

19<sup>th</sup> September 2024

# CELT Conference 2024

140 Years of Enhancing  
Higher Education



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Prifysgol Bangor University

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Centre for the Enhancement  
of Learning and Teaching



# Welcome

*“We would like to extend a warm welcome to all delegates to our annual conference.*

*The programme is designed to bring together colleagues from across the University, and the wider academic community, to draw inspiration from each other, and to celebrate our many achievements.”*

***Prof Nicky Callow***

***PVC (Education and Student Experience)***



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# Keynote

**Jim Dickinson**  
Wonkhe



Jim is an Associate Editor (SUs) at Wonkhe and takes a particular interest in student experience, university governance, and regulation – and leads Wonkhe’s work with students’ unions.

His career background is in support for student leadership. He has held senior roles at the National Union of Students – where he led on SU development, campaigns and political strategy – and was the CEO at the SU at UEA, providing strategic management for the union’s charitable and commercial vehicles as well as policy support for the elected student officers.

Jim has served as a governor and trustee in both further and higher education and the voluntary sector, and is a regular speaker at sector events and conferences. He is a fellow of the Royal Society of the Arts, an obsessive fan of the Eurovision Song Contest, and dreams of visiting Moldova.

## *Anti-social Learning: How to Ruin the Outputs and Outcomes of Higher Education*

If the pandemic taught us anything, it was that attempting to experience higher education on your own is something that we advise for only a few. Since then the sector has learned much about belonging and its impact on everything from mental health to outcomes - but as the financial vice on costs grips ever tighter on both students and universities, is it still possible to deliver a student academic experience that enables students and staff to academically and professionally thrive?

Jim will explore these and other questions.



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09:00	<b>Registration</b> Pontio Level 5		
09:30	<b>Opening and Welcome</b> PL5 Prof Edmund Burke Vice-Chancellor		
10:00	<b>Interactive Workshops</b>		
	Location: PL2 <b>Classroom Management</b> Prof Caroline Bowman, Dr Ama Eyo & Steve Barnard	Location: ROR (L3) <b>Local to Global: Globalising the Curriculum</b> Dr Thandi Gilder & Deans of Global Engagement	Location: PL5 <b>Embedding Employability / Graduate Skills</b> Prof Fay Short, Dr Nia Young, Dr Siwan Mitchelmore & Hizamshol Kamal
11:00	<b>Tea and coffee</b> Ground Floor and Level 2  <b>VR Demonstration &amp; Stands</b> CoLab: Level 3		
12:00	<b>Lightning Presentations</b> PL5 A series of 5-minute Presentations <ul style="list-style-type: none"> <li>• <i>Defnyddio sesiynau grŵp ymarfer adlewyrchol i gefnogi dysgu a datblygiad myfyrwyr gwaith cymdeithasol tra ar leoliad ymarfer / The use of reflective practice group sessions to support the learning and development of student social workers whilst on practice placement [In Welsh with translation] – Wendy Roberts</i></li> <li>• <i>Advance HE's Leading Educational Change Program - cooperatively managing and executing education transformation initiatives - Ewa Krzyszczyk</i></li> <li>• <i>Innovative Learning Through Design Research: Collaborating with the NHS, and engaging students with Real-World Problems - Katie Roberts-Tyler</i></li> <li>• <i>Preparing Students for Multi-cultural International Experiences - Hefin Gwilym</i></li> <li>• <i>Empowering Learning: The Role of Reading List Systems in Modern Education - Marc Duggan</i></li> </ul>		
12:30	<b>Lunch and Networking</b> Ground Floor and Level 2  <b>VR Demonstration &amp; Stands</b> CoLab: Level 3		
13:30	<b>Past and Future Enhancement of Learning</b> PL5 Prof Nicky Callow (PVC) Prof Stephen Doughty		

13:50	<b>Move to Parallel Sessions</b>		
14:00	<b>Parallel sessions</b> Presentations on the sub-themes of:		
	Location: Chair: Dr Dei Huws  <b>Assessment &amp; Feedback</b>  <ul style="list-style-type: none"> <li>• <i>Assessment overload and how to avoid it: a new BU Assessment Framework – Dei Huws</i></li> <li>• <i>Developing an Interactive Data Dashboard for Assessment Review - Jennifer Shepperson</i></li> <li>• <i>Unsure how to embed sustainability into your subject? How assessment washback can help - Owain Llewellyn</i></li> </ul>	Location: PL5 Chair: Dr Rebecca Jones  <b>Digital &amp; AI</b>  <ul style="list-style-type: none"> <li>• <i>Exploring the latest AI features in Blackboard [In Welsh with translation] - Sian Edwardson-Williams and Bethan Jones</i></li> <li>• <i>Know your audience: Using Panopto to understand learner behaviours and trends - Josh Williams</i></li> <li>• <i>Student voice: the importance of digital tools for learning and inclusivity, a student panel – Esther Griffiths and Stephanie Horne</i></li> </ul>	Location: ROR (L3) Chair: Prof Stephen Doughty  <b>Opportunities in Experiential Learning</b>  <ul style="list-style-type: none"> <li>• <i>Creative Modern Languages - Sarah Pogoda</i></li> <li>• <i>The Development and Validation of the Public Speaking Threats Inventory - Stuart Beattie</i></li> <li>• <i>Students as Colleagues, Teachers as Learners: Reflective Insights into Crafting an Effective Learning Environment - Hamidreza Bagheri and Bader Saud H Alotaibi</i></li> </ul>
15:00	<b>Tea and coffee</b> Level 5  <b>VR Demonstration &amp; Stands</b> CoLab: Level 3		
15:25	<b>Keynote: Anti-Social Learning: How To Ruin The Outputs and Outcomes of Higher Education</b> PL5 Jim Dickinson, Wonkhe		
16:25	<b>Closing Remarks</b> PL5		
16:30	<b>Recognition Celebration Event</b> PL2		
17:30	<b>Conference End</b>		



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# LIGHTNING PRESENTATIONS

## 1. The use of reflective practice group sessions to support the learning and development of student social workers whilst on practice placement

*Wendy Roberts*

*School of Health Sciences*

[Delivered in Welsh with translation]

Reflective practice is considered to be a fundamental concept within Social Work education and practice. Group reflective practice sessions can offer an important space to reflect on and learn from practice, both of which are important concepts within the experiential learning cycle. Social Work students in Wales are required to complete at least 200 days of assessed practice learning. To support learning and promote connection whilst on placement, the MA Social Work Course in Bangor arranges and facilitates reflective practice group sessions for students. The Reflective Connections model is used as a structure for these sessions: this model allows each person to present their reflection and also actively listen to the reflections of others. The facilitator's role connects the participants through identifying themes and making creative observations and links between experiences and learning points from all reflections. As part of my own personal development through the PGCertHE and to inform the future development of these sessions, anonymous questionnaires were created. Thematic analysis was carried out on the responses which identified 3 key themes: having a safe space to reflect, connecting with peers, and supporting wellbeing. All students noted the importance of the sessions for their practice and that more reflective practice group sessions would be appreciated across the course. The findings highlight the importance of reflective practice group sessions for students as they suggest that the sessions not only offer a safe space for students to connect with their peers, but they also support the development of the students' skills through supporting them to acquire a deeper understanding of their practice. Therefore, by supporting students to partake in these sessions we can aim to promote this as good working practice: not only supporting wellbeing, but to also offer a good foundation for reflective practice to support them throughout their career.



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# LIGHTNING PRESENTATIONS

## 2. Advance HE's Leading Educational Change Program - cooperatively managing and executing education transformation initiatives.

*Ewa Krzyszczyk*

*School of Environmental and Natural Sciences*

Higher education institutions frequently start transformation initiatives to adjust their curricula and student experiences to new audiences, market trends, and student expectations in a competitive and unstable environment. Academic and professional service "leads" almost often collaborate on these initiatives, frequently bringing with them very different operational models, cultures, and approaches to change management and delivery. The only leadership program in the field that concentrates on cooperatively managing and executing education transformation initiatives is the Leading Educational Change Program. It combines unit "leads" from academic and professional backgrounds to maximise understanding, cooperation, and co-delivery.

The programme aims to: Bring together academic and professional change leaders within and between universities, to discuss 'change agendas' and 'change infrastructures' at their respective institutions; Facilitate frank and progressive discussion of the cultural and operational complexities of cross-service and cross-team change programmes, and the leadership challenges involved; Set leaders in cross-institutional dialogue about the priority education change programmes they are engaged in, for example in relation to HE Policy and regulation, Portfolio development, Student Experience, Digital Transformation; Encourage participants to define the 'change themes' of the Action Learning Sets, maximising relevance and usefulness of the programme learning; Support participants in leading education change, exploring the values, collaborative principles, consultation models and project management skills that optimise success.

In this lightning presentation I will highlight the program outline and summarise my own experiences.



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# LIGHTNING PRESENTATIONS

## **3. Innovative Learning Through Design Research: Collaborating with the NHS, and engaging students with Real-World Problems**

*Katie Roberts-Tyler*

*School of Computer Science and Engineering*

How can you deliver innovative teaching, propel student learning, solve real world problems, and provide opportunities for students to participate in design research activities? This presentation is an overview of the Design Research Methods module for the MSc Applied Innovation Design, a 13 week project led by Bangor University, in collaboration with external NHS partners, The Welsh Bone Marrow Donation Register. The aims of the project were to create opportunities for students to gain direct experience of design research methods, such as user experience mapping, and participant and expert interviews, for the purpose of generating multiple insights and opportunities for future ideation and problem solving, whilst utilising methodologies which could be applied in their future professional practice.

This presentation outlines the preparation and facilitation of the project and research activities, as well as collaborative approaches such as using Miro workbook, and will conclude with an overview of project outcomes.



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# LIGHTNING PRESENTATIONS

## 4. Preparing Students for Multi-cultural International Experiences

*Hefin Gwilym*

*School of History, Law and Social Sciences*

This paper will reflect on multi-cultural international learning experiences abroad involving students from Bangor and other universities in the European Union. It will consider lessons for selecting and preparing students for the experiences. It will focus on the successes and the things that went wrong and how to avoid mistakes. It draws on over ten years of supporting international partnerships involving student mobility in scenarios where they have to respect the different cultures, values and languages of other students.



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# LIGHTNING PRESENTATIONS

## 5. Empowering Learning: The Role of Reading List Systems in Modern Education.

*Marc Duggan*

*Digital Services*

This presentation, titled “Empowering Learning: The Role of Reading List Systems in Modern Education,” aims to highlight the transformative impact of reading list systems on higher education in areas such as centralised resource management, enhanced accessibility, student engagement, and streamlined collaboration with the library and other colleagues.

Reading list systems serve as a centralized platform for curating and managing academic resources, enhancing both convenience and accessibility for students and educators alike. By integrating multimedia resources and diverse perspectives, reading list systems support pedagogical best practices, fostering active learning, critical thinking, and inclusivity. The talk will explore how these systems can be leveraged to create a dynamic and inclusive learning environment, ultimately enriching the academic experience and improving learning outcomes for students.



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# ASSESSMENT & FEEDBACK

## 1. Assessment overload and how to avoid it: a new BU Assessment Framework

*Dei Huws*

*School of Ocean Science, CELT Lead for Assessment & Feedback*

It is self-evident that the setting of too large a volume of assessment has the potential to overload both students and staff. Last year's PULSE poll of students indicate pockets of high perceived "overload" across our Schools. So how to define the limits of assessment 'volume'? Equity dictates a university-wide approach. In 2018, the (then) BU Quality Assurance Unit produced an Assessment Framework document that linked assessment credit weighting to maximum volume e.g. 10 credits  $\equiv$  2000 word essay. Subsequently, many other UK HEI's have produced similar texts. But the assessment landscape has changed rapidly over the intervening period. A new version of the Framework is under final review, which aims to reflect the greater breadth of our assessment types and which fosters the need to adopt a programme-wide perspective in terms of the student's 'assessment landscape'. The previous Framework was ground-breaking, but it remains in unchanged form and tends to only come to our attention during validation processes. The aim with the update is to make this a working, bi-annually reviewed and updated document; a first port-of-call to academics when designing or reviewing modules and programmes.

Assessment is a fundamental element of higher education; as well as providing a grade for each student, well designed assessment aids learning, and largely determines what and how students learn. Despite its importance, our understanding of the assessment landscape – specifically the variety, frequency, and timing of assessments students encounter – remains incomplete.



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# ASSESSMENT & FEEDBACK

## 2. Developing an Interactive Data Dashboard for Assessment Review

*Jenny Shepperson*

*School of Ocean Sciences, Assessment Officer*

Recognising the need for a comprehensive overview of the assessment portfolio offered to students, we have developed an interactive assessments dashboard using PowerBI, which visualizes assessment data in a format that can be easily explored by staff. This dashboard provides valuable insights at multiple levels, including school, programme, module, and individual assessments. For instance, it allows for review of assessment loads at the school and module level, facilitates quality control checks (e.g., identifying missing or incorrect deadlines), and supports module review by visualising trends in assessment statistics over time. A key function of the dashboard is to review the distribution of assessment deadlines, enabling the identification and prevention of deadline bunching and clashes. At the School of Ocean Sciences (SOS), this tool is used at the beginning of each semester to review and adjust assessment deadlines, aiming to reduce student overload and enhance satisfaction.

The dashboard leverages data entered by staff into WorkTribe. However, the available data on assessment types lacks the granularity needed for deeper analysis, and there is no information regarding the specific skills being developed and assessed. To further enhance the dashboard's utility, we are conducting a skills audit within SOS, to review the types of assessments and the skills they assess, and how these vary across years and programmes.

The development of this dashboard has provided useful insights into the assessment landscape in SOS, making better use of existing data sources, and improving the ability of staff to make data-informed decisions regarding assessments.



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# ASSESSMENT & FEEDBACK

## 3. Unsure how to embed sustainability into your subject? How assessment washback can help

*Owain Llewellyn*

*International Education Centre*

This presentation explores the successful integration of United Nations Sustainable Development Goal 11 (Sustainable Cities and Communities) into the English for University Learning course at Bangor University International College. The initiative, part of a broader effort to embed global goals into the Year 1 programme, demonstrates how innovative assessment design can drive meaningful engagement with sustainability issues while meeting core academic objectives.

The cornerstone of this approach was the development of an end-of-term assessment that required students to write an academic essay contextualized within the framework of making Bangor more sustainable. This assessment not only fulfilled the learning outcomes for academic writing but also created a powerful washback effect on the entire course. As a result, students engaged deeply with topics such as:

1. Enhancing inclusivity for international students in Bangor
2. Investigating the impact of green spaces on stress levels among Chinese international students
3. Exploring sustainable solutions for Bangor as a typical UK coastal city
4. Strategies to improve overall wellbeing and sustainability in the local community

The presentation will detail the design process of the assessment, its implementation, and the resulting impact on student engagement and learning outcomes. It will also discuss how this approach fostered a more holistic understanding of academic skills within a real-world context, promoting critical thinking about global issues at a local level.

By sharing this case study, I aim to demonstrate how careful alignment of assessment with global sustainability goals can enhance both academic skills and awareness of pressing societal challenges, providing a model for other educators seeking to embed SDGs into their curricula even when their module is not within the domain of environmental science.



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# DIGITAL & AI

## 1. Exploring the latest AI features in Blackboard

*Bethan Jones and Sian Edwardson-Williams*

*Gwasanaethau Digidol / Digital Services*

[Delivered in Welsh with translation]

This presentation will look at the practical application of the newly added AI-driven features within Blackboard. We will discuss how these innovations can support the assessment design process. The session aims to equip teaching staff with the knowledge to effectively make use of these tools, enhancing both the teaching and student experience in a bilingual environment.



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# DIGITAL & AI

## 2. Know your audience: Using Panopto to understand learner behaviours and trends

*Josh Williams*

*School of Computer Science and Engineering*

This study explores the engagement and attainment trends among product design students at Bangor University when utilizing video-based instruction for learning digital graphics. With the increasing reliance on digital tools in modern design practices, acquiring software-based skills alongside traditional hands-on techniques is essential for product designers. The study examines how video-based learning, delivered through a hybrid model in a flipped classroom environment, impacts student engagement and academic performance over three cohorts (2021, 2022, and 2023). Quantitative data from academic records and video engagement metrics, alongside qualitative feedback from surveys, were analyzed to understand student behaviour and preferences.

Results indicate a positive correlation between video engagement, particularly minutes watched and video completion rates, and academic attainment. However, a downward trend in both engagement and attainment was observed across the cohorts, with the 2023 cohort showing the most significant decline. This decline suggests that the existing video format may not be optimally supporting student learning. Student feedback highlighted concerns over the length and navigability of videos, leading to the development of a revised series of instructional videos. The new format, featuring shorter videos, timestamps for easier navigation, and complementary written guides, was well-received, with students reporting higher satisfaction and perceived learning effectiveness. The study concludes that while video-based instruction can enhance learning outcomes, its effectiveness is highly dependent on how well the content aligns with student needs and learning styles. The findings underscore the importance of iterative design and continuous feedback in developing instructional materials. The research contributes to the growing body of knowledge on digital learning in design education and provides practical recommendations for improving student engagement and attainment in video-based instruction.



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# DIGITAL & AI

## **3. Student voice: the importance of digital tools for learning and inclusivity a student panel**

*Esther Griffiths and Stephanie Horne*

*Disability Services*

This panel explores the pivotal role of digital tools in fostering an inclusive learning environment. It will feature insights from students who have successfully utilised digital tools to enhance their learning experiences, highlighting the challenges and successes encountered along the way. The discussion will highlight real-world examples of the impact supported digital platforms have to enhance engagement, accessibility, and equity in education.



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# OPPORTUNITIES IN EXPERIENTIAL LEARNING

## 1. Creative Modern Languages

*Sarah Pogoda*

*School of Arts, Culture and Language*

Creative Modern Languages is a British Academy funded project looking at artistic research and creative assessment in Modern Languages. We would like to encourage colleagues and students to re-consider the teaching, assessment and researching of Modern Languages through the medium of artistic practice. The project website acts as an open access online hub where you will find examples of good practice in creative assessment and artistic research in Modern Languages.

The presentation will reflect on trials to implement creative assessment at the BA Modern Languages (German) in 2023/24. Students were introduced to different experimental techniques of working with languages for enabling them to engage in creative activities themselves for better understanding what speaking languages means, how they relate to speaking two or more languages and how they can playfully discover their own linguistic identity instead of simply performing textbooks. The presentation invites colleagues to think about how they could integrate similar exercises (or assessment options) to their modules - in languages and beyond.



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# OPPORTUNITIES IN EXPERIENTIAL LEARNING

## 2. The Development and Validation of the Public Speaking Threats Inventory

*Stuart Beattie*

*School of Psychology and Sport Science*

Public speaking is a frequent recurrent task in both occupational and educational settings. However, it often elicits worries, concerns, anxieties, and in extreme cases, fear, panic, and avoidance. Although many questionnaires already exist in the public speaking anxiety literature, they fail to identify the specific threatening stimuli causing the anxiety response. This disregard for identifying sources of perceived threat risks intervention effectiveness. Therefore, the purpose of the present study was to develop and validate a self-report instrument that assesses sources of threat related to public speaking. Relevant literature and the author's applied work were used to generate items for the instrument. Three studies were carried out to assess the content and validity of the Public Speaking Threats Questionnaire (PSTQ), using three independent samples.

Based on a sample of 248 adults (Mage = 33.54, SD = 7.89), Study 1 utilised a Bayesian structural equation modelling (BSEM) approach, revealing a three-factor model containing 26 items. The three-factor model consisted of physiological arousal, self-perceptions, and external judgements. Study 2 further validated a lightly revised model (27 items) using BSEM with a larger sample (n = 709; Mage 18 = 38.97, SD = 12.33). Evidence of construct stability and criterion validity of the PSTQ is presented, with all subscale scores correlating significantly with existing assessments of anxiety. Study 3 assessed test-retest reliability and predictive validity using a sample from a UK university (n = 131; Mage = 20.16, SD = 2.56). Finally, this paper highlights the shortcomings of the current university experience in reducing PSA. The valid PSTQ is expected to significantly enhance and streamline current methodologies for the assessment and treatment anxiety related to public speaking.



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# OPPORTUNITIES IN EXPERIENTIAL LEARNING

## 3. Students as Colleagues, Teachers as Learners: Reflective Insights into Crafting an Effective Learning Environment

*Hamidreza Bagheri and Bader Saud H Alotaibi*  
*Bangor University International College*

This presentation will be a collaboration between the International Incorporated Master's Programme Lead (Hamid, from Iran) and an international Master's student (Bader, from Saudi Arabia). While our backgrounds are rooted in educational traditions where the teacher-student hierarchy is more pronounced, we have embraced a collaborative teacher-student approach in our classes to enrich learning. This presentation will reflect on itself as a product of a successful student-teacher partnership that exemplifies the concept of seeing students as colleagues, contrasting with the more traditional hierarchical models from which we come. By sharing insights from our partnership, we will demonstrate how this shift in perspective has led to the development of an effective learning environment that supports experiential learning and respects diverse learning communities (UKPSF V1). Our approach aligns with UKPSF A4, offering practical suggestions for educators to create classroom environments where students and teachers co-learn and co-develop, promoting mutual growth. This collaborative approach has also facilitated the integration of real-world experiences into module contents, making classroom learning more applicable to professional settings and real-life events. A key takeaway from this presentation is the understanding that in a truly effective learning environment, teachers learn and develop alongside their colleagues—who, in this case, are their students. Attendees will leave with actionable strategies to implement this approach in their own teaching, enhancing educational outcomes in a teacher-student collaborative setting.



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# Thank you!

*“Thank you for coming today.*

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workshops and the full CPD Programme  
for 2024/25.”*

<https://www.bangor.ac.uk/celt>

**Prof Stephen Doughty**  
**Interim Head of CELT**



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