

Cambridge Teaching Forum 2021

Monday 19 April

9.30 – 16.00



Opening Address

Professor Stephen Toope
Vice-Chancellor



Closing Address

Professor Graham Virgo
Senior Pro-Vice-Chancellor
for Education



Keynote Speaker

Professor Paul Ashwin
Lancaster University



Welcome

In what continue to be unprecedented times, the fifth **Cambridge Teaching Forum** provides an opportunity to share experiences, learn from Cambridge staff and students about the rapid development of innovative online learning and teaching practices, and consider lessons learnt ahead of the new academic year.

This year, we are pleased to be joined by the Vice-Chancellor, Professor Stephen Toope, and the Senior Pro-Vice-Chancellor for Education, Professor Graham Virgo, who will reflect on what has been a turbulent and challenging year. It has been a year that has also brought with it opportunities for improvement and innovation, and the recalibration of priorities related to Cambridge's Education Strategy.

Our first panel of staff and students picks up on the lessons learned from the shift to remote teaching and learning and will capture much in the debate about how we take things forward into the new academic year and beyond. Despite these unusual times, there is much we can learn to inform learning and teaching practice beyond the pandemic. The following Roundtable discussions and parallel sessions will offer further opportunities to hear from both staff and students.

We also celebrate the upcoming launch (14 May) of the Black Advisory Hub with a preview, and share the work being undertaken on decolonising / diversifying the curriculum at a point in time when there has been much public discourse about the Black Lives Matter movement, the release of the much discussed report by the Commission on Race and Ethnic Disparities, and a fast-developing engagement with inclusive assessment and diversifying the curriculum.

The afternoon panel provides an opportunity for participants to hear different perspectives on student supervisions as well as explore a number of themes related to improving the supervision system at the Collegiate University.

Finally, we are delighted to welcome our guest speaker, **Professor Paul Ashwin** of Lancaster University, who will address the topic of 'transforming university education', with a particular focus on the myths about high-quality teaching that get in the way of developing a transformative university education. Paul will argue for six principles for high-quality educational processes in higher education. His presentation draws on his recent book '*Transforming University Education: A manifesto* (Bloomsbury 2020).

We look forward to meeting as an online community passionate about learning and teaching and look forward to debate, discussion and engaging with these timely topics for the Collegiate University.

Dr Meg Tait

Head of the Cambridge Centre for Teaching and Learning

Practicalities

Accessing the Teaching Forum

The Cambridge Teaching Forum 2021 will be held on Microsoft Teams.

Please follow this link to access the main meeting.

Parallel sessions throughout the day are accessed by links in the agenda. These can also be found in the session descriptions later in the programme, and will be provided in the chat at the appropriate times during the day. You can re-join the main meeting by following the same link at any time.

We ask all participants to keep themselves muted unless directly called on to speak. You are welcome to have your camera on or leave it off (see Event Recording below).

Assistance

If you encounter any technical difficulties accessing the Teaching Forum at the start or during the day, please contact [Ruth Laing](#) of CCTL by email or (preferably) on MS Teams.

You can also try contacting [CCTL Enquiries](#) if Ruth is unavailable.

Joining Late

You are welcome to join a session even if it has already started or re-join if you dropped out due to – for example – connection issues. Just follow the original link.

We ask all participants to keep themselves muted unless directly called on to speak, so please make sure of this particularly if you are joining a session that is already in progress.

Event Recording

Most sessions of this online event will be recorded to share with delegates afterwards. Still images may be extracted from the recording for use by the University of Cambridge in promoting events in a variety of formats such as webpages and social media. If you do not wish to appear in the recordings, please keep your camera off.

Feedback

We would greatly appreciate your feedback on the event before you go, and have prepared a short form that includes invitations to share examples of practice. The link will be provided in the chat throughout the day.



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Agenda

Monday 19 April 2021 | Main link

The parallel sessions are hyperlinked throughout this agenda: please follow the links to join the session of your choice at the appropriate time. Follow the main link to return to the plenary meeting space.

9.30 – 9.35	Welcome and Introduction Dr Meg Tait, Head of the Cambridge Centre for Teaching and Learning			
9.35 – 10.00	Vice-Chancellor's Opening Address Professor Stephen Toope, Vice-Chancellor Joined by Professor Graham Virgo, Senior Pro-Vice-Chancellor for Education for Q&A			
10.00 - 10.20	Panel: Lessons learned from the shift to remote teaching and learning Student perspectives: Esme Cavendish and Siyang Wei, undergraduate and postgraduate Access, Education and Participation Officers, Cambridge Students' Union Staff perspectives: Dr Ian Burrows, Faculty of English, Clare College Q&A			
10.20 - 10.30	Break			
10.30 - 10.40	Roundtable Introduction: Awarding gaps and inclusive practices Dr Ruth Walker, Cambridge Centre for Teaching and Learning Update on the Access and Participation Plan: Participatory Action Research Project (APP PAR Project)			
10.40 - 11.10	Roundtable A First Year Transition (Black British students' perspectives)	Roundtable B Peer Learning (Mental Health perspectives)	Roundtable C Representation (Black British students' perspectives)	Roundtable D Supervision (Black British students' and Mental Health perspectives)
11.10 - 12.00	Report back on Roundtable discussions Showcasing the Black Advisory Hub Eireann Attridge, Homerton College Tutor and David Izuogu, Department of Chemistry Decolonising / diversifying the curriculum Dr Paul Wilkinson, Clinical Dean, Medical School			
12.00 - 1.00	Lunch			
1.00 – 1.30	Parallel Sessions A			
	Session 1 Using decision points in practicals to help undergraduates develop experimental design skills Dr Sonja Dunbar <i>Department of Plant Sciences</i>	Session 2 Managing student industrial projects during the COVID-19 pandemic: from 100% in-factory to 100% online Professor Tim Minshall Dr Judith Shawcross Dr Frank Tietze Dr Florian Urmetzer <i>Department of Engineering</i>	Session 3 Librarian involvement in curriculum design, teaching, and summative assessment: a case study from the Medical Library Eleanor Barker Dr Veronica Philips Isla Kuhn <i>Medical Library</i> Dr Jonathan Fuld Susan Coyle <i>School of Clinical Medicine</i>	Session 4 From reasonable adjustment to inclusive practice: A study of the impact of lecture capture at Cambridge John Harding <i>Disability Resource Centre</i>

1.30 - 2.00	Parallel Sessions B			
	Session 5 Researching postgraduate supervision: Student and supervisor perceptions Dr Aastha Dahal Siyang Wei Grace Anderson <i>Cambridge Students' Union</i>	Session 6 Making student and staff surveys work for us: Evaluations of course design and the shift to online learning Dr Deborah Talmi Richard Sellens <i>Department of Psychology</i> Franziska Fischer <i>Formerly Department of Chemical Engineering and Biotechnology.</i> Isla Fay <i>University Information Services</i>	Session 7 Developing student skills with digital open badges: A collaborative approach in the Department of Engineering David Tual Nicola Cavaleri <i>Department of Engineering</i> River Cronin Lynne Meehan <i>Cambridge University Libraries</i>	Session 8 Understanding economic models through interactive graphs: A platform for visualisation and independent student experimentation using Mathematica Dr Flavio Toxvaerd <i>Faculty of Economics</i>
2.00 - 2.45	Keynote Speaker Professor Paul Ashwin, Professor of Higher Education and Head of the Department of Educational Research, Lancaster University Transforming university education: Challenging myths about good teaching			
2.45 - 2.55	Break			
2.55 - 3.30	Panel: Supervisions Perspectives on academic skills and intellectual virtues in undergraduate supervisions Dr Robbie Duschinsky, Head of the Applied Social Sciences Group in the Primary Care Unit and Fellow and Director of Studies in Sociology at Sidney Sussex College Dr Nyssa Wilton, Academic Skills Tutor at Trinity College and Study Skills Tutor at Peterhouse College Dr Férdia Stone-Davis, Affiliated Lecturer at the Faculty of Divinity and Postdoctoral Affiliate of Newnham College Q&A			
3.30 - 4.00	Closing Address Professor Graham Virgo, Senior Pro Vice Chancellor for Education			

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Keynote Speaker

Professor Paul Ashwin

Transforming university education: Challenging myths about good teaching

Professor Paul Ashwin, Professor of Higher Education and Head of the Department of Educational Research,
Lancaster University

Abstract

In this presentation, I will explore a series of myths about high quality teaching that can get in the way of developing a transformative university education. These myths include the myth of the inspirational teacher; the myth of the perfect teaching method; and the myth of the conservative and instrumental student. Through challenging these myths, I will argue for six principles for high quality educational processes in higher education. The presentation draws on my recent book '*Transforming University Education: A manifesto*' (Bloomsbury 2020)

Professor Paul Ashwin

[Paul Ashwin](#) is Professor of Higher Education and Head of the Department of Educational Research at Lancaster University. Paul's research is focused on the educational role of higher education. His most recent book, '*Transforming University Education: A Manifesto*', is an impassioned argument that we need to focus on the educational, rather than economic, purposes of university degrees if they are to have a transformational impact on students and societies. Paul is also the lead author of *Reflective Teaching in Higher Education* (2015, 2020) which is written by an international team to support the development of research-informed university teaching.

Morning Panel 1

Lessons learned from the shift to remote teaching and learning

Esme Cavendish and Siyang Wei, Access, Education & Participation Officers, Cambridge Students' Union
Dr Ian Burrows, Faculty of English, Clare College

Abstract | Cambridge Students' Union

The Cambridge SU Access, Education and Participation Officers will discuss students' experiences of their teaching during this extraordinary year, drawing on their conversations with students in addition to this year's nominations for the Student-Led Teaching Awards, an SU initiative which allows students to nominate staff members for awards in a range of categories. They will also consider what we have learnt from our shared experiences of teaching and learning during the pandemic, and present ideas for principles that could be beneficially sustained and taken forward.

Esme Cavendish

Esme (she/her) studied English at Christ's College before graduating in July 2020, and is currently the Undergraduate Access, Education and Participation Officer for the Cambridge Students' Union.

Siyang Wei

Siyang is the Postgraduate Access, Education and Participation Officer at Cambridge SU for the 2020/21 academic year. In this role, they organise and advocate for the interests of postgraduate students at Cambridge, with a particular focus on access to and experiences of postgraduate education. They previously completed an MPhil in Political and Economic Sociology at Newnham College.

Abstract | Dr Ian Burrows

Looking back at my webcam and its work throughout this last year, I will offer examples of some of the methods by which my colleagues and students at Clare tried to simulate the small group interactions we might have enjoyed in the course of a Normal Year. As we all move (hopefully) towards sharing space with one another again, I'll report back on some of the intangibles of in-person teaching which my students and I have particularly missed, and I'll pose some questions about how we might make the most of those intangibles when we've got them back.

Dr Ian Burrows

Ian is a Fellow in English and a Tutor at Clare College, where he is the Director of Studies for first-year English students. Prior to this he worked as a Teaching Associate in the Faculty of English. Before coming to Cambridge he spent three years at the University of Bristol, teaching extensively on their full-time BA and MA courses. In his final year at Bristol he was Director of the English Department's short course programme, overseeing provision of outreach and community courses. He was also a Co-director for Bristol's part-time BA in English Literature and Community Engagement.

Awarding Gaps

The University has committed to eliminating the awarding gaps for two specific cohorts of students: undergraduates with declared mental health conditions and Black British undergraduates ([Access and Participation Plan 2020-2025](#); APP). To understand the reasons for these gaps more fully, the Cambridge Centre for Teaching and Learning developed a participatory action research project (APP PAR Project) with student co-researchers. The second cycle of this project, involving 19 student co-researchers, was recently completed.

The roundtable topics this morning are drawn from this year's research projects. Each will start with a presentation by student teams about their findings, along with proposed recommendations to help narrow these awarding gaps. Staff perspectives and opportunities for discussion will follow the presentations.

Roundtable A First Year Transition

(Black British students' perspectives)

Student co-researchers: Sien Maclean, Elia Chitwa, Bobby Mugo and Davelle Reid

Staff respondent: Professor Rachel Oliver, Department of Material Sciences and Metallurgy

Facilitated by: Dr Ruth Walker

Roundtable B Peer Learning

(Mental Health perspectives)

Student co-researchers: Nat Abbot, Lucas Pringle and Karan Patel

Staff respondent: John Harding, Head of the Disability Resource Centre

Facilitated by: Dr Kamilah Jooganah

Roundtable C Representation

(Black British students' perspectives)

Student co-researchers: Tyra Amofah-Akardom, Mojola Akineyemi and Kayinsola Amoo-Peters

Staff respondent: Eireann Attridge, Homerton College Tutor

Facilitated by: Dr Snigdha Dutta

Roundtable D Supervision

(Black British students' and Mental Health perspectives)

Student co-researchers (Black British strand): Renae Dale and Tolu Mustapha

Student co-researchers (Mental Health strand): Anna Freed, Imogen Arden Jones and Eleanor Dunstone

Facilitated by: Dr Mary Beth Benbenek

Morning Panel 2

Showcasing the Black Advisory Hub

Eireann Attridge, Homerton College Tutor
David Izuogu, Department of Chemistry

Eireann Attridge

Eireann is one of the Project Associates for the Black Advisory Hub. She has a firm belief that Access and Participation work should be about getting on as well as getting in. She has enjoyed working to support the co-researchers develop the website as well as shape the future of the Black Advisory Hub and looking forward to seeing how the hub positively shapes the experience of Black students at Cambridge, as well as how it can promote inclusive practice and curriculum reform across departments.

Whilst at Cambridge, Eireann studied Education and English and completed her final year dissertation on perceptions of Identity in relation to Britishness, interviewing Black British Year 12 students. After graduating, she served as the Cambridge SU Access Officer and being interested in the experiences of students from underrepresented backgrounds once at Cambridge, she laid the foundations to set up the Cambridge Class Act campaign. After working across a range of roles in the field of access and outreach, Eireann went on to complete an MSc in Higher Education at the University of Oxford, writing a dissertation on the experiences of working class students at elite institutions. Alongside her current role, she serves as a Tutor at Homerton College as well as one of the College Discrimination and Harassment Contacts. As part of this role, she most recently ran the College's first ever Inclusion Week, a series of events and reflections around the theme of Inclusive practice.

David Chukwuma Izuogu

David is one of the Project Associate for the Black Advisory Hub. He is working with Eireann to set up the BAH by looking at what core activities needs to be put in place for the hub. He is involved with building the online resources with the student co-creators. He is keen on the developing the various partnership across the university that needs to happen to ensure the BAH meets its set objectives going forward. At the moment, he is handling the university-wide interview and focus group discussion involving undergraduates, postgraduate, Black societies, staff members and allies to get their contributions on setting up the hub. He is also taking some time to put the website together as we co-create contents.

David has been at the fore front of running several initiatives that promotes access to minority groups at Cambridge through his Non-Profit-Organisation, the Africa of Our Dream Initiative. He had received the Vice-Chancellor's Social Impact Award for some of his works at Cambridge. He is active in students' unionism and have served as International Officer of the Cambridge Students Union, President of Wolfson College Students Association, President of Wolfson Entrepreneurs Society, Member of the Cambridge Africa Advisory Board, Graduate Rep. at the Department of Chemistry, and represented students on more than 20 college, department and university-wide committees. He has a good understanding of how Cambridge works and has been using his wealth of experience to drive the setting up of the Black Advisory Hub where needed.

Parallel Sessions

Session 1

Using decision points in practicals to help undergraduates develop experimental design skills

Dr Sonja Dunbar, Department of Plant Sciences

Abstract

Enabling students to gain an understanding of experimental design and methods employed in the course of extended experimental research is a challenging prospect, given the limited laboratory time within many higher education courses. Simply following a pre-written protocol often leaves students poorly equipped to understand why certain steps have been included, despite this being an examinable aspect of undergraduate practicals and a key skill we want them to develop during their degree.

Here, I describe the design and delivery of a prototype practical that incorporates undergraduate decision making, that was developed with students as partners. The new practical requires undergraduates to work as a team to make decisions about multiple points within a protocol, before then following the protocol they have designed. These decision points were selected and tested by the student partners, who also designed concise information sheets to give students the relevant background information to support their decisions.

Observations by the student partners during the delivery of this modified practical showed that students did work in teams to make decisions and engaged with this opportunity, actively discussing their decisions with the practical demonstrators. As a result of the pandemic, the second run of this practical had to be converted to an online format. I adapted the exercise to run with the decision point information released in advance and then a live group discussion. Incorporating the decisions and their justifications into the assessment for this practical allowed me to see that the students had still engaged and learnt as much as in the previous delivery of the practical, despite not being able to be hands on in a laboratory setting.

I encourage the community to develop more activities of this nature to help students develop their confidence in and understanding of experimental design. I also encourage the community to reach out to their students so they can draw on their experiences to inform the design of such activities. In this workshop, I aim to facilitate this by sharing my experience with developing this practical and then will work with participants to find ways they could incorporate these activities in their own courses, as well as discussing what barriers they may need to overcome to achieve their goal.

Dr Sonja Dunbar

Sonja is the Teaching Associate for the Department of Plant Sciences where she supports and innovates teaching across IA and IB NST courses. Her research interests focus on helping students develop key skills in science, in particular laboratory methods, as well as finding ways to improve content uptake and perceptions of subject matter through increased engagement. These interests inform her approach to designing lectures, practicals and supervisions. With TLIF funding she was able to convert her redevelopment of one second year practical into a project with students as partners. She is College Lecturer at Churchill College and an Associate Fellow of the HEA.

Session 2

Managing student industrial projects during the Covid-19 pandemic: From 100% in-factory to 100% online

Professor Tim Minshall, Dr Judith Shawcross, Dr Frank Tietze and Dr Florian Urmetzer, Institute for Manufacturing, Department of Engineering

Abstract

For the past 54 years, manufacturing students at the University of Cambridge Department of Engineering have had in-industry, team-based projects as an integral part of the learning experience. The design and operation of such projects has evolved over that period in response to various internal and external factors, and the impact these projects can have on the development of a range of student skills has been researched by Shawcross and Ridgman (2014). These projects form a core part of assessed elements of the Manufacturing Engineering Tripos (MET) (Part IIB) and the MPhil in Industrial Systems, Manufacturing and Management (ISMM). The projects are much valued by the students and by the host companies; they deliver a broad range of learning outcomes, but require high levels of input from staff with a specific balance of skills. Host organisations are drawn from a range of sectors, and range in size from small and medium sized enterprises (SMEs) to multinational corporations (MNCs). Topics vary broadly from analytical through to implementation, and in length from 3 days through to 7 weeks.

With the evolving restrictions on co-location imposed from March 2020 to January 2021, the design and operation of these projects has had to be rapidly transformed. Working closely with our industrial partners, the two courses implemented two different approaches to managing these projects through partial to complete lockdown. Both approaches had to be adapted in the light of the changing restrictions. This paper reports on the approaches taken (from planning, initial implementation, and revised implementation), and the lessons learned from this experience. We also report on the emergence of local NHS Trusts as a new source of projects. Key findings include: the importance of flexibility in planning and agility in implementation; the need for rapid communication with all stakeholders; open communication of risks, risk mitigation strategies and processes; the value of in-industry alumni networks; and the need to maintain relentless focus on the balance between intended learning outcomes, host company expectations, student well-being and safety, and teaching staff loading.

Professor Tim Minshall

Tim is the inaugural Dr John C Taylor Professor of Innovation at the University of Cambridge, Head of the Engineering Department's Institute for Manufacturing (IfM), Head of the IfM's Centre for Technology Management (CTM), and a Fellow of Churchill College. He is Course Director for the Manufacturing Engineering Tripos (IIB). His research, teaching and engagement activities are focused on the links between manufacturing, innovation, and skills.

Dr Judith Shawcross

Judith is the Head of Executive and Professional Development at IfM Engage which is part of the Institute for Manufacturing (IfM). Her part-time PhD research, completed in 2018, studied the industry based projects that are core component of IfM taught programmes. Projects to investigate real company problems are also a key feature of many talent development programmes run for corporate clients. Teaching and tutoring to support these projects, which did use a blended approach up to March 2020, is now fully online.

Dr Frank Tietze

Frank is a Lecturer in Technology and Innovation Management at the Institute for Manufacturing, Department of Engineering. In his role as project examiner he coordinates industrial projects for the IIB Manufacturing Engineering students. He teaches technology, innovation and IP management to undergraduate, graduate, postgraduate students and executives. Frank is fellow at Wolfson College and has an interdisciplinary backing in economics, management and industrial engineering.

Dr Florian Urmetzer

Florian is the Executive Course Director of the MPhil in Industrial Systems Manufacture and Management at the Institute for Manufacturing, Department of Engineering. In his role he oversees all teaching and industrial projects on the course. Florian has re-developed project execution and firm visits for the COVID period. He lectures on topics including Industrial Strategy, Manufacturing Processes and Operations Management. Florian's research is focused on understanding the creation and capture of value within complex service ecosystems.

References

Shawcross, J. & Ridgman, T. (2014). [Short industrial placements – developing an activity framework to support teaching and learning](#). Higher Education, Skills and Work-based Learning, 4: 256-270.

Session 3

Librarian involvement in curriculum design, teaching, and summative assessment: A case study from the Medical Library

Eleanor Barker, Dr Veronica Philips and Isla Kuhn, Medical Library
Dr Jonathan Fuld and Susan Coyle, School of Clinical Medicine

Abstract

In the fourth year of their training clinical students undertake the Student Selected Component (SSC). This requires them to select a topic of interest, and carry out an independent project – it can be clinical, research-based, or a mixture of both. One of the required outputs is a ‘described literature search,’ a piece of work which also fulfils the General Medical Council’s expectation that newly qualified doctors must demonstrate that they are able to ‘access and analyse reliable sources of current clinical evidence and guidance and have established methods for making sure their practice is consistent with these’ (General Medical Council, 2018).

The Medical Library team has been involved with teaching clinical students the required skills to find, manage, and critically evaluate the information they need to do their independent SSC projects. The librarians have worked with academic teaching and administrative staff to develop the curriculum for timetabled classes that are compulsory for each SSC cohort to attend. However, although librarians were solely responsible for teaching this component of the students’ curriculum, they did not assess the outcome – the ‘described literature search’ – which was assessed by academics in the Clinical School requiring a significant time commitment. In 2021, the Medical Library team have been involved in the assessment of the described literature searches for the first time.

Librarians are not often involved in the summative assessment of student’s work. Bewick and Corrall (2010) found that only 9% of respondents to their survey were involved in any formal unit assessment. This results in librarians not seeing the outcomes of their teaching. Librarians usually formatively assess their students during workshop style sessions so they can see how easily instructions are being understood and can adapt, but rarely do librarians see the final pieces of work. Meanwhile, in the few instances in which librarians have been able to summatively assess their students, they have used it as an opportunity to reflect on their teaching, and adapt elements which were not particularly effective (Haber and Mitchell, 2017).

This presentation will recount how the Medical Library’s summative assessment was undertaken and how the librarians have ensured consistency in the grades awarded. It will also discuss how this work will help assess teaching efficacy, and enable the librarians to reflect on, and adapt future information skills teaching.

Eleanor Barker BSc(Hons), MSc(Econ), MCLIP

Assistant Librarian (Research Support, Teaching and Learning). Eleanor has worked for the University of Cambridge Medical Library since 2011, and in her current role since 2015. Her role involves training and supporting undergraduates, postgraduates, researchers and NHS professionals in academic and research skills.

Dr Veronica Phillips MCLIP PGCTLHE

Assistant Librarian (Research Support, Teaching and Learning). Veronica has worked for the University of Cambridge Medical Library since 2015. Her job involves providing academic and research skills training to undergraduate and postgraduate students, as well as NHS professionals.

Isla Kuhn, MA, MSc, SFHEA

Head of Medical Library Services. Isla has led the Medical Library since 2014, and been part of the library team since 2004. She has developed, delivered and championed library contributions to teaching and learning, and also promotes library support for research.

Dr Jonathan Fuld

Jonathan is a consultant in Respiratory Medicine in Addenbrooke's Hospital. His clinical interests are the support for people with COPD both in hospital and in the community, and exercise physiology. His research interests centre on the lived experience of people with COPD and exercise physiology as well as resuscitation decision-making and its impact. He is Clinical Lead for the East of England Respiratory network. He leads the SSC and Elective components of the clinical course.

Susan Coyle

School of Clinical Medicine, Education Division, Student Selected Component (SSC), Electives and Scheduling Administrator. Susan has been the Student Selected Component Administrator/Co-ordinator since 2012. Her role is to coordinate and support all aspects of administration enabling Clinical course students to plan and carry out their SSC placements.

References

- Bewick, L. & Corral, S. (2010). [Developing librarians as teachers: A study of their pedagogical knowledge](#). Journal of Librarianship and Information Science, 42: 97-100.
- General Medical Council (2018). [Outcomes for graduates](#). [Accessed 30 July 2020]
- Haber, N. & Mitchell, T. N. (2017). [Using formative & summative assessment to evaluate library instruction in an online first year writing course](#). Journal of Library & Information Services in Distance Learning, 11: 300-313.

Session 4

From reasonable adjustment to inclusive practice: A study of the impact of lecture capture at Cambridge

John Harding, Head of the Disability Resource Centre

Abstract

My proposal is to describe the focus of my current doctoral studies and to explore some of the initial findings of my research into the impact of access to lecture capture technology on disabled students.

The utilisation of assistive technologies in the support of disabled students in education has accelerated in the last decade, driven by the fast pace of technological development and the move towards greater use of electronic and web-based educational resources. One such example of assistive technology designed to benefit all students, lecture capture, has been gradually implemented in higher educational institutions over this period. There has been significant debate in the academic literature with some arguing that lecture capture is transformational, while others express concern about the impact on pedagogy, attendance, surface learning and academic outcomes.

The central aim of my research is to evaluate the impact of access to lecture capture technology on the academic outcomes and learning experiences of disabled students, employing concurrent exploratory design using mixed methods. A quasi-experimental design (interrupted time series analysis) is used to analyse quantitative examination and disability data to explore any associations between use of lecture capture, disability and academic outcomes, with a secondary focus on the effect of choices related to approaches to learning and lecture attendance as mediating factors. Qualitative data (generated through questionnaires and semi-structured interviews) is used to explore disabled students' perceptions of the impact which use of the technology has upon their learning experiences. This final element is important in ensuring that the research includes a participatory element, where the voices and testimony of those disabled students directly accessing the technology are represented.

This research and its findings are made even more pertinent by the sudden and nearly universal shift to online learning as a result of the 2020 Covid-19 Pandemic.

John Harding

John has been the Head of the Disability Resource Centre (DRC) at the University of Cambridge since 2008. John is a Fellow at Queens' College and the Secretary of the University's Accessibility Subcommittee. John has worked as a practitioner and managed teams of specialists in the field of disability support in both further and higher education for the last twenty years and during that time has worked on the development of inclusive policy and practice based on the principles of Universal Design. John is currently studying for his Doctorate in Education at the University of Cambridge with a focus on inclusive teaching and learning and assistive technology. John is also an Adviser to the Board and Senior Accredited Member of NADP (National Association of Disability Practitioners), and is also a trustee of two small charities who make grants to disabled students.

Session 5

Researching postgraduate supervision: Student and supervisor perceptions

Dr Aastha Dahal, Siyang Wei and Grace Anderson, Cambridge Students' Union

Abstract

This presentation draws on the preliminary findings of a research study currently underway by Cambridge SU about students' and supervisors' experiences of postgraduate supervisory practices at the University of Cambridge. In particular, the study aims to identify the structural factors contributing to (1) positive supervisory relationships and (2) problems arising within supervisory relationships. It draws on focus groups and interviews with a range of PhD students and supervisors from across the collegiate University.

In contrast to the majority of studies on PhD supervision – which focus on either the student or the supervisor perspective, but rarely both – our research examines views of both students and supervisors within the specific institutional setting to form a fuller picture of how each party understands their roles and expectations; what structural and material factors motivate these roles and expectations; and, if these structural and material factors are identified as creating problems or obstacles, how this impacts on the supervisory relationship. This research will also serve to highlight the ways in which these relationships are shaped by the systems of pastoral support, research culture, and higher education funding in which they are embedded. The intended outcome of this project is to gain an insight into supervisory relationships at a period where supervisory practices are thrown into sharp relief, during the COVID-19 pandemic and the temporary shift to remote supervision, anticipating that this will provide an opportunity for deep reflection on 'normal' supervisory practices, roles, and expectations.

The findings from this project are anticipated to usefully inform future contributions from Cambridge SU and the University that seek to enhance the educational experience of PhD students. This intervention work may draw on our findings as an evidence-base to contribute to policy recommendations for the Students' Union, postgraduate supervisor training, pastoral support, and wider research culture involving student-staff partnership projects to investigate educational practices in Cambridge. Given that this project is the first of its kind at Cambridge SU, we will also offer some reflections relating to the positionality of student representatives as educational researchers, and future directions for our research.

Dr Aastha Dahal

Aastha is the President (Postgraduate) at Cambridge SU. Her work focuses on lobbying for reforms in structural factors that affect postgraduate students such as supervisory relationships, mental health, access to funding and complaint/reporting mechanisms. She has a PhD from the Institute of Criminology and is a member of St Edmund's College.

Siyang Wei

Siyang is the Postgraduate Access, Education and Participation Officer at Cambridge SU for the 2020/21 academic year; in this role, they organise and advocate for the interests of postgraduate students at Cambridge, with a particular focus on access to and experiences of postgraduate education. They previously completed an MPhil in Political and Economic Sociology at Newnham College.

Grace Anderson

Grace is the Welfare and Insight Manager at Cambridge SU. Her role focuses on overseeing research and insight for the SU. She has previously completed an MA in Sociology at Anglia Ruskin University.

Session 6

Making student and staff surveys work for us: Evaluations of course design and the shift to online learning

Dr Deborah Talmi and Richard Sellens, Department of Psychology
Franziska Fischer, formerly Department of Chemical Engineering and Biotechnology
Isla Fay, University Information Services

Abstract

Student surveys have been denounced as higher education's equivalent to customer satisfaction surveys, hyped as indicators of teaching quality, dreaded as a tool of administrative control, and occasionally hampered by low response rates. Staff surveys have rarely fared better, often sidelined as mere administrative ritual. In contrast, we conclude from two successful case studies that well-designed surveys at course level add tangible value at the frontlines of teaching: They can foster a productive teaching and learning environment, encourage students to take responsibility for their own studies, and enhance collaboration among students and staff.

Our first example evaluated the switch to remote teaching and learning in 2020 as a major one-off intervention in higher education. The survey was co-designed with students using in-house expertise at the Department of Psychology and administered in two formats among students and staff. Responses were analysed with a range of qualitative methods and inspired changes that benefitted both groups.

Our second example was designed for routine course surveys in a postgraduate programme. Rather than student satisfaction, it centres around learning outcomes. A number of simple tweaks to usual formats increased the quantity and especially quality of responses. The method is translated from international experience, grounded in evidence, and works for both large and small cohorts at all levels of study.

In this interactive mix of presentation and discussion we will share our experiences, discuss concerns, and highlight important considerations in their interpretation and use. We will equip you with ready-made tools that are practitioner-oriented, easy to implement, and provide tangible benefit in your classroom.

Dr Deborah Talmi

Department of Psychology. Deborah leads the emotional cognition laboratory, where we use behavioural and neuroimaging experiments to study learning, memory and emotion. Dr Talmi's contribution to this session follows from her role of Director for Curriculum Development at the Department of Psychology. In this capacity she had responsibility for the move from face-to-face to online teaching during the Covid-19 crisis.

Richard Sellens

Richard is the Teaching Administrator at the Department of Psychology, having previously worked at the Cambridge Admissions Office. My role encompasses the administration of the Department's Undergraduate courses, including the adaptations of their course design for online learning, particularly in relation to system and UX design.

Franziska Fischer

Formerly Department of Chemical Engineering and Biotechnology. Franziska is a crop scientist with a long-standing interest in education. She has supervised and demonstrated at the University, volunteered in STEM education, and served on the Royal Society of Biology's Education and Science Policy Committee. Her contributions to this session follow from her recent position as a Senior Teaching Associate and Programme Manager for the MPhil in Bioscience Enterprise at the Department of Chemical Engineering and Biotechnology.

Session 7

Developing student skills with digital open badges: A collaborative approach in the Department of Engineering

David Tual and Nicola Cavalieri, Department of Engineering
River Cronin and Lynne Meehan, Cambridge University Libraries

Abstract

Driven by a common objective to tailor their training provisions to individual students' experiences and foster personalised learning pathways, the Department of Engineering Library and Centre for Languages and Inter-Communication (CLIC) joined forces to reach this goal. Both providers offer support and training opportunities to undergraduates, post-graduates and researchers in different formats (online self-guided and synchronous training materials, individual consultations, group classes, etc.) ranging from one-off ad-hoc sessions to year-long courses. In an effort to move away from a provision that could be perceived as fragmented, too generic or purely remedial, digital open badges were introduced as part of a move towards a more modular and individualised approach. This aimed to motivate students to acquire new skills, or develop existing skills, that would contribute to the development of broader discipline-specific competencies, with some of them directly applicable to their studies or research while others are also transferable in the longer term to other domains (job applications, internships, teaching, etc.).

We propose to start this presentation with a brief outline of the training provision of the Engineering Department Library and CLIC, before explaining how we came to consider introducing digital open badges. After having presented their main characteristics, we will describe how digital open badges work and can be used across the tertiary sector. To do so, we will be looking at the Open Badge Factory platform that was selected for the creation and issuing of the digital open badges in the Engineering Department. This will allow us to illustrate our experience with examples taken from our own training provision while also including users' feedback on this new scheme.

David Tual

Director of the Centre for Languages and Inter-Communication (CLIC), Department of Engineering, University of Cambridge. David has been teaching and managing language programmes in higher education for over 15 years and is a Senior Fellow of the Higher Education Academy (HEA). He has developed an interest in 21st century technologies and pedagogies, as well as Languages for Specific Purposes (LSP).

Nicola Cavalieri

Department of Engineering. Nicola is Co-ordinator and Teacher of CLIC's English and Communication for Global Engineers' programme that supports all research students and postdocs in furthering their academic, professional and language skills in the Department of Engineering, University of Cambridge. The programme is fully geared to engineers' academic and professional requirements and adapted to the evolving needs and norms of their sub-fields. Nicola's background is in applied linguistics, teacher training, educational management and curriculum development. Her expertise lies in the areas of research skills (English academic writing and presentation skills), professional communication skills, learning strategies and the influence of different cultural and rhetorical frameworks on engineers' performance in both academia and industry.

River Cronin (they/them)

Assistant Librarian, Cambridge University Libraries, University of Cambridge. Currently on secondment as Project Lead, Unlocking Libraries Widening Participation Project with Cambridge University Libraries. River is a librarian and educator with over ten years' experience communicating complex topics to a range of audiences and age groups. They have developed teaching resources for in-person, online synchronous, and online asynchronous training; and are interested in blended learning, student engagement, accessibility and inclusion.

Lynne Meehan (she/her)

Engineering and Technology Librarian, Cambridge University Libraries, University of Cambridge. Lynne leads a team supporting the information needs of current and future Engineers and Computer Scientists. She has over 20 years' experience teaching and developing information skills for engineers and is a Fellow of the Higher Education Academy (HEA). Through her role as co-chair of the Cambridge Information Literacy Network Advisory Group <https://camiln.org/> she advocates for information literacy practice across the University of Cambridge. Her interests include inclusive teaching and learning, innovative teaching methods for information literacy, and developing information literacy and teaching skills in library staff.

Session 8

Understanding economic models through interactive graphs: A platform for visualisation and independent student experimentation using Mathematica

Dr Flavio Toxvaerd, Faculty of Economics

Abstract

The teaching of economics poses a unique challenge for lecturers in that the material is often of a highly technical nature, yet the expectation is that students should develop a sound intuitive understanding of the subject. This is often difficult to achieve when the lecturer only emphasises the mathematical derivation of results and so most textbooks and lecture materials add graphical representations of the main insights. This is usually achieved by taking students through “before-and-after” graphs that illustrate how things change when some policy instrument is varied (for example, what happens to trade flows before and after an import tariff has been introduced). While this type of illustration is a useful didactic tool, it is also very limited and in practice only a few simple examples are usually presented to students. I am in the process of developing a suite of interactive, dynamic software applications that allow lecturers and students to engage in unlimited experimentation with mathematical models in the field of industrial organisation, in support of two courses that I currently teach at the Faculty of Economics.

During the presentation, I will showcase some of the interactive materials and explain how using these have facilitated the teaching of complicated technical material in my field. I will also indicate how the tools I have developed can be successfully employed in cognate fields of study. Last, I will showcase some of the self-study materials that I am developing, which are based on the interactive graphs I have created.

Dr Flavio Toxvaerd

Flavio is a University Lecturer at the Faculty of Economics and a Fellow of Clare College. His research and teaching focuses on industrial economics and competition policy, as well as on the economics and policy of infectious diseases. He has a strong interest in innovative teaching methods and in the application of technology in the classroom.

Afternoon Panel

Perspectives on academic skills and intellectual virtues in undergraduate supervisions

Dr Robbie Duschinsky, Head of the Applied Social Sciences Group in the Primary Care Unit and Fellow and Director of Studies in Sociology at Sidney Sussex College

Dr Nyssa Wilton, Academic Skills Tutor at Trinity College and Study Skills Tutor at Peterhouse College

Dr Férdia Stone-Davis, Affiliated Lecturer at Faculty of Divinity & Postdoctoral Affiliate of Newnham College

This panel features three distinct takes on undergraduate learning and supervisions.

Dr Robbie Duschinsky will discuss his experience of teaching social science principles and knowledge to students of Medicine on the Social and Ethical Context of Health and Illness (SECHI) course. The work of the SECHI supervisors provides an interesting case study in developing academic skills, as they support students to study across disciplinary boundaries and to learn the academic conventions of another discipline.

Dr Nyssa Wilton will speak about her experience of working with undergraduates as an academic skills tutor at Trinity College, the college's broader effort to support all students as they develop their academic skills, and its work to help students get the most out of learning in the supervision context.

Dr Férdia Stone-Davis will discuss her research into formative feedback and the necessity of failure in developing intellectual virtues. Guiding students in understanding failure can help them reconceive success. Férdia will reflect on how we can make the supervision scenario conducive to failure and the benefits of integrating failure into the language of learning objectives.

Dr Robbie Duschinsky

Robbie convenes the Social and Ethical Context of Health and Illness course for first year medical students. His current research primarily addresses the integration of health and social care for children and families. He is also passionate about pedagogic research, and papers include: Gaston, A. & Duschinsky, R. (2020) Students' experiences of the Cambridge supervision system. British Journal of Sociology of Education and Kassam et al. (2020). 'Knowing everything and yet nothing about her': medical students' reflections on their experience of the dissection room. Medical Humanities.

Dr Nyssa Wilton

Nyssa is the academic skills tutor at Trinity College and the study skills tutor at Peterhouse College. Nyssa has a PhD in literature and rhetoric from the University of Texas, where she taught her own writing courses and worked with students one-to-one in the writing centre. She has continued to work with UT as an instructor of record for OnRamps, a programme whose mission is to increase diversity in higher education. Nyssa also works for CATES tutoring, where she feels privileged to help run the American standardized test preparation for the Sutton Trust's US Programme, a programme that helps British state school students obtain admissions and funding to prestigious US universities.

Dr Férdia J. Stone-Davis

Férdia is Director of Research at the Margaret Beaufort Institute, Cambridge, an affiliated lecturer at the Faculty of Divinity, University of Cambridge, a postdoctoral affiliate of Newnham College, Cambridge, and an associate member of staff at the Centre for Arts and the Sacred, King's College, London. She is the Chair of the Royal Music Association Music and Philosophy Study Group. She has just completed the postgraduate certificate in teaching and learning in higher education, which became a meditation on failure!

Technology-Enabled Learning Service

The Technology-Enabled Learning (TEL) Service have been interacting with a variety of staff across the University during the last few months to find out more about how we can best support you in appropriately and effectively integrating technology within your discipline. Through regular webinars, workshops, user guides, collaborative discussions and one-to-one support, we aim to provide practical hands-on content that demonstrates exemplar use of technology-enabled learning. For information please [visit the TEL site](#).

Webinars

Every fortnight we are delivering new content through 30-minute live webinars to demonstrate tools, discuss potential obstacles, contextualise the use of technology in your discipline and provide an open platform for questions. Previous topics include *running a small group session online, collaborative polling tools, Moodle tools & tips, hardware & setup for online delivery* – with many more to come.

Resources are made available after the live session, but we encourage as much participation as possible in order to build a community of support and network with others looking to develop their use of technology.

[Watch our previous content or book onto a future session](#)

Weekly Drop-in Sessions

Every at 12.30 we provide an open platform to discuss anything TEL-related, ask questions, seek advice or share ideas you've encountered. We encourage everyone to come along to meet the TEL Team and other likeminded individuals across the Collegiate University. We aim to respond to current events with topical discussions between questions.

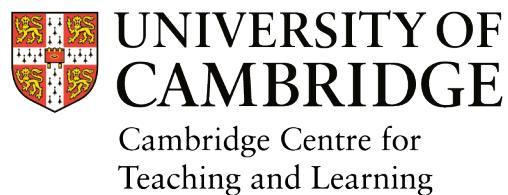
[How to attend a drop-in session](#)

Resource Development Requests

We want to help you develop resources and activities for your learners! To enable as many academics as possible to see the potential of technology-enabled learning, we want to work with you to identify, design and produce Moodle activities to support your teaching and learning. Are you curious about a particular Moodle tool? Would you like to revitalise a particular topic and engage learners online? Would you like to learn about a variety of delivery models? Simply [fill in this form](#) and a member of the TEL Service will be in touch.

Coming Soon: Learning Design Toolkit and Workshops

In the coming months, we will be developing a toolkit aimed at supporting the effective design of appropriate and engaging online, blended and digital content for you and your learners. If you are interested in learning design, developing new technology-based solutions or engaging in collaborative workshops to make the most of technology in your discipline, [sign up to our mailing list](#) for updates in the near future.



The [Cambridge Centre for Teaching and Learning](#) (CCTL) supports educators, encourages innovation and provides a focus for enhancing education at Cambridge. It has teams specialising in educational development and in [researcher development](#).

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.

As we adapt to teaching and learning during this time, CCTL has developed introductory guides to [Teaching in 2020-21](#). You can hear about new developments through our [Teaching and Learning Newsletter](#), and by joining the teaching, learning & assessment conversation on [Yammer](#).



Outstanding Student Contribution to Education Awards

CCTL are delighted to be offering these awards, which seek to recognise the contribution that students make to enhancing educational practices at the University, for the third year in a row.

Nominations can be submitted by staff and students, and we encourage members of the collegiate University to show our appreciation of our students' efforts to improve the learning and teaching experiences of their peers.

The nomination deadline has been extended to **Monday 17 May**.

[Find out more and submit a nomination](#)