

**ALDinHE 2019 The Learning Development
Conference
15th – 17th April 2019 University of Exeter**

FULL PROGRAMME

Monday 15th April

TIME	ACTIVITY	ROOM
12.00	Registration	Foyer
12.15 – 13.15	Lunch	Hub
ALDinHE WORKSHOPS		
13.15 – 14.45	Research funding & scholarship of Learning Development Dr Maria Kukhareva & Dr Carina Buckley (Research & Development Working Group)	1.1/2
	A network to explore leadership and management within Learning Development Tim Hinchcliffe, Sonia Hood (Communications & Membership Working Group)	1.5/6
	The LearnHigher Resource Swap Shop Jennie Dettmer (LearnHigher Working Group)	2.5/6
15.00 – 16.00	ALDinHE Professional Recognition Scheme (CeP/CeLP) Steve Briggs; Katherine Koulle; Adam Carter (Professional Development Working Group)	1.1/2
	Writing for the Journal of Learning Development in Higher Education John Hilsdon (Journal Editor)	1.5/6
	Facilitating Learning Development Workshops Helen Webster (Professional Development Working Group Co-Chair)	2.5/6
Social activities		
18.00 - late	Historic pub tour	Meet outside Cathedral
	Self-guided walk	
	Dinner	

Tuesday 16th April

9.00 – 9.30	Registration, refreshments	Foyer
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9.30 – 9.40	Welcome to University of Exeter Professor Timothy Quine, Deputy Vice-Chancellor (Education)	Newman Lecture Theatre
9.40 – 10.10	Welcome and Introduction to the Conference Carina Buckley & Steve Briggs, ALDinHE Co-Chairs	Newman Lecture Theatre
10.10 – 11.10	Keynote: Dr Liz Morrish 'Pressure vessels: The epidemic of poor mental health among academics.'	Newman Lecture Theatre
11.15 – 12.15	Parallel sessions	Various

PARALLEL SESSIONS 1: 11.15 – 12.15		
11.15 – 11.45	11.45 – 12.15	Room
PAPERS (please note, delegates are requested not to swap during the hour)		
Role of the learning environment in influencing the academic confidence of post-registration healthcare professionals Barbara Nicolls, Buckinghamshire New University	Online Dissertation and Projects Supervision Materials: A Review Simon Lambe; David Dixon, London South Bank University	1.3
Bridging the gap: indirect benefits of a formative assignment and programme of academic skills webinars for block-release Degree Apprenticeship students Neil Crimes, Manchester Metropolitan University	Growing pains: challenges of scaling up student support – a case study at LSE Helen Amelia Green; Gemma Stansfield, London School of Economics and Political Science	1.4
The Dissertation Journey: Thinking Out Loud Dr Gina Fox, University of Leicester	Reaching the hard to reach: a paper presentation exploring issues around student engagement Beverley Hancock-Smith, De Montfort University	1.1/2
Do too many cooks spoil the broth? Developing a University-wide Online Academic Integrity Module Bryony Parsons, University of Liverpool	Redefining induction through project-based learning and the student voice Sandra Craig, University of Roehampton	2.4
WORKSHOPS		
Through the MLE looking glass Sam Aston; John Hynes, University of Manchester Library		2.3
Towards a 'Learner Development Literacies' Framework Heather Barker; Rachel Stead; Robert Walsh; Nadya Yakovchuk, University of Surrey		1.5/6
Living the Argument Mark Laville, Falmouth University; Gareth Price, FX Plus		2.5/6

12.15 – 13.15	Lunch	Hub
12.45 – 13.15	Display of posters, talk with presenters	Foyer
13.15 – 13.50	ALDinHE Annual General Meeting	Newman Lecture Theatre

PARALLEL SESSIONS 2: 14.00 – 15.00		
14.00 – 14.30	14.30 – 15.00	
PAPERS (please note, delegates are requested not to swap during the hour)		
Supporting staff to build a pedagogic foundation for successful relational elearning Dr Hazel Partington; Dr Jean Duckworth; Dr Dawne Gurbutt, University of Central Lancashire	Protectionism or preservation? Getting to know more about English for Academic Purposes (EAP) and Academic Literacies, and the overlap with Learning Development Anika Easy; Madeleine Mossman, University of Leeds; Steve Briggs, University of Bedfordshire	2.5/6
Understanding, Awareness and Impact of Learning Development Kate Coulson; Paul Rice, University of Northampton	Using Talis Elevate to understand and grow student interaction with online resources Jasper Shotts, University of Lincoln; Matt East, Talis	1.4
The Digital Innovation Partnership: A model for learning developers to engage with academic staff in support of student learning Mark van der Enden; Alexandra Patel, University of Leicester	Assessing the impact of writing development through consensus –whose consensus? Ursula Canton, Glasgow Caledonian University	2.4
WORKSHOPS		
The hidden messages in written feedback – what can Learning Developers do with ‘troublesome’ knowledge? Ian Johnson, University of Portsmouth		1.1/2
Therapeutic writing in Learning Development sessions Emma Kimberley, University of Northampton		1.5/6
Contract cheating in higher education: Results from a large Australian study Rowena Harper, University of South Australia		1.3
How can I make a difference? Exploring ways to make an impact on curriculum design Dr Amanda Tinker; Dr Katherine Greenhough; Dr Pat Hill, University of Huddersfield		2.1/2

15.00 – 15.30	Refreshments	Foyer
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PARALLEL SESSIONS 3: 15.30 – 16.30		
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15.30 – 16.00	16.00 – 16.30	Room
PAPERS (please note, delegates are requested not to swap during the hour)		
<p>“No individual can win a game by himself”: Collaborative development and delivery of academic skills at Leeds Beckett University Laura Ettenfield, Leeds Beckett University</p>	<p>I believe I can write: the impact of writing workshops on self-efficacy beliefs and implications for future practice Sonia Hood, University of Reading</p>	1.1/2
<p>ICALD project: Evaluating learning development, academic language and learning advising services Steve Briggs; Jacqueline Hamilton; Xiaodan Gao; Andrea Lynch, University of Bedfordshire</p>	<p>Students as partners and enablers in Learning Development: Reflections on two recent partnership projects at the University of Surrey Rachel Stead; Julie Lowe; Chidera Ude; Avgi Pourgoura, University of Surrey</p>	2.5/6
<p>“Healthy pressure from peers”: The value of providing structured writing retreats for undergraduates Dr Christopher Little, Keele University</p>	<p>How to produce videos with students as co-creators Karin Johnstone, University of Northampton</p>	2.4
<p>‘Zombie Attacks’: A Gateway Activity for Group Work Skills for Undergraduate Engineers Richard Bond, Brunel University London</p>	<p>Lightning talks: The effectiveness of 1-1 maths support for students making the transition to higher education - Dr Khalid Khan, University of Central Lancashire Structured Writing Retreats for Postgraduate Students – Katherine Koule, UCL Institute of Education Better Together: A reflection on cross institutional working in Learning Development - Bev Hancock-Smith, De Montfort University</p>	2.3
WORKSHOPS		
<p>How do you form and maintain your professional identity within a profession that is not fully understood? Carina Buckley, Solent University; Louise Frith, University of Kent</p>		1.1/2
<p>Designing slides using learning and design theory to maximise learning and engage students Jacqui Bartram, University of Hull</p>		1.3
<p>Exploring possibilities for the ‘critical’ in Learning Development practice and theory; critical academic literacies? Gordon Asher, Independent</p>		1.4
19.00 - late	Conference dinner	Reed Hall

Wednesday 17th April

8.45 – 9.15	Registration, refreshments	Foyer
9.15 – 9.30	Welcome and Introduction Carina Buckley & Steve Briggs, ALDinHE Co-Chairs	Newman Lecture Theatre
9.30 – 10.30	Keynote: Professor Shân Wareing 'Learning development and student narratives'	Newman Lecture Theatre
10.45 – 11.45	Parallel sessions	Various

PARALLEL SESSIONS 4: 10.45 – 11.45		
10.45 – 11.15	11.15 – 11.45	Room
PAPERS (please note, delegates are requested not to swap during the hour)		
Understanding perfectionism in students: Hercules' Muscles or Achilles Heel? Jane McKay, Glasgow Caledonian University	'Active Interactions': redefining student engagement with one-to-one provision Heather Barker; Julie Lowe; Robert Walsh, University of Surrey	1.1/2
Building postgraduate students' critical dissertation writing skills and confidence Melanie Crisfield, Brunel University London	A United Front: evaluating the benefits of a collaborative approach to planning and delivering academic practices within the curriculum. Clare Foster; Angela Rhead; Jane Shaw, Keele University	2.5/6
Can 'big data' tools create efficient, insightful qualitative research on a Learning Development service? Alison Loddick; Sam King, University of Northampton	Developing student writing in higher education: digital third-party products in distributed learning environments Rowena Harper, University of South Australia	2.4
WORKSHOPS		
From assessment of learning to assessment for learning; Leading assessment policy change supported by an Assessment & Feedback Toolkit. Anne Quinney, Ann Luce; Debbie Holley, Bournemouth University.		1.3
Teaching Creative Thinking in HE Ben Martin, Swansea University		1.5/6
Undergraduate research as a space for co-creation Kirsty Hemsworth, Sheffield Hallam University		1.4

PARALLEL SESSIONS 5: 12.00 – 13.00		
12.00 – 12.30	12.30 - 13.00	Room
PAPERS (please note, delegates are requested not to swap during the hour)		

Exploring students' unlearning development, during transitions into and through higher education Karen Gravett, University of Surrey	Knowing our worth: measuring the impact of skills support on student attainment Jennie Blake; Dr. Nicola Grayson, University of Manchester	1.1/2
Inclusive Webinar Design and Delivery Jennie Dettmer, University of Bedfordshire		1.4
Fostering engagement in research beyond assessments and the curriculum via an undergraduate research conference Dr Christopher Little, Keele University	The Five Ps of LD: Using Formulation in One to One Work Helen Webster, Newcastle University	2.4
What is the value and impact for students following the completion of the pre-entry module Stepping Up to Edge Hill University? Helen Jamieson; Julie Nolan, Edge Hill University	Dreams can come true? Embedded learner support across all Undergraduate courses Kate Swinton, University of Northampton	2.3
WORKSHOPS		
Learning developers as leaders: movers and shakers who dance across fault-lines Nel Boswood, Lancaster University Sandie Donnelly, University of Cumbria		1.3
Can we afford to indulge in theory? Can we afford not to? Sunny Dhillon, University of Leeds; Steve Rooney, University of Leicester		1.5/6
A literal escape room: escaping from didactic workshops Alexandra Patel; Mark Van Der Enden, University of Leicester		2.5/6

13.00 – 14.00	Lunch	Hub
13.30 – 14.00	Display of posters, talk with presenters	Foyer

PARALLEL SESSIONS 6: 14.00 – 15.00		
14.00 – 14.30	14.30 - 15.00	Room
PAPERS (please note, delegates are requested not to swap during the hour)		
Putting Theory into Practice: Learning Developers and Dissertation Supervision Andrew Struan; Jennifer Boyle, University of Glasgow	Referencing: style over substance? Catherine Turton, Solent University	1.1/2
Developing postgraduate academic identities and digital skills through SPOCs Lee Fallin, University of Hull	The LDHEN hive mind: Learning development in UK higher education as a professional culture. Katharine Stapleford, University of Leeds	1.4

Better together? Reflections on a collaboration with a student as researcher Sue Myer, Teesside University	Evaluating the academic impact of peer supported learning Amanda Pocklington, University of Exeter	2.4
WORKSHOPS		
Dismantling ivory towers - overcoming barriers in using archives for students' research Janet Morton, University of Leeds		1.3
'The manager who despised quick wins' and other stories: using parables to cultivate critique Stephen Rooney, University of Leicester		1.5/6
Creating an academic literacy framework Rosella D'Alesio; Ben Martin, Swansea University		2.5/6
Learning Advising: forces shaping our work, and the opportunities they offer Rowena Harper, University of South Australia		2.1/2

15.10 – 15.30	Conference closing session	Newman Lecture Theatre
15.30 - close	Sparkling wine & refreshments	Foyer