Festival of Learning 2022

Timetable 16-24 June

Providing 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**.

**Choose your own sessions and build your own programme.**

**Make your bookings using the** [**online form here**](https://app.geckoform.com/public/#/modern/21FO00rnr7i9n300e9zjk1yeiq)

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| Thu 17 June | Fri 18 June | Mon 20 June | Tue 21 June | Wed 22 June | Thu 23 June | Fri 24 June |
| **Festival of Learning: The Joy of Learning & Teaching** | Asynchronous only | **Symposium: The Tentative Teacher** |
| Frenchay campus | online | online | Frenchay campus |  | Frenchay campus | online |

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

# Festival of Learning

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?
* Playfulness and creativity
* Cultivating a community fit for learning

**The Festival timetable is arranged in blocks\* of sessions. These numbers are reflected in the registration form.**

We have kept parallel and overlapping sessions to a minimum. Where these occur the registration form will alert you. It will not prevent you from booking clashing sessions but please avoid doing so – sessions will be recorded wherever possible so you can catch up later. If you need to move to a parallel stream part way through a block of sessions, please take advantage of the breaks and respect the presenters when doing so. Thank you

Asynchronous sessions available to watch throughout on demand.

## Thursday 16 June - In Person

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| **Block\*** | **Time** | **Title & presenters** | **Sub-theme** |
| **1** | 09:50-11:00 | Festival opening - **Professor Helen King**KEYNOTE: Making assessment joyful for all - and how do we know it is? **Dr Paul Campbell** | How do I know it’s working? |
| **2** | 11:10-12:10 | Decolonising the Institution, Ms Ann de Graft-Johnson | Cultivating a community fit for learning |
| **3** | 12:40-13:10**AND** | Exploring 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**  | Cultivating a community fit for learning |
|  | 13:10-13:45**AND** | Academic debates as an authentic assessment tool, Dr Kobil Ruziev | Playfulness and creativity |
| **OR** | 13:45-14:15 | Transforming Assessment: Outcomes from a year of conversation, Rachel Cowie, Hannah Mathias and Dr Cathy Minett-Smith | How do I know it’s working? Cultivating a community fit for learning, Playfulness and creativity |
| **4** | 12:40-13:10**AND** | Architectural Fun: speculations and experiments in representation, Dr Fidel Meraz and Dr Eleonora Nicoletti | Playfulness and creativity |
|  | 13:10-13:50 | Stand-up Comedy for Academics: A Transformational Approach to Communication, Professor Elena Marco | Playfulness and creativity |
| **5** **OR** | 14:30-15:10 | Gamification 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)  | Playfulness and creativity |
| **6** | 14:30-15:10 | 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 See also session at 10:00, 17 June Open to UWE staff and students only | How do I know it’s working? Cultivating a community fit for learning |

## Friday 17 June - Online

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| **Block** | **Time** | **Title & presenters** | **Sub-theme** |
| **7** | 10:00-11:00 | 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 teamSee also session at 14:30, 16 June | How do I know it’s working? |
| **8****OR** | 11:15-12:15 | Windrush Generations project: engagement, attainment and diversifying the curriculum, Roger Griffith | Cultivating a community fit for learning  |
| **9** | 11:15-12:15 | 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 | How do I know it’s working? Cultivating a community fit for learning |
| **10** | 12:45-13:30 | Play and peer learning - ideas from beyond the campus, Beth Hammond interviews Zahra Davidson (Huddlecraft, formerly Enrol Yourself) | Playfulness and creativity,Cultivating a community fit for learning |
| **11** | 13:40-14:40**AND** | A more inclusive approach to module delivery and assessment, Dr Hector Archila and Mrs Clare Davidson | Cultivating a community fit for learning |
| **OR** | 14:45-15:15 | Assessment as a process: A reflective account of a tutor sharing their own draft writing with a group of undergraduates, Dr Jane Andrews | Cultivating a community fit for learning |
| **12** | 13:40-14:40**AND** | Gamification of learning with Seppo, **Mr Oliver Haslam and Beth Hammond**See also session at 10:00, 21 June | Playfulness and creativity |
|  | 14:45-15:30 | Competitive quizzing, Mr Mike Clapp | Playfulness and creativity |

## Monday 20 June - Online

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| **Block** | **Time** | **Title & presenters** | **Sub-theme** |
| **13** | 10:00-11:00 | KEYNOTE: Is doctoral research supervision teaching, learning or research? Dr Karen Clegg | Cultivating a community fit for learning |
| **14** | 11:10-11:40**AND** | ‘Extensive and Intensive’ Learning: Post-Pandemic insights from PGR Residential Courses, Professor Neil Willey and Dr Helen Frisby | Cultivating a community fit for learning, Playfulness and creativity |
| **OR** | 11:40-12:10 | Creating 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 | Cultivating a community fit for learning |
| **15** | 11:10-11:40 | Producing Effective Multimedia to Engage Students, Mr Tom Perou and Mr Glenn Duckworth | How do I know it’s working? Cultivating a community fit for learning |
| **16** | 12:40-13:25**AND** | There's an app for that! Utilising technology to gamify student engagement, Dr Rachel Williams and Dr Neil Sutherland | Cultivating a community fit for learning, Playfulness and creativity |
| **OR** | 13:30-14:30 | How to make an Online Escape Room activity in Xerte, Mr Oliver Haslam | Playfulness and creativity |
| **17** | 13:30-14:30 | Real Estate Alumni Engagement for learner engagement and career planning, **Mrs Grazyna Wiejak-Roy** UWE staff only | Cultivating a community fit for learning |
| **18** | 14:40-15:40 | No 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 | Cultivating a community fit for learning |

## Tuesday 21 June – In Person

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| **Block** | **Time** | **Title & presenters** | **Sub-theme** |
| **19****OR** | 10:00-11:00 | “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. | How do I know it’s working? Cultivating a community fit for learning, Playfulness and creativity |
| **20** | 10:00-11:00 | Location-based learning with Seppo, Mr Oliver HaslamSee also session at 13:40, 17 June | Playfulness and creativity |
| **21** | 11:15-12:00 | Encouraging the gamekeeper to think like the poacher - innovation in assessment design, Dr Lindsey Gillies, Julian Webb, Panagiotis Andriotis | Playfulness and creativity |
| **22** | 12:30-13:30 | Building 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 GroupUWE staff and students only | Cultivating a community fit for learning |
| **24** | 13:35-14:35 | Live Project Guide for students and client communities, Ms Ann de Graft-Johnson and Miss Sally Daniels | How do I know it’s working? Cultivating a community fit for learning |
| **25** | 14:45-15:30 | 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)  | How do I know it’s working? Cultivating a community fit for learning |

## Wednesday 22 June

**No timetabled sessions. Asynchronous content available on demand.**

# Symposium

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. Furthermore, the Symposium will provide an opportunity for attendees to develop their network, serving to further embed a sense of community.

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
* Notes on Belonging: Welcome to Academia.

## Thursday 23 June – In Person

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| **Block** | **Time** | **Title & presenters** | **Sub-theme** |
| **26** | 09:15-10:15**AND** | KEYNOTE: Comfort, wellbeing and joy in learning and teaching, Dr Kate Lister | Comfort in the classroom  |
|  | 10:15-11:00 | Developing Expertise v Striving for Excellence: some gentle ideas to progress your career, Professor Helen King | Notes on Belonging: Welcome to Academia |
| **27****OR** | 11:15-14:45with 30-minute lunch break | The joy of being a fearless lecturer, Hattie VoelckerUWE Staff and students only | Comfort in the classroom |
| **28** | 13:15-14:30 | Digital Education drop in session with members from the Digital Learning team, Mrs Jenny Narborough, Helga Gunnarsdottir, Siamak Alimi, Hannah Mathias | Comfort in the classroom |
| **29** | 15:00-15:20 | Manifesto as Ethos: inviting students to believe in themselves, Dr Fidel MerazUWE Staff and students only | Comfort in the classroom |

## Friday 24 June - Online

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| **Block** | **Time** | **Title & presenters** | **Sub-theme** |
| **30** | 10:00-11:00 | Coffee, Croissants and Collaboration – **networking** **led by** **Amber Huckle and members of the Academic Practice Directorate** | Comfort in the classroomNotes on Belonging: Welcome to Academia |
| **31** | 11:15-11:55**AND** | The importance of fun in the classroom, **Amy Coryat** | Comfort in the classroom |
|  | 12:00-12:45 | Managing Workload and Preventing Burnout, **led by members of the Academic Practice Directorate** | Notes on Belonging: Welcome to Academia  |
| **32** | 13:15-14:00**AND** | “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  | Comfort in the classroom |
|  | 14:00-14:45 | Mapping vs Satnavving – engaging learners in open-ended iterative processes in an ‘on-demand learning culture’, James Burch and Marc Andernach | Notes on Belonging: Welcome to Academia |
| **33** | 15:00-15:30 | Uncomfortable conversations: talking about sensitive and controversial issues with students, **Verity Jones and Dr Sarah Whitehouse** | Comfort in the classroom, Notes on Belonging: Welcome to Academia |