<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845 - 0915</td>
<td>Registration and coffee – Foyer, DB B05</td>
<td></td>
</tr>
<tr>
<td>0915 - 0930</td>
<td>Welcome and Introduction - DB A05</td>
<td></td>
</tr>
<tr>
<td>0930 - 1045</td>
<td>Keynote I: Competition and cooperation in the global University sector: Reflections on HEA Fellowships and the John Lewis partnership – DB A05</td>
<td></td>
</tr>
<tr>
<td>1045 - 1115</td>
<td>Tea Break and Poster Session</td>
<td></td>
</tr>
<tr>
<td>1115 - 1215</td>
<td>Roundtable Discussion - DB A05</td>
<td></td>
</tr>
<tr>
<td>1215 - 1250</td>
<td>Lunch @ LA Hotel</td>
<td></td>
</tr>
<tr>
<td>1330 - 1530</td>
<td><strong>Parallel sessions 1</strong></td>
<td></td>
</tr>
<tr>
<td>Transnational Education: Partnership and contextualisation (T2)</td>
<td>TB120 (30 Pax)</td>
<td></td>
</tr>
<tr>
<td>Digital Learning: Theory and Practice (D1)</td>
<td>TB119 (40 Pax)</td>
<td></td>
</tr>
<tr>
<td>Assessment and Feedback (A1)</td>
<td>IAMET 407 (35 Pax)</td>
<td></td>
</tr>
<tr>
<td>Engagement: Exploring Engagement (E1)</td>
<td>IAMET 405 (35 Pax)</td>
<td></td>
</tr>
<tr>
<td>Workshop I: Lego Workshop</td>
<td>DBC05 (160 Pax)</td>
<td></td>
</tr>
<tr>
<td>1530 - 1600</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>1600 - 1730</td>
<td><strong>Parallel sessions 2</strong></td>
<td></td>
</tr>
<tr>
<td>Transnational Education: Internationalization in Mainland China: Paradoxes &amp; Responsibilities (T3)</td>
<td>DB B01(40 Pax)</td>
<td></td>
</tr>
<tr>
<td>Digital Learning: In the classroom (D2)</td>
<td>TB119 (40 Pax)</td>
<td></td>
</tr>
<tr>
<td>Engagement: Interactive Engagement (E2)</td>
<td>IAMET 405 (35 Pax) (This session ends at 1800)</td>
<td></td>
</tr>
<tr>
<td>PFHEA Asia and Pacific Network Meeting (open to all PFHEA)</td>
<td>Trent 314A (8 Pax)</td>
<td></td>
</tr>
<tr>
<td>1800</td>
<td>Conference dinner for guests and conference committee</td>
<td></td>
</tr>
</tbody>
</table>
# 2019 UNNC Learning and Teaching Conference
## Conference Programme
### Day Two, 10th May 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>0900 - 0915</td>
<td>Registration and coffee – Foyer, DB A01</td>
</tr>
<tr>
<td>0930 - 1030</td>
<td>Keynote II: Designing effective feedback processes for large classes - DB A05</td>
</tr>
<tr>
<td>1030 - 1230</td>
<td><strong>Parallel Sessions 3</strong>&lt;br&gt;<strong>Transnational Education:</strong> Pedagogic Exchange and Reflection (T1) IAMET 407 (35 Pax)&lt;br&gt;<strong>Digital Learning:</strong> Blended Learning and Other Trends (D3) TB119 (40 Pax)&lt;br&gt;<strong>Transnational Education:</strong> Supply and Demand: Intercultural Sensitivity and Employability (T4) IAMET 405 (35 Pax)&lt;br&gt;<strong>Others:</strong> Management, Training &amp; Curriculum Session (C1) TB120 (30 Pax) <em>(This session starts at 1100)</em></td>
</tr>
<tr>
<td>1230 - 1330</td>
<td>Lunch @ LA Hotel</td>
</tr>
<tr>
<td>1330 - 1550</td>
<td><strong>Transnational Education:</strong> Integration of Global Employability and Professional Development into the Student Experience (T5) DB C06 (90 Pax)&lt;br&gt;<em>(This session starts at 1500)</em>&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Workshop II:</strong> Use all the fun stuff for learning: VR/Multi-Touch/e-Sports and more DB A06 (90 Pax)&lt;br&gt;(Presentation and Demonstration from 1330 to 1430)&lt;br&gt;(Q&amp;A session from 1430 to 1500)</td>
</tr>
<tr>
<td>1550 - 1605</td>
<td>Conference Closing</td>
</tr>
</tbody>
</table>
Higher Education is big business, with a transformative economic and social impact on individuals, institutions, regions and nations. As the market for HE has grown there has been a dramatic increase in competition for students, staff, funding and quality. Competition has led to many institutions adopting management practices developed in the private sector, and collegial relationships have been replaced with hierarchical ones (Brunsson and Sahlin-Andersson, 2000). Research quality has been a focus point for much of this competitive behavior in the last ten years, driven by rankings and national assessment schemes (Musselin, 2018). More recently there has been attention paid to teaching quality, shaped by the competition for international students, the emergence of new ranking metrics, and government regulation through schemes like the UK Teaching Excellence Framework (TEF).

This presentation will bring together lessons from two seemingly disparate organisations and present a case for mutual gains and cooperation in learning and teaching in the global higher education sector. First, the John Lewis Partnership, a UK retail organization that was founded in 1929 as an “experiment in industrial democracy” (Lewis, 1948). Today the organisation employs 86,000 people and consists of 48 department stores and 350 Waitrose Supermarkets. It operates a form of organisational democracy where staff are called ‘partners’ and have a ‘voice’ in decision-making and a share of profits. Secondly Advance HE, a not for profit organization with a mission to raise the quality and value of teaching internationally, primarily through its Higher Education Academy (HEA) Fellowship scheme. There are now more than 115,000 HEA Fellows globally, and the organisation works with institutions, individuals and governments across the world. Drawing lessons from the John Lewis Partnership’s 90-year-old innovation in retail governance, as well as the recent interest from staff and institutions around the world in professional recognition, it will be argued that all Universities might benefit by sharing knowledge, power and profit.
The main challenges for feedback processes are that one-way teacher transfer of information seldom leads to student engagement or uptake; students often lack strategies to understand or use feedback; and the structural barrier of end-of-module assessments results in information coming too late for student action. Fresh thinking about feedback processes is sorely needed. A proposed new paradigm of feedback (Winstone & Carless, 2019) envisages active student roles in generating and using feedback.

Some examples of effective feedback designs with large classes are discussed. Key new paradigm feedback strategies of these designs include:

- Iterative or interlinked tasks to enable uptake of feedback;
- The deployment of senior students as peer tutors;
- Peer feedback within group projects allied with mechanisms to encourage free-riding;
- Use of technology to enable active student involvement in generating and using feedback;
- The strategic use of exemplars to clarify expectations.

A provocative inference is that large classes may actually be beneficial for feedback designs because they encourage more student-centred approaches than those based on the old paradigm of teacher telling. Feedback processes only work if they involve some partnership between students and teachers.
Transnational Education

STREAM T1 - Pedagogic Exchange and Reflection

T1-1: Learning from Personal Learning Experiences of Transnational Students: Suggestions for Improving the Internationalized Learning Experience --- David Edwards

T1-2: I am (not) alone. Teachers’ Experience of Loneliness in Transnational Universities and Programmes --- Giovanna Comerio

T1-3: The Importance of Learning Dispositions in the Transition from a Chinese Learning Environment to UK Higher Education --- Stephen Waller

STREAM T2 - Transnational Partnerships and Contextualization

T2-1: Transnational Education: a Laboratory for Developing Excellence in Teaching and Learning --- Gabriel Cavelli

T2-2: Contextualising the Curriculum in Transnational Education --- Martin Lockett

T2-3: Internationalising the Student Experience, Curriculum and Teaching Implementing an Institutional Internationalisation Framework --- Margot McNeil
T2-4: Collaboration, Coordination and Contextualization: A Transnational English Language Programme---Jennifer MacDougal

STREAM T3 - Internationalization in Higher Education in Mainland China: Paradoxes and Responsibilities--- Wei Chin Chong’s panel (3 papers)

STREAM T4 - Supply and Demand: Intercultural Sensitivity and Employability
T4-1: “Glocal Talents” through International/Transnational Higher Education--- Anwei Feng
T4-2: Bridging the Gap: How Previous Learning Experiences and Family Norms can Guide Appropriate Methods in Transnational Education--- Jamie Emerson

STREAM T5 - Integration of Global Employability and Professional Development into the Student Experience ---Xuan Feng’s panel (5 presentations)

Interactive Engagement
STREAM E1 - Exploration and Experimentation in Engagement
E1-1: Exploring Engagement: What Does the Literature Say, and How Does This Relate to Interactions in China?--- Peter Morgan
E1-2: Mindfulness at UNNC --- Athena Han, Susanna Wickes
E1-3: Using Music in the Sino-Foreign Classroom to Increase Student Interaction and Discussion Participation --- Stephen Andriano-Moore, Agata Ewa Wrochna
E1-4: Fostering Student Engagement, Motivation and Autonomy through the PACT programme --- Shayna Kozuch, Samrita Brar
E1-5: Effective Drama Techniques for Language Learning --- Derek Irwin
STREAM E2 - Interactive Engagement

E2-1: Death by PowerPoint? Or Are There Alternative Approaches to Teaching & Learning in HE? --- Douglas Bell
E2-2: Exploring Device-based Interaction Enhancement --- Dave Towey
E2-3: OLLE App- Peer Support for Online Learners --- Penny Franco Estrada
E2-4: 'Knowledge Decay' Over Holiday Period and Ways to 'Bridge the Gap' between Semester/Years of Study --- David Krygier
E2-5: Student Voice: A Needs Analysis for Extending Spoken English Support --- Kalai Yesupatham

Digital Learning

STREAM D1: Digital Learning: Theory and Practice

D1-1: Enhancing Students’ Learning by Mixing Low-tech and High-tech in Collaboration --- Hiroyuki Shinohara
D1-2: E-Learning in the Social Sciences: Technical Ecstasy or Digital Disaster? --- Mark Bailey
D1-3: Using Instructional Design to Develop Multimedia Case Studies --- Mattia Miani
D1-4: Digital Learning towards a Rhizomatic Model of Education --- Shih-wei Hsu

STREAM D2: Digital Learning in the Classroom

D2-1: Using Mobile Applications in Large Classroom to Enhance Engagement and Active Learning --- Marina Glushenkova
D2-2: Digital Learning in IR and History Classrooms using “MS Forms” --- Grant Dawson

STREAM D3: Blended Learning and Other Trends

D3-1: Exploring the Potential for a Virtual Field Trip Open Educational Resource: Challenges and Strategies --- Dave Towey
D3-2: Pedagogical Rationale for Implementing Blended Learning --- Allan Suter
Pioneering Assessment

STREAM A1

A1-1: Planning to Enhance Student Learning Outcomes on Innovation Design Projects --- Yi Teng Shih
A1-2: Continuous Surveying of Assessment related Stress in Students and Staff --- Matthew Pike
A1-4: Record of In-class Teaching Engagement Activities for Increased Monitoring of Project Development --- Ali Cheshmehzangi
A1-5: Verbal Peer-assessment and Feedback as an Economical Tool for Understanding Assessment Criteria --- Nana Kufour
A1-6: An exploratory study of corrective feedback in the EAP classroom --- Robert Weekly

Management, Training and Curriculum

STREAM C1

C1-1: The UNNC Institute for Teaching Excellence (ITE): Developing a University-Wide Platform for Teacher Training --- David Foster
C1-2: INSPIRE- Experiences from an Irish-led Transnational PhD Programme in Nanoscale Sciences and Engineering --- Jim Greer
C1-3: Operational Management Challenges in an EAP Preliminary Year Programme --- Jeanne O'Connell
Poster Presentation

STREAM P1

P1-1: Student and Academic Staff Use of E-texts --- Geoff Hall

P1-2: A New Interdisciplinary and Integrated Approach to Teaching Building Information Modelling and Management --- Georgios Kapogiannis

P1-3: Engage Students: What We Can Learn From the Youth Community Church --- Jim Wang

P1-4: The Use of Learning Maps in Improving Student Motivation, Participation and Interaction --- Ernest Southworth

P1-5: An Exploration of Building a Better Learning Environment for Engineering Modules through Interactive Engagement --- Xinyu Zhang
Workshop

Workshop I: Full STEAM Ahead – Hands-on Learning Approach in the classroom by LEGO Education

Speakers:
- Head of LEGO Education Greater China, Robert Yu
- LEGO Education Academy Master Trainer, Zoe Zhou

Description:
LEGO Education has 37 years' experience in igniting student engagement in learning by giving them a hands-on experience that encourages learning through physical and digital creation. With educational sets, lesson plans and curriculum material, assessment tools and teacher training and support, LEGO Education can help meet curriculum objectives and provide the tools needed to make learning inspiring, engaging and effective. This interactive hands-on workshop by LEGO Education experts will introduce participants to their wide range of physical and digital educational resources that encourage students to think creatively, reason systematically and release their potential fully.

Presentation

Improving and Managing Student/Educator Motivation, Participation and Interaction: Engaging UNNC Classes with Hands-on LEGO Learning --
- Edward Cooper

Workshop II: Workshop by student group Pixel

Use all the fun stuff for learning: VR/Multi-Touch/e-Sports and more