Event Recording and Photography

The plenary sessions and some parallel sessions will be recorded to share with delegates and other members of the University afterwards.

A photographer will be present throughout the day. These photos may be used by the Centre for Teaching & Learning in promoting events in a variety of formats such as webpages and social media. Please let the photographer know if you do not wish to be identifiable in any photos; they will be available during registration in the atrium.

## Feedback

Please take a few minutes to [provide us with feedback](#) after the event. We are very grateful for all feedback received, especially with this being the first time we have held the Teaching Forum in the Student Services Centre or livestreamed any of the sessions.

## Guidance for attendees at Cambridge Teaching Forum 2022

When visiting the Student Services Centre (SSC), please ensure you follow the protocols below. These are designed to keep all staff and visitors safe.

If you have questions that the CCTL hosting team are not able to answer, please email [SSCsupport@admin.cam.ac.uk](mailto:SSCsupport@admin.cam.ac.uk).

### SSC Protocols:

- Wherever possible use a face covering when moving around the building (this includes when entering the building).
- Maintain some social distancing.
- Make frequent use of the hand sanitiser at key points throughout the building.
- Follow the safety instructions outlined on signage throughout the building.
- Make use of the provided cleaning materials to sanitise workspaces and toilets.

### For attending CTF workshops and presentations:

- All rooms including the Lecture Theatre are well ventilated. Wearing face coverings is optional.
- Wherever possible, the windows will be open to enhance ventilation. This might reduce the temperature in the room and so you might want to dress in preparation for a cooler room.
- As best possible, room layout will allow for some social distancing.



# Agenda

09:30	<b>Atrium: Registration</b>			
10:00	<b>Lecture Theatre A</b> <b>Welcome</b> Dr Meg Tait, Head of the Cambridge Centre for Teaching & Learning			
10:15	<b>Lecture Theatre A</b> <b>Panel: Supporting student belonging at Cambridge</b> Dr Mary Beth Benbenek, Senior Teaching Associate, Cambridge Centre for Teaching & Learning Zaynab Ahmed, Undergraduate Access, Education & Participation Officer, Cambridge Students' Union Dr Annette Mahon, Assistant Senior Tutor, Lucy Cavendish College Dr Corinne Roughley, Senior Teaching Associate, Foundation Year Dr Stuart Palmer, Teaching Associate, Foundation Year Q&A			
11:00	<b>Lecture Theatre A</b> <b>Address by Vice-Chancellor and Senior Pro-Vice-Chancellor for Education</b> Professor Stephen Toope and Professor Graham Virgo Q&A			
11:20	<b>Break</b>			
11:35	<b>Morning Parallel Workshops</b>			
	<b>Exam Room A</b> <b>Health for All: co-producing social justice in a medical education initiative</b> Amelia Holloway Jaime San Miguel Navas <i>Cambridge Graduate Medical Course</i> Dr James Smith Dr Anne Swift Dr Charlotte Cuddihy <i>Department of Public Health &amp; Primary Care</i>	<b>Exam Room B</b> <b>Preparing an ethics application for higher educational research projects: practical tips and strategies</b> Dr Ruth Walker <i>Cambridge Centre for Teaching &amp; Learning</i> Dr Annette Mahon <i>Lucy Cavendish</i>	<b>Exam Room C</b> <b>What does blended look like? Learning design for the individual</b> Chris Baker <i>Technology-Enabled Learning Service, Cambridge Centre for Teaching &amp; Learning</i>	<b>Exam Room D</b> <b>How do we know it's working? Reconceptualising evaluation for participation initiatives</b> Rachel Bailey Andrew Avery <i>Access &amp; Widening Participation, Cambridge Admissions Office</i>
12:30	<b>Lunch</b>			
13:30	<b>Afternoon Parallel Sessions A</b>			
	<b>Exam Room A</b> <b>Student-led University Diversity Fund projects</b> <i>Session cancelled</i>	<b>Exam Room B</b> <b>Disabled Students' Transition Event: a co-designed development project</b>	<b>Exam Room C</b> <b>Tackling awarding gaps with curriculum reviews</b>	<b>Exam Room D</b> <b>The Great Divide: students' experience of the transition from school to university in a variety of</b>

		Dr Helen Duncan <i>Disability Resource Centre</i>	Dr Claire Michel <i>School of Biological Sciences</i> Dr Liz Hook <i>Department of Pathology</i>	<b>mathematical subjects</b> Paul Fannon <i>College Lecturer, Christ's College</i>
14:00	<b>Afternoon Parallel Sessions B</b>			
	<b>Exam Room A</b> <b>The Golden Thread: libraries supporting students' sense of belonging</b> Elizabeth Tilley <i>Cambridge University Library</i> Rebecca Le Marchand <i>St John's College Library</i> Emma-Jane Batchelor <i>Faculty of Education Library</i>	<b>Exam Room B</b> <b>Teaching, learning and the decolonization of History of Art teaching practices</b> Dr Sophie Pickford <i>Cambridge Centre for Teaching &amp; Learning</i>	<b>Exam Room C</b> <b>Are online practical classes adequate replacements for live classes?</b> Prof. Matthew Mason <i>Department of Physiology, Development &amp; Neuroscience</i> Dr Kamilah Jooganah <i>Cambridge Centre for Teaching &amp; Learning</i>	<b>Exam Room D</b> <b>The Student in the room: can student representatives be 'partners' in decision-making?</b> Arslan Basit Sheikh Alanna Gilmartin Christos Nikolaou Chantell Asante <i>Academic Reps</i> Kate McIntosh <i>Cambridge SU</i>
14:30	<b>Break</b>			
14:45	<b>Lecture Theatre A</b> <b>Keynote Speaker: Fostering Belonging as Situated Practice</b> Dr Karen Gravett, Senior Lecturer at the Surrey Institute of Education, University of Surrey Q&A			
15:30	<b>Lecture Theatre A</b> <b>Closing Address</b> Professor Graham Virgo, Senior Pro-Vice-Chancellor for Education			

## Joining online

Please follow this [link to join online](#) instead. You can leave and re-join by following this link at any time.

All plenary sessions, held in Lecture Theatre A, will be available online.

The parallel sessions available online are those held in Exam Room C, highlighted with a yellow background.

# Keynote Speaker

Dr Karen Gravett

## Fostering Belonging as Situated Practice

---

### Abstract

Our recent times have upended the way we think about student learning. With the shift online and to hybrid modes of delivery, or following increased concerns about students' engagement, wellbeing and attainment, educators have focused upon questions relating to how to foster a sense of community and how to develop a sense of belonging. In this keynote presentation I will share some of my recent research and practice examining three key areas of higher education – belonging, student engagement and transition – enabling participants to think about belonging and engagement in higher education in new ways, and exploring how we can continue to learn from the altered landscape of higher education following the Covid-19 crisis.

Specifically, I consider how belonging plays out in the 'micro moments' of learning and teaching, and how assessment, feedback and relational pedagogies are fundamental to fostering engagement and connection within these moments. I will consider different perspectives on belonging from the research literature, and argue for the value of a thoughtful approach to teaching that notices the situated, day-to-day practices of students' learning. I will explore how theory can help us to support our students, and how we can draw upon evidence-based research to assist our work in maximising students' potential and fostering belonging for a diversity of students in contemporary higher education.

### Profile

[Dr Karen Gravett](#) is Senior Lecturer at the Surrey Institute of Education at the University of Surrey, where her research focuses on understanding learning and teaching in higher education, and explores the areas of student engagement, belonging, transition and relational pedagogies. She is co-convenor of the Society for Research into Higher Education (SRHE) Learning, Teaching & Assessment network, Associate Editor of the *Higher Education Research and Development* journal, and a member of the editorial board for *Teaching in Higher Education*. Her work has been funded by the Society for Research in Higher Education, the Association for Learning Development in Higher Education, the British Association for Applied Linguistics, and the Arts and Humanities Research Council.

Karen's work is published in leading journals including *Studies in Higher Education*, *Teaching in Higher Education*, *Higher Education*, *Assessment and Evaluation in Higher Education*, and the *International Journal of Qualitative Methods*. Her latest books are: Gravett, K. (due 2023) *Relational Pedagogies: Connections and Mattering in Higher Education Theory-practice*, London: Bloomsbury. Kinchin, I. M. and Gravett, K. (2022) *Dominant discourses in higher education: Critical perspectives, cartographies and practice*, London: Bloomsbury, and Gravett, K., Yakovchuk, N. and Kinchin, I.M. (Eds.) (2020) *Enhancing student-centred teaching in higher education: The landscape of student-staff partnerships*, Cham, Switzerland: Palgrave Macmillan.







## Awarding gaps and inclusive education

The University has a collective commitment to eliminate awarding gaps in our papers and courses. Awarding gaps are differential degree outcomes, where particular cohorts of students are less likely than others to achieve a 1st or Good Honours classification.

The Centre for Teaching & Learning is now supporting colleagues in their efforts to identify and narrow any awarding gaps in their disciplines in three ways:

1. Mind the Gap Toolkit - a briefing for those interested in understanding awarding gaps, accompanied by self-evaluation tools to prompt reflection on good practice
2. Workshop Series - opportunities for staff to discuss the causes behind awarding gaps and potentially effective interventions
3. Awarding Gaps Consultation Team - supporting the development of an action plan to address awarding gaps from the data collection stage right through evaluation and sharing of practice

[www.cctl.cam.ac.uk/inclusive-teaching/awarding-gaps](http://www.cctl.cam.ac.uk/inclusive-teaching/awarding-gaps)





## Panel

### Supporting student belonging at Cambridge

Representatives from Cambridge Students' Union, Cambridge Centre for Teaching & Learning, the Foundation Year, and Senior Tutors

---

#### Abstract | Cambridge Centre for Teaching & Learning

In addition to chairing this panel, I will begin with a brief reflection on the idea of belonging—the theme of this panel and the afternoon plenary. Discussion of students' sense of belonging in higher education is the subject of extensive research and numerous conferences on higher learning with many studies capturing the complexity and diversity of students' experiences of connecting and belonging in tertiary education. I will begin this panel with some thoughts on belonging in relation to teaching and learning at Cambridge. In my role as a Senior Teaching Associate at the Centre for Teaching and Learning, I work with those who teach at Cambridge, from new undergraduate supervisors to seasoned academics. It is from this perspective that I will consider some questions related to academic belonging at Cambridge.

#### **Mary Beth Benbenek**

Mary Beth is a Senior Teaching Associate at the Cambridge Centre for Teaching & Learning. She is the course director of the Teaching Associates' Programme and leads on developing support and resources for undergraduate supervisors across STEMM and AHSS disciplines. Mary Beth also leads the Student Skills Project, which works with staff and students on developing the University's Skills Strategy. She has research interests in feedback practices, postgraduate research supervision, developing creative confidence in higher education teaching, and the transformational nature of undergraduate degrees. Mary Beth holds a PhD in History and taught in North America and Italy before coming to Cambridge.

#### Abstract | Cambridge SU

In my talk I will explore how the barriers to student belonging are often embedded into the culture at the University, and I will look at how the work of Cambridge SU seeks to challenge (sometimes centuries-old) traditions in order to tackle these issues. I will discuss how the work of this year's sabbatical officer team aims to improve the student experience holistically. In particular I will focus on: accessibility, decolonisation, student-staff working relations, finances, and mental health. These are priorities set out by Cambridge SU to ensure students are able to flourish academically and personally during their time at Cambridge.

#### **Zaynab Ahmed**

Zaynab studied Classics at Newnham College and graduated in July 2021. She is currently the Undergraduate Access, Education and Participation at Cambridge SU; this year she has been campaigning for accessible teaching provision, decolonised University curriculums and greater support for student-led access work.

#### Abstract | Bridging Week

Before arrival at University, students may not have a good understanding of university life and have difficulty accurately predicting their student experience. This can complicate a successful transition to university which involves navigating a series of changes including but not limited to teaching and learning methods, friendships and family relationships. Recognising this, and the impact that it can have on student welfare, wellbeing and academic work, in 2019 our first Bridging Week was designed to support transition to College. Since then, the week has evolved in response to student feedback to become part of a programme of student support and development that begins before and continues during their time in Cambridge. Significant features of the week are that all new first-year students join the college a week before the start of

Term and that we offer a programme of academic, academic-related and social events which includes workshops on, for example, time-management and essay writing. The week also includes a supervision to demystify this way of teaching and learning as well as other activities such as introduction to learning at Cambridge and social events, and concludes with matriculation. Student feedback on the Bridging Week reports positive effects in increasing confidence, meeting friends, feeling settled at university and being ready to start term.

### **Dr Annette Mahon**

Annette completed a PhD in Zoology at Cambridge and afterwards moved to the university's Graduate Development Programme, where she developed teaching and transferable skills provision for graduate students and designed and ran the first year of the HEA-accredited Teaching Associate Programme (TAP). She then joined Imperial College London as a Lecturer in Educational Development and since then has held a number of roles related to the MEd in University Learning and Teaching, also acting as a reviewer for Advance HE Fellowship applications and for Imperial's Educational Ethics Review Process. Annette currently divides her time between Imperial and Lucy Cavendish College where she is the Assistant Senior Tutor (Graduates) with responsibility for graduate students, as well as programmes such as Bridging Week, and supporting academic skills.

### **Abstract | Foundation Year Programme**

The first cohort of Foundation Year Programme (FYP) students will arrive in Cambridge in Michaelmas 2022. While these students have been selected from a competitive admissions process and have demonstrated high potential, we are also aware that these students - by the very nature of the programme - will also be entering Cambridge with lower Level 3 grade profiles than those starting undergraduate degree programmes. Furthermore, some will potentially have less relevant or developed academic expertise as they have previously studied less academic qualifications such as Applied General Qualifications. Supporting our students in their transition to Cambridge is clearly a crucial part of ensuring successful outcomes are achieved for both the students and the programme, and with just a one-year course, a smooth start is even more crucial.

### **Dr Corinne Roughley**

Corinne is the Senior Teaching Associate for the Foundation Year Programme. She oversees the development of content across the FYP modules as well as leading teaching for the data stream. Corinne's research uses digital mapping and data analysis to explore relationships between people and landscapes from prehistory to the nineteenth century. She is a Fellow of Hughes Hall, and prior to joining the Foundation Year was Deputy Senior Tutor with responsibility for student welfare and Arts/Humanities admissions. Corinne has also taught for the Institute of Continuing Education for about 20 years.

### **Dr Stuart Palmer**

Stuart is a Teaching Associate responsible for the design and delivery of a range of the Foundation Year papers. Stuart specialises in the history of early modern popular politics and culture, and holds a PhD in Medieval and Early Modern Studies from the University of Kent. Before joining the FYP, Stuart worked in various Widening Participation roles and has taught in a range of settings, including the University of Kent, University of East Anglia, and Sidney Sussex College, Cambridge. He is a Bye-fellow of Lucy Cavendish College.



# Morning Parallel Workshops

## Workshop 1: Health for All: co-producing social justice in a medical education initiative

Amelia Holloway, Graduate Medical Student

Jaime San Miguel Navas, Graduate Medical Student

Dr James Smith, Assistant Director of Public Health Studies, Department of Public Health and Primary Care

Dr Anne Swift, Director, Public Health Education Group, Department of Public Health and Primary Care

Dr Charlotte Cuddihy, Public Health Registrar, PHEG Cambridge

---

### Abstract

Health for All is a student-staff partnership approach to working towards health and social justice through education. Issues of power such as racism, sexism, ableism, and many other forms of injustice do not happen in isolation but intersect and overlap, with influences and potential solutions at multiple levels; medical education is a recognised route for addressing some of these societal problems. The project connects with and supports emerging work by the School of Clinical Medicine, for example on racism and climate action, with work by a range of student groups such as Doctors for All and Healthy Planet Cambridge.

Our three initial priorities are:

- Embedding health and social justice into what we teach in the Clinical School medical curriculum, how we teach and who we are as an institution.
- Commitment to co-production of resources and promoting community engagement.
- Creating and leading a sustainable and effective initiative.

Through Health for All, we aim to bring together thinking on multiple aspects of inequities with an appealing, academically rigorous, interdisciplinary approach. Key areas of work include race and ethnicity, sexism, sexual and gender minorities, disability, intergenerational equity, religion, economic inequality and poverty, homelessness, migrant and refugee health, sex workers and prisoners, and climate change and environmental justice.

In this workshop we will describe:

- what we are learning about current medical teaching as it relates to social justice;
- our emerging systems-based model for an authentic and transferable approach;
- how we have developed a genuine co-production culture and process with students and faculty;
- the early outputs of the initiative, including educational resources, a weekly item in the Clinical School newsletter, a launch event, and development of a curriculum action plan;
- examples of curricular innovations including sessions on specific topics, such as LGBT+ health and decolonising global health, and smaller tweaks in other sessions throughout the course.

### Amelia Holloway

Amelia is a second year graduate medical student and co-president of Healthy Planet Cambridge, a student society focused on the links between climate and health. Before starting medical school, Amelia completed a Biology degree at Oxford and worked as a healthcare assistant in sexual health.



## Jaime San Miguel Navas

Jaime is a second year graduate medical student and a member of St Edmund's College. Jaime is Spanish but grew up in Italy before going to London to study Genetics at UCL. Jaime then came to Cambridge to do an MPhil in Genetics prior to starting Medicine here.

## Dr James Smith

James is Assistant Director of Public Health Studies in the Public Health Education Group. His role includes:

- leadership of global health and population health teaching strands (clinical students);
- development and delivery of teaching on environmental change and sustainability (clinical students);
- development and leadership of the Health for All initiative on social justice in medical education;
- support Director of PHEG and leadership of Clinical School in further development of medical teaching programme.

He also does occasional teaching for other universities such as London School of Hygiene and Tropical Medicine and the University of Oxford. He is a medical doctor trained in general practice and public health. He is the co-lead of the sustainability theme for Cambridge Public Health Interdisciplinary Research Centre. In 2021-22 he is a Cambridge Zero David Mackay research associate at Darwin College. His research interests include decarbonisation of the healthcare, health co-benefits from climate action and how we can catalyse urgent systemic change to avoid the worst impacts of climate change. He sits on the NHS England national inhalers expert working group.

## Dr Anne Swift

Anne is Director of Public Health Teaching at the University of Cambridge Clinical School and a Consultant in Public Health Medicine at West Suffolk NHS Foundation Trust. She is passionate about medical education and in 2021 was honoured to be awarded the University of Cambridge Pilkington Prize for excellence in teaching. In her NHS work, she is developing approaches to reducing health inequalities through integrated healthcare systems alongside working on multiple areas of patient and staff wellbeing. She is an educational supervisor for postgraduate training in the East of England School of Public Health, for which she was Training Programme Director until 2021.

## Dr Charlotte Cuddihy

Charlotte is a medically qualified public health registrar with an interest in medical education and inclusion, particularly of those with health conditions/ disabilities. She works with the PHEG team on their Health for All project.



## Workshop 2: Preparing an ethics application for higher educational research projects: practical tips and strategies

Dr Ruth Walker, Cambridge Centre for Teaching & Learning, Chair of the Cambridge Higher Education Studies Research Ethics Committee

Dr Annette Mahon, Lucy Cavendish College & Imperial College London, Cambridge Higher Education Studies Research Ethics Committee

---

### Abstract

Research into the learning and teaching experiences of students and staff is increasingly highly valued and useful in providing an evidence-base for improving educational experiences. Core ethical principles should always be followed in research design, whether you are designing your study for a publishable research outcome or evaluating teaching and learning for your own purposes or internal discussion. However, a formal ethics review will be required where your research project involves human participants, such as teachers and students, or where it involves personal or sensitive data, and where you have a plan to publish, present or publicly share your findings. Cambridge now has a process for applying for ethics review of internal institutional educational research projects, supported by the Cambridge Higher Education Studies Research Ethics Committee.

This workshop will provide an introduction to the ethics application process for colleagues interested in developing, and eventually publishing, their teaching, learning or other related educational projects. It will:

- provide an overview of ethical principles underpinning research with human participants;
- clarify the difference amongst evaluation, evaluative research and research projects;
- discuss common ethical issues related to 'insider' or practice-based research;
- illustrate aligning appropriate methods with research questions and anticipated participants;
- offer practical tips about what you need to prepare for your ethics application.

Participants will have the opportunity to ask questions and seek advice about their potential higher educational research projects.

### Dr Ruth Walker

Ruth is a Senior Teaching Associate in the Cambridge Centre for Teaching & Learning. With a range of student-staff partners, Ruth has recently focused on qualitative research projects investigating Cambridge's awarding gaps. She co-ordinates Cambridge's five-year participatory action research project investigating awarding gaps (the APP Participatory Action Research Project 2020-2025), the development of the new Black Advisory Hub, and the project planning for the Awarding Gap Consultation Team which works with course teams in Faculties and Departments in the development of their own internal research projects. Ruth also supports staff in the development of evaluative research proposals about their own teaching practices as a Tutor on the Postgraduate Certificate in Teaching & Learning in Higher Education programme. Additionally, Ruth is the chair of the ethics committee established to support institutional research into teaching, learning and education, the Cambridge Higher Education Studies Research Ethics Committee.

### Dr Annette Mahon

Annette completed a PhD in Zoology at Cambridge and afterwards moved to the university's Graduate Development Programme, where she developed teaching and transferable skills provision for graduate students and designed and ran the first year of the HEA-accredited Teaching Associate Programme (TAP). She then joined Imperial College London as a Lecturer in Educational Development and since then has held a number of roles related to the MEd in University Learning and Teaching, also acting as a reviewer for Advance HE Fellowship applications and for Imperial's Educational Ethics Review Process. Annette currently divides her time between Imperial and Lucy Cavendish College where she is the Assistant Senior Tutor (Graduates) with responsibility for graduate students, as well as programmes such as Bridging Week, and supporting academic skills.

## Workshop 3: What does blended look like? Learning design for the individual

Chris Baker, Team Lead, Technology-Enabled Learning Service

---

### Abstract

The variety and complexity of higher education, made even more challenging considering the myriad possibilities of technology enabled learning, has prompted many conversations and queries about how we may move forward following change in the past few years. This workshop will consider the differing perspectives and values held by staff and ask the question “what could blended learning look like at Cambridge?”. We will explore some common definitions of blended learning, share our experiences, identify where we are now, and where we might travel in the years to come.

### Chris Baker

Chris is currently a Learning Designer and Team Lead for the University Technology-Enabled Learning Service, where he is supporting staff across the institution and guiding on the use of educational technologies at Cambridge. Prior to Cambridge, he has experience teaching at a range of academic levels including Secondary, Further Education, and Higher Education both internationally and domestic. Alongside teaching, Chris has additionally served as a Teaching Assistant supporting students with a variety of educational needs, and aided staff in blended and online delivery prior to, and during, the pandemic.





## Workshop 4: How do we know it is working? Reconceptualising evaluation for participation initiatives

Rachel Bailey, Co-Lead Access & Participation Evaluation Community of Practice, Widening Participation (Evaluation & Monitoring), Cambridge Admissions Office (CAO)

Andrew Avery, Co-Lead Access & Participation Evaluation Community of Practice, Research Analyst (Evaluation & Monitoring), Cambridge Admissions Office (CAO)

---

### Abstract

This interactive workshop will explore the values and practicalities of embedded evaluation practice within initiatives aimed at creating greater parity and equity in student experience, awarding, success, and outcomes. It will be relevant to anyone seeking to implement and evaluate effective change in their working practices, including Supervisors, Faculty, and colleagues from Colleges, Professional Services, and institutions of the University.

The session will address the common misconception of evaluation as an 'end activity', seeking instead to conceptualise and develop understanding of evaluation as an embedded developmental process that commences at project initiation and is integrated throughout its lifecycle. Looking at what this means for teaching and learning initiatives, we will use 'sense of belonging' as a working example to explore questions:

- What are we evaluating?
- How do we use evaluation constructively and strategically?
- What can we draw on in planning and implementing embedded evaluation?
- What is the role of student voices?
- How do we take evaluation beyond impact?

The session will also provide a brief overview of the University Access and Participation Community of Practice, which includes the remit to advance evaluation practice through collaboration, sharing of knowledge and expertise, skills development, and resources, within an inclusive and supportive structure. Accompanied by an introduction to the 'Six Step Evaluation Process' developed for access and participation initiatives across the full student lifecycle being run within the University.

### Rachel Bailey

Rachel joined the University in January 2020 as the Evaluation and Monitoring lead within the central CAO Widening Participation team and is a founder and co-lead of Access & Participation Community of Practice. Her focus is on infrastructure and capacity building in relation to the evaluation of access and participation interventions across the full student lifecycle, including developing training, frameworks, resources, and implementing coaching/mentoring and collaborative practices that support a more joined-up approach. Rachel is also the staff Key Contact for the SPACE (Supporting Parents and Carers @ Cambridge) Staff Diversity Network, an Ourcambridge Champion with a particular interest in developing communities of practice and initiatives aimed at supporting staff and is a PGDip student in Child and Adolescent Psychotherapeutic Counselling at the Faculty of Education.

### Andrew Avery

Andrew is a member of the Research Unit in the CAO, working on projects supporting the evaluation of outreach initiatives. He is responsible for the management of Cambridge's use of the Higher Education Access Tracker (HEAT) database, used to record outreach work across the Collegiate University and is a founder and co-lead of the Access and Participation Community of Practice. He is interested in how administrative data can be used to inform evaluation practice and combines with qualitative data to provide a holistic understanding of the effectiveness of interventions. Andrew is currently working on a project exploring applicant perceptions of the Cambridge admissions process and how the shift to remote interviews has affected the application experience. He has previously held roles focussing on overseas applications to the University and as a Schools Liaison Officer at Christ's College.



## APP Participatory Action Research Project

The Centre for Teaching & Learning is currently engaged in the third year of the APP Participatory Action Research Project, intended to investigate the underlying drivers that might be responsible for the University's awarding gaps affecting disabled students with mental health conditions and Black British students.

This project sees student partners undertake qualitative research and provide recommendations for the University informed by this research. Many of these recommendations can be directly put into practice by colleagues and teams in Faculties, Departments and Colleges.

Outcomes from the first year of the Project include a guide to using Content Notes, the development of a Black Advisory Hub, and student perspectives on diversifying assessment. The 2020-21 projects investigated the following topics:

- Assessment Guidance
- Peer Learning
- Supervisions
- First-year Transition
- Representation in the Curriculum

We strongly recommend colleagues read the results of the first two years of the Project, and keep an eye out for the recommendations coming out of this current year.

[www.cctl.cam.ac.uk/app-par-project](http://www.cctl.cam.ac.uk/app-par-project)

## Afternoon Parallel Sessions A

Please note **Session 1** 'Student-led University Diversity Fund Projects' has been cancelled.

### Session 2: Disabled Students' Transition Event: a co-designed development project

Dr Helen Duncan, Senior Neurodiversity Adviser, Disability Resource Centre

---

#### Abstract

Each year the DRC organises an orientation day, called the Transition Event, for disabled students who are about to commence their study at the University. This event aims to support disabled students in the transition from school to University and acquaint them with the support that is available at Cambridge University.

In this project, a systematic, user-centred, methodology, was adopted that applied design thinking to the construction and development of the transition event (based on Nessler's 2017 'Double-Diamond' Model). Disabled students, as experts in their experience, acted as co-researchers and student facilitators, devising and developing the model for the transition event through a series of focus groups. The student researchers went on to develop the content of the event, the materials and resources required, and devised the modes of delivery, taking into account the context and requirements of disabled students studying at Cambridge University, with the aim of fostering a sense of ownership, agency and belonging.

#### Dr Helen Duncan

Helen is the senior neurodiversity adviser at the University of Cambridge's Disability Resource Centre (DRC) and supports students with specific learning difficulties (SpLD), including dyslexia, dyspraxia and ADHD. She is a qualified teacher and SpLD diagnostic assessor with a postgraduate diploma in diagnosing and teaching students with SpLDs and an MSc in Neurodevelopmental Disorders. Her PhD is in the impact of specific learning difficulties on assessment in University. Helen is an associate member of the British Dyslexia Association, a member of PAToSS (The Professional Association of Teachers of Students with Specific Learning Difficulties), a senior accredited member of NADP (National Association of Disability Practitioners), and a director of SASC (the SpLD Assessment Standards Committee), which is the national body governing standards in diagnostic assessment in the field of SpLD.





## Session 3: Tackling awarding gaps with curriculum reviews

Dr Claire Michel, Curriculum Reviews Manager, School of Biological Science

Dr Liz Hook, University Lecturer, Chair of the MVMCR Awarding Gaps Working Group

---

### Abstract

The School of the Biological Sciences (SBS) initiated two significant curriculum reviews in 2021, covering three large triposes: the Medical Sciences Tripos, the Veterinary Sciences Tripos, and the Biological Natural Sciences Tripos.

Both reviews underwent a Discovery Phase to identify the strengths and weaknesses of the courses and propose recommendations to improve the courses' structure, content, management, delivery and assessment. Significant modifications to the course are expected as a result of these recommendations, including in the field of assessment.

The reviews are now identifying and implementing actions to respond to the Discovery Phase recommendations. In parallel to the Discovery Phase, CCTL and SBS produced an Awarding Gap Briefing Paper, which analysed awarding gaps for gender, ethnicity and disability in the three Triposes being reviewed. One recommendation of the MVMCR was to "Improve Equality, Diversity and Inclusion in all aspects of the course". This has led to the formation of the Awarding Gap working group and a project with the Awarding Gap Consultation Team.

As part of this presentation, we will describe briefly the methodology used for the SBS Curriculum Reviews, explain the aims of the AGCT project, highlight the short-term actions being implemented, and discuss the longer-term plans of the Awarding Gap working group.

### Reference list:

Michel, C. (2021). *Medicine and Veterinary Medicine Curriculum Review: Discovery Phase Report*, School of Biological Sciences, University of Cambridge. [Available at: [https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/SBIOS\\_Intranet/MVMCR%20Documents/MVMCR%20Discovery%20phase%20report.pdf?csf=1&web=1&e=QILABa](https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/SBIOS_Intranet/MVMCR%20Documents/MVMCR%20Discovery%20phase%20report.pdf?csf=1&web=1&e=QILABa)]

School of Biological Sciences and Cambridge Centre for Teaching & Learning (2022). *Briefing Paper on the awarding gaps in Medicine, Veterinary Medicine, and Biological Natural Sciences*: to be published.

### Dr Claire Michel

Claire joined the Faculty of Biology Office in 2017 with 10 years experience in neuroscience research. Since January 2021, she has managed the Medicine and Veterinary Medicine Curriculum Review and the Biological Natural Sciences Curriculum Review. In this role, she combines her biological background and project management skills to facilitate the identification and implementation of course changes.

### Dr Liz Hook

Liz is a University Lecturer in Cellular and Molecular Pathology and Honorary Consultant Paediatric Histopathologist. She has been the lead teacher for clinical pathology since 2016 and is the senior examiner for the written components of Final MB Part II. Liz sits on the steering committee for the MVMCR and chaired the Clinical Integration Working group for the initial phase of the MVMCR. In this second phase, she chairs the Awarding Gap and Preparation/ for Assessment working groups.

## Session 4: The Great Divide: students' experience of the transition from school to university in a variety of mathematical subjects

Paul Fannon, College Lecturer, Christ's College

---

### Abstract

There is a lot of research showing that the transition between school and university can be a difficult time. This can be due to a multitude of factors:

- Social
- Financial
- Emotional
- Academic

In this talk I am going to be reflecting on the academic aspect of the transition in the context of teaching mathematical topics to students from a variety of backgrounds in Mathematics, Natural Sciences, Economics and PBS although I believe some of the suggestions are transferable to other topics.

There are two main theoretical ideas I will be exploring. The first is the tension between challenging students preconceptions versus leaving them feeling alienated. The second is the idea of the hidden curriculum which acts as a barrier between students and their achievement of their potential and the subsequent impact on their identity. This will be informed by some quotes from discussions with my current and previous students.

Finally I will offer some suggestions of things which I have tried to help aid students' feelings of belonging along with ideas for further institution-wide changes which could improve the integration of all students.

### Paul Fannon

Paul was a student at Cambridge before spending 13 years teaching in secondary schools. He then returned to academia and is currently a College Lecturer at Christ's and Director of Studies in Mathematics in Jesus. He is also very involved in admissions exams and mathematical outreach. He won a Student-Led Teaching Award in 2018 and 2020.





## Congratulations to the winners of the 2022 Pilkington Prize

The Centre for Teaching & Learning is delighted to announce the 2022 winners of the Pilkington Prize.

The Pilkington Prizes are awarded annually to members of staff in recognition of their contributions to teaching excellence. The awards were initiated by Sir Alastair Pilkington, who believed that the quality of teaching was crucial to the University's success.

Our congratulations to Dr Neil Davies, Dr Robbie Duschinsky, Dr Owen Griffiths, Dr Susan Jones, Mr Stephen McDonnell, Dr Peter McMurray, Dr Ella McPherson, Dr Dai Morgan, Dr Amanda Prorok, Prof. Christopher Tout, Prof. Stephen Watterson and Dr Tim Weil. You can earn more about the Prize Winners at [www.cctl.cam.ac.uk/pilkington-prize](http://www.cctl.cam.ac.uk/pilkington-prize).

## Postgraduate Certificate in Teaching and Learning in Higher Education

Would you like to:

- extend your understanding of how students learn?
- extend your repertoire of teaching, learning and assessment methods?
- develop a cogent philosophy of higher education?

The PGCTLHE is a 12-month Master's-level course open to Cambridge staff who teach and support the learning of Cambridge students, with at least three years' experience.

Apply by Thursday 19 May

[www.cctl.cam.ac.uk/pgctlhe](http://www.cctl.cam.ac.uk/pgctlhe)

*"The course isn't about rules on how to teach - it's about gaining tools to help you critically assess teaching, learning and assessment."*

*"The overall structure is highly effective as a way of learning. The formative feedback, the tutorials, the pre-reading and workbooks, the self-reflection have all been tremendously helpful and very different from ways I have been taught previously."*



UNIVERSITY OF  
CAMBRIDGE

Cambridge Centre for  
Teaching and Learning





# Afternoon Parallel Sessions B

## Session 5: The Golden Thread: libraries supporting students' sense of belonging

Elizabeth Tilley, Head of Education and User Services, Cambridge University Library

Rebecca Le Marchand, Library Assistant, St John's College Library

Emma-Jane Batchelor, Deputy Librarian, Faculty of Education

---

### Abstract

Seth Godin (2021) recently wrote: "As social creatures, many people very much need a place to go, a community to be part of, a sense of belonging and meaning". He was referring to the future of the office and the return-to-work debate. Which is exactly what our students are doing in our academic institutions – going to work. Libraries, especially within a collegiate environment such as Cambridge, have both opportunity and desire to support this need for community and to help a student feel that they belong. Scoulas' (2021) research on students' perceptions of belonging during COVID, shows that the relatively simple interaction of using library resources increases the sense of belonging – but just how much this increased with in-person use of library spaces.

Libraries in Cambridge overwhelmingly have student support at the heart of what they do, from small changes in signage or using a student's name, to exhibitions, and provision of wellbeing activities. Some of these activities have been collated via a recent padlet (2022) showing the breadth of ways libraries engage with students and revealing just how dedicated they are to building a sense of community.

There are several golden threads that intertwine through-out this collection of stories. Firstly, there are activities embedded in the local services; tailored 'boutique' services are not just a one-off activity, but an ethos for service; using more inclusive language is an embedded decision for future changes, not just a 'good idea' for now. Secondly, activities which may not be embedded or remain in situ forever are still undertaken purposefully; for example, the Whipple Library offers cake to students and states that it "humanises us in their eyes, and shows that... we don't always have to take ourselves completely seriously". A third golden thread highlights why students have a heightened sense of belonging in our libraries: students feel that they belong when they are seen, they belong when they are listened to and when a library reaches out to them, it lets them know that they are seen and respected.

As part of this presentation on how libraries contribute to the students' sense of belonging, there will be two short case studies from a college and a faculty library illustrating the benefits for students when a library either changes their approach or is able to provide personalised, tailored support.

### Reference list:

Godin, S. (2021, August 6). *The end of the office* [Blog]. Seth's Blog. <https://seths.blog/2021/08/the-end-of-the-office/>

Libraries, Cambridge. (February 2022). *Supporting students' sense of belonging*. Padlet. Retrieved February 13, 2022, from <https://padlet.com/eat21/m8yzzwwvgahsasox>

Scoulas, J. M. (2021). College students' perceptions on sense of belonging and inclusion at the academic library during COVID-19. *The Journal of Academic Librarianship*. 47(6), 102460. <https://doi.org/https://doi.org/10.1016/j.acalib.2021.102460>

### **Elizabeth Tilley**

Elizabeth is Head of Education and User Services for Cambridge University Libraries, Elizabeth (Libby) has worked in subject libraries in Cambridge for a number of years and is now based at the University Library where part of her role is to take a more holistic view of how Cambridge University Libraries support teaching and learning. Current projects include supporting Faculty teams with improved systems for reading lists and bringing library skills teaching information together, creating a single portal for students and academics to use.

### **Rebecca Le Marchand**

Rebecca is a Library Assistant at St. John's College Library. She has also worked for Robinson College Library and the University Library. She is passionate about student welfare and about expanding and improving the ways in which libraries engage with students.

### **Emma-Jane Batchelor**

Emma-Jane is Deputy Librarian at the Faculty of Education. She has many years of experience in supporting the Education community, which includes large numbers of PGCE trainees, part-time and distance students. Emma-Jane works closely with the Faculty Librarian to deliver tailored user education sessions for each of the Faculty's seven programmes of study, regularly reviewing content in line with Faculty course changes and evolving teaching methods to ensure the best possible student experience.



## Session 6: Teaching, learning and the decolonization of History of Art teaching practices

Dr Sophie Pickford, Affiliated Lecturer, History of Art/Senior Teaching Associate, Cambridge Centre for Teaching & Learning

---

### Abstract

Against the backdrop of scholarly debates on decolonization in Higher Education, this presentation aims to define ways in which the intellectual theory of decolonization can be translated to concrete teaching and learning practice within the sphere of the History of Art. As a discipline based on seeing and interpreting, Art History is intimately bound up with humanity's relationship to objects and cultures, and thereby to the iconography of the decolonization movement. Drawing on student demands in an Open Letter (2020), as well as changes in the History of Art curriculum at Cambridge University, this presentation attempts to pin down the relevance and meaning of decolonisation for History of Art as a discipline, whilst analysing the evolution of teaching in response to the decolonization movement. Finally, suggestions are made for an expansion of decolonised teaching methods, turning theory into enhanced practice.

'The starting point for organizing the program content of education or political action must be the present, existential, concrete situation, reflecting the aspirations of the people' Friere writes (1970, p.68). Using this as a guiding principle, this presentation analyses the demands of the Cambridge University student group *Decolonise History of Art and Architecture*, comparing their requests to actual changes in the department's teaching and curriculum. Considering a variety of teaching and learning activities, such as research, writing, source material, application of theory, training and the scope of the syllabus, this presentation will examine how a student-focused approach combined with a dialogical teaching model and the adjustment of the teaching environment can all contribute to the concrete practice of decolonization in the History of Art sphere. Acknowledging that: (a) teaching practice can be slow to change in universities; (b) students' demands will not always be reasonable or actionable; and (c) care must be taken to retain points of teaching excellence, this presentation argues that there is more we can do as teaching practitioners in order actively to decolonize our teaching practice. Though this may not 'change the order of the world' as Frantz Fanon desired (1961, p.27), it should go some way towards rethinking the teaching of a complex discipline, whose very nature is innately, visually bound up with decolonization.

### References list:

- Fanon, F. (1961 [2001]). *The Wretched of the Earth*. London: Penguin.
- Freire, P. (1970 [2017]). *Pedagogy of the Oppressed*. London: Penguin.
- Grant, C. and Price, D. (2020). Decolonizing Art History. *Art History*. 43(1), 8-66.
- Jansen, J.D. (2019). *Decolonisation in Universities: The Politics of Knowledge*. Johannesburg: Wits University Press.
- Mirzoeff, N. (2017). Empty the museum, decolonize the curriculum, open theory. *Nordic Journal of Aesthetics*. 53, 6-22.
- Pimblott, K. (2020). Decolonising the University: The Origins and Meaning of a Movement. *The Political Quarterly*, 91(1), 210-16.

### Dr Sophie Pickford

Sophie is an Affiliated Lecturer in the department of History of Art and a Senior Teaching Associate at the Cambridge Centre for Teaching & Learning. She is currently Director of Studies in History of Art at King's, Magdalene, and Lucy Cavendish, and is a Bye Fellow at King's and Lucy Cavendish. She supervises and lectures extensively for the University and last year co-convoked the first year undergraduate History of Art course. Sophie has successfully completed Cambridge's Postgraduate Certificate in Teaching & Learning in Higher Education, and has research interests in postgraduate research supervision, decolonization, study skills development, and small group teaching practices.



## Session 7: Are online practical classes adequate replacements for live classes?

Professor Matthew Mason, Comparative Physiology and University Physiologist, Department of Physiology, Development & Neuroscience

Dr Kamilah Jooganah, Senior Teaching Associate, Cambridge Centre for Teaching & Learning

---

### Abstract

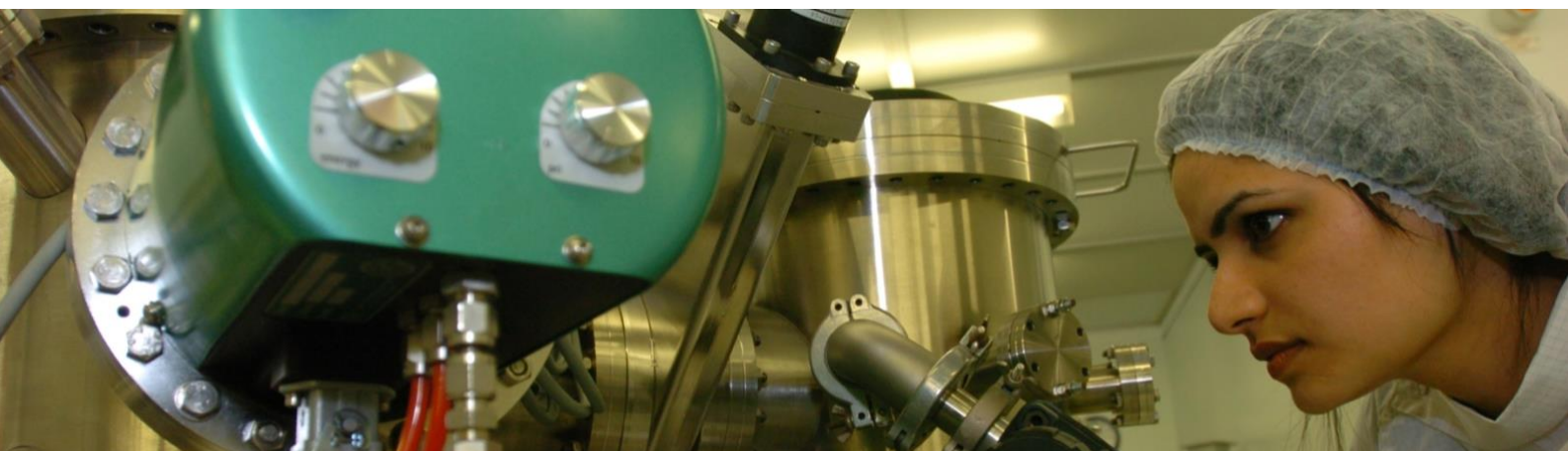
During the SARS-CoV-2 pandemic of 2020-1, all first-year physiology practical classes were converted to an online format. The online classes involved the students making measurements from real experimental data, followed by analysis and interpretation. Although they could not use the equipment, the students could watch live-streamed experiments performed by academics and were offered weekly, Zoom-based Q&A sessions. Students were generally very positive about the online classes in their regular course feedback. Even so, when we explored this further through a detailed questionnaire and focus-group discussion, we found that a substantial proportion of students felt that online classes were “poor” or “very poor” replacements for live versions. As well as giving them experience with laboratory equipment and the chance to work in an active way, students valued the social aspects of live practical classes. Students also valued the opportunity to ask questions of academics, but attendance at Zoom Q&A sessions was extremely low throughout the year. We propose that an overlooked but important aspect of live practical classes is that the relatively informal learning environment helps to break down barriers between students and staff.

### Professor Matthew Mason

Matthew is the University Physiologist, working in the Department of Physiology, Development & Neuroscience. He has a prominent role in the teaching of physiology to medical, veterinary and natural science students and has been involved in several innovations, including the introduction of ‘flipped classroom’ teaching to large-cohort science lectures. He was responsible for the transition to online practical teaching for first-year physiology subjects in 2020-21.

### Dr Kamilah Jooganah

Kamilah is a Senior Teaching Associate at the Cambridge Centre for Teaching & Learning. She works on the enhancement of teaching, learning and assessment, including projects focused on eliminating the awarding gaps. She is co-author of a briefing paper on awarding gaps in the School of Biological Sciences. Prior to Cambridge, Kamilah worked as a Research Associate to widen student access and support student success on AI and Data science postgraduate conversion courses at Keele University as part of a national project funded by the Office for Students. Kamilah was previously an Academic Developer at Nottingham Trent University and led a team of academic developers on the institution-wide Success for All project. She was assessment and feedback lead at the University of Reading.



## Session 8: The Student in the room: can student representatives be 'partners' in decision-making?

Arslan Basit Sheikh, Business and Management (PG): MFin - Rep

Alanna Gilmartin, Education (PG): Primary & Secondary PGCE Academic Representative

Christos Nikolaou, Council of the School of Humanities and Social Sciences: PG – Rep

Chantell Asante, Council of the School of Humanities and Social Sciences: UG - Rep

Kate McIntosh, Student Rep Co-ordinator, Cambridge SU

---

### Abstract

Current and former student academic representatives alongside Cambridge SU staff will present on the nature of student involvement in decision making in the University. This session will cover the current status of student rep involvement, and consider what is meant by student partnership in the context of governance and policy-setting.

We'll discuss the current barriers to effective student partnership including challenges with building good relationships with staff and legitimacy in decision-making spaces, referencing the experiences of current and former student academic reps. We'll explain our belief that achieving effective student partnership requires changes to our current practice and ways of working, and lay out the advantages to be gained from student involvement and collaboration.

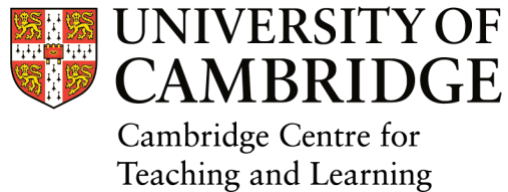
Finally, the presentation will cover student priorities for overcoming the barriers to effective partnership, and the first steps to achieving genuine, sustainable and productive student partnership in decision-making.

### Kate McIntosh

Kate is the Student Rep Co-ordinator at Cambridge SU, with responsibility for training and supporting student academic reps. She also works alongside the elected sabbatical officer team on their goals and campaigns.







The [Cambridge Centre for Teaching & Learning](#) supports educators, encourages innovation and provides a focus for enhancing education at Cambridge.

Our educational development work aims to provide a sustained focus on complex educational priorities, help develop an evidence base for both designing and evaluating enhancement activities, and engage with Departments and Colleges to identify opportunities to enhance teaching, learning and assessment. We aim to support the professional education and development of those who teach / support the learning of Cambridge students.

You can hear about new developments through our [Teaching & Learning Newsletter](#).



Cambridge Centre for Teaching and Learning

Student Services Centre

Email: [cctlengq@admin.cam.ac.uk](mailto:cctlengq@admin.cam.ac.uk)

Website: [www.cctl.cam.ac.uk](http://www.cctl.cam.ac.uk)