The Many Possibilities of Twitter for the History Student
Claire Eustance

Abstract
This show and tell session will describe how members of the History teaching team at Greenwich have been helping students in the Department of History, Politics & Social Sciences to recognise Twitter’s scope and its potential usefulness to their personal and professional development.

Beyond the reading list – inspiring wider reading
David Bedford

Abstract
Presentation of activities used to broaden the reading horizons of a group of students who had been identified as not reading broadly enough. A range of active learning activities were used, but the presentation focuses on an activity using Moodle’s Wiki tool.

Greenwich Graduate Student Network: students and learning experiences
Giulia Carbonari, Aisha Benachour, Amanda Hinkin-Page

Abstract
The Show and Tell session will start with a brief presentation of Greenwich Graduate Student Network with updates on the projects we are currently involved with, followed by an interactive survey where participants can give feedback on what they’ve heard. The session will end with a quick Q&A.

Assessment of practice in a workplace setting: challenging competence and grade inflation
Heather Bower

Abstract
The presentation arises from a national scoping project, which identified criteria used to grade midwifery practice in a workplace setting. It aims to explore the challenges of using a grading of practice assessment tool in the workplace setting to assess competence in professional students, including the effect of grade inflation.
Public Law in Context – practical approaches to teaching and engaging students in the classroom
Chris Monaghan

Abstract
This session will explore the teaching of Public Law through the use of core legal skills such as advocacy, drafting of legal documents and preparing client advice. The session specifically focuses on the teaching of judicial review and will establish the objectives for student engagement, academic inspiration and attainment.

A Passion for... STEM; E-mentoring as a means to inspire and nurture young learners
Sharon Perera

Abstract
An e-mentoring project that inspires young people to learn about STEM subjects. Learners are mentored by undergraduates as they work through a personal development plan and individually set goals. This format allows young people to be in contact with student ambassadors over a sustained period without compromising on safeguarding issues.

Keep this frequency clear: staff and student communication - looking for a way forward
David Watson

Abstract
Staff/student and student/student communication has always been a challenge in higher education. This presentation will outline the existing communication landscape, highlighting the characteristics and pros/cons of commonly used channels and then go on to present the initial findings of an experiment with Slack.
The ‘PR Fraternity’: A fraternal approach to student engagement and employability in the delivery of public relations education

Paul Simpson, Charlotte Kingsland

Abstract
This case study aims to share the innovative practice behind University of Greenwich’s ‘PR Fraternity’ – a thriving student union society set up as a space where students could take more charge of their engagement with industry, and get creative in terms of activity and ambition.

Enhancing the Research-Teaching Nexus to Engage and Develop Students

Ruiheng Wu

Abstract
Developing the links between research and teaching is increasingly gaining attention. In this case study, approach to embed research in ‘Analogue Electronics’ related courses is presented. It is shown that the approach can improve the quality of teaching and learning and could be thought to have followed the well-developed research-teaching nexus.

Using artefacts as teaching aids – the case of the teddy bear

Aran Fernando

Abstract
The PowerPoint presentation, which the students will give, reviews our experience of using artefacts, specifically a teddy bear, as a teaching aid. It will outline the original purpose of the teddy bear in class and how it was subsequently adapted. The presentation will be made by students from two courses, a Levels 3 Study Skills course for international students and a Level 4 creative writing course.

Underpinning the presentation will be a review of the academic literature on the topic including course material from a British Council course in which Kathy Watson participated earlier in the year.
Developing a mobile system for in-class interaction: a work in progress
Aoife Hunt

Abstract
This session will demonstrate an in-class web application that enables students to submit writings/drawings to be collated for live discussion and feedback, using touchscreen (and non-touchscreen) devices. This work-in-progress talk will seek participant feedback on the system and discussion about further developments and expansion for staff use across the University.

Exploring how flipped learning supports students in developing problem solving skills
Zoe Swan, Tatiana Simmonds

Abstract
This session will share the preliminary findings of using flipped learning and SCALE UP (Student Centered Active Learning Environment Upside Down Pedagogy) to engage students on a first year law module and Master level computing students on database administration module.

We will explore the preliminary feedback provided by two different groups of students: first year law students and master level computing students in relation to their flipped learning experience. The benefits and challenges of using the flipped learning approach will also be explored from the tutor’s perspective.

Encouraging feed-forward: strategies to improve student engagement with feedback
Carol Withey

Abstract
This session will report on a Feedback Project involving under-graduate law students. The Project was developed in response to the fact that students do not always engage with their feedback (C. Withey (2013), A. Adcroft, (2010), A. Mutch, (2003)). The Project aims to increase student understanding of learning outcomes for law, and how feedback comments relate to these outcomes. It also encourages students to take responsibility during feedback reflection, which should increase engagement with the feed-forward process (D.J. Nicol, D. Macfarlane-Dick, (2006)). The effectiveness of the Project will be analysed from both the tutor and student perspectives.
Movies in the classroom: lessons for curriculum design
Jim Gritton, Charlotte Jeavons, Vincent La Placa, Nevin Mehmet, Jill Stewart

Abstract
In this workshop, we will describe two approaches to using film to supplement teaching and enhance learning within the Faculty of Education and Health at the University of Greenwich. The first involves use of an extracurricular film club for BSc Public Health and BSc Health and Wellbeing students to introduce a range of contemporary public health and wellbeing issues in an entertaining way as an adjunct to traditional teaching and learning, e.g. the link between cancer and environmental contaminants (Erin Brockovich) and using epidemiology to map communicable diseases (Contagion). The second involves use of an eclectic mix of feature films to bring leadership theory to life, e.g. transformational leadership (Dead Poets Society) and trait theory (Gladiator), as part of the mandatory taught element of two post-experience leadership courses. Drawing from the literature on the use of films as a teaching and learning tool, the two approaches will be compared and the pedagogical benefits identified with a view to establishing a simple framework to guide the use of film in curriculum design.
A mobile friendly web-based class response system

Tony Ackroyd

Abstract

This session will demonstrate an in-class web application that enables students to submit writings/drawings to be collated for live discussion and feedback, using touchscreen (and non-touchscreen) devices. This work-in-progress talk will seek participant feedback on the system and discussion about further developments and expansion for staff use across the University.