

• PROGRAM IN DETAIL •

**HYBRID CONFERENCE FINAL PROGRAM
49th INTERNATIONAL CONFERENCE ON IMPROVING UNIVERSITY
TEACHING,
JULY 12-14, 2023**

**In Collaboration with
HERIOT-WATT UNIVERSITY MALAYSIA, PUTRAJAYA, MALAYSIA**

CONFERENCE THEME: *SUSTAINING ACADEMIC RESILIENCE*

DAY ONE: WEDNESDAY, 12 JULY

ASIA/AUSTRALIA FOCUS

CONFERENCE OPENING: 1:00-3:00, UCT Time. Location: SR3

1:00: Welcome drink

1:15 Welcome to the Heriot-Watt Malaysia Campus. Martha Caddell (Heriot-Watt University, Malaysia)

1:20: Opening Remarks. Jim Wilkinson, President, IUT (Harvard University, USA)

1:30: Keynote 1: Purpose-Driven Education: Strategies for Flourishing in a VUCA World. Mushtak Al-Atabi, Provost, Heriot-Watt University, Malaysia

2:00: Keynote 1 Discussion

3:00: COFFEE BREAK (30 minutes). Location: MPH

CONCURRENT PAPER SESSIONS 1 & 2

PAPER SESSION 1: PROMOTING STUDENT AND TEACHER WELLBEING: SR 3

3:30: Strengthening the Learning Community: Enhancing the International Student Experience. Agnes Siok Inn Tan (Heriot-Watt University, Malaysia)

A mini-project funded by QAA Scotland was conducted from November 2021 to April 2022 to ensure better adjustment of international students to the learning and teaching (L&T) practices at Heriot-Watt University Malaysia (HWUM). This project aimed to enhance the L&T experience of international student by introducing a few intervention activities. In general, we observed that the international students are more confident in academic writing and referencing given the intervention activities, though most of them still see academic writing and referencing as a challenge.

4:00: Exploring the Use of Informal and Formal Learning Spaces at Heriot-Watt Dubai New Campus. James Wilson (Heriot-Watt University, Dubai)

Heriot-Watt has invested in a new campus building in Dubai that opened its doors to students for AY2021-22. The new campus was designed to offer an enhanced student learning experience, with carefully designed learning spaces to encourage collaborative and active learning and social spaces to support an enhanced sense of student and staff community. This paper will present the findings of a Quality Assurance Agency Scotland Enhancement Theme Project carried out to ask both staff and students how they use various spaces and how their learning and teaching has (if at all) been enhanced by the new spaces.

4:30: Chasing Happiness: A Barrier to Student Satisfaction? Doug Specht (University of Westminster, UK)

Government talk of high value degrees, low satisfaction, and poor student experience has shaped the way in which we work with students and changed how we think about happiness and satisfaction. The HE sector took a turn toward the pursuit of short-term happiness during the pandemic to stave off a barrage of complaints from students, governments, and the media. However, in this paper I argue that the HE response came at the expense of satisfaction, a longer-term and longer-lasting emotion. How do we recraft our teaching to promote satisfaction rather than happiness? And what relation does this have to the student experience and engagement?

5:00: Paper Session 1 Discussion

3:30: PAPER SESSION 2: SUSTAINABILITY IN THE CURRICULUM: SR5

3:30: Planetary Boundaries: Embodiment of Sustainability in Accounting Education. David Ong & Ricky Wong (Heriot-Watt University, Malaysia)

This is a project on creating eco-literacy and sustainability awareness among accountancy undergraduate students at Heriot-Watt University, Malaysia campus. As future industrial leaders, accountants should be equipped with greater awareness of planetary health, on top of their bread-and-butter accountancy skills. This project introduces accountancy students to our surrounding planetary health issues through

workshops and an e-poster competition. The competition-based learning approach motivated students to conduct independent research on planetary issues, and their significance towards the role of accountants. The project is funded and supported by the QAA Scotland.

4:00: Connecting the Dots: From Academic Literacies to Professional Communication to Facilitate Communicative Competence in Graduates.

Radhika Jaidev (Singapore Institute of Technology, Singapore)

At the Singapore Institute of Technology (SIT), all students take a first-year academic literacies module based on a critical thinking model to teach students how to write for academic purposes. Backward curriculum design (Wiggins & McTighe, 2005) underpins the design of all teaching materials. Additional writing knowledge and skills development is embedded in selected content modules from Year 2 to Year 4 through what we call, Communicating Across the Curriculum (CAC). This paper will provide some observations on the design and implementation of this pedagogical approach for helping students to connect the dots between academic literacies and professional communication.

4:30: Transforming Energy Education: Exploring the Impact of a Tri-Campus Online Microcredential in Advancing Decentralization, Decarbonization, and Digitalization. Yew Wen Kean (Heriot-Watt University, Malaysia)

As the world increasingly moves towards sustainable energy systems, it is vital to equip students with the knowledge and skills to drive the energy transition. The 3D Energy online microcredential aims to do just that, by providing a unique tri-campus experience to students from universities in China, Vietnam, and Malaysia. By focusing on decentralization, decarbonization, and digitalization of energy systems, the microcredential prepares students to become leaders in the field. In this study, we will explore the impact of the 3D Energy microcredential on student learning outcomes and assess its effectiveness as a tool for transforming energy education in a virtual environment. The results of this research will contribute to the ongoing conversation about the potential of online education to support sustainable energy systems.

5:00: Paper Session 2 Discussion

5:30: LUNCH BREAK (60 minutes). Location: MPH

6:30 Workshop 1: Providing Hands-On Student Activities to Learn How to Create a Theoretical Framework and Offer Practice in Qualitative Data Collection. Ron Salden (Heriot-Watt University, Malaysia). **Location: SR 3**

Academic writing is a challenging skill with which students frequently struggle. Moreover, it is crucial to learn how to create a theoretical framework that will lead to a well-written literature review which identifies research gaps to formulate research questions.

Additionally, being capable of collecting high-quality qualitative data can significantly benefit students after graduation. Key ingredients include repeated practice with creating interview schedules, conducting focus groups and individual interviews, improving listening and probing, and providing and receiving feedback. Join this interactive workshop to experience these student activities, engage in discussion and provide constructive feedback.

Workshop 2: The Future of Learning and Assessment in the AI Era. Catherine Hack (Advance HE, UK). **Location: SR5**

Artificial Intelligence (AI) is changing the way we work and learn. Increasingly sophisticated natural language processing (NLP) tools are competently completing tasks including summarizing text and answering questions. This raises important questions about what we teach and how we assess learning. Join us for this workshop/roundtable discussion to reflect on how we are ensuring authentic and verifiable assessment and share and exchange ideas on how we are preparing the next generation of learners for living, learning, and working with AI.

8:00 END OF DAY ONE FOR ASIA/AUSTRALIA

EUROPE / MIDDLE EAST / AFRICA FOCUS (ONLINE)

CONFERENCE OPENING: 8:30-10:40, UCT Time

8:30: Welcome: Heriot-Watt University Malaysia

8:35: Opening Remarks: Jim Wilkinson, President, IUT (Harvard University, USA)

8:45: Keynote 2: Writing for a Buoyant Future: Using Academic Writing to Build Resilience and Academic Identity. Julie Rattray, Michaela Oliver, & Dimitra Kokotsaki (Durham University, UK)

In addition to catering to their emotional and social needs, we believe it is important to support students in developing academic competence in meaningful, intellectually engaging, and context-specific tasks. One area where student experience anxiety and a lack of resilience concerns their academic writing. In this keynote, we present preliminary findings relating to an in-class blog task with 148 first-year undergraduate students at Durham University, which suggests that despite some initial reluctance, shared writing for peer scrutiny can bolster academic resilience. More broadly, we argue that a focus on an incremental and scaffolded process of applying academic skills can not only help students cultivate a heightened view of their competence, but also lead to a stronger academic identity and sense of belonging to the university environment.

9:45: Keynote 2: Discussion

10:15: BREAK (15 minutes)

10:30: Roundtable 1: Teaching for Life, Not for Grades. Lucie Viktorová (Palacky University Olomouc, Czech Republic) and Alexandra Lehmann (Protestant University of Applied Sciences Rhineland-Westphalia-Lippe, Germany)

In the course of your teaching career, how many times have you heard one of the following questions from your students: 1) “Is this mandatory?” 2) “Is this going to be on the test?” 3) “Is this going to be graded?” If you – like us – have grown tired of these questions and decided to teach for something else than grades, join us at the roundtable discussion. We will share our experience with the tasks and methods we are using in our courses, as well as the reasoning behind them. After all, the aim is to improve university teaching. :)

11:30: BREAK (30 minutes)

12:00: PAPER SESSION 3: PROMOTING STUDENT AND TEACHER WELLBEING

12:00: Higher Degree Research (HDR): Student Wellbeing Is Broader than Just Mental Health. Karen Alexander (Heriot-Watt University, UK)

To date, most research on higher degree research (HDR) student wellbeing has focused on mental health. Here, I present a review that critically assesses student wellbeing using a much broader wellbeing frame. The results revealed that student wellbeing is affected by factors spread across many domains, including emotional and mental wellbeing, work-life balance, physical health, education and skills, relationships, and community. The results also revealed that wellbeing issues arise from a variety of causes, most commonly from the learning environment and atmosphere and the teaching/supervisory team. Moreover, wellbeing interventions are less commonly considered.

12:30: Relationships between Personal Resilience Components and Motivation in Teaching Components Among Israeli Arab Novice Teachers. Ihab Zubeidat, Waleed Dallasheh, Abed El-Rahman Khalil, & Sehrab Masri (Sakhnin College, Israel)

This paper examines the relationships between elements of personal resilience (control, challenge and commitment) and motivation in teaching components (teaching tasks, organization and relationships) among Israeli Arab novice teachers. 298 Israeli Arab novice teachers were asked to fill out questionnaires that included demographic details, and measures of personal resilience and motivation in teaching. The findings indicate significant positive relationships between the aforementioned personal resilience

components and teaching tasks and organization components, and negative relationship between relationship and control components. We conclude that workshops for novice teachers should focus primarily on increasing their personal resilience and motivation.

13:00: Hodges' Model: Insights into Sustainability and Resilience. Peter Jones (NHS Professionals & Mersey Care, UK)

This paper introduces a generic conceptual framework known as Hodges' model (open access), and will explain how the model's original purposes, structure, and content can support and facilitate the improvement of university teaching. We all know how much COVID has stressed students and educational institutions. This model can assist in integrating our awareness and hence our understanding of stress, vulnerability, and resilience on both a personal and collective level. Hodges' model is student/person-centered, since it provides a series of conceptual spaces that can “grow” with the student’s vocabulary, competence, and confidence. An original purpose for the model was curriculum development. In the course of the presentation, I will discuss insights and challenges from epistemological and ontological perspectives, drawing on a career across healthcare and education, as a nurse, mentor, and lifelong learner.

13:30: Papers 3 Discussion

14:00: BREAK (30 minutes)

14:30: PAPER SESSION 4: SUSTAINABILITY IN THE CURRICULUM: 14:30-16:00

14:30: Environmental Sustainability Projects: A Welcome Addition to Our Final Year (“Capstone”) Projects. Maggie Fostier & Ruth Grady (University of Manchester, UK)

All our Biological Sciences undergraduate students undertake a research project in their final year (the “Capstone Project”). Most students are placed in research laboratories, but many diversify into the fields of science communication, bioinformatics, business enterprise, or history of science. We piloted a new environmental sustainability project to add to our portfolio. Projects included validating alternatives to toxic products in laboratories, increasing recycling compliance, campaigning, and plastic reduction strategies. These projects gave students the opportunity to develop skills necessary to address environmental issues around research, laboratory teaching, or campus living that will be beneficial for the future.

15:30: Paper 4 Discussion

16:00 END OF DAY ONE FOR EUROPE/MIDDLE EAST/AFRICA

UNITED STATES / CANADA FOCUS (ONLINE)

CONFERENCE OPENING: 16:30-18:15, UCT Time

16:30: Welcome to the Conference: Heriot-Watt University, Malaysia

16:35: Opening Remarks: Jim Wilkinson, President, IUT (Harvard University, USA)

16:45: Keynote 3: Informality and Formality in Staff-Student Interaction: A Student Perspective. Martin Barker (University of Aberdeen, UK)

Students and teachers can help to create a sense of wellbeing by fostering mutual respect. In this keynote I will explore ways in which students and teachers use salutations in written (e-mails) and spoken communication during live interactions. Issues at play, which are highly contextual, include respect and trust. These can be either reinforced by thoughtful interactions or undermined by careless communication. In addition, I will be briefly reporting on some insights from a survey of students' attitudes to communication at the University of Aberdeen, UK.

17:45: Keynote 3 Discussion

18:15: BREAK (15 minutes)

18:30: Roundtable 2: Collaborative Team Teaching: Blessing or Burden for Faculty? Olga Hilas (St. John's University, USA)

Collaborative team teaching (CTT) involves a group of educators working together towards a common goal. This may involve purposefully and cooperatively designing syllabi, selecting teaching approaches, and evaluating student performance. CTT promotes interaction between educators and students to enhance learning through collaborative instruction. However, a careful balance of expertise, experiences and pedagogical beliefs is needed among the educators to ensure that CTT yields academic benefits without detriments to educator wellbeing. This session will discuss the value of CTT in higher education with a focus on how educators can bounce back from suboptimal interactions and experiences with others.

19:30: BREAK (30 minutes)

20:00: PAPER SESSION 5: LEARNING FROM FAILURE: 20:00-22:00

20:00: Building Block Assignments to Support a Successful Final Project. Peggy Rosario (Gwynedd Mercy University, USA)

A final course project is an effective strategy for synthesis of learning, but students run a greater risk of failing this type of assignment. This paper will describe strategies that enable students to develop the final project building blocks using low-stakes assignments throughout a course. Each building block allows failure, multiple forms of feedback, and the opportunity to revise work to build a stronger final project. Strategies to be discussed include chunking content, peer feedback, revisions, and reflecting on learning to identify barriers that can be addressed when they occur.

20:30: Independent/Self-Directed Learning and the Role of Feedback: A Synthesis of the Learning Sciences Literature. Heather Kanuka (University of Alberta, Canada)

The broad constructs of learner control and independent/self-directed learning have been well researched in the learning sciences. This research has consistently shown that under certain circumstances, there can be negative consequences when learners are provided with high degrees of learner control. The role for feedback is linked to independent learning and is one of the most powerful influences on learner success. The purpose of this presentation is to present a heuristic to guide effective strategies for course design based on what we know from the learning sciences concerning independent learning and feedback.

21:00: Papers 5 Discussion

21:30: END OF DAY ONE FOR US/CANADA

DAY TWO: THURSDAY, JULY 13

ASIA/AUSTRALIA FOCUS

1:00: Daily Announcements

1:15: PAPER SESSION 6: EDUCATIONAL TECHNOLOGY POST-COVID. Location: SR3

1:15: Creating a Massive Open Online Course (MOOC): Sharing Our Experience from Start to Finish. Aaron Danner (National University of Singapore)

In this presentation, I will describe my experience in creating five free Massive Open Online Courses (MOOCs) over the past two years at the National University of Singapore with the help of a videographer and student assistant. I will also describe our video equipment and filming setup, budget, the time required, and enrollment figures and feedback from the thousands of students around the world who have participated. Although the content is related to electrical engineering and materials science, the processes we put in place to efficiently create content may well be helpful to others who are thinking of creating their own online courses.

1:45: Converting Crisis into Opportunities. Rohit Panday & Prabhat Koirala (Islington College, Nepal)

With the COVID pandemic shutting down all our conventional ways of doing things, education (among others) was hugely affected. Especially in developing countries like Nepal, it had a tremendous impact. But even during this crisis there was a silver lining. We (ING Colleges) were able swiftly to move to an online mode of delivery and assessment with no loss in delivery and academic cycle. We continue to offer online instruction and enjoy better outcomes even now that the COVID pandemic has receded somewhat. In sum, we adapted to this crisis, turned it into an opportunity, and as a result have prepared students for new world of digital learning.

2:15: “Post-Pandemic” Enhancements in Technology-Enhanced Learning: The Paradox of the Pandemic and Productivity. Mark Schofield (Edge Hill University, UK)

This case study reflects upon responses to “Emergency Measures” taken at the outset of the Covid-19 pandemic, which restricted in-person teaching, and how this pivot was formulated as an institutional research “Living Case Study.” Solutions and lessons learned from an internal enquiry will be shared, demonstrating how these are being deployed to inform the emerging concept of a “new normal” that will include evolving issues, germane to local and global contexts, derived from our critical learning during the pandemic. These solutions and lessons will be offered from a position of optimism as the pandemic, we hope, reduces its hold on university teaching and learning.

2:45: Paper Session 1 Discussion

1:15: Roundtable 3: Can Online STEM Courses Survive in a Face-to-Face World? Thomas Wong (Heriot-Watt University, UK) & Kai Lin Ong (Heriot-Watt University, Malaysia). **Location: SR 5**

The drastic modifications and updates to our teaching approaches forced upon us by the pandemic have resulted in a critical rethink of our pedagogy. This has led to numerous improved and innovative practices. As we now shift back toward face-to-face, synchronous teaching, to what extent can we incorporate the experiences and expertise

that we have gained during the pandemic? For example, how can our online content be made part of a coherent face-to-face experience? Or are the courses we designed during the pandemic doomed to be relegated as “supplementary material,” never to be used again?

2:15: Roundtable 4: From Oilfield to Landfill: Developing Sustainability Competencies through Interdisciplinary Learning. Catherine Hack (Advance HE, UK). **Location: SR 5**

Delegates will follow the journey of a flip-flop from the oil fields of Kuwait through to the rubbish tips in Addis Ababa, considering the lives of all the people that it interacts with on its journey around the globe, and how its manufacture, processing, transport, use and reuse intersect with all 17 Sustainable Development Goals (SDGs). The session will illustrate the power of interdisciplinary teaching and learning to develop sustainability competencies—the skills, attributes, and values that can help graduates contribute to a more sustainable future..

3:15: COFFEE BREAK (30 minutes). Location: MPH

CONCURRENT WORKSHOPS 3 & 4

3:45: Workshop 3: Assessments for Promoting Learning through Knowledge Construction. Edward Kurwakumire (Tshwane University of Technology, South Africa). **Location: SR 3**

Assessments are integral to any teaching and learning process. However, difficulty still exists in determining the best methods with which to assess particular outcomes. This is partly because in some South African universities, lecturers are not required to have a teaching qualification. Additionally, the current preference in most universities is an inclination towards summative examinations. As such, real-world competencies are assessed using inappropriate but widely accepted techniques, which leads to graduates with low industry readiness. This workshop provides an opportunity to explore the choice and design of assessments and how to customize assessments to fit different disciplines and subject content and outcomes.

3:45: Workshop 4: Enhancing Agentic Student Feedback. (Willie McGuire, University of Glasgow, UK). **Location: SR 4**

In 2021-22, we experimented with an intervention designed to improve the effectiveness of feedback in order to enhance student engagement with hitherto problematic aspects of the Professional Enquiry and Decision-Making assignment. A second aim was to develop the students’ abilities to generate useful feedback on their own work while still benefitting from more conventional support offered through peer and tutor feedback. In each targeted area: (1) Students compared exemplars of high-quality work in the same

topic domain in which they would subsequently produce their own work and identified what made these of high quality; (2) Students then produced their own work in that area of focus; (3) Students then compared their findings from (1) with their own work and generated their own feedback about how they could make improvements. Students then wrote down what they learned from each comparison in a worksheet, thereby making their self-generated feedback explicit. This process both enhanced the quality of students' own feedback and gave teachers information about what feedback they need to provide.

5:15: LUNCH BREAK (60 Minutes). Location: MPH

6:15 CONCURRENT PAPER SESSIONS 7 & 8

6:15: PAPER SESSION 7: ASSESSMENT—EXPECTATIONS AND CONSEQUENCES. Location: SR 3

6:15: Effectiveness of Assessment: Exemplars in a Business Management Course. Andrew Lee (Heriot-Watt University, Malaysia)

Examples of past and present students' work that meet a high standard should not just be kept locked away in the faculty desk drawers and cabinets or stored in the digital space. There are many benefits from these valuable pieces of work that can be shared with peers and future students. This paper on action research explores the use of assessment exemplars and its effectiveness on improving student learning in a Business Management course in the Malaysia Foundation Program at Heriot-Watt University Malaysia campus. This study is beneficial to understand students' perception on the use of exemplars in the pre-university context.

6:45: Beyond the Blackboard: Transforming Engineering Lectures through Active Teaching and Learning Strategies. Noor Kalib (Heriot-Watt University, Malaysia)

Engineering education is evolving to meet industry demands and prepare students for successful careers. This project aims to transform engineering lectures by implementing active teaching and learning strategies to enhance student engagement, such as problem-based learning, case studies, and gamification. By doing so, the project aims to improve student understanding, critical thinking, and problem-solving abilities, while enhancing satisfaction and academic performance. Student feedback showed 97% agreement with active learning in lectures, leading to a deeper understanding of the course. This approach has implications for engineering education as a model to transform lectures and enhance learning outcomes, equipping students with skills for a successful career.

7:15: Paper Session 7 Discussion

**6:15: PAPER SESSION 8: PROMOTING STUDENT AND TEACHER WELLBEING:
Location: SR 5**

6:15: Technostress and Wellbeing in Higher Education. Kenneth Leow, Serena Leow, & Evelyn Mei Lin Wong (Heriot-Watt University, Malaysia)

The adoption of new technologies has revolutionized teaching and learning in higher education institutions, particularly during the recent pandemic crisis. Although the adoption of technology affords many benefits and conveniences to educators and students, other evidence has increasingly highlighted the escalating stressors for academics connected to the adoption of technologies in and beyond classrooms. This phenomenon is also known as “technostress.” The struggle to adapt to technological changes can directly or indirectly impact academics’ physical health as well as their mental and psychological well-being. This paper focuses on key findings, identifies sources of technostress, and suggests strategies to mitigate it.

6:45: A Fully Online Flipped Class Framework Implementation for Teaching a Petroleum Engineering Core Subject. Mysara Eisse Moyaldin & Mohammed Ali Hamid. (Petronas University of Technology, Malaysia)

A new online-based flipped class (FC) framework was implemented to maximize online learning efficiency. The proposed framework is a modified version of the published de-facto flipped class procedure (Jacob and Mathew, 2013). In the new online-based FC, the in-class session is conducted as online live streaming, while the out-of-class session is conducted as online group-based discussion among students with the assistance of lecturers and Graduate Assistants. The effect of the FC on students’ learning was evaluated using online survey data analyzed by RGT. Our analysis indicates a positive interception of students on the FC quality, learning improvement, and soft skills.

7:45: Paper Session 8 Discussion

7:45: COFFEE BREAK (30 Minutes). Location: MPH

8:15: CONCURRENT WORKSHOP 5 AND ROUNDTABLE 5

8:15: Workshop 5: Sustainable Curriculum for GEN Y Students: Practice Sustainable Living through Craft. Saroj Bala (Pearl Academy, India) **Location: SR 3**

Sustainable brands that support recycling, reusing, and repurposing are key factors in promoting the success of sustainable products. Exposure to students about the functioning of these sustainable brands provides holistic learning and a 360-degree exposure to sustainable living for GEN Y students. Social responsibility has not only become a “style statement” but a real necessity today. The expertise of these design houses and success case studies needs to be shared to students. This paper will

discuss sustainable brands and how their integration into curriculum can help the students to become more responsible citizens and entrepreneurs.

8:15: Roundtable 5: Embedding Equality, Diversity, and Inclusion into All Learning Opportunities: Looking through a Malaysian Lens. Deborah Hall, Anna Sedda, Joel Yap, & Ron Salden (Heriot-Watt University, Malaysia). **Location: SR 5**

In the UK, Quality Assurance Agency Subject Benchmarks define what can be expected of a graduate in the subject in terms of what they might know, do, and understand at the end of their studies. Within our discipline, the Quality Assurance Agency articulates a duty to embed equality, diversity, and inclusion (EDI) into all learning opportunities, in line with the UK Equality Act 2010. What does this look like in a country with very different legislative frameworks? How can program teams challenge a WEIRD curriculum (defined by White, Educated, Industrialized, Rich and Democratic countries)? Join our roundtable discussion to debate these issues.

8:15: Roundtable 6: The Attitudes and Perceptions of Saudi Graduate Students Toward Public Health Programs in the United States. Deema Saad Al Shawan (Abdulrahman Bin Faisal University, Saudi Arabia). **Location: MPH**

The planned study presented here will investigate the perceptions of Saudi students toward graduate public health programs in the United States and their applicability to their careers in their home country. A qualitative hybrid approach of inductive and deductive coding and theme development will be utilized. Focus groups and interviews will be conducted with a total of five-ten participants. Additionally, data triangulation will be used to ensure the reliability of the findings. Some themes that could be identified include reasons for studying in the US, the program's applicability to their careers, obstacles encountered, and recommendations for the future.

END OF DAY TWO FOR ASIA / AUSTRALIA

EUROPE / MIDDLE EAST / AFRICA FOCUS (ONLINE)

8:00: Announcements

8:15: Roundtable 7: Fostering Community and Belonging in Global Learning and Teaching. Rosemary McIlwhan, Hagir Hakim, & Manjula Nair (Heriot-Watt University, UK)

Fostering community and a sense of belonging can contribute to retention and success (Thomas, 2012) and encourage student engagement in their learning. However, their

absence can cause some students to feel “othered” or disconnected. This roundtable explores how we address these issues in a global context and/or where students are studying remotely. It draws on intentionally equitable hospitality (Bali & Zamora, 2022) in order to explore how to create a safe and welcoming class to help foster community and belonging. We invite you to share your ideas and to experience and discuss practices which can help foster community and belonging.

9:15: Workshop 6: The Importance of Induction in Online International Programs. Mari Cruz Garcia Vallejo (Independent Digital Education Consultant, UK), James Igoe (Heriot-Watt Online), & Roddy Munro (Heriot-Watt Online)

Online international programs are aimed at global audiences from diverse cultural backgrounds and education systems. Induction courses attempt to make new students aware of the type of skills and knowledge that they need to develop to be successful in their studies. This workshop delves into the design of induction courses, addressing key questions such as: What topic/contents should they cover? What support is available for online students and early interventions for students who may require additional help? How much tutor’s time is required to support students in an induction course? How can we better motivate new students to complete an uncredited course?

10:15: BREAK (30 minutes)

10:45: PAPER SESSION 9: EDUCATIONAL TECHNOLOGY POST-COVID

10:45: Teachers’ Psychological Resilience, Self-Efficacy, and Coping Strategies During COVID-19. Sehrab Masri, Ihab Zubeidat, Waleed Dallasheh, & Abed El-Rahman Khali (Sakhnin College of Teacher Education, Israel)

The present study examined the relationships between psychological resilience and self-efficacy of teachers in Arab society and the impact on their ability to cope with job demands during the COVID crisis. In addition, we studied the effect of age, gender, and seniority on the various study variables. 90 schoolteachers from Arab society in the north of Israel participated. The study findings demonstrated a positive relationship among resilience, teachers' self-efficacy, and their ability to cope with job demands. It also showed positive correlations between the study variables and the age of the teachers and their years of seniority in teaching. In addition, male teachers appeared to exhibit higher levels of psychological resilience and higher levels of self-efficacy compared to female teachers. The current findings add to the intercultural literature in the study of psychological-resilience, self-efficacy, and the ability to cope with the role requirements of teachers, as well as intervention programs to increase the resilience and self-efficacy of teachers.

11:15: What Have We Learned About Online Teaching and Learning from the Pandemic? An International Perspective. Katherine Mansfield (University of Westminster, UK)

The global pandemic posed unprecedented challenges, which in higher education contexts meant that lecturers all over the world had to discover new and inventive educational solutions to cope with the sudden transition from face-to-face to emergency remote teaching. This paper focuses on the lessons learnt from the academic experiences of university lecturers in 21 regions in the world as widely dispersed as Latin America and East Asia. Attendees will be provided with handouts highlighting key strategies they can and should consider as they continue to educate their students online post-pandemic.

11:45 Papers Session 9 Discussion

12:15: BREAK (60 minutes)

13:15: PAPER SESSION 10: LEARNING FROM FAILURE: 13:15-14:45

13:15: Collaborative Self-Study with Pre-Service Teachers to Improve the Teaching of Science. Adiv Gal (Kibbutzim College of Education, Technology, and the Arts, Israel)

This collaborative self-study with pre-service teachers describes a process of examining the use of drawings as a pedagogical tool at a tertiary institution. The research I will present examined the question: What can I learn from my students to improve the use of drawings as a pedagogical tool and thus improve my work as a teacher educator? Four main themes emerged from three sources that were qualitatively analyzed. Thanks to these themes I developed an understanding of how I should better use drawings as a pedagogical tool in the future and other creative tools as part of an ongoing pedagogical process.

13:45: Support in the Transition from Theory to Practice in Engineering Design. Marina Menshykova (University of Aberdeen, UK)

This paper is devoted to the organization of an engineering design course and ways to support students in their transition from theoretical knowledge to practical applications. We consider the flipped learning technique, previously introduced in our course, and present analysis of the problems we have encountered in using it. We also consider the assessment methods and measures we have introduced to support students in the solution of design problems. We pay special attention to the discussion and analysis of student evaluations, the intended learning outcomes achieved by the majority of students, and possible means of improvement.

14:15: Paper Session 10 Discussion

14:45: BREAK (15 Minutes)

15:00: CONCURRENT ROUNDTABLE 8 & WORKSHOP 7

15:00: Roundtable 8: Assessment of Graduate Attributes: Great Expectations but Bleak Consequences? Heather May Morgan (University of Aberdeen, UK)

Often employed by universities to characterize and distinguish graduates of their institution, there is little consensus on the value of “Graduate Attributes” (GAs). GAs development is not explicitly or consistently assessed and their efficacy is difficult to measure beyond traditional employment or further study outcomes, neither of which necessarily reflect their importance to student development or documentation. However, there is an industry-wide push to redevelop GAs with new rules around student outcomes, especially in relation to enhancing employability. This session will discuss GAs via recent work with Applied Health Sciences Masters students at Aberdeen University.

15:00: Workshop 7: Entrepreneurial Mindset for Engineering (Technology) Education: Starter Kit. Carmen Cioc, Sorin Cioc, & Noela Haughton (University of Toledo, USA)

This session provides a forum and examples for how to easily adopt and implement entrepreneurial mindset learning (EML) initiatives in engineering and engineering technology education. The session focuses on shared strategies proven to increase the students’ engineering skills and their readiness to create economical and societal value and to become powerful agents of societal good. Some of the topics to be discussed include the Kern Entrepreneurial Engineering Network (KEEN) Framework; the application of active learning strategy examples namely project-based learning (PBL) at various levels: project, course, curriculum, and institution; and direct and indirect assessment strategies.

16:00 END OF DAY TWO FOR EUROPE / MIDDLE EAST / AFRICA

UNITED STATES / CANADA FOCUS (ONLINE)

16:00: Daily Announcements

16:15: Roundtable 9: Sustainability in the Humanities. Jim Wilkinson (Harvard University, USA)

The decline in humanities enrollments is generally attributed to students' preference for a "practical" degree in areas such as STEM subjects, business, or law. But what is often missing in the equation is faculty support and understanding for students as they begin the search for a purpose that can inspire and motivate their studies. In this roundtable we will explore some of the fallacies of "impractical" label from which the humanities suffer, how breaking down disciplinary boundaries may result in a more viable "humanities" field of study, and how we can better support students in our rapidly changing work environment.

17:15: BREAK (30 minutes)

17:45: PAPER SESSION 11: EDUCATIONAL TECHNOLOGY FOR POST-COVID CLASSROOMS:

17:45: The State of Online Exam Proctoring: Exam Integrity, Anxiety, and Opportunities. Daniel Woldeab & Thomas Brothen (Metro State University, USA)

Long before the COVID-19 pandemic, online education had been on the rise both in the United States and globally. The demand for online proctoring naturally follows this trend. If there is anything that the COVID-19 pandemic taught us, it is that online proctoring is here to stay—a permanent feature of higher education. Post COVID-19, public institutions of higher education throughout the United States are opening their doors to welcome their students once again to in-person classes. However, contrary to what was expected by many of these institutions, while online courses filled quickly, enrollment for in-person courses is suffering. This suggests that, along with online education, online exam proctoring will continue to grow. As for live classes, is the old way of crowding large numbers of students in a room to take exams going to survive?

18:15: Sustainability in the Curriculum: Focusing on Sustainability Serves Two Crucial Educational Goals. Larry Riggs (Butler University, USA)

In this paper I hope to show how making sustainability a central theme in two different courses enables the pursuit of two vital educational purposes. First, the focus on sustainability encourages engaged learning by focusing on issues of deep significance to students. And second, it goes beyond education as "job training," showing that progress toward sustainability will eliminate the jobs for which students may think they are preparing and instead present new opportunities that require moral commitment and intellectual flexibility. I build on previous work on transformational learning and critical thinking and incorporate new research related to sustainability and will engage the audience in an active learning exercise.

18:45: Epistemology and Successful University Mathematics and Science Teaching and Learning. Don Faust (Northern Michigan University, USA)

Mathematical knowledge is in the form of conditionals: “if ... then ...”. The antecedent contains the axioms of the mathematical field, while the consequent contains the theorem being asserted. Scientific knowledge exists in the form of approximative modeling. These models attempt to capture, as well as possible given the currently available tools, the predicates and functionality of the domain being addressed. In this paper I will explore how a greater awareness of, and teaching about, the less-than-certain nature of mathematical and scientific knowledge can improve teaching and learning, and the humility, joy and excitement of learning can be increased.

19:15: Bridging the Power Gap: The Impact of Pedagogical Strategies and Relationship-Building on Student Success. Matthew Marmet (Utica University, USA)

This study was designed to assess the effectiveness of pedagogical and relationship-building strategies intended to foster student engagement and success. First, archival survey data were explored in order to provide a baseline for student perceptions of the interactions with faculty that have been shown to impact student engagement. Second, an in-depth description of the course taught by the author was provided, along with the relationship-building and pedagogical strategies employed to promote student engagement and learning. Finally, a mixed methods approach was utilized to indicate whether improved engagement and learning occurred. A review of the qualitative survey data found that students believe faculty should take the lead in building relationships with them. Student opinionnaires confirmed the efficacy of the relationship-building tactics employed by the instructor. Data analysis of the learning assessment tool also showed an 18% increase in performance, lending further support to the classroom strategies utilized. This study therefore demonstrates the importance of faculty initiative in relationship building, lessening the power divide that can exist in classrooms, and enhancing students’ academic success.

19:45: Paper Session 10 Discussion

20:15: END OF DAY TWO FOR US / CANADA

DAY THREE: FRIDAY, JULY 14

ASIA / AUSTRALIA FOCUS

1:00: Daily Announcements. Location: SR 3

CONCURRENT ROUNDTABLE SESSIONS 10 & 11

1:15: Roundtable 10: Rising Expectations for Mental Health Support: Conversations About Faculty Mental Health and Workload Creep. Noela Haughton (University of Toledo, USA). **Location: SR 3**

The purpose of this roundtable is to initiate a conversation about sustaining faculty mental health and wellbeing in the current climate of increasing expectations, especially concerning student mental health support. University teaching staff have always played a critical role in students' academic and social integration, and by extension, their academic success. But recently there has been additional focus on student wellbeing, especially mental health. However, university teachers (faculty) are also dealing with personal stress and mental health concerns. The discussion will focus on how faculty can support student mental health while sustaining their own.

1:15: Roundtable 11: Using Exit Surveys for Program Improvement in teacher Education. Marcella Kehus (University of Toledo, USA)

With shrinking student populations in education programs, it has become critical that we examine how well our programs meet student needs and where the remaining gaps are. Much of this can be done using exit surveys for both students dropping out prematurely from programs as well as for program completers. This paper will examine the development and use of exit interviews for program feedback. Overall and comparative results for program completers and non-completers will be presented along with plans for future use of the survey and possible program revision.

2:15: COFFEE BREAK and Poster Session (45 minutes). Location: MPH

CONCURRENT PAPER SESSIONS 12 & 13

3:00: PAPER SESSION 12: ASSESSMENT—EXPECTATIONS AND CONSEQUENCES. **Location: SR 3**

3:00: Implementation of Introductory Hardware Programming Workshops to Enhance Skills on Automation among Mechanical Engineering Students. (Riady Siswoyo & Noor Shieela Kalib (Heriot-Watt University, Malaysia)

This paper describes the planning and implementation of an introductory hardware programming workshop for third- and final-year mechanical engineering students. The two-module workshop provides participants with basic skills on electronic prototyping and developing simple automation systems using actuators and sensors. Primarily developed for students with no prior knowledge on programming, the workshop has allowed students to develop hands-on programming skills that can be integrated further

in their coursework. Surveys collected before and after the workshops show improvements in student confidence and attitude towards programming.

3:30: AI and the Death of Higher Education? Denitsa Petrova (Edinburgh College of Art, UK) and Doug Specht (Westminster University, UK).

The last few years have seen a massive growth in AI tools that can help generate writing, art, and even music. This has raised a range of ethical and pedagogical questions for Higher Education. What constitutes original work? Does AI have a place in learning? Do we need new tools to detect the use of AI or new ways of teaching that make its use less tempting? This roundtable will draw these and other questions to the fore, with the aim of developing a series of pragmatic ways of working that participants can use in their everyday teaching practice.

4:00: We Need to Talk about ChatGPT. Anne Tierney (Heriot-Watt University, UK)

ChatGPT is an AI-bot which has been receiving a lot of publicity concerning the standard of written work that it produces. Professors have stated on social media that they have asked the bot a typical exam question in their disciplinary area, and the bot has provided an exemplary answer. It has been claimed that ChatGPT will change assessment in higher education. In this paper, I want to examine some of these claims about ChatGPT's ability to write. I will then show some examples of ChatGPT's answers to questions I posed and deconstruct what the bot is producing. Finally, I will look at the assessment literature, and examine how we could use the capabilities of ChatGPT as a learning tool

4:30: Paper Session 12 Discussion

3:00: PAPER SESSION 13: PROMOTING STUDENT AND TEACHER WELLBEING.
Location: SR 5

3:00: "Sustaining Academic Resilience": Promoting Student and Teacher Wellbeing in the Arts. Blake Riley & Hedi Salanki-Rubardt (University of West Florida, USA)

Music in the academic environment is facing particularly daunting challenges from the pandemic, and other threats to resiliency are lurking. These include the loss of live performances, uncertainty about the viability of musical performance as a field, loss of training opportunities and murky career options. Within the context of music study, in this paper we will explore how better to understand the causes of a lack of wellbeing; how stress effects the physicality of musical performance; the role of confidence for musicians; balancing faculty involvement in student's lives; and the professional, emotional, intellectual needs of the faculty.

3:30: How to Develop a WELCOMING Team: Communication, Respect, and Sharing as Key Ingredients. Anna Sedda (Heriot-Watt University, Malaysia)

We do not know much about what makes a diverse team a welcoming place. The best we can say is that sharing the same values and being supportive seem key to success. However, these are goals, not prescriptions of how to get there. In our project, using a qualitative approach, we asked colleagues about wellbeing, engagement, learning, collaboration, opportunities, mind-set, and professional development opportunities. Our data indicate the concrete steps required to truly reflect on what it means collaborative practice in welcoming teams, and the psychological factors that act as barriers or enablers of resilience in this context.

4:00: Building Indigenous Graduate Attributes into Courses: Using an Indigenous Pedagogical Framework. Greg Auhl (University of Technology Sydney, Australia)

As indicated in the introduction of this year's theme on the conference website, "students may arrive at university without a clear sense of what to do now that their goal of admission has been attained." For First Nations students, this challenge can be even far more wide-reaching. Frequently, these young people are "off-country" for the first time, with little support from the communities they have left. Furthermore, they are often immersed in programs that give little recognition to the ways of knowing and learning of First Nations peoples. This paper will describe an innovative program currently underway at the University of Technology in Sydney with the goal to ensure that all courses give instruction that builds professional capacity for both understanding historical knowledge, as well as for working with Indigenous people and communities.

4:30: Paper Session 13 Discussion

5:00: LUNCH (60 minutes). Location: MPH

CONCURRENT WORKSHOP 8, PAPER SESSION 14, & ROUNDTABLE 11

6:00: Workshop 8: Build Your Own Resilient Teaching Team: A Practical Workshop Exploring Collaboration, Leadership, and Wellbeing. Martha Caddell (Heriot-Watt University, Malaysia)

This interactive workshop explores the dynamics of university teaching teams and the critical role course and program leaders play in fostering collaboration, inspiring innovation, and supporting the wellbeing of colleagues and students. Through a series of creative activities, this workshop will do the following: map the make-up and practice of teaching teams and compare across contexts; open space to share practice and reflect on the institutional cultures that influence team working and teaching innovation; consider the role of the course / program leader, the obstacles they face and the

support offered to them; and finally, collaboratively develop a list of “Top Tips for Teaching Teams” to be shared after the session.

6:00: PAPER SESSION 14: LEARNING FROM FAILURE. Location: SR 5

6:00: Knowledge, Attitude, and Practices of Technology-Enhanced Flexible Learning in Philippine Higher Education Institutions during the COVID-19 Pandemic. Dave Marcial & Joy Dy (Silliman University, Philippines)

The COVID-19 pandemic has led to a new normal of teaching and learning. Schools have shifted to technology-enhanced flexible learning for which teachers were unprepared. Our research aimed to assess the competencies of technology-enhanced flexible learning among teachers in higher education institutions in the Philippines. Specifically, this paper describes the competencies of technology-oriented teaching and learning among respondents. The paper also measures the differences in the level of competencies between private and public schools in the Philippines. An online survey questionnaire was administered and a total of 809 responses received from teachers from private and public higher education institutions in the Philippines. These form the basis of the analysis. Results show that the teachers from the public schools have a moderate level of competency with a mean of 3.06, whereas teachers from private schools have a moderate level of competency with a mean of 3.19. Thus teachers' competencies between public and private schools do not significantly differ. However, we conclude that teachers must be upskilled and retooled with digital technology relevant in the current times.

6:30: Improving Students' Feedback on Learning and Teaching Effectiveness in an Effective Learning Framework in Higher Education. Leyla Ranjbari (Heriot-Watt University, Malaysia)

The students' evaluations of teaching effectiveness and their judgments of their own learning are often biased by factors unrelated to teaching and do not reflect actual learning. Although these subjective ratings are not valid measures, they are the primary basis for determining teaching effectiveness and are key evidence used for decisions about hiring and promotion of instructors. This may tempt instructors to adopt teaching approaches that produce illusory learning liable to enhance their ratings but without resulting in genuine learning. This paper presents a systematic review of the literature and aims to address the following three questions: 1. What are the students' needs and preferences for teaching evaluation feedback in higher education? 2. What are the misleading factors that inflate students' subjective impressions of how much they have learned, without enhancing their actual learning? 3. How can we improve students' feedback on learning and teaching in an effective learning framework in higher education?

7:00: Paper Session 14 Discussion

6:00 Roundtable 11: Unlocking Potential: Reflections on a Student Peer-Coaching Program to Enhance the Student Learning Experience. Dasha Grajfoner, Lucy Bolton, Emma Smail, Ke Guek Nee, & Lindsey Burns (Heriot-Watt University, Malaysia).
Location: MPH

In our MSc Business Psychology with Coaching course, students are taught about coaching theory and practices. To support these elements of our teaching, we developed a student peer coaching program in collaboration with our student wellbeing services that ensures safe practice within a structured environment. MSc students practice one to one coaching with other students focusing on elements like goal setting, time management, performance skills development and general wellbeing. Our roundtable discussion will focus on the established benefits of this program offering insights on current and completed coaching practices to stimulate discussion on peer coaching as means to promote student wellbeing, and enhance taught elements of Higher Education delivery.

7:30: COFFEE BREAK (30 minutes). Location: MPH

8:00: Closing Keynote: Three Hidden Dimensions of Resilience. Fay Akindes (University of Wisconsin, USA). **Location: SR 3**

Resilience is hard to define but easy to recognize. Resilient students and faculty manage to perform well despite external stressors and internal challenges. What factors contribute to this enviable state? The most important are not always the most obvious. This presentation will explore three aspects of resilience that are not commonly emphasized, but that contribute significantly to student and faculty ability to adjust and survive under stress.

9:00: Closing Keynote Discussion

9:30: Concluding Remarks. Jim Wilkinson (Harvard University, USA)

EUROPE / MIDDLE EAST / SOUTH AFRICA FOCUS (ONLINE)

9:30: Announcements

9:45: PAPER SESSION 15: EDUCATIONAL TECHNOLOGY POST-COVID

9:45: Perfecting* Practical Pandemic Pedagogy (*Possibly). Nigel Francis (Cardiff University, UK)

#DryLabsRealScience is a community of practice established to support life science educators with the provision of laboratory-based classes in the face of the COVID-19 pandemic and restricted access to facilities. Four key approaches have emerged from

the innovative work shared with the network: videos, simulations, virtual/augmented reality, and datasets, with each having strengths and weaknesses. Each strategy was used pre-COVID and has a sound theoretical underpinning. Here, we explore how the pandemic has forced their adaptation and highlight novel utilization to support student learning in the laboratory environment during the challenges that accompany remote and blended teaching.

10:15: Innovation through Technology: The ALab Innovators Project. Christina Gitsaki (Zayed University, United Arab Emirates)

The ALab Innovator Program was established at the Center for Educational Innovation at Zayed University to promote more effective use of technology in the teaching and learning process. The program is comprised of three phases. Phase one is materials development. Here faculty learn how to use different tools to create engaging teaching materials. In the second phase faculty are involved in designing teaching interventions, using the tools and skills acquired in phase one. In the third phase, faculty conduct research to measure the impact of technologies on teaching and learning. They are also supported in authoring research papers and disseminating their study results.

10:45: Developing Peer-to-Peer Feedback and Digital Skills in Formative Assessment Using OneNote. Patricia Perlman-Dee (University of Manchester, UK)

This Digital Showcase will present an innovative practice in educational technology for post-pandemic classrooms, showing how integrating digital tools and technologies enhances formative assessment. Building on data from the pandemic response, the session will share how OneNote is used for formative assessment. This was further developed to be 100% assessed by peer-to-peer feedback assisted by educational technology, which led to additional peer-to-peer learning. The approach can be applied in any higher educational setting that includes group work, and/or build on a theoretical framework that is practically applied or implemented.

11:15: Paper Session 15 Discussion

11:45: BREAK (60 minutes)

12:45: PAPER SESSION 16: BEST RECENT RESEARCH ON RESILIENCE / SUSTAINABILITY IN THE CURRICULUM

12:45: Relationships between Personal Resilience Components and Motivation in Teaching Components among Israeli Arab Novice Teachers. Waleed Dallasheh, Ihab Zubeidat, Abed El-Rahman Khalil, & Sehrab Masri (Sakhnin College for Teacher Education, Israel)

The current study examines the relationships between personal resilience components (control, challenge, and commitment) and motivation in teaching components (teaching tasks, organization, and relationships) among Israeli Arab novice teachers. 298 Israeli Arab novice teachers were asked to fill out questionnaires that included demographic details, and measures of personal resilience and motivation in teaching. The findings indicated significant positive relationships between the above-mentioned personal resilience components and teaching tasks and organization components, and negative relationship between relationship and control components. We concluded that workshops for novice teachers should focus primarily on increasing their personal resilience and motivation in teaching levels.

13:15: Tracing the Ripples: Evaluating the Wider Impact of Small Institutional Enhancement Projects. Robert Daley, (Heriot-Watt University, UK)

Institutionally funded mini-projects are a common mechanism used in HE to engage staff and students in enhancement activities. A key benefit of such projects is the learning and development of the staff involved in the project. Another benefit, often overlooked, is the transfer of learning that can be achieved through post-project dissemination activities, resulting in new knowledge and enhancement approaches. In this presentation, we will share the findings of a recent evaluation of a set of 30 such projects and highlight the wider institutional benefits from such enhancement approaches.

13:45: Exploring the Relationship between Work-Based Learners' Exhibited Goal-Setting Capability and Goal Attainment. Florian Scheuring (Heriot-Watt University, UK)

This research project investigates the relationship between the quality and nature of goals that work-based learners on a four-year-long graduate apprenticeship program set for themselves and their success at goal attainment. By exploring the quality, range, and coherence of goals the graduate apprentices share in the form of their individual learning agreement and continuous professional development report, the researchers are developing a comprehensive understanding of goal setting as well as goal attainment capability, which in turn will inform the design of goal-setting workshops aimed at increasing learners' goal-setting capabilities. The hope is to thereby realize enhanced and sustainable learning processes.

14:15: This Is Me: Narrative Accounts of Postgraduate Learning Journeys. Elizabeth Black & Marie McQuade (University of Glasgow, UK)

This paper will present the findings of a small-scale project exploring postgraduate students' experiences as learners. As lecturers in a small, work-based, masters-level program, we used arts-based methods and short interviews to trace experiences of achievement, failure, and personal development as articulated by recent graduates of

the program. Although there is a stated focus on meeting requirements for professional registration, students enter the program for varied personal reasons and from diverse educational backgrounds. Looking back on the learning journey, what do graduates identify as factors that sustained their academic resilience and shaped their learner identities?

14:45: Paper Session 16 Discussion

15:15: BREAK (30 minutes)

15:45: Concluding Remarks. Jim Wilkinson (Harvard University, USA)

UNITED STATES / CANADA FOCUS (ONLINE)

16:15: Daily Announcements

16:30 PAPER SESSION 16: LEARNING FROM FAILURE / PROMOTING STUDENT AND TEACHER WELLBEING

16:30: Identifying Students' Capacity to Overcome Academic Adversity. Tina Caliendo (St. John's University, USA)

Resiliency has been shown to be an important determinant of academic performance and success. Students in higher education have shouldered a great deal of the post-COVID burden of transitioning from remote back to in-person learning. Challenges associated with student adaptation to various modes of learning emerged in the process, including issues with student attention, time-management, a sense of isolation, and mental health challenges (such as anxiety, depression, substance use, and sleep disturbances). Stressors among students continue to be a concern and have been found to decrease motivation, reduce academic achievement, and increase the risk of school or program dropout. Faculty concerned about students' wellness during this transition need tools in order to help assess resilience and student awareness of the support services available to them.

17:00: Second Chance Opportunities for Student / Intern Teacher Candidates to Convert from Failure to Success (Clifford Tyler, National University, USA)

Student and intern classroom teachers in public schools in California have the daunting challenge of completing a myriad of California Commission of Teacher Credentialing (CCTC) requirements. These include passing three difficult standardized tests, completing eleven teacher education courses, including a rigorous assignment heavy seminar, and successfully completing a half-year student teacher clinical practice

classroom experience or a full-year internal teacher experience. This paper will examine why some teachers fail to complete these requirements, and describes a second chance opportunity offered by National University to convert from failure to success.

17:30: Exploring Relevance of Course Material as a Motivational Tool for Learning. Michelle Schmidt (Moravian University, USA)

Literature suggests that helping students find meaning and relevance in course material promotes learning. However, we often teach using more traditional practices, and even newer practices do not necessarily promote students' finding meaning and relevance in the material we expect them to learn. Based on the experience of redesigning a course so that every assignment had the question of "Why Does It Matter?" at the forefront, this presentation offers ideas on how to rethink our teaching to increase students' understanding, retention, and transfer of course material, and hopefully contribute to better student well-being.

18:00: ADHD and Online Learning: Insights from Student Experiences. Cathryn Friel (University of Missouri, USA)

The COVID-19 pandemic has led to a surge in online learning, which has required students with ADHD to adapt to this learning mode. This paper explores Deficit/Hyperactivity Disorder (ADHD) in online learning environments through a multi-case analysis. Through data analysis, it highlights the challenges that participants encountered and the strategies they employed to overcome these difficulties. The results of the study suggest that online courses need to be designed and taught in ways that decrease learning barriers and promote inclusivity for all students.

18:30: Paper Session 16 Discussion

19:00: BREAK (30 minutes)

19:30: Digital Showcase 1: Virtual Field Trips to Explore Sustainability in India. Jessica Barnes (Northern Arizona University, USA)

We created a web-based, open-access, crowd-sourced resource to produce and share interactive virtual field trips (iVFTs) exploring sustainability. Through a digital scholarship grant from the American Institute of India Studies we created model case studies on how urban morphology and planning interventions have impacted economic development and social justice in Indian cities. Students explore these examples, then create and share case studies in their locales to compare and contrast these processes in different contexts around the world. This tool allows spatial exploration via a digital mapping interface, interactive images, and video of sites, quantitative, and qualitative analysis.

20:30: Concluding Remarks (Jim Wilkinson, Harvard University, USA)

21:00: END OF DAY THREE FOR US / CANADA & END OF THE CONFERENCE

POSTERS

Poster 1: Establishing a Positive and Enjoyable Teaching and Learning Atmosphere Using Humor: A Case Study. Chia Kea Yap (Heriot-Watt University, Malaysia)

The current university education culture can be daunting and less than enjoyable, especially when education is solely predicated upon formal, measurable, and concrete learning outcomes. While most classes mainly require lecturers to deliver syllabi and ensure their students have achieved all the learning outcomes, little focus is placed on the learning atmosphere that helps students to learn happily and more enjoyably. However, there are many ways to address this situation and make classroom learning a positive experience. This study aimed to share a case study of incorporating humor into one of the courses to improve student's learning experience and wellbeing.

Poster 2: Effectiveness of TikTok as a Learning Tool. Natasya Saat (Heriot-Watt University, Malaysia)

The purpose of this study was to investigate the effectiveness of TikTok as a learning tool. The need for this study was highlighted by research findings which suggests that TikTok had a beneficial effect on learner studies. A few TikTok videos on Accounting topics were produced and incorporated into the online learning platform. This study targeted Foundation in Business students in Heriot-Watt University Malaysia as respondents to test the effectiveness of TikTok videos in their process of learning. The findings revealed that most students gave positive feedback on the use of the TikTok apps in their learning.

Poster 3: Impact of Defining Ikigai in Developing Future-Ready University Graduates with Self-Leadership Skills. Deborah Hall (Heriot-Watt University, Malaysia)

To prepare graduates for an uncertain world, educators need to develop students who are adaptable, resilient, and self-driven. This study investigates the impact of discovering ikigai to give a strong sense of purpose. This is a key component of our comprehensive year-1 undergraduate students' development program on self-leadership. The results demonstrated benefit in defining "ikigai" (a Japanese term meaning one's "reason for being"). Students reported they had learned key skills in self-

leadership, even when delivered as emergency remote learning during the pandemic. This favorable outcome was accompanied by a very high satisfaction rate measure by Net Promoter Score of 73.9%.

Poster 4: Critical Thinking Dispositions for University Students: What and Why?
Sharmila Fathima (Heriot-Watt University, Malaysia)

Critical Thinking (CT) is a multifactorial construct comprising numerous skills and dispositions. CT dispositions are ingrained habits of mind that affect the capacity to apply CT skills. Academic resilience is linked to CT dispositions, as it enables students to approach challenges more thoughtfully and to acquire the mindset required to persevere in the face of difficulties. Recent research has mostly focused on CT skills rather than on dispositions. The current study with students and staff used a Nominal Group Technique to identify which CT dispositions were most readily fostered in higher education. This poster will focus primarily on the perspectives of academic staff and students revealed in the study.

Poster 5: Incorporating Fintech into Accounting and Business Education: Are Academics Ready? Zuliana Zaludin (Heriot-Watt University, Malaysia)

Financial technology (Fintech) refers to the technology that enables businesses to access and manage their financial situation digitally or to conduct financial transactions. Based on literature and the current demand from the industry, the importance of equipping students with fintech knowledge is clear. But are academics ready for the challenge? A study was conducted among academics to get their opinion on whether they have sufficient knowledge in fintech that will enable them to update the curriculum and teaching & learning materials. This study will create awareness for academics to start preparing themselves to adapt and embrace the transition to Fintech.

Poster 6: Unlocking Students' Engagement Through Collaborative Formative Assessment. Erin Ooi Wei Lim (Heriot-Watt University, Malaysia)

This project first aim was to identify the types of collaborative formative assessment implemented in higher education institutions and factors contributing to its successful implementation. Secondly, it examined the impact of collaborative formative assessment on student engagement, including interaction and participation, motivation, and reflective learning. Finally it offered recommendations for educators on how to effectively use collaborative formative assessment to promote students' engagement in educational settings. The findings that revealed supportive team members positively influenced students' engagement in completing formative assessments. Teamwork enhanced students' engagement and resilience in facing challenges during formative assessment tasks. Participants also expressed a desire for more time for poster presentations to share their findings. The reflective summaries are served as a tool for developing an effective mutual learning dialogue between lecturers and students. The utilization of reflective

summaries as a tool for mutual learning dialogue between lecturers and students showed promise for enhancing the design and implementation of effective formative assessments. By incorporating these findings, educators can create an engaging learning environment that fosters active student participation and academic growth.

Poster 7: Learning Enhancement Development (LED): Sustaining Academic Resilience through Peer-Mentoring Support. Chia Ping Lee & Rayson Pang (Heriot-Watt University, Malaysia)

As resilience is associated with coping with university and academic success, Heriot-Watt University Malaysia has conducted a pilot project to create intermediate steps to help students build resilience and strategies to cope with academic demands of learning. In this student-led initiative, student leaders collaborate with the academically inclined students who serve as mentors. Their role includes leading and guiding the opportunity students (who need support to catch up) with their courses in regular consultations as part of educational intervention.

Poster 8: Applications of Coaching Psychology with Students in Higher Education: Mapping Out Recurring Research Themes and Gaps Using a Scoping Review Methodology. Syifaa Syahirah Mohammad Salmi (Heriot-Watt University, Malaysia)

For many students, adjusting to college life is difficult. Students may struggle with exposure to new types of stress and social obligations, as well as with finding a sense of community. Several studies indicate that coaching psychology interventions help students attain higher levels of functioning and wellbeing. However, there is a difference of opinion as to whether coaching psychology is appropriate in an educational setting. This scoping review sought to establish the state of the research literature on coaching psychology interventions in higher education and to identify gaps/conceptual limitations in the field. Our evidence suggests that coaching psychology interventions do contribute to student's psychological wellbeing.

Poster 9: Enhancing Assessment and Feedback Practices—The Student Wishlist. Joanna Wilson-Scott (University of Aberdeen, UK)

As part of the “Transforming the Experience of Students Through Assessment” (TESTA) project being implemented at the University of Aberdeen, undergraduate focus groups were run in two academic Schools. The sessions were designed to ascertain student experiences of assessment and feedback practices they encountered across their degree programs. The aim was to gather qualitative data from students to identify effective assessment practice and also potential enhancement areas. Initial project findings include the need for more personalized feedback and also more varied, innovative, and cohesive assessments that enhance employability and skills development. We present some suggestions for next steps.

Poster 10: Fantastic Learners and Where to Find Them. Silvia Mazzotta (University of Aberdeen, UK)

The 30-credit third year course, Embryo to Organs, is undertaken in-person by typically 10 students. To encourage students' attainment and progress, we implemented a range of formative assessments, including online polls, group escape room activities and a model building exercise. All are designed to promote critical thinking and develop student analytical, synthesis and presentation skills. This poster investigates whether formative assessment can be used to promote regular student engagement with their studies, and to help learners becoming FANTASTIC LEARNERS, by supporting them in identifying alternative learning strategies that are better matched to their individual learning process.

Poster 11: Programmatic Assessment: An Overview of Approaches in UK Higher Education. Liam Brady (University of Aberdeen, UK)

Transforming the Experience of Students Through Assessment (TESTA) has been introduced across many UK universities as a method of programmatic review. It shifts the focus from individual modules to assessment and feedback practices across an entire degree. Utilizing TESTA methodology allows for programs to highlight areas of overassessment, lack of formative use, and any overlap of assessment types between modules. This poster presents a comparative content analysis of TESTA and similar variations including IPA (Integrated Program Assessment, Brunel University), LEAF (Leading Enhancement in Assessment and Feedback, University of Edinburgh) and PASS (Programme Assessment Strategies, University of Bradford).

Poster 12: E-Labinar: Integrating Remote Learning into Laboratory Training. Revathi Amathalai (Heriot-Watt University, Malaysia)

The delivery of Labinar in Heriot-Watt University (HWU) Malaysia—an instructor-led and on-campus laboratory training module for lab-based courses—has been redesigned to suit remote learning. After one year of E-Labinar's implementation, it has enabled lab users 24-hour access to learning the module and at the same time earn a "Safety Passport," which is a credential that proofs competencies in the pre-requisites before using the lab spaces. In this poster presentation, we will present how we aim to integrate assessments for learning and other tools so that E-Labinar is fit-for-purpose, and flexible to change.

Poster 13: Blending Formative Assessments with Instruction: Enhancing Learning Outcomes in a Flipped Classroom. Yeh Ching Low (Sunway University, Malaysia)

This presentation focuses on the significance of in-class formative assessments in optimizing learning outcomes within a flipped classroom environment. One of the main challenges in a flipped classroom approach to teaching is that some students do not adequately engage with pre-class materials. To bridge the gap between students who prepared and those who did not, during in-class sessions instruction is blended with formative assessments. This approach plays a pivotal role in highlighting key concepts, actively engaging students, gauging their understanding, and providing immediate feedback. In-class observations and feedback from students indicate that this approach is engaging and motivating.

Poster 14: Journal of Perspectives in Applied Academic Practice (JPAAP). Anne Tierney (Heriot-Watt University, UK)

This poster looks at the achievements of JPAAP over the past decade. JPAAP is a journal launched in 2013 to give a home to novice pedagogic researchers, who wished to publish their work but needed guidance to do so. The ethos of JPAAP is one of support and help. The journal offers a range of paper formats, allowing authors at any stage of development to put their work in the public domain. Over the past ten years, the journal has grown in reach, becoming internationally recognized and attracting authors from around the globe. The editorial board welcomes new authors and new reviewers, as we plan for the next ten years.