

Cambridge Teaching Forum 2023

Engaging with Development, Challenge and Change
in Teaching, Learning and Assessment



Friday 21 April
Student Services Centre



Opening Address

Prof. Bhaskar Vira
Pro-Vice-Chancellor for
Education



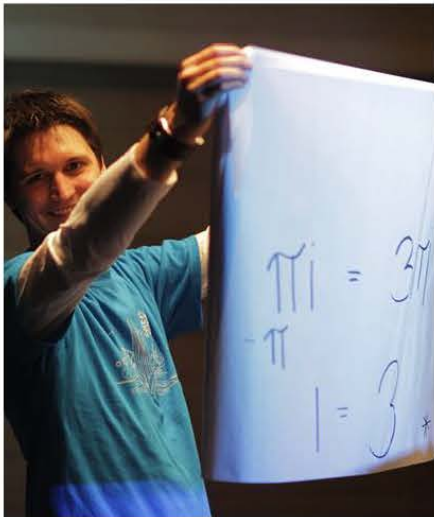
Keynote Speaker

Prof. Kathleen M Quinlan
Director, Centre for the Study
of Higher Education
University of Kent



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Cambridge Centre for
Teaching and Learning



Practicalities

Finding the Teaching Forum

The Cambridge Teaching Forum 2023 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.

Assistance

If you need assistance, please look for a member of the CCTL team, who will be wearing purple lanyards. There should usually be somebody available in the atrium. Otherwise, please ask at the main Student Services Centre reception desk.

Event Recording and Photography

The opening address and keynote will be recorded to share with delegates and other members of the University afterwards. Questions will not be included in the recording.

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. If you do not wish to be identifiable in any photos, please let us know at registration in the morning (if you did not indicate this in the pre-event survey).

Feedback

After the event, please take a few minutes to [provide us with feedback](#). We are very grateful for all feedback received, which helps us to improve our events and ensure we are addressing topics and issues of interest and relevance.



Agenda

09.30	Atrium Registration		
10.00	Lecture Theatre A Opening Address Professor Bhaskar Vira Pro-Vice-Chancellor for Education, University of Cambridge		
10.15	Lecture Theatre A Keynote Speaker: Ensuring our teaching is relevant in challenging and changing times Professor Kathleen Quinlan, PhD PFHEA Director of the Centre for the Study of Higher Education, University of Kent		
11.00	Break		
11.20	Parallel Session One		
	Exam Room A&B <i>Lightning Talks</i> Why inclusivity matters in Oxbridge teaching and beyond: Rethinking instructor and student roles Chen Qu Mind the gap! Lecture recordings and outcomes for disabled students: Initial findings from a doctoral study John Harding Designing for the world's largest minority: supporting learners with disabilities Nomisha Kurian	Exam Room C <i>Presentations</i> Amplifying student voice: The Student Consultation Framework Hannah Pinsent, Zaynab Ahmed & student representatives STEM SMART: Impacting educational disadvantage and admissions Dr Lisa Jardine-Wright	Exam Room D <i>Workshop</i> Blended learning Cambridge: The road so far Chris Baker, Melissa Rielly & Iulia Coanda
12.10	Lunch		
13.10	Parallel Session Two		
	Exam Room A&B <i>Lightning Talks</i> Review of the Expectation to record lectures Melissa Rielly Taught course approval, modification and the Academic	Exam Room C <i>Presentations</i> Empowering neurodiverse students to engage, thrive and succeed Julie Bailey	Exam Room D <i>Workshop</i> Who dares to tell: the power of student voices, the value of peer representation and the burdens of self-advocacy by disabled students

	<p>Standards and Enhancement Committee Dr Emma Dollard & Dr Tim Weil</p> <p>What can designing online courses teach us? An example of the Cambridge Advance Online approach Laura Heggs</p>	<p>First experiences with the Public Health Education Group (PHEG) Medical Educator Programme Dr Charlotte Tulinius, Dr Edward Lau, Mr Macky Padilla & Mr Tanzil Rujeedawa</p>	<p>Student research partners: Holly Hodges; Inika Murkumbi; Alyssa Kee En Xin; Louis Davidson; Marie de La Burgade; Matthew Hilton; Janina Forsyth; Oona Lagercrantz; Genevieve Manning; Zahra Grieve; Elizabeth Hawke</p> <p>Staff research partners: Dr Ruth Walker; Dr Snigdha Dutta</p> <p>Staff respondents: Dr Liz Hook; Eleanor Girt-Izod; Angela Ike</p>
14.00	Transition		
14.10	<p>Lecture Theatre A</p> <p>Panel: Inclusive teaching and learning at Cambridge: from instructors' and students' perspectives</p> <p>Chair: Chen Qu, Faculty of Education</p> <p>Panel: Professor Edgar Turner; Dr Mark Ramsden; Dr Mary Fortune; Ms Tamsin Wood; Mr Sathujan Manmatharajah</p>		
15.00	Transition		
15.10	Parallel Session Three		
	<p>Exam Room A&B</p> <p><i>Lightning Talks</i></p> <p>Library Study Skills Catalogue: partnering across the institution Elizabeth Tilley & Chris Baker</p> <p>Students helping students? Peer-to-peer academic writing support programme at Wolfson College Alberto Garcia</p>	<p>Exam Room C</p> <p><i>Lightning Talks</i></p> <p>Online learning: linking short videos to course notes Professor Srinivasan Keshav</p> <p>Overcoming terminology barriers: using primers to promote familiarisation Dr Sonja Dunbar</p>	<p>Exam Room D</p> <p><i>Presentation</i></p> <p>Tales from a Curriculum Review: The Cambridge Veterinary Programme Professor Alun Williams</p>
15.40	Transition		
15.45	<p>Lecture Theatre A</p> <p>Closing Remarks</p> <p>Dr Meg Tait Head of the Cambridge Centre for Teaching & Learning</p>		
16.00	<p>Atrium</p> <p>Post-event networking space</p>		

Keynote Speaker

Professor Kathleen M. Quinlan

Ensuring our teaching is relevant in challenging and changing times

Abstract

I will briefly summarise a series of recent studies I have done on making teaching relevant to contemporary students. I'll report on a study of students' hopes for their higher education experience, arguing that relevance needs to be understood in terms of what students want from their learning experience (Quinlan and Salmen, 2019). Students' hopes can be described as desires for five key emotional relationships in higher education (Quinlan, 2016). This framing highlights the human dimensions of education and focuses on promoting learning through productive emotions. I'll then illustrate how several of these relationships can be strengthened through culturally sensitive curricula (Thomas & Quinlan, 2022; Quinlan *et al* 2022), thereby enhancing relevance of our curricula in changing times.

Profile

Kathleen M. Quinlan, PhD PFHEA is Professor of Higher Education and Director of the Centre for the Study of Higher Education at the University of Kent, UK. Prior to coming to the University of Kent in 2016, she held leadership or academic roles at the University of Oxford, Cornell University, and the Australian National University. She has authored more than 50 peer-reviewed journal articles, 10 book chapters, and two books, including *How Higher Education Feels: Commentaries on Poems that Illuminate Emotion in Learning and Teaching* (Sense, 2016). Her research is broadly in the areas of learning, teaching, assessment, and student engagement in higher education. She specialises in research on students' holistic development, including the ways in which curriculum and instruction can support students' interest.



In the past 12 years, she has been principal investigator on grants from the Centre for Transforming Access and Student Outcomes, NERUPI, the Royal Academy of Engineering HE STEM Programme, the Leadership Foundation for Higher Education, as well as co-investigator on projects funded by Advance HE and the Higher Education Careers Services Unit.

Panel Session

Inclusive teaching and learning at Cambridge: from instructors' and students' perspectives

Session Chair:

Chen Qu, Associate Lecturer (Faculty of Education), Cambridge Digital Humanities Fellow

Panel contributors:

- *Prof. Edgar Turner, Department of Zoology, Curator of Insects (Museum of Zoology)*
- *Dr Mark Ramsden, Director of Social Sciences Research Methods Programme (Faculty of Education)*
- *Dr Mary Fortune, Department of Public Health and Primary Care*
- *Ms Tamsin Wood, Natural Sciences, Christ's College*
- *Mr Sathujan Manmatharajah, Natural Sciences, Clare College*

Abstract

Inclusive learning and teaching not only recognises that there is no homogenous learner and that students come from a range of different backgrounds and perspectives (age, gender, class, ethnicity, sexual orientation, faith), but seeks to find methods and modes of delivery that ensure the greatest variety of learners are engaged and have equal opportunities to participate fully in their studies. It accepts that students learn in different ways and will bring with them different educational backgrounds, experiences and levels of confidence, positioning this not as an obstacle to be overcome but an opportunity: both for innovations in teaching and for students to learn from a range of perspectives. Inclusive learning is "meaningful, relevant and accessible to all" (Hockings, 2010) and embraces the benefits of diversity in the co-construction of knowledge.

It is about anticipating barriers to learning and recognising that not all learners are experiencing the Cambridge educational system the same way and from the same (ad)vantage point (Gaston & Duschinsky, 2020). It requires a degree of flexibility for educators to recognise difference and respond appropriately. By engaging and facilitating students to learn and value their differences within mainstream pedagogy, we re-frame traditional discourse around inclusion to that which simply describes 'good teaching' and education for all.

Cambridge features unique small-group teaching but also more traditional lectures, labs and field trips according to the course. In this panel session, we have invited a group of academics and students from a range of disciplines and backgrounds to discuss the topic of inclusive teaching and learning. Questions guiding the discussion include:

- What does inclusivity mean in their experiences of the classroom setting?
- What have the instructors done to promote inclusivity and how?
- What are the challenges the instructors and students have met in building inclusivity into their practice and curricula?
- What could be done to remove such barriers to a more inclusive teaching and learning environment?

The panel will initially explore inclusivity and inclusive practice from their perspectives and experiences before turning to delegates in the audience to invite a wider discussion. This session is intended to be interactive, open for discussion and debate between the session chair, the panel and the audience.

- Gaston, A., Duschinsky, R. (2020) *Students' experiences of the Cambridge supervision system: performance, pedagogy and power*. British Journal of Sociology of Education.
- Hockings, C. (2010) *Inclusive learning and teaching in higher education: A synthesis of research*. York: Higher Education Academy.

Chair

Chen Qu is a Fellow of the HEA and teaches in Biological Science and Social & Digital Science at the University of Cambridge. Chen has several years' teaching experience in inclusive teaching and learning, which has motivated Chen to discuss the topic of inclusivity with the Cambridge Teaching Forum, especially with a panel comprising of both student and instructor perspectives.



Parallel Session One

Exam Room A&B: Lightning Talks

Why inclusivity matters in Oxbridge teaching and beyond: Rethinking instructor and student roles

Chen Qu, Associate Lecturer (Faculty of Education), Cambridge Digital Humanities Fellow

This presentation aims to highlight the failure of inclusivity in teaching and learning environments, its negative impact on both students and instructors, and the importance of promoting inclusivity in UK Higher Education Institutions, particularly in the Oxbridge teaching. Drawing on the theory of contact and social identity (Bekerman, 2008; Niens, 2009; Zembylas, 2010), my own place-based research theory on co-existence and "de-identification" of public realms, and practical observations as a Cambridge Supervisor/teacher and in other contexts, I will discuss why inclusivity can be crucial for teaching and governance.

Inclusivity, though in need of a clear definition, refers to the inclusion of students' backgrounds and expectations and the reflection of teachers' personal history, experience, and positionalities (Dewsbury *et al.*, 2022). However, promoting inclusivity in teaching and learning environments requires careful consideration. Evidence suggests that students' gender and socio-economic status can influence their performance, particularly in Oxbridge typical undergraduate supervisions (Ashwin, 2005). Furthermore, instructors from ethnic minority groups lack representativeness in UK HEIs, and their ethnicity and gender can pose a threat to student perception of them and their authority, resulting in substandard learning performance (Basow *et al.*, 2013).

Despite these challenges, inclusivity remains crucial and is attainable. The theory of contact and social identity suggests inclusivity of students and teachers from diverse backgrounds can enhance learning processes. Even in the face of institutional discrimination, co-existence (Peter, 2010) of diverse students and instructors can enrich perspectives, diversify discussions, and promote awareness of "others" and inclusion. This is supported by the "de-identification" theory and teaching practices, particularly in Oxbridge small-group teaching.

This discussion can inspire instructors and HEI rule-makers to prioritise inclusivity in various avenues: to attend to the rate of BAME/international students but also promote diverse instructors and leverage learners' experiences in interactive teaching.

Mind the gap! Lecture recordings and outcomes for disabled students: Initial findings from a doctoral study

Mr John Harding, Head of the Accessibility & Disability Resource Centre, Fellow (Queens' College), Doctoral Student (Faculty of Education)

This short presentation will detail initial findings from a doctoral study into the impact of access to lecture recordings on the academic outcomes of disabled students studying a STEM subject at the University of Cambridge. Examination data and disability data were available for a 5-year period pre-intervention (the implementation of lecture capture) and 3 year period post intervention. Whilst there would appear to be no statistically significant relationship between access to lecture recordings and academic outcomes for disabled students the data suggest there may be a non-statistically significant (but meaningful) effect operating at the important 60% classification boundary. The data also present a clear indication pre and post intervention of a persistent awarding ('attainment') gap between disabled students and their non-disabled peers.

Designing for the world's largest minority: supporting learners with disabilities

Nomisha Kurian, Teaching Associate, Faculty of Education

People with disabilities make up 1.3 billion of the global population. This means that 1 in 6 people have a disability. What's more, all people are likely to experience at least one temporary disability in their lifetime, due to illness, accidents or other unexpected events. Disability is not marginal to society, but a part of being human. This talk explores inclusive technology in learning design, aiming to distil some key principles of inclusion and examples to offer practical value for educators in HE.

The talk uses accessibility and inclusion in e-learning as a case study, since inclusive digital resources in HE are increasingly crucial in an era of online and blended learning. Research suggests that learners with learning, visual and neuromuscular disabilities face a variety of barriers in accessing digital learning resources. From the colour palette of a PPT to the captions of a video, even the seemingly smallest choices can impact a disability-affected learner's ability to feel seen and heard. The talk discusses principles of Universal Design for Learning (UDL) and best-practices that can be easily adopted by all HE practitioners, without specialist knowledge of technology necessary. The talk concludes with a summary of some key recommendations emerging from the latest inclusive learning design scholarship, advocating for how teaching in the digital age can include a deep understanding of the challenges faced by learners with disabilities and help them meaningfully access and participate in learning.

Exam Room C: Presentations

Amplifying student voice: The Student Consultation Framework

Hannah Pinsent, Academic Rep Coordinator, Cambridge Students' Union

Zaynab Ahmed, President (Undergraduate), Cambridge Students' Union

Student Academic Representatives

At Cambridge SU this year we have been working on developing a Student Consultation Framework; this project has been led by the Undergraduate President, with continual feedback and input from students across the University. The aim of this piece is to provide guidance for staff on how to appropriately involve students in large-scale decisions that will impact them, and to provide students with an expectation of how they should be consulted in decision-making processes.

One of our strategic objectives at Cambridge Students' Union is 'empowering change'. We collaborate with many student representatives including J/MCR Officers and Academic Reps and a core part of our work is training reps so they have the knowledge, skills and resources to influence their experience across the Collegiate University.

However, many student reps find it difficult to affect change because they feel shut out of rooms where important decisions are made, or they feel their (often well-informed) opinions are not taken seriously enough. Major decisions usually also rely on feedback from the wider student body, but students repeatedly report being over-surveyed and not seeing any change as a result of their responses.

This presentation will be led by the Academic Rep Coordinator at Cambridge SU and some Academic Reps, who will share the successes and challenges they've faced in their roles. We look forward to sharing the Student Consultation Framework with you, so we can work with you to build systems where students are truly treated as co-creators of their university experience.

STEM SMART: Impacting educational disadvantage and admissions

Dr Lisa Jardine-Wright, Director of Isaac Physics, Cavendish Laboratory

STEM SMART (Subject Mastery & Attainment-Raising Tuition) is a new widening participation initiative from the University of Cambridge, delivered by Isaac Physics, to provide free, complementary online teaching and support to UK (non-fee paying) students who have either experienced educational disadvantage or belong to a group that is statistically less likely to progress to higher education. This presentation will describe our evaluation and monitoring of the programme to measure the impact on students' engagement, learning, confidence and outcomes.

Exam Room D: Workshop

Blended learning Cambridge: The road so far

Chris Baker, Team Lead, Technology Enabled-Learning Service

Melissa Rielly, Administrative Officer, Education Quality & Policy Office

Iulia Coanda, User Research, Technology Enabled-Learning Service

Presenting findings from the Teaching & Learning Survey (2022) and subsequent Focus Groups (2023), the Technology-Enabled Learning Service aim to share our analysis of the current landscape of blended education at Cambridge and how we might progress as an institution in years to come. Attendees will have opportunities to discuss and feedback on our findings and provide input into future plans for support, guidance, and collaboration with staff and students. We welcome a range of roles and subject representation to collaborate in this workshop.



Parallel Session Two

Exam Room A&B: Lightning Talks

Review of the Expectation to Record Lectures

Melissa Rielly, Administrative Officer, Education Quality & Policy Office

The General Board's Education Committee set an expectation for the 2022-23 academic year that lectures should be recorded as standard, subject to discussion at the Faculty level. A review of the expectation, its implementation, and impact on staff and students, is underway and in its closing stages. This session will provide a very brief overview of the review findings to date and outline next steps.

Taught course approval, modification and the Academic Standards and Enhancement Committee

Dr Emma Dollard, Liaison Officer, Education Quality & Policy Office

Dr Tim Weil, Deputy Head of School (Undergraduate Strategy), Associate Professor, Department of Zoology

The interim Chair and Secretary of the Academic Standards and Enhancement Committee will outline how the Committee works to support faculties and departments, and give an overview of the processes.

What can designing online courses teach us? An example of the Cambridge Advance Online approach

Laura Heggs, Learning Designer, Cambridge Online Education

The higher education sector has seen a rapid shift to online course offerings. This shift also sheds light on 'best practice' methods in online learning, from design to delivery. Online learning has always been informed by the methods used in face-to-face courses. Now, methods in online courses will inform traditional, face-to-face classrooms, either as they are or as they hybridise. These online methods may help face-to-face and hybrid courses better plan and deliver effective experiences for all learners.

Cambridge Advance Online (CAO) is a new initiative in the Cambridge University Press and Assessment that connects Cambridge academics to adult, professional learners. The CAO pedagogical approach aims to be learner centred, promoting active, practical learning and supporting social learning through online tutors and interactions with fellow course participants.

We will discuss the many layers of online courses design, including how we create a collaborative learning environment for academics; how we design courses to be pedagogically sound and learner centred; how we develop courses to be accessible and how we guide tutors to deliver the courses in a supportive and engaging way.

Exam Room C: Presentations

Empowering neurodiverse students to engage, thrive and succeed

Mrs Julie Bailey, PhD student, Faculty of Education

Barriers to inclusion for neurodiverse students are complex and wide-ranging. An adaptable student-centred approach to inclusive teaching can empower each student to fully engage with their learning in a way that makes full use of existing resources while putting the student in control of their learning needs and preferences. Using examples from diverse Tripos and Postgraduate course contexts, I share recent research findings and examples of good practice (and mistakes to avoid) when working with students who experience their learning differently, including autistic students and those with ADHD or anxiety disorders.

Drawing on the quantitative and qualitative findings from my doctoral research project on neurodiversity and learning, I share insights into the complex intersections in the neurodiverse student population and their everyday experience of learning activities. The findings include identifying the often subtle differences between learning activities that work well for the student and those that are almost impossible to effectively access. Autistic students and students with ADHD or anxiety all report experiencing poorer engagement with learning activities than other students. However, the reasons are different for each group of students and also vary between contexts. For example, autistic students are more likely to find supervisions frustrating and emphasise the importance of emotional engagement in their learning.

Further findings from the study illustrate the difficulty of predicting the needs of students and the advantages of broad strategies to empower neurodiverse students to succeed on your course, even when students are undiagnosed or only receive a diagnosis long after starting their studies. These strategies focus on Universal Design for Learning, and support course leaders, lecturers and supervisors to increase their confidence in engaging in positive, supportive conversations around each individual's learning needs and preferences. These conversations allow your students to take control of their learning and work to their strengths.

Meeting our students' needs is likely to become more challenging over the coming decade as each new cohort reflects a different experience of the pandemic, with mental wellbeing and neurodevelopmental effects increasingly reported in primary and secondary pupils. Drawing on my multiple roles within the university including as an experienced Specialist Learning Mentor, and beyond, as a former Head of Sixth Form and current Chair of Governors for Cambridgeshire's first state special school for autistic pupils, I suggest approaches to defining, developing, and implementing inclusive learning environments that are robust in meeting these changing needs. Practical implications for inclusive teaching are discussed, from the very first conversations with new undergraduates to strategies for supporting students struggling to complete their final thesis.

First experiences with the Public Health Education Group (PHEG) Medical Educator Programme

Dr Charlotte Tulinus, Senior Teaching Associate in Research Methods and Medical Education Research Lead, Public Health Education Group, Department of Public Health & Primary Care

Dr Edward Lau, Visiting Researcher, Public Health Education Group

Mr Macky Padilla, Y6 medical student, PHEG Student Medical Educator

Mr Tanzil Rujeedawa, Y5 medical student, PHEG Student Medical Educator

The PHEG Student Medical Educators is a new programme developed to strengthen the engagement of students in medical education research / evaluation and in the delivery of the curriculum in collaboration with faculty.

Student engagement and learner-centred teaching is key in the educational ethos of the Public Health Education Group (PHEG). Previous work developed by the department has shown that medical students are keen to engage with teaching and our education-related research. Therefore, since summer 2022, we have developed a new initiative that gives the faculty the possibility to offer systematic and formalised support to clinical medical students interested in medical education. The focus is on their development of core medical education values, as described by the Academy of Medical Educators.

Through the PHEG Medical Educator programme, thirteen clinical medical students from the School of Clinical Medicine are now working as student educators together with the PHEG faculty. Furthermore, six newly graduated Cambridge medical students have continued in their educator role supporting this work. All junior PHEG educators (students and newly graduated doctors) are signed up for at least 12 months, during which they are supported in their engagement in various medical education research / evaluation projects or the development and delivery of teaching sessions, such as:

- Health for All Project, supporting the EDI development of curriculum
- Student led development of learning resources through an Empowerment Evaluation project
- Virtual electives project
- Flipped virtual classrooms on global health
- Development of a model for student participant groups supporting the student-directed delivery of the public health curriculum

All junior PHEG educators are offered individual and group-based educational and research supervision and have a named support senior faculty member.

To formally evaluate this programme, we have set up a process evaluation project using participatory action research to explore the needs and gains of students and faculty. Findings will be discussed with junior and senior educators participating in the programme and integrated continuously to facilitate further development of the programme.

In this presentation both senior and junior PHEG educators will describe their first practical experiences of how the programme supports inclusive and sustainable teaching and learning, how it is building capacity in public and global health medical education, and some of the challenges we have met so far.

Exam Room D: Workshop

"Who dares to tell: the power of student voices, the value of peer representation and the burdens of self-advocacy by disabled students"

Student research partners:

Holly Hodges; Inika Murkumbi; Alyssa Kee En Xin; Louis Davidson; Marie de La Burgade ; Matthew Hilton; Janina Forsyth; Oona Lagercrantz; Genevieve Manning; Zahra Grieve; Elizabeth Hawke

Staff research partners:

Dr Ruth Walker and Dr Snigdha Dutta, Cambridge Centre for Teaching & Learning

Staff respondents:

Dr Liz Hook (Clinical Medicine); Eleanor Girt-Izod (Accessibility & Disability Resource Centre); Angela Ike (University Counselling Service)

This session will be of interest to delegates interested in supporting student-staff research projects and more fully understanding the barriers to academic success for students struggling with their mental health, as well as the teaching and learning related initiatives that might proactively support their wellbeing.

The Access & Participation Plan Participatory Action Research Project, now in its fourth cycle, aims to investigate the causes of two known awarding gaps at Cambridge and inclusive teaching, learning and assessment practices that could address them. Cambridge made a commitment to the Office for Students to eliminate our two largest awarding gaps, including that which impacts undergraduates with declared mental health conditions. The project involves participatory action research with students and staff: "Such research involves people who may otherwise be seen as subjects for the research as instigators of ideas, research designers, interviewers, data analysts, authors, disseminators and users" (Nind, 2014).

Previously, Project students have generated rich sets of data using qualitative research methods involving their peers and staff on topics such as diversifying assessments, undergraduate supervisions, formative feedback, peer learning and clarity around institutional processes for assessments. The current student researchers draw on the underlying themes of the time and mental health costs of 'self-advocacy' from the previous projects. Self-advocacy has been conceptualised as the expectation and requirement for disabled students to self-identify, determine, ask for, and navigate processes and practices to enhance their academic outcomes in the high-stress and time-restricted educational environment of Cambridge.

Students will present their analysis of previous research findings which they have used to build a set of student personas, journey maps and vignettes to illustrate the challenges experienced by their peers in navigating the Cambridge system, as well as the small interventions that might mitigate these.

Invited respondents to the student presentation include staff from Departments and Colleges, as well as from the Accessibility & Disability Resource Centre, Cambridge Centre for Teaching & Learning and University Counselling Service.

Parallel Session Three

Exam Room A&B: Lightning Talks

Library Study Skills Catalogue: partnering across the institution

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

Chris Baker, Team Lead, Technology-Enabled Learning Service

Partnership has been critical to developing a pilot study skills catalogue. From its inception with colleagues in the Skills Working Groups and the TEL Service through to usability testing with students and staff alike, the catalogue has come about collaboratively. This lightning talk will outline the key drivers for the catalogue and the advantages for partnering across the institution. Whilst there are many ways in which the catalogue could develop critically, we want user evidence to steer the way.

The rationale for developing a Libraries Study Skills Catalogue:

- Greater clarity to the wider expanding institution (including the new Foundation Year) about the courses available from library staff
- A step towards greater equity for all students in the provision of Library Skills
- A single one-stop-shop catalogue access point for all library training offers for students throughout their time in Cambridge, from undergraduate through to PhD

Prior to the existence of the catalogue, teaching and training offers were variably found via different booking platforms, within courses on Moodle, advertised via dedicated email lists, and other routes. These differing methods for bookings/communication remain in place.

The purpose of the catalogue, which includes most of the Faculty/Department and UL training offers, and some college programmes, was to provide an inclusive opportunity for students and academics to have up to date information about library training collated in one place with easily accessible information about types of sessions and learning outcomes. Links are provided to ensure that students can access relevant bookings or email information. The current site in Moodle is a pilot catalogue for 2022-2023.

Usability of the site and course options were tested with students before the site went live and further review work is being undertaken in Lent Term 2023. The outcome of the latest round of usability testing will be provided. Delegate views at the Forum will be very welcome.

- Godin, S. (2021, August 6). [The end of the office](#) [Blog]. Seth's Blog.
- Libraries, Cambridge. (February 2022). [Supporting students' sense of belonging](#). Padlet. Retrieved 13 February 2022.
- 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.

Students helping students? Developing a peer-to-peer academic writing support programme

Alberto Garcia, Academic Skills Librarian, Wolfson College

Students at the University of Cambridge have a variety of access points to receive support in developing their academic writing. At the college level, students have access to Directors of Study, supervisors, and workshops delivered by academic skills advisors. However, requests for academic writing support at college libraries continue to be highly requested. At the beginning of the 2022-23 academic year, Wolfson College Library developed the Wolfson College Writing Centre, a peer-to-peer academic writing programme to offer support to college students at all stages in their writing process. The new Writing Centre draws its pedagogical grounding from the following theoretical sources: 1.) a social constructivist approach to peer-to-peer support in which status equals or near-status equals of different proficiency/experience stretch each other's capacity while working on an academic project (Rinto *et al.*, 2017); and 2.) a critical approach that favours a dialogical and democratic relationship between teacher and the student (Freire, 2017).

Through an analysis of the feedback received from students and consultants participating in the Writing Centre, this presentation will discuss where the programme succeeded in meeting its initial goals. In addition, I will also provide some thoughts on possible future directions of the programme and possible areas of improvement.

- Freire, P. (2017). *Pedagogy of the Oppressed* (M. Bergman Ramos, Trans.; 13th edition). Penguin Classics.
- Rinto, E., Watts, J., & Mitola, R. (Eds.). (2017). *Peer-assisted learning in academic libraries*. Libraries Unlimited.

Exam Room C: Lightning Talks

Experiences with online learning using text with hyperlinked video

Professor Srinivasan Keshav, Department of Computer Science & Technology

I would like to present my experience with using a simple technique for online learning: linking short videos (5-7 minutes) to course notes. Students read the notes and, if they want more help, can click a hyperlink that takes them to a video-based explanation. I have used this approach for the last two years and found it to be effective.

Overcoming terminology barriers: using primers to promote familiarisation

Dr Sonja Dunbar, Teaching Associate, Department of Plant Sciences

Many disciplines have a lot of subject-specific terms and concepts. Used correctly these terms are a key to engaging in academic discussion but can be viewed as jargon by those unfamiliar to them. This is a key barrier to students, particularly first-year undergraduates, taking steps towards mastering and developing an identity in their chosen discipline.

This talk will showcase an example of tackling this in a first year science course through the development of interactive, online primers that the students used outside of the lectures. These were short, quiz-based resources that introduced new terms or refreshed older terms that we thought were likely to have been forgotten or have misconceptions associated with them.

Among students that used these topic primers, 86% agreed or strongly agreed that they felt confident in their understanding when encountering the terms in lectures. 91% felt that they were better able to visualise key physical systems that were being discussed in the lecture. We felt these primers helped all our students approach the lectures on a level-footing, regardless of educational background. This talk will include discussion of the design principles that made them effective, to enable others to develop them for their own fields.

Exam Room D: Presentation

Tales from a Curriculum Review: The Cambridge Veterinary Programme

Professor Alun Williams, Director of Teaching, Department of Veterinary Medicine

This presentation will outline the inclusive process of curriculum change undertaken in transforming the veterinary Clinical Curriculum and discuss aspects that may be relevant to revising a Tripos course.

The Cambridge Veterinary Programme is a 6-year course leading to the professional VetMB degree, after the completion of the Clinical Curriculum, with a BA awarded after the first three years (Pre-Clinical Curriculum). In recent years, there has been a major re-structuring of the Clinical Curriculum from a series of over 30 separate subject- or discipline-based modules into four, inter-disciplinary themes. Alongside this the examinations and assessments were re-structured from a series of 17 modular examinations across the first 5 terms of the Clinical Curriculum that examined approx. 50% of delivered content 4th and 5th year content in, plus a 3-paper examination in the 6th term that often re-examined material covered in the modular examinations and “Finals Exams” at the end of the Programme to a system of termly examinations plus “Finals” that better aligns with the new thematic delivery of subject matter. The revised assessment programme also includes structured, objective evaluation of practical competencies relevant to a veterinary career.





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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](#).

Please [provide us with feedback](#) on this event:



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Student Services Centre
cctl@admin.cam.ac.uk

www.cctl.cam.ac.uk