

OXFORD
BROOKES
UNIVERSITY

learning
on the **EDGE**

bltc16.ocslid.org

The presentations are organised within the four spaces – liminal, physical, mental and digital – that structure the conference with a few of them being presented in the ‘hybrid’ area.

HYBRID		The digital barometer					
TIME							
0900-0930	Registration						
0930-0945	Falls the shadow	Welcome and introduction					
0945-1045		Keynote speaker: Kirsti Lonka					
1045-1115	Walk and Talk in Liminal Space	Networking and coffee					
1115-1235		Towards chaordic learning 45 min Google+ and its application in academic interactive students' projects 20 min	Meet the virtual family 45 min The internet of learning 20 min		Radical pedagogies 20 min		
1235-1315	Networking, exhibitions and lunch						
1315-1435	Acting beyond the course: student poster presentation at the BPS annual conference		The joy of browsing 20 min		On virtual horizons 45 min		
1435-1500		Networking and coffee			On virtual horizons 45 min		
1520-1545		The why and how of diversifying the curriculum 20 min					
1545-1600		Distilling Insights					
LOCATION:	Abercrombie Foyer	Urban Design Studio Abercrombie Level 2	Library Training Room, JHB Forum		Minerva Bridge Abercrombie Level 2		

TIME	PHYSICAL	MENTAL	LIMINAL	DIGITAL
1115-1235	<p>Collaborative teaching across the university 20 min</p> <p>Creating an integrated curriculum for a STEM discipline 20 min</p> <p>Between rock and a hard place 20 min</p>	<p>Active citizenship for Oxford Brookes students 20 min</p> <p>How do we support an independent learning space? 20 min</p> <p>Virtual design space 20 min</p> <p>Betwixt and between 20 min</p>	<p>Designing an effective assessment from scratch 20 min</p> <p>The use of respiratory on-call simulation to prepare pre-registration MSc Physiotherapy students for clinical practice 20 min</p> <p>Developing the 'model office' as an approach to interdisciplinary practice-based learning 20 min</p>	<p>Online portfolios (google sites) to enhance collation of student evidence and preparation for employability 20 min</p> <p>Marking out-loud 20 min</p> <p>How staff digital capabilities impact on learning and teaching in HE 20 min</p> <p>The Australian Kids' Conference 20 min</p>
1315-1435	<p>Can a vast amount of whiteboard space and a few hexagonal tables improve the quality of mathematics students' work? 20 min</p> <p>'Every time I walk in there it is like my stomach churns' 20 min</p>	<p>The development of peer supervision amongst nurse educator colleagues 20 min</p> <p>Ten salient practices when mentoring undergraduate researchers 45 min</p>	<p>The impact of the grade point average on students at Brookes 20 min</p> <p>Get published! Transforming curriculum and assessment for student publication 45 min</p>	<p>Developing a digital environment to enhance the pre-arrival experience 20 min</p> <p>Attributes of effective learners for a digital age 45 min</p>
1500-1545		<p>Celebrating the joy of learning 45 min</p>	<p>The mysteries of moderation... 45 min</p>	<p>Innovative induction 45 min</p>
LOCATION:				
Abercrombie Level 4				

Keynote Speaker

*Professor Kirsti Lonka, Dept of Teacher Education (<https://kirstilonka.fi>)
Director, Research Group of Educational Psychology
University of Helsinki*

Towards chaordic learning: Innovative pedagogy for the digital age.

Will Roberts, Dr Natasha Taylor, Sean Longhurst, Ben Franks

Participants in this session will be given the opportunity to explore findings from a recent collaborative project between colleagues at the Higher Education Academy and Oxford Brookes. The session will be an interactive discussion based on the utilisation of Google+ as a means of reorienting pedagogic practice within Higher Education around truly chaordic communities of practice. We have undertaken this HEA funded project with the belief that Higher Education should be concerned with answering the calls of our increasingly digital society in order to develop critically aware students, for whom learning is not restricted to the physical boundaries of the university, but rather happens at all times over physical and virtual spaces.

Google+ and its application in academic interactive students' projects.

Nati Lopez De Armentia Najera, Heather Watters

Google + is a free application included in our Brookes Google package that has proven to be a helpful digital tool to organising, showcasing, interacting and curating research, ideas, documents, and students' inputs individually and collaboratively. In this short video demonstration, I will show you how Google+ helped in two very different modules: One in digital media and a second one on a business module that required organising students and teachers based in the UK and Hong Kong. Using the same platform I will establish a Q&A session in hangouts as I won't be present.

On virtual horizons MINERVA workshops.

Richard Francis, Gerard Helmich, Abi Ball & Simon Llewellyn

The Technology Experimentation Group (TEG) will run two hands-on, 45-minute workshops on topics selected from its successful lunch byte series. Each workshop will feature three parallel sessions in the Minerva Bridge space, giving delegates a rich and varied menu to choose from. The first set of workshops is entitled 'Appetisers' and the second 'Main courses'. Appetisers will be devoted to innovative, free-to-use online tools and services. The Main Courses will consist of hands-on demonstrations of Virtual Reality, 3D printing and 360° photography. There will be a strong element of audience participation in both sessions.

The why and how of diversifying the curriculum.

Mariama Sheriff

Past research shows that Black, Asian and Minority Ethnic (BAME/BME) students with a sense of belonging to academia have an improved student experience. This project aims to facilitate inclusivity among the BAME/BME and non-BAME/BME student body through compiling relevant teaching resources that increase the visibility of BAME/BME contributions to the knowledge economy. The key outcomes are to diversify biographic and bibliographic references made in seminars/lectures, and build students' conceptual frameworks in order to enable meaningful engagement with inclusivity and foster critical thinking. This session on mental space begins with a presentation followed by a Q&A session. Participants (teaching and non-teaching) will be asked to consider how well the project meets pedagogic needs.

Meet the Virtual Family – in Moodle lessons.

Gus Strang, Charlotte Maddison, Irmgard Huppe

A decision making activity within a virtual learning environment using Moodle lessons will be demonstrated. This will show our sustainable approach to setting up self-study material for interprofessional learning across nursing fields, using case studies. Participants will have the opportunity to design sample lessons. The material (CPR) that will form the activity is from the healthcare field, but we assume that it is familiar to everyone and of wider applicability in everyday life. Participants will experience the complex process of creating a resource for self-study (compared to classroom approaches) which is engaging, interactive and responsive to change.

The internet of learning: Enhancing learning through the use of digital mediums.

Ben Ellis, Matt Perry

This session will reflect on two approaches to using digital technology to engage students in learning through discussion and collaboration with their peers. The first project concerns the overhaul of a module on the paramedic emergency care foundation degree, integrating learning activities and assessment through the innovative use of non-synchronous discussion forums based around clinical assessment and intervention skills. The second project involved physiotherapy students collaborating with peers at other international HEIs via video-conferencing on a case study task designed to promote discussion of the similarities and differences in the physiotherapist's role working in different international healthcare contexts.

The joy of browsing.

Eleanor Possart

Although special collections and archives are generally open and accessible to all who wish to use them, barriers (both physical and perceptual) still too often prevent their widespread use. Archival stores are often hidden away, with access mediated by silent reading rooms and complex finding aids. Stereotypes portray archives as secret, too delicate to touch, of interest only to historians and genealogists. Surely there must be another way of accessing and using archives? This workshop aims to bring archives out of hiding and into a new space for browsing, inspiring, and enjoying.

The digital barometer.

Abi Ball, Irmgard Huppe

The aim of this digital space activity is to establish where staff and students believe they are with their digital literacy skills/knowledge to enable us to target development activities more appropriately and effectively. Staff and students will have the opportunity to complete an online questionnaire which rates their skills/knowledge in different digital categories and these will then be added to a digital barometer so that we (and they) can clearly see where the shortfalls are and where we need to target our staff and student development activities.

On virtual horizons.

Richard Francis, Gerard Helmich, Abi Ball & Simon Llewellyn

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Radical Pedagogies.

Muneeb David, Owen Pearce

In a university environment in which it is all too easy to envisage learning as a rigid, compartmentalised experience, we feel it is necessary to enact increasingly permeable modes of pedagogy in which various disciplines not only support each other, but flourish in the process. A consultation between students and staff in creative fields has led us to develop some themes relating to what the future of learning space should be. The themes were: a multi-faceted experience of education, an open digital learning platform, blurred boundaries between learning and play, unmanicured space for learning, preparation for multiple careers, the use of theatre in the production and exhibition of work. We will present these ideas related to liminal learning space and ask participants for feedback.

Walk and talk in liminal space.

George Roberts, Richard Francis

George Roberts and Richard Francis will walk with one or two small groups of 6 or 7 participants out of the John Henry Brookes Building, across the London Road and into Cuckoo Lane, which runs behind Headington School. This would be the third of our conference walk and talks. The first addressed “Transformation”, the second addressed “Exclusivity for everyone”. This year we propose to discuss “Liminality” as the basis of threshold concepts, transformation and learning.

Falls the shadow.

Garry Maguire, Fiona Gilbert

This ePoster casts light on the liminal space between the action of staff communicating the instructions for assignments and the reality of students processing these instructions to then perform the assessed task. It showcases and facilitates access to a related CPD resource and to individual consultations to support staff in this enshadowed area of practice.

Acting beyond the course: Student poster presentation at the BPS annual conference.

Wakefield Morys-Carter, Dr. Emma Davies, Aloe Del Campo, Holly Clegg, Mollie Huckin, Cara Law, Tom Smejka

As part of our Brookes team fellowship project, the psychology demonstrators supported students to present their dissertations as posters at the British Psychological Society annual conference. Following abstract and poster workshops, we took seven students in 2015 and five in 2016. This was a notable achievement, since there were only 20 student posters in 2015 and 32 in 2016. Here, we include some practical details of how we achieved this, in addition to reflections from some of the students involved. The students’ original posters can also be viewed and some of the students are available to talk about their experience.

Active Citizenship for Oxford Brookes students.

Katie Hannam, Mary Deane, Maria Cerrato Lara

Our research investigates Active Citizenship at Oxford Brookes, defined in these four areas:

1. Prepared to proactively engage with both local and global communities.
2. Knowledge of the local and global perspectives of one's discipline.
3. Critical awareness of the complexity of diverse perspectives, cultures and values, the ability to question one's own perspective and those of others.
4. Ability to use knowledge and skills to improve society through actively engaging with issues of equity, sustainability and social justice.

The results of interviews suggest engagement of Active Citizenship varies. The session will focus discussion on how Brookes students can be encouraged to engage in active citizenship.

How do we support an independent learning space? Experiences of staff and students on an Independent Study module.

Mary Davis, ISM supervisors and students

Independent learning is considered an essential element of Higher Education, but supporting independence seems contradictory. A great deal of programme aims and module attributes focus on independent skills, such as carrying out individual research, setting personal goals, self-study and self-management, but how can teaching staff support an independent learning space for students effectively? In this presentation, both staff and students on an Independent Study Module will report from their experiences of supporting and experiencing independent learning. The aim of the session is to raise awareness among participants about ways to support independent learning and make it a positive experience.

Virtual design space.

Elliott Wingfield

Design representation is central to architectural practice, with evolving representational tools continually changing the way space is conceived. In 2008 with my postgraduate thesis, I put forward the concept of ‘design space’; a metaphoric spatial realm of expression and feedback, arising between the hand-drawn sketch and the mind of the designer. Since then, Virtual Reality (VR) technologies have re-emerged, offering enhanced relationships with our imaginations and perhaps, glimpses of a digital manifestation of ‘design space’. With a talk and demonstrations, I will present the most engaging VR applications, commenting on their potential effects on architectural design teaching and practice.

Betwixt and between: The student engagement experience of learning across disciplines.

Berry O'Donovan, Claire Jones, Ivan Mitchell, Matt Wicks, Hope Hodgson-King, Rebecca Underwood

It is suggested that the experience of studying across multiple disciplines can accelerate student learning and intellectual development (Jacob, 2015). However, prior research also highlights the challenges, as students grapple with the expectations of multiple academic cultures and ways of knowing (Lattuca, 2001; Canning, 2005). As part of a staff/student Brookes’ team fellowship project, this presentation explores the experience of undergraduates studying combined honours degrees, including the factors that help or hinder their learning and socialisation across academic communities. Whilst the research context focuses on combined degrees, the session will also be of interest to those involved in multidisciplinary courses.

The development of peer supervision amongst nurse educator colleagues: An action research study.

Pam Sharp

This study developed peer reflective supervision (PRS) amongst eight nurse educators contributing to the undergraduate Adult Nursing programme at Brookes. 7 themes were generated. These were: PRS as a Valuable Affirming Experience, Time Issues, Facilitation- Support, Trust and Challenge, Developing a Flexible ‘Toolbox’, To Write or Not to Write, Drawing on Literature, and Requirement for Action. The research adds constructive evidence for the use of reflection to explore professional work, make sense of experiences and develop positive action. It has transferability to those interested in the development of reflection amongst colleagues and use of insider research techniques to challenge and develop practice.

Ten salient practices when mentoring undergraduate researchers.

Helen Walkington, Eric Hall, Jenny Shanahan, Liz Ackley-Holbrook, Kearsley Stewart

The benefits for students involved in undergraduate research (UGR) are dependent on high-quality mentoring/supervision. This workshop identifies what mentors do to make UGR a high impact practice (Kuh, 2008). Ten salient practices are identified from reviewing 20 years of literature that apply broadly across disciplines, students, institutions, and mentoring approaches. Handouts detailing the ten salient practices, including examples of each will be provided. Participants will be invited to contribute experiences regarding how each of the practices relates to their discipline and mentoring/supervision style. They will also be invited to identify the most challenging practices.

Celebrating the joy of learning – the Festival and Community of Learning project.

Marc Howe, Anne Gwinnett and/or Members of the Festival and Community of Learning Steering Group and/or Students

The Festival and Community of Learning PESE2 project has two main aspects: the first is the creation and development of a Community of Learning, providing opportunities for students and staff to engage in learning outside their normal academic areas. Student-led workshops, under staff supervision, will run on campus throughout the academic year. The second aspect involves campus-based 'Festival of Learning' events every three years, to showcase and celebrate teaching and research across the university. The conference presentation and panel discussion will be led by members of the Festival and Community of Learning steering group and students involved in the project.

Online portfolios (google sites) to enhance collation of student evidence and preparation for employability – cross faculty collaboration.

Jennifer Kirman, Sarah Flemming, Lorna Shires, Judy Roche, Matt Perry

This session explores the use of an e-portfolio as part of the assessment process and in the demonstration of continued professional development (CPD). Members of staff can be supported in developing their own portfolio for collating evidence for CPD in addition to this being a creative asset to the course curriculum. As part of my own professional development I have used an electronic portfolio (google site) to compile a range of evidence. In the last two years I have been successful in developing an online google site template suitable for the community nursing courses. This portfolio template design process has been shared widely across the university.

Marking Out-loud: Outlining a new method relating to the use of video recording during the process of marking and feedback.

John Twycross

Audio and video capture have been explored for a range of purposes in higher education. This session outlines a case study of a technique described as “Marking Out-loud” where the thoughts of the assessor are recorded during the process of marking. Trials in which this recording is presented to students as feedback have proved very positive. This process is efficient and has potential to be used in areas such as peer review, analysis of assessment design and improving student evaluation metrics.

How staff digital capabilities impact on learning and teaching in HE.

Linda Coombs

Digital capabilities “make a person fit for living, learning and working in the digital world” (Jisc, 2015). They are essential for the ongoing employability of graduates, as well as the wellbeing of staff. When these digital capabilities are lacking, organisations and individuals can suffer. I will discuss the pertinent digital capabilities for teaching staff in HE, reflect on participants’ digital capabilities and how these could be developed to support students. I will present work supporting teaching staff at Wheatley and assess the impact this has had on student learning. Finally I will invite suggestions for further development of this work.

The Australian Kids' Conference: Students as producers of digital inquiry.

Stephen Spain, Jo Clyne

The Australian Kids' Conference was co-founded by Australian Catholic University and the History Teachers' Association of Victoria, Australia. This conference serves as a catalyst for the development of school-based inquiry, providing a reciprocal space for schools, teacher education and higher education across the sector. The Kids' Conference also informs theory, practicum, and pedagogy and provides opportunities for primary and secondary students to present on the humanities and emerging technologies; demonstrating how disciplinary thinking and understanding can be more effectively developed, simultaneously promoting student voice and agency. This session will demonstrate pedagogies that promote new learning and teaching communities of practice.

Developing a digital environment to enhance the pre-arrival experience: Transition into Higher Education.

Samia Kamal

PASE (Pre-Arrival Student Engagement) Hub, a webapp pilot developed for new students in the Department of Computing and Communication Technologies at Oxford Brookes University is about engaging students before they start their degree programmes via course-related activities which are also linked to their induction programme. This engages students with the course content earlier on and encourages them to become part of a programme specific learning community, furthermore fostering independent learning.

The session discusses the role of these activities in fostering student communities and managing student expectations.

| ***Attributes of effective learners for a digital age.***

Rhona Sharpe

What does it take to learn in today's digital age? Starting with the Brookes definition of Digital and Information Literacy, and the framework on which it is based, an interpretative meta-analysis of previous learner experience research was undertaken in order to identify the attributes that learners need to learn effectively in a digital age. This qualitative literature review identified 15 key studies and synthesized their findings. This review encourages us to consider what it means to be a successful learner in today's technology rich world and the implications for the learning activities we design for our students.

| ***Innovative induction.***

Linet Arthur, Shirley Shipman and Rosemary Stott

This workshop aims to inspire participants with innovative approaches to induction, including introduction to university services as well as academic study. Presentations are on two different approaches to induction: from Rosemary Stott, Ravensbourne College, London, where induction is a social, interdisciplinary peer group experience, using mobile (tablet) technology, apps and social media; and from Shirley Shipman, School of Law, where induction includes academic and social content, study skills, and careers information.

Group discussion will focus on sharing current approaches to induction across departments/services with the aim of exploring ways to build more engaging student inductions at Oxford Brookes University.

Collaborative teaching across the university – sharing curriculum content and multi professional student learning.

Jennifer Kirman

The aim of the session is to share an aspect of teaching practice in the collaboration of shared curriculum goals between a number of programmes in the university. In the multiagency workforce, professionals work collaboratively with and for families. The understanding of each other's roles should begin in education to strengthen partnership working and understanding roles and professional identities. Thus an annual, cross faculty study day has been developed to bring together students across the university on the topic of 'violence against women and girls'. The event successfully combines the disciplines of social work, teaching, midwifery, health visiting and school nursing in one teaching space.

Creating an integrated curriculum for a STEM discipline.

Douglas Higginson, Prof. Gareth Neighbour

As well as providing a stimulating and satisfying curriculum, it is necessary to incorporate key topics, through appropriate processes and practices that are less exciting but necessary to a successful STEM career. This has been addressed at Oxford Brookes University by developing an integrated first year curriculum that utilises a design and build project for a low temperature Stirling Engine. This project requires each student to create a dynamic product ensuring the successful transfer of manufacturing skills and processes and feeding all other modules in the curriculum. The result is an integrated, but explicit, curriculum that is constructively aligned to both the assessment and the role of a professional engineer.

Between rock and a hard place: shifting pop students from internet-based fans to critical researchers.

Dr. Jan Butler (Feat. Dr Mary Davis and Jessi Granse)

Teaching pop is often challenging because of a clash between what students consider to be relevant about the music and the research-based writing expected of them. This year students seem to be starting from a heavily internet-based idea of research rather than relying on their own critical powers or expert views. This session explores implications for plagiarism; the student view of what research should and could be; and a consideration of how lecturers should help.

Can a vast amount of whiteboard space and a few hexagonal tables improve the quality of mathematics students' work?

Stewart Chidlow, Armando Coco, Rachel Long, Carlos Fresneda-Portillo

The aim of this presentation is to detail the impact that the introduction of a 'Maths Lab' has had on small group tuition of undergraduate Mathematics students. The Maths Lab is a designated learning space with lots of whiteboard room to encourage students to discuss their work with their peers and staff. Since this space has opened, students who have previously been reticent to show any of their working to staff have started to scribble on the whiteboards, safe in the knowledge that errors can be erased. There is also evidence that a stronger learning community has been created amongst students.

'Every time I walk in there it is like my stomach churns': The varied environmental presses of a multi-campus university.

Neil Currant

The title quote is from Janice, a Black student, describing arriving in class at one of Brookes' campuses. In researching the experiences of Black and Minority Ethnic (BME) students' at Brookes and in the literature, it is apparent that the spaces (physical, mental and cultural) where students are taught have a big impact. However the idea of analysing the different environments at different campuses of a multi-site university has not been widely considered. This narrative research study presents evidence that each Brookes campus may have a different environment which in turn could impact on the student experiences' of BME students.

Designing an effective assessment from scratch.

Stephen Broughton

What if we were to start over and design assessment from scratch? What currently works and where are the weak points in assessment that we currently use? In this talk, we will discuss what it means for an assessment to be effective from a cultural-historical activity theory perspective. We introduce a model that places an emphasis on the individual goals of both the student and the lecturer and the domain in which an assessment tool is effective for both. We evaluate an assessment tool that was used with mathematics and engineering students to test the efficacy of the model.

The use of respiratory on-call simulation to prepare pre-registration MSc Physiotherapy students for clinical practice.

Robyn Stiger, Jo Pierce, Mark Williams

Graduate physiotherapists are expected to possess skills and confidence to deliver cardiorespiratory on-call services, despite a shortage of pre-qualifying placements. The session will present simulation as an additional tool to prepare students to undertake on-call work. Students completed pre- and post-simulation questionnaires to evaluate respiratory experience and levels of confidence and competence to work on-call. Pre-simulation, 23% 'agreed' to feeling confident and competent to work on-call. Post-simulation, 77% 'agreed' or 'strongly agreed' to feeling confident and 84% 'agreed' or 'strongly agreed' to feeling competent. Findings suggest that respiratory on-call simulation is a useful method to prepare physiotherapy students for practice.

Developing the 'model office' as an approach to interdisciplinary practice-based learning.

Emma Wragg, Esra Kurul, Dan Sames, Laura Novo de Azevedo, Regina Lim, Swara Shah

Teaching through 'live projects' is common practice in Planning and usually involves students working in socially-engaged projects with community clients, real budgets and time frames. Its delivery, however, often relies on the module leader's initiative. This workshop seeks to take live projects one step further by creating a framework for the 'model office' where students and staff could work together on socially-engaged projects as a co-curricular activity. The aim is to not only provide an arena for active citizenship but also to promote engagement in the types of collaborative working practices needed to achieve sustainable outcomes in the built environment.

The impact of the grade point average on students at Brookes.

Stephen Broughton

Oxford Brookes University is the only university in the country that offers students a grade point average (GPA) alongside a degree classification. On paper, this gives our students an advantage: the GPA is an internationally-recognised measure of performance over the course of a student's studies, which offers greater differentiation between students of similar ability. However, there were some anecdotal concerns expressed upon its introduction on student experience and awareness. This talk reveals insights from students that are eligible to receive a GPA upon graduation, including the benefits and concerns about a GPA.

Get Published! Transforming curriculum and assessment for student publication.

Abdulla Omaigan, Helen Walkington, Marion Waite and Sarah Flemming

We aim to explore how changes made to the curriculum might enable students to engage with research to the extent that their work is deemed suitable for wider dissemination. First, the Get Published! project will be introduced and 12 different formats of publication will be outlined; second, a current change to the curriculum will be highlighted: that of two writing interventions, introduced by the Faculty of Health and Life Sciences; finally, the floor will be opened up to participants for discussion as to how they might make similar changes to the curriculum to enable students to create publishable work.

The mysteries of moderation...

Linnet Arthur, Rachel Payne

This workshop aims to draw on participants' experiences of moderation/double marking to develop guidelines for good practice in addressing challenges such as differing expectations, conflicting interpretations of criteria, relative experience of marker and second marker, and the potential minefield of emotional reactions. While the process of moderation/second marking is a taken-for-granted element of assessment, it is 'on the edge' in that, while impacting on students' marks, the process is almost invisible to students. This workshop will provide an opportunity for academic colleagues to discuss some of the trials and tribulations of moderation/second marking to try to improve practice in this rarely-discussed and under-researched area.

Acknowledgements

The co-chairs

Would like to thank everyone at Brookes who has contributed, helped and supported the Brookes Learning and Teaching Conference, especially Professor Julie McLeod, Pro Vice-Chancellor (Student Experience), who encourages the celebration of teaching and learning at Brookes and makes the conference possible.

Laura Novo de Azevedo

George Roberts

We would like to thank and acknowledge the efforts of:

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