

WESTMINSTER
LEARNING AND
TEACHING
SYMPOSIUM

WESTMINSTER SYMPOSIUM
26 JUNE 2018, MARYLEBONE CAMPUS

**WESTMINSTER
PEDAGOGY:
MAKING A
DIFFERENCE**

UNIVERSITY OF
TRANSFORMING
LEARNING
WESTMINSTER 

Overview of Scheduled Sessions

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Symposium Planning Team

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We would also like to extend our thanks to the front of house team and catering team at Marylebone and the AV team, for supporting the day.

Centre for Teaching Innovation on Twitter



@WestminsterCTI

#LTinnovate

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|---------------------------------------|--|-----------------|--|---|
| 9.30 – 10.00 | Registration with tea and coffee in Chiltern Hall (CG 42,43 & 44) | | | |
| 10.00 -10.10 | Hogg Lecture Theatre | Welcome! | Professor Roland Dannreuther, DVC Student Experience | |
| 10.10 – 10.55 | | KEYNOTE | Tansy Jessop , Professor of Research Informed Teaching at Southampton Solent University | |
| 11.00 – 11.25 | Tea and coffee in Chiltern Hall (CG 42,43 & 44) | | | |
| 11.30 – 12.30 Session 1 | Transformative Learning & Teaching | | | |
| | 1.1 | M207 | Getting personal with ipsative feedback Practice and reliability of self and peer assessment and feedback | Richard Paterson & Katherine Mansfield, SSH Iwona Wilkowska, WBS |
| | 1.2 | MG14 | Does lecture capture supplement learning during face-to-face lectures? | Mark Gardner, FST |
| | 1.3 | MG28 | Evaluating the benefits of virtual training for students Westminster Digital Learning Sunday School - providing transformative digital learning using on a shoestring by using off peak existing capacity | Caroline L. Smith & Sarah K. Coleman, FST Charles Glancey, IT Training Officer, Student Services |
| | 1.4 | M212 | “Step Back In Time” – Digital transformation with student engagement in collaborative learning | Li Jin, FST |

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| | | | Innovation through Digital Technology and VR in HE | Savraj Matharu, WSMAD |
| | 1.5 | M321 | We all know what excellent teaching is, don't we? | Gillian Rhodes, FST |
| | 1.6 | M322 | Individual self-learning strategies – know them, build them, use them! | Alexander Bolatov, Ayleen Wisudha, Gabriele Pierantoni, Zebokhon Abduraimova, David Chan You Fee (final year student) FST. Begench Yarmatov, Erasmus + Research Visitor, FST |
| 12.30 – 13.00 | <p>How Student and Academic Services contribute to course and staff development - Caroline Lloyd, Director of Student and Academic Services & Gunter Saunders, Associate Director Digital Engagement and Library Services.</p> <p>Wood Lecture Theatre</p> | | | |
| 13.00 – 13.45 | Lunch and poster discussions – Chiltern Hall (CG 42,43 & 44) | | | |
| 13.45 – 14.45 | Diversity & Inclusivity | | | |
| Session 2 | 2.1 | MG28 | Embedding Mental Wellbeing in the Curriculum | Ben Pitcher, Naomi Rudoe & Hilde Stephansen, SSH |
| | 2.2 | MG14 | Learn to Code Application Inclusive and Interactive Mathematics Support for the Biosciences | Wendy Purdy & Anne-Gaelle Colom, FST Chrystalla Ferrier & Paul Curley, FST |
| | 2.3 | M207 | Leveraging inclusiveness and diversity in attracting more Master's students to WIUT. | Qobil Yunusov, Westminster International University in Tashkent (WIUT) |

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|-----------------------------------|--|---|--|--|
| | 2.4 | Wood Lecture Theatre | Oui!Learn: Learning and Community | Allan Parsons, Caroline Baruah, WSMAD & Georgios Tsagdis, Fellow of the Westminster and Law Theory Lab |
| | 2.5 | M212 | Embedding Inclusive Course Design | Daniela de Silva, Student & Academic Services |
| 14.45 – 15.05 | | Tea and coffee – Chiltern Hall (CG 42,43 & 44) | | |
| 15.05 – 16.05 Session 3 | Inspirational Professional Practice | | | |
| | 3.1 | M323 | Using Action Learning to Inspire Compassionate Professional Practices | Kathryn Waddington, FST |
| | 3.2 | M321 | Primed, Prepped and Primped: Reflections on enhancing student psychological well-being in tertiary education | Donna Jodhan-Gall, Lisa Matthewman, Jenni Nowlan, Nuala OSullivan, Zorica Patel, WBS |
| | 3.3 | M322 | Embedding Employability in the Curriculum: Don't we already do that? | Tony Burke, Centre for Teaching Innovation and ABE |
| | 3.4 | M324 | Making A Difference: Improving employability through industry-based collaborative projects | Anne Barker, WBS |
| | 3.5 | LA103 | What makes an inspiring industry guest speaker? How | Sally-Anne Gross, WSMAD |

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| | | | we changed the script on the MA Music Business Management | |
| Panel Discussion : Employability | | | | |
| 16.10 – 17.10 Panel Discussion | 4.1 | Cayley Lecture Theatre | Panel Discussion: Employability? What does that have to do with teaching and learning? | <p>Participants:</p> <p>Tony Burke: CTI Director of Learning Communities and Employability (Chair)</p> <p>Alex Hughes: Deputy Vice Chancellor – Global Engagement</p> <p>Jeanette Nicholas: Principal Lecturer, responsible for Careers Education and Employability – Westminster Law School</p> <p>Martin Ball: Principal Lecturer and Construction Studies Programme Leader – Department of Property & Construction</p> <p>Stephen Cole: Employability Manager – Career Development Centre</p> |
| 1710 Closing Comments | | Cayley Lecture theatre | | Professor Roland Dannreuther, DVC Student Experience |
| 17.15 | Drinks reception – Chiltern Hall (CG 42, 43 & 44) | | | |



Westminster Pedagogy – Making a Difference

For last year's symposium, Westminster's Centre for Teaching Innovation highlighted the theme of *innovation* as a way of identifying and building on what was already innovative in our University. Through spending time with colleagues, we knew that there was no shortage of innovative ideas across our faculties, so top-down innovation wasn't really necessary. Instead, in line with the CTI's role as a hub, designed to facilitate communities of practice and to value and share the teaching that is already happening, we provided an opportunity to learn more about what innovation meant in Westminster, in order to enable colleagues to be inspired by other colleagues.

This year we are building on the same principle. Over the past year, since the launch of the CTI, we have met, networked and consulted across the University with staff who teach and support learning and teaching in order to identify what is *distinctive* about the learning and teaching that takes place in our University. In the process, **three key areas of distinctiveness** have emerged.

1. Transformative Learning and Teaching (e.g. critical pedagogies, digital learning, collaborative learning, cross disciplinarily, learner autonomy, innovative feedback etc.)
2. Diversity and Inclusion (e.g. valuing difference, co-creation, partnership, intercultural learning, multilingual learning, internationalising the curriculum etc.)
3. Inspirational Professional Practice (e.g. experiential, questioning, practice-focused learning etc.)

We have structured the parallel sessions around these three areas of distinctiveness, so that individuals and teams may reflect on the different ways in which a particular key area of distinctiveness can be manifested in practice and to stimulate your own creative and critical thinking in relation to your own practices.

The Westminster Learning and Teaching Symposium is your opportunity to showcase the ways in which your practice reflects these principles, to contribute to debates and to build networks and collaborations. It is an opportunity for us all to demonstrate that these principles are a reality for us and not just empty words. Once again, we all hope to be inspired by what is happening in other parts of the University. The CTI will also disseminate these examples of distinctive pedagogy through its website, so that our colleagues who are unable to attend the symposium will have the opportunity to benefit from the presentations.

We wish you an enjoyable and enriching day and look forward to continuing to work with you over the coming year.

Centre for Teaching Innovation
University of Westminster

@WestminsterCTI

Welcome

Welcome to the 2018 Learning and Teaching Symposium and introduction to Professor Tansy Jessop.
Introduction by Professor Roland Dannreuther, Deputy Vice-Chancellor, Student Experience

Opening Keynote

Cracking the challenge of student engagement

This talk takes a fresh look at the expectations of students coming to university, and why some students are disengaged. Using the lens of student alienation, I will explore the relationship between broken expectations and the context of the corporate university, on the one hand, and the sheer necessity of discomfort and alienation, on the other. I will use theory and evidence to distil practices which transform alienation into engagement. My three pedagogic approaches mimic the three R's of the primary school teacher: research, relationships, and (w)riting.

About the Speaker

Tansy Jessop is Professor of Research Informed Teaching at Southampton Solent University. She thrives on developing intellectual curiosity in students through linking research and teaching, and through valuing the pedagogic relationship. In a climate of metrics, markets and mass higher education, Tansy believes in articulating a counter-cultural purpose for higher education. She leads the 'Transforming the Experience of Students through Assessment' ([TESTA](#)) research and change process, strengthening programme approaches to assessment in more than 50 universities in the UK, India and Australia. Tansy's interest in student learning is driven by democratic and participatory approaches to pedagogy. She began her career as a secondary school teacher in South Africa, completing a PhD on teacher development in rural KwaZulu-Natal in 1997. She has published on social justice in education, narrative inquiry, learning spaces, and assessment and feedback, technology and is working up a few pieces on research informed teaching and curriculum

Parallel Sessions

Session 1 (11:30-12:30)

Transformative Learning & Teaching

1.1 Getting personal with ipsative feedback

Richard Paterson and Katherine Mansfield (SSH)

Students who do not achieve high grades in assessments may feel demotivated, especially when they compare their grades with higher scoring peers (Hughes, 2014). By providing ipsative feedback, which monitors individual performance and progress on both formative and summative assessments, students can work towards a personal best without comparing themselves to other students. This session explores the process and outcomes from student participation in ipsative feedback as part of the Level 4 module, Academic Language for Disciplinary Study.

Practice and reliability of self and peer assessment and feedback

Iwona Wilkowska (WBS)

There is a distinguishable shift in pedagogy, including assessment, from the conventional approach where control rests with the lecturer, to the culture of collaborative learning. This presentation discusses the practice and reliability of students' self and peer feedback and assessment. It contends that opportunities to actively engage students in the assessment process can be realised without compromising the reliability of summative assessment and result in multiple benefits.

1.2 Does lecture capture supplement learning during face-to-face lectures?

Dr Mark Gardner (FST)

Lecture capture is becoming ubiquitous within UK Higher Education. While this practice may enhance student satisfaction, the impact of recording lectures on student attainment is not clear. This session presents the outcomes of a study to examine the relationship between students' use of recorded lectures and their attainment, and to assess whether this relationship was influenced by lecture attendance.

1.3 Evaluating the benefits of virtual training for students

Caroline L. Smith and Sarah K. Coleman (FST)

University of Westminster students arrive with variable laboratory competencies reflecting the student diversity and entry requirements. Understanding the risks associated with laboratory work is an essential part of science training - virtual simulations can be accessed by students at any time, increasing inclusivity, and can place individuals in a life-threatening scenario enabling them to make mistakes without risk to the individual. In this session we evaluate the effectiveness of this potentially transformative learning and teaching tool.

Westminster Digital Learning Sunday School - providing transformative digital learning using on a shoestring by using off peak existing capacity

Charles Glancey, IT Training Officer, Student Services

The student IT training team is providing almost unlimited access to professional IT certification courses for all full time students. Any full time student can attend one of our seminars without any kind of screening/pre-assessment and learn with a cross section of students from across the whole university. The learning seminars prepare students for computer based learning test simulations where they prepare themselves autonomously for externally accredited IT exams. (Adobe Associate and Microsoft Specialist). In this session the team will highlight how this team is combining a range of different pedagogical approaches to make blended learning a hugely popular option for students whilst simultaneously utilising spare capacity in the system to deliver the program at minimal additional cost.

1.4 “Step Back In Time” - Digital Transformation with student engagement in collaborative learning

Li Jin, (FST)

This session will explain how collaborative learning practices have been developed in partnership with the department of learning and interpretation at the Alexandra Place Trust to facilitate students at UOW to get involved in the historic BBC studio recreation project and further transform their knowledge and skills by exploring digital approaches with emerging creative technology including gaming engines, Virtual Reality (VR) and Augmented Reality (AR).

Presentation: Innovation through Digital Technology and VR in HE

Savraj Matharu (WSMAD)

Significant studies have highlighted the success of Technology Enhanced Learning and its ability to transform the learning experience through successful pedagogical integration. However, this still requires a dynamic community of practice to share, develop, inspire and drive innovation, given the various teaching and learning scenarios we operate in across our areas of disciplines. One such emerging technology is Virtual Reality, widening the participation and shared immersive experience remotely. This presentation will focus on key areas of developing innovative pedagogy through a practice-based approach through the exploration of the above case study and interuniversity theme, based on deliberate evaluation of impact and lessons learned.

1.5 We all know what excellent teaching is, don't we?

Gillian Rhodes, (FST)

The TEF acknowledges that “There is no one broadly accepted definition of teaching excellence” and that metrics of student satisfaction, retention rates and employability are proxies for teaching quality. This study considers what teaching excellence means and where agreements and discrepancies lie between those who have an interest in quality of teaching. Students, academics, senior management and alumni were interviewed and transcriptions were evaluated to identify similarities and differences in their views of what makes a good teacher. This session will present results from the project and encourage discussion regarding how to widen the database.

1.6 Individual self-learning strategies – know them, build them, use them!

Alexander Bolotov, Ayleen Wisudha, Gabriele Pierantoni, Zebokhon Abduraimova, David Chan You Fee and Begench Yarmatov, FST

In modern days, students are faced with a plethora of different options in their learning journey during the University years. From the classical approach of attending lectures and tutorials to learning from online videos or participating in the many fora and tutorials that are freely available online -- there are so many possible paths and approaches that it has become difficult to make an informed and optimal choice among them. To overcome this “overloading” we have begun a research project which “maps” these choices to personal inclinations and individual learning styles. This session will present and discuss the results of this Quintin Hogg funded project – EnAbleD: Educational Network Amplifying Learning Experience.

Caroline Lloyd and Gunter Saunders (1230 – 1300)

How Student and Academic Services contribute to course and staff development

You don't need to know how to abseil to work with the SAS

Student and Academic Services (SAS) provides know-how and support for a range of critical elements in the development of curriculum design and delivery. These include learning innovation and digital engagement, approaches to inclusive teaching and learning, exploitation of library services and employability.

At Westminster, as at many other universities, centrally provided expertise is often not effectively integrated into the course design or re-design process. All too often there is a disconnect between the resource available and the plans for delivery of the curriculum. This can result in opportunities to further enhance the student experience on the course being missed.

In this session we will outline the type and nature of input that the SAS can make to the critical moments when course teams are considering how to shape the student experience around the content and aspirations for learning and development that they have. In addition during the session we will seek suggestions for how we can make the academic-SAS partnership one that works for all stakeholders all of the time.

Parallel Sessions

Session 2 (1345 – 1445)

Diversity and Inclusivity

2.1 Embedding Mental Wellbeing in the Curriculum

Ben Pitcher, Naomi Rudoie & Hilde Stephansen (SSH)

Better understanding of student mental health was identified by the Sociology teaching team as a key theme for development in 2017-18. Using funding from a Westminster Team Excellence Award, we recently received specialist training on embedding mental wellbeing in the Sociology curriculum. In this session we will reflect on what we have learned, considering the ongoing mental health challenges our students face and what we can do to support them.

2.2 Learn to Code application

Wendy Purdy and Anne-Gaelle Colom (FST)

The Learn to Code application is a digital learning resource that has been developed to support our large cohort of computer science students who enter with a diverse range of qualifications, competencies, educational experiences and learning styles to promote inclusion and support learner autonomy. Collaboration between staff and students in the testing and the development phases involves students in the co-creation of the second stage of application. Find out more about the Learn to Code Application in this session and participate in discussion around how cross-disciplinary collaboration might happen in stage 3 of the Project.

Inclusive and Interactive Mathematics Support for the Biosciences

Chrystalla Ferrier and Paul Curley (FST)

Bioscience students at the University of Westminster have a wide range of starting qualifications and experience with respect to mathematics. Although meeting the degree entry criteria, some students require additional support for the mathematics requirements of our courses. Mathematics support resources have been available to our students since 2011, but have expanded to align with different learning styles and preferences. The provision aims to ensure that students have the numeracy skills required for their course and beyond in their future careers. In this session you will find out more about the support offered, students evaluation of the support and potential ways forward.

2.3 Leveraging inclusiveness and diversity in attracting more Master's students to WIUT.

Qobil Yunusov, Westminster International University in Tashkent (WIUT)

Numerous studies confirm that diversity is the engine of success. Intakes in WIUT's fledgling master's programs represent a small fraction of its total student intake. The main reason is that recruiting Bachelor's students is a standardized process whereas applicants to Master's programs come from various backgrounds. Due to our restrictive selection process, we mostly end up taking in our own former Bachelor's students. Diversity as a key element of WIUT Strategy has been adopted in 2017. I would like to outline how we could use it to effectively recruit a diverse group of candidates and also create an effective learning environment for a diverse set of minds.

2.4 *Oui! Learn: Learning and Community*

Allan Parsons, Caroline Baruah, Georgios Tsagdis

This talk addresses the transformative learning and teaching agenda and touches on diversity and inclusion. Westminster, like other contemporary universities, is being called upon to address a wide agenda covering sustainability, society, employability and science, putting pressure on the curriculum. The Oui!Learn learning community seeks to re-shape curriculum design so that balance is restored between the visible curriculum (Bernstein, 1975, 2004) of employability and science and the invisible curriculum of sustainability and society, for example, as discussed in post-Humanist pedagogies (Chiew, 2016; Cook, 2016; Ferranta and Sartori, 2016; Kuby, 2017).

2.5 *Embedding Inclusive Course Design*

Daniela de Silva (Student and Academic Services)

Inclusive Course Design is a pedagogical tool for developing teaching and assessment methods and materials that work for all students. It embraces a view of individual differences as a source of diversity that enriches the lives and learning of others (Hockings, 2010). THRIVE (Thought Rewarding and Inclusive Value-Led-Education) is a Westminster Learning Community which has devised an Inclusive Course Design Checklist that taps into collaborative learning, diversity and inclusion as well as inspirational professional practice by enabling practice-focused learning.

Parallel Sessions

Session 3 (1505 – 1605)

Inspirational Professional Practice

3.1 *Using Action Learning to Inspire Compassionate Professional Practices*

Kathryn Waddington, (FST)

Compassion is crucial to the future of university life, illustrated in Gibbs (2017): *The Pedagogy of Compassion at the Heart of Higher Education*. Yet staff and students work and learn in environments and cultures of threat, uncertainty and anxiety, described by Smyth (2017) in terms of 'toxicity'. The focus of this presentation is to show how action learning can inspire compassionate professional practice and pedagogy. It will present a 'taster' of this from an interdisciplinary action learning set at Westminster.

3.2 Primed, Prepped and Primed: Reflections on enhancing student psychological well-being in tertiary education

Donna Jodhan-Gall, Lisa Matthewman, Jenni Nowlan, Nuala O'Sullivan, Zorica Patel (WBS)

In this session, the authors of this article describe the PERMA model of psychological well-being and how it has been applied within the teaching provision at undergraduate level in a business school context. PERMA is an acronym for a model of well-being put forward by a pioneering psychologist in the field of positive psychology, Martin Seligman. According to Seligman (2011), PERMA comprises five important building blocks of well-being and happiness: positive emotions; engagement, relationships, meaning and achievement.

3.3 Embedding Employability in the Curriculum: Don't we already do that?

Tony Burke (Centre for Teaching Innovation & ABE)

Employability is a key challenge for higher education and increasingly, universities are judged on how employable their graduates are. Much employability work focuses on extra and co-curricular activities such as careers guidance, work placements, job applications and so on. As important as these activities are, there is also an expectation that employability is embedded in the curriculum. This presentation will suggest ways in which employability can be embedded more effectively.

3.4 Making a Difference: Improving Employability Through Industry-Based Collaborative Projects

Anne Barker (WBS)

This presentation explores innovative teaching and learning practice through a large-scale project that is designed to significantly enhance employability for a cohort of 120 post graduate MA Marketing Communications students.

The project builds a transformative learning experience by working collaboratively with relevant industry partners, alumni and module leaders. The learning experience is hugely engaging, creates a strong on-going community network and supports communications, digital, creative & team skills development, all of which have a positive impact on the students' professional practice and long term career prospects.

3.5 What makes an inspiring industry guest speaker? How we changed the script on the MA Music Business Management

Sally-Anne Gross (WSMAD)

This session will show how a change in the way we approached booking industry guest speakers impacted on our teaching and learning in our practice based area. The music industry has been increasingly criticized for lack of diversity and here on the MA Music Business Management we decided to challenge this by devising strategies that would improve the visibility of the diverse workforce and also increase the role models and mentoring opportunities. We started this by looking at who we invited in as guest speakers - over the last 3 years we can really see the improvements this has made for us, our students and the reputation of our course.

This has been really appreciated by students who comment positively on our guest speakers and this has also increased work experience opportunities and research ideas.

Panel Discussion (16:10-17:10)

Employability?

What does that have to do with teaching and learning?

One of the objectives of the University of Westminster's Strategy (2017) is to "create an outstanding student experience that enhances employability". Whatever our views on the role of higher education in society, there is no doubt that employability forms a central part of the public policy rationale for higher education and is a key motivating factor for many students in their decision-making. Graduate employability influences institutional ratings for the Teaching Excellence and Student Outcomes Framework (TEF) and contributes to league table rankings.

Despite this, employability remains ill-defined and may be interpreted in different ways by students, academics, professional staff, employers and other stakeholders.

The panel discussion will consider the implications of the employability challenge. Key issues to be discussed include:

- What does employability actually mean for us as an institution, and who is responsible for it?
- How do we embed employability in the core curriculum, and if employability goes in, what comes out?
- How can we work with employers and other partners to enhance the student experience?
- What does all this mean for learning, teaching and assessment practices?

Participants:

Tony Burke: CTI Director of Learning Communities and Employability (Chair)

Alex Hughes: Deputy Vice Chancellor – Global Engagement

Jeanette Nicholas: Principal Lecturer, responsible for Careers Education and Employability – Westminster Law School

Martin Ball: Principal Lecturer and Construction Studies Programme Leader – Department of Property & Construction

Stephen Cole: Employability Manager – Career Development Centre

Posters

Utilising the DOTS model of career development learning to encourage individual experiential learning to develop essential graduate employability skills. Kristina Kand, Career Development Centre - Westminster Employability Award.

Diversity and inclusion – partnership in student-teacher interaction comparing the Abraham Maslow’s motivation theory and the Alfred Adler’s individual psychology of courage. Sung-Jae Sin, Business Administration, Associate Lecturer, Westminster International University in Tashkent

"Your path, your way" - the curriculum review at Kaplan International College, London. Andy Quin, College Director, Kaplan International College, London; Dr Vjekoslav Butorac, Academic Director, Kaplan International College London; Theodora Ntoka, Programme Leader, Kaplan International College, London

Qualitative Analysis of Student Reflections on the first run of a mega module in Sustainable Business. Rachel Lander, Dept. Business Information Management and Operations, WBS

Innovative Assessment and Feedback Strategies at the University of Westminster: case studies on the use of E-Portfolios, Online Marking, Anonymous Assessment, Student Video Presentations and Peer Reviews. Yanna Nedelcheva: Senior Educational Technology Team - Library and Curriculum Support & Jorge Freire: Educational Technology Team - Library and Curriculum Support

The use of supported formative assessment and feedback to feed forward to summative assessment: a case study. Liz Buckland, Dept. Biomedical Sciences, FST.

Implementation of an extracurricular project for Bioscience undergraduates ‘Antibiotics Unearthed’. Linda Percy, Amarachukwu Anyogu & Caroline Smith, Department of Life Sciences, FST

What constitutes teaching excellence? An investigation into the perceptions of students and staff within the faculty of Science and Technology at the University of Westminster. Maria Ashioti, Department of Life Sciences, FST.

Emerging Media Space (EMS), a small scale project that meets the need for a BA course, proposed by the course team in Contemporary Media Practice, evolved into a school wide Emerging Media Space (EMS) located in the Harrow library of Westminster School of Media Arts and Design. Edmond Prakash and Connor Turansky, Westminster School of Media Arts and Design, WSMAD.

Use of a scaffolded flipped classroom teaching approach to develop post-millennials as effective self-learners. A. Kirupananda, Department of Business Management, Informatic Institute of Technology, Sri Lanka, abarnah.k@iit.ac.lk

AAA Media Workflows: Training for collaborative movie creation and distribution for the entertainment industry. Aaron Kay and Edmond Prakash, WSMAD

Awareness and Engagement with Career Development Centre (by Zareer et al., 2018). Rummy Begum, Department of Food, Nutrition and Public Health, FST.

Perspectives of Group Work in Higher Education (by Naeem et al., 2017) Rummy Begum, Department of Food, Nutrition and Public Health, FST.