Festival of Learning 2021

Programme

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 **"Transforming Futures"** the sessions during the Festival will address one or more of the following sub-themes:

- A university with an inclusive and anti-racist culture educates and includes everyone, and supports everyone to achieve their full potential.

- Thriving in an uncertain environment: what does this look like for Higher Education and for our graduates?

- "The mental health and wellbeing of our university community is fundamentally important in enabling people to engage, perform and flourish." (Statement from UWE Bristol Mental Wealth First strategy)

UWE Bristol | University of the West of England

Overview: 17-22 June 2021

The Festival timetable is arranged in blocks of sessions. You will book the whole block, but you aren't obliged to attend all the sessions in it.

Click session name to see more information. The coding of sub-themes is continued throughout the document. **Book here**.

A Watch Party is a way for people to watch videos together in real time. Participants can watch recorded videos and interact with one another around them in the same moment.

INCLUSIVE & ANTI-RACIST CULTURE (*)	THRIVING IN AN UNCERTAIN ENVIRONMENT (†)	MENTAL HEALTH & WELLBEING (‡)

		LIVE SESSIONS	WATCH PARTIES
THU	a.m.	Paul Olomolaiye, Pro Vice-Chancellor Equalities and Civic Engagement, opens the Festival AND Awarding gap or attainment gap, what's the difference? AND *External keynote:* The unequal academy: the experiences of Black and minority ethnic academics, Kalwant Bhopal AND How to Speak Up, being an active bystander and active listening in UWE Bristol. *	
	Lunch		
	p.m.	Visualising sustainability in design studio teaching and learning - tackling uncertain, complex and multifaceted concepts AND Supporting Students who have Experienced Childhood Trauma: The Needs of Care Leavers, Estranged Students, Student Carers and Refugees in Higher Education †	"I feel like I am part of a community": Creating Social Presence at a Programme Level through Facebook groups *
		Reflections on developing (intentionally!) online programmes AND Health Inequalities Partnership Project - Awareness, Recognition, Engagement †	
		OR Reflection Session 1 * ‡ †	
FRI	a.m.	Learning and Lockdown: Reflections on the Covid-necessitated instigation of online teaching AND Pre-teaching as a means to support students with weak mathematics AND Infusing Resilience: by students for students ‡	Social Engagement in Creative Practices *

	Lunch	Pilates ‡	
	p.m.	Compatible or incompatible? The dual role of Mentor/Tutor on live participatory student and community projects AND Trans-inclusive teaching: What practical steps can I take to adapt my teaching? AND Awarding Gaps - Using Data for Impact (UWE STAFF ONLY) *	Using digital tools to promote peer learning and enhance formative feedback †
		Future Quest Outreach Hub: Supporting a regional approach to progressive outreach provision*	
MON	a.m.	*External speaker:* Therapy is therapy isn't it? with Nilaari AND Why we need to get serious about leisure ‡	Virtual Whiteboards in Online Teaching: Interactive Online Seminars †
	Lunch		
	p.m.	How does Career Registration data relate to Graduate Outcomes? AND *External keynote:* Building back higher - universities thriving in an uncertain environment, Debbie McVitty (Wonkhe) AND Use of Blended Learning to Teach Mathematics to First Year Economics Students †	Decolonising Learning at UWE: Could Our Research Degrees be An Exemplar? *
TUE	a.m.	*External speaker:* Give all students a voice and create a more inclusive and diverse learning environment with Mentimeter, Silvia Yancheva AND Eliminating Awarding Gaps - what's working and what you can try *	
	Lunch		
	p.m.	Planning for formative feedback - assessment tools and strategies in a blended world AND Talking about innovative teaching - what is it and how do I know if I'm doing it? †	When inclusivity appears to fall through the gaps: the lived experiences of a Jewish student at UWE * --- Live Projects: The 3-way interactions: Client, Student team, tutor/mentor *
		Numbas online assessments: free, flexible and personalised †	Planning a blended approach to teaching and learning †
		OR Reflection Session 2 * ‡ †	

Asynchronous content

Click sub-theme name to see abstracts. Content will be available throughout the Festival, and some recordings also have watch parties.

Inclusive and anti-racist culture:

- "I feel like I am part of a community": Creating Social Presence at Programme Level through Facebook groups + **watch party**

- Social Engagement in Creative Practices + **watch party**

- Decolonising Learning at UWE: Could Our Research Degrees be An Exemplar? + **watch party**

- When inclusivity appears to fall through the gaps: the lived experiences of a Jewish student at UWE + **watch party**

- Live Projects: The 3-way interactions: Client, Student team, tutor/mentor; Reflections on Ideas Share + **watch party**

- Awarding gap or attainment gap, what's the difference?

- #IAmFirstGen - Giving young people from first generation backgrounds strong and relatable role models and practical support

- Engaging international students to help achieve their full potential

- Working with students as co-creators: a case study on increasing engagement and reducing the awarding gap

Thriving in an uncertain environment:

- Using digital tools to promote peer learning and enhance formative feedback + **watch party**

- Planning a blended approach to teaching and learning + **watch party**

- Virtual Whiteboards in Online Teaching: Interactive Online Seminars + **watch party**

- Using Collaborate for remote student collaboration and assessment

- Finding that edge: the benefits that coaching and mentoring opportunities afford our students in an uncertain environment

- Embracing the Tech: Making recorded lectures more engaging

- Embracing the Tech (Part 2): More ideas for the tech-savvy lecturer

Mental health and wellbeing:

- The Mental Wealth Strategy - what next? (UWE STAFF/STUDENTS ONLY) – Poster

- Put the conversation back: Supporting students' assessment journeys

Choose your own sessions and build your own programme.
Make your bookings using the online form here.

Extras

If you are looking for more personal development opportunities, the following are happening either side of the Festival (for UWE staff):

- Monday 14 June 2021, 13:00-15:00 and Tuesday 15 June 2021, 10:00-12:00 – Academic Leadership for Programme Leaders
- Tuesday 15 June 2021, 12:30-15:00 – Promoting Student Wellbeing for Programme and Module Leaders
- Wednesday 23 June 2021, 10:00-12:00 – Effective Curriculum Design for Module Leaders
- Friday 25 June, Monday 28 June and Tuesday 29 June inclusive, 10:00-12:30 – Designing Effective Assessment and Feedback Strategies

Programme

All timings are GMT+1/UTC+1 (London/Dublin)

Thursday 17 June

Block	Time	Description	Tags
1	10:00-11:15	**Awarding gap or attainment gap, what's the difference?** - Frances Bathurst Why is there is a shift in language from attainment gaps to awarding gaps, and why is it important? This Pecha Kucha will explain what an awarding gap is, how much of the gap we as an institution can have an effect on and what our current awarding gaps are. There will also be some myth busting on common awarding gap misconceptions such as entry points.	**Inclusive & anti-racist culture*,** Pecha Kucha, Tips and tricks, Theory, Innovative, Diversity, Awarding gaps, Student learning experience
		Festival opening - Paul Olomolaiye Paul Olomolaiye is Pro Vice-Chancellor Equalities and Civic Engagement at UWE and Professor of Construction Engineering and Management. Paul will give the opening address based around the work that he is leading at UWE, and then introduce our keynote speaker. *External keynote* **The unequal academy: the experiences of Black and minority ethnic academics** - Kalwant Bhopal This lecture will explore the experiences of Black and Minority Ethnic academics in Higher Education. It will examine how Black and minority ethnic academics navigate the White space of the academy and the measures they use as sources of support to advance their career trajectories. It will also explore how Higher Education can address the diversity of the staff body to better represent the student community.	**Inclusive & anti-racist culture*,** Keynote, external speaker, presentation, Q&A, Diversity,

		Kalwant Bhopal is Professor of Education and Social Justice, and Director of the Centre for Research on Race and Education. Kalwant's research focuses on the achievements and experiences of minority ethnic groups in education. She has conducted research on exploring discourses of identity and intersectionality examining the lives of Black minority ethnic groups as well as examining the marginal position of Gypsies and Travellers. Her research specifically explores how processes of racism, exclusion and marginalisation operate in predominantly White spaces with a focus on social justice and inclusion. Her recent book, *White Privilege: the myth of a post-racial society* was published by Policy Press. She is working on a new book (with Martin Myers) exploring elites, privilege and Higher Education, which will be published by Routledge in 2021.	
	11:15-11:30	Break	
	11:30-12:30	**How to Speak Up, being an active bystander and active listening in UWE Bristol** - Ana Miguel Lazaro, Rania Regaieg, Sophia James, Megan Williams THIS SESSION IS INTENDED FOR UWE STAFF/STUDENTS ONLY Participants will gain understanding of what is the strategic Speak Up programme at UWE Bristol, how to be an active bystander and how to challenge situations that don't feel right in a safe way and how we are embedding active listening at UWE Bristol. Including: • Short presentation overview of the strategic Speak Up Programme to change the culture at UWE Bristol • Speak Up videos (part of the Instagram sessions) produced by UWE students based on key messages of Speak Up and personal experiences to start the conversations • Panel discussion with staff and students who have taken part in Speak Up activities, lived experiences and tools and examples of how to be an active bystander and active listening in the classroom and outside the classroom encouraging the audience to ask questions and take part in the discussion.	**Inclusive & anti-racist culture*,** Practical, Collaborative, Interactive, Innovative, Inclusivity, Diversity, Students as partners, Awarding gaps, Lived experience, Student learning experience, Panel, Discussion
	12:30-13:00	Lunch	
2	13:00-15:10 with break	**Visualising sustainability in design studio teaching and learning - tackling uncertain, complex and multifaceted concepts** - Sonja Oliveira This session will discuss findings from a FET Linking Teaching and Research funded project that examined how students and staff visualise sustainability teaching and learning in final year design studio modules across all our architecture accredited undergraduate courses. Findings extend current research that suggests internal representations of complex phenomena	**Thriving in an uncertain environment†,** Discussion, Informal, Collaborative, Innovative, Research, Curriculum design, Case study, Student

| | | such as sustainability draw on early years and family experiences as well as the physical environment where teaching and learning takes place. The discussion will benefit students and educators who are currently developing or extending curricula to meet climate change challenges across a range of sectors including design professions.

AND
Supporting Students who have Experienced Childhood Trauma: The Needs of Care Leavers, Estranged Students, Student Carers and Refugees in Higher Education - Suzanne Carrie, Susan Clompus, Kieran McCartan, Steffie Denton

Participants will gain understanding of how adverse childhood experiences (like emotional, physical and sexual abuse, neglect, and household challenges like violence or drug use in the home) impact students' educational experiences and outcomes in Higher Education, and discuss how we can use trauma informed approaches in our teams across the university to enable all students to reach their full potential.

A pre-recorded video will highlight the adverse childhood experiences that care leavers, estranged students, student carers and refugees/asylum seekers are likely to go through before university, and how these impact upon and cause barriers and challenges for these groups whilst they study in Higher Education.

A presentation will highlight the enhanced support/positive action UWE Bristol offers to these students through UWE Cares and why a whole university approach is essential to helping these cohorts succeed.

A Panel Discussion will highlight the impact of trauma and toxic stress on students and explain research and social policy teaching around trauma informed approaches in Higher Education.

Participants will work in groups to discuss what a trauma informed approach might look like at UWE Bristol for students and staff, and how we can help all students achieve positive outcomes and achieve their full potential.

Further reading and resources will be provided as a resource for delegates and a 'call for action' will be made to encourage staff to continue these discussions in their teams.

The session addresses issues that some participants may have experienced or feel passionate about. If you find the content does affect you, please seek support from Wellbeing Support Options if you are a student, or from a colleague or the Employee Assistance Programme if you are UWE staff (or the equivalent at your institution). | learning experience, Climate change

Thriving in an uncertain environment†, **Mental health & wellbeing ‡**, Group work, Practical, Theory, Collaborative, Interactive, Innovative, Inclusivity, Diversity, Lived experience, Training, presentation, Panel, Discussion |
| | 13:00 14:00 | **OR**
Watch party: | |

		"I feel like I am part of a community": Creating Social Presence at a Programme Level through Facebook groups - Neil Sutherland, Rachel Williams [Click here to read the abstract.](#) Alternatively, you can watch the asynchronous content at a time of your choice.	**Inclusive & anti-racist culture*, Thriving in an uncertain environment†, Mental health and wellbeing‡**
3	15:20-16:20	**Reflections on developing (intentionally!) online programmes** - Mandy Lee, Rebecca Kingsley-Jones, David Satenstein This session will detail and explore the design, development and running of new online-only programmes in the department of Education and Childhood. This has been a steep and hugely interesting learning curve and one which has been synergistic with the need to deliver online during Covid. This may be interesting to those who are planning and designing new programmes and to all educators who are also working thoughtfully through the challenges presented when needing to decide what to prioritise in an online format, and how best to scaffold and support learning for students at a distance. We will seek contributions and discussion on colleagues' experiences of and insights into online design and delivery. AND **Health Inequalities Partnership Project: Awareness, Recognition, Engagement** - Lisa Harrison and an SU Officer This is one of three projects which unite the Students' Union and the University in co-creating solutions. We are focusing on addressing the challenge that there is differential engagement across student groups to the UWE mental health support offer - we are trialling different approaches to awareness raising and engagement. During this presentation, a delegate will learn about techniques for meaningful engagement.	**Thriving in an uncertain environment†,** Curriculum design, TEL / Digital Education, Student learning experience, presentation. **Thriving in an uncertain environment†, Mental health and wellbeing ‡,** Tips and tricks, Collaborative, Inclusivity, Students as partners, Authentic, Presentation.
	15:20-15:50	**OR** **Reflection session 1** A chance to come together informally and discuss what you hope to get out of the Festival now that the themes have been introduced, as well as reflect on your own lived experiences and share what you've learned and/or enjoyed so far at the Festival. Depending on numbers, attendees may be split into breakout groups by theme. A follow-up session will take place on Tuesday 22 June at 15:20. You may choose to attend either or both.	**Inclusive & anti-racist culture*, Thriving in an uncertain environment†, Mental health and wellbeing‡,** informal, networking, relaxed, lived experience

Friday 18 June

Block	Time	Description	Tags
4	10:00-1100	Watch party: **Social Engagement in Creative Practices -** Mian Ng with students and partners from the communities Click here to read the abstract. Alternatively, you can watch the asynchronous content at a time of your choice. **OR**	**Inclusive & anti-racist culture***
	10:00-12:15 with break	**Learning and Lockdown: Reflections on the Covid-necessitated instigation of online teaching -** Clair Schwarz How I learned to stop worrying and love VLE. The emergence of Covid-19 and the demands of lockdown precipitated rapid and sizeable changes to curriculum design and delivery. In this presentation I shall introduce a review of the decisions made for a Level 3 Visual Culture module (Independent Research Project), noting how the move to online delivery required a student-centric approach to accessibility, engagement, and pedagogy. Reflecting on the delivery of the module, in particular tutorials, I argue that rather than the sensibility of distance one may associate with remote learning, online tutorials foster greater intimacy, trust, and openness. While the tutor/student relationship remains uneven (where the former has 'power' over the latter through their role as assessor) the hierarchy is somewhat undone in the online space as the hierarchy of place (the office) is divided into two domestic places held together in a virtual space. Subsequently, I suggest there is a qualitative difference in online tutorials where two participants meet in more equal space and thus, somewhat counter-intuitively, greater rapport can build within a more relaxed ambiance of trust. In the face of a global pandemic and lockdown, the significance of these tutorial meetings grew beyond the chiefly assessment-orientated, with a greater emphasis on pastoral wellbeing than previously practiced. As virtual guests in each other's homes, the tutorials became more significant, being a welcome human interaction in a time of limited sociability. Using experiential data from myself, other tutors, and students, this presentation argues that this significance, coupled with the privacy of online tutorials, allowed for intellectually and emotionally braver work, with the processes of researching, thinking, and writing within (and indeed often about) the circumstances of the pandemic wresting back some sense of control in a time of uncertainty and fear, and thus meaningfully contributing to wellbeing.	**Mental health & wellbeing ‡**, Presentation, Quick win, Tips and tricks, Practical, Theory, Collaborative, Relaxed, Informal, Inclusivity, Accessibility, Curriculum design, Students as partners, Case study, TEL / Digital Education, Authentic, Lived experience, Student learning experience

		AND **Pre-teaching as a means to support students with weak mathematics** - Amanda Wilkinson, Fay Lewis, Marcus Witt Our undergraduates are increasingly arriving with us with either very poor or limited mathematics knowledge or anxiety around this subject. This session will report on a research study to give insight into how to use pre-teaching to support these students to access provision that requires prior mathematical knowledge. Reflection will come from three different departments to explore how this pedagogical approach can be used for a range of modules with mathematical content, showing how to impact on both attainment and student wellbeing.	**Mental health & wellbeing ‡**, **Inclusive & anti-racist culture*,** Innovative, Research, Inclusivity, Accessibility, Curriculum design, SPLD, Student learning experience, Presentation.
		AND **Infusing Resilience: by students for students -** Amy Dunn & Jag Majithia (PAL Administrators), Alice Farmer & Phuong Nam Tranova (Resilient U PAL Leaders), Alison Provost (Senior PAL Leader) Our Resilient U Peer Assisted Learning (PAL) leaders not only moved their peer mentoring conversation around resilience and wellbeing online this year, playing a pivotal role in introducing new starters to mental health and wellbeing during Block Zero (18 January Block Zero session had over 80 attendees!), but also co-created the content of this new series of online workshops - enabling students across the University to recognise the importance of resilience, to understand their levels of resilience and how to top them up, and be equipped with strategies to better manage anxiety and pressure. A co-facilitated session by PAL team members and our PAL leaders, delegates will have the opportunity to experience some of the activities experienced by our student participants during Resilient U, and gain an insight into the development and impact of this peer to peer provision in terms of enabling students to engage, perform and flourish.	**Mental health & wellbeing ‡**, Collaborative, Interactive presentation, Students as partners, Case study, Authentic, Lived experience, Student learning experience
5	12:30-13:00	**Lunch** **Pilates** with Helen Abbott - Moving Mind, Body, and Soul. Helen will lead a 30-minute fundamentals session for all abilities. You might need a chair but not a mat.	**Mental health & wellbeing ‡**
6	13:00-14:00	Watch party: **Using digital tools to promote peer learning and enhance formative feedback -** Jane Andrews, Libby Thompson, Ciaran Burke, Sally Reardon, Verity Jones, Tom Baldry Click here to read the abstract. Alternatively, you can watch the asynchronous content at a time of your choice.	**Thriving in an uncertain environment †**

		OR	
	13:00-15:10 with break	**Compatible or incompatible? The dual role of Mentor/Tutor on Live Participatory student and community projects** - Ann De Graft Johnson, Sally Daniels The Live Project Design Studio module that Masters of Architecture students undertake, brings students face to face with collaborative working engaging with 'real world' client and users on real projects. Working in teams, students are charged with taking total responsibility for their engagement with diverse clients and communities and for delivering outputs which are of value to those communities. The tutor team describes themselves as 'mentors' for the purposes of advising students throughout the process and providing guidance through talks during the course of the module. As module leaders, Sally Daniels and Ann de Graft-Johnson have continued to critically reflect on aspects of the module and have previously gone into detailed consideration regarding students' experiences. For this workshop we propose examining the role of mentor advising on inclusive participatory projects with culturally and socially diverse clients and users versus that of the conventional design tutor role in guiding and reviewing hypothetical projects to critically reflect on areas of compatibility and incompatibility of that dual role. The workshop format will facilitate sharing of experiences regarding 'real world' projects and adaptability/ conversion of tutor roles. **AND EITHER:**	**Inclusive & anti-racist culture*,** Workshop, Practical, Networking, Collaborative, Interactive, Inclusivity, Decolonisation, Diversity, Accessibility, Curriculum design, Awarding gaps, Lived experience, Student learning experience, Discussion
		Trans-inclusive teaching: What practical steps can I take to adapt my teaching? - Vicky Swinerd, Cassian Sparkes-Vian, Caleb Sivyer, Elli Bliss With an estimated 0.5 % of UWE Bristol students identifying somewhere within the broad trans umbrella of identities, teaching staff are likely to encounter a range of diverse trans students in the course of their professional lives. This session brings together participants to explore approaches, culture and quick wins for trans inclusive teaching and learning which allows all students to thrive. Academics from across the university will share some ideas to help staff consider how to embrace this important way of working, and offer a teaching environment that includes trans and non-binary students and supports everyone. There will be an opportunity to hear about their approaches, and share ideas with colleagues.	**Inclusive & anti-racist culture*,** Workshop, Quick win, Tips and tricks, Practical, Collaborative, Informal, Interactive, Innovative, Early career, Technician, Programme Leader, Inclusivity, Decolonisation, Diversity, Curriculum design, Partnership, Case study, Authentic, Student learning experience, Discussion

		We will also flag policy and guidance designed to support trans and non-binary students and staff, and staff development face-to-face, video, and e-learning, designed to explore gender identity in more detail. **OR** **Awarding Gaps - Using Data for Impact -** Frances Bathurst, Kimberly Scott, Ellie Cotgrave (FOR UWE STAFF ONLY) This session, led by Equality Diversity & Inclusivity data experts, will cover all the information you need to locate, use and apply student demographic data to have impact on your practice. We will demonstrate key reports that have data available for different demographic characteristics (including the Demographic Module Gaps report and the NSS data). From there we will discuss how the reports can help inform decision making, how to 'put the puzzle pieces together' when working with multiple data sources and where you should log your reflections and actions. This workshop will also cover the effect of entry tariff on our awarding gaps and clarifies the proportion of our gaps that we can influence.	**Inclusive & anti-racist culture*,** Workshop, Tips and tricks, Practical, Interactive, Programme Leader, Inclusivity, Diversity, Curriculum design, Digital, Awarding gaps, Assessment, Feedback, Student learning experience, Training
7	15:30-16:30	**Future Quest Outreach Hub: Supporting a regional approach to progressive outreach provision** - Hannah Tebbutt, Rubina Akhtar, Alistair Brown Led by UWE Bristol and funded by the Office for Students, Future Quest is a Bristol-area partnership of Higher Education providers, schools, colleges, employers and local authorities, all working collaboratively to encourage young people to progress into university. The scheme targets areas of the city where students are less likely to progress to university and equips young people with knowledge of, and pathways to, Higher Education alongside key skills that can help them in the future. The workshop will focus on the Future Quest Outreach Hub and its ethos towards fitting in and adding value to the complex landscape of outreach initiatives in the region. Some of the Future Quest outreach activities include a mentoring scheme for post-16 students from Black, Asian and Minority Ethnic (BAME) backgrounds, a programme to support 350 disadvantaged young people to progress into the fields of medicine, pharmacy and allied health professions and the #IAmFirstGen campaign which connects young people who are first in their families to go to university with relatable role models, networks and practical support. These will be used as examples for how a Progression Programmes Model is used as a development tool for projects and a model to support collaborative funding bids. The workshop will be interactive and feature a Q&A at the end of the session.	**Inclusive & anti-racist culture*,** workshop, Practical, Theory, Collaborative, Interactive, Partnership, Employability

Monday 21 June

Block	Time	Description	Tags
8	10:00-12:15 with break	**Therapy is therapy isn't it?** - Jean Smith (Director) and Lynn Hunt (Counsellor) from Nilaari Twenty-four months ago, a local BAME led Bristol charity called Nilaari partnered with the Wellbeing service offering therapy to BAME staff and students from UWE. By sharing our experiences this interactive workshop will help attendees hear a different perspective and gain an understanding of what makes an accessible wellbeing service, especially with regards to the BAME community. Practical suggestions will also be offered from what has been learned, particularly in relation to engagement. Come and find out how you can make wellbeing accessible whatever your role is. This interactive workshop will include a discussion based on a video. Nilaari have a diverse team that deliver culturally appropriate talking therapies. AND **Why we need to get serious about leisure: How serious are we about the importance of balancing leisure and professional lives, and how can we inspire our students to develop strategies for balancing their pursuit of employability and graduate careers, with a life where leisure is valued** - Petia Petrova, Kat Branch, Fiona Jordan, Sam Elkington This session will be delivered in the form of a podcast, where key contributors engage in an expert discussion on a topic, followed by a discussion with the audience. The audience will be invited to use the chat actively throughout - to post questions and offer ideas and input. This approach was first piloted as part of the podcast series titled "Getting serious about leisure". The podcast will attend to a number of key areas: • Both staff and students are experiencing serious challenges as a result of the pandemic, which has resulted, for many, in the blurring (further) of leisure and professional/student lives. We will reflect on our struggles to make time for leisure, and its importance for our wellbeing. • The concept of serious leisure (Elkington and Stebbins, 2014) provides a lens through which we can reflect. • The potential positive impacts on wellbeing, and on the professional development of those engaging in serious leisure, even where their	**Mental health & wellbeing ‡**, external speaker, workshop, practical, relaxed, interactive, diversity, accessibility, partnership, discussion **Mental health & wellbeing ‡**, live Podcast, external speaker, Practical, Theory, Collaborative, Relaxed, Interactive, Innovative, Lived experience, Student learning experience, Panel, Employability

		leisure pursuits do not appear to be aligned with their career ([Bunea, 2020](#)) • Draw parallels about the potential value of balancing leisure and work in an uncertain environment, and developing attributes that may be of benefit to our students too. • We will need to reflect on the impact of the pandemic on graduate attributes and whether there is the need to revisit these going forward, to include the ability to balance work and leisure pursuits. • Discussion with the audience will encourage others to reflect on if/how their programmes, students' experiences, and employability development attend to this key issue and how. Samuel Elkington, PhD, is a PFHEA and Principal Lecturer in Learning and Teaching Excellence at Teesside University where he leads on the University's strategic learning and teaching enhancement portfolio.	
	11:15-12:15	**OR** Watch party: **Virtual Whiteboards in Online Teaching: Interactive Online Seminars** - Matt Wood [Click here to read the abstract.](#) Alternatively, you can watch the asynchronous content at a time of your choice.	**Thriving in an uncertain environment** †
	12:15-12:45	**Lunch**	
9	12:45-14:30 with break	**How does Career Registration data relate to Graduate Outcomes?** - Tim Ellis, Claire Green As students enter a turbulent and uncertain labour market, being able to support them in their professional development and put them in the best possible position to be successful in their future is more important than ever for programmes and departments. This presentation will explore the results of recent research conducted by the Business Intelligence team and Careers & Enterprise. The research looked into how results of the annual Career Registration survey correlate to the results of the most recent Graduate Outcomes Survey results. This session will be of particular interest to Programme Leaders, faculty and department leads for Graduate Outcomes or employability, and any staff who have an interest in supporting their students with their employability and professional development. Each year students are asked to answer two questions related to their career development as part of their programme registration. A career planning question determines where students are in terms of planning for their time after graduation, and a career readiness question explores what kind of experience students have. The Graduates Outcomes Survey (GOS) is the biggest UK annual social survey and captures the perspectives and current status of recent	**Thriving in an uncertain environment** †, Presentation, Quick win, Practical, Innovative, Programme Leader, Curriculum design, Student learning experience, Enterprising, Employability

| | | graduates. All graduates who completed a Higher Education course in the UK on or after 1 August 2017 are asked to complete the survey 15 months after they finish their studies.

We will look into the links between these two surveys, and whether we can draw conclusions from how our current students answer Career Registration questions and whether that can predict future GOS results. We will then consider what this means for how we can support students in their professional development and how this links to early engagement, embedding employability and supporting students to access valuable work experience.

AND
External keynote:
Building back higher - universities thriving in an uncertain environment - Debbie McVitty

This session is brought to you by the HEPPP network.

For more than a year the university sector has been in crisis mode dealing with the impact of the Covid-19 pandemic. The pandemic has exposed existing issues - the digital divide, the student 'contract', and student and staff wellbeing - and generated new learning and strategic imperatives on flexible learning and work. Meanwhile, the Westminster government is bringing a suite of policy issues to universities' doors: quality, skills, and lifelong learning. Wonkhe editor Debbie McVitty will offer her take on the current policy environment facing universities and students, from funding to freedom of speech, and think through the impact on university communities, and what a productive response might look like.

Debbie McVitty is editor of Wonkhe, the home of the Higher Education policy debate, contributing to Wonkhe articles, email briefings, events, and the Wonkhe Show podcast. Debbie is interested in the social impact of Higher Education, learning, teaching and curriculum, institutional change and innovation, and in bringing to light under-represented voices in the HE policy debate. She has previously worked in policy and communications roles at Universities UK, the University of Bedfordshire and the National Union of Students. She holds a DPhil in English Literature from the University of Oxford and an MRes in Higher Education research, evaluation and enhancement from Lancaster University. | **Thriving in an uncertain environment†**, external speaker, presentation, Student learning experience, employability, Inclusivity, Wellbeing, Digital |
| 10 | 14:40-15:10 | **Use of Blended Learning to Teach Mathematics to First Year Economics Students** - Mohamed Azeem Haroon

Traditional Higher Education providers have been increasingly embracing a more blended learning provisions for last couple of years. The rate of adoption has increased significantly following Covid-19 pandemic. Whilst blended learning is easier to administer in more qualitative modules, it's much more challenging to break habits and students' expectation when more quantitative modules are concerned such as mathematics and | **Thriving in an uncertain environment†**, Presentation, Practical, Innovative, Early career, Early career researcher, Programme Leader, |

		statistics. This session aims to present the current finding of an ongoing action research project which explores the effectiveness of blended learning through combination of synchronous and asynchronous learning activities to deliver mathematics for first year economics students. As part of this project, students were provided with face-to-face and online delivery using synchronous and asynchronous online session. Following eight weeks of blended provision, students were asked to fill a survey questionnaire. Responses to the survey questionnaire and module feedback survey are then analysed and compared with the previous cohort which relied fully on face-to-face delivery. The results thus far reveal that blended learning has contributed to a better student experience and engagement. However, several challenges remain in terms of inclusivity, accessibility and development of learning communities. The blended provision appears to create a significant divide in accessibility across the cohort and formation of organic learning communities.	Inclusivity, TEL / Digital Education
		OR Watch party: **Decolonising Learning at UWE: Could Our Research Degrees be An Exemplar? -** Neil Willey Click here to read the abstract. Alternatively, you can watch the asynchronous content at a time of your choice.	**Inclusive & anti-racist culture***

Tuesday 22 June

Block	Time	Description	Tags
11	10:00-12:15 with break	**Give all students a voice and create a more inclusive and diverse learning environment with Mentimeter** - Silvia Yancheva This session will focus on how to make the teaching and learning experiences more engaging, inclusive and fun by using the interactive presentation software Mentimeter. During the session we will review various examples of how to achieve student-centred learning, by giving all students, regardless of their background, aspirations or abilities, an equal opportunity to voice their opinions, share feedback and become active players in their own learning journey. The session will also cover: • How to get more honest and diverse feedback and use it to analyse and improve the quality of the teaching sessions • How to create a sense of belonging by establishing a safe and positive learning environment, that is also fun and enjoyable	**Inclusive & anti-racist culture*,** external speaker, workshop, presentation, Tips and tricks, Practical, Collaborative, Relaxed, Interactive, Innovative, Inclusivity, Diversity, Students as partners, TEL / Digital Education, Digital, Lived experience, Feedback, Student learning experience, Training, Discussion

		• How to avoid the Abilene Paradox, especially when teaching and learning online Although we live in a predominantly technological world, where students incessantly depend on technology in their day-to-day lives, instead of perceiving this as a burden, we can choose to use their smartphones as an additional aid for learning and self-expression. Silvia is a Customer Success Manager at Mentimeter and has been working with various educational institutions and business around engagement, inclusivity and transparent interactions for over 2 years. She is passionate about Higher Education and believes that the student voice has the power to positively transform the teaching and learning experiences. If you are in the mood for very long conversations, talk to her about the power of introverts and how important diversity is. AND **Eliminating Awarding Gaps - what's working and what you can try -** Valerie Russell Emmott, Myra Evans Members of the Equality, Diversity and Inclusivity team and the Academic Practice Directorate with the Faculty Director for Inclusive and Practice-Oriented Curriculum (ACE) provide some examples of good practice from across the faculties that have been shown to reduce the ethnicity awarding gap, drawing upon their current roles in supporting the Bridging the Awarding Gap project. Come along to hear their thoughts and share your own experiences of what works.	**Inclusive & anti-racist culture*,** awarding gaps, practical
	12:15-13:00	Lunch	
12	13:00-14:00	Watch party: **When inclusivity appears to fall through the gaps: the lived experiences of a Jewish student at UWE -** James Mendelsohn, Harry Sotnick-Hommel (student) Click here to read the abstract.	**Inclusive & anti-racist culture ***
	14:10-15:10	AND Watch party: **Live Projects: The 3-way interactions: Client, Student team, tutor/mentor; Reflections on Ideas Share -** Ann De Graft Johnson and Sally Daniels Click here to read the abstract. Alternatively, you can watch the asynchronous content at a time of your choice. **OR**	**Inclusive & anti-racist culture ***

	13:00-15:10 with break	**Planning for formative feedback - assessment tools and strategies in a blended world** - Mike Clapp The workshop will share a variety of techniques and IT tools to assess students' progress and provide feedback that colleagues can take away. This will include Blackboard Tests, MS Forms, MS Teams, Mentimeter and Xerte. It will also look at the importance of planning for feedback in the design of assessments. AND **Talking about innovative teaching - what is it and how do I know if I'm doing it?** - Clare Denholm This workshop will use the outcomes of my doctoral research as a framework for a discursive session exploring perspectives of 'innovative teaching'. We will consider this oft used phrase in our own context and explore how differences in interpretation bring both richness and complexity to the conversation. Participants will have opportunity to explore what this framework can offer to their own understanding of innovative teaching and how it could influence sharing of practice among colleagues. It will be of particular interest to those wishing to encourage an innovative teaching mindset in their area. It will also be of interest to students and communicators who wish to develop and contribute to the conversation on innovative teaching in their areas and experience.	**Thriving in an uncertain environment†**, Workshop, Quick win, Tips and tricks, Practical, Interactive, Curriculum design, TEL / Digital Education, Assessment, Feedback **Thriving in an uncertain environment †**, Workshop, Theory, Collaborative, Interactive, Early career, Research, Programme Leader, Enhancement Framework, Curriculum design, Authentic, Student learning experience, Discussion
	15:10-15:20	Break	
13	15:20-16:20	**Numbas online assessments: free, flexible and personalised** - Mario Orsi In this workshop, delegates will learn about how to use the Numbas e-assessment system. After a short introduction, delegates will be guided through several "hands-on activities" from which they will learn how to write their first question, search the public database, adapt existing questions, create exams, and integrate Numbas content with Blackboard. No specific prior knowledge or special IT requirements are needed. Numbas is a free and open source online platform for developing assessments and learning activities; it has especially useful features for maths-based disciplines (including science, engineering and economics) but it also supports generic question types (e.g., multichoice, true/false, fill in blank) that can be used for any subject. Numbas has over four thousand users registered as instructors on the public editor, from over a thousand institutions worldwide. Key features include randomization (personalized random changes every time a student accesses a question or exam), automated marking and feedback, portability (Numbas works with any browser, with nothing to download, update, etc.) and ease of use (no need for any specific digital expertise). Randomization allows students to generate endless new personalized questions, increasing engagement. There is an incentive to	**Thriving in an uncertain environment†**, **Inclusive & anti-racist culture ***, Workshop, Quick win, Practical, Collaborative, Relaxed, Informal, Interactive, Innovative, Inclusivity, TEL / Digital Education, Digital, Authentic, Assessment, Feedback, Student learning experience, Training, Update on 2020 presentation

		practice and a disincentive to cheat (as correct answers differ from student to student).	
		Numbas also makes assessments more transparent and can remove any ambiguity of marking criteria, as exam-like practice questions can be given to students (randomization makes each question unique anyway). Automation makes it quick and easy to set extra assessments spread over the academic years (as opposed to typical "high-stakes" final year exams), thus reducing students' stress. Student feedback so far has been overwhelmingly positive. To quote just a few examples, students reported that Numbas assessments are "*clear and simple to use*", "*extremely helpful*", "*reassuring*", "*very fair and useful, making the module far clearer*", and they make the assessment "*clearer and more fair as there is less ambiguity in how to answer each question*". While no preliminary activities are necessary to attend this workshop and no prior knowledge will be assumed, prospective delegates are welcome to contact me in advance with any request or query.	
		OR	
		Watch party:	
		Planning a blended approach to teaching and learning - Karan Vickers-Hulse, Amanda Wilkinson	**Thriving in an uncertain environment†**
		Click here to read the abstract.	
		Alternatively, you can watch the asynchronous content at a time of your choice.	
		OR	
		Reflection session 2	**Inclusive & anti-racist culture*, Thriving in an uncertain environment†, Mental health & wellbeing ‡,** informal, networking, relaxed, lived experience
		A chance to come together informally and discuss what you've gained, learned and/or enjoyed at the Festival, as well as reflect on your own lived experiences and share your thoughts with others. It's an opportunity to network and discuss the themes.	
		Depending on numbers, attendees may be split into breakout groups by theme.	
		Session 1 takes place on Friday 18 June at 15:20. You may choose to attend either or both.	

Asynchronous content:

Recordings will be available for you to watch at any time during the Festival. You can leave questions in the comments box and a presenter will respond. Some contributions can also be viewed 'with' others at a watch party where presenters will respond to questions in real time.

Inclusive and anti-racist culture

- **Live Projects: The 3-way interactions: Client, Student team, tutor/mentor; Reflections on Ideas Share** - Ann De Graft Johnson and Sally Daniels **+ watch party** 14:10 on Tuesday

  An Ideas Share event is held as part of the Live Project Design Studio module which sees Masters of Architecture students working with real clients and users on real projects. The Ideas Share event brings together the very diverse client groups that students' teams have been working with and provides an opportunity for the teams to outline their projects to all the clients. The event provokes a lively exchange between the clients and students and also between the different client groups. In this workshop we propose bringing together some of the clients who have attended the Ideas Share, some representatives from student teams and the tutor/mentor team to discuss, reflect on the projects and in particular what the Ideas Share event brings into the mix. We also bring in the notion of the 'deals': that of the Module leaders agreeing an outline brief with clients, that of the students progressing and firming up 'the deal' with clients in confirming the detailed brief and the outputs.

  Tags: Inclusive & anti-racist culture*, Practical, Networking, Collaborative, Interactive, Innovative, Inclusivity, Decolonisation, Diversity, Curriculum design, Students as partners, Partnership, Awarding gaps, Authentic, Lived experience, Feedback, Student learning experience, Discussion, Anti-racist, Enterprising, Employability

- **Awarding gap or attainment gap, what's the difference?** - Frances Bathurst

  Why is there is a shift in language from attainment gaps to awarding gaps, and why is it important? This Pecha Kucha will explain what an awarding gap is, how much of the gap we as an institution can have an effect on and what our current awarding gaps are. There will also be some myth busting on common awarding gap misconceptions such as entry points.

  Tags: Inclusive & anti-racist culture*, Tips and tricks, Theory, Informal, Innovative, Inclusivity, Diversity, Awarding gaps, Student learning experience

- **#IAmFirstGen - Giving young people from first generation backgrounds strong and relatable role models and practical support** - Future Quest team

  Participants will gain an insight into Future Quest's #IAmFirstGen campaign which launched in September 2020. The campaign was conceived as a result of Future Quest focusing their work with young people on the 'Theory of Possible Selves'.

  #IAmFirstGen aims to give young people from first generation background string and relatable role models; to forge connections both locally and nationally with people that were first in their family to graduate and then went on to take on leadership positions in some incredible organisations.

  The #IAmFirstGen campaign forms a part of UWE Bristol's Opportunity Action Plan for the Social Mobility Pledge. The presentation will guide participants through the role of #IAmFirstGen ambassadors and employers sharing their experience of their background and from being the first in their family to graduate.

  The presentation will also highlight how the #IAmFirstGen campaign liaises with employers to provide work experience and mentoring opportunities for first-in-family students, providing

opportunities for students to experience different sectors and supportive mentors who provide encouragement and help when exploring career pathways.

Tags: Inclusive & anti-racist culture*, Relaxed, Informal, Inclusivity, Authentic

- **Engaging international students to help achieve their full potential** - Jacqueline Chelin

The "top ups" in the Faculty of Business and Law have been designed to welcome students from overseas onto a range of programmes at level 3. These students' understanding about studying in an academic environment in the UK, and their knowledge of English language and academic literacy, vary greatly.

An Academic Professional Development module aims "to equip students with the necessary knowledge and transferable skills to support their academic study, professional and career development and future employability". As such, this involves a collaborative approach between the module leader/team and professional services colleagues, including the library's FBL team and the Global Centre.

In September 2019/20 around 350 students took up places on these top up programmes, with a smaller cohort starting the following January.

This session will outline the support that was put in place, the outcomes this produced, and the lessons learned. Some of the learning was put in place for the students who enrolled in September 2020/21, but as many were studying in their home countries, other strategies had to be employed. These will also be outlined, along with reflection on the thinking behind those strategies and how they impacted the students' achievements. The webinar, then, will showcase the challenges and rewards of creating a meaningful learning experience for international students via various modes of blended learning and assessment, embedded support for English language and academic skills and extra-curricular social activities. Viewers will be invited to follow up with any questions about how they might adapt/apply some of these ideas for their own international students.

Tags: Inclusive & anti-racist culture*, Practical, Collaborative, Interactive, Programme Leader, Internationalisation, Curriculum design, Partnership, Awarding gaps, Student learning experience, Discussion

- **Working with students as co-creators: a case study on increasing engagement and reducing the awarding gap** - Abdullahi Arabo

The student awarding gap can come from various reasons, from how materials are delivered and the materials used in the delivery. For this talk, we will explore and provide details on how we have engaged with students as co-creators, co-reviewers, and allowing them to have direct interaction with the module delivery and assessment process to create a more realistic and meaningful programme. From what we have observed, based on students contributing during sessions, talking to staff outside of sessions with what they have found out, responding to a discussion on a provided forum, etc. As co-reviewers of small reports that are assessed, we have seen an improvement in grades for students after the initial round, as they have learned and engaged in the reviewing process and able to put this into practice. The students became more engaged with the delivery, attendance. Student active participation within and outside lectures has been improved. As a result, we have seen some enhancement in the students' potentials and attainment of grades, as well as their interest in the subject, and the wider domain of the discipline.

Tags: Inclusive & anti-racist culture*, Quick win, Tips and tricks, Practical, Interactive, Innovative, Inclusivity, Diversity, Students as partners, Awarding gaps, Assessment, Student learning experience

- **Social Engagement in Creative Practices -** Mian Ng with students and partners from the communities **+ watch party** 10:00 on Friday

  This pre-recorded presentation shows the impact on how creative practices in art, media and design can enhance students' learning and experience by working and collaborating with different communities of various backgrounds, lived experiences and cultures.

  Focussing on the work that students and communities produced together, the presentation shows the impact of participatory arts as catalysts for social change and equality.

  Tags: Inclusive & anti-racist culture*, Practical, Relaxed, Informal, Inclusivity, Decolonisation, Diversity, Internationalisation, Students as partners, Partnership, Awarding gaps, Lived experience, Student learning experience

- **"I feel like I am part of a community": Creating Social Presence at a Programme Level through Facebook groups -** Neil Sutherland **+ watch party** 13:00 on Thursday

  In this presentation we reflect on the importance of creating social presence at a programme level, specifically in virtual environments. Briefly defined, social presence is the degree to which participants feel like they feel a part of, and know other members of, a community (Abduallah, 1999). Current literature suggests that high social presence is born from informal, human and personalised communications and can have a significant impact on interaction, persistence, resilience, satisfaction, learning and motivation.
  With an often greater physical distance between student groups, and between students/tutors, a tangible sense of community becomes even more pressing to avoid feelings of isolation. Whilst there is considerable literature around the approaches that individual modules might take here we consider the opportunities and potentialities of creating social presence at a programme level. Specifically, we reflect on two years of leading the BA(Hons) Business & Management programme (which is the second largest at UWE, with over 1000 students over four levels), and how Facebook groups have been utilised to construct virtual communities for entire year groups.

  Three principal lessons have emerged and these will be discussed. First, the promotion of collegiality and community. Second, alongside this, we note the value of content provision and clear leadership. Finally, related to this: in order to achieve high social presence, this leadership should feel 'intimate'.

  Given that student satisfaction is often measured (both formally and informally) at programme level; that virtual environments are now well entrenched in contemporary Higher Education landscapes; and that it can be more difficult to create a sense of community when participants are not physically together, investigating the creation of social presence at programme level through Facebook groups is a key task. Our experience and student feedback highlights how significant this can be: for decreasing feelings of isolation and instead promoting a sense of belonging within a wider community.

  Tags: Inclusive & anti-racist culture*, Thriving in an uncertain environment†, Mental health and wellbeing ‡, Tips and tricks, Practical, Relaxed, Informal, Innovative, Programme Leader, Authentic, Lived experience

- **Decolonising Learning at UWE: Could Our Research Degrees be An Exemplar? -** Neil Willey **+ watch party** 14:40 on Monday

  I think that we need to take on the challenge of decolonising the research degree part of UWE's learning offer. I think this is essential if we are to truly be an anti-racist institution. If the academy is

to be diverse then PGR also has to be because it feeds the academy and if we are to provide learning opportunities for all, at all levels, then our research degrees have to be diverse.

Perhaps uniquely amongst the awards that universities make, research degree have a primary learning outcome that has continued to be universally agreed for more than a century and that trumps all others – the candidate must make a claim to 'an original contribution to knowledge'. There is nowhere a stipulation of how this contribution has to be made or to what sort of knowledge. Hence, Professional Doctorates focus on knowledge relevant to a profession, practise-based doctorates focus on knowledge that comes from practice, and MPhil/PhD can be any mix of the theoretical and empirical knowledge.

The notion of a 'thesis' is central to many research degree discussions. It occurs regularly in the research degree regulations of most HEIs. This betrays the origin of research degrees – a mid-19th century Prussia in which the notion of a 'thesis' was powerful. Nowhere in the FHEQ at level 8 is there a criterion that necessitates a thesis. Without changing research degree criteria it's not difficult to envisage research degrees that are accessible to a wider range of epistemological positions and a wider range of ways demonstrating that an original contribution to knowledge has been made. Many research degree candidates already work within a range of a epistemologies but the tradition of 'proposing a thesis' is strong and often produces tensions.

At UWE we've recently put in place regulations that allow for flexibility in what is submitted to show that the award criteria have been met - we hope these will ease some tensions. In this presentation I will go further than easing some tensions by outlining what the UWE Regulations now are for research degree submissions and how I think they might make research degrees more accessible, perhaps even help to decolonise them. I'll try to start a debate about how we might use UWE's research degree provision as the basis for progressive, contemporary, even decolonised, level 8 learning. This might serve as an exemplar of what is achievable for project/dissertation modules at M and UG level.

Tags: Inclusive & anti-racist culture*, Theory, Networking, Research, Decolonisation, Diversity, Internationalisation, Accessibility, Curriculum design, Awarding gaps, Assessment, Discussion, Anti-racist

- **When inclusivity appears to fall through the gaps: the lived experiences of a Jewish student at UWE -** James Mendelsohn, Harry Sotnick-Hommel **+ watch party** 13:00 on Tuesday

Would you know what to do if someone in your class claimed the Holocaust was a myth? What if a Jewish student informed you he had been told by his classmates that Jews were untrustworthy, or that Jews were too few to make tackling antisemitism a priority, or that it was the Jews' fault that Labour lost the last election? This session will track the lived experiences of a Jewish student at UWE via a recorded interview, followed by an opportunity to ask questions. Delegates will enhance their understanding of contemporary antisemitism and be equipped to act as supportive allies to Jewish students.

Tags: Inclusive & anti-racist culture*, Inclusivity, Decolonisation, Diversity, Students as partners, Lived experience, Student learning experience, Anti-racist

Thriving in an uncertain environment

- **Using digital tools to promote peer learning and enhance formative feedback** - Jane Andrews, Libby Thompson, Ciaran Burke, Sally Reardon, Verity Jones, Tom Baldry **+ watch party** 13:00 on Friday

  Why do students consistently rate their university experience of assessment and feedback less highly than teaching and learning? Why is there a difference between students in terms of the take up of opportunities to ask questions and get feedback on what is expected in assessed work? Is the traditional individual tutorial format suitable for all students' learning needs and preferences? These are some of the questions which prompted the pedagogic research discussed in this session.
  The session serves two purposes: a) to present findings from a UWE-wide collaborative pedagogical project which explored how digital tools can be used to support peer learning and enhance formative feedback on students' work in progress and b) to provide a space in which session participants can work on plans of how the ideas can be adapted for use in their teaching.
  The project covered small and large cohorts, undergraduate to doctoral levels and across a range of disciplines. Team members offered additional online group tutorials to students prior to an assessment deadline e.g. Q and A about assessment briefs and sharing extracts of work.

  The pre-recorded presentation will explain the rationale and design of the project with input from each team member, highlighting the digital, disciplinary and feedback issues and challenges we were addressing. Extracts of Students' experiences and evaluations captured in focus groups will be shared for discussion in the session.
  In the watch party, participants will have the opportunity to ask questions and reflect on their own practice and consider the extent to which the ideas from this project could work in their teaching and learning context.
  Tags: Thriving in an uncertain environment †, Practical, Collaborative, Relaxed, Interactive, Innovative, Accessibility, TEL / Digital Education, Digital, Assessment, Feedback, Student learning experience

- **Planning a blended approach to teaching and learning** - Karan Vickers-Hulse and Amanda Wilkinson **+ watch party** 15:20 on Tuesday

  2020 resulted in much uncertainty with regards to teaching and learning however, the necessity to adapt and restructure has led to some innovative practice. In this presentation we explore the journey for trainees and staff on a professional degree as we navigate a blended approach to teaching and learning. We will be sharing the story of our journey along with practical tips. The presenting team will be made up of staff and students.
  Tags: Thriving in an uncertain environment †, Practical, Curriculum design, Lived experience, Student learning experience

- **Virtual Whiteboards in Online Teaching: Interactive Online Seminars** - Matt Wood **+ watch party** 11:15 on Monday

  This asynchronous workshop will explore use of a virtual whiteboard to enhance online teaching. Virtual whiteboards allow participants in seminars to add post-its, pictures and other materials to a shared online space, and are a particularly effective way of facilitating group work. Participants collaboratively contribute to the board and you can use their contributions to dynamically inform your teaching. What's more, the students love it, and it can result in excellent levels of engagement.

Matt will share an easy workflow, using the platform Miro, which you can easily incorporate into your online teaching.

Tags: Thriving in an uncertain environment †, Quick win, Tips and tricks, Practical, Collaborative, Relaxed, Informal, Innovative, Case study, TEL / Digital Education, Digital, Student learning experience

- **Using Collaborate for remote student collaboration and assessment** - Helga Gunnarsdottir, Fiona Hartley

  Collaborate is often considered to be just a webinar platform, which has been used extensively this past year due to Covid-19 restrictions. However, the advantages of online collaboration are likely to be a part of our working lives even after all restrictions are lifted. Therefore, using Collaborate as a safe and secure learning environment to practise remote collaboration, will equip our students with the experience and skills that they will need in the workplace.

  This recorded session will look at a number of ways of using Collaborate for group work, both in a synchronous and asynchronous setting. Starting with random breakout groups in a Collaborate session, we will explore the setting up of self-selection groups and the use of Collaborate groups beyond a module or programme. We will also look at using persistent group work for larger, and more structured learning objectives, and explore different options for setting up spaces for students to meet and collaborate with a variety of tools. Finally, we will also discuss which assessment options are available for remote group presentations.

  Tags: Thriving in an uncertain environment †, Practical, Collaborative, TEL / Digital Education, Digital, Assessment, Training

- **Finding that edge: the benefits that coaching and mentoring opportunities afford our students in an uncertain environment** - Jo Lewis

  Supporting our students in finding that professional edge is paramount in an increasingly uncertain graduate environment. Feedback and testimonials from those UWE students who have taken up coaching and mentoring roles – whether as a volunteer student tutor on the National Tutoring programme or as a UWE-based Peer Assisted Learning (PAL) leader/ Senior PAL leader – indicates that the skills, behaviours and knowledge developed in enabling and empowering others makes them highly employable.

  An asynchronous co-facilitated session by the PAL Manager, Volunteer Coordinator and some of our former and current students, viewers will gain an insight into how student coaching and mentoring roles enable our students to future proof their employability in an uncertain climate. By the end of the session, you will know how to promote these types of roles to your students, and may even pick up a few tips and tricks around moving the coaching and mentoring conversation online.

  Tags: Thriving in an uncertain environment †, Practical, Informal, Interactive, Case study, Lived experience, Student learning experience, Employability, Enterprising

- **Embracing the Tech: Making recorded lectures more engaging** - Scott Silbereis and Emma Bean

  With the change to blended learning forced upon us by the pandemic, the movement of traditional lectures into a recorded format has given rise to a range of options. The simple approach of using Panopto to record narration of PowerPoint slides is a sound base to work from, but students have indicated that they want more. Drawing upon the presenters' experiences this year, this session will explore how we can move beyond the minimum to offer more engaging recorded content without going to exceptional extra effort. Topics include:
  - The power of the webcam: moving beyond the slides,

- Recording without Panopto, including PowerPoint's best-kept secret,
- Why editing in Panopto might be your new best friend,
- Embedding interactive content into Panopto videos, and
- A preview of the related "Part 2" session.

The presentation aims to be a reflective demonstration of the tools based on the presenters' experiences. It aims to be both inspirational and informative.

Tags: Thriving in an uncertain environment †, Quick win, Tips and tricks, Practical, Interactive, Innovative, Accessibility, Case study, Digital, Student learning experience, 101, Training

- **Embracing the Tech (Part 2): More ideas for the tech-savvy lecturer -** Scott Silbereis

  Building on the main "Embracing the Tech" session, additional ideas explored in this part include:
  - Your camera can do better: improving your video,
  - Standing in front of your slides (use of a green screen), and
  - Using Xerte to develop interactive multi-media content.

  These options go into more technical details (and may require some additional resources and software), so this session is likely to be most relevant for those comfortable with technology and willing to push themselves further. As with the first-part session, the presenter will demonstrate how he has used these tools and reflect on some lessons learned.

  Tags: Thriving in an uncertain environment †, Quick win, Tips and tricks, Practical, Interactive, Innovative, Accessibility, Case study, Digital, Student learning experience, Training

Mental health and wellbeing

- **The Mental Wealth Strategy: what next? -** Fiona Hamilton and Jess Waithe (for UWE STAFF/STUDENTS ONLY)

  This poster will show key findings from a university-wide evaluation of the Mental Wealth strategy. The Mental Wealth strategy ran from April 2018 to August 2020 under three themes: promotion, prevention and provision. UWE was sector-leading in making a commitment to putting Mental Wealth First for all staff and students. In November 2020 two surveys were launched, one for staff and one for students, designed to evaluate the impact of the strategy. This poster will show the findings from the surveys and the successes and challenges identified from the analysis. It will also include the lessons learnt from the Mental Wealth Strategy to inform the implementation of the Health and Wellbeing strategy 2030.

  Tags: Mental health and wellbeing ‡, Innovative, Research, Partnership, Question Time, Mental health and wellbeing

- **Put the conversation back: Supporting students' assessment journeys -** Cathy Minett-Smith, Jane Ojiako

  This academic year, a University/Students' Union Partnership working group has been looking at how we can improve the assessment and feedback experience for students. In this asynchronous session, the group's co-chairs, Cathy Minett-Smith (Associate Dean for Learning, Teaching and Student Experience, FBL) and Jane Ojiako (VP Education, Students' Union) discuss some of the group's main recommendations in relation to supporting students' assessment journeys. In particular, the recommendations emerging relating to dialogic approaches to assessment and feedback integrated into the learning experience.

  Tags: Mental health and wellbeing ‡, Student learning experience, Collaborative, Assessment, Feedback