CHEP Festival of Learning and Teaching Wednesday 11 Sept 2024

In-person programme in detail

This programme may be subject to last minute changes

Click on the hyperlinks to fast track you to each session in detail.

09:00 - 09:30 – Registration – B100/Foyer

09:30 - 09:45 - Opening: Professor Mark E. Smith (Vice-Chancellor) – B100/R1001

09:45 -10:30 - Keynote: Compassionate Communication and Conversations: The impact of inclusive language in organisational cultural strategy. Pascal Mattias (Associate Vice-President – EDI and Social Justice) - B100/R1001

10:30 - 10:45 - Move between sessions

10:45 - 11:45 - Parallel session 5

- Session 5.2 - Workshop (Chair: Dr Ran Peleg) – B100/R7007
- Session 5.3 - Workshop (Chair: Dr Martina Johnson) – B100/R5015
- Session 5.4 - Workshop (Chair: Tamsyn Smith) – B100/R5017
- Session 5.5 - Workshop (Chair: Dr Ada Lai) – B100/R5019

11:45 - 12:00 - Coffee Break – B100/Outside R4013

12:00 - 13:00 - Parallel session 6

- Session 6.1 - Workshop (Chair: Dr Neelam Wright) – B100/Level 4 Harvard Lecture Theatre
- Session 6.2 - Workshop (Chair: Dr Athina Thoma) – B100/R7007
- Session 6.3 - Inclusive assessment and new challenges from AI (Chair: Claire Hughes) – B100/R5015
- Session 6.4 - Developments in Research and KEE (Chair: Dr Julie Reeves) – B100/R5017
- Session 6.5 - Insights and new developments in Engineering education (Chair: Dr Ada Lai) – B100/R5019

13:00 - 14:00 - Networking lunch – B100/Outside R4013

14:00 - 15:00 - Parallel session 7

- [Session 7.1 - Working with students (Chair: Dr Jonathan Leader) – B100/Level 4 Harvard Lecture Theatre](#)
- [Session 7.2 - Workshop (Chair: Naomi Clements) – B100/R7007](#)
- [Session 7.3 - Workshop (Chair: Dr Ross English) – B100/R5015](#)
- [Session 7.4 - Supporting a diversity of students (Chair: Dr Pina Franco) – B100/R5017](#)
- [Session 7.5 - New practices in law and mathematics (Chair: Dr Yaz El Hakim)– B100/R5019](#)

15:00 - 15:30 - Closing plenary – B100/Level 4 Harvard Lecture Theatre

15:30 - 16:00 - Refreshments/Drinks Reception – B100/Outside R4013

16:00 - 17:00 - VLE Awards/Advance HE recognition – B100/R4013

09:00 – 09:30 REGISTRATION – B100/FOYER

9:30 - 9:45 - OPENING: PROFESSOR MARK E. SMITH (VICE-CHANCELLOR) – B100/R1001

9:45 - 10:30 - KEYNOTE: COMPASSIONATE COMMUNICATION AND CONVERSATIONS – B100/R1001

Keynote: Compassionate Communication and Conversations: The impact of inclusive language in organisational cultural strategy.

Pascal Mattias (Associate Vice-President – EDI and Social Justice)

> *Compassionate Communication and Conversations: The impact of inclusive language in organisational cultural strategy' will tackle embracing and embedding diverse discourse and perspectives that promote empathy, tolerance and understanding for (and in) policy, people and practices within UK HE institutions.*

10:30 - 10:45 - MOVE BETWEEN SESSIONS

Session 5.2 - Workshop (Chair: Dr Ran Peleg) – B100/R7007

Embracing and navigating the complexity of teaching – Problems of Practice (PoP) framework Dr Neta Shaby and Dr Athina Thoma (Southampton Business School, FSS, School of Education)

Problem of Practice (PoP) is a framework of reflective inquiry-based practice that aims to promote Pedagogically Productive Talk (Lefstein, Vedder-Weiss, & Segal, 2020). Imagine a situation when a lecturer presents a challenge they faced in a session. Usually the responses range from normalization, venting, advice to heroism stories.

The PoP framework chooses not to focus on Best Practice as this usually ignores the complexity, the context, various and sometimes opposing goals, and is based on imitation. PoP views teaching as a sequence of decision making, therefore, lecturers are perceived as dilemma managers.

In this workshop, we will present the framework and the protocol used to facilitate PoP inquiry sessions. We will run a demonstration, using a representation to describe the context and frame the problem, analyse the situation reflecting on why it happened, what are the consequences and finish the session providing some alternatives that might mitigate the problem. This will be interactive workshop where participants will need to engage with the PoP protocol. We will share a video representation, inviting the group to contribute to the discussion. We will follow the PoP protocol to model the use of it, so others can use it (if they wish) to form their own PoP groups. We will hand out copies of the protocol and a summary of the PoP protocol.

Session 5.3 - Workshop (Chair: Dr Martina Johnson) – B100/R5015

Upholding Excellence: Navigating Research Integrity and Misconduct Alexandra Mikheeva-Ashe (Research and Innovation Services (RIS))

We would like to give a 15-20 minute presentation of what Research Integrity means, how it is applicable to all researchers of all disciplines, at all levels, and give an introduction to RICO as the central team for any concerns or queries. The presentation would also cover research misconduct and how to deal with concerns or allegations. The second part of the workshop (20-25mins) would be interactive, where we will present a couple of case studies and ask the audience to participate in assessing the situations and whether they constitute misconduct, propose mitigations to address the issues presented, and distinguish between academic and research integrity concerns.

Session 5.4 - Workshop (Chair: Tamsyn Smith) – B100/R5017

Explore your AI and Generative AI capabilities
Alison Ormesher and Tamsyn Smith (Digital Learning, iSolutions)

With Artificial Intelligence and Generative AI an ever more central presence in our lives, educational and working practices, being able to navigate this fast-moving and changing landscape is becoming increasingly vital.

Come along to this interactive session during which you will have the chance to self-reflect on your digital skills and confidence in AI and Generative AI in the following 7 areas:

- · *AI and digital proficiency*
- · *AI and digital productivity*
- · *AI and information and data literacy*
- · *AI and digital communication*
- · *AI and collaboration and participation*
- · *AI and digital creativity*
- · *Responsible AI*

During the session, we'll be discussing some of the tools that are available and provide an opportunity to learn from others. We'll also show you where you can explore some useful resources that may help you to build your skills in some of the areas above and that might offer you opportunities for further development.

Session 5.5 - Workshop (Chair: Dr Ada Lai) – B100/R5019

The practical questions around academic enterprise Andrew Davey (Languages, Cultures and Linguistics / ACIS, Humanities ,FAH

In this session, I will be exploring the practicalities of income-generating academic enterprise activity. Enterprise is a key strand of the Triple Helix, but what does it mean in practice? Can your research or teaching be used to generate income, and if so, how can this income be used to achieve wider benefits? How can you plan to generate income, and what are the steps and challenges involved? I will draw on my own experience of developing income-generating courses and resources,and explore different ways in which University activities can embed this as a core component. By the end of the session, I hope participants will have learnt more about Enterprise processes,and feel inspired to investigate potential income-generating avenues.

Session 6.1 - Workshop (Chair: Dr Neelam Wright) – B100/Level 4 Harvard Lecture Theatre

Reverse Mentoring in Action: Promoting integrity, ethical and professionalised practice for different EDI-based mentoring interventions Dr Neelam Wright (CHEP, FSS), Jacquie Kelly and Dr Sally Curtis (School of Primary Care, Population Science and Medical Education, FMed), Camilla Gibson (Equality, Diversity and Inclusion, Human Resources)

> *This panel talk will offer three 10 minute presentations reflecting on good/poor practice in a range of reverse mentoring programmes, followed by a chaired 10 minute Q&A with the speaker panel. We will talk about the Medical school's successful reverse mentoring programme, where evaluations and impact data will be shared. We will also discuss the two University-wide EDI reverse mentoring schemes which we ran in 2021 (for executive broad committee) and 2023 (for senior managers). In addition to this, we will explored the elements of a failed/flawed schemes at other organisations. The audience will gain a good understanding of what reverse mentoring involves and how it is different to traditional mentoring. We will explore several different programme formats, as well as the unique wellbeing and ethical related challenges of reverse mentoring (explaining the importance of well-designed programmes delivered by experts rather than novices). The different practitioners on the panel with reflect on lessons learnt and the Q&A will be an opportunity for people to ask for advice and guidance from our expert panel.*

Session 6.2 - Workshop (Chair: Dr Athina Thoma) – B100/R7007

'This is the most creative module I have ever taken!' - UOSM2047 Everything, Everywhere, Anytime - Learning in Informal Settings, Dr Neta Shaby and Dr Ran Peleg (School of Education, FSS)

> *The UOSM2047 module is aimed to equip students with an in-depth understanding of informal learning, including its complex characteristics and the various types of environments that foster it. Naturally the module was delivered in innovative ways with activities included using game-based learning pedagogies such as escape rooms, visiting various informal learning environment in the city, such as the SeaCity museum and the John Hansard Gallery, and experiencing place-based education techniques while teaching environmental education outside and the history of Southampton during a tour of the old city.*
>
> *The final assessment also matched the form of instruction and the aims of the module. For their final assessment students worked in groups designing an activity that was delivered using informal learning principles. Each group also produced a newsletter item describing their activity (with support from literature, suitable to various audience). This was complemented by individual reflection on the process. In this interactive workshop we will start by presenting a brief overview of the module. Then, we will set-up stations with a few activities we delivered*

to students, so participants can experience them first hand (for example, game-based learning, escape room and tinkering). We will introduce the School of Education's Makerspace and invite lecturers to use this resource to complement their teaching. To sum up, we will give examples of students developed activities and share their feedback.

Session 6.3 - Inclusive assessment and new challenges from AI (Chair: Claire Hughes) – B100/R5015

Building smarter and more inclusive assessment in FAH Prof Bonnie Latimer (Associate Dean of Education FAH

Over the last year, FAH has been reviewing its assessment practices as we absorb the long-term impact of the pandemic, the rise in poor mental health amongst young people, and exciting new possibilities within our disciplines. This short presentation will offer insights into this work and a chance to ask questions.

A Framework for Creating Effective and Inclusive Assessments Dr Stefania Paredes Fuentes (Department of Economics, FSS)

"Is this on the exam?" is a common student question highlighting the importance of assessments in higher education. Despite their significance, assessment methods often remain unchanged, adhering to traditional conventions without considering their educational suitability. This presentation introduces a comprehensive framework for assessment design, integrating lessons from both pre- and post-pandemic online teaching. The framework aims to enhance student engagement, create inclusive teaching environments, and facilitate deep learning for all students.

The framework's core elements are subject, students, and purpose. By considering these aspects holistically, assessments can be both effective and inclusive. It is adaptable to various teaching formats, including online, by addressing the who, what, why, when, and how of assessment design—termed the "Five Ws + One H" approach.

Effective assessments gauge students' comprehension and skills, while inclusive assessments ensure accessibility, equity, and fairness. This presentation will demonstrate that effective assessments are inherently inclusive, meeting the diverse needs of all students.

Rethinking assessment in Mathematical Sciences in Times of Generative AI Dr Vesna Perisic (School of Mathematical Sciences, FSS)

We agree in principle about embracing Generative AI tools and embedding them into our teaching practice. There are more concerns about how our assessment should look like in the time of generative AI. In this talk I will share my takeaways from the workshop (Glasgow, 17th July) under the title "Rethinking assessment in Mathematical Sciences in Times of Generative AI" organised by LMS, IMA and RSS.

To attend the workshop is funded by the CHEP Teaching Development Grant.

Session 6.4 - Developments in Research and KEE (Chair: Dr Julie Reeves) – B100/R5017

Running a research project upside-down Dr Justin Sheffield (Geography and Environmental Science, FELPS) and Dr Julie Reeves (CHEP, FSS)

The BRECcIA global challenges research funded project adopted an unorthodox approach towards the design and implementation of research, leadership, and the professional development of staff. An international team of ~70 members across 8 universities and 7 organisations in 9 countries, worked on the 4.5 year project. The team took the traditional top-down model of research and turned it upside-down.

Facilitating an equitable research design from the outset, empowering local identification of research problems, and enabling inclusive management practices whereby everyone was invited to conduct research and contribute to team development. BRECcIA involved everyone, including the administrative and project staff; questioning ʻwho can do research?ʼ. The benefit of this approach was that it created a rich and wide range of research and connections. By leveraging the model and opportunities it created, we could offer every team member an extensive professional development experience.

We will share ʻthe BRECcIA wayʼ and perceived benefits.

Trusted Research: Understanding Export Control, the NSI Act and your obligations Jemima Kakpa (Research Integrity and Compliance Office (RICO), Research Innovation Services (RIS))

With the rising geopolitical tensions and global conflicts in the last ten years alone, there has been more controls put on by the UK government. The UK sanctions list as well as government advice on embargoed countries has had frequent amendments and additions which as meant more scrutiny on research activity of Universities. Concerns with UK national security has brought about changes to the way researchers approach their work and navigate the field of international collaborations.

The NSI Act that came about in 2021, has also contributed to the need for caution when engaging in knowledge transfer etc. This also applies to academics whoʼs work are deemed to be of low risk or benign in nature.

Our University is therefore taking further steps to ensure compliance in the areas of Export Control as well as NSI due to the recent changes and amendments made to the regulations. In the last six months, our team has increased communications on this area as well as carried out engagements with various faculties. Furthermore, we would like to contribute to one of your underlying themes for this year's festival i.e. 'Innovative Academic Practice'. Essentially, the new approaches to education and research, that reflect our current reality (with emphasis on researchers and their work).

Understanding the area of Export Control and the NSI Act is vital for all staff and students at the University and in order to grasp what can be a complex topic, we are hoping to elevate our engagement by partaking in the CHEP festival.

The RICO team would like to introduce ourselves and our services to the group, followed by a brief presentation on Trusted Research. With this foundation laid, we would like to carry out an in-person group activity in the form of a workshop, which would allow for discussions of

practical case scenarios. The workshop would also cover the unpicking of challenges faced when carrying out due diligence on collaboration partners and what it means to 'know your research, partners and obligations

Working with Business and Industry Partners Hannah Styles (Corporate Partnerships Office, RIS)

The path to commercialisation and knowledge exchange can be complex and challenging. Partners are essential on this journey, both for funding and investment, as well as to ensure relevance and application of research. Come and listen to some case studies on partnering with business and gain insights into how best to approach companies.

Session 6.5 - Insights and new developments in Engineering education (Chair: Dr Ada Lai) – B100/R5019

Interdisciplinary innovation in teaching
Dr Nick Evans (Human Development and Health (Medicine) and Mechanical Engineering, FEPS)

Interdisciplinary learning is a neglected but important consideration for developing the skills of students for professional life. In science subjects, teamworking and transferrable skills are important for developing communication and interpersonal skills. UOSM2031, 'Engineering Replacement Body Parts' is an interdisciplinary module now in its eleventh year that aims to introduce students across the university to the field of Biomedical Engineering. It includes components on ethics, law, engineering, physiotherapy and biomedical science. Teamworking is fostered through the use of a Wordpress module blog (https://generic.wordpress.soton.ac.uk/uosm2031-2024/) through which students can interact and collaborate. The students are taught and engage in reflective practice through blogging and learn transferrable skills such as web editing and video and sound editing. Students engage with each other across degree programmes and year groups to produce a final group presentation. Blogs and group presentations form part of their formative feedback and summative assessment. Since its inception ten years ago, more than 400 students have learned in this manner, which has influenced their career choices. In this talk I will describe the module, highlight its strengths and weaknesses and provide insight on ways for others to develop practice in their teaching from it.

Engagement of 1st year Civil Engineering students in a blended learning environment Dr Benjamin Cerfontaine Engineering/Civil Maritime and Environmental Engineering, FEPS

Enhancing student engagement with learning activities is a key objective in higher education, as student engagement is positively correlated to enhanced academic performance. The advent of online tools and resources, following the COVID-19 pandemic has created new opportunities to teach differently and monitor student engagement.

This work collects and analyse data related to the submodule "Geology for Engineers" delivered in the first year Civil Engineering programme, as a flipped classroom mode. The evolution of the behavioural/cognitive student engagement was shown to decrease throughout the semester, probably due to the cumulated workload of the programme as a whole. A weighted engagement score, accounting for all learning activities was also shown to be positively correlated to better academic performance.

Exploring academic staff engagement with student digital capabilities through Activity Theory: A case study.Tamsyn Smith (Digital Learning, iSolutions)

> *This presentation investigates the integration of digital capabilities in engineering education against a backdrop of intensification of academic work. Using Activity Theory, the integration of digital capabilities in engineering education is explored from the perspective of education-focused (EF) academics who were interviewed about their practice. Tensions between the intensification of academic work and digital capability development are probed. Perceived benefits of enhanced digital capabilities were recognised, albeit with acknowledged time constraints for their realisation. A key finding is that EF academics expect firm guidance from managers as workload intensification and the massification of HE have left them lacking time to redesign teaching activities. This presentation highlights that EF academics are struggling to deliver a personalised experienced to the increasing number of students, and that rubrics and learning outcomes need to be detailed to produce capable graduates.*

13:00-14:00 - NETWORKING LUNCH - B100/OUTSIDE R4013

14:00-15:00 - PARALLEL SESSION 7 (WORKSHOPS AND PRESENTATIONS)

Session 7.1 - Working with students (Chair: Dr Jonathan Leader) – B100/Level 4 Harvard Lecture Theatre
(back to programme overview)

Co-creation of a generative AI tool to support student option module selection. Applying the SaP (Students as Partners) Model Dr Jana Sadeh and Dr Christian Kellner (Department of Economics, FSS)

> *The Student as Partners (SaP) model conceptualises the relationship between staff and students in higher education as one of partnership where outcomes are achieved together (Matthews, 2016). In a successful SaP project the focus is on the process where students and staff come together with respect, reciprocity and shared responsibility (Cook-Sather et al., 2014) to achieve a common goal. We have applied this model to tackle a commonly raised complain in our Student-Staff Liaison Meetings (SSLC) – the complaint that the option selection process is very confusing and that students struggle to make sense of the large number of optional modules available and understand which module would suit them best.*

> *The Department of Economics benefitted from an Ignite intern over the Easter break and used this opportunity to co-create a generative AI tool to support students during the optional module selection process. Co-creating this tool with a student allowed us to tailor the information contained in the base document to the type of information students are interested in, and to test the tool using questions that students might typically ask. This presentation will outline the project and highlight benefits of co-production as seen from both the staff and student perspective.*

Establishing a Law School Death Row Clinic: A Clinical Education Case Study Dr Rose Tempowski, Nora Belkhiter and Michael Freebury (Southampton Law School, FSS)

Established in 2023, the Death Penalty Casework Clinic ('DPCC') is a unique partnership between legal charity 'Amicus' and undergraduate students and staff at the University of Southampton. Students work on active death penalty cases for legal teams across the United States and remotely perform document review. This paper shares the logistics of running such a clinic in an undergraduate environment, alongside the opportunities and challenges it presents to legal educators.

Death penalty casework lends itself to remote working, which increases the DPCC's flexibility and permits students to continue during vacations. Although operating on a different model to legal advice clinics, students still benefit from developing clinical skills through their work. Students learn time management, drafting and case analysis, including understanding how their efforts contribute to wider defence strategy. They learn the importance of attention to detail and the need for their work to be both accurate and precise, which can be a challenging step-up for students, but allows them to transfer many of these skills to other aspects of their degree.

Students learn about another jurisdiction's constitution and criminal procedure and gain experience of death penalty issues, including racial bias, innocence, intellectual disability, competency, professional misconduct, the politicised court system and poverty. As the DPCC is open to all undergraduate students, it complements the wider curriculum at Southampton Law School, including Criminal Law, Public Law, Youth Justice, Criminal Justice, Miscarriages of Justice and International Human Rights Law.

Despite being an example of international civic engagement and an important social justice initiative for a global law school, the DPCC is not without its challenges; the most significant of these being the human resource required to quality assure student work. One strategy to combat this includes the promotion of experienced students to peer-review roles, providing developmental peer-to-peer feedback. Other challenges include safeguarding student wellbeing, as the nature of the casework involves students confronting challenging topics including child abuse, sexual assault and substance abuse.

Since its inception, the DPCC has grown in student numbers, contributed to cases in multiple states and been shortlisted for the 2023 Champions of Justice Award. In 2024, it will be sponsoring a student to undertake a volunteer placement at a US capital defence office. This paper shares the positive experiences, and challenges, of setting up a remote international clinic which focusses on document review rather than advice.

Fostering academic literacies via scaffolded peer review and formative feedback cycles Dr Amy Wallington, Dr John Bartrick and Dr Mark Rose (Languages Cultures and Linguistics and ACIS, FAH)

This presentation will outline a module-length formative assessment scheme designed to foster student's assessment and feedback literacy in parallel with academic skills and content knowledge.

Our innovation tasked MA TESOL Studies students with producing small-scale versions of discrete sections of their final assessment in an iterative process. Through collaborative groupwork students then peer-reviewed a chosen example which was subsequently reviewed in fortnightly workshop sessions. This challenges the traditional paradigm of "tutor provides

feedback‑student acts on feedback", which arguably reduces opportunities for student self-regulation (e.g. Nicol 2009; Sadler 2009). It also responds to literature (e.g. Green 2019) suggesting that challenges with uptake of formative assignment feedback can cause students to feel disempowered.*

By referring to tailored success criteria inspired by the requirements of the summative, we also sought to raise students' awareness of how they would be assessed and thus boost assessment literacy.

Session 7.2 - Workshop (Chair: Naomi Clements) – B100/R7007
(back to programme overview)

Learning Evaluation through Play: Change Busters (Espresso) Naomi Clements and Tahrima Hossain (CHEP, FSS)

Is evaluation ever playful? Can evaluation be an experience, rather than a transactional process?

As educators, researchers, or enterprise experts, our practice is often reduced to metrics-based assessments or judgements of success or failure. This evaluation approach can be frustrating when complex ideas, mechanisms, and culture change are bound within survey 'tick-boxes' or inorganic spaces such as interviews or focus groups.

Change Busters poses fundamental evaluation questions within a playful environment. During this espresso session, players will engage in creating a Theory of Change. Players will participate in discussions focusing on how change happens, how we evidence change, and how we can rethink traditional evaluation methods.

This session will provide insights into creating Theories of Change for your education, research or knowledge exchange projects, activities, and programmes. Change Busters aims to reconceptualize evaluation as a dynamic learning experience.

Participants will be divided into teams of between 4-7 people. The workshop facilitators will guide teams through the Change Busters game.

Using a set of pre-defined scenarios teams will be challenged to create a Theory of Change using the resources provided. Change Busters uses hexagons to illustrate change is not always linear‑this provides opportunities for participants to discuss the challenges of describing and measuring change.

Participation and discussion are core to the success of this workshop. The facilitators are experienced evaluators and academic developers who can provide support and guidance when needed.

Session 7.3 - Workshop (Chair: Dr Ross English) – B100/R5015
(back to programme overview)

Organising Time (and Space) to Write Rosie Wadman and Dr Jess Macpherson (CHEP, FSS)

CHEP has been developing the Time to Write project over the last three years, providing academic writing retreats and other forms of protected time within the working week. During the course of the project we have connected with colleagues who have identified the need to organise and support time to write at all levels across the University, from undergraduates to

Professors, and this workshop will introduce the newly formed Time to Write Community of Practice.

We will also be using creative mapping to explore what makes a space useful for writing and the identify known spaces available to us on our campuses and in our local area. Information gathered from the workshop will be fed into a joint online resource being developed to support facilitators to organise retreats and other protected time for writing.

Session 7.4 - Supporting a diversity of students (Chair: Dr Pina Franco) – B100/R5017

"Thriving not just Surviving - how international students can develop both their academic and general language skills at university.

Victoria Rowe and Ros Davies (Academic Centre for International Students (ACIS), FAH)

> *This workshop will be an opportunity to discuss how international students can develop both their academic and general language skills at university. Participants will be pointed to diverse teaching and learning resources for supporting international students, ranging from programmes and services international students can sign up for to tips on helping them thrive not survive during their time at university. The workshop will finish by providing the arena for participants to share challenges and insights.*

Developing equitable AI-focused strategies for inclusive international student experience in Higher Education contexts. Dr Javier Mármol Queraltó and Pete Boorman (iSolutions)

> *The latest iteration of AI tools is fostering a high volume of conversations around topics concerning AI-tools use, Academic Integrity, Equity and changing views on the role of Higher Education Institutions (HEIs) (Markauskaite, 2024). These conversations highlight traditional educational values challenged by the broader digital transformation affecting HEIs.*
>
> *International students are faced with important challenges when their start their learning journeys, especially when they come from cultures where values and behaviours around digital tools and technologies are diverse. HEIs' expectations of international students learning and digital skills and ethical considerations often do not overlap, with additional stress for both parties (JISC and Portulans Institute, 2024). AI tools discourses in Higher Education are inadvertently reviving and possibly intensifying biases towards international students (Harden-Wolfson, 2024). This gap needs to be addressed to provide international students and academics with sustainable resources.*
>
> *In this talk we showcase inequalities rooted in students' access and use of AI tools, and we provide strategies to open a edifying conversation in order to engage academics and students in a collaborative journey in the digital era.*

Mapping the quantitative skills of Economics starters to explain the link between student background and academic performance Dr Panagiotis Giannarakis (Economics, FSS)

> *Diagnostic tests on incoming students' existing skills are widely used in Higher Education to identify gaps relevant for academic success. Previous research suggests a link between initial gaps and early academic outcomes, but there is limited evidence on the potential role of demographic characteristics in explaining existing quantitative skills and academic performance. This is particularly true for Economics, which heavily relies on quantitative skills. We use quantitative skills tests combined with demographic information from survey and administrative data to generate a dataset which we use for mapping pre-existing knowledge*

overall and by relevant demographic characteristics. We find sizable difference in exam performance between home and overseas students and between different ethnic groups, but not by gender or the type of school attended, nor is there a clear indication that parental university degrees have an effect. These patterns are reflected in the diagnostic test outcomes, suggesting that heterogeneity in exam performance by demographic characteristics is indeed linked to heterogeneity in existing knowledge when starting university. Finally, we use a randomised trial to evaluate different diagnostics in terms of their predictive power for module exam outcomes and identify a reasonably accurate prediction model.

Session 7.5 - New practices in law and mathematics (Chair:) – B100/R5019

Student Staff Partnership: an example - two perspectives Dr Vesna Perisic and Joshie Christian (School of Mathematical Sciences, FSS)

In the presentation we (Vesna (staff) & Joshie (student)) would like to give two perspectives of our shared experience with supporting student learning via study groups, an intervention that is popular with the students and originates in the Covid-19 time.

Joshie has been active as a Student Partner within the project, having sat the module two years prior and then joined the tutoring team. Through both sides of the story, we promote some best practices for considering student input and discuss how student learning experience can be improved by utilising Student-Staff partnerships. The group work in the module is designed to provide opportunities for all students involved (student learners and student partners) to develop a series of soft employability skills. The duo hope to show collaborative learning at its best with its opportunities as well as challenges.

Towards a Digital Marking Software Tool for Assessing the Steps and Presentation of Mathematics Solutions Dr Lu Heng Sunny Yu (School of Mathematical Sciences, FSS)

We introduce a new philosophy and approach for digital marking software (DMS) for mathematics assessments that will make a new valuable complementary tool for teachers, markers, and students alike. Rather than only assessing the accuracy of students' answers to question, the approach here will instead focus on assessing the logical consistency of the students' solution's steps and presentation. The final tool can in principle allow students to write complete mathematics solutions line by line on paper as usual, and instantly produce feedbacks highlighting any logical errors therein. This is incredibly useful to both teachers or markers to use as an assistant when doing mass marking of assessments, and students when doing their own practice and self-evaluation in formative assessments. This approach will highly encourage students to pay attention to both the visual and, more importantly, the logical presentation of their written mathematics solutions –which in itself is a crucial skill for any mathematics professionals or students to have.

Evidence-based teaching in law Dr Liang Zhao (Southampton Law School, FSS)

Traditional legal education relies heavily on the signature pedagogy, i.e., case dialogue method. A good lawyer deals with cases starting from evidence analysis. However, students are not taught to analyse evidence and are not assessed based on evidence.

I have attended Award Writing in International Arbitration course and learnt how to analyse evidence and apply evidence to issues for solution. I have tried this new teaching method in a classroom. I would like to share my experience.

15:00-15:30 - CLOSING PLENARY – B100/LEVEL 4 HARVARD LECTURE THEATRE

15:30-16:00 - REFRESHMENTS/DRINKS RECEPTION – B100/OUTSIDE R4013

16:00-17:00 - VLE AWARDS/ADVANCE HE RECOGNITION – B100/R4013