

Festival of Learning 2020

Programme (online)

Providing an online platform for those involved in teaching and supporting learning to communicate and share ideas about scholarship and good practice.

Under the overarching theme of “**Working collaboratively to enhance the student learning experience at UWE Bristol**” the sessions during the Festival will address one or more of the following propositions:

- Proposition 1: The reduction of attainment gaps is the responsibility of everyone at UWE Bristol.
- Proposition 2: Robust, inclusive and authentic assessment and constructive feedback should be treated as fundamental elements of the student learning experience.
- Proposition 3: The whole is greater than the sum of its parts: why collaboration has greater impact on student learning than going it alone.
- Additional content to support ongoing remote delivery of Learning and Teaching

Overview: 18-23 June 2020

Click session name to see more information. The colour-coding of Propositions is continued throughout the document. [Book here.](#)

		PROPOSITION 1: ATTAINMENT GAPS	PROPOSITION 2: ASSESSMENT & FEEDBACK	PROPOSITION 3: COLLABORATION	<u>NEW</u>
THU	a.m.	Amanda Coffey opens the Festival. <i>External keynote:</i> Reducing the BAME attainment gap – taking it seriously at an institutional level - Nona McDuff, PVC Solent University. Introduced by Steve West			Amanda Coffey opens the Festival.
	Lunch		Best Practice in Visual Assessment	Collaboration: Crazy Ideas and Common Sense + #TeaAt3WithMamFromage	Covid 19 and Copyright** OR #TeaAt3WithMamFromage OR Planning online communities and pedagogies
					Virtual networking
	p.m.	<i>External speaker:</i> Scaling up Active Collaborative Learning for Student Success – workshop with Tony Churchill, Nottingham Trent University	Planning for feedback: approaches and ideas to assessment and feedback from secondary education	UWE Grand Challenge: The journey of a disruptive, collaborative initiative OR Building online academic resources across large teams + Creation of a Diagnostic Tool/Online Resource for Mathematics Support	

* Repeated: 22 June, 11:15 and 23 June, 10:00.

** Repeated 18 June, 11:15 and 23 June, 14:00.

THU	p.m.		Digital Tools, Traditional Skills	Learning through collaborations in the real world	
				Supporting students online with Blackboard Collaborate	
FRI	a.m.	Assessment choice and student anxiety: widening the very gap we are seeking to close?	Assessment choice and student anxiety: widening the very gap we are seeking to close?	Curriculum and the Sustainable Development Goals OR Midwifery BAME Collaboration: Enhancing the service user and student experience + Crowdsourcing: A Novel Tool to Elicit the Student Voice in Curriculum Design OR Blackboard Collaborate Ultra	
			Reading Group	Playing the Wildcard: Incorporating Clinical Escape Rooms in Teaching + Reflections on developing an online course	Reflections on developing an online course
	p.m.	What does 'decolonising the curriculum' mean? What practical steps can I take to adapt my teaching?		Apprenticeship: coproduction and lessons learned so far + Working together to create a successful, innovative and responsive programme + Nothing to Hide: how a cross-service team made space for open and honest collaboration	What does 'decolonising the curriculum' mean? What practical steps can I take to adapt my teaching?

* Repeated: 22 June, 11:15 and 23 June, 10:00.

** Repeated 18 June, 11:15 and 23 June, 14:00

MON	a.m.	<p>The TARDIS: A practical demonstration</p> <p>OR</p> <p>...Assessment during COVID-19 +</p> <p>Using smart phone technology to support practical skill acquisition</p>	<p>...Assessment during COVID-19 +</p> <p>Using smart phone technology to support practical skill acquisition</p>	<p>Launch of the Higher Education Pedagogies Policy & Practice research network - with <i>external speaker</i></p> <p>OR</p> <p>Bitesize: Collaborating in OneDrive</p>	<p>Inclusive and authentic assessment during the COVID-19 crisis: designing alternative online assignments</p>
		<p>The 'Fresh Approach: Inclusive Curriculum and Practice' toolkit Launch! *</p> <p>OR</p> <p>Why do students plagiarise and purchase essays?</p>	<p>Online assessment: better learning, higher engagement... and less marking!</p> <p>OR</p> <p>Why do students plagiarise and purchase essays?</p>	<p>Is my reading list diverse? + Student-Led Projects</p> <p>OR</p> <p>(Mis)matching the position of the institution & the student... + Peer to Peer Teaching Support + E-tivities as forms of asynchronous teaching + PGR, Collaboration, and Keeping UWE's Practice-Led, Research-Informed Provision at the Forefront</p>	<p>Is my reading list diverse?</p> <p>OR</p> <p>E-tivities as forms of asynchronous teaching</p>
	Lunch				Virtual Networking
	p.m.			<p>Peer Assisted Learning (PAL) goes Collaborate: the opportunities and challenges so far!</p>	<p>How the Procurement team can help</p> <p>OR</p> <p>PAL goes Collaborate: the opportunities and challenges so far!</p>
TUE	a.m.	<p>Empowering the UWE Bristol community to enable international students</p> <p>OR</p>		<p>Empowering the UWE Bristol community to enable international students</p>	<p>Pedagogic Writing Café (now all day)</p>

* Repeated: 22 June, 11:15 and 23 June, 10:00.

** Repeated 18 June, 11:15 and 23 June, 14:00

	p.m.	The 'Fresh Approach: Inclusive Curriculum and Practice' toolkit Launch! *			
		Professional Dilemmas in HE	Don't be held back: authenticity and innovation comes from pushing forward	Enhancing the UWE Bristol experience: Embedding resilience, academic skills and career development in your course or programme OR Don't be held back: authenticity and innovation comes from pushing forward	Pedagogic Writing Café (now all day)
				Bitesize: Creating and using a group in OneDrive	Simple, Straightforward and Supportive: Creating a workshop experience online
				Collaborative Teams in L&T: development workshop	Covid 19 and Copyright**

Make your bookings using the [online form here](#).

* Repeated: 22 June, 11:15 and 23 June, 10:00.

** Repeated 18 June, 11:15 and 23 June, 14:00

Suggested itineraries

Choose your own sessions and build your own programme.

If you are particularly interested in attainment gaps...

- **Thursday 18 June**

- Amanda Coffey opens the Festival. Steve West introduces Nona McDuff, PVC Solent University: Reducing the BAME attainment gap – taking it seriously at an institutional level
- Best Practice in Visual Assessment

Make it a full day by adding:

- Scaling up Active Collaborative Learning for Student Success – workshop with Tony Churchill, Nottingham Trent University

- **Friday 19 June**

- What does ‘decolonising the curriculum’ mean? What practical steps can I take to adapt my teaching?

- **Monday 22 June - half day:**

- The TARDIS - A practical demonstration
- Address BAME Attainment Gaps: building inclusive teaching and learning culture and practice

- **Tuesday 23 June – half day:**

- Empowering the UWE Bristol community to enable international students **OR** Address BAME Attainment Gaps: building inclusive teaching and learning culture and practice
- Professional Dilemmas in HE

If you are particularly interested in assessment and feedback...

- **Thursday 18 June – full day:**

- Best Practice in Visual Assessment
- Planning for feedback: approaches and ideas to assessment and feedback from secondary education
- Digital Tools, Traditional Skills

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- **Friday 19 June – half day:**
 - Assessment choice and student anxiety: widening the very gap we are seeking to close?
 - Reading group ‘Developing evaluative judgement: enabling students to make decisions about the quality of work’
- **Monday 22 June**
 - Inclusive and authentic assessment during the COVID-19 crisis: designing alternative online assignments + Using smart phone technology to support practical skill acquisition
 - Online assessment: better learning, higher engagement... and less marking! **OR** Why do students plagiarise and purchase essays?

If you are particularly interested in collaboration...

- **Thursday 18 June**
 - Collaboration: Crazy Ideas and Common Sense + #TeaAt3WithMamFromage
 - UWE Grand Challenge: The journey of a disruptive, collaborative initiative **OR** Building online academic resources across large teams + Creation of a Diagnostic Tool/Online Resource for Mathematics Support
 - Learning through collaborations in the real world
 - Supporting students online with Blackboard Collaborate
- **Friday 19 June, Glenside**
 - Curriculum and the Sustainable Development Goals **OR** Midwifery BAME Collaboration: Enhancing the service user and student experience + Crowdsourcing: A Novel Tool to Elicit the Student Voice in Curriculum Design
 - Playing the wildcard: Incorporating Clinical Escape Rooms in Teaching + Reflections on developing an online course

Make it a full day by adding:

- Apprenticeship: coproduction and lessons learned so far + Working together to create a successful, innovative and responsive programme + Nothing to Hide: how a cross-service team made space for open and honest collaboration
- **Monday 22 June**
 - Student-Led Projects
 - Launch of the Higher Education Pedagogies Policy & Practice research network - with external speaker **OR** Bitesize: Collaborating in OneDrive
 - (Mis)matching the position of the institution & the student... + Peer to Peer Teaching Support + E-tivities as forms of asynchronous teaching + PGR,
 - Collaboration, and Keeping UWE’s Practice-Led, Research-Informed Provision at the Forefront

- **Tuesday 23 June**

- Empowering the UWE Bristol community to enable international students
- Don't be held back: authenticity and innovation comes from pushing forward **OR** Enhancing the UWE Bristol experience: Embedding resilience, academic skills and career development in your course or programme

Make it a full day by adding:

- Bitesize: Creating and using a group in OneDrive
- Collaborative Teams in L&T: development workshop

If you are interested in remote delivery of L&T...

- **Thursday 18 June**

- Planning online communities and pedagogies **OR** Covid 19 and Copyright - Life hacks for online teaching **OR** #TeaAt3WithMamFromage

- **Friday 19 June**

- Reflections on developing an online course

- **Monday 22 June**

- Inclusive and authentic assessment during the COVID-19 crisis: designing alternative online assignments
- E-tivities as forms of asynchronous teaching
- Peer Assisted Learning (PAL) goes Collaborate: the opportunities and challenges so far!

- **Tuesday 23 June**

- Simple, Straightforward and Supportive: Creating a workshop experience online (1hr to 1 day)
- Covid 19 and Copyright - Life hacks for online teaching

If you are interested in all the propositions...

- **Thursday 18 June**

- Amanda Coffey opens the Festival. Steve West introduces Nona McDuff, PVC Solent University: Reducing the BAME attainment gap – taking it seriously at an institutional level
- Planning online communities and pedagogies **OR** Covid 19 and Copyright – Life hacks for online teaching **OR** #TeaAt3WithMamFromage

- **Friday 19 June**

- Assessment choice and student anxiety: widening the very gap we are seeking to close?
- Playing the wildcard: Incorporating Clinical Escape Rooms in Teaching + Reflections on developing an online course

- **Monday 22 June**

- Inclusive and authentic assessment during the COVID-19 crisis: designing alternative online assignments + Using smart phone technology to support practical skill acquisition
- Why do students plagiarise and purchase essays?

- **Tuesday 23 June**

- Empowering the UWE Bristol community to enable international students
- Don't be held back: authenticity and innovation comes from pushing forward

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Thursday 18 June

Time	Description	Tags
09:40	Festival opening - Amanda Coffey, DVC and Provost, UWE	
09:50-11:15	<p>External keynote introduced by Steve West: Reducing the BAME attainment gap – taking it seriously at an institutional level - Nona McDuff, PVC Solent University.</p> <p>English universities are achieving some success in attracting increasingly diverse undergraduate cohorts. However, there is compelling evidence that students from black, Asian and minority ethnic (BAME) backgrounds do much less well in their final degree classifications than their white counterparts, even when entry qualifications are taken into account. Known as the BAME attainment gap or the BAME awarding gap, too little attention over the years has been given to interventions to try to address it.</p> <p>UWE's Strategy 2030 contains a clear commitment to reduce attainment gaps to zero by 2030. This timely keynote examines the steps taken to substantially narrow the BAME attainment gap through an outcome focused institutional change programme. The multifaceted approach to change involves: defining the scale of the problem; adopting a value-added metric; engaging the university leadership and academic community; agreeing goals, interventions and outcomes/targets. Nona's keynote will help you to explore the challenges of complex cultural change, understand the importance of discussing disadvantage, and appreciate the implications for higher education institutions seeking a sustained way to close differentials in attainment.</p>	Attainment gaps, Keynote, external speaker, presentation, Q&A
11:15-12:15	<p>Covid 19 and Copyright - Life hacks for online teaching- Simon Cox</p> <p>Do's, Don'ts and how to take on the copyright challenges of online delivery. (Repeated on 23 June)</p>	Remote delivery L&T, presentation
OR	<p>Best Practice in Visual Assessment - John Bird & David Green</p> <p>In recent years increasing attention has been paid to the creation of visual pedagogies in Higher Education as a response to a world saturated with social and visual media. This session presents the findings of two UWE-based and funded projects looking at best practices and innovations in visual teaching, learning and assessment using a short film, cases studies and interactive exercises. Attendees should be able to take away practical and</p>	Tips and tricks, Practical, Collaborative, Relaxed, Informal, Innovative, Research, Inclusivity, Diversity, Accessibility,

	<p>creative ideas about how to implement visual forms of assessment in their own disciplines.</p> <p>This is a 30-minute presentation ending at 11:45.</p>	<p>Curriculum design, Students as partners, TEL/Digital Education, Digital, Assessment, Feedback, Student learning experience</p>
<p>OR</p>	<p>#TeaAt3WithMamFromage – Freya Billington</p> <p>Tea@3 is a daily 30min informal chat with a Film and Television Industry Professional which I set up within days of the University lockdown for my Film Students - to keep them engaged, motivated and positive at a very tricky time. Whilst initially I was just talking to former Industry colleagues and contacts, more and more people have got in touch and the audience has expanded to students from over 15+ UK Film Courses. I now regularly have 100+ students and famous guests.</p> <p>Whilst I host the sessions, students can ask questions via chat which I select and relay, most importantly the tone is informal, honest and positive and about trying to think forwards. Some guests are then happy to have these interviews uploaded on to a YouTube Channel I have set up.</p> <p>In this session I will include some clips from interviews and feedback from students, as well as talk about how and why I put it together.</p> <p>AND</p> <p>Collaboration: Crazy Ideas and Common Sense - Kat Branch</p> <p>Collaboration can seem anything from exhausting to tokenistic, but starting with small, easy wins and a large dose of pragmatism we can draw on each other's skills and settings to keep programme content fresh, innovative and really engaging. In this workshop we'll explore some simple, practical approaches to starting a little collaboration, with some examples of how these can lead to bigger, crazier ideas. Cut through the red tape and see how collaborations can actually reduce your workload whilst giving students a brilliant learning experience.</p> <p>Participants will be invited to think about their students and start with a dream list of experiences and learning they would want for students 'in an ideal world'. Some great examples will be shared (e.g. Paramedics and Journalists going through</p>	<p>Remote delivery L&T, presentation, videos</p> <p>Workshop, Quick win, Collaborative, Interactive, Student learning experience</p>

OR	<p>Emergency Simulation)</p> <p>We will also quickly break down buzzwords like 'practice-led', 'added-value' and 'student experience'.</p> <p>We will briefly summarise some of the Professional services, Centres, academic specialisms and initiatives at the university.</p> <p>We will talk about the quickest, easiest ways to start collaborating.</p> <p>We'll end with an action plan to start or build on collaboration.</p>	
	<p>Planning online communities and pedagogies – Clare Denholm, Glenn Duckworth, module leader TBC</p> <p>Join a group of FBL learning development colleagues and module leaders in a discussion of key approaches for successful planned online learning.</p>	Remote delivery L&T, online discussion.
12:15-13:00	Virtual networking – a chat room will be open over lunch	Networking
13:00-14:00	<p>UWE Bristol Grand Challenge: The journey of a disruptive, collaborative initiative - Hazel Brown, Fiona Hamilton, James Longhurst</p> <p>The Grand Challenge is a cross-university initiative for UWE Bristol designed to mobilise the energy, enthusiasm and intellectual capabilities of our students and staff to make a difference to a real-world problem. The current topic is homelessness.</p> <p>Grand Challenge is a disruptive project, operating through seven strands of inter-connected activity. Grand Challenge works collaboratively with city agencies to contribute to our local region and develop students' skills as part of a collective team activity. The initiative has seen staff work outside of their comfort zone and conventional teaching models to explore how to mobilise a varied community to work towards a shared, institution-wide goal. This session will:</p> <ul style="list-style-type: none"> • explore the journey of Grand Challenge in its first two years; • share the achievements and reflect on the learning of the project; • reveal next steps for the initiative; • advise staff how they - and their students - can get involved in Grand Challenge 2020/21. 	Presentation, Collaborative, Informal, Interactive, Innovative, Partnership, Feedback, Student learning experience
OR	<p>Planning for feedback: approaches and ideas to assessment and feedback from secondary education - Mike Clapp</p> <p>This workshop shares assessment and feedback approaches that are used in secondary schools today. The workshop is interactive and includes a variety of activities that will help delegates to</p>	Workshop, Quick win, Tips and tricks, Relaxed, Interactive, Inclusivity, Accessibility,

	<p>interactive personalised learning journey offered by the tool could be a useful marketing device to attract students.</p> <p>The tool has been piloted. Dewis, UWE’s in-house e-Assessment engine, has been used as the primary diagnostic tool and this provides additional feedback support in the form of signposting to learning materials based on areas that require attention. Materials take the form of Xerte Learning Resources (XLR). Each of the regions in an XLR can contain a learning resource such as, for example, instructional videos, e-assessments (Dewis or otherwise), text and images. Students may then test themselves using the assessment and print out a completion certificate for their tutor.</p>	
<p>13:30-15:00</p> <p>Please note session overlap</p>	<p>External speaker: Scaling up Active Collaborative Learning for Student Success – workshop with Tony Churchill, Nottingham Trent University</p> <p>The great challenge for Higher Education - the one that matters - is ensuring that all students succeed, regardless of their background. This workshop will consider a successful pedagogic response to the challenge: strategic, widespread use of active collaborative learning. The session will include a presentation of the findings from our extensive and empirically based project. It will also offer delegates an opportunity to explore the issues raised whilst experiencing the pedagogic approach used – SCALE-UP (Student-Centred Active Learning Environment with Upside-down Pedagogies).</p>	<p>Workshop, Attainment gaps, interactive, external speaker</p>
<p>14:00-15:00</p>	<p>Digital Tools, Traditional Skills - Mary Murphy</p> <p>Best described as practical, creative and most of all active design and making session with a focus on the application of digital learning tools (such as Panopto, Padlet, Mentimeter etc). Mary has been championing Digital learning and TEL from a student engagement/collaborative curriculum perspective, with a reduced focus on how to use the tools, and more emphasis on how they might be leveraged/adapted to widen participation, broaden access and encourage participation. Participants will be encouraged to consider those students who may struggle with a more traditional/analogue delivery approach. Mary will demonstrate how agile Digital discussion/feedback loops can be organically designed, and applied to an active and practice-based teaching session. A core session aim will be to highlight for discussion how core TEL tools can be leveraged to ensure all participants/students have the opportunity to</p>	<p>Workshop, Practical, Collaborative, Innovative, TEL/Digital Education, Feedback, Student learning experience, group activity</p>

	<p>contribute in critical discussion, peer review and co-curated teaching.</p>	
<p>OR</p>	<p>Learning through collaborations in the real world - Ann De Graft Johnson & Sally Daniels</p> <p>The introduction will focus on some of the student case study reflections regarding collaborating within the team and with external parties (client and users) and from student focus groups. The second part shares ideas with the workshop participants - their thoughts on different modes of collaborations and the issues faced and possible strategies to address these. E.g.:</p> <ul style="list-style-type: none"> • the various deals/agreements with the client, between the students and with the tutors acting as advisors/mentors • the pros and cons of Belbin in evaluating the team attributes. We bring in the notion of disrupter here which is not part of the Belbin list • the issues arising when random teams are formed because students select the project not who they want to work with • getting to know each other strategies re. the team (students are generally new to UWE and do not know each other) the client, and the users • hierarchies versus flat structures for team working • getting the most out of the collaborations, mediating • working collaboratively in a fluid way with a need to adapt to unpredictable situations 	<p>Practical, Theory, Collaborative, Interactive, quiz, Inclusivity, Diversity, Accessibility, Curriculum design, Students as partners, Authentic, Lived experience, Student learning experience, Discussion, presentation.</p>
<p>14:30-15:30</p> <p>Please note session overlap</p>	<p>Supporting students online with Blackboard Collaborate Ultra – Susi Peacock and Learning & Development Centre</p> <p>This core digital education tool serves multiple purposes which can promote deep learning, knowledge creation and reflection. Members of the Collaborate Community of Practice will demonstrate, in an interactive environment, the practical application of the tool and call upon staff across the institution who have used this tool to share their experiences.</p> <p>Collaborate can not only bring students together who are not on campus but also those who are not in the same country. Collaborate webinar rooms have been used in online courses as a place for students to meet, discuss ideas and work collaboratively on projects, allowing them to build relationships and develop a strong sense of belonging to the institution. Collaborate can also be used on a one-to-one basis for assessments and feedback.</p>	<p>Webinar, Tips and tricks, Practical, Collaborative, Relaxed, Programme Leader, Internationalisation, Curriculum design, TEL/Digital Education, Digital, Discussion</p>

	In our session, we will encourage discussion and critical debate, seeking to inspire attendees to utilise this tool to enhance learning and teaching.	
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Friday 19 June

Time	Description	Tags
10:00-11:00	<p>Curriculum and the Sustainable Development Goals - Georgina Gough</p> <p>This workshop will briefly present the process, outputs and outcomes of a curriculum mapping project. Delegates will then be able to ensure that they have contributed to the Sustainable Development Goal mapping of programmes of study which they are affiliated to. The first five-year phase of this project is drawing to a close and this workshop represents one of the final opportunities for staff to represent their work in this document.</p> <p>Delegates will gain ideas for their own teaching and learning practice from the many disciplinary examples which will feature in the workshop. They will meet like-minded colleagues and be encouraged to reflect on the currency and relevance of their own teaching practice in relation to global sustainable development ambitions</p>	Workshop, Practical, collaborative , Interactive, Programme Leader, Enhancement Framework, Curriculum design, Students as partners, Student learning experience
OR	<p>Assessment choice and student anxiety: widening the very gap we are seeking to close? - Laura Bennett & Sara Bird</p> <p>As part of our wider work on Inclusivity for Learning, colleagues are asked to provide greater choice for students in assessment, both in terms of topic and mode. The literature suggests that the process of choosing can reduce student anxiety (e.g. O’Neill, 2011) however, where the presenters have offered choices within student programmes, we personally observed both increased stress related to decision-making while making the choice and post-choice anxiety, coupled with ongoing reconsideration of choice. This suggested that the perception that choice reduces anxiety and improves student performance may not always be correct.</p> <p>This session will present (via pre-recorded video) the initial findings from a pilot study to test this theory. Our intention is to draw upon the results of the pilot to create guidance for colleagues on how they can support students in developing their confidence and ability in choosing assessment, and to develop a larger study to assess the impact of other factors besides level, such as ethnicity, country of main residence, educational background, gender etc.</p> <p>The session will then move to live discussions in which colleagues can share their own experiences and how they can better support students in making such choices.</p>	Programme Leader, Tips and tricks, Practical, Collaborative , Early career, Research, Inclusivity, Internationalisation, Enhancement Framework, Curriculum design, Case study, Attainment gaps , SPLD, Authentic, Assessment , Student learning experience, Group activity

OR

Midwifery BAME Collaboration: Enhancing the service user and student experience - Aimi Meen & Geraldine Lucas

Sharing a very good case study of UWE working with communities and diverse stakeholders in Bristol. Whilst this example is in Nursing and Midwifery, the general principles could be applied to any programme that interfaces with external stakeholders.

Aimi and Geraldine organised a collaborative group to bring together maternity service-users and students from different backgrounds. The aim was to establish a supportive service user and student group (The UWE Midwifery Community Partnership Group) to help us develop projects and resources to enhance teaching and learning within our Midwifery BSc programme. Current research suggests that women from BAME backgrounds are more likely to have poorer experiences and unmet health outcomes during pregnancy and childbirth (MBRRACE-UK, 2018). Therefore, by widening participation and facilitating service-user involvement in our programme, our aim was to address these unmet health needs, improve quality of care and create a diverse group who will work collaboratively to enhance teaching and learning for our future midwives. The meetings have been successful and we have confirmed a number of outputs from the meetings. Students have also provided positive feedback. At present the midwifery team are developing the new Future Midwife curriculum 2020 - the Group is an essential and core enabler for us to achieve our future vision and also enhance collaboration between students and service-users.

AND

Crowdsourcing: A Novel Tool to Elicit the Student Voice in the Curriculum Design Process for an Undergraduate

Radiography Degree Programme - Janice St John Matthews

Student participation in curriculum design is an important and evolving aspect of higher education, but current methods to achieve co-creation can be undermined by practical and conceptual issues. This study from a single programme offers lessons for others wishing to adopt and develop the approach elsewhere. At the 2019 Festival of Learning we launched this study. We now have the results. Join us to hear how findings from this work have impacted on the updated curriculum and also what students thought of this method of engagement and partnership working.

Using a pragmatic action research approach, we evaluated the use of a novel tool for curriculum design - anonymous crowdsourcing, open to all students enrolled on the undergraduate Diagnostic Radiography programme at UWE,

Presentation, Tips and tricks, **Collaborative**, Inclusivity, Diversity, Curriculum design, Students as partners, Partnership, Authentic, Lived experience, Student learning experience

Presentation, **Collaborative**, Informal, Innovative, Research, Curriculum design, Students as partners, Partnership, Student learning experience, interactive

	<p>Bristol.</p> <p>The crowdsource generated a range of ideas for the revision of the curriculum and was well received by participants. It also identified areas of good practice already happening within the programme. Crowdsourcing appears to be a valid model for supporting student voice in curriculum design. Whilst teaching staff have expertise in the courses they teach, students are experts in the experience of being a student and have an overview of their programme of study.</p>	
<p>10:00-11:30</p> <p>Please note session overlap</p>	<p>Bitesize: Blackboard Collaborate Ultra</p> <p>Collaboration can impact the quality of student learning and collaborate is a useful way to collaborate with students. This session will demonstrate the UWE webinar experience using Collaborate from the perspective of a participant and a webinar host. There will be time to practice and we will also set up a webinar space in the participants' Blackboard, to allow them to share their own webinar links. We will also share some best practice. Please see the LDC intranet pages for more information and to book.</p>	<p>Training webinar, Workshop, Tips and tricks, Practical, Collaborative, TEL/Digital Education</p>
11:00	Screen break	
11:15-12:15	<p>Reading Group</p> <p>Petia Petrova warmly welcomes you to sign up and discuss the article: 'Developing evaluative judgement: enabling students to make decisions about the quality of work'.</p> <p>This article explores what evaluative judgement is, how it can be best developed and the benefits from supporting students in developing evaluative judgements. This paper may be of interest for colleagues who wish to consider the development of peer- and self- assessment opportunities in their programmes and modules. During the reading group we will discuss how applicable these ideas are in our own disciplinary contexts.</p> <p>We will read the text in advance and all will be welcome to participate in the online discussion, but you do not have to say anything if you do not want to. This will be a friendly, open and informal discussion, and we look forward to meeting you all and learning from you.</p>	<p>Reading Group, Assessment, Feedback, relaxed, informal, quiet session</p>
OR	<p>Reflections on developing an online course – David Satenstein</p> <p>This session looks at some of the challenges and opportunities facing developers of online learning resources. We focus on where content meets technology and provide practical tips for enabling better student engagement. It will cover:</p> <ul style="list-style-type: none"> • Putting students at the centre 	<p>Remote delivery L&T, presentation</p>

- Choosing technologies: striking a balance
- Creating content: an iterative approach
- Structuring the experience: site taxonomy

I will approach the topic of developing an online course by identifying the practical issues which I have faced as a part of the process. I will begin by looking at the challenges involved with putting students at the centre of the process.

I will then look at the three dimensions of course production: technology, content and structure. For each of these areas I will focus on a practical problem which I have faced and describe how I approached it and what the result was.

I will close by summarising the opportunities online learning can provide for students and distilling my strategy for realising its value.

AND

Playing the wildcard: Incorporating Clinical Escape Rooms in Teaching Practice - George Turner & Joanne Markerson

We are all looking to strive and ensure we deliver the best possible learning experience for our students. So what can we do when we have exhausted many of the traditional pedagogies? Do we recycle these in different formats hoping that student engagement remains, or do we go rogue and try something new?

Whilst session-planning, we uncovered evidence suggesting that the use of a clinical escape room can not only combine medical concepts and communication skills, but also encourage deep learning. This initiative only required two members of staff to be effective. Without a doubt it can be expanded to fields outside of healthcare.

Students had to apply their clinical knowledge to locate clues and solve problems within 30 minutes to compete for a prize. They were empowered to develop strategies that enhanced interpersonal skills whilst also underpinning their clinical knowledge-base. It also enabled us to formatively assess knowledge and understanding with a covert approach. Students were debriefed to cement learning and identify knowledge gaps for action plans. Student feedback requested that this learning environment should be used more frequently.

So, if you don't want to go it alone and want to develop an active learning strategy that provides your students with engaging

Poster, Q&A,
Practical,
Theory,
Collaborative,
Relaxed,
Innovative, Early
career,
Authentic, Lived
experience,
Games for
learning

	<p>learning outcomes that simultaneously develop multiple aspects of their prospective career, take a chance, play the wildcard, choose a clinical escape room.</p> <p>There will be a poster presentation followed by question and answer session.</p>	
12:15	Screen break	
13:15-14:15	<p>What does ‘decolonising the curriculum’ mean? What practical steps can I take to adapt my teaching? - Myra Evans & Shawn Sobers</p> <p>ACE recently held a successful conference and workshops to explore these issues, and came up with actionable ideas. Myra and Shawn will be sharing some of those ideas to help staff consider how to embrace this important initiative and offer curricular content that better represents all groups in society. The session will also include a brief overview of the Decolonising Curricula guide, which is part of the ‘Fresh Approach: Inclusive Curriculum and Practice’ toolkit. The toolkit will launch at the Festival of Learning and provides practical guidance, case studies and checklists to support everyone to transform our practices in order to reduce the BAME attainment gap.</p>	<p>Presentation, 101, Practical, Theory, Programme Leader, Inclusivity, Decolonisation, Diversity, Internationalisation, Curriculum design, Attainment gaps, Student learning experience, Inclusivity toolkit</p>
OR	<p>Nothing to hide: how a cross-service team made space for open and honest collaboration – Alison McKay, Tasha Cooper, Heather Short & Eirlys Grindrod (20 mins)</p> <p>Our presentation will tell the story of collaboration between Library Services and the Trainee Nursing Associate programme team. Our presentation will discuss the three interwoven levels of collaboration which impacted student learning and why trust, an often taken for granted concept, should be examined in a new light. The fresh-start mentality we adopted had tangible benefits on the student experience and highlights the rewards of investing in collaboration beyond your immediate service or department.</p> <p>In designing, delivering and reviewing information literacy and academic skills sessions within a new apprenticeship programme, we have supported the transition to academia for diverse learners across six cohorts – and counting. Delegates will hear how we balanced a pragmatic approach to the challenges of collaborative working that are all too familiar – finding time, reducing email communication and reconciling different working patterns and professional cultures – with a shared recognition of the Library and Programme Team’s commitment to collaboration. Our approach can serve as an example for future cross-service</p>	<p>Presentation, Collaborative, Programme Leader, Curriculum design, diversity, Partnership, Case study, Authentic, Feedback, Student learning experience</p>

collaboration both within UWE Bristol and with new and existing stakeholders.

AND

Apprenticeship: co-production and lessons learned so far - Rebecca Hoskins (20 mins)

We will share with you our learning in co-producing The Advanced Clinical Practice Apprenticeship programme with system leaders and how the requirements of the apprenticeship and the academic requirements of the university were met. The approach could easily be adapted for non-health disciplines. This presentation will demonstrate how this programme is more than a sum of its parts and how it prepares the autonomous healthcare worker who will treat you now and in the future.

This level 7 apprenticeship provides an exciting and innovative opportunity to develop a new highly skilled healthcare professional who will contribute to the developing hybrid health and social care workforce model in England. The consistent and standardised approach, as well as the co-production of the programmes between higher education institutes and health and social care suggests this new professional group will be well prepared for the challenges they will face. The educational approach is based on a spiral pedagogy approach whereby apprentices will revisit knowledge, skills and capabilities throughout the programme - building depth. Action learning sets are embedded throughout and encourage the apprentices to use a coaching approach while they explore non-technical aspects of their emerging roles.

AND

Working together to create a successful, innovative and responsive program - Victoria Davenport (20 mins)

Explaining how DAS incorporated student feedback and staff engagement into continuous improvement of the Healthcare Science Apprenticeship Programmes. This work was nominated for a VC Innovations Award. Victoria will theorise and conceptualise for an academic overview of the process, and showcase the innovative, team-building, process for continuous improvement of our provision and responsiveness to the stakeholder experiences.

Presentation,
Curriculum
design,
Partnership,
Student learning
experience,
collaborative

Presentation,
Quick win, Tips
and tricks,
Practical,
Theory,
Networking,
Collaborative,
Relaxed,
Informal,
Innovative,
Programme
Leader,
Inclusivity,
Students as
partners,
Partnership,
Student learning
experience

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Monday 22 June

Time	Description	Tags
10:00-11:00	<p>The TARDIS: A practical demonstration - Clayton Davies</p> <p>The critical issue facing many students is not finance, it is the even more precious resource of time. This is particularly acute among students that are either self-supporting or need to work through term to support themselves or their families. Being time poor is an underestimated problem and it is essential that we develop pedagogical techniques that directly support students short of this precious and finite resource.</p> <p>I have had to on innumerable occasions assist students who have found themselves struggling with tight deadlines and limited time. In these circumstances I have developed an intensive technique based on a practical adaptation of Bloom's taxonomy. Bloom's Taxonomy of Educational Objectives was published in 1956 and has since underpinned the assessment processes and pedagogical structures of many higher education programmes, including many modules within the UWE Bristol Business School.</p> <p>By deconstructing educational materials and content and by being open and transparent with the student on the effort required, almost any course can be re-constructed along the hierarchical lines of Blooms Taxonomy in order to accelerate a student's progress and maximise the use of time. This process I call Time And Rapid Development In Study - TARDIS - for which I make (as a lifelong fan) absolutely no apology to Dr Who.</p> <p>This online workshop will briefly go through the theoretical underpinnings of this technique and then deliver a vignette session which will demonstrate its practical application. The TARDIS technique could have a profound impact on how we deliver our modules, courses and programmes. I will also be looking for potential collaborators in its development and application.</p>	Workshop, Tips and tricks, Practical, Theory, Informal, Interactive, Innovative, Research, Inclusivity, Diversity, Accessibility, Curriculum design, Students as partners, Attainment gaps , Authentic, Lived experience, Assessment , Feedback, Games, quiz
OR	<p>Inclusive and authentic assessment during the COVID-19 crisis: designing alternative online assignments - Laura Harrison & Rose Wallis</p> <p>This session will explore the challenges and opportunities of designing alternative online assessments in one department, in response to the move to remote delivery of teaching and learning. The session will focus in particular on the challenge of</p>	Remote delivery L&T, Assessment.

	<p>(re)designing group work, and finding opportunities for students to work remotely with heritage partnership organisations.</p> <p>AND</p> <p>Using smart phone technology to support practical skill acquisition - Fiona Ingleby</p> <p>Presenting an innovation project from the Occupational Therapy programme, changing the way we teach assistive equipment for practice. It is a simple and innovative idea that could potentially be adopted across faculties. The project uses creative digital technology and smartphones to engage students in learning practical skills, using QR codes affixed to equipment to access bespoke online resources e.g. video demonstrations, safety guidance, and quizzes to assess knowledge.</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Using formative assessments to enable students to track their own learning and module leaders to monitor engagement. • Encompassing various pedagogic strategies: learning via demonstration, mirroring, problem solving, doing, reflecting. • It is inclusive - students from different backgrounds with different learning approaches can learn at their own speed. • Students can re-visit the QR codes at any time to revise • It is practice orientated - focusing on a skill set needed in practice, that they will be able to access even when out on placement, so they always feel connected to UWE. <p>There will be a pre - recorded presentation to watch then a Q&A.</p>	<p>Presentation, Practical, Informal, assessment, Interactive, Innovative, Inclusivity, Accessibility, Student learning experience, Training, Espresso session, students as partners, attainment gap, technology</p>
<p>OR</p>	<p>Launch of the Higher Education Pedagogies Policy & Practice (HEPPP) research network - Helen King & external speaker Kyriaki Anagnostopoulou, Bath Spa University</p> <p>A number of colleagues across the University are active researchers in the area of HEPPP including those with national and international reputations within the Academic Practice Directorate and other professional services, and those within academic departments. In addition, a number of UWE staff are undertaking Doctorates in Education in this area, and the PGCAPP provides a basic grounding in enquiry into learning & teaching. However, the cross-University spread of these researchers means that, until now, there has been no formal platform for them to showcase their work externally, nor any central point of contact for potential internal or external synergies or collaborations.</p>	<p>Interactive, Networking, Collaborative, Research, Discussion, external speaker</p>

	<p>This session will formally launch the HEPPP Research Network. The network will provide an inclusive and supportive research environment that seeks to actively engage a broad range of stakeholders. It will enable the development, showcasing and dissemination of evidence-based conceptual frameworks and practical tools for impact on learning & teaching locally, nationally and internationally.</p> <p>To launch the network and set it into the current sector context, Kyriaki Anagnostopoulou will introduce the new Pedagogies, Policy & Practice Research Centre at Bath Spa University, discuss her current research related to Covid-19 and HE, and invite opportunities for collaboration and dissemination.</p> <p>Kyriaki Anagnostopoulou (Head of the School of Education at Bath Spa University and lead for their newly formed Policy, Pedagogy & Practice Research Centre) will be the guest speaker. Delegates will have the opportunity to ask questions about the network and to input ideas and suggestions for its activities.</p>	
<p>10:00-11:30</p> <p>Please note session overlap</p>	<p>Bitesize: Collaborating in OneDrive</p> <p>Everyone seems to be talking about it – but what is it? Get a greater understanding of the concept of saving to the cloud and find out how to:</p> <ul style="list-style-type: none"> • Access OneDrive and office 365. • Save either online or in File Explorer. • Share your documents. <p>Please see the LDC intranet pages for more information and to book.</p>	<p>Training webinar, Tips and tricks, Practical, Collaborative, TEL/Digital Education</p>
<p>11:00-12:00</p>	<p>Why do students plagiarise and purchase essays? - Jacqueline Chelin, Krystina Page, Jenny Dye, Sarah Salter, Nick Biggs, Hannah Poore.</p> <p>An opportunity to discuss the analysis of the feedback on the above question explored by this Pedagogic Project and gain a greater understanding of this issue from the student perspective.</p> <p>We will compare and contrast UWE staff's expectations of the key reasons for students' plagiarism (and suggested ways to address this) with what the students themselves have indicated.</p> <p>Statistics on assessment offences at UWE suggest that certain groups commit a disproportionate number of assessment offences which might be contributing to attainment gaps (capped marks, etc.).</p>	<p>Interactive, presentation, Practical, Theory, Assessment, Student learning experience, Discussion, attainment gap</p>

	<p>Other topics for discussion may include assessment design, quality and consistency of feedback, and ideas about new and creative ways to engage students in learning about plagiarism. Delegates would be invited to review the recommendations coming out of the project.</p>	
<p>OR</p>	<p>Online assessment: better learning, higher engagement... and less marking! - Mario Orsi Introducing delegates to NUMBAS, an online platform for developing assessments and learning activities. NUMBAS can make assessments very transparent. Overall, my teaching is now more interactive and engaging, attendance has improved, and I can spend less time marking (as this is mostly automated) and more time on supporting students and improving learning materials. With NUMBAS, questions can be regenerated with different random values; this makes students engage more, because they can practice on “new” problems every time. Students are incentivised to practice while also being disincentivised to cheat (as correct answers differ from student to student). Other innovative features include:</p> <ul style="list-style-type: none"> • Social network-style features: users can share assessments for others to reuse or adapt. • Collaborative: multi-user “projects” for teaching teams. • Works in any web browser, no download, free. 	<p>Presentation, Practical, Collaborative, Relaxed, Informal, Innovative, Inclusivity, Case study, TEL/Digital Education, Digital, Authentic, Assessment, Feedback, Student learning experience</p>
<p>OR</p>	<p>(Mis)matching the position of the institution and the student: An update on the "Beyond Intangibles" project - Luke A. Rudge & Helen Mortimore (30m) Co-researchers Luke and Helen compare analysis of UWE's student-directed rhetoric with evaluations of teaching given by alumni and current students. This session reviews what has been found so far and in what direction the research may develop next. Overall, a significant mismatch appears to occur between the university and its students. Key factors that students value in learning and teaching are almost entirely linguistically absent from university communications and positioning.</p> <p>Deeper analysis and potential factors influencing this mismatch will be explained during the session. We hope that the results will both assist student-facing staff to understand what students value regarding learning and teaching, and to provoke further discussion and investigation. As communication is the bedrock upon which teaching and learning occurs, we hope that these findings lead to reflection - and indeed celebration - at various</p>	<p>Presentation, Q&A, Tips and tricks, Theory, Inclusivity, Students as partners, Case study, Authentic, Student learning experience</p>

This session may run into lunch

levels of the institution concerning how even supposedly insignificant aspects of language can have big impacts.

AND

Peer to Peer Teaching Support – Antony Hill (10m)

The Department of Applied Sciences (DAS) is piloting its Peer to Peer Teaching Support scheme. This has been designed to facilitate the meaningful sharing of good practice between experienced teaching staff with the aim to have this as a yearly rolling enhancement activity. Delegates will see the potential to utilise similar ideas within their teams.

Staff are paired up by matching their stated area of interest with a colleague with relevant good practice for a discussion/ observation etc. The key ethos is to provide choice and ownership for every DAS staff member on their development. Crucially, feedback is not given on the good practice itself, but what the individual observing/discussing has taken away from it. This is a fundamental shift to take into account the experience of staff - a more choice based, reflective model. It is designed to be light-touch, so that only short feedback is collected to facilitate the highlighting of any common themes for training.

AND

PGR, Collaboration, and Keeping UWE’s Practice-Led, Research-Informed Provision at the Forefront - Neil Willey

Collaboration, as someone might once have said, begins at home. UWE’s key priority (a practice-led, research-informed provision) confidently asserts an intention not to be hide-bound. As a large institution UWE faces a significant challenge to be unbound and to sustain a provision that keeps up with change. I will suggest that Post Graduate Research (PGR) is the least hide-bound and most collaborative part of our provision - it is also one of the most practice-led. I will show, therefore, how a range of PGR developments can help us to widen the collaborative connections with ever-changing practice and research that will be necessary to delivering Strategy 2030. For example, the experience that PGR providers have of developing collaborative skills that blur practice and research which employers increasingly seek. Gaps in participation and in attainment are, in the majority of disciplines, greater at PGR than at any other level. I'll suggest ways in which we might develop PGR in departments and faculties to help us meet these challenges and increase the vibrancy of our provision at all levels.

AND

E-tivities as forms of asynchronous teaching – Henrique Tavares Furtado (20m)

Online teaching involves important trade-offs. Whilst synchronous forms of teaching are valued for their similarity

Presentation, Networking, **Collaborative**, Informal, Authentic, Lived experience, **Assessment**, Feedback, Training

Presentation Quick win, Theory, **Collaborative**, Research, Inclusivity, Diversity, Internationalisation, Accessibility, Partnership, **attainment gaps**

	<p>to face to face teaching, they often require high bandwidth and may also represent impediments for the recruitment of international students. This talk will briefly discuss the value of Electronic Activities (E-tivities) as inclusive, asynchronous forms of teaching online. An E-tivity is an online task or activity which forms part of the course and is specifically designed to build towards the module assignment. E-tivities are designed to complement and support subject specific learning objectives by promoting key academic skills. They are designed to build on and further develop the skills covered in the Core Modules.</p>	<p>Remote delivery L&T, Inclusivity, presentation</p>
<p>OR</p>	<p>The ‘Fresh Approach: Inclusive Curriculum and Practice’ toolkit Launch! An opportunity to explore this brand-new practical resource - Members of the BAME Attainment Gap Co-Creation Group</p> <p>We have made a commitment in Strategy 2030 to eradicate all attainment gaps by 2030. Our first priority is the BAME Attainment Gap. This interactive session is a chance to find out how you can use the toolkit in developing your practice to improve the learning experience and outcomes of BAME students. Members of the development team, which includes the Student Union Vice President Education and student partners as well as colleagues from across the University, will show you round the online toolkit, and be on hand to answer your questions.</p> <p>(Repeated on 23 June)</p>	<p>Presentation, interactive, Programme Leader, Q&A, Inclusivity, Decolonisation, Diversity, Internationalisation, Enhancement Framework, Curriculum design, Attainment gaps, Student learning experience, Inclusivity toolkit</p>
<p>OR</p>	<p>Is my reading list diverse? – Ludo Sebire</p> <p>Join us for a discussion on the new guidance to help you create a more diverse reading list to support your curriculum.</p> <p>AND</p> <p>Student-Led Learning & Teaching Projects – presented by students: Holly Bennett, Lisa Cole, Rob Martin, Linda Devo & Isabelle Mooney</p> <p>The postgraduate student colloquium...</p> <p>... was a student-led project held at UWE’s city campus in early 2020. It’s aim was to provide a platform for students to practice and develop presenting their work to an audience and to encourage cross-disciplinary meeting and discussion. A further aim was to evolve a system whereby this could be continued into the future. The stated aims of the student-led L&T projects scheme had been to “...encourage and support students to feed</p>	<p>Decolonisation, Diversity, Attainment gaps, Inclusivity toolkit discussion,</p> <p>Presentation, Collaboration, students as partners, research, inclusivity, partnership, authentic, technician, Programme Leader</p>

	<p>into the continuous improvement of learning & teaching at UWE,” and to “...foster collaboration between students and staff at the heart of university life and culture.” The theme for the colloquium was [In]Exclusion, reflecting our aim and UWE’s commitment towards inclusivity.</p> <p>The colloquium and associated workshops were successful in achieving their aims, and we present here an evaluation of our findings and experiences, and reflections for the future potential continuation of the project.</p> <p>Studio 3.0: Reimagining the potential of institutional teaching and art making spaces Studio 3.0 proposes a reimagining of how the studio spaces at Spike Island might be used by BA Fine Art students. It responds to the constraints of current studio culture, in which the studios are primarily perceived as a space for the production of physical work and top-down teaching in tutorials, lectures and critiques. Borrowing from the values and principles of Alistair Hudson’s Museum 3.0, Studio 3.0 encourages a more holistic attitude to studio culture, one that reframes the studio spaces as an active forum for a range of diverse practices, activities and discourse.</p> <p>Dusting Off the Archive: Investigating the potential value of a creative practice archive at UWE This research project responds to the use of objects and images - not just text-based resources - as key learning resources in arts education; and explores how a flexible creative practice archive could be used as a learning resource. It investigates three main avenues: How could a creative practice archive at UWE be used as a dynamic and accessible learning tool for students? What would this archive look like, and manifest itself as, in order to function to this degree? Who would maintain and support it? Could this archive be compiled and collated from existing records, such as UWE social media?</p>	
12:00-13:00	Virtual networking – a chat room will be open over lunch	Networking
13:00-14:00	<p>Peer Assisted Learning (PAL) goes Collaborate: the opportunities and challenges so far! – Jo Lewis, Hannah Bond, Hannah Carr</p> <p>At the end of March, the PAL team ran a Blackboard Collaborate taster session for a number of our current PAL leaders and mentors to enable them to move their student-to-student support online.</p> <p>Since then, we have set up roughly 20 different Blackboard Collaborate rooms for PAL leaders across all faculties and have had at least 10 different virtual PAL sessions being facilitated on</p>	Remote Delivery L&T, presentation, discussion.

	<p>a regular basis to support current Foundation and year 1 students. Our PAL leaders and mentors have been providing a wide range of peer support from being a listening ear to guidance around portfolio, essay and poster presentation submissions.</p> <p>Join two members of the PAL team and one of our PAL leaders to hear about the opportunities and challenges arising from this move to virtually facilitated group study sessions. This will include discussion around a blended approach to peer-led support next academic year, with a combination of synchronous and asynchronous delivery.</p>	
OR	<p>How the Procurement team can help: key tips when needing to purchase and pay a supplier – Helen Baker, Vicky Johnson, Paul Skuse</p> <p>Drop-in online for advice and guidance regarding engaging and paying a supplier. Find out how we can help you make the process as easy as possible and ensure your supplier is paid on time. Understanding the Procurement process will ensure we support you in attaining your objective.</p>	<p>Tips and tricks, Collaborative, drop-in</p>

Tuesday 23 June

Time	Description	Tags
10:00-11:00	<p>The ‘Fresh Approach: Inclusive Curriculum and Practice’ toolkit Launch! An opportunity to explore this brand-new practical resource - Members of the BAME Attainment Gap Co-Creation Group</p> <p>We have made a commitment in Strategy 2030 to eradicate all attainment gaps by 2030. Our first priority is the BAME Attainment Gap. This interactive session is a chance to find out how you can use the toolkit in developing your practice to improve the learning experience and outcomes of BAME students. Members of the development team, which includes the Student Union Vice President Education and student partners as well as colleagues from across the University, will show you round the online toolkit, and be on hand to answer your questions.</p> <p>(Repeated on 22 June)</p>	Presentation, interactive, Programme Leader, Q&A, Inclusivity, Decolonisation, Diversity, Internationalisation, Enhancement Framework, Curriculum design, Attainment gaps , Student learning experience, Inclusivity toolkit
OR	<p>Empowering the UWE Bristol community to enable international students – Alison McKay, Amy Coryat, Jane Saville, Julian Gregg, Mian Ng, Steve Hunt, Sylwia Kalpage, Tom Edge, Vlasios Sarantinos, Ian Collins</p> <p>International students comprise nearly 14% of the total student body at UWE, yet the attainment gap for good honours for these students in 2017-18 was - 27.1% (BI portal). Academic or professional services staff, with an interest in better supporting our international students to succeed, are encouraged to attend this workshop. You will have the opportunity to:</p> <ul style="list-style-type: none"> • consider the challenges faced on the international student journey (e.g. academic and language skills, interaction and sense of community) • hear about examples of current practice to enable students, including ideas for online provision • discuss and evaluate these examples. <p>Through this discussion, we aim to reflect on current provision and further develop collaborative practice.</p>	Workshop, Tips and tricks, Practical, Networking, Collaborative , Relaxed, Informal, Interactive, Early career, Programme Leader, Inclusivity, Internationalisation, Curriculum design, Partnership, Case study, Student learning experience, Discussion
10:00-15:00 Please note	<p>Pedagogic Writing Café – Mandy Asghar</p> <p>This day-long virtual retreat will provide you with the space and time to get on with the writing you keep mean to start, continue or finish! Using a structured process of concentrated writing spells and breaks, it will be facilitated through Blackboard</p>	Writing Café, Practical, Relaxed, Informal, quiet session

session over-lap	Collaborate by a Principle Fellow of the HEA. So, if you haven't quite finished your fellowship application, or a research paper or a new programme document come and join us.	
11:00-12:00	<p>Professional Dilemmas in Higher Education - Ann De Graft Johnson</p> <p>Graduates of Architecture and Planning will be working with and catering for people from different backgrounds, cultures, lifestyles, experience and perspectives. However, during their education, questions arise about to what extent their educational framework provides a broad and inclusive enough base to work in an informed, sensitive way in their professional life.</p> <p>The exploration of a number of dilemmas will cover aspects such as culture, language, notions of "otherness", the impact of the curriculum content and teaching and the extent to which discrimination is institutionalised/structural.</p> <p>The focus is on dilemmas raised in addressing diversity inclusion and equalities, in particular relating to gender, race and disabilities where there is a prevailing lack of representation of certain groups be it amongst staff or students. While the focus is partly from a personal perspective it is also one which, where applied to race, continues to be particularly relevant - ongoing reports point to significant disparities in educational attainment. The main discussion point and central dilemma is whether it is at all possible to embed diversity inclusion and equalities practice within institutions or faculties which are predominantly white, able-bodied and male. In this instance I refer in particular to schools of architecture and planning which tend to have a significant imbalance, but I also refer to Higher Education in general.</p>	Workshop, Practical, Theory, Inclusivity, Decolonisation, Diversity, Accessibility, Curriculum design, Attainment gaps , Authentic, Lived experience, Student learning experience, Discussion
OR	<p>Don't be held back: authenticity and innovation comes from pushing forward - Chris Moore</p> <p>This session aims to present some innovative ways of working, assessing, marking, and of providing feedback that may provide colleagues in attendance with either ideas to take into their own practice, inspiration for ideas of their own, or the drive to try and implement change on seeing the difference adaptation and innovation can make to not only student experience and quality, but to staff work/life balance.</p> <p>Much of what we do and have always done no longer suits the expectations of today's students. To meet those expectations, to reduce burden on staff, and to remain academically robust as well as better prepare our students for the working world, we need innovation and best practice to become standard practice.</p>	Interactive, Quick win, Tips and tricks, Relaxed, Q&A, Informal, Innovative, Digital, Authentic, Assessment , Feedback, collaborative , remote delivery L&T

	<p>A number of factors however, can curtail innovation and limit pockets of best practice becoming normal practice. An acceptance of "the way" being the only way, a reluctance to adapt or upskill (or the time to do so), or of not being aware that there may be an alternative way.</p> <p>Practices presented include audio feedback, online exams, and simplified marking to separate grade from feedback. But more than simple show and tell, this workshop will also provide a round table discussion for attendees to bring problems requiring solutions or improvements - to encourage thinking outside of the toolbox and beyond the way we may have come to accept.</p>	
<p>OR</p>	<p>Enhancing the UWE Bristol experience: Embedding resilience, academic skills and career development in your course or programme - Tilly Line, Susan Shreeve, Wendy Woodland, Hazel Brown</p> <p>Delivered through the curriculum and 'extra-curricular activities', this new initiative will support the development of ready and able graduates who are prepared for and can solve the future challenges they face in their professional and personal lives in an increasingly uncertain and changing world.</p> <p>With academic departments and Professional Services (Wellbeing, Library Services, Careers and Enterprise) drawing on their respective expertise and working in collaboration, resilience, academic skills and career development - fundamental to the graduate attributes of being ambitious, innovative, connected, enabling and inclusive - can be enhanced in the undergraduate curriculum. In this interactive Question and Answer webinar facilitated through Blackboard Collaborate, Case Studies will be used to highlight good practice examples across the faculties, demonstrating how resilience, academic skills and career development have already been successfully embedded in courses/programmes.</p> <p>In advance of the webinar, delegates will be required to:</p> <ul style="list-style-type: none"> • Review three short Case Studies • Reflect on the meaning of embedding • Consider discussion points provided • Prepare comments and questions to bring to the session. <p>A consultative element will explore how attendees would like to engage with the Case Studies and how to take the initiative forward beyond summer 2020.</p> <p>Delegates will:</p>	<p>Interactive, Tips and tricks, Practical, Collaborative, Informal, Programme Leader, Q&A, Enhancement Framework, Curriculum design, Case study, Student learning experience, quiz</p>

	<ul style="list-style-type: none"> • Learn about the Enhancing the UWE Bristol experience initiative's aims, outputs and benefits to student learning • Come away with best-practice tips and learning which can be utilised in their course design and review processes • Be invited to contribute to ensure all departments are represented. 	
12:00-13:00	<p>Bitesize: Creating and using a group in OneDrive</p> <p>You may have heard about the Groups functionality in OneDrive. This session will explain more including:</p> <ul style="list-style-type: none"> • how to set up a group • what is available from within a group • the benefits and functionality of a group <p>Please see the LDC intranet pages for more information and to book.</p>	Tips and tricks, Practical, Collaborative , TEL / Digital Education, Training webinar
13:00-14:00	<p>Simple, Straightforward and Supportive: Creating a workshop experience online (1hr to 1 day) - Paul Redford</p> <p>This interactive session will describe one possible way to create an online version of a workshop (from a one hour session to a full day workshop) that is hopefully simple for staff to design and deliver, straightforward for students to engage with and supportive for the student learning experience.</p> <p>The session will describe how this was achieved for a group (n=30) of MSc students as an alternative to a full-day workshop.</p> <p>Paul will work through exactly how to do this as well as the feedback gained from the students. The activity uses a simple integration of online video, word document and online collaboration tools. The session will also outline some take-home learning points from the experience as well as allows time for discussion and dialogue to share experiences.</p>	Remote delivery L&T, workshop
13:30-16:30	<p>Collaborative Teams in Learning & Teaching: development workshop - Helen King</p> <p>The purpose of this workshop is two-fold: to support and enhance teamworking in learning & teaching, and to provide information on the criteria for the national Collaborative Award for Teaching Excellence (CATE). The aims of the workshop are to:</p> <ul style="list-style-type: none"> • Support new learning and teaching teams in their development and planning • Support established teams to articulate their approach, and support enhancement of their teamwork and impact in terms of benefits to the student learning experience 	Workshop, Practical, Networking, Collaborative , Relaxed, Informal, Interactive, Programme Leader, Partnership, Student learning experience, group activity

	<ul style="list-style-type: none"> • Provide information on the criteria and process for applying for a national CATE. <p>The workshop is open to academic and professional services staff teams who work on activities or projects related to learning & teaching. The session will be focused around two main themes which align to the CATE criteria: Enhancing your approach to working collaboratively and Planning for reach and impact. Participants will work in their teams (ideally a minimum of two representatives per team, more would be even better) to consider their current approach to working as a team and to explore good practice in teamworking in order to more explicitly articulate their approach, and to enhance it.</p> <p>This session forms part of the APD's support provision for the national CATE award. However, it is open to all learning & teaching teams not just those interested in CATE. Newly formed teams are particularly encouraged to attend.</p>	
14:00-15:00	<p>Covid 19 and Copyright - Life hacks for online teaching- Simon Cox Do's, Don'ts and how to take on the copyright challenges of online delivery. (Repeated on 18 June)</p>	Remote delivery L&T, presentation

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