



UNIVERSITY OF
LIVERPOOL



Digital Innovation

L&T Conference 2024

Thursday 20 June

We are the original
redbrick.liverpool.ac.uk

Contents

Timetable	3
Keynote Speaker	5
Ignite Sessions	7
AI in Education	8
Data Driven Innovation	9
Support and Wellbeing	10
Assessment	11
Workshop Sessions	12
Workshop 1	13
Workshop 2	14
Workshop 3	15
Workshop 4	16
Roundtable Sessions	17
Roundtable 1	18
Roundtable 2	19
Roundtable 3	20
Roundtable 4	21
Lunch Time Displays	22
Posters	23
Slideshows	28
Pre-recorded Digital Video	29

Timetable

This years timetable will feature ignite sessions, roundtable discussions and workshops on the topic of digital innovation, with posters and slideshows displayed during the networking portion. Lunch will be provided by the independent Anfield based bakery Homebaked.

Timetable

08:50 – 09:20	Registration
09:20 – 10:30	Welcome and Keynote Speaker Julie Voce
10:30 – 10:50	Break
10:50 – 11:35	Ignite Sessions <ul style="list-style-type: none">• <u>AI in Education</u>• <u>Data Driven Innovation</u>• <u>Support and Wellbeing</u>• <u>Assessment</u>
11:35 – 11:45	Break
11:45 – 12:30	Parallel Workshops <ul style="list-style-type: none">• <u>AI in Teaching & Learning : Navigation Skills & Knowledge of Academics in Higher Education</u>• <u>Innovation through co-creation: cross-faculty engagement and partnership working in online programe development</u>• <u>SCLINGO: Go'ed, it's BOSS! (Socialising International students into Scouse in the UK healthcare system)</u>• <u>Designing randomised auto-graded assessment</u>
12:30 – 13:45	Lunch
13:45 – 14:30	Parallel Roundtables <ul style="list-style-type: none">• <u>The REACHE Project - Research Engagement and Collaborative Health Enquiry</u>• <u>Online professional doctorates: creating cohort identity in the virtual space</u>• <u>Student-to-Student Relationships: Encouraging Value Co-Creation Using Digital Technologies</u>• <u>Have online exams outlived their usefulness?</u>
14:30	Finish

Keynote Speaker

Dr Julie Voce | Head of Digital Education at City, University of London

Exploring digital transformation in higher education

Digital transformation is defined by Educause (Brown, Reinitz and Wetzel, 2020) as a “series of deep and co-ordinated culture, workforce and technology shifts that enable new educational and operating models. Effective digital transformation requires a holistic, digital-first approach supported by strong digital leadership, investment in infrastructure and innovation, and collaboration with key stakeholders.

This keynote will explore examples of digital transformation in higher education and consider the organisational and infrastructure capabilities required to support digital transformation. Julie will reflect on experiences at City, University of London of using the Jisc digital transformation framework (McGill, 2023), and on work in the areas of digital accessibility, digital capabilities, learning analytics, learning design and learning spaces to support the development of digital education.

References

- Brown, M., Reinitz, B. and Wetzel, K. (2020) ‘Digital Transformation Signals: Is Your Institution on the Journey?’ EDUCAUSE Review, 12 May. Available from: <https://er.educause.edu/blogs/2019/10/digital-transformation-signals-is-your-institution-on-the-journey>
- McGill, L. (2023) Framework for digital transformation in higher education. Available from: <https://www.jisc.ac.uk/guides/framework-for-digital-transformation-in-higher-education>

Ignite Sessions

Ignite sessions are a quick-fire way of delivering a presentation.

An Ignite session framework allows presenters to think creatively about the way they present their material so that they remain coherent, concise and focused. It also helps audiences to easily follow and understand the concept without losing their thread or attention.

AI in Education

AI versus decolonisation in bioethics teaching and assessment

For the Ignite session, I would like to analyse how the increased use of generative AI in education might work against the idea of decolonisation of the curriculum and examine how our objective to decolonise the curriculum might be negatively impacted by the use of generative AI, especially regarding student 'drafts'. We recently conducted AI awareness seminars with our students. Their feedback was that generative AI suggests content (articles, topics, drafts) that is 'mainstream' and 'Western' in the field of bioethics and ignore particular research articles and topics specific for non-Western scholars and bioethics (e.g. African and Asian bioethics)

Dr Teodora Manea

Student Learning Processes

This session will sit within the Digital Innovation theme of the Learning and Teaching Conference 2024 at Liverpool University with particular focus on Generative AI and the Future of Teaching and Learning. Generative AI tools have brought significant challenges to our traditional ways of teaching, engaging and assessing students. But in the wake of their advancement the tools also provide possibilities and new opportunities for improvising these traditional academic practices. My interests focus on how these new tools could be used productively to enhance learners' (students of management) engagement and success in reaching their goals. What would this mean for academics' role and identity in universities?

Anindita Banerjee

Data Driven Innovation

Using Kaggle Datasets to Enhance Statistics and Programming Learning

This session will cover the use of real-world datasets provided on the platform [Kaggle](#) to enhance statistics and programming learning. Kaggle is a useful digital platform where academics upload real datasets from experiments or machine learning for analysis by the public. This session will explain how this platform was used by second year School of Life Sciences students to demonstrate their statistical and programming abilities by creating a scientific poster.

Rebecca Verspoor

Digital Innovation and Inclusive Practice: Using Poll Everywhere for Real-Time Discussions in Seminar Teaching

This Ignite Session demonstrates how Poll Everywhere can be used to create a more inclusive classroom. Drawing on findings from a semester-long implementation in history, the session explores how seminar groups were encouraged to actively participate in real-time discussions by submitting contributions via mobile phones (anonymously if they wished) rather than through verbal communication. The uptake and further evidence, such as seminar attendance and feedback, suggest increased engagement, particularly among students apprehensive about verbal participation or with specific support plans detailing anxiety.

Myriam Wilks-Heeg

Technology to Support Assessment and Feedback

This session explores the school transition to digital computer-based exams using a new exam management platform while still be able to provide student with individualised bespoke feedback on learning outcome attainment using bespoke interfaces which have been developed within the School.

Matthew Cripps, Elliot Adderton & Ethan Hearty

Support and Wellbeing

Exploring Attitudes Towards Seeking Help for Mental Health Among PhD Students Using an Online, Asynchronous Webinar

This session explores attitudes towards seeking help for mental health among PhD students. The proportion and number of university students experiencing mental illness has been increasing; however, most students do not seek help for mental health difficulties. A third of university student drop-outs are due to mental health reasons. Unmet mental health needs are highest in male students, PhD students and international students.

Rosa Hardy, Dr Peter Fisher & Dr Helen West

Expansion of Library Services, Support and Teaching for Online and Remote Users

This session will complement the conference theme of digital innovation, exploring the expansion and development of digital Library services, approaches and workflows to support remotely based users, including users based overseas.

Paul Catheral

Global Perspectives in an Online Learning Environment

In this session we will explore the globally focused Postgraduate Certificate in Academic Practice and how digital innovation can cross geographic boundaries. This programme is delivered fully online and has attracted students from over 26 countries since its commencement in January 2021. As students and faculty find themselves increasingly working in a global environment, this transdisciplinary approach to enhancing academic learning and teaching practice has been transformative for many of the participants.

Ida Kemp - Deputy Academic Director, Kaplan Open Learning (University of Liverpool Online Education Partnership) & Sue Bolt - The Academy

Assessment

Generative AI in Assessment – Towards Understanding the Student View

Launching in November 2022, ChatGPT attracted its first one million users in just five days, and in February 2024 this had risen to 180 million users. The dramatic increase in availability of this disruptive technology has forced educators to fundamentally rethink assessment practices: we must prepare students for a future in which Generative AI might become a ubiquitous part of everyday life, balanced against the requirement for ensuring Academic Integrity. But how do students use Generative AI, and does this use support or undermine the learning outcomes being assessed? To improve our understanding – and to reassess this reassessment – we identified an essay-based assessment and specifically allowed students to use Generative AI.

Joel Haddley

Generating Complex Questions for Educational Purposes

Automatic question calibration involves using computational techniques to estimate the difficulty levels of assessment questions before they are given. This approach eliminates the need for pretesting and reduces the time and effort required for manual calibration, when compared to traditional methods. This presentation introduces a framework for assessing the complexity of ontology-based, automatically generated questions. The different aspects involved in determining question complexity will be presented, along with the approach used to quantify these measures using ontological measures.

Samah Alkhuzayy

The use of an AI communication Skills Simulation for Therapeutic Radiographer Education

The aim of this study was to evaluate the implementation of a digital innovation via an AI communication simulation, as a complementary resource, prior to students embarking on their first clinical placement.

Sarah-Jane Ketterer, Christian Corcoran & Pete Bridge

Workshop Sessions

Workshops are participative and interactive in nature, in them participants will work actively together towards a particular objective, whilst learning something new.

Activities will prompt reflection and provide participants with an experience that is conducive to development of new knowledge, or understanding of and approaches towards an issue.

Workshop 1

AI in Teaching & Learning : Navigation Skills & Knowledge of Academics in Higher Education

The workshop activity evolves the landscape of higher education in the era of artificial intelligence (AI) including teaching, learning and assessment. The session will start with 10 minute to inform attendees with models for pedagogical skills and knowledge (e.g. TPACK model).

After that, participants, consisting of both academics and non-academics, will be given a list (paper slips) of examples of encompassing various facets of AI-related skills and knowledge pertinent to academia. They will engage in an interactive exploration of essential skills and knowledge required to navigate the integration of AI technologies in higher education. They will work in groups to separate skills from knowledge and then prioritize the top 5 skills and knowledge needed to use AI in teaching and learning. Then, each group will present their narrative for this prioritization to the other groups, with opportunities for reflection and discussion within groups. Drawing upon established theories and pedagogical models participants will critically evaluate and prioritize the identified skills and knowledge areas in small group settings. This collaborative exercise encourages interdisciplinary dialogue and fosters a deeper understanding of the implications of AI in higher education.

Furthermore, each group will construct a narrative outlining their prioritization process and rationale, fostering opportunities for reflective discussion and peer learning. By the end of the session, participants will not only gain practical insights into AI's role in higher education but also develop a nuanced perspective on how assessment practices may need to adapt in response to technological advancements.

Nashwa Ismail & David Sherlock

Workshop 2

Innovation Through Co-Creation: Cross-Faculty Engagement and Partnership Working in Online Programme Development

The cross-faculty MSc Healthcare Leadership programme offers a multidisciplinary experience managed jointly by the Management School and School of Medicine. The programme was co-designed by Susan Buttress and Jennifer Johnson, and enabled different perspectives to be drawn from two distinct discipline professional interfaces. Strategy 2031 considers both innovation and partnership working to be key values, with the development of, and subsequent interest in this programme focussing on both.

Key parameters of originality, independent thought and re-imagining of healthcare have been evidenced together with a demonstration of connectivity and the characteristics that have overcome the challenges of organisational structures. Student feedback from graduates have described success of global healthcare service transformation and improvements as a direct result of this programme. They comment about professional and personal realisations that have impacted globally, from the application of a wide multi-professional group. Co-working cross-faculty does not fit within the normal parameters, and as educators, they have benefitted by delivering innovation through co-creation.

Objectives:

- How digital media can facilitate collaboration in innovation
- The advantages of collaboration between different professional spaces
- Overcoming the challenges of working cross-faculty within university settings
Using digital innovation for global connectivity and enrichment of learning and practice
- Facilitation of enhanced internationalisation of the curriculum through the online teaching and learning experience

Susan Buttress & Dr Jennifer Johnson

Workshop 3

SCLINGO: Go'ed, it's BOSS! (Socialising International Students into Scouse in the UK Healthcare System)

The School of Health Sciences attracts around 100 international pre-registration students each year from Hong Kong, Saudi Arabia and Oman. These students select programmes in Nursing, Diagnostic Radiography, Physiotherapy, Orthoptics, Therapeutic Radiography & Oncology and Occupational Therapy.

All of these programmes require students to undertake clinical practice placements as part of their pre-registration studies. Some students go out into placement after just 8 weeks of commencing their programme, requiring them to work (under supervision) in the NHS where they assess and treat patients.

It is accepted in literature that communication, cultural differences and new social and educational environments are challenging for international students (Edgecombe et al., 2013). However, the international student on a health science programme has to navigate their way through an unfamiliar and complex UK healthcare system. The issue is further compounded by the local dialect of Liverpool: Scouse. Arguably a language of its own, the international student is ill-prepared to communicate with a Scouser!

To this end, we developed a digital game called SCLINGO (Scouse-lingo) to help students learn some of the common Scouse phrases that they may hear in clinical practice. The game is simple to play with the student initially scanning a QR code to generate a digital SCLINGO card. Each card is populated with randomly selected Scouse phrases or words. The words are automatically called out and the student checks off their card if the word is on their card. As soon as the student's card has every word checked off, the game concludes, and the facilitator leads the discussion about the words and what they means. Who wants to play SCLINGO?

Rebecca Rylance-Graham, David Sherlock, Mark Putney, Nashwa Ismai & Steve McKinnell

Workshop 4

Designing Randomised Auto-Graded Assessment

Randomised auto-graded assessments can improve both formative and summative assessment through greater availability of questions, and through consistency and speed of marking and feedback. However, the quality of the assessment depends heavily on the human input in the design.

Designing high-quality randomised auto-graded assessments uses a combination of different pedagogical, technological and communication skills. This workshop will look at where to start the process, and provide tips and resources for different steps. Participants will have the opportunity to explore one or two stages of the process in more detail.

We will discuss options available in Canvas and Möbius, as well as more general principles. While the content is likely to be most relevant to those dealing with numerical/mathematical contexts, the intention is for the workshop to be of interest to a wider audience.

Participants are recommended to bring a laptop/tablet to the workshop. They are also encouraged to come with an idea of a topic they teach for which they might like to create auto-graded assessment questions.

Jessica Bank, Joel Haddley, Sam Povall & Alena Haddley

Roundtable Sessions

Roundtables will be held in a seminar-like format where participants are invited to discuss a topic, issue, approach, or piece of new research tabled by a presenter or group of presenters. The presenter will outline the framework of the topic for discussion for between 5 and 10 minutes, and an independent moderator will then invite contributions from the rest of the group to discuss what has been presented

Roundtable 1

The REACHE Project – Research Engagement and Collaborative Health Enquiry

We have created a co-produced 3-minute video with accompanying images and social media short clips. This was created with a range of healthcare academics and 2 learning disability organisations. The aim of the video is to promote inclusion of those with a learning disability in research. This message can be transferrable to the wider student life and their approach to those in society who they meet with a learning disability. We have used this video to deliver education to various programmes in health sciences on the topic of co-production, inclusion, research methods and patient and public involvement. We are also at the stage where we will very soon be sharing this internally and externally as it will be held on university platforms digitally. It will be shared and viewed from a digital perspective..

Helen Marshall & Carolyn Lees

Roundtable 2

Online Professional Doctorates: Creating Cohort Identity in the Virtual Space

The Management School runs an online Executive Doctorate of Business Administration (DBA) programme for managers researching in their own organisation. The online format has many advantages, including enabling international executives to study a Liverpool programme part-time around demanding roles. It is also innovative: whereas Business Schools are increasingly offering online or hybrid Masters programmes, doctoral programmes of all kinds continue to be largely delivered face-to-face.

In this roundtable discussion we will explore ways in which we are, and might further develop a cohort identity where students live and work in different time zones, largely interact asynchronously with the programme materials and each other, and are engaging with highly personal and context-specific research projects. Although cohort identity and cohort-based learning is important for any online programme (Delahunty et al, 2014; Garrison et al, 2000; Kanuka & Jugdev, 2006) the nature of the DBA - long term study (typically 5 years), individual research projects and seeking entry to the academic community - makes it especially salient. Additionally, the particular emphasis of the Liverpool DBA on critical reflexive questioning and role duality create further potential sources of isolation and troubling challenges to student identities as capable managers (Hay, 2014) and emergent scholar-practitioners (Hay & Samra-Fredericks, 2016; Rayner et al, 2015). The DBA programme therefore offers a potentially "extreme" case through which to explore these issues.

Our aim is not to offer any kind of template or boilerplate, but rather to curate and stimulate sharing of ideas and generative discussions between ourselves and attendees.

Ali Rostron & Paul Ellwood

Roundtable 3

Student-to-Student Relationships: Encouraging Value Co-Creation Using Digital Technologies

Having recently completed a research project, which explored how students view the way value is co-created in higher education, it was highlighted that students place significant emphasis on learning from their peers. The pedagogic literature also establishes the importance of this (Boud & Cohen, 2014), although from an educator's perspective. There is, however, little exploration in the literature on the use of technology to support the development of such student-to-student co-creative relationships. Much of the literature surrounding digital technologies and their use in education, places focus on supporting learning (e.g. Wekerle, Daumiller & Kollar, 2022) and encouraging student engagement with teaching materials (e.g. Serrano et al., 2019). Digital technologies have also been found to broaden participation from diverse groups of students (Johansen & Ornelas, 2012), offer students more flexibility and allow students to learn through different means (Henderson, Selwyn & Aston, 2017), however, the benefits of cocreation between peers using such technology are yet to be explored in detail.

Therefore, this roundtable discussion will encourage participants to consider the ways in which digital innovations can be used, both inside and outside of the classroom, to encourage students to integrate their operant resources and ultimately co-create educational value. Colleagues will be asked to examine how they have or could use digital resources to encourage students to communicate, motivate, support one another, to achieve better educational outcomes.

Lauren Sinton

Roundtable 4

Have Online Exams Outlived their Usefulness?

Five years ago, most exams were paper-based and students sat in large halls frantically scribbling answers from memory on to paper, academics then spent ages trying to decipher handwriting and professional services did amazing juggling feats of transferring information onto the computer, and filing this paperwork for potential future reference.

The pandemic led to a rapid shift to online learning and exams taken online. This prompted concern from some academics that all exams would be higher quality as students would have access to the material and the Internet, which coupled with longer completion times would lead to assignments be harder to distinguish between high and low performing students. In fact, in many cases the quality of submitted work was little better if not worse than assessed written exams. Equally online exams were lauded for their reduction in test anxiety, however current research suggests that levels of test anxiety have remained similar although the reasons behind this have changed.

Following the rapid development of generative AI, the conversation over online exams has surfaced anew as educators try to ensure that students are the ones actually submitting the information, and that this is based on understanding rather than regurgitation.

Should we then continue to use timed online exams, shift back to the exam halls of the past or scrap exams altogether?

This session will seek to have an open discussion on the value and purpose of timed exams and consider how assessment could and should change in the future.

Dr Caroline Hands

Lunch Time Displays

There will be an opportunity over lunch to engage and network with staff from across the University as well as meet members of the Centre for Innovation in Education. There will be some hands on demonstrations as well as slideshows and posters

Conference posters will be displayed in 502 and are there to start a debate, raise awareness of an issue and highlight the work of University colleagues. This is an opportunity to view staff projects or research taking place across campus

Posters

An Investigation of Physiotherapy Students' Use and Opinion of Videos to Help Develop Practical Skills

This poster presents the findings of pedagogical research carried out at UoL about the use of videos created by staff and used to develop students' psychomotor skills.

Practical skills are essential for clinical practice in a range of healthcare disciplines and multi-media resources offer a versatile method of delivering information, students value the use of the technology and there is increasing consensus about the benefits of supplementing traditional approaches with video.

Videos were created and used as part of a blended learning and teaching approach. A mixed methods approach of focus groups and learner analytics from the Virtual Learning Environment provided an all-embracing view of the subject. This facilitated analysis of decisions made by tutors when creating and utilising videos in teaching.

Students were positive about the integration of video into course design. They particularly appreciated using them for revision, highlighting the benefits of asynchronous use, accessibility and demonstrations of good practice delivered by someone they trust. Videos were also useful during synchronous sessions to support the tutor, who was identified as vital for personal interaction and feedback.

The findings increase the evidence about the positive outcomes of using a traditional approach in conjunction with video. The effect of authenticity and reassurance on learning is important, with the presence of the tutor within the video and during synchronous sessions emphasised. There are many decisions taken when creating and integrating videos into a teaching and learning approach which can positively influence behaviour and emotion.

Simon Curran

Learning Passport

The Learning Passport is a programme-wide online reflective learning journal linked to weekly prompts in response to online learning activities. It was first designed for the Liverpool Online PGCAP, and has been adapted in other discipline areas. In the 2024 PGCAP re-accreditation aligned to PSF 2023, the Learning Passport retains its programme-wide facilitation of reflection with enhanced positioning in a final summative assessment using a Slide Deck format. The original format, examples of disciplinary adaptations, and enhancements related to summative assessment and PSF 2023 are featured on the poster.

Sue Bolt

'An Evaluation of a Virtual Reality-Based Radiotherapy Environment (VERT) Experience for Medical Students'

This poster will showcase a completed pre and post evaluation study investigating the effectiveness of using a 3-D virtual environment of radiotherapy (VERT) to provide training opportunities for Medical Students, in the area of Oncology and Radiotherapy. This study was conducted in February 2024; data analysis and synthesis still to be completed. The poster will present the study design, which involved distributing a questionnaire to 4th year medical students at the University of Liverpool, before and after the VERT-based radiotherapy environment experience training. To allow quantitative and qualitative data collection, the questionnaires utilised a combination of Likert scale and open-ended questions. Quantitative data will provide insights into students' understanding and attitudes of radiotherapy and oncology concepts; with statistical analysis of the Likert scores revealing if the Radiotherapy Environment (VERT) Experience intervention led to statistically significant improvements in understanding. Thematic analysis of the open-ended questions will provide an appreciation of students' experiences and may uncover recurring themes, challenges and potential areas for improvement for the VERT-based radiotherapy environment experience training.

Christian Corcoran

SCLINGO: Go'ed its Boss! Socialising International Students into Scouse in the UK Healthcare System

The School of Health Sciences attracts around 100 international pre-registration students each year from Hong Kong, Saudi Arabia and Oman. These students select programmes in Nursing, Diagnostic Radiography, Physiotherapy, Orthoptics, Therapeutic Radiography & Oncology and Occupational Therapy.

All of these programmes require students to undertake clinical practice placements as part of their pre-registration studies. Some students go out into clinical practice after just 8 weeks of commencing their programme, requiring them to work (under supervision) in the NHS where they assess and treat patients.

It is accepted in literature that communication, cultural differences and new social and educational environments are challenging for international students (Edgecombe et al., 2013). However, the international student on a health science programme has to navigate their way through an unfamiliar and complex UK healthcare system. The issue is further compounded by the local dialect of Liverpool: Scouse. Arguably a language of its own, the international student is ill-prepared to communicate with a Scouser!

To this end, we developed a digital game called SCLINGO (Scouse-lingo) to help students learn some of the common Scouse phrases that they may hear in clinical practice. The game is simple to play with the student initially scanning a QR code to generate a digital SCLINGO card. Each card is populated with randomly selected Scouse phrases or words. The words are automatically called out and the student checks off their card if the word is on their card. As soon as the student's card has all of their words checked off, the game concludes, and the facilitator leads the discussion about each word and what it means.

Rebecca Rylance-Graham

Improving Feedback Literacy in Students on an Online Taught Veterinary Postgraduate Certificate Programme: Developing Best Practice

This poster will include highlights of a pragmatic review of the literature and the specific interventions identified to support feedback literacy in our students. Feedback literacy is acknowledged as being contextual, so the literature review was undertaken within the context of our programme. Our students are qualified veterinary surgeons in clinical practice with a diverse range of cultural, material, educational, and clinical experiences and the programme is online and taught at Masters level. My review of the literature identified the importance of using a suite of interventions early in the programme to support the diverse range of student experiences. It also identified that building motivation and students' belief in their ability to improve is more challenging online. I concluded that using activities that build feelings of competence, connection, and inclusion were relevant to encouraging agency, motivation, and engagement.

The poster will illustrate the interventions that will be progressively developed and evaluated using a socio-constructivist approach with the involvement of academics, students, and recent alumni to further refine these tools. I hope the poster will encourage interaction with colleagues from other disciplines as part of this process.

The three interventions are:

- Interactive structured coversheet for assignments
- 3 short (3-5minutes) videos on:
 - Feedback literacy
 - How to use the structured interactive coversheet (1for students and 1 assessors)
- Peer review of exemplars on an asynchronous online discussion board
 - A short explanatory (3-5 minutes) video
 - Peer feedback on exemplars guided by grading rubric
 - Peer discussion board with teacher moderation

Sarah Stoneham

Efficacy of Implementing VMAT Practical Sessions for Therapeutic Radiography Students With the Use of Gamification

Volumetric Arc Therapy (VMAT) is the most accurate delivery technique for radiotherapy. This has been an area which has not been fully taught in practical sessions in a higher education setting. In this study 19 year 2 BSc students have volunteered to take part in a single practical session where gamification/serious play is utilised as a teaching method. Each student will be tasked with making the best VMAT radiotherapy plan in a 1 hour period. Their plans will then be marked and placed in a leader board. Students will complete pre and post-questionnaires to assess how successful the session has been.

Nathan Wilson

Student Engagement in an Online Law Postgraduate Programme

This poster will demonstrate the ways in which students on a fully online postgraduate law programme engage with the learning materials, the lecturer and other students. The various methods of participation will be outlined, which include asynchronous discussion forums, debates, case studies and scenario questions. The poster will offer a case study example of one module where there is a comparison of student engagement between the different online activities.

These activities open avenues for further reading and research around the topic areas and structure the students' learning journey within an environment where students operate in different countries, time zones and contexts. The student cohort is primarily comprised of busy professionals who are undertaking the programme part-time and therefore eager to attain relevant knowledge from the activities that can relate to their professional practice immediately.

Aref Hussain - Programme Director, Kaplan Open Learning, (University of Liverpool Online Education Partnership)

Slideshows

Hybrid Group Mentoring

The slideshow demonstrates how hybrid group mentoring was facilitated using a variation of collaborative online international learning (COIL) as part of the Transformative Academic Practice in Higher Education in the Philippines (TAPHEP) project. The TAPHEP project involved collaboration between the Academy and the University of the Philippines Los Baños and enabled 30 academics from 20 Philippine HEIs to complete the Liverpool Online PGCAP and gain professional recognition as Fellows of the HEA, in two cohorts over two years. The presentation explains how TAPHEP participants experienced COIL as students on the Liverpool Online PGCAP. It further explains how, as alumni, TAPHEP participants experienced hybrid group mentoring at Liverpool to extend their learning and support dissemination of effective academic practice through 25 Seminar Workshops for Academic Practice (SWAPs) to 1800 colleagues across the Philippines. The presentation elaborates on the dynamics of group mentoring in hybrid settings, and presents perspectives of mentees and mentors. Data were collected through focus groups, surveys, and interviews to evaluate the project. It was found that hybrid group mentoring enhanced the reach, value and impact of the project.

Sue Bolt

Pre-recorded Digital Video

Transformational Learning and Authentic Assessment in an Online Setting

Transformative adult learning involves a journey from facing an initial disruptive problem through to reflection, the opportunity to try out new roles, and eventual self-efficacy. Theories of transformative learning were applied in the design of University of Liverpool's fully online MBA which was relaunched in October 2021 and is offered through the University's partnership with Kaplan Open Learning. The MBA was ranked in the Financial Times Top 10 online MBA's in the world in 2023 and is the flagship programme within the Management School's online suite. In this session, we will explore digital innovations within the programme which support transformative learning and authentic assessment. Specifically, the Management in Practice module where students take part in three Executive Project weeks across the programme. Each week opens with a live guest speaker presenting on a contemporary management topic such as ethical issues related to artificial intelligence along with a related project brief. During the week students from different cohorts work together in small groups to explore an issue and produce an artefact, typically a short-recorded presentation, before the final plenary session. The assessment is based on a reflective report based on their experiences and a portfolio of evidence. Our online MBA enables students to learn part-time with a world-class institution, alongside their other commitments. The challenge for a fully online MBA is to ensure that these students experience the same transformative benefits online that they might experience with a traditional campus programme. In this session we explore how this is achieved.

Dr Lisa Day - Management School & Elspeth McFadzean - Kaplan Open Learning, Programme Director (Management School)

