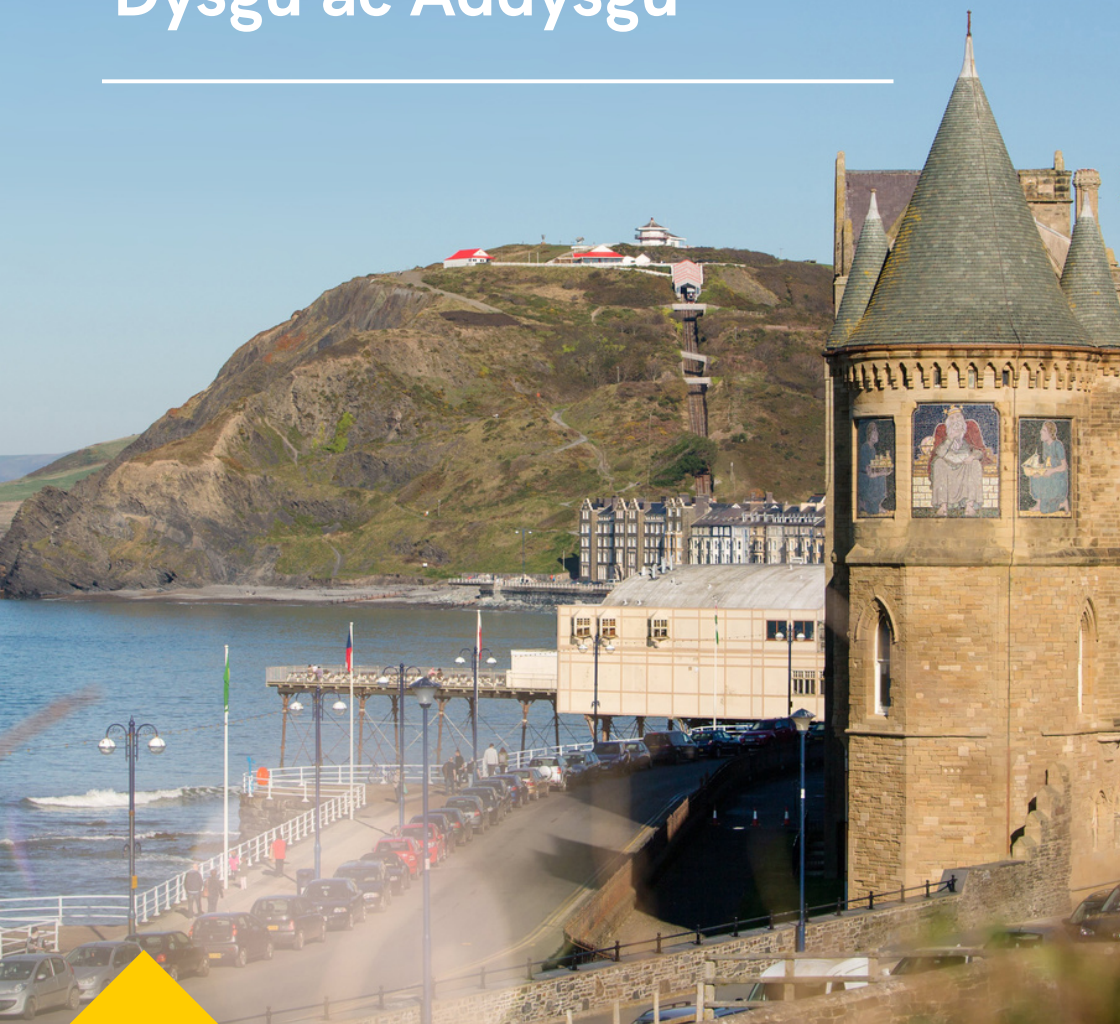4 - 6 Gorffennaf 2023

11eg Gynhadledd Flynyddol Dysgu ac Addysgu

Thema'r gynhadledd

Dysgu sy'n Trawsnewid: Creu Cyfleoedd i Ddysgu

Cynnwys

Neges oddi wrth Drefnwyr y Gynhadledd

Croeso cynnes i bob un ohonoch i'n hunfed ar ddeg Gynhadledd Dysgu ac Addysgu.

Rydym yn llawn cyffro am y rhaglen eleni, gyda dau ddiwrnod o ddigwyddiadau wyneb yn wyneb ac un diwrnod ar-lein. Mae'r rhaglen eleni wedi'i churadu i adlewyrchu'r heriau a'r cyfleoedd sydd wedi dod i'r amlwg yn y dirwedd addysg uwch dros y deuddeg mis diwethaf.

Fe sylwch fod diwrnod cyfan o'r gynhadledd wedi'i neilltuo i Blackboard. Mae'n bleser gennym groesawu cydweithwyr o Blackboard i amlinellu manteision symud i Blackboard Ultra. Mae'r symud hwn i Ultra yn newid mawr i ni gan ein bod wedi arfer â Blackboard Original am y ddau ddegawd diwethaf. Diolch i gydweithwyr o Blackboard. Hoffem ddiolch i Bethan Wyn Jones ac Alan Thomas o Brifysgol Bangor. Roeddem eisiau i gydweithwyr glywed gan sefydliad arall sydd eisoes wedi bod yn defnyddio Ultra am gyfnod. Symudodd Bangor i Ultra yn 2020, felly byddwn yn clywed am yr hyn sydd wedi mynd yn dda iddyn nhw ac unrhyw wersi a ddysgwyd.

Yn ail, thema fawr arall sy'n rhedeg drwy'r gynhadledd yw Deallusrwydd Artiffisial. Fel Prifysgol, rydym wedi bod ar flaen y gad gyda'r rheoliadau sy'n ymwneud â Deallusrwydd Artiffisial a defnyddio offer canfod Deallusrwydd Artiffisial. Yn y gynhadledd, fodd bynnag, byddwn yn edrych ar ffyrdd mwy cynhyrchiol o ymgysylltu â Deallusrwydd Artiffisial, o'i gynnwys wrth ddylunio asesiadau, i'w integreiddio â'n haddysgu. Rydym yn ddiolchgar i Michael Webb o JISC sy'n ymuno â ni ddydd Iau. Mae'n wych gweld bod sawl sesiwn gan staff PA yn canolbwyntio ar Ddeallusrwydd Artiffisial sy'n dangos ein bod ni fel Prifysgol yn dechrau edrych ar ffyrdd y gellid defnyddio hyn yn gadarnhaol.

Hoffai trefnwyr y gynhadledd ddiolch i'n siaradwyr mewnol o PA. Mae gennym sesiynau gwych wedi'u trefnu eleni sy'n arddangos yr arferion arloesol sydd ar waith yn ein hystafelloedd dosbarth, labordai, gweithdai, darlithfeydd, ystafelloedd ymarfer a stiwdios.

Diolch i'r Athro Tim Woods am ei gefnogaeth i'r gynhadledd ac i chi am ddod.

Rydym yn gobeithio y byddwch yn elwa o'r digwyddiad ac edrychwn ymlaen at eich gweld yn y sesiynau.

Dr Jim Woolley
Uned Datblygu Dysgu ac Addysgu

Diwrnod Cyntaf - Dydd Mawrth

09:15-09:30	Cofrestru	Felin Drafod
09:30-09:45	Croeso Yr Athro Tim Woods a Kate Wright	A6
09:45-10:45	Prif Siaradwr: Introduction to Blackboard Ultra *Martyn Rollason, Josephine Kinsley, Anthology (Blackboard)*	A6
10:45-11:15	Amser Te	Felin Drafod
11:15-12:15	Bangor's Experience of Moving to Ultra *Bethan Wyn Jones & Alan Thomas*, Prifysgol Bangor	A6
12:15-13:15	Cinio	Felin Drafod
13:15-14:15	Blackboard Roadmap and Future Developments *Nicolaas Matthijs, Vice President: Product Management, Anthology (Blackboard)*	A6
14:15-14:30	Amser Te	Felin Drafod
14:30-17:00	Gweithdy: Teaching and Learning with Ultra *Dennis Nevels, Senior Educational Consultant, Anthology (Blackboard)*	B23

Diwrnod Ail- Dydd Mercher 5 Gorffennaf

09:00-09:15	Cofrestru	
09:15-09:30	Croeso	A6
09:30-10:30	Generative AI - where are we now? *Mary Jacob*	A6
10:30-11:00	Amser Te	Felin Drafod
11:00-11:45	Teaching Law in Practice: the use of active learning and assessment methods to enhance students' practical knowledge *Caroline Whitby & Lauren Harvey*	B23
11:45-12:15	Padlet - creating, managing, and using Padlet for teaching in HE *Panna Karlinger*	B23
12:15-13:15	Cinio	Felin Drafod
13:15-14:15	Exploring elements of trauma informed mentoring to build stress regulation skills *Esther Bowles, Mary Glasser & Laura George*	A6
14:15-14:30	Amser Te	Felin Drafod
14:30-14:40	3 Minute Thesis Presentation *Kate Parsons*	A6
14:40-15:00	IS Skills for Staff *Sioned Llywelyn*	A6
15:00-15:15	Talis Elevate *Mary Jacob*	A6
15:15-15:45	Amser Te	Felin Drafod
15:45-16:30	Attention Polar Bear lost! If found, please return to your lecturer: Maintaining attention via digital technology *Bruce Wight*	A6
16:30-17:00	PGCTHE Awards and Showcase *Mary Jacob and friends*	A6

Diwrnod Ail- Dydd Mercher 5 Gorffennaf

09:00-17:00	Stondinau Come and discuss the upcoming changes to module evaluation with the MEQ team *Faye ap Geraint*	Felin Drafod
	Teaching and Learning through a trauma-infromed lens *Sara Childs*	Felin Drafod

Trydydd Ddiwrnod - Dydd Iau 6 Gorffennaf (ar-lein)

09:00-09:30	Aspire reading lists: changes for 2022-2023 and how to update your content. *Joy Cadwallader*
09:30-10:30	ECA Winners
10:30-11:00	Amser Te
11:00-12:00	Navigating the opportunities and challenges of AI in education *Michael Webb, JISC*
12:00-13:00	Cinio
13:00-13:30	Creative communication: who shall I tell about this terrible disease? *Hazel Davey*
13:30-14:00	Creative assessment - the experience in our Your Crime and Justice Module *Kathy Hampson*
14:00-14:15	Amser Te
14:15-15:00	Eroding the bedrock of our profession?: learning and teaching about rivers in the age of AI *Stephen Tooth, Hywel Griffiths & D Roberts*
15:00-15:45	ChatGPT: Opportunities for Risks for Higher Education *Bernard Tiddeman*

Crynodebau - Dydd Un

Gweithdy: Teaching and Learning with Ultra

Dennis Nevels
Blackboard

In this workshop we will cover the following: We will review some of the courses going live. Some participants will be asked to showcase their course and we will discuss best practices, tips and tricks, the benefits of using templates, good pedagogy, showcase an exemplary course etc. Next topic is the course lifecycle process; e.g., reviewing the course, analytics metrics and updating the course for the next cohort. We will finish with a discussion on how Aberystwyth can get the most out of Ultra moving forward and there is time for Q&A.

Crynodebau - Dydd Dau

Generative AI - where are we now?

Mary Jacob

Uned Datblygu Dysgu ac Addysgu | Learning and Teaching Enhancement Unit

This session will be led by the university's Generative AI Working Group, giving staff an update on how this transformative technology has developed since the explosive debut of ChatGPT on 31st November 2022. Led by Mary Jacob, LTEU, the working group first met on 6th February 2022 and has created guidance for staff on our website.

Since that time, tech companies have pushed new tools and universities have scrambled to respond. Generative AI is developing rapidly and had impacted our learning and teaching in unanticipated ways.

Opportunities and risks as well as tips and guidance for staff will be included in the session.

Teaching law in practice: the use of active learning and assessment methods to enhance students' practical knowledge

Caroline Whitby & Lauren Harvey

Cyfraith a Throseddeg | Law and Criminology

The Solicitors Qualifying Examination (SQE) is being phased in to become the new centralised way to qualify as a solicitor in England and Wales. In light of these changes the department of Law & Criminology introduced a programme of six new "Law in Practice" modules this academic year.

This presentation will introduce the aims of these modules in light of these changes and will explore, using illustrative examples, the development of active learning workshops as our mode of delivery and the benefits of this style for teaching practical content and for co-operative staff/ student teaching and learning.

We will discuss the use of legal practice-based scenarios and authentic assessment creation in the form of computer-delivered single best answer questions, which follow the assessment methodology of the first part of the new Solicitors Qualifying Examination. We will consider how we encouraged students to feel comfortable with this method of assessment and our journey towards authentic coursework assessment design.

Lastly, we will reflect on the main challenges we faced with these new practical based modules, overcoming coursework design limitations and outline our aspirations to make the learning and assessment experience more authentic in future years.

Padlet - creating, managing, and using Padlet for teaching in HE

Panna Karlinger

Ysgol Addysg | School of Education

Padlet is an interactive platform used for collaborative learning (Methe, et al. 2021), and functions as a virtual pinboard that may be set up as a stream, wall, timeline, map, or even a canvas, depending on the learning intention. Padlet is easy to create, manage and embed in virtual platforms, enabling users to share ideas, discuss topics, ask questions, and collaborate synchronously as well as asynchronously (Shuker and Burton, 2021).

Dianati et al. (2020) and Methe et al. (2021) further highlight that Padlet is most beneficial for learning when used to co-construct knowledge through sharing ideas, discoveries, and experiences and can also help with enhancing students' ability to think critically and better engage with content and the learning process. Shuker and Burton (2021:121) explain that posts created on Padlet can include 'text, links, images, gifs, drawing, files or videos' and users can 'react to posts with likes, votes, ratings or gradings'. Padlet is useful as it can easily be embedded in Blackboard and can also be used through the Padlet app, thereby making it more accessible to staff and students.

The purpose of this demonstration will be to introduce Padlet and provide a tutorial on setting one up and embedding it in Blackboard. Use cases will also be demonstrated for Assignment Support and Q&A, enabling students to anonymously get help and guidance without feeling judged, and where staff and students can share answers to FAQs, and ideas, sources for everyone to consider, essentially creating a live FAQ pinboard with sources to use for assignments. Benefits for intra- and inter-year group bonding will also be highlighted.

Finally, some examples of using Padlet in place of a Blackboard discussion board will be demonstrated, also addressing privacy and accessibility concerns.

Exploring elements of trauma informed mentoring to build stress regulation skills

Esther Bowles, Mary Glasser & Laura George

Cymorth i Fyfyrwyr | Student Support

Learning is inherently risky, and therefore stressful. In Dan Siegel's model of stress regulation, cognitive functioning is optimal inside the 'window of tolerance'. Self-regulation of stress returns us to the window of tolerance from dysregulated states. Certain conditions such as adolescence, Adverse Childhood Experiences, Trauma and experiences of othering, often reported by neurodivergent learners, narrow the window of tolerance, resulting in frequent dysregulation, which ruptures learning and injures self-efficacy beliefs.

Definitions of mentoring are heterogenous, but Mullen and Klimaitis (2021) describe agreement across the literature that mentoring is relational, with a developmental focus, operating through phases and transitions. For the purposes of the DSA funded mentoring for Autistic students and those with mental health conditions, our Student Support Service defines mentoring as a purposeful (for access and student retention), beneficial relationship in which the student is supported to transition into, through and out of their academic studies, building confidence and resilience to enable desired change. We propose that there are similarities with other developmental relationships in HE settings, facilitated by roles such as the Personal Tutor.

Learners who frequently experience dysregulation need support to consciously explore stress regulation strategies. We argue that the containment and reflective space provided by these developmental relationships can present an ideal context for this exploration. Our mentors have reflected on the key elements of trauma informed practice identified in the resource "Opening Doors; Trauma Informed Practice for the Workforce" produced by NHS Education for Scotland, and on ways to build these into our practice. Here, we invite participants to engage in a similar process, regarding developmental relationships in their broader HE contexts. Finally, we assert that time for collective reflection is critical for professionals engaged in developmental relationships.

We offer this session as an initial query into what trauma-informed mentoring might mean. Our team is at an early stage in developing our own understanding, and we draw participants' attention to the Trauma and ACEs Aware university wide project currently starting, led by Sara Childs, which will invite participants from across the university to work on policies, procedures and practices, as well as the physical environment.

3 Minute Thesis Presentation
Kate Parsons
Seicoleg | Pyschology

Congratulations to Kate Parsons, winner of this year's 3 Minute Thesis. Kate is a third-year PhD student, holding a Margaret Wooloff scholarship. Her research focuses on physical activity behaviour change in autistic young people and employs a mixed methods approach. Her three-minute thesis centred on her qualitative study where she had the pleasure of interviewing young autistic people about their experiences of physical activity.
Kate has a keen interest in Behavioural Science and Implementation Science, generally, and has applied her learning to different behavioural problems during her studies. She has supported the design and delivery of a behaviour change workshop for penguin conservationists in South Africa, delivered a case study talk on breastfeeding initiation for the Behavioural Science and Public Health Network, won an award for best intervention design at the European Social Marketing conference in Greece, and supported the design of public health campaigns relating to obesity, mental health help-seeking, and gender-based violence.
Alongside a fellow PhD student, Kate organised and delivered Aberystwyth University's first Neurodiversity Network Conference to kick off the first Welsh Neurodiversity Network.

Outside of University life, she is a level 1 judo coach, a judo black belt, and a fitness fanatic.

Kate is keen to continue in academia and has recently enjoyed her first teaching experience within the psychology department, delivering the third-year Critical Review module.

Supporting Skills Development: Showcasing new resources for students and staff

Anita Saycell, Non Jones, Sioned Llywelyn
Gwasanaethau Gwybodaeth | Information Services

The Information Services (IS) Skills Group has actively collaborated with colleagues from IS and various other departments to develop new and existing resources aimed at supporting the skills development of both students and staff. These resources will be launched in time for the upcoming academic year, 2023/24. In this session, staff will get a preview of each new resource and there will be an opportunity to provide feedback.

During the session, we will provide a demonstration of the following:

·IS Digital Essentials for Teaching module: This newly developed module serves as a centralised platform, containing all crucial information about training, support and guidance provided by IS for new academic staff members.

·The updated AberSkills site: This updated hub contains a wealth of advice and guidance for students on a wide range of skills, including support with writing assignments, plagiarism, employability, and wellbeing.

·Digital Skills Library and Digital Skills Collections in LinkedIn Learning: These two resources have been developed to support both students and staff in developing an extensive range of digital skills, from coding, creating infographics, online collaboration, and digital wellbeing.

Talis Elevate for social annotation

Mary Jacob
Gwasanaethau Gwybodaeth | Information Services

We are excited to invite teaching staff to join a free trial of Talis Elevate for collaborative annotation. It is designed to encourage students to engage with course reading and learn actively by collaborative and individual annotation. It features detailed analytics to help you keep your students on track
·   For an illustration of what it does, see the main Elevate page
·   For examples of how others have used it, see Talis Elevate Webinars and Community Content
Our free trial of this tool is currently underway and will run through November 2023. Depending on staff response and budgetary considerations, the university may be able to acquire Elevate for longer-term use.

Please contact us at thestaff@aber.ac.uk to join the pilot.

Attention Polar Bear lost! If found, please return to your lecturer: Maintaining attention via digital technology.

Bruce Wight

Ysgol Fusnes Aberystwyth | Aberystwyth Business School

Attention maintenance has become a more common issue within University teaching. Given that the average attention span of an Undergraduate typically between 10 to 15 minutes, I have aimed my teaching at capturing, holding, and recapturing the lecture hall's attention. Depending on the time of day and number of previous teaching sessions, students' attention spans appear to vary. The following in this session has been informed by the apparent variation in attention based upon delivering 2-hour lectures during the previous academic year. The following segments provide highlights of the observations made in the lecture hall while using Vevox and/or Quizizz.

1. Vevox: Used to improve students' ability to find academic resources.
2. Quizizz: "Factory reset" - relieving mental strain.
3. Vevox: Let your students influence the teaching narrative.

These mini sessions show how effectively digital technology can engage all of the students in the room, maintain their attention, and use their participation to improve academic skills. In conclusion, when used properly, digital technology can be a very effective tool for refocusing students on the lesson material, helping them practise their academic skills inside of the classroom, and helping them concentrate during class.

PGCTHE Awards and Showcase

Mary Jacob

Uned Datblygu Dysgu ac Addysgu | Learning and Teaching Enhancement Unit

The Postgraduate Certificate in Teaching in Higher Education (PGCTHE) is a 60-credit Master's-level qualification consisting of two one-year modules open to staff teaching on Aberystwyth University courses and at our partner institutes. We guide participants through pedagogical principles and emerging practices in higher education, developing their ability to reflect on practice, evaluate learning needs, and apply effective and innovative approaches in teaching. Some of our core principles include aligned teaching and active learning.

In this year's showcase, we would like to highlight the good practice of current and past participants as well as recognise winners of the PGCTHE Award for Outstanding Achievement.

Crynodebau- Dydd Tri

Aspire Reading Lists 2023-2024: what teaching staff need to know

Joy Cadwallader

Gwasanaethau Gwybodaeth | Information Services

This session will explain the changes required this year to deliver Aspire Reading Lists to students in Blackboard Ultra and will include:

- A demonstration of where and how to link an Aspire Reading List and list sections to a module in Blackboard Ultra for the coming academic year
- An explanation of what will be required in future years
- A demonstration of the new browser extensions for bookmarking and other Aspire developments
- Time for questions

Navigating the opportunities and challenges of AI in education
Michael Webb
Jisc

Jisc's national centre for artificial intelligence in tertiary education aims to help institutions adopt AI in a responsible and ethical way. We are working across the sector to help institutions navigate the challenges and opportunities presented by generative AI. In this session we'll review the strengths and weakness of generative AI, the practices and approaches we see emerging, and take a look at how technologies and practices are developing as ever more generative AI applications are released.

Michael Webb is the director of technology and analytics at Jisc - the UK digital, data and technology agency focused on tertiary education, research, and innovation. He is co-lead of Jisc's national centre for AI in tertiary education, supporting the responsible and effective adoption of artificial intelligence across the tertiary education sector. As well as artificial intelligence, he has worked on projects around the internet of things, virtual reality, and learning analytics. Before joining Jisc, Michael worked in the higher education sector, leading IT and learning technology.

Creative communication: who shall I tell about this horrible disease?
Yr Athro | Professor Hazel Davey
Adran y Gwyddorau Bywyd | Department of Life Sciences

This presentation will explore group work as a vehicle for students to gain both generic skills and subject-specific knowledge from each other. Inspired by a presentation at last year's L&T conference on Creative Assessment in Modern Languages, a science communication assignment was developed.

To give some autonomy in decision-making, groups were tasked with communicating information about an infectious disease, but were able to choose their own disease and target audience. Submissions included children's picture books and posters providing information for pet owners, as well as material aimed at other students.

The Royal Society of Biology's degree accreditation process recognises that developing creativity in undergraduates should be an implicit part of the student experience. Accreditation requires that "Students are given the opportunity and encouragement to apply original or unconventional ideas, to be imaginative, and to tackle problem solving using techniques designed to develop individual and group creativity". This assignment developed and assessed these skills in a low-stakes way, while also encouraging interaction between students to help build an effective learning community within the first semester of their degree.

Creative assessment - the experience in our Youth Crime and Justice module

Dr Kathy Hampson

Cyfraith a Throseddeg | Law and Criminology

This year for our Youth Crime and Justice module, I wanted an assignment which challenged students differently, got them to think creatively and gave opportunity for those less confident with more usual assessment types to potentially achieve better results.

To achieve this, I asked our students to create an educational resource designed to help children (aged 9-10) to understand what 'criminal responsibility' means and how it might affect them. This required students to understand aspects of child development and to an extent, be able to put themselves into the position of a child to see what might be effective.

Students engaged with this assessment very enthusiastically, producing some phenomenal results (some of which you will get to see if you attend!), and achieving some well-deserved excellent marks! Their feedback was unequivocally positive on the whole experience. I hope that by sharing this specific experience, other module coordinators might be able to imagine a very different way of assessing students' progress.

Eroding the bedrock of our profession?: learning and teaching about rivers in the age of AI

Yr Athro | Professor Stephen Tooth, Dr Hywel Griffiths, & D. Roberts

Daearyddiaeth a Gwyddorau Daear | Geography and Earth Sciences

The age of AI is here.

How well equipped are we for the potential – indeed, inevitable – changes in learning and teaching that natural language processing tools like ChatGPT and Bard will bring about?

With our backgrounds as university lecturers and educational consultants, we argue that AI poses both threats but also many opportunities for learning and teaching about river geomorphology, and also many other aspects of physical geography and the wider geosciences.

ChatGPT: Opportunities and Risks for Higher Education

Yr Athro | Professor Bernard Tiddeman

Cyfrifiadureg | Computer Science

ChatGPT, a large language model based on GPT-3.5 / GPT-4 architecture, has the potential to transform the way we learn and teach in higher education. However, it also poses opportunities and risks that must be considered. In this talk, we will explore the opportunities, risks, and strategies for higher education to adapt to ChatGPT.

ChatGPT can provide personalized learning experiences, facilitate communication, and expand access to education. However, it also raises ethical, legal, and pedagogical concerns. One risk is that students could use ChatGPT to cheat, making it difficult for professors to detect whether assignments have been written by the student or generated by ChatGPT.

To address this risk, higher education institutions must establish clear policies and guidelines for the use of ChatGPT in the classroom. Educators can also adapt their assignments and assessments to require critical thinking and original thought, making it more challenging for students to rely solely on ChatGPT-generated content. Furthermore, educators can incorporate ChatGPT into the curriculum as a learning tool, rather than solely for assessment purposes.

Overall, ChatGPT has the potential to revolutionize higher education, but it requires careful consideration of its risks and opportunities. By implementing clear policies, promoting academic integrity, and using ChatGPT as a learning tool, higher education can adapt to this transformative technology.

(All of the above was written by ChatGPT, based on an initial request and a little back and forth to tweak it - I hope the talk is able to meet the ambitions highlighted in the abstract!)

Cyngor

Os oes gennych unrhyw ymholiadau, mae croeso i chi gysylltu â ni udda@aber.ac.uk

 #pacda23

Gobeithio y byddwch chi'n mwynhau'r gynhadledd!