

GIG Creates Research and Scholarship Conference COMMUNITY

Darren Capp/Maria Fearn *The affordance of space and usability within functional architecture.*

Aesthetic form and functionality should follow three golden rules, proportional harmony, user functional consideration (form V's function) and special efficiency. This presentation aims to direct our attention not to usability or ergonomic function but to human nature and the affordance of space itself when designing social spaces. Furniture (object) and interior architecture (space) should perhaps be considered as one; focus is generally drawn to exaggeration of beauty and form, whilst perhaps the essential ingredients become lost. Public space should promote and sustain urban life not fight against it, not hide its purpose from view or leave us feeling detached.

Nathan Michael *"Scraping the surface of the TEF"*

A shallow dive into the benchmarks and results of colleges and Post 1992 University datasets. The lessons learned for our future.

Health and Safety – There is no fire alarm drill planned for today. If the fire alarm sounds, please leave the building and assemble at the assembly point on the Yellow Car Park.



University Centre Grimsby

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Presentations



Darren Woodward "A Critical Evaluation of the Experiences of Child Sex Offenders in the Community."

This presentation is based upon a selection of findings from a PhD research project, conducted on a part-time basis through a departmental bursary from the School of Social Sciences at the University of Hull. Semi-structured interviews were conducted with 10 child sex offenders, who were under the supervision of the Probation Service in the community. An additional 11 interviews were conducted with professionals working with child sex offenders in the community. A theoretical model of reintegration into the community was devised, analysed and tested and it was determined that those participants who were an active agent in their own reintegration journey had a positive chance to move away from offending and desist from crime.

Louise Thornton *International Human Rights in Iran*

This article explores the origins of human rights treaties and treaty bodies, determining if the development of international human rights has an impact on the rights of individuals from minority religious groups. What will be questioned is the effectiveness of the universal rights on the world. It is suggested that human rights as a rule of law are westernised and not accepted readily within all cultures and countries so can human rights be universal.

Paul Lewis 'Who is this who is coming?': *The Subtle, Creeping Horror of the English Rural Landscape*

The study aims to look at the connotations attached to the English countryside – specifically the representation of the countryside as a place of horror and dread, which runs *contra* to the more dominant perception of the countryside as an idyll disrupted by industrialisation and urban spread.

Presentations



Marie Robbins *A connectivist approach to exam revision*

Marie is the Psychology Programme Leader at the University Centre Grimsby.

Mioka Drummond *Using your 'position' in carrying a piece of educational research*

The focus of this presentation is research issues concerning "positionality" of a researcher. In this presentation, the reason behind the importance of acknowledging and understanding a researcher's position will be demonstrated. Additionally the importance of subjectivity is a well-known concept in the field of social science research. However in this presentation, the importance of objectivity is also included in order to demonstrate that subjectivity alone cannot strengthen validity of research. Finally the discussion will focus on how students have been encouraged to identify and value their positionalities in order to complete their assignments.

Nick Wragg *Towards an elegant personal delusional system of performance; building aspirational levels in FHE students using a positive psychology and coaching approach.*

The focus of the session is to consider the notion of inspiration and aspiration, and propose how mindful development of these themes within a positive psychology and coaching framework can inform practice by developing outcomes that change students coping mechanisms and promote internal levels of the self in terms of efficacy; verification; and determination, thereby raising persistence and commitment to achieve (aspiration). The session will outline aspects of my doctoral research to date and the writing of this as a journal article, and conclude with some reflection and practical suggestions on issues around submitting journals for publication.

Danielle Kelly *Foundation Degrees and Employability*

This research project was undertaken to explore the impact as to whether or not a degree is enough within the economic climate and the impact that Experiential Learning (EL) can have to help graduate students secure employment, with a focus on the health and social care sector.

Welcome



Welcome to our first GIG Creates Annual Research and Scholarship Conference, our theme this year being the Community.

We have excellent scholarship across all our departments and both across staff and students, and today is an opportunity for our community to share the research. We hope you enjoy the day.

Keynote 'Student as Producer'

Mike Neary, University of Lincoln

The concept of Student as Producer was originally developed at Lincoln by Professor Mike Neary and was supported by funding from the Higher Education Academy. The influence of Student as Producer was recognised in a commendation for enhancement of student learning opportunities by the UK's Quality Assurance Agency in its last institutional review of the University of Lincoln.

I am Professor of Sociology in the School of Political and Social Sciences. During my time at Lincoln I have been the Dean of Teaching and Learning from 2007 - 14, Head of the Centre for Educational Research and Development 2007 - 2012 and Director of the Graduate School 2011 - 2014. Prior to taking up my appointment at Lincoln I taught Political Sociology at the University of Warwick 1993 - 2007. Before becoming an academic I worked in youth development and community education in South London 1979 - 1993. I was awarded a National Teaching Fellowship by the Higher Education Academy in 2007. In 2016 I became a Principal Fellow of the Higher Education Academy. The Students' Union at Lincoln granted me honorary life membership in 2014 for my work with students. I am a founding member of the Social Science Centre, Lincoln, a co-operative providing free public higher education. My main research interest is the future of universities and the role of higher education in creating a post-capitalist society.

Source – University of Lincoln website

Presentations



Ian Rodwell/Simon Bryson *Social and Economic Impacts of Grimsby Town being Promoted back to the Football League*

The research being undertaken by Simon Bryson and myself is a two year longitudinal study regarding the economic and social impacts of Grimsby Town FC being promoted back to the Football League. We are giving a presentation at the Grimsby Institute Conference to explain where we are up to after year one of the study.

Dan Carter *How can the 'Local TV Network' exist beyond a terrestrial platform in this digital age?*

A brief review of the history of the local television network envisioned by Jeremy Hunt, and its journey to date. Using Estuary TV as a case study, and quantitative data collected over a period of time, we will explore the idea that by moving away from a linear broadcasting system could "hyperlocal TV" become more valued by the general public, and attract a new viewing audience? Could there be a correlation between the changing viewing habits of our American cousins and our viewing habits here in the UK?

Anjali Wierny/Adrian Mills *Is blended learning as andragogically effective as seminar learning?*

Where do online, flipped, and blended learning fit into androgical teaching methodologies at the University Centre Grimsby and other FE/HE institutions? Is it possible to create a one size fits all model, where students are engaged morning, noon and night on their phones, tablets, laptops and intelligent watches?

Tony Jackson *The impact of electronic assessment on BA Film and TV*

Seven years ago I completed my MPhil Research Master's in Education, looking at the Impact of Electronic Assessment in Higher Education. Seven years later I have re-considered new research, to investigate how the sector is changing, if at all, and what it means to be assessed electronically. This presentation is designed at generating discussion around current practices, and where we as educators believe electronic assessment is going in the future.

Presentations



Lewis Simpson *Grimsby's Liquid Modern Community*

According to Bauman, communities have become a product of a liquid modern world. A social world characterised by fast moving, episodic thinking that in its wake, offers only uncertainty and fear. A result of this process has impacted the way that people now live with 'collectivity'. The community is no different, where it is argued that communities no longer rely on collective action, but instead a community has been replaced by excessive individualism and episodic planning of action and community spirit. This paper will question why these processes have occurred and will consider if this has created a dystopic reality, or whether this has created a utopian reality.

Russ Woodward *Politics in business curriculum*

Politics clearly has some place in the HE business curriculum; the Association to Advance Collegiate Schools of Business (AACSB, 2013) states the political as one of the essential context areas of organisations to be included in accredited business courses. Further, the chief business environment acronym PEST (Politics, Economics, Social, and Technological) explicitly includes P for Politics and so the analytical equipment of business has politics within it.

Theresa Marriott *A Review of Perceptions of Outstanding and Good Teaching, Learning and Assessment in Combined FE and HE Provision*

Outstanding teaching, learning and assessment is the hallmark of a quality and successful provider, but determining what outstanding is in comparison to 'good' can be problematic particularly where further education (FE) and higher education (HE) are combined. This research looks closely at perceptions of good and outstanding in teaching, learning and assessment from a variety of documented perspectives including combined FE/HE providers, policy and reports. It examines the commonalities/disparities in perspectives of good and outstanding to determine key indicators from varied perspectives.