LoveLD Magazine

Issue 1: February 2023

NETWORK IN LD
COMMUNITIES OF PRACTICE

MOST DOWNLOADED LEARNHIGHER RESOURCES IN 2022

Celebrating LD Awards

#ALDcon23
Join us at the University of Portsmouth for ALDcon23, 13-14 June 2023 (and online 9 June)

#ALDinHE NEWS
Latest ideas
What's On
Keep up to date

Gain professional recognition
Join us in an online writing retreat.

KEEP UP TO DATE WITH THE LATEST RESEARCH IN LD
Hello, and welcome to the ALDinHE LoveLD magazine. We hope this edition finds you well and Happy New Year for 2023. Recently, the ALDinHE Steering Group has felt strongly that we should ensure our community is aware of the ALDinHE Aims and Values and how these important attributes align to the work we undertake on behalf of the community. Our Aim is “to represent professionals employed in the field of Learning Development in Higher Education, primarily in the UK and Ireland, and those with an active interest in the field. ALDinHE promotes discussion about effective models for LD, cultivate a community of practice and act as a support network for the general professional development of staff involved with LD” and we have five core values:

• Working alongside students to make sense of and get the most out of HE learning
• Making HE inclusive through emancipatory practice, partnership working and collaboration
• Adopting and sharing effective Learning Development practice with (and external to) our own institutions
• Critical self-reflection, on-going learning, and a commitment to professional development
• Commitment to a scholarly approach and research related to Learning Development.

We currently espouse those values through our Working Groups and Committees. There are many ways to get involved with ALDinHE including: signing up to the LDHEN email list, facilitate or attend an LD@3 webinar, publish on our blog, submit a resource to LearnHigher, carry out some funded research, present at an event or publish on our blog. Our website has all the information you need to get involved. Or send us an email and have a chat: admin@aldinhe.ac.uk

We would also like to take this opportunity to invite you to the ALDinHE Conference in June 2023; 9 June is the online day and the 13 and 14 June are at the University of Portsmouth. At the conference we have our Annual General Meeting where we review the work of ALDinHE and vote for members of the Steering Group. Please get in touch if you are considering nominating yourself and would like more information.

Happy Reading!

Kate – Secretary of ALDinHE
“Visit aldinhe.ac.uk to discover ways to be involved in the #LoveLD community and disseminate your research through the association.”

Ways to get involved in ALDinHE

- Gain Accreditation
- Attend Events
- Access Resources
- Join a Working Group
- Network
- Mentoring
- Run a Community of Practice
- LD Reading Groups

Ways to disseminate your research through ALDinHE

- Share in the mail list & newsletter
- Publish on our blog
- Submit a resource to LearnHigher
- Carry out funded research
- Facilitate a webinar
- Present a poster
- Host a regional event
- Publish in our Journal

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Dr Sunny Dhillon in the Talking Seat

The LD Book Shelf

Ambivalence & Complexity of Art-Based Educators in Online Environments

Reading in the Digital Age

BioJewel: An Online Journal Supporting UG Students

LOVELD Craft Corner - Make a #LOVELD Bookmark

Manual Notetaking

Visual Thinking

Using Student Engagement Data to Evaluate Online Activities

One-to-One Academic Writing Appointments Post Pandemic

Legal Skills for Citizens of Change

Essential Study Skills

LOVELD Recipes - Winter Scones & Marmalade

Practice

Peer Mentoring Working Group

ALDinHE Communities of Practice

Leadership and Management SketchNotes

The CELP Experience with Daisy Abbott

Open Call for Research Participants

LearnHigher and the Most Downloaded Resources in 2022

Join ALDinHE

LOVELD Home Corner - Handy Household Tips and Plant of the Month Events

#LDCon22 Picture Gallery

Learning Development Award Winners 2022

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Listen to the LD Project Podcast with hosts Dr Carina Buckley and Dr Alicja Syska

https://aldinhe.ac.uk/networking/the-ld-project-podcast
What does the scholarship of LD mean to the community?

Silvina Bishopp-Martin (Canterbury Christ Church University) and Ian Johnson (University of Portsmouth) have been exploring what ‘the scholarship of learning development (LD)’ means to the community and have been collating your thoughts via a short questionnaire. Silvina and Ian are collaborating to co-write a chapter in an edited book about LD with the aim to capture some of the distinctive features of LD scholarship and research.

100 Ideas for Active Learning

The #ActiveLearningNetwork have published with Press Books, 100 ideas for active learning. It is a practical handbook to inspire innovative educational experiences and help educators and curriculum designers apply active learning tools and strategies in their own teaching and learning contexts. Free to download under creative commons at openpress.sussex.ac.uk/ideasforactivelearning.

Professional recognition writing retreats

The recognition scheme is open for applications all year round. Join us on an online writing retreat to progress your Certified Practitioner (CeP) and Certified Leading Practitioner (CeLP) award. The CeP and CeLP awards promote Learning Development as a profession in its own right.

Successful applicants receive formal recognition of their specialist knowledge and practice. This demonstrates expertise to both current and prospective employers, and might also be useful when applying for HEA fellowship.

For more information about professional recognition, visit the ALDinHE website. Our next writing retreats roll online on the 13th March and 20th July. Book via “Events” on our website.

 Zen Leadership

Dr Maria Kukhareva, Head of People Development, resilience expert and coach at the University of Bedfordshire and Andy Robins, Zen leadership coach and former UK Director of the Institute for Zen Leadership have written a 3 part blog series on Zen Leadership. Visit: https://sdf.ac.uk/10882/what-do-usain-bolt-and-zen-leadership-have-in-common

 Howdy LD’ERS!

Sandra Abegglen (University of Calgary), Tom Burns (London Metropolitan University) and Sandra Sinfield (London Metropolitan University) have re-published Supporting Student Writing and Other Modes of Learning and Assessment. A Staff Guide: https://inspirebylearning.eu/book/20.

It is freely downloadable under a Creative Commons license. It is jam-packed with creative ideas! Follow on Facebook at: facebook.com/profile.php?id=1000635693672828

Invitation

Have you been awarded as a Certified Practitioner in Learning Development? Would you like to be a reviewer for Practitioners’ applications? You will be able to dip in and out of the reviewing windows so there will be no expectation to review applications each month. You would only be asked to review applications to match the level of certification you have received. Training is available. Please contact admin@aldinhe.ac.uk.

ALDCon23

ALDinHE would like to invite you to join us for ALDCon23, hosted by the University of Portsmouth. This year’s conference will run online on Friday, 9 June, and in-person at the University of Portsmouth on 13-14 June. Our conference themes revolve around transformations, transitions, ED&I, and belonging, and we are sure to have fascinating presentations and stimulating discussions.

Registration for the conference will open on 31 March – be sure to get your early bird ticket prices before 28 April! You can explore the conference, including the preliminary programme, key conference deadlines, and information about travel and accommodation in Portsmouth on the ALDCon23 website: aldinhe.ac.uk/aldcon23

We look forward to welcoming you this year in Portsmouth!
Research & Scholarship

Conference Proceedings
In October, we inaugurated a new type of publication developed from the ALDinHE 2022 Conference presentations. Called Collaborative Conference Proceedings and Reflections, the special issue includes 36 articles written and edited in collaboration between the authors, conference participants, and a fabulous crew of guest editors who joined us in the effort. As such, they offer a unique opportunity to interact with the content of the presentations and extend the conversations they provoked beyond the conference space. More information about this special publication can be found in the Editorial.

We are also planning to deliver a pre-conference LD@3, which will shed more light on this publication, later followed by a conference presentation at ALDCon’23, with the intention of encouraging more authors, presenters, and conference participants to partake in this community building effort. We invite all attendees to join us for these critical conversations.

Reading Club
Our Reading Club meets every other month on Wednesday evenings. Readers and authors are invited to discuss their chosen articles and share ideas about the evolving scholarship of LD. You can join at any time.

Conferences
Our ALDCon’22 presence was centred around peer reviewing as community building. These narratives of community have also been extended and shared with wider audiences at the EUROSoTL Conference, whose theme this year was ‘Building Communities through the Scholarship of Teaching and Learning’.

We presented a paper that argued for JLDHE to be seen as an LD community centre, and which was met with a very positive and encouraging response from the audience.

Following the introduction of our new Reviewer of the Year Awards (ROYA) at the last ALDinHE Conference, we will be selecting new recipients soon, to be announced at ALDCon’23. The award, given to our two most engaged reviewers, is intended to show our appreciation for the hard work our reviewers perform to maintain the high standards of publishing in our journal.

A Warm Welcome
Lastly, and most crucially for the journal, we have increased the size of our editorial board, welcoming three new editors: Carina Buckley, Lee Fallin, and Tom Lowe.

While we sadly had to say goodbye to Jim Donohue, our enhanced team is poised to deliver great things in the coming year.

Visit us: journal.aldinhe.ac.uk

Keep in touch with #JLDHE on social media:
The JLDHE Reading Club meets bi-monthly, on the second Wednesday evening of the month for a stimulating and thought-provoking hour together discussing the latest research in Learning Development. The group’s goal is to create a space for collaborative discussion of shared reading that is open to everyone no matter their role or level of experience. If you would like to join the group, please complete this short sign-up form.

The group exists to build stronger links with our JLDHE community of readers and engage our readers and the wider learning development community. We wanted to create a space and opportunity where learning developers and others can get together to discuss research and share ideas on published work in JLDHE.

A unique aspect of the JLDHE Reading Club is that we invite authors of the Journal’s papers to join us and get involved in conversations about their work. Having the author involved is a great opportunity for our readers to ask questions and dig deeper into the findings, recommendations and methodological approach of the articles. It’s a great learning opportunity for new and experienced learning developers alike and has helped to create a real sense of a community of practice where we can all learn and benefit from each others’ experience.

Before each JLDHE, we always send an invitation to vote on what you want to read and discuss in the upcoming meeting. We believe this helps to ensure we discuss what is most relevant to attendees at that time – and stops us from arbitrarily picking a paper at random! Once the paper has been chosen, we generally ask attendees to consider three questions when reading the paper:

- How do the ideas intersect with your own role?
- Is there a particular extract you found interesting and want to discuss with the group?
- Do you have any lingering questions or ideas after reading this piece?

We don’t stick rigidly to these discussion points and are happy to ‘go with the flow’ of the conversation, depending on what readers want to discuss and any questions they have for the authors.

After the meeting, we write up a brief summary of the discussions (which attendees are always invited to contribute to) to share with those who wanted to come along, but couldn’t find the time. These summaries are shared in the Reading Club section on JLDHE’s website. If you would like to join the group, please complete this short sign-up form.

The scholarship of learning development

For several years, the Research and Scholarship Working Group has supported the production and dissemination of learning development-related research. In addition to recognising the intrinsic benefits of such research, the group has also sought to promote the scholarship of learning development practice more generally, seeing this as both an important component of professional development and a means of raising the profile and legitimacy of learning development within HE.

This, in turn, has prompted reflection on just what we (the WG, ALDinHE and the community more broadly) mean by the ‘scholarship of learning development’ – how we define it, recognise it, value it, support it, promote it etc., particularly as learning developers themselves often work in conditions in which there is little or no formalised support (e.g. time allocated) to engage in scholarship.

When thinking about the broad ways in which scholarship might be conceptualised, practised and recognised by the community, it’s clear that less formal and more immediate forms of ‘scholarly interventions’, such as blog posts, are proving to be efficient and effective ways of sharing scholarly and evidence-informed guidance, ideas and experiences.

What are we doing to help?

We will continue to support and encourage empirical research projects for dissemination, through funding, conference opportunities and mentoring, as these activities clearly benefit both those who undertake the research and the learning development profession as a whole.

In addition, we will support and champion the broad range of ways in which learning developers are engaging with, and themselves producing, more informal types of scholarship. On a practical level, this might include some of the following:

- Highlighting and celebrating the breadth of scholarship (formal and less formal) being produced by the community
- Providing space and opportunity for sharing practice, through a variety of media
- Supporting through mentoring all those who wish to develop their own scholarship.
My 'LD scholarship journey' started gradually, as a realisation, some years ago. My 'day job' as an Educational Developer was very much grounded in scholarship of Teaching and Learning, and, in particular, Boyer's work around signature pedagogies. As I was observing the difference this concept made to the new lecturers' sense of identity and teaching practice, it became clear to me, how much this type of work is needed in Learning Development.

As the ALDinHE SG member, and the Co-Chair of the RDWG, I was aware of the uneven and often heated discourse around the role LD occupies as a field in Higher Education. That, in the context of clearly needing an upgrade views on what rigour is and isn't in Higher Education, made for a striking case that Learning Development is, in fact, perfectly positioned to challenge stereotypes and propose a broader view of what scholarship encompasses in the 21st century. After all, this century that saw the rise of the Widening Access agenda, breaking down barriers, and emergence of new, exciting often blended ways of learning, teaching, and – most importantly – thinking.

This resulted in us making a commitment to 'develop and promote the scholarship of learning development; and clarify what scholarship means in Learning Development' as part of the 2019-2023 ALDinHE Strategy. Dr Carina Buckley and I presented our first thoughts at the 2019 Conference, which acted as a catalyst for opening up the Scholarship conversation and engaging the rest of the Learning Development Community. I am excited about the next steps that we’ll be taking together, and the difference this development can make in helping validate, and elevate Learning Development practice, and dare I say it – theory!

Long before I started publishing in the area of learning development, I was already an author in cultural history, writing eclectic pieces on gender, race, and representation. Transitioning into pedagogic scholarship, however, was not a natural and straightforward process. Learning development as a field seemed nebulous and I spent several years considering myself as an LD practitioner, rather than a researcher. While I thought deeply about how students learn, I lacked confidence to contribute to knowledge production.

In order to orientate myself in the field, I joined the Editorial Board of the Journal of Learning Development in Higher Education. There, I tested my writing apparatus while becoming immersed in the current debates in LD scholarship. My first publishing experience in LD involved writing collaboratively a community-sourced literature review on academic literacies, which was a brilliant initiation not only into the field itself but also into the practice of collaborative writing. Subsequently, I was involved in another collaborative project on peer reviewing, followed by pieces written solo and with colleagues in the area of both LD and visual history. I also became an active peer reviewer. The more I was writing, reviewing, and publishing, the more urgency I felt to produce, which confirmed the old stoic truth that 'what stands in the way becomes the way’ – the only way into publishing is by publishing.

Currently, I am working on a collaborative project designed to support new authors in learning development while also leading the JLDHE, which champions new opportunities for authors in LD and helps energise our scholarly ecosystem.
Ian Johnson, University of Portsmouth

For LD to be recognised, sustain and grow within academia, it’s vital its practitioners can clearly articulate who we are and what we do. To succeed, surely we need a coherent epistemological base rooted in scholarship? These ideas, adapted from Peter Samuels’ 2013 paper (I reluctantly leave aside the thorny debate it raises about whether we’re a discipline, profession, field, pedagogy etc.) inspired me as I moved into researching LD through my professional doctorate.

I’m equally fascinated and concerned about how our base HEI determines how we’re named, located, described and deployed differently, and about how the moral heartbeat of the work for us (emancipation) can sit at odds with others assuming we exist to fix students’ deficits. In 2018 I published in the JLDHE about these differences between the ‘demanded’ and ‘enacted’ professionalisms of learning developers, and how these are reconciled. That paper now acts as underpinning for my in-progress thesis, comparing how our work is valued by different interested groups. Understanding and articulating what our work is about should be central to the scholarship of LD – if we can do this better, we can gain more control over our future. This is my mission where scholarship is concerned!

Dr Carina Buckley, Southampton Solent University

My scholarship journey in learning development began at the end of my PhD journey, which I finished burnt out and fed up of my discipline. Having been immersed in all things human evolution for so long, it took a while for me to appreciate that there was a new world of scholarship to explore, and this began in earnest during my PGCTLHE. Although I’d been involved in ALDinHE for a couple of years by that point, I still felt stuck between my disciplinary identity and my new, learning development identity…until the ALDinHE conference in Leeds where I presented my referencing workshop using Lego. The response was so positive and enthusiastic that I successfully wrote it up for publication, and that proved a turning point for me - not in that I suddenly started to publish more, but that I became invested in seeing other people enjoy the same experience as me.

During my time as Co-Chair of ALDinHE one of my main goals was to ensure that all our activities as an association informed and supported each other, and the importance of the links between the research funding programme, the journal and conference became ever more evident. I saw it as my role to support the scholarship of others and to help colleagues recognise that we all have specialist knowledge worth sharing. Reaching the point of sufficient confidence to go ahead and share is an empowering feeling, and one we all deserve!
We are an interdisciplinary international team of artists, educators and learning developers, collaborating in order to develop our pedagogy and practice – and co-create. All of us are in day-to-day life very busy, doing. In academia there is an expectation to be constantly active: 24/7. To do more things: to teach more, to research more, to publish more, to do more admin, to answer more emails, and somehow to see more students through to successful study. As with academic colleagues everywhere, we inhabit hostile environments shaped by neoliberal thought (Harper, 2014). In our practice, we advocate for a 'slower academia' with a stronger focus on the human element of education, work – and life. We need not to be 'doing all the time', but simply: be.

In university education – and especially in our widening participation context – staff and students are not encouraged to experience many ways of seeing (Berger, 1972) nor do our students have the opportunity to linger to a string quartet or sprawl on the grass contemplating big ideas. Rather they are required to up-skill or re-skill for business and professional practice (Mahmood, 2018): producing ever more work, ever faster. Even in museums and art galleries, the places meant to encourage in-depth engagement with artworks, the average viewer spends just 27 seconds looking at a piece they like and most of that is contemplating the wall label not the work itself (Cascone, 2019). Thus we argue for the need to ‘slow down’ – in education, in museums and art galleries, and in life in general.

On the day of the conference itself we convinced ourselves that no one would actually attend our session. Everybody would be too busy rushing to the parallel sessions; consuming new ideas and getting to know other people. However, a small and interested group did attend. They were mixed of gender and age; they were lecturers from the social sciences - but, and more surprising to us, also from the 'hard' sciences. In the session we saw participants’ slow down’ to engage with a piece of (art) work in an authentic way – without any curatorial explanation and intervention. All the participants became still. All contemplated the artwork in their own ways. And all produced some visual response that intrigued us and demonstrated deep engagement.

In our teaching we have undertaken similar activities with our students. Rather than an early piece of reflective writing, we asked students instead to find a piece of art that speaks to them of their course or our module. We asked them to sit with that for an hour - making notes, and sketches perhaps, but not talking to anybody - and not using any digital devices or browsing the Internet. When the hour was up we asked them to write exactly 100 words on the artwork and its relevance to their course or their subject. This was often 'ticky for students because they had so much to say but so little words available to complete the task - demonstrating that good ideas do not emerge from rushing around and everybody has something to say.'

We hope this short case study will spur other academic staff to reflect on the idea of ‘not doing’ in their own practice – of re-appropriating the notion of the human ‘being’, in education, work – and life. We need not to do all the time; but simply: be.

We hope this short case study will spur other academic staff to reflect on the idea of ‘not doing’ in their own practice – of re-appropriating the notion of the human ‘being’, in education, work – and life. We need not to do all the time; but simply: be.

In our workshop we wanted to make the time and space for participants to ‘stop’, to experience the quiet power of ‘being’ and doing. We created a hermeneutic space in which to be with an artwork for an hour altogether: 30-minutes to silently be with and contemplate a piece of art; 20-minutes to respond in some way to that artwork; and 10-minutes to consider what we had done. The artwork was produced by Simone, one of our team: This is What I’ve Made of It! Thsi (2018). The work (https://vimeo.com/269328239) is a suspended sculpture, comprised of 52 strips of 4mm plywood, connected around a central studding rod. The plywood strips have been laser etched with a poem. The piece measures 84 x 84 x 102 cm and spins with the aid of a small motor.

• What slow academic practices do you employ? 
• What is the value of slow academia for you and your students? 
• What are the aesthetic characteristics of ‘slow spaces’? 
• What do you do or will you do to create these spaces for your colleagues and students?

Continue the conversation We encourage the ALDinHE community to share their experience of slow academia by tweeting in response to any of the following questions using the hashtags #SlowAcademia and #loveLD:
One adjective in ALDinHE’s value number two, evokes a visceral queasiness in my stomach: ‘emancipatory.’ This concept has often nonchalantly popped up during meetings about the role of learning developers. It has made me cringe every time, and the feeling isn’t easing off any, hence this article! Emancipation, you see, is no mere embellishment, but rather a key concept in the ALDinHE list of values. The centrality ‘emancipation’ is afforded strikes me as problematic.

Forgive me a trite habit that many of our students enact, and allow me to provide a good ol’ dictionary definition to kickstart my rant. The Cambridge Dictionary defines ‘emancipatory’ as ‘giving people social or political freedom and rights’. It defines ‘emancipation’ as ‘the act of freeing a person from another person’s control’. The first thing that comes to mind when I hear the term (and which the dictionary, unsurprisingly, uses as a contextual example) is the 1863 US Emancipation Proclamation, which legally freed slaves in southern US states.

This notion of ‘freeing’ prompts a number of questions:

1. Who exactly are learning developers freeing?
2. From whose clutches are learning developers freeing the above cohort?
3. What qualities, experience, skills imbue learning developers that grant them the power/authority/ability to exercise the freeing of group 1 from group 2?
Over the past 15 years or so, plenty of educational theorists have discussed how learning developers fall within a ‘third space’, and are – crudely put – a result of universities needing to upskill and retain the glut of students that have entered their doors following New Labour’s goal to neo-liberalise (my lazy verb!) the UK’s HE sector.

As a learning developer, I cannot bring myself to self-identity as a superhero. ‘The Emancipator’, anybody?

Nor do I see myself as a ‘freer’ or ‘liberator’. I’m not anything remotely like Toussaint Louverture (in my learning development practice, at least!).

Call it British false modesty, or (more likely) a hangover of being a second-generation Asian immigrant to these shores, the first in my family to attend HE, concomitant impostor syndrome, or something from that potent mix of insecurity, inadequacy and a perpetual feeling of being the ‘other’, but here’s the equation:

I’d like to think that I help students and colleagues to contest, critique and [insert another C word here to complete the trio] within the context of HE. However, following Kehinde Andrews’ critique of the university as a plantation, I honestly can’t see or call myself, or my practice, as enacting anything remotely as seismic as emancipation.

False modesty can be exasperating. Hubris can be toxic.

If you’re still reading by this point, you may wonder why I haven’t got anything better to do than moan about one well intentioned adjective, given all the bigger issues facing society, and our sector, at large. I think that’s fair!

Perhaps emancipation is a radical goal we ought to pursue seriously? Perhaps I/we need to take a bit, you know? Perhaps therein lies my unwitting complicity with the plantation? As a learning developer, I just try and help students and colleagues to contest, critique and [insert another C word here to complete the trio] in a courageous way forward, taking stock of all the cliches and providing some hard truths.

Steve Rooney, Tracy Slawson, Jason Eyre and Sunny Dhillon launched the “LD Theory Blog” in 2020, to accompany a symposium that they hosted at De Montfort University. They invite contributions from anyone and everyone working in and around ‘learning development’ who are interested in the role of theory in their pracises. Please visit the website for more details at:

Arts-based methods which traditionally rely on engagement with material artefacts (e.g. LEGO® bricks, finger puppets, craft materials) have been on the rise in management learning and teaching (Taylor and LaKrin, 2009). COVID-19 has challenged educators to adapt arts-based methods to online teaching environments.

The challenge was to get learners to move from thinking to thinking (Knappett & Malafouris, 2008) in online environments without the opportunity to pass on, share, co-engage with material artefacts in a physical setting.

While there has been some discussion in the field about ways of adapting these methods to online environments and the impact this has on learner outcomes, there has been no discussion about experiences of educators. Yet, we know that technology in universities “distiguishes academics’ work and identity” (McWilliam, 2004: 89). Instead, the silence persists around how our practices and sense self are shifting – refigured as much as this figured – as we move arts-based teaching into online spaces.

We have seen that the shift in practices is accompanied by a sense of ambivalence. On the one hand, educators likened the process of integrating the digital into arts-based teaching and learning to an exploratory journey into a “different universe”, “different planet” to “see different creatures”, “smell different flowers”. On the other hand, this journey was always accompanied by a deep sense of jeopardy. Having to translate arts-based teaching practice to online environments was like opening a gothic garden door that “looked scary, and nasty, and it looked like there should be something really intimidating behind it.”

In the wake of this silence, we wanted to understand how educators experiencing this shift in their practices of arts-based teaching? What are they feeling? How are they coping? These are some of the questions we are as part of our research project funded by ALDinHE Small Research Grants that intends to explore the lived experiences of arts-based teaching and learning from an educators’ perspective, and the role of HE institutions in helping educators thrive in the future of online teaching environments.

We have interviewed 13 educators who are using arts-based methods regularly in their teaching practice. We have asked them to write a fictional story that capture their experiences of using these methods in online interviews and enrich their stories with photographs / images. We then have conducted in-depth story and photo elicitation interviews to understand more about their lived experience through both the symbols and metaphors offered in the stories and photographs. We have supplemented this by non-participant observation of 9 workshops delivered by these educators where they used arts-based methods.

These stories and images that go with them have revealed some interesting interpretations:

• The sense of jeopardy emanates from a sense of inefficacy – in terms of technological competency, as well as knowledge of online pedagogies and facilitation of arts-based methods. The educators we interviewed felt quite strongly that all their expertise had been stripped away and they lacked confidence in their ability to rebuild that expertise through working with the technology. Having to think about how to run a specific activity online, to figure about technical side of things, to problem-solve adds another layer of risk to arts-based facilitation – in their words they are “having to figure out the technology in order to be able to do your job.” They recognised that skilled facilitation requires competency development, which they did not have time to acquire. They were worried about “looking stupid, like I didn’t know what I was doing.”

• The existence of a community of practice was crucial in coping with this sense of jeopardy. Some educators expressed feeling lonely and unsupported by like-minded educators. This also fed their sense of self-doubt and inefficacy. Being part of a community, which offers a platform to share other people’s experiences and to get the opportunity to talk through their practices was perceived as an enabler, and also a way to (rebuild) sense of confidence in one’s own practices.

• There is a tension between trying to make the teaching as inclusive, participatory, and accessible as possible, and recognising that genuine participation can only be possible when there are rich social connections and interactions between learners. On the one hand, educators liked that online spaces are egalitarian since “all of us are divided up in equal size rectangles”. They also perceived them as an enabler of psychological safety as learners “join the class from a place where they feel safe”. However, to ask learners undertake arts-based activities and for them to build the rapport that is necessary for knowledge co-creation requires serious considerations about the relationship and trust (Coaf, 2009). Learners can feel “naked” when probing into their arts-based activities. This is where their transformative potential lies. However, it is the ability of the educator to intervene, to clear up the confusion or build safety, is necessary to contain the negative emotions and release the transformational learning. With respect to this, the educators’ ability to intervene is severely limited in online environments. Not being able to see the whole person, or not being able to see the person at all (!) because their camera is switched off or because they are in a break-out room makes timely interventions difficult, if not impossible. Educators mentioned the advantage of being able to ‘read the room’ in face-to-face environments. They talked about the significance of “being eyes to eyes” and the micro moments of blank stares, the fidgety fingers, the tussle and hassle with the materials, the giggles, the change in breathing, the posture, the phone-checking, and how they could catch and clock in these moments during their face-to-face delivery which they then could react to. They also reflected on how it would have been helpful to be able to have a cup of coffee with the learners during a break or to have a corridor conversation privately and separately in clearing up the learner’s concerns and reengage with them. The physical is needed to tell how far they can push the learners and to judge if they are going into a potentially sensitive area, and to allow to bring the learners back in.

Our research suggests the need to alleviate some of the commonly reported sense of jeopardy, and lack of self-efficacy and self-confidence. This requires investment, in terms of investment, to professional development in online, arts-based pedagogies. This will improve experiences for educators and, consequently, students. Notably, all participants were experienced educators, who have also been using online platforms for 12-18 months when we interviewed them. However, this expertise did not necessarily reduce or change the sense of disturbance or emotional burdens. One suggestion is to enhance the social connection between educators, by facilitating and setting-up communities of practice at departmental and institutional level. The same applies to learners as well. Creating virtual social spaces that learners can engage beyond the regimented environments of online classes will improve learner experiences within and outside the class, and the effectiveness of arts-based methods in the classroom environment. Perhaps, traditional VLEs are constraining in this sense, and institutions may explore opportunities for facilitating online teaching on platforms originally designed for conferences and virtual fairs, like Gather and Online Town which are centred around fully customisable spaces and makes spending time with communities easier.

ALDinHE’s funding call opens on the 1st June of each year and closes 30th June. We funding, with a maximum of £1,000 per Project and the opportunity to open to any one who works at a member institution. 
Reading in the digital age: what do students think and do?

Helen Hargreaves, Sarah Robin, Elizabeth Caldwell, Gill Burgess, Lancaster University.

In 2019-2020, we received funding from ALDinHE to carry out a research project into students’ perspectives and practices around reading academic texts in digital format. Our research was motivated from our work with students: conversations in one-to-ones and workshops around the challenges students were experiencing with reading for their studies, in particular related to managing large numbers of texts online, and with interacting with these texts in terms of navigation, note-taking and identifying key information. We also felt there was a gap in the study advice related to reading in digital format. Our survey of published books for students on academic reading found that whilst they provide very helpful guidance in terms of accessing, selecting and managing reading, engaging critically with academic texts, and recording reading to support both writing and learning in general, they tend to include little specific discussion on engaging with texts in digital format, and appear to assume that practices and strategies are transferable across formats.

To explore students’ views on reading texts in digital format, we carried out six focus groups involving a total of 26 students. Nearly all of the focus groups were held online due to the pandemic. Students were towards the end of their second or final year of an undergraduate degree and from across the university. The students, many of whom had recently finished their dissertations, gave rich and insightful reflections on their approaches to reading for their studies. We asked students, amongst other things, about the amount of reading they did in digital and print formats, the factors that influenced their choices related to reading format; the joys and frustrations they had experienced with digital reading; and their approaches to reading and note-making from digital texts.

The focus groups revealed that students have a nuanced appreciation of the advantages and disadvantages of electronic and print formats, and have developed strategies to manage their reading across a variety of digital formats and devices and in different physical locations. For all students in the focus groups, digital reading formed the majority of their reading for their studies. There were some variations, often due to disciplinary differences: students of literature and languages, for example, talked of a higher percentage of reading in print, as their courses involved reading fiction, and being able to take the novels into seminars and annotate their own hard copy was important.

Some interesting patterns emerged from the focus group discussions. Although reading in digital format formed the bulk of students’ reading, many of the students expressed a preference for print reading in specific contexts. Firstly, as mentioned above, text genre had an impact. In addition to novels, most students also talked of preferring textbooks in print format. The ability to navigate table of contents, index, to flick between sections, and to have a sense of how long the reading was, was easier in print. One participant commented, ‘...a book is easier in the physical copy cos you can look through and see how much further you’ve got to go, or look at where the headings are really easily, or look back to the contents page, whereas online that’s really hard and it’s kind of annoying to do.’ Some students also noted that they would opt for print when the reading was a core text, or when they wanted to keep the text. Common across all focus groups was the sense that print reading allows for more in-depth engagement with a text. Students talked of opting for print when they wanted to learn or remember the information they were reading. Print texts presented fewer distractions, and did not cause headaches and eyestrain, as was often the case with reading from a screen. Enjoyment of reading was also associated more with print than digital formats. One student commented, ‘I read online because it’s easier for me, but if I was to say which one is more enjoyable I would say print form, so there’s nothing that really sparks my joy in reading online.’

Digital texts, on the other hand, were overwhelmingly drawn on when students were researching and writing assignments. This was partly due to managing large numbers of texts, predominantly journal articles, when writing assignments. In addition to the financial and environmental cost of printing, students talked of the benefits of digital reading when selecting relevant texts and relevant sections of texts to read, and when storing, recording and retrieving information in terms of both quotes and bibliographical information. Students had developed strategies to manage their reading efficiently – something that was necessary when dealing with large numbers of texts and working to tight deadlines – and the affordances of digital reading supported this necessity. Nearly all students talked in positive terms about the usefulness of search tools such as Ctrl-F when looking for relevant information, and of the copy and paste function, enabling them to paste individual sentences, or even paragraphs of text into their notes.
BioJEWEL: An online journal supporting undergraduate students to engage and reflect on academic work

By Dr Rachel Hope and Dr Pen Holland (Department of Biology, University of York)

During their undergraduate degrees students undergo a significant transition from school-based study, to become self-directed adult learners. There can be an expectation that students, as adults, are capable of self-directed learning from the outset of their university education (Knowles et al., 2005), yet given that students come from a range of backgrounds there can be a knowledge gap for students and a lack of confidence in developing as autonomous learners.

Online spaces have vast potential in acting as a catalyst for encouraging learning, and developing skills relevant to employability (U.S. Committee, 2010). Working alongside student partners we therefore developed an online undergraduate journal, BioJEWEL (the Biology Journal of Excellence Work and Exemplary Learning) to support students in bridging this knowledge gap to become confident, self-motivated learners that are able to reflect on their skill set, develop their understanding, and feed forward these skills both into future assessments and graduate employment settings.

Students participating in the undergraduate journal initiatives at other institutions have identified an increased understanding of their discipline (Jiggetts, 2010) and suggest that such journals have the ability to experience the process of review and publication, giving them opportunities for highly valued dialogic feedback (Beaumont, O’Doherty and Shannon, 2011). Working alongside student partners we therefore developed BioJEWEL to provide a tool for not only teaching scenarios but also academics feedback given to these pieces at the time of the assessment of students and any challenges this poses. Analysis of the student experience of the publication process identified the development of key graduate skills, including effective teamwork, project management and communication, aligning with findings from other undergraduate journals (Caprio, 2014; Weiner and Watkinson, 2014).

By highlighting the excellent research and communications outputs of our students, this journal also complements our pedagogic focus on students as researchers. An initial structure for this online learning space was developed in summer 2019 via three summer studentships, which was built on and brought to publication with three summer studentships in 2022.

Rather than focusing on content-driven learning from the journal, there is a focus on the development of skills, which are transferable across the degree experience. This may take the form of reflecting on plagiarism, practising referencing exercises, actively interpreting data from figures for problem-based questions, or developing skills in writing scientific methodologies. BioJEWEL integrates with existing internal skills resources, such as the recently developed Skills Hub for Life Sciences hosted on the Virtual Learning Environment, helping to provide a cohesive learning experience for students where content from multiple sources is clearly and easily connected. BioJEWEL also provides opportunities for news and opinion pieces accessible to a wide student-centric audience, of pieces from the ‘New Scientist’ publication, and outputs from undergraduate-run symposia such as the 2021 York Science Conference. Biocentric profiles are included in the journal to improve visibility and representation of diversity within the field of biology and provide role models for students, with particular emphasis on women in science and scientists belonging to groups with protected characteristics. Articles featuring Bioscience alumni and year in industry participants are also included to improve employability awareness.

Other key findings related to the value of reflection and understanding feedback. The 2022 student editors were able to view feedback written on essays and research projects from student partners that were involved in producing an initial skeleton structure for BioJEWEL in a 2019 internship. These comments, alongside the academic feedback given to these pieces at the time of the assessment allowed the 2022 student partners to view a wide range of comments on a piece of writing. It therefore resulted in a greater depth of reflection on how to give informative feedback than when using academic feedback alone, which student partners applied in editing subsequent pieces of work. Student editors discussed the marking and feedback process with academics, gaining confidence in identifying excellence markers and completing the feedback annotation process not only within submitted essays, but also working on their own work, thereby providing them the opportunity to improve their future assessments.

Following publication of the first issue of BioJEWEL focus groups, surveys and online engagement statistics will now be used to evaluate the impact of the journal for the broader student body to learn how they utilise it in their studies. BioJEWEL has been developed in a portable format allowing for its establishment in other departments and going forward we will disseminate our findings more widely via the Journal of Learning Development in Higher Education and at ALDCon2023.

References


ALDinHE Research Funding Recipient

We see the value of this research project as twofold.

Firstly, in being able to understand the impact of utilising student research and writing as a learning tool for undergraduate students, and secondly in exploring the value of the publishing process for student editors. BioJEWEL’s structure builds on learning tools in the wider literature, including a “learning lens” from Kararo and McCartney (2019) that provides annotations to primary scientific literature, by applying such an approach to undergraduate student work. BioJEWEL provides a tool for not only teaching scenarios led by academics, but also self-paced and scaffolded independent learning by undergraduates, enhanced by the inclusion of reflection. Understanding the impact of BioJEWEL will therefore contribute to the field of Learning Development in providing insights into the development of effective journal-based learning initiatives, but also in understanding the impact that taking part in the publishing process can have on student learning, an understanding of the research process and employability.

Our initial research has focused on evaluating the journal creation process from the student partner perspective via the analysis of student academic meetings and student reflective journals. This has allowed us to understand the value of the publication experience for students and any challenges these pose. Analysis of the student experience of the publication process identified the development of key graduate skills including effective teamwork, project management and communication, aligning with findings from other undergraduate journals (Caprio, 2014; Weiner and Watkinson, 2014).

RUN by a learning community of student and staff partners, BioJEWEL focuses on easing the transition of students into learning within a university environment, aligning with the aims of the Teaching Excellence Framework to improve outcomes for students. Such a sense of belonging and community can also increase student retention and success (Higher Education Academy, 2014).

By creating BioJEWEL, we are also able to acknowledge and support student partners in their own work, thereby providing them the opportunity to improve their future assessments.
Make a #LoveLD heart bookmark

You Will Need

- Felt in two shades
- Paper
- Pencil
- Scissors
- Glue
- Pearl wire
- Large paperclip

Suppliers

Supplies from all good craft shops

Step 1: Choose the coloured felt you want to use for your bookmark. We went for reds to match #LoveLD.

Draw a heart shape onto a piece of paper and use this as a template to cut out your hearts. It is easier to fold the paper in half; draw half a heart and cut it out folded, which creates a symmetrical heart.

Step 2: Now cut out either a bigger or smaller heart, depending on how big you want your bookmark to be.

Step 3: Now you have your two hearts; place one on top of the other and using some pearl wire bind them together and then to the paper clip.

Push the ends through the two hearts and twist around the clip on the back.
Following the recent pandemic when students were, once again, able to return to the in-person person on campus learning environment we, as educators, chose to use various teaching strategies to engage our students. The experience of delivering online had highlighted the passive method students had reverted to when the learning environment became virtual. The most common issues we experienced were the reluctance of students to attend with their cameras switched on and that students became passive attendees who listened without taking notes.

The aim of our study was to engage our students who were back in University by offering two different methods of notetaking and to compare their level of knowledge retention during a teaching presentation. The participants were twenty undergraduate final year accounting students: ten students who were studying a Forensic Accounting module and ten Auditing students.

Prior to the study, all participants had completed a pre-study qualitative questionnaire to detail their current note-taking preferences and their expectations of the study. Several comments from the pre-study questionnaires completed by the participants are shown here:

Question: What expectations do you have from this study?
To better understand what type of note taking helps me to retain more information.

Which one I’m better in note taking or handwriting notes. Learn something new.

These responses demonstrated that the participants understood the objectives of the study before their participation. This was beneficial in enabling us to confirm that the participants were aware of the purpose of the study and their current method of notetaking.

Question: Do you feel that note taking helps with knowledge retention?
Yes, writing in my words help me remember.

If I take the notes while the lecturer is talking only the things that I type will be retained.

Yes, having the information in my own words helps me to understand.

Yes 100%.

These responses established that the participants had previously used both methods in their education prior to the study and that they perceived that both methods can aid knowledge retention. This helped us to understand that the participants taking part in the study appreciated the importance of notetaking to aid their learning. The comments provided also reaffirmed their belief that notetaking is a key knowledge retention strategy which aided success in the test.

Two 15-minute presentations were delivered to both groups of twenty participants with each group being split into two groups of ten. The presentations were on subjects which were not familiar to the participants with the first presentation covering the topic of “Changing Environments” and the second presentation covering “Health and Social Care in the UK post Covid-19”. During each presentation group one of participants were required to make their own notes using the traditional method of pen and paper, with the other group required to make notes using an electronic device. Participants then completed a test with questions covering the content of the first presentation and the test was marked which enabled their knowledge retention to be measured. During the second presentation the group taking notes with paper and pen were required to take notes electronically and the group who had previously taken notes electronically were now required to take notes using a paper and pen. Participants were required to attempt a second test covering the content of the second presentation.

The results of the tests completed after delivery of both presentations clearly showed that the participants scored higher, on average, using the traditional method of notetaking using a paper and pen compared to the participants who had made notes using an electronic device. The results from the first presentation which covered the topic of Health and Social Care in the UK post Covid-19 presentation gave an average result of 11.4 out of 20 using the manual method compared to an average of 9.2 out of 20 for those participants who had taken notes using an electronic device. The test results for the second presentation which covered Changing Environments were similar, with participants who had made notes using a paper and pen scoring an average of 10.3 marks out of 20 compared with an average of 8.5 marks out of 20 for those participants who had made notes using an electronic device.

Following completion of the tests participants were required to complete a post-study questionnaire which covered their own views related to notetaking. The participants were asked to use the following Likert scale to enable the authors of the study to obtain a holistic view of all participants opinions and their level of agreement.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

The questionnaire responses were then analysed to determine the outcomes of the study in order to ascertain which method of notetaking the participants found more beneficial for knowledge retention.

When we compared results of the question shown in Table 1 taken from the pre-study questionnaire with the question in Table 2 taken from the post-study questionnaire we found that initially the participants scores were similar between using technology to take notes and using paper and pen to take notes. However, following completion of the post-study questionnaire the result of the question shown in Table 2 showed that the participants view of using traditional methods to take notes had changed to favour this method.

After completion of the study, the participants view of handwritten and technology notetaking had changed to favour handwritten notetaking as a form of knowledge retention. Table 2 shows the positive result in favour of handwritten notetaking, with participants showing that they would, in future, be encouraged to make handwritten notes. It was clear that participants were engaged throughout the study and their participation encouraged them to use an alternative method for notetaking. Prior to the study, the participants had indicated that they believed that technology was the better method for notetaking. Following their participation in the study the results clearly show that the overwhelming majority of participants believed that a handwritten method of notetaking was a more effective learning strategy for knowledge retention.

The results of the study will encourage all educators to incorporate manual notetaking into their own teaching in order to benefit their students learning and knowledge retention. The study also showed that there was a high degree of engagement from participants who took part and verbal feedback indicated that this was something they would incorporate into their future studies.

The aim of the study is to share our research, experience, and good practice so that other educators can consider incorporating basic materials, such as paper and pen, as one of several pedagogies currently being used to increase student knowledge, student engagement, and student satisfaction.
**Visual Thinking: Exploring current practices and perspectives re student notetaking**

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Despite its importance, student notetaking is under-researched and under-theorised. With the support of an ALDinHE research grant we have been developing our work in this area for the past 18 months. The pandemic brought us to a temporary halt but we now have a revised plan for the next academic year so that any resources and materials we produce will be fully relevant for whatever the ‘new normal’ turns out to be for UK HE.

What did the literature and the ‘official guidance’ tell us?

Our (ongoing) review of research literature found that many studies of student notetaking have been conducted, but with relatively little commentary/analysis. There are particular gaps in terms of systematic advice which includes visual methods and very little information on current student notetaking practices, and introduce them to the visual methods of ‘sketchnoting’ and ‘concept mapping’. Our choice of these two methods is based on our own experience and expertise, the body of evidence that both methods offer significant benefits to learners, but with relatively little commentary/analysis.

Information and advice on existing practices is also limited, judging by our review of Study Skills Guidance on UK University websites (also ongoing). To date, we have found three fairly predictable selections of notetaking styles, with very few websites offering a truly comprehensive selection, and little mention of useful innovations such as collaborative notetaking (Orndorff, 2015) or other strategies (Luo et al, 2016). There was also little mention of visual strategies or techniques. Any students wishing to investigate methods like concept mapping or sketchnoting would have to look elsewhere.

So, what have we done so far?

Before the pandemic disrupted our schedule, we also started work with colleagues, conference delegates and graduate teachers, aiming to explore their current notetaking practices, and introduce them to the visual methods of ‘sketchnoting’ and ‘concept mapping’. Our choice of these two methods is based on our own experience and expertise, the body of evidence that both methods offer significant benefits to learners, and our hypothesis that they will benefit different students for different reasons.

These reviews and all our other resources will be made available on open access, we are establishing a space for Visual thinking on the National Teaching Repository (NTR). Colleagues working in this area are also invited to contribute.

Where are we going now?

Staff and student use of technology obviously changed significantly during the online pivot. The next few months will give us a better insight into the patterns of study and notetaking which will be the ‘new norm.’ White continuing to monitor the research literature and guidance available to students, we will develop our understanding of student notetaking through an online survey (currently undergoing ethical review) and more in-depth investigation with particular student groups. We will continue to develop resources to help both staff and students take advantage of visual thinking methods (including workshop designs and support resources).

We invite colleagues working in this area (and anyone who would like to receive regular updates on our progress) to get in touch.

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**Figure 1**

**What factors influence student notetaking practice re visual thinking?**

<table>
<thead>
<tr>
<th>Precursors</th>
<th>Factors influencing adoption</th>
<th>Factors influencing embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional resources and facilities</td>
<td>Access to resources and facilities</td>
<td>Site licence for relevant software.</td>
</tr>
<tr>
<td>Staff behaviour and attitudes</td>
<td>Staff role models</td>
<td>Supporting resources on VLE/web workshops and support</td>
</tr>
<tr>
<td>Curriculum organisation</td>
<td>Integration into curriculum activities</td>
<td>Do staff use visual thinking techniques?</td>
</tr>
<tr>
<td>Perceptions of value</td>
<td>Other students’ attitudes and behaviour</td>
<td>Do staff reinforce visual thinking?</td>
</tr>
</tbody>
</table>

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*Note: The image contains a diagram with labeled factors influencing student notetaking practices.*
In this article, we will be sharing the results of our research into student engagement with online learning and which virtual educational tools are preferred by staff and students at the University of Exeter.

After the COVID-19 pandemic hit in 2020, we, as well as all the teaching world, had to rapidly assimilate new online technologies and learning materials, in order to carry out online teaching. Yet, some have proved more popular and engaging than others. This is what we wanted to research: what do staff and students have to say about the online learning tools, and how are they engaging with them?

In January 2021 we were allocated funding by ALDinHE to complete research into how students are engaging with online learning tools. Our initial thought process to do this was three-fold: staff focus groups, collection of “click data” from the University’s online digital learning platform and a student questionnaire. However, in the end, the questionnaire wasn’t posted as it was felt this would replicate previous University student questionnaires.

Firstly, staff were invited over email to take part in focus groups in March of 2020 over Microsoft Teams. Staff who responded to the email (approximately 25) were split into five focus groups and asked a selection of questions from a question bank, such as: “What digital tools have you used while teaching this year?” and “What teaching methods have you used for each of these?” The purpose of asking the academics these questions about online learning was to get their opinion on what they were using, what they prefer and what they feel the students are enjoying the most. These answers will be compared against the results taken from the “click data”.

Illustration of an online focus group.

Lastly, we collected 3100 students’ interactions or “click data” from 500 Exeter Learning Environment (ELE: the University of Exeter’s digital learning platform) module pages. After we collected the “click data”, academics who had a large uptake of interactions on their course pages had a follow-up interview to discuss how they were keeping their students engaged.

After a preliminary examination of the “click data” (over one million entries), some of the online learning tools that had a greater amount of clicks included forums and pre-recorded lectures that had been split into manageable 15-minute videos. Some technologies had a higher uptake but were compulsory for the course, such as Flipgrid. Taking these factors into account the analysis and interpretation of our results is ongoing.

As the analysis for the data is still in progress, we don’t yet have a definitive answer to our question, however, we hope that in the future, educators or teaching bodies can look at the feedback of tools generated by our “click data” and interviews to see how they can intentionally use the tools to increase engagement among their students. Having the evidence from students’ “click data”, the focus group answers and the subsequent interviews with staff can show exactly what they are interacting with and how this can enhance teaching methods that are used for online pedagogy in the future.

These key data can be used as a core tenet of the design and evaluation of new tools being developed or considered for use by the university. We will work with relevant module leaders to implement this method and publish our findings so that academics from other organisations can benefit from our research.

In this article, we will be sharing the results of our research into student preferences around one-to-one academic writing appointments post-pandemic.

The Writing@Liverpool scheme was launched in 2019, with all appointments taking place in-person in the university library. All the writing tutors are current PhD students at the university and are able to offer appointments at times which fit in with their studies. The service was initially popular, with over 600 appointments being attended in the first semester. However, when Covid-19 arrived in March 2020 and appointments moved online via Microsoft Teams, there was a big drop in bookings. There could have been many reasons for this decrease in engagement as the pandemic provided lots of challenges for both staff and students. However, rather than guessing what form of writing support students would want post-pandemic (online or in-person), we decided it would be more useful to gather their thoughts and opinions through a short survey.

We received 701 responses, which we were pleased with – the incentive of being put into a draw to win an iPad (funded by ALDinHE) definitely helped with this! We promoted the survey via screen adverts, leaflets, social media and a VLE announcement and saw the biggest increase in responses following the VLE announcement. We were also hoping to do a stand on campus with free pizza to promote the survey, but due to the iPad costing more than anticipated and staff strikes meaning traffic on campus was low, we decided to dismiss this idea. The results suggested that there is clearly still demand for both online and in-person appointments. There was a slightly greater demand for in-person appointments (56%), especially amongst undergraduates.

Within their reasoning for choosing in-person appointments, students frequently mentioned that they thought this style of appointment allowed better communication, provided a more personal experience and that they were able to focus better and would be less distracted in the library.

Students who stated a preference for online appointments stated that this format is more accessible for students who are distance learners or not coming onto campus regularly. Several also described these appointments as being easier to fit into their schedule as there was no need to factor time for getting to and from the appointment. Others said they would feel less anxious about meeting online, especially with Covid-19 still around in the community. There appeared to be more postgraduates than undergraduates who preferred the option of online appointments.

Interestingly, we found that 59% of our respondents had not heard of the Writing@Liverpool scheme, while only 4% said they wouldn’t use the service at all, suggesting that it is not necessarily the format of the appointments that is causing low attendance, but a lack of awareness of the availability of appointments for students.

Following these results, we are planning to offer a mix of face-to-face and online appointments in the next semester. Although our Writing@Liverpool tutors no longer have to come onto campus as frequently for their studies, having the data from this survey is useful to convince the tutors it is worth offering this option.
The event was divided into three sessions:
1. Reflections on legal skills and socio-economic inequality,
2. Technology and technological skills in the law schools and
3. Acquiring legal skills in law schools: when? where? how?

Dr Jessica Guth gave a very memorable keynote address, she started by noting that the concept of legal skills is not easy to define, and how the key debates about legal skills have not changed that much over time. While there is an agreement that skills teaching is valuable in law degrees, we need to be aware and resist the latest shift away from intellectual and towards employability skills, which is incompatible with an academic education. Dr Guth voiced much of what many present in the event thought, the role imagination and critical thinking has in the skills needed for being a real citizen of change. The principal findings on the sessions were; firstly: the importance nowadays in legal education, to look at the socio-economic inequality in our intake of students and how students from a non-traditional background are aware of their disadvantages before and after acquiring any legal skills. There are initiatives to help ‘skilling-up’ students from those lower economic backgrounds that could be disseminated and adapted to other institutions. Legal advice clinics help students’ employability skills and provide them with social and cultural capital, particularly when their participation on them is through the curriculum as part of a module, more than in a voluntary basis. Secondly, the significance of incorporating legal tech skills in law schools culturally and practically. These skills are already present in supporting and replacing traditional methods for delivering legal services as one employer showed. There are law schools already collaborating with other departments (i.e. Computer Sciences) with more expertise on teaching these tech skills and collaborating with external organisations (i.e. Legal Tech companies, NGOs or law firms), demonstrating the way it can be done. Finally, the importance of emotional competence in learning and teaching in law is becoming better understood in law schools. This understanding of emotions will help institutions in their design of programmes that will enhance learning and help skills development. There is still a need to balance academic core skills, professional skills and those transferable, particularly when we have to think about our large intake of international students in law schools and their different views on skills. Examples of how to try this balance out were discussed. The perception on the role of professional skills in law degrees, by academics and students needs to be examined, particularly when these perceptions sometimes diverge between both groups.

There were many themes discussed in the conference and various thought-provoking discussions after each session. The day concluded with a student and alumni panel. Speakers and delegates were invited to put questions to that panel. Members of these final panel corroborated many of the themes discussed in the conference. One of the alumni students stated how she believed her socio-economic background stopped her from finding a better job, and that the skills she was lacking was confidence. As educators, many reflected on the idea of our institutions really widening ‘access’ more than ‘participation’. Another alumni student supported the idea of the need for legal tech skills being introduced in the curriculum, and how many law firms, including his own were after students with those skills. This final panel offered a fresh take on our debates and the recognition that empowering actual students and alumni voices is a really valuable addition to any conference.
#LoveLD Winter Scones

This is a favourite winter recipe-delicious wholesome scones and tangy clementine marmalade-the best medicine for cold hands and cheeks after a great snowball fight. Pick out your largest baking bowl and let’s get to work!

##SUPPLIES

- 300 grams of Plain Flour
- 100 grams Wholemeal Flour
- 100 grams of mixed dried berries-cranberries, cherries, blueberries
- 2 tsp. baking powder
- 50 g. Soft Butter
- 200ml of milk
- A pinch of salt

Heat oven to 250 celsius, 480 fahrenheit or gas mark 9.

##YOU WILL NEED:

- 300 grams of Plain Flour
- 100 grams Wholemeal Flour
- 100 grams of mixed dried berries-cranberries, cherries, blueberries
- 2 tsp. baking powder
- 50 g. Soft Butter
- 200ml of milk
- A pinch of salt

Step 1

Mix the flours, the berries, baking powder and the salt together. It is important that you don’t take your time with this dough—the baking powder starts its work as soon as it mixes with liquid, and the raising flour could be wasted before you get your scones in the oven!

Step 2

Pluck the butter into little pieces, add to the bowl and mix all to a flaky mixture.

Step 3

Add the milk and quickly mix it all into a very sticky dough.

Step 4

Split the dough into four equal parts and flatten them out on the baking paper in round circles. You can score each cake into eight sections with a lightly floured knife. This will make the bread easier to break evenly. Prick the scones with a fork to ensure even baking.

Bake in the middle of the oven for 10-12 minutes at 250 celsius, 480 fahrenheit or gas mark 9.

##TIP

Add a touch of Cinnamon or Cardamom with a little sugar to flavour.
Tangy Clementine Marmalade

This wonderfully delicious winter marmalade is so very easy to make!

YOU WILL NEED:
- 1kg of Clementines—Half of them peeled and half non-peeled
- 1kg of Jam Sugar
- Clean Glass Jars with lids

SUPPLIERS:
All supplies from your local food store or supermarket

Technique: Cookery
Skill Level: Beginner
Time: 1.5 hours with cooling time

SUPPLIES

Step 1: Cut the Clementines into thin slices.

Step 2: Mix the sugar with the clementines, then add it all to a thick bottomed cooking pot and bring to the boil. Stir every now and then and let it boil for ten minutes.

Make sure your glass jars are clean and warm, then fill them with the Marmalade. Seal them with the lid straight away to create an airlock, which increases the shelf life of your preserve.

Enjoy!
Context and Main focuses

ALDinHE is a grouping of professionals uniquely gathered from many and various other disciplines. In our commitment to making ALDinHE an inclusive and welcoming space for people new to LD work, we are developing a mentoring scheme.

The ALDinHE Mentoring scheme will improve access to the ALDinHE community and help all our members make the most of and get involved in the Association.

An LD@3 was held 28th April 2020 to launch the Mentoring Group (PMG), to open discussion, including around the two proposed mentoring models or strands outlined here, and to begin to recruit potential working group members.

A pilot of the mentoring scheme has been completed and a mentoring platform on the ALDinHE website is now being developed, in preparation for launch in summer 2023. The Mentoring Team has also developed the CeM: a mentoring certificate to be evidenced and validated by ALDinHE.

PEER MENTORING

We are extremely pleased that so many have expressed an interest in devising and developing this new ALDinHE group. We emerged in May 2020 and feel that we have covered much ground already.

Strand 1

Assigned mentor to offer time-bound support for certain indicative tasks, including applying for:
- Research Grants
- CeP/CeLP
- Publication in Journal of Learning Development in Higher Education (JLDinHE)
- Producing resources for LearnHigher
- Career development guidance.

Strand 2

Self-directed possibly short term mentoring – with mentoring areas chosen from the ALDinHE Expertise Directory: Professional Recognition Expertise Directory
Priorities for the coming year:

1) Creating and managing mentoring opportunities provided by ALDinHE
2) Overseeing the management and expansion of the ALDinHE expertise directories (Professional Recognition Expertise Directory)
3) In partnership with the ALDinHE Communications Working Group, coordinating mentor recruitment and scheme promotion
4) Producing training materials to support individuals who will volunteer to act as ALDinHE mentors
5) Evaluating the effectiveness of ALDinHE mentoring initiatives.

Terms of Reference (ToR)
The ALDinHE Peer Mentoring Working group will be responsible for:
1) Creating and managing mentoring opportunities provided by ALDinHE
2) Overseeing the management and expansion of the ALDinHE expertise directories (Professional Recognition Expertise Directory)
3) In partnership with the ALDinHE Communications Working Group, coordinating mentor recruitment and scheme promotion
4) Producing training materials to support individuals who will volunteer to act as ALDinHE mentors
5) Evaluating the effectiveness of ALDinHE mentoring initiatives.

#Take5
Led by Sandra Sinfield and Tom Burns:
The #Take5 blog has moved from the old Professional Development WG to this - and forms a mentoring role in that it shares grass roots practice with the wider community and supports members new to publishing with their blogposting.

Informal_ED via Expertise Directory (ED)
Led by Paul chin
ALDinHE has compiled an ED of people with CeP/CeLP and a very lively PMG sub-group formed to review the ED and make recommendations for its development in reactive mentoring: Suggestions for improving ALDinHE Expertise Directory (ED).

Mentor Training
Led by Ursula Canton
This is our most emergent group - with the goal of devising, developing and scaffolding CEM: ALDinHE Certificate of Mentoring.

Task Based
For example - mentoring through the processes related to the ALDinHE Working Groups (WG): JLDHE, Conference, LearnHigher, Recognition (CeP/CeLP), Research. In each case a member of the ALDinHE WG is developing their own mentoring statement.

Community of Practice
Find out more over the page.
LD research CoP led by Ian Johnson Neurodiversity and Inclusivity CoP led by Jennie Dettmer and Karen Welton Leadership and Management CoP led by Carina Buckley Health & Social Care CoP led by Anne-Marie Langford
ALDinHE’s Communities of Practice:

**LD Research CoP**
*Led by Ian Johnson*
Regular meetings are held with many collaborative outputs including a paper in the Journal of University Teaching and Learning Practice and participation in the International Symposium on collaboration in HE, a book chapter, Take 5 blog & external (to ALDinHE) research funding.

**Neurodiversity and inclusivity CoP**
*Led by Jennie Dettmer and Karen Welton*
The COP meets bi-monthly with around 45 attendees. The COP is currently working on a resource bank which will be launched on the ALDinHE website. The COP has detailed neurodiversity training taking place across institutions.

**Leadership and Management CoP**
*Led by Carina Buckley and Kate Coulson*
Regular meetings are held examining the forms of leadership in learning development, including influencing, mentoring, sharing and inspiring, and as such it is a quality open to more people than they might otherwise expect.

**Health and Social Care CoP**
*Led by Anne-Marie Langford*
Every month the COP carries out online asynchronous activities in which all participants are encouraged to participate. The COP acts as an online ‘hive-mind’ sharing information and ideas.

**Propose a CoP**
Is there an area you would like to regularly discuss with other members of the LD community? Why not set up a new CoP? Please send CoP proposals to admin@aldinhe.ac.uk

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**Leadership and Management Sketchnotes**
Thank you to Dr Hayley Lewis of HALO Psychology Limited for the sketchnotes

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**Characteristics of an Effective Leader**
*Sketchnotes by @Hayleysch*
I wrote up my two short case studies and statement of professional practice and approached two referees from two different contexts who both knew my work well. The actual submission process was very clear and easy – and less than a month later, I was a CeLP! I would definitely recommend applying, it’s a chance to critically reflect on your LD practice and remind yourself of your impact!

"It’s a chance to critically reflect on your LD practice and remind yourself of your impact!"

The recognition scheme is open for applications all year round. Join us on an online writing retreat to progress your Certified Practitioner (CeP) and Certified Leading Practitioner (CeLP) award. The CeP and CeLP awards promote Learning Development as a profession in its own right.

Successful applicants receive formal recognition of their specialist knowledge and practice. This demonstrates expertise to both current and prospective employers, and might also be useful when applying for HEA fellowship.

For more information about professional recognition, visit the ALDinHE website. Our next writing retreats roll online on the 13th March and 20th July. Book via “Events” on our website.

In October 2021 I tentatively released a new learning tool that I’d been working on – the Creative Thinking Quest. I’d started this as an experiment to see if I could use interactive and personalised learning to better support my postgraduate class on Academic Skills for Master’s Research. Research skills are notoriously difficult to teach in a way that is meaningful and fun for students so this was the latest of a few game-based approaches I created for my course and focussed specifically on the steps needed to design a rigorous and feasible research project. Once I realised it could work, I posted a link to Twitter and a few of the most relevant JISCmail groups and asked for feedback. The tool was warmly received and I got a message back through the Association for Learning Development in Higher Education (ALDinHE) JISCmail list suggesting that I consider applying for Professional Recognition as a Certified Practitioner of Learning Development.

I downloaded the guidance and read it carefully. I was, I felt, an unusual applicant as my Learning Development practice comes from my role as a researcher in Game Based Learning and is then applied in my teaching of research skills, rather than from specific employment as a Learning Developer. However, the more I read, the more I felt I fit the criteria and decided to apply as a Certified Leading Practitioner.

I spent some time assembling the evidence for my application: selecting relevant publications, collating previous evidence of impact, and setting up new impact measures for the recently released tool. This was a huge amount of fun! It’s always rewarding to remind yourself that you are actually making a difference in the world (even if it’s a niche one!) This process encouraged me to (finally!) start an academic blog to showcase my work and to start actually sharing my YouTube channel with people!
REQUEST FOR RESEARCH PARTICIPANTS
Formative Feedback for Assessment

Would you like to be a volunteer research participant on a BALEAP research funded project researching formative feedback for assessment?

Are you a foundation year lecturer or a lecturer teaching first year students?

Are you interested in the use of inclusive formative assessment practices in Higher Education?

Why don’t you join our team to have fun while working on a funded project?

All we need from you is to reach out to 5 colleagues and ask them to complete an online survey, participate in an interview and offer 2 recorded teaching sessions (optional). We have Research Ethics approval from London Met University and all the instruments are ready. If you are interested please send me an email: e.meletiadou@londonmet.ac.uk (Dr Eleni Meletiadou, Senior Lecturer in EDI).

Examining Change: The Future Of Learning Development In HE
Dr Steph Allen, Dr Ed Bickle and Dr Marian Mayer are seeking research participants from the learning development community to take part in research funded by the Society for Educational Studies. This builds upon Ed’s workshop at the ALDinHE’s 2022 conference called “Learning Development 2030.” The researchers are seeking 50 LD participants. Participants will self-identify as holding a learning development position within a UK HE institution.

Up to 15 participants / one to one semi-structured interviews lasting 60-90 minutes each. Up to 3-4 groups (maximum eight participants per group). Each participant – two sessions of approximately 1.5hrs each. Sessions will be split into small group activities and open discussions.

For more information, please view these information slides. To follow up on this request, please contact Dr Ed Bickle directly at: ebickle@bournemouth.ac.uk

LearnHigher Resources
LearnHigher is a network for promoting and facilitating the development and dissemination of high quality, peer-reviewed resources for learning development in the higher education sector. We aim to support and recognise the development of such resources as well as report on their use and effectiveness for learning development. Additionally, we support the LD community to gain professional CEP/CELP recognition via supporting and disseminating good practice.

Excelling at critical analysis: a 3-stage method with an image.
By Alicja Syska, University of Plymouth
https://aldinhe.ac.uk/teaching-learning/excelling-at-critical-analysis-a-3-stage-method-with-an-image

Instruction Words In Essay Questions
https://aldinhe.ac.uk/teaching-learning/instruction-words-in-essay-questions

Referencing Exercises
https://aldinhe.ac.uk/teaching-learning/referencing-exercises
**Handy household tips**

### Bananas

If the bananas are getting on a little, they do not need to go in the bin. Simply peel, slice and freeze them. Perfect for desserts or baking.

### Headaches

To conquer a headache, infuse a few Rosemary leaves in hot water for 5 minutes. Siv out the leaves and drink. It works really well.

### Projects

When working with projects which involve plenty of separate pieces of paper, drawings and instructions, put up a thin washing line on the wall in your workspace and hang them all up with clothes pegs. This way you can clearly see them all and easily swap them around too.
Events

ALDINHE run an online programme of events for learning developers throughout the year, both the popular LD@3 sessions and longer, themed events. In 2023, face-to-face regional events will recommence. Please get in touch if you would like to host an event. See page 6 for more details.

In September 2021 the Events Working Group hosted an event on inclusion and learning development. Inclusivity is of course a priority for many of us and our institutions, but the particular focus of this event was on what are the issues and opportunities relating specifically to learning developers in this space.

The event included colleagues sharing their own experiences as a prompt for wider discussion (see Jamboards materials).

In June 2022, a new and exciting initiative was launched at the ALDINHE Annual Conference 2022 (ALDCon22), the Collaborative Conference Proceedings and Reflections. The Collaborative Proceedings were written by the community and edited in partnership with guest editors recruited from ALDINHE Working Groups.

Sandie Donnelly from the Events Working Group wrote up a comprehensive Takes Blog on the event.

Access the event calendar, event recordings and resources from the ALDINHE website. Look under “Events” on the menu.
PICTURE GALLERY
#ALDCON22
UNIVERSITY OF NORTHAMPTON

Our first workshop #ALDcon22 about a digital skills workbook for students.

Dr. Alicja Syska
@AlicjaSyska

Found this in my conference album — third spaces a #ALDCon22 with @EvilDoctorB @LeeFallin @AlistairMorey and @Cheneehey

Dr. Nicola Grayson
@NicolaGrayson

#ALDCon22 loved @woodjamie99 on Active Online Reading. Data shows a disjunction between academics and students: we expect them to know the ‘rules of the game’ but never teach them these rules or how to navigate them. Fascinating stuff ☝️

The marvellous @LeeFallin being presented with his @alдине_LH Reviewer of the Year award at the #ALDcon22 conference dinner. 🎉🎉🎉

Dr. Lee Fallin
@LeeFallin

Enjoying listening to @DebbieHolley1 and @EvilDoctorB share their experiences of PFHEA and NTF #ALDCon22

Chenée Psaros @Cheneehey giving #ALDcon22 participants an experience of urban walking as a way to facilitate student discussions @alдине_LH
We are thrilled to announce 2022 saw the launch of the annual JLDHE Reviewer of the Year Awards to recognise and celebrate excellence among our peer reviewers. Every year we select two top reviewers who made exceptionally helpful contributions to the Journal in terms of the quantity, quality, and timeliness of their reviews, as well as their generosity in sharing expertise, their scholarly rigour, and their kindness.

While honouring only two colleagues in this way, we also want to acknowledge – as we do in our editorials – that many other reviewers regularly provide outstanding support for the Journal. We are immensely grateful for their hard work, for their time, and for helping us to foster this unique community of Learning Developers committed to excellence in research.

Our winners of the Reviewer of the Year Awards for 2021 are: Lee Fallin and Samantha Ahern.

Lee Fallin and Samantha Ahern completed numerous reviews for JLDHE, often commenting on submissions multiple times at different stages of the editorial process. This award recognises in particular their exceptional support for authors and clear communication with editors during the production of our Compendium of Innovative Practice last year. Their contributions were always timely, generous, and kind, while being scholarly rigorous, critical, and constructive. It was a pleasure to work with both Lee and Samantha.

Warm congratulations to both winners and a heartfelt thank you to all our reviewers for everything you do.

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