Festival of Learning 2022

Abstracts, 16-24 June 2022

Providing a platform for those involved in teaching and supporting learning to communicate and share ideas about scholarship and good practice**, from undergraduate level to doctoral supervision.**

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# Sessions by theme

Under the overarching theme of **“The Joy of Learning & Teaching”** the sessions during the Festival will address one or more of the following sub-themes:

* [How do I know it’s working?](#working)
* [Playfulness and creativity](#playfulness)
* [Cultivating a community fit for learning](#community)

**Click the triangle  to expand the details or right-click a heading to expand all:**

## How do I know it’s working?

### Dr Paul CampbellKEYNOTE: Making assessment joyful for all - and how do we know it is?

**Dr Paul Campbell**

The relationships between race and ethnicity and assessment in British Higher Education Providers (HEPs) are subtle and complex. They manifest in different aspects of the assessment process, which intersect and translate into unequal award outcomes and uneven levels of satisfaction and enjoyment for students from minority ethnic backgrounds, when compared to their White peers.

HEPs have responded to this situation by largely focusing on making course content inclusive, via a growing number of attempts to decolonize the curriculum. By contrast, seldom has this body of inclusion work examined ‘assessment’ as part of the plethora of racially exclusionary systems in HE, which contribute to the marginalisation and privilege of students from minority ethnic backgrounds.

Consequently, we know relatively little with regards to some rather routine questions, such as: What race-based inequities exist in assessment and what is the extent to which these barriers are intrinsic to specific assessment types or connected to wider pedagogical practice? Or to the ways in which wider social and cultural factors – and proxies for race - such as socio-economic background, cultural capital, location and so on, intersect, influence and may contribute to inequities in satisfaction and to the performance of different heritage students in particular forms of assessment? How might we begin to measure and capture the efficacy of attempts to make the experience of assessment more racially equitable. Drawing on his sector-leading work in this area, Dr Paul Campbell, Director of the Leicester Institute for Inclusivity in HE, reports on some of the introductory responses to these questions.

(60 minutes)

Dr Paul Ian Campbell is Director of the Leicester Institute for Inclusivity in HE. He is also an award winning academic and lecturer in the Sociology of race and inclusion at the University of Leicester. His first monograph won the British Sociological Association’s Philip Abrams Prize in 2017 and he has published widely in the areas of race, inclusion and Higher Education and on inclusion in sport. He has also led a number of cross-university Race Equality and Education projects and supports a number of UK universities in addressing racial inequalities in their curricula and in their assessment processes. Paul is also Chair of the University of Leicester Race Equality Action Group and a University Distinguished Teaching Fellow. Paul is also the current holder of University of Leicester Citizens of Change Award for Inclusivity.

### Dr Laura BennettDr Cathy Minett-SmithMaking the Language of Assessment Inclusive: testing a toolkit for dialogue

**Dr Laura Bennett, Dr Cathy Minett-Smith and other members of the cross-institutional research team**

Inclusive assessment is threatened if students interpret terms used in assessment and feedback differently from staff. UWE is leading a QAA funded collaborative research project developing an innovative toolkit to generate increased staff-student dialogue about assessment, based upon qualitative and quantitative data on which terms are most ‘mysterious’ to students. In this workshop, there will be an opportunity to work in groups to road test the toolkit to see how well it would work for your discipline or practice, to learn some new strategies for creating greater staff-student dialogue around assessment and to feedback your comments to the research team.

Tags: Accessibility, Assessment, Awarding gaps, Collaborative, Curriculum design, Enhancement Framework, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Innovative, Interactive, Internationalisation, Practical, Research, Student learning experience, Students as partners, Tips and tricks.

**NB**: A session (["Potato, Potahto, Tomato, Tomahto. Helping UWE staff and students to build a shared understanding of the language of assessment and feedback")](#potato) on the same project is also being held but is only open to UWE staff and students.

### Dr Laura BennettDr Sam ElkingtonOut of adversity comes positivity: how student cohorts may have benefitted from changes to assessments during the Covid-19 pandemic

**Dr Laura Bennett and Dr Sam** **Elkington joined by one or more of our student research partners.**

The pandemic has undoubtedly been a testing and stressful time for both staff and students, and finding ways to assess students fairly, but rigorously, during this period has been a challenge. However, there is evidence that awarding gaps and non-continuation gaps have, in some instances, been reduced. This session examines the key learning to emerge from an innovative QAA funded collaborative research project led by Teesside University as to the possible reasons for this, and suggests that inclusivity would be best served by not rushing back to the good old days of more traditional assessment once the health crisis is over. (60 minutes)

Tags: Accessibility, Assessment, awarding gaps, Collaborative, Curriculum design, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Innovative, Lived experience, Practical, Research, Student learning experience, Students as partners, Tips and tricks

### Rachel CowieDr Cathy Minett-SmithTransforming Assessment: Outcomes from a year of conversation

**Rachel Cowie, Hannah Mathias and Dr Cathy Minett-Smith**

The ‘Transforming Assessment’ conversation in 2021-2022 academic year aimed to include and inspire the whole university community to engage in a year of collaborative, debate, innovation and activity aimed at celebrating our achievements, sparking debate and identifying our next development steps in assessment and feedback. We set ourselves the challenge of identifying the key actions that would result in an enhanced assessment experience for both staff and students.

Ultimately, we want to be known for being bold and innovative in assessment, with systems and processes that enable and support a personalised and authentic approach leading to student success.

This session will look at the progress and recommendations that have emerged to date with indication of the actions that have been identified to enable us to realise our ambitions. There will be time for your questions. (30 minutes)

Tags: Accessibility, Ambitious, Assessment, awarding gaps, Authentic, Collaborative, Curriculum design, Employability, Enhancement Framework, Enterprising, Innovative, Partnership, Pecha kucha/Ignite, Practical, Programme Leader, Student learning experience, Students as partners

### Dr G GoughAssessing Competencies: Consideration of development and assessment of UNESCO key competencies for sustainability in programme design

**Dr Georgina Gough and members of the Knowledge Exchange for Sustainability Education (KESE)**

This session will provide space to consider how competences are developed and assessed across programmes of study. A case study of the UNESCO key competencies for sustainability will be used as a framework for the session. This session will enable participants to familiarise themselves with these sustainability-driven competencies and the Advance HE/ QAA Education for Sustainable Development Guidance (2021), and work in groups to consider how well existing teaching, learning and assessment in their own individual practice aligns to these competencies and where new activity might be warranted. The session is designed to be collaborative and promotes collaboration amongst students as core to development of competencies. (45 minutes)

Tags: Assessment, Collaborative, Curriculum design, Discussion, Enhancement Framework, Interactive, Relaxed, Student learning experience

### Tom PerouGlenn DuckworthProducing Effective Multimedia to Engage Students

**Mr Tom Perou and Mr Glenn Duckworth**

What is the most effective kind of media to engage our students in learning materials? What works best - a slick animation, a conversational podcast or an informal video? What is important to our students, what do they want, and what do they get the best learning outcomes from?

We’ll challenge our views on what students want, and go on to look at tangible ways that academics can focus their efforts and suggest some quick wins to make more engaging media content for their course. (30 minutes)

Tags: Feedback, Quick win, Student learning experience, TEL / Digital Education, Tips and tricks

### Dr Kobil RuzievAcademic debates as an authentic assessment tool

**Dr Kobil** **Ruziev**

Debates can help students develop important transferable skills such as critical thinking, literature analysis and oral communication. Debates can help students build confidence in their ability to form well-reasoned responses to their opponents' real-time questions. Persuasive communication skills using theory, evidence and logical reasoning in this way can help students in job interviews and when leading teams and dealing with various audiences as professionals. This study will demonstrate how debates can be used as an authentic assessment tool by analysing relevant literature and by presenting critical reflections on my experience of assessing learning through debates in my Year 2 Economics module. (35 minutes)

Tags: Assessment, Authentic, Case study, Collaborative, Curriculum design, Discussion, Employability, Enterprising, Feedback, Innovative, Interactive, Paper, Practical, Quick win, Student learning experience

### You might also be interested in:

* **Potato, Potahto, Tomato, Tomahto. Helping UWE staff and students to build a shared understanding of the language of assessment and feedback -** Dr Laura Bennett, Dr Cathy Minett-Smith and other members of the UWE project research team. [Click for details](#potato) - UWE staff & students only
* **“I have ADHD too.” Sharing our experience of building a new approach to supporting students with ADHD at UWE** - Kelly Goodfellow and other Neurodiversity practitioners in Access and Learning Strategies Team, with students. [Click for details](#ADHD)
* **Live Project Guide for students and client communities** - Ms Ann de Graft-Johnson and Miss Sally Daniels. [Click for details](#liveproject)
* **There's an app for that! Utilising technology to gamify student engagement** - Dr Rachel Williams and Dr Neil Sutherland. [Click for details](#sutherland)

## Playfulness and creativity

### Mike ClappCompetitive quizzing

**Mr Mike Clapp**

Students are familiar with competitive and gamified quizzes in apps like Kahoot!, Mentimeter, Socrative and Quizlet. These support engagement and are great for retrieval practice activities.

This session will look at the research into competitive quizzes in the classroom, an introduction to several tools that are currently available and best practices for deploying these tools with students.

By the end of the session delegates will be able to run competitive quiz activities using Mentimeter that are motivational, engaging, and accessible. (45 minutes)

Tags: Accessibility, Assessment, Games, Interactive, Quick win, Relaxed, Student learning experience, TEL / Digital Education, Training

### UWE Bristol logoEncouraging the gamekeeper to think like the poacher - innovation in assessment design.

**Dr Lindsey Gillies, Julian Webb, Panagiotis Andriotis**

Digital forensics (DF) students spend much of their time developing their technical skills. This session describes an approach taken with UWE DF students to shift their thinking beyond the technical aspects of a case, and showcases how assessment strategies can benefit from creativity. The approach centres around co-created assessment; students construct a crime scenario, create a forensic image of a ‘suspects’ computer disk, then examine each other’s images. Students become competitive and ambitious- what can I do to make my case more challenging for others to examine whilst maintaining coherence and realism?

After interacting with an example, we will discuss both the benefits and the challenges associated with this approach. This session is particularly relevant to those interested in making learning challenging but fun. (45 minutes)

Tags: Assessment, Authentic, Employability, Practical, Programme Leader, Students as partners

### Beth HammondZ DavidsonPlay and peer learning - ideas from beyond the campus

**Beth Hammond interviews** **Zahra Davidson (Huddlecraft)**

Do you want your students to be engaged, creative, collaborative learners? Then join this session to see how lifelong learning organisation [Huddlecraft](https://www.huddlecraft.com/) (formerly Enrol Yourself) achieved this with their Learning Marathons.

This interview with founder Zahra Davidson discusses how peer learning, community and playfulness could be applied in a university context. With examples of ambitious social projects, enterprising business start-ups and deep personal explorations, Learning Marathons show what can happen when people are curious, open and willing to work together.

As a Learning Technologist, Beth Hammond supports academic staff at UWE to provide innovative learning experiences for students. This has included tools and methods for online group work, student engagement and accessible learning materials.

You should come away from this case study with ideas for more inclusive learning communities where students can support each other to achieve personal goals. (45 minutes)

Tags: Authentic, Collaborative, Enterprising, Equality/ Diversity/ Inclusivity/ Intersectionality, Informal, Interactive, Networking, Partnership, Question Time, Student learning experience, TEL / Digital Education, Tips and tricks

### Oliver HaslamBeth HammondGamification of learning with Seppo

**Mr Oliver Haslam and Beth Hammond**

Gamification involves the use of use of game features for educational purposes. Potential benefits include greater engagement and participation by learners, and opportunities for cohort-building and collaborative problem-solving. It can also just make learning more fun.

Seppo is an online tool in which tutors can create game-based learning experiences for students. Participants will be able to try some games made with Seppo both before and during the workshop. Participants will also be invited to share their own ideas for games and the feasibility of developing those games in Seppo will be discussed. Participants will discuss the pedagogical objectives for gamifying learning. By the end of the session all delegates will be able to identify whether Seppo is a suitable platform for their game ideas. (60 minutes)

Tags: Awarding gaps, Collaborative, Discussion, Equality/ Diversity/ Inclusivity/ Intersectionality, Games, Innovative, Interactive, Student learning experience, Technicalities / Digital Education

See also “Location-based learning with Seppo” below.

### Oliver HaslamLocation-based learning with Seppo

**Mr Oliver Haslam**

Location-based learning provides students with situated and authentic learning experiences, enabling them to learn in and learn from places and spaces pertinent to their subject area. Seppo is an online tool in which location-based learning experiences such as in-person and virtual field trips can be created for students. It’s not only for field trips, however, and can be used for induction activities or to help students experience hard to reach places like operating theatres or nuclear actors. Prior to the workshop, participants will be able to experience a location-based activity. Examples of learning activities made with Seppo will be shared during the session and participants will be invited to discuss their own ideas for field trips, induction treasure hunts and other location-based events. The workshop will include discussion of the pedagogy of location-based learning and some of the challenges Seppo can help overcome on location. By the end of the session participants will be better placed to identify opportunities to implement Seppo for location-based learning in their own teaching work. (60 minutes)

Tags: Awarding gaps, Authentic, Discussion, Innovative, Interactive, Practical, TEL / Digital Education

See also “Gamification of learning with Seppo” above.

### Oliver HaslamHow to make an Online Escape Room activity in Xerte

**Mr Oliver Haslam**

Online escape rooms have become popular in recent years as a means to encourage collaboration, teamwork and team building amongst learners. This workshop focuses on the practical and technical steps required to set up an online escape room using Xerte. Participants will have the chance to try a simple online escape room from the perspective of a learner; and then, from the tutor's perspective, see it recreated in real time using Xerte. (60 minutes)

Tags: Ambitious, Awarding gaps, Games, Informal, Innovative, Interactive, Practical, Student learning experience, Technicalities / Digital Education, Tips and tricks

### Prof Elena MarcoStand-up Comedy for Academics: A Transformational Approach to Communication

**Professor Elena Marco**

Stand-up comedy training and techniques can be used effectively by Academics to improve their engagement with different audiences. This session will explore how Academics who went through a bespoke ‘stand-up comedy’ training programme benefitted from this innovative training intervention. Understanding stand-up techniques, both in terms of material structure and delivery, can transform one's delivery of teaching and communication of research. Stand-up training can lead to significant improvement in self-confidence, and an awareness of how to tailor delivery style to different audiences, in both written and oral presentation. Live performance can give a tremendous sense of achievement for being able to perform well-outside an Academic's usual comfort zone. (40 minutes)

Tags: Authentic, Case study, Innovative, Practical, Research, Tips and tricks

### Dr Jen MayDr Jon HullKirstie HorlerDan CLarkGamification using Resimion as an interactive scenario-based teaching and assessment tool

**Dr Jen May & Dr Jon Hull, Biomedical and Forensic Science, with Ms Kirstie Horler (student) & Mr Dan Clark (Chief Learning Officer, Resimion)**

This session will present a case study of our use of an innovative scenario-based tool called Resimion, which we have implemented to increase student interactivity within learning and assessment. We have also used Resimion as an environment to create assessments in which students are co-creators. Gamification motivates students to engage, providing them with collaborative opportunities to apply their learning and gain instant feedback, a teaching style which has been shown to reduce the awarding gap, increase inclusivity and student satisfaction. Kirstie, a student, will help us reflect on this. There will be opportunity to participate in a live Resimion-based scenario to experience the technology, as well as gain a general introduction to the tool, with tips and data from our previous experiences. Delegates will gain ideas of where they may be able to implement this UWE-licensed tool. (40 minutes)

Tags: Accessibility, Assessment, Awarding gaps, Authentic, Case study, Collaborative, Early career colleague, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Games, Innovative, Interactive, Practical, Student learning experience, Students as partners, TEL / Digital Education, Tips and tricks

### Dr Fidel MerazDr E NicolettiArchitectural Fun: speculations and experiments in representation

**Dr Fidel Meraz and Dr Eleonora Nicoletti**

The presentation focuses on two briefs that allow students to apply creativity while developing critical ideas by exploring more complex theories. The nature of the tasks - drawings and models - allows for a context where the focus is on enjoying the pleasure of knowledge and discovery making learning fun and not a burden. (20 minutes)

Tags: Assessment, Authentic, Case study, Games, Innovative, lived experience, Practical, Quick win, Relaxed

### Prof N WilleyDr H Frisby‘Extensive and Intensive’ Learning: Post-Pandemic insights from PGR Residential Courses

**Professor Neil Willey and** **Dr Helen Frisby**

Postgraduate Research is a joy but it often takes the help of others to find it. UWE's innovative PGR residential has for many years provided significant insights to learning both online and face-to-face that is applicable also at Masters and Undergraduate level. We will outline the key role that playfulness has in our courses. Come and discuss the insights with us! (30 minutes)

Tags: Discussion, Equality/ Diversity/ Inclusivity/ Intersectionality, Innovative, Internationalisation, Networking, Research

### Rachel WilliamsThere's an app for that! Utilising technology to gamify student engagement

**Dr Rachel Williams and Dr Neil Sutherland**

What can video games like Pokémon teach us about improving student engagement? In this session you will learn how to utilise underexplored features of Instagram and Blackboard to gamify the student experience and ultimately increase engagement. These regular Festival attendees bring you concrete ideas to take away. We will present two case studies, one showing how we have used gamification at a programme level and one at a module level to show how the core tenants of gamification can be applied in a range of settings. Come along to learn from our successes (and failures) and find out how you can level up your professional practice. (45 minutes)

Tags: Authentic, Case study, Discussion, Feedback, Games, Informal, Innovative, Interactive, Programme Leader, Quick win, Relaxed, Student learning experience, Technical, Tips and tricks

### You might also be interested in:

* **KEYNOTE: Making assessment joyful for all - and how do we know it is?** - Dr Paul Campbell. [Click for details](#working)
* **“I have ADHD too.” Sharing our experience of building a new approach to supporting students with ADHD at UWE** - Kelly Goodfellow and other neurodiversity practitioners in Access and Learning Strategies team, with students. [Click for details](#ADHD)
* **Live Project Guide for students and client communities** - Ms Ann de Graft-Johnson and Miss Sally Daniels. [Click for details](#liveproject)
* **Play and peer learning - ideas from beyond the campus** - Beth Hammond interviews Zahra Davidson (Enrol Yourself). [Click for details](#Hammond)
* **Producing Effective Multimedia to Engage Students -** Mr Tom Perou and Mr Glenn Duckworth. [Click for details](#perou)
* **Academic debates as an authentic assessment tool** - Dr Kobil Ruziev. [Click for details](#ruziev)
* **Symposium sessions under sub-theme “**[**Comfort in the Classroom**](#comfort)**”**

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## Cultivating a community fit for learning

### KEYNOTE: Is doctoral research supervision teaching, learning or research?

**Dr Karen Clegg, introduced by Professor Neil Willey**

Festival: ‘a bringing together of people to celebrate one aspect that unites a community’. Doctoral supervision falls squarely into this category - it enables the identification and growth of new talent, supports the creation and maintenance of a vibrant, inclusive culture and serves the economy. Supervision should be celebrated - and yet it rarely is. In this keynote address I will draw upon the scholarship into doctoral education and the empirical data in the UK Research Supervision Survey (UKRSS). Together we will explore:

* the value that doctoral supervision brings to supervisors, doctoral candidates, institutions and funders
* who is involved in supervision and how those people are supported and recognised
* where doctoral supervision best fits - should we align this key activity with teaching, learning or research?

Finally, I'll offer some provocations and ideas on how supervision might be enhanced. (50 minutes)

Session Outcome: In advance of the session participants are asked to consider the following two questions: 1. How have you developed supervisory ‘know how’ 2. What’s your philosophy of supervision?

**Professor Helen King** will launch the new HEA Fellowship UKCGE route for doctoral supervisors. (10 minutes)

[**Dr Karen Clegg**](https://www.york.ac.uk/staff/research/about-re/who-to-contact-in-the-research-excellence-training/) is Head of the Building Research and Innovation Capacity (BRIC) Team at the University of York (UK) responsible for delivering professional development of postgraduate research students, research staff, fellows, research leaders and doctoral supervisors. Karen has over 25 years’ experience working in academic and researcher development and is now supporting the universities; approach to research culture and talent development. Karen’s background and publication record are in innovative assessment, teaching and learning and latterly, doctoral education. An elected member of the UK Council for Graduate Education (2020 - 2023) Karen instigated the [UK Research Supervision Survey](https://ukcge.ac.uk/resources/resource-library/uk-research-supervision-survey-2021-report) sponsored by Wellcome Trust and UKRI and engaged in discussions around professionalisation of supervision. She contributes to national and international debate and is regularly invited to give keynote addresses.

Karen is a Senior Fellow of the Higher Education Academy, a trained coach and an accomplished conference speaker.

### Dr Jane AndrewsAssessment as a process: A reflective account of a tutor sharing their own draft writing with a group of undergraduates

**Dr Jane Andrews**

What is it like to put ourselves in our students' shoes? How would we, as lecturers, approach the assessment tasks which we ask our students to undertake? Can we demystify our assessment processes by sharing our approaches to assessment tasks with our students? If you'd like to explore these and other questions about assessment processes come along to this session which shares an approach taken in an undergraduate Education degree and will provide some food for thought for tutors in disciplines beyond education on whether the ideas shared here would be feasible and valuable in supporting students as they prepare for their assessments. (30 minutes)

Tags: Assessment

### Dr H ArchilaC DavidsonA more inclusive approach to module delivery and assessment

**Dr Hector Archila and Mrs Clare Davidson**

In 2020, Covid and the introduction of an alternative blended learning approach, provided a welcome opportunity for implementing innovative approaches to teaching and learning in the module Construction Technology and Services 1, at UWE Bristol. A flipped-classroom approach was adopted, along with a ‘Lectorial’ style of delivery and the use of digital tools such as Xerte, Mentimeter and other software innovations. These changes were aimed at providing a more inclusive learning experience for all which addressed diverse learning styles and abilities, as well as awarding gap concerns. The lessons learned and many of the approaches developed during the pandemic have remained in place and within face-to-face teaching, as what can be considered a more inclusive and best practice – a ‘better practice’ than prior to Covid. Come and join us for a practical demonstration of the teaching innovations adopted and the assessment strategy implemented to improve inclusivity and recognise student engagement. We will demonstrate our take on flipped learning and tell you how we navigated the pitfalls. The session will provide a safe and open space for sharing experiences and learnt lessons. (60 minutes)

Tags: Awarding gaps; Authentic, Collaborative, Discussion, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Interactive, Practical, TEL / Digital Education

### UWE Bristol logoBuilding on a great start: a first look at the new 2022 version of the Inclusive Curriculum and Practice Toolkit

**Members of the Inclusive Curriculum and Practice Toolkit Co-Creation Group**

**Open to UWE staff and students only**

The Inclusive Curriculum and Practice Toolkit was launched at the Festival of Learning 2020. Since then, colleagues across the University have been working hard to embed the guidance it contains into their programmes, delivery and assessment. This year, colleagues from across the University have been engaged in a collaborative project to develop the toolkit still further to include advice and guidance for those supporting the learning of disabled students.

Colleagues working on the project will showcase some of the key areas in which the project has been developed. The focus is on the learning, teaching and assessment experience delivered by staff and received by students, and how we create a supportive environment fit for learning that will enable all students to reach their potential. The workshop will then provide an opportunity for delegates to work in small groups to explore how the revised Toolkit will help them to do this in their own disciplines and practice areas. (60 minutes)

Tags: inclusivity; workshop; group work

### Dr L BennettDr C Minett-SmithPotato, Potahto, Tomato, Tomahto. Helping UWE staff and students to build a shared understanding of the language of assessment and feedback.

**Dr Laura Bennett, Dr Cathy Minett-Smith and other members of the UWE project research team**

**Open to UWE staff and students only\***

Assessment for learning is significantly reduced if students interpret terms used in assessment and feedback differently from staff. UWE is leading a QAA funded collaborative research project developing an innovative toolkit to support staff-student dialogue about assessment, based upon empirical research about which terms are most ‘mysterious’ to students and why. Watch a short video on the UWE research data, and then come along and discuss how the toolkit might work in the UWE context to create inclusive and meaningful dialogue with students. (60 minutes)

Tags: Accessibility, Assessment, Awarding gaps, Case study, Collaborative, Curriculum design, Discussion, Enhancement Framework, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Innovative, Interactive, Internationalisation, Practical, Research, Student learning experience, Students as partners

**\*NB**: A session [(“Making the Language of Assessment Inclusive: testing a toolkit for dialogue“)](#langasst) is also being held and is open to all.

### A de Graft JohnsonDecolonising the Institution

**Ms Ann de Graft-Johnson**

A charge put by Dar, Desia and Nwonka in a Guardian article in 2020 is that ""Students have been calling for decolonised curriculums for years, yet few UK universities have made meaningful changes"" informs this workshop. Without a fuller understanding, acknowledgement of colonialism, its impact and legacy can the paradigm be changed? In this session, Ann will introduce the topics and then offer an opportunity to focus on, debate and discuss the wider cultures of higher education institutions and the need for comprehensive decolonisation beyond the classroom. (60 minutes)

Tags: Anti-racist, Assessment, awarding gaps, Curriculum design, Decolonisation, Equality/ Diversity/ Inclusivity/ Intersectionality, Internationalisation, Lived experience, Mental health and wellbeing, Student learning experience, Theory

### A de Graft Johnson Live Project Guide for students and client communities

**Ms Ann de Graft-Johnson and Miss Sally Daniels**

Among the live projects ongoing in different sections of the university, Master of Architecture students undertake Live Projects with real and diverse client communities as part of a learning by doing framework. The module team are now at the embryonic stage of developing a Live Project Guide to support both students and client communities in co creating proposals. We are seeking input from other parts of the academy to share ideas on ways forward. The workshop will involve a multi-disciplinary discourse focusing on exemplary inclusive approaches, innovative often playful engagement strategies, as well as learnt positives and possible pitfalls, project expectations, opportunities to network and more. (60 minutes)

Tags: Accessibility, Anti-racist, Authentic, Case study, Collaborative, Decolonisation, Discussion, Enterprising, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Innovative, Interactive, Internationalisation, Networking, Partnership, Practical, Student learning experience, Students as partners, Theory, Tips and tricks, Update on 2021 presentation

### Kelly Goodfellow“I have ADHD too.” Sharing our experience of building a new approach to supporting students with ADHD at UWE

**Kelly Goodfellow and other Neurodiversity practitioners in Access and Learning Strategies Team, with students.**

I have ADHD too! Building a student community fit for learning through a 6 session ADHD psychoeducational programme. Exploring the design, delivery, and evaluation of a research-informed pilot, led by Neurodiversity practitioners in Access and Learning Strategies Team in collaboration with students. What can we learn about how students with ADHD can thrive in a university environment? How well can we evaluate the impact of an academic study skills workshop? A chance to hear the student voice and experience examples of activities. You will leave the session feeling more confident to have conversations with students about ADHD and signpost effectively to support. (60 minutes)

Tags: Accessibility, awarding gaps, Collaborative, Equality/ Diversity/ Inclusivity/ Intersectionality, Feedback, Innovative, Interactive, Lived experience, Research, SPLD, Student learning experience, Students as partners

### Windrush Generations project: engagement, attainment and diversifying the curriculum

**Roger Griffith**

Author, activist and UWE Lecturer Roger Griffith MBE gives a personal insight on the history of [the Windrush Generation](https://youtu.be/J3PNCBPqJ7o) and their enduring legacy today.

[Windrush Generations was a UWE Bristol project](https://www.uwe.ac.uk/business/community-engagement/windrush-generations) that explored, celebrates and documents the contribution of the Windrush generation in Bristol, British societies and across the African Diaspora. The project provided an opportunity for UWE Bristol students and staff to engage with community leaders including Mayor Marvin Rees and Caribbean elders within the curriculum.

Roger will be showcasing UWE student films which developed the creative skills of students and contributions from community members. The project highlights Caribbean elders’ experiences and their resilience by showcasing the contribution they have made to the British society and connections through the African Diaspora. Students utilised the inspiration of the Windrush story to create films, stories, poetry and for their course submissions. The next stage of the project will be creating a range of learning resources and references relating to the Windrush story including books, films, references and the online lectures - for future students, community members and academics alike.

The project was co-led by [Alisha Airey](https://people.uwe.ac.uk/person/alishaairey) and [Mian Ng](https://people.uwe.ac.uk/Person/MianNg).

### Dr D LewisDr S ChickenExploring inclusive and innovative assessment practices through the eyes of neurodivergent students and staff

**Dr Debbie Lewis, Dr Sarah Chicken, Laura Fogg-Rogers, Dr Laura Hobbs, Rachel Szadziewska, Tracy Hunt-Fraisse**

There is a persistent institutional awarding gap between disabled students and their peers which is particularly significant for students with neurodivergent (ND) profiles deemed as having a 'hidden disability' (Dyslexia, dyscalculia, dyspraxia, ADD/ ADHD, ASD, Tourette's syndrome etc). This study was aimed to encompass the ND student's view on how to develop innovative and inclusive assessment opportunities to enable ND students to obtain equivalent results at assessments to their neurotypical peers. This pilot study will reveal some small steps that can be implemented in current teaching practices but also highlight some wider institutional changes required to call UWE a truly inclusive place of learning. (30 minutes)

Tags: Accessibility, Assessment, awarding gaps, Decolonisation, Equality/ Diversity/ Inclusivity/ Intersectionality, Lived experience, Student learning experience, Students as partners

### Ludo SebireD Do Vale CardosoA Merali-YoungerNo More Silence zine: learning from uncensored personal accounts of race and inequality, from students at UWE Bristol

**Mr Ludo Sebire, Deborah Do Vale Cardoso Lima Ribas, Addam Merali-Younger**

In the 2020/21 academic year, The Students’ Union and the Library at UWE Bristol worked together to create a platform for students to share their experiences and thoughts related to the topics of decolonisation and diversity. This powerful [zine](https://www.uwe.ac.uk/study/library/our-libraries/library-activities-and-groups/decolonising-your-library)**\*** showcases uncensored personal accounts of race and inequality from students and staff at UWE Bristol via bold visuals, poetry and writing. This workshop will provide an overview of the project and an opportunity to read and discuss some of the contributions. (60 minutes)

**\*** “A zine (pronounced ZEEN) can be many things and can take many forms. Most basically, it is a small-scale, self-published publication, similar to a magazine, which can focus on a variety of topics.” ([University of Illinois, 2020](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fischoolillinois.libguides.com%2Fc.php%3Fg%3D1098829%26p%3D8014215&data=04%7C01%7CJulia.Denman%40uwe.ac.uk%7C1d6750e1fd4442d0edff08d9f1544589%7C07ef1208413c4b5e9cdd64ef305754f0%7C0%7C0%7C637806166658900631%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=DYU89vui23%2FX%2BdbXkCjEU3sVtFd42k20kHxeWBJQSLo%3D&reserved=0))

Tags: Awarding gaps, Collaborative, Decolonisation, Discussion, Equality/ Diversity/ Inclusivity/ Intersectionality, Mental health and wellbeing, Partnership, Students as partners

### Dr K Vickers-HulseDr S WhitehouseCreating an inclusive community on our programmes by exploring the experiences of trainee teachers from under-represented groups

**Dr Karan Vickers-Hulse and Dr Sarah Whitehouse**

There is an identified lack of diversity in the teacher workforce in the UK and this is reflected in the recruitment and retention of trainee teachers on Initial Teacher Education courses. Our research explored the experiences, beliefs and values of students from under-represented groups (those with protected characteristics) to cultivate an inclusive community that can be applied to most programmes and contexts. (30 minutes)

Tags: Accessibility, Ambitious, Anti-racist, Case study, Decolonisation, Discussion, Early career colleague, Equality/ Diversity/ Inclusivity/ Intersectionality, Innovative, Lived experience, Mental health and wellbeing, Research, SPLD

 **Real Estate Alumni Engagement for learner engagement and career planning**

**Mrs Grazyna Wiejak-Roy**

**Open to UWE staff only**

A must attend for Programme Leaders. Strong alumni engagement helps the university to improve employability and grow students' enrolment and it supports alumni in improving their professional network and sourcing talent… so a win-win. Seeing that we could do better, we researched the competition and assessed our practices. During this session we will tell you about our research, exchange best and worst practices and together we establish where we are and discuss what we could do to engage better with our alumni. The session is designed with Programme Leaders in mind but colleagues in other roles (i.e. AHODs, link tutors) who feel that it may be of interest are also welcome to book. (60 minutes)

Tags: Ambitious, Authentic, Collaborative, Informal, Interactive, Networking, Practical, Programme Leader, Quick win, Relaxed, Research, Students as partners

### You might also be interested in:

* **Making the Language of Assessment Inclusive: testing a toolkit for dialogue** - Dr Laura Bennett, Dr Cathy Minett-Smith and other members of the cross-institutional research team. [Click for details](#langasst)
* **Out of adversity comes positivity: how student cohorts may have benefitted from changes to assessments during the Covid-19 pandemic -** Dr Laura Bennett and Dr Sam Elkington joined by one or more of our student research partners. [Click for details](#elkington)
* **Transforming Assessment: Outcomes from a year of conversation -** Rachel Cowie, Hannah Mathias and Dr Cathy Minett-Smith. [Click for details](#cowie)
* **Assessing Competencies: Consideration of development and assessment of UNESCO key competencies for sustainability in programme design** - Dr Georgina Gough and members of the Knowledge Exchange for Sustainability Education (KESE). [Click for details](#gough)
* **Producing Effective Multimedia to Engage Students** - Mr Tom Perou and Mr Glenn Duckworth. [Click for details](#perou)
* **‘Extensive and Intensive’ Learning: Post-Pandemic insights from PGR Residential Courses** - Professor Neil Willey and Dr Helen Frisby. [Click for details](#willey)

# Symposium

Under the theme of “**The Tentative Teacher**”, Symposium sessions (23-24 June) will address one or both of the following sub-themes:

* [Comfort in the classroom – creating an atmosphere conducive to learning](#comfort)
* [Notes on Belonging: Welcome to Academia.](#belonging)

The Symposium is aimed at postgraduate researchers, early career academics, associate lecturers and those who are identify themselves as new to teaching in academia. The Symposium is designed to offer a space where early career voices can be heard without prejudice, in a non-judgemental environment.

**Click the triangle  to expand the details or right-click a heading to expand all:**

### Festival logoCoffee, croissants and collaboration

**Led by Amber Huckle and the Academic Practice Directorate**

This online networking session will allow delegates the opportunity to meet new colleagues and collaborators attending the Festival in an informal environment. This session will utilise [WonderMe](https://app.wonder.me/?spaceId=314b2fe2-81cb-4ff4-8ffa-5be10119d086).

## Comfort in the classroom – creating an atmosphere conducive to learning

### K ListerKEYNOTE: Comfort, wellbeing and joy in learning and teaching

**Dr Kate Lister**

Mental wellbeing, of both students and staff, is a significant issue in further and higher education. Increasing numbers of students are experiencing mental health difficulties, and staff are increasingly under pressure. There is a need to change the culture of higher education, from a culture of competitiveness, over-work and pressure, to a culture that values comfort, wellbeing and joy.

In this keynote, we will explore the concepts of comfort and joy, how they relate to and affect wellbeing, and how they can be embedded in teaching and learning to the benefit of staff and students. (60 minutes)

Dr Kate Lister is Head of Academic Professional Development at Arden University, a specialist associate in wellbeing and inclusion at Advance HE, and is PI on the Positive Digital Practices project funded by Office for Students. Her research focuses on disability, mental health and inequity in higher education, with a particular focus on technology-enhanced learning. Her work supports institutions and practitioners to ensure teaching and learning is equitable, socially just and inclusive for all students.

### The joy of being a fearless lecturer

**Hattie Voelcker**

**Open to UWE staff and students only**

What makes a good lecturer? Clearly, it’s important you know your stuff, but is that enough?  
  
This talk will look at how you really engage and educate your audience, the role fear and nerves have in your ability to do this well and how you can transform how you feel so you can transform how you come across. We will look at two things:

1. How to build confidence and resilience to hold your own and get your message across, and
2. How to engage your audience and be the most captivating version of yourself, so the students really hear what you are saying.

By the end of it you will:

* Understand the best way to connect with your audience and engage them;
* Have developed strategies for building and maintaining resilience when things don’t go to plan; and
* Know how to accept compliments and process criticisms in a way that allows you to continue to grow and expand your skills as a lecturer.

(3 hours)

### UWE Bristol logoMapping vs Satnavving – engaging learners in open-ended iterative processes in an ‘on-demand learning culture’

**James Burch and Marc Andernach**

Design teaching, as a problem-based learning activity, requires students to question and let go of perceived norms and expectations in order to explore a wide range of possibilities that could be fruitful, direct, or sometimes lead to dead-ends. Experienced designers know that it is necessary to explore various ways through a problem to understand it holistically, map out its possibilities, and discover accidental routes or opportunities that enrich a potential solution. It helps the designer to get lost in a problem. However, new learners tend to avoid this way of working as it brings discomfort. Instead, the influence of on-demand technologies suggests to them that a direct route can be found to the ready-made and instant solution. Perhaps there is a misconception that some sort of ‘design Satnav’ can answer a design question in one or two steps? For a new learner an encouragement to switch off the Satnav and get lost in the problem leaves them disorientated and stressed.

This session presents teaching experiments that encourage students to lose their fear of letting go and becoming lost in a problem; and, to lose their anxiety to anticipate a solution before they come to find it through a process of open-ended design. (45 minutes)

### Amy CoryatThe importance of fun in the classroom

**Amy Coryat**

This session aims to encourage staff involved in learning and teaching to reflect upon their approach to their students and classes. It will argue the importance of how we teach, more specifically the need for fun in the classroom. Factors which have an impact on students’ emotions in the classroom and their feelings towards learning will be discussed, with reference to my experience teaching English to international students at UWE. Some simple game-like activities which can be adapted to various situations and subjects will be outlined, and attendees will be invited to think of possibilities for use in their own practice. It is hoped that delegates will leave the session inspired to think about ways to be innovative and ambitious in the classroom, regardless of teaching context. (40 minutes)

Tags: Accessibility, Ambitious, Authentic, Games, Innovative, Interactive, Lived experience, Practical, Relaxed, Student learning experience, Theory

### Dr F MerazManifesto as Ethos: inviting students to believe in themselves

**Dr Fidel Meraz**

**Open to UWE Staff and students only**

This presentation illustrates a brief that allows the students to aspirationally articulate their own professional ethos, backing up their arguments by benefitting from a complete philosophical journey. The result is an inspirational intimate document that sets up the principles with which the student would engage in the practice of being a reflective practitioner. (20 minutes)

Tags: Ambitious, Assessment, Authentic, Case study, Decolonisation, Innovative, Student learning experience, Theory

### V Jones Dr S WhitehouseUncomfortable conversations: talking about sensitive and controversial issues with students

**Verity Jones and Dr Sarah Whitehouse**

This session puts discomfort centre stage and challenges you to think about how to embed sensitive and/or controversial issues within your teaching and learning to promote more inclusive practice. Drawing on case studies relating to the teaching of (anti)racism and climate change, we will reflect on the impact of such topics on mental health and wellbeing, as well as useful pedagogies to promote collaborative kindness and empathy. (30 minutes)

Tags: Anti-racist, Case study, Decolonisation, Equality/ Diversity/ Inclusivity/ Intersectionality, Lived experience, Mental health and wellbeing

### E LawrenceDr N Zook“Why doesn't anyone look like me?": An exploration of minority ethnic Psychology Undergraduates' views of teaching careers in Higher Education

**Ms Elysse Lawrence, Dr Nancy Zook, Dr Paul Redford**

There is a lack of minority ethnic representation in higher education. Whilst there is an increase in the number of minority ethnic students receiving graduate degrees, many of them are not pursuing a career within academia and specifically going into teaching roles (e.g., Arday, 2020). The work presented here represents an exploration of undergraduate perceptions of careers in higher education. Qualitative data found barriers included a lack of role models and concerns around ‘fitting in’ to an academic environment. This work can be used to identify strategies to promote higher education research and teaching careers to groups currently under-represented in these roles. (45 minutes)

Tags: Awarding gaps, Collaborative, Employability, Equality/ Diversity/ Inclusivity/ Intersectionality

### Digital Education drop in session with members from the Digital Learning team

**Hannah Mathias, Mrs Jenny Narborough, Russell Brookes, Siamak Alimi, Helga Gunnarsdottir**

Looking to include more interactivity in your teaching? Wondering how to encourage student engagement? Interested in streamlining possibilities through automation? Considering developing your digital skills and confidence? Drop in to this informal session for demos and chat with UWE’s Digital Learning specialists.

We can help discover ways to develop your Teaching and Learning practice, considering the context in which the activities will take place, the supporting pedagogies as well as the tools and how to use them.

Participation from across the UWE and beyond is welcome, from students to all staff. We will provide advice and support, and share opportunities to enable you to develop in your individual Digital learning area. PCs will be available to demonstrate activities or illustrate your query or you may wish to bring your own device.

Whether you come with a specific query, or a general idea and want to know more, we look forward to talking with you. We welcome questions submitted in advance and we’ll ensure someone is available to help. (75 minutes)

Tags: Informal, Innovative, Relaxed, Student learning experience, TEL / Digital Education, Tips and tricks

### You might also be interested in:

* **Festival sessions under sub-theme “**[**Cultivating a community fit for learning**](#community)**”**

## Notes on Belonging: Welcome to Academia

### Prof H KingDeveloping Expertise v Striving for Excellence: some gentle ideas to progress your career

**Professor Helen King**

This session aims to provide insights and ideas to help you with planning for your professional development and career progression in relation to learning & teaching and with relevance to research / professional practice. A small number of frameworks will be shared, including my model of the characteristics of expertise for teaching in HE, and you will be encouraged to use these to help consider your personal career journey at whatever stage you might currently be. Throughout the session I will weave the narrative from my career journey from PGR to Prof to help illustrate some of the key ideas. (45 minutes)

Tags: 101, Ambitious, Authentic, Early career colleague, Enterprising, Relaxed, Tips and tricks Anyone including public

### UWE Bristol logoManaging Workload and Preventing Burnout

**Members of the Academic Practice Directorate**

Aligning with the theme of Notes on Belonging: Welcome to Academia, this discussion-based session will be led by members of the Academic Practice Directorate. This session aims to address the topics of managing workload and provide practical tips and advice from members of the Academic Practice Directorate on managing workload, competing demands, and how to prevent burnout. This discussion will be shaped by attendees, who will have the opportunity to submit anonymised questions via Mentimeter for tabling during the discussion.

### You might also be interested in:

* **Uncomfortable conversations: talking about sensitive and controversial issues with students** – Verity Jones and Dr Sarah Whitehouse. [Click for details](#jones)