

Festival of Learning 2019

Monday 17 June to Thursday 27 June

Academic Practice Directorate

We have included this overview to help you plan your attendance. [Click the titles to book a place](#). Click *“Read more”* to be taken to further information. Shaded cells have a specific intended audience. Please note that Fringe activities are arranged by the Faculties/LDC, not Academic Practice Directorate.

Mon 17 JUN				Tues 18 JUN				Wed 19 JUN				Thurs 20 JUN					
FRENCHAY				BOWER ASHTON		FRENCHAY		FRENCHAY				GLENSIDE		FRENCHAY			
09:00 - 09:45	Mingle & Registration	All Day 11:15-17:15 Professional Development & Employability Read more...		10:00 - 11:30	ACE Fringe: UWECPD: Focusing on SFHEA Read more...	All Day 10:00-16:00 PLs: promoting student wellbeing Read more...		09:00 - 09:45	FBL Fringe: Registration & Mingle	09:00 - 10:00	Developing high quality & inclusive reading lists ■ ★ Read more...	All Day 10:00-16:30 Introduction to Programme Leader role Read more...		11:00 - 12:00	Reading Group Read more...	09:30 - 11:00	Using Blackboard Tools to encourage engagement with your online course Read more...
09:45 - 11:00	Keynote, Osama Khan: Using TEL & Learner Analytics in HE ■ ★ Read more...			11:30 - 11:45	Refreshments			09:45 - 10:45	Parallel sessions ★ ■ Read more...	10:00 - 10:45	Registration, Mingle & Poster presentation Read more...			14:00 - 14:15	Refreshments		
11:15 - 12:15	Parallel Sessions ■ ★ Read more & book...							11:00 - 12:00	Parallel Sessions ■ ★ Read more & book...					14:15 - 15:15	Parallel Sessions ★ Read more & book...	12:00 - 13:00	Using the accessibility features in MS products ★
12:15 - 13:15	Round table discussion & lunch with Osama Khan Read more...			13:00 - 16:00	PLs: Creating meaningful learning outcomes that capture transformative learning Read more...			11:00 - 12:15	FBL Fringe: Evidence-based pedagogy: research for how we teach Read more...	10:30 - 11:30	Intro to OneDrive & Office365 Read more...			14:00 - 16:00	Getting Started with Event Capture (Panopto) ■ Read more...		
13:30 - 15:00	Engaging with Student Engagement Read more...							14:00 - 15:30	Collaborate: using UWE webinar technology ■ Read more...	12:00 - 13:00	Panopto Fortunes: Mythbusting Event Capture ■ OR PL webinar Read more...						

■ indicates Digital Learning theme

★ indicates inclusivity theme

We have included this overview to help you plan your attendance. **Click the titles to book a place.** Click “*Read more*” to be taken to further information. Shaded cells have a specific intended audience. Please note that Fringe activities are arranged by the Faculties/LDC, not Academic Practice Directorate.

Fri 21 JUN		Mon 24 JUN			Tues 25 JUN		Wed 26 JUN			Thurs 27 JUN			
BOWER ASHTON		FRENCHAY			GLENSIDE		GLENSIDE		FRENCHAY		FRENCHAY		
10:00 - 12:00	ACE Fringe: Conversation Café Read more...	10:00 - 12:00	Writing Café Read more...	All Day 10:00-15:30	SWEDF Read more...	10:00 - 10:45	Registration & Mingle	10:00 - 11:00	Crowd-sourcing an Updated BSc Read more...	10:00 - 10:45	Registration, Coffee, Mingle	10:00 - 10:45	Registration, Coffee, Mingle
12:00 - 12:45	Bower Ashton Mingle	12:00 - 13:00	Panopto Fortunes: Mythbusting Event Capture Read more...			10:45 - 11:45	Keynote, Jane Setter: BAME student life through a lens Read more...	10:45 - 11:45	The Transforming Practice of Team-Teaching Read more...	10:45 - 11:45	Parallel sessions Read more & book...		
Parallel sessions: 12:45-13:45 Developing high quality & inclusive reading lists Read more...		14:00 - 15:30	Panopto Lecture: Capture: Editing Recordings Read more...			12:00 - 13:00	Parallel lunch sessions Read more & book...	11:00 - 12:30	Enhancement F/work Design Principles Workshop & Focus Group Read more...	12:00 - 13:00	Reading group: learning spaces Read more...	12:00 - 14:00	UWECPD HEA Fellowships Scheme mingle and Festival closing Read more...
OR 13:00-14:30 Engaging with Student Engagement Read more...						13:15 - 14:15	Parallel sessions Read more & book...			12:00 - 14:00	UWECPD preparing reflective narrative workshop Read more...		
14:45 - 16:15	Enhancement Framework Design Principles Workshop & Focus Group Read more...	15:30 - 16:00	Pre Games Refreshments			14:30 - 15:30	Pedagogic Speed Dating & ‘Serious Game for Project Management’ Read more...	13:00 - 14:30	Engaging with Student Engagement Read more...	Parallel sessions: 13:30-14:30 Webinar: Creating accessible documents in MS (the basics) Read more...			
		16:00 - 18:00	Games for learning Read more...							OR 14:00-16:30 Getting Started with Blackboard Read more...			

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★ indicates inclusivity theme

Day 1 – Monday 17 June

Festival Launch at Frenchay

All day 11:15-17:15	<p>Workshop for PLs: Professional Development and Employability– Jennifer Hill & Rob Ingram</p> <p><i>This course is open to all Programme Leaders and Module Leaders at UWE Bristol.</i></p> <p>This day-long interactive workshop explains the rationale for integrating personal and professional development into academic programmes and practice. It establishes the sector and institutional contexts, introduces the concept of Graduate Attributes and guides Programme Leaders to consider how they might embed Graduate Attributes into programme design, delivery and assessment. It additionally demonstrates how Programme Leaders might support the extra-curricular activities and reflections of students to enhance their graduate employability. Click to book.</p>	FR
09:00-09:45	<p>Registration and Breakfast Mingle</p> <p>(If you would like to come to the breakfast but not the session after, please email academicpractice@uwe.ac.uk)</p>	FR
09:45-10:15	<p>Welcome and Festival Launch</p> <p>Jo Midgley, PVC Student Experience Elizabeth Cleaver, Director of Learning and Teaching Click to book.</p>	FR
10:15-11:00	<p>Technology and Space Transforming Education: A constructivist voyage at the Solent - Osama Khan PVC Solent University ★■</p> <p>I will explore certain premises around social constructivism as a core paradigm for learning and demonstrate how university physical and technological infrastructure could facilitate collective and personalised learning. I would explore the audiences’ thinking around space and technology and how these may or may not facilitate learning. Obviously, I have formed my views based on my experience and action research, hence I would share the story from Solent University. In this competitive marketised university sector with a punitive regulator and financial constraint, should universities be investing in space and technology? do they add value in delivering education and facilitating learning? These are questions I would try to answer through a dialogue with the audience. Click to book.</p>	FR
11:00-11:15	<p>Refreshments</p>	FR
11:15-12:15	<p>Parallel sessions</p>	FR
1a	<p>Learner Analytics at UWE – Laura Collins</p> <p>One of the first signs that a student may require extra support is a change in their level of engagement with their programme. The learner analytics system</p>	

	<p>allows UWE to view a student’s engagement over time and to contact a student if there are concerns.</p> <p>The system provides both Professional Services and academic staff with a more holistic picture of how a student has been engaging. Click to book this extended session which ends at 12:45.</p>	
1b	<p>Immersive Technologies: Virtual Reality and Augmented Reality - exploring their potential in learning, teaching and research – Julian Green & Glenn Duckworth with Manuel Davila & Gbenga Akinade from Big Data Lab ■</p> <p>After looking at some current examples of Virtual Reality (VR) and Augmented Reality (AR), we will explore how such technologies may be used in learning, teaching and research. We will also offer some use case examples from around UWE Bristol and we hope to provide opportunities to try some equipment. We are keen to gather ideas about how participants might see immersive technologies working in their own subjects and for research. Click to book this extended session which ends at 12:45.</p>	
2	<p>Reading Group: Closing the BME Attainment Gap – Zainab Khan ★</p> <p>The session will discuss the following article Nona McDuff, John Tatam, Owen Beacock, Fiona Ross 'Closing the attainment gap for students from black and minority ethnic backgrounds through institutional change' . This article focusses on the experiences and approaches at Kingston University as a basis for the discussion. Click to book.</p>	
3	<p>Developing high quality and inclusive reading lists – Jackie Chelin & Philip O’Shaughnessy ★■</p> <p>This is a practical, hands-on workshop that will enable you to create/enhance your reading list under the guidance of library colleagues, either on a one to one basis or in small groups.</p> <p>After a brief introduction, you will be at liberty to engage with the reading list software, learn more about its features and discuss best/inclusive practice. You may wish to consult the “Reading Lists - Best Practice guide” on the UWE intranet, in advance. This workshop will provide an opportunity to fully test out the guidance, to consolidate your knowledge and to increase your confidence in using the software. Click to book. Session repeated 19, 20 & 21 June</p>	
5	<p>Digital Accessibility Regulations and you – Russell Brookes ★</p> <p>This session will look at the Digital Accessibility Regulations coming into effect on 23 September 2019 and the impact they will have on our digital provision. What is going to happen? What do we know? What can we do already? The session will seek to tackle these questions and others you may have, as well as highlighting the current and incoming tools we have to help staff ensure they are being compliant with the regulations. Click to book. Session repeated 20 & 25 June.</p>	
12:15-13:15	<p>Round house discussion and lunch with Osama Khan</p> <p>This is an opportunity to share best practice and ideas around the lunch table with discussion with Osama Khan. Click to express your interest.</p>	FR

13:30 – 15:00	<p>Engaging with Student Engagement: a draft framework for UWE – Helen King & Heather Moyes</p> <p>Student Engagement refers to the practices, structures, initiatives and behaviours that enable UWE Bristol students to shape and develop their educational experience and become active members of the UWE learning community. This session will provide an opportunity for staff and students (UG and PGR/PGT) to review, explore and influence a draft framework and toolkit for student engagement at UWE. The framework provides an overview of the various purposes and types of student engagement that we wish to foster at UWE, which can then be used as a lens through which to review projects, teaching sessions, programmes, strategies and policies. Click to book. Session repeated 21 & 26 June.</p>	FR
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Day 2 – Tuesday 18 June 2019

Bower Ashton

10:00-11:30	<p>UWECPD: Senior Fellowship of the HEA - Helen King</p> <p>This session will provide a formal introduction to the UWECPD HEA Fellowship scheme with a particular focus on Senior Fellowship. SFHEA is for staff who have a full range of teaching and/or supporting learning responsibilities plus who have sustained experience of leading, co-ordinating or supporting other staff in relation to learning & teaching. The session will be relevant to anyone who is new to the scheme and not yet enrolled, and for those who have started or are thinking about starting to write their SFHEA application. There will be opportunities to explore the criteria for SFHEA and to share experiences and practice. <i>This session is open to all colleagues but priority will be given to colleagues in ACE.</i> Click to book.</p>	BA Fringe
13:00-16:00	<p>Workshop for Programme Leaders: Creating meaningful learning outcomes that capture transformative learning– Petia Petrova</p> <p><i>This course is open to all Programme Leaders and Module Leaders at UWE Bristol.</i></p> <p>This session is designed to engage Programme and Module Leaders in a process of considering how the learning outcomes of modules and programmes capture the student learning journey and the key stages of the programme. In doing so, key principles for designing meaningful and level appropriate learning outcomes for modules and/or programmes are introduced. These principles are then applied in reviewing, modifying/constructing module and programme learning outcomes. Click for details and to book.</p>	BA

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Frenchay

10:00-16:00 (all day)	<p>Programme leaders workshop: Promoting Student wellbeing– Jennifer Hill & Simon Phillips</p> <p><i>This course is designed for new and experienced Programme Leaders at UWE Bristol. The course is also available to other department academic staff who have oversight of programme design and delivery, such as: Associate Heads of Department, Department Academic Directors, or Heads of Department.</i></p> <p>The workshop will introduce concepts and issues of wellbeing, guide Programme Leaders to consider wellbeing in programme design by undertaking an audit of their programme, highlight possible mitigation strategies and evidence the results derived from such strategies including enhanced student experience, performance and programme metrics. It will map out the UWE Student Services infrastructure and the role of the Programme Leader within it. The facilitators will encourage participants to actively engage, share their own experiences, ask questions, seek advice, and make suggestions throughout the day. Click to book, including alternative date 4 June, Bower Ashton.</p>	FR
09:00-09:45	<p>Registration & Breakfast Mingle</p> <p>(If you would like to come to the breakfast but not the session after, please email academicpractice@uwe.ac.uk)</p>	FR
09:45 – 10:45	<p>Parallel sessions</p>	FR
1	<p>Using simulations to encourage student engagement - Clayton Davies★■</p> <p>Drawing on my experience of teaching using business simulations at all levels in the business school, I will be illustrating how this pedagogical technique has a variety of positive learning outcomes. Using a meta-analysis of research into how business schools use simulations in their curricula, I will show how these products can drive student engagement across the whole spectrum of student ability and how they deliver value. Click to book.</p>	
2	<p>Reading Group: Teaching statistics and maths to non-stats students - developing a Community of Practice – Sara Bird, with Adam Poole & Iain Weir ★</p> <p>Students across a wide variety of degree courses are required to take maths/statistics module, but find these challenging, boring and/or anxiety-inducing. This session starts with a discussion about causes of undergraduate 'maths anxiety' based upon this paper and our shared experiences as a group: Thompson, Wiley & Hanna, D (2016). Psychology Teaching Review, 22(1). We will then review approaches used by colleagues across the university, possible new approaches, and aim to develop a Community of Practice for shared resources, research opportunities and a better experience of stats teaching for staff and students alike. Click to book.</p>	
10:45-11:00	<p>Refreshments</p>	

<p>11:00– 12:15</p>	<p>Guest Speaker – FBL Fringe Evidence-based pedagogy: research for how we teach - Lynn Vos, Associate Professor in Learning and Teaching at University of Hertfordshire. As an Associate Professor of Learning at the University of Hertfordshire, Lynn is committed to the use of evidence for pedagogic practice. In a profession where we rely upon academic research to inform what we teach, she questions how we could use (and produce) more research to inform HOW we teach. This interactive session offers a chance for participants to consider authentic assessment as a potential theme for ongoing development, but is applicable for developing your practice for any teaching and learning challenge you encounter. Please bring laptops or tablets and your UWE library (or other library) log in details, and we will also provide devices for anyone requiring one. Click to book.</p>	<p>FR FBL Fringe</p>
<p>14:00- 15:30</p>	<p>Collaborate - using UWE webinar technology – Sam Crowley ■ This 1.5 hour course is aimed at those who would like to know more about the UWE webinar technology - Collaborate. This session will demonstrate the UWE webinar experience from the perspective of a participant and a webinar host. There will be time to practice and we will also set up a webinar space in the participants' Blackboard, to allow them to share their own webinar links. We will also share best practice. Booking: Via Employee Self Service (ESS)</p>	<p>FR LDC Fringe</p>

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Day 3 – Wednesday 19 June 2019

Frenchay

All day 10:00-16:30	Introduction to the Programme Leader role – Petia Petrova <i>This course is open to all Programme Leaders at UWE Bristol.</i> In this session, participants will explore the purpose and nature of the PL role. The session will help you to understand the role both within the context of the current challenges faced by the HE sector and in light of UWE's own strategic priorities and practices. Click for details and to book.	FR
09:00-10:00	Developing high quality and inclusive reading lists – Jackie Chelin & Suraya Farah-Gaeta ★■ This is a practical, hands-on workshop that will enable you to create/enhance your reading list under the guidance of library colleagues, either on a one to one basis or in small groups. After a brief introduction, you will be at liberty to engage with the reading list software, learn more about its features and discuss best/inclusive practice. You may wish to consult the “ Reading Lists - Best Practice guide ” on the UWE intranet, in advance. This workshop will provide an opportunity to fully test out the guidance, to consolidate your knowledge and to increase your confidence in using the software. Click to book. Session repeated 17, 20 & 21 June.	FR
10:00-10:45	FBL Fringe Registration, Breakfast Mingle & Poster Presentation (If you would like to come to the breakfast but not the sessions either side, please email academicpractice@uwe.ac.uk)	FR
10:30-11:30	Introduction to One Drive and Office 365 – webinar – Sam Crowley This one hour webinar is aimed at those who would like to know more about One Drive and Office 365. The training will cover all the basic elements that users will need to access documents and save to One Drive including: <ul style="list-style-type: none"> • How to access One Drive online and through File Explorer • Saving files • Accessing files • Sharing files • Managing file access • Accessing further apps Booking: Via Employee Self Service (ESS)	FR LDC Fringe
11:00-12:00	Parallel Sessions	FR
1	Exploring approaches for working effectively with autistic students in Higher Education– Kelly Goodfellow & Helen Brown ★ Through the workshop we aim to share knowledge on the experiences of autistic students in higher education, framed using theoretical perspectives.	

	<p>We will further explore a model for good practice that was introduced by Professor Nicola Martin in a UWE CPD event attended by the specialist mentoring and Dyslexia/SpLD service.</p> <p>We feel that staff will benefit from this workshop by reflecting on their awareness and understanding, and by reflecting on the value of a model to inform practice when working with autistic students. Click to book. Session repeated 27 June.</p>	
2	<p>Using e-Portfolios (via Pebblepad) for Professional Development– Wendy Fowles Sweet & Oliver Haslam ■</p> <p>Explaining how e-Portfolios using Pebblepad can be used for developing and assessing Professional Development - assisting students' skills and competencies development, through both academic and workplace opportunities; including supporting full time students who have no work experience.</p> <ul style="list-style-type: none"> • Offering support to those who are interested in creating something similar. • Interested in working with others already using similar assessments opportunities. • Demonstrating Pebblepad to show how e-portfolios are currently being used for EDM Placement students and work-based Masters students. <p>Click to book.</p>	
3	<p>Teaching and Learning Strategies to Support the Transition to University – Mike Clapp</p> <p>The aim of this presentation is to provide colleagues with a picture of teaching and learning strategies and tools currently used in secondary schools in the UK.</p> <p>Knowledge of these teaching and learning strategies will enable colleagues to plan activities for students that many of them will be familiar with and so remove some of the barriers to a successful transition to university.</p> <p>This will be an interactive presentation where colleagues will take on the role of students to sample a range of tried and tested learning activities I successfully used as a secondary science teacher. Click to book.</p>	
12:00-13:00	<p>Panopto Fortunes: Mythbusting Event Capture – Russell Brookes ■</p> <p>This session will take on a format not dissimilar to a classic family game show. Teams will attempt to determine the top myths of Event capture and what is true and what isn't true. Do students love event capture? Does it affect attendance? We'll determine the main myths of event capture, the stigmas and look at how we overcome these myths and what the benefits of event capture are.</p> <p>The session will very much be a discussion and interactive session where staff can air their concerns or thoughts on Event Capture.</p> <p>This session includes lunch. Click to book. Session repeated 24 June.</p>	FR

Online

	<i>Parallel with Frenchay 'Panopto Fortunes' session above</i>	
12:00-13:00	<p>Programme Leader webinar: Embedding and Scaffolding Academic Skills – Jane Saville & Emma Delaney, Library</p> <p><i>This course is designed for new and experienced Programme Leaders at UWE Bristol. The course is also available to other staff involved in supporting the academic achievement of students.</i></p> <p>The session is designed to strengthen colleagues' understanding of how students can be supported in their academic skills, working towards an embedded and scaffolded approach.</p> <p>This webinar offers the opportunity to reflect on what skills students need in order to be successful in their studies and explore the options to scaffold their skills throughout their programme. This will include options for using the library's pre-prepared technology enhanced learning materials and embedding them into Blackboard/Grade Centre.</p> <p>Click to book.</p>	online

Glenside

12:15-13:45	<p>UWECPD HEA Fellowship Information Session – Becky Ward & Helen King</p> <p>Before you are able to enrol onto UWECPD's HEA Fellowships Scheme and start working on your application, you must attend an Information Session.</p> <p>This face to face session has been designed to make sure that you understand what the Scheme is about, the benefits of engaging and its relationship with the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in HE. During the session, you will be introduced to the UKPSF and guided through the requirements for Associate Fellowship, Fellowship and Senior Fellowship of the Higher Education Academy (HEA) as well as the application process. By the end of the session, you should be able to make an informed choice about whether the Scheme is right for you and which category of HEA Fellowship is most appropriate to your role, contributions to and experiences in learning and teaching.</p> <p>Click to register your interest and you will automatically be sent an invitation with dates including this one.</p>	GL
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Day 4 – Thursday 20 June 2019

Glenside

11:00-12:00	<p>Reading Group – Petia Petrova warmly welcomes you to sign up and discuss the following article ‘The development of student feedback literacy: enabling uptake of feedback’ with colleagues over refreshments and cake (feel free to bring your own lunch if not joining the Mingle).</p> <p>This article explores what feedback literacy is, why it is important, and how we can develop this in students. During the reading group we will discuss how applicable these ideas are in our own disciplinary contexts.</p> <p>We will read the text in advance and all will be welcome to participate, but you do not have to say anything if you do not want to. This will be a friendly, open and informal discussion, and we look forward to meeting you all and learning from you. Click to book.</p>	GL
14:00-14:15	<i>Refreshments</i>	GL
14:15-15:15	<i>Parallel Sessions</i>	GL
1a	<p>Knowledge transfer in Public Health Research: self-reflections – Puspa Raj Pant</p> <p>At UWE knowledge transfer takes place in several ways. One of them is happening through the international students and academics. Those who come from low and middle income countries and those who visit low and middle income countries from UK acquire and share ideas, knowledge and skills either in person, in writing or using technology. Some of the researchers like me are employed for specific projects that is implemented in a low income country but working with a team of collaborators from different countries. E.g. we used digital technology for data collection in our projects which is a completely innovative idea for our collaborators. This idea contributes to and motivates others to apply this concept.</p>	
1b	<p>Digital Accessibility Regulations and you – Russell Brookes ★</p> <p>A look at the Digital Accessibility Regulations coming into effect on 23 September 2019 and the impact they will have on our digital provision. What is going to happen? What do we know? What can we do already? The session will seek to tackle these questions and others you may have as well as highlighting the current and incoming tools we have to help staff ensure they are being compliant with the regulations. Click to book. Session repeated 17 & 25 June.</p>	
2	<p>Developing high quality and inclusive reading lists – Jackie Chelin & Suraya Farah-Gaeta ★■</p> <p>This is a practical, hands-on workshop that will enable you to create/enhance your reading list under the guidance of library colleagues, either on a one to one basis or in small groups.</p>	GL

	<p>After a brief introduction, you will be at liberty to engage with the reading list software, learn more about its features and discuss best/inclusive practice.</p> <p>You may wish to consult the “Reading Lists - Best Practice guide” on the UWE intranet, in advance. This workshop will provide an opportunity to fully test out the guidance, to consolidate your knowledge and to increase your confidence in using the software. Click to book. Session repeated 17, 19 & 21 June.</p>	
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Frenchay

09:30-11:00	<p>Interactive Blackboard - using Blackboard Tools to encourage engagement with your online course – Ora Jacobs-Lange ■</p> <p>Blackboard provides users with an online learning platform that can do more than just providing a space to upload pre-prepared learning materials.</p> <p>The use of blogs, wikis, discussion boards and quizzes can all add to your students learning experiences either individually or with their peers collaboratively.</p> <p>In this session, you will learn through hands on experience and demonstrations how Blackboard Tools and Sway (Microsoft's digital storytelling app) can make your Blackboard courses interactive and encourage learning among your students. Click to book via ESS.</p>	FR
12:00-13:00	<p>Using the accessibility Features in Microsoft products – webinar – Sam Crowley ★■</p> <p>The training will cover accessibility features included in the Microsoft products including:</p> <ul style="list-style-type: none"> • Microsoft Edge web browser accessibility options • Using Microsoft translate with PowerPoint for closed captions and as a translation tool. • The accessibility checker available in Word, Excel, PowerPoint & Outlook • Using the immersive reader in the Microsoft Lens app. <p>Booking: Via Employee Self Service (ESS)</p>	FR
14:00-16:00	<p>Getting Started with Event Capture (Panopto) – Ora Jacobs-Lange ■</p> <p>This 2 hour course is aimed at users who are new to Panopto Event Capture, and wish to use the software to record and publish events to Blackboard.</p> <p>The course will cover:</p> <ul style="list-style-type: none"> • Viewing a Panopto recording. • Recording an event while using PowerPoint. • Publishing recordings. • Editing a recording. 	FR

	The course will be delivered through a mixture of training demonstration, PowerPoint presentations and hands-on practice. Booking: Via Employee Self Service (ESS)	
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Day 5 – Friday 21 June 2019

Bower Ashton

11:00 – 12:00	'ACE Fringe' – Conversation Café – Helen King This workshop will provide a safe and confidential space for staff to share their teaching experiences and ideas in an informal environment. <i>This session is open to all colleagues but priority will be given to colleagues in ACE.</i> Click to book.	BA ACE Fringe
12:00-12:45	Bower Ashton Mingle An opportunity to share practice with colleagues. (If you would like to come to the lunch but not the sessions either side, please email academicpractice@uwe.ac.uk)	BA
	Parallel Sessions	BA
12:45-13:45	Developing high quality and inclusive reading lists – Jackie Chelin, Ludo Sebire & Suraya Farah-Gaeta ★■ This is a practical, hands-on workshop that will enable you to create/enhance your reading list under the guidance of library colleagues, either on a one to one basis or in small groups. After a brief introduction, you will be at liberty to engage with the reading list software, learn more about its features and discuss best/inclusive practice. You may wish to consult the " Reading Lists - Best Practice guide " on the UWE intranet, in advance. This workshop will provide an opportunity to fully test out the guidance, to consolidate your knowledge and to increase your confidence in using the software. Click to book. Session repeated 17, 19 & 20 June.	
OR		
13:00 – 14:30	Engaging with Student Engagement: a draft framework for UWE – Helen King & Heather Moyes Student Engagement refers to the practices, structures, initiatives and behaviours that enable UWE Bristol students to shape and develop their educational experience and become active members of the UWE learning community. This session will provide an opportunity for staff and students (UG and PGR/PGT) to review, explore and influence a draft framework and toolkit for student engagement at UWE. The framework provides an overview of the various purposes and types of student engagement that we wish to foster at UWE, which can then be used as a lens through which to review projects, teaching sessions, programmes, strategies and policies. Click to book. Session repeated 17 & 26 June.	
14:45 – 16:15	Enhancement Framework Design Principles Workshop and Focus Group – Helen King The Enhancement Framework with its underpinning pedagogic design principles has now been in place for over a year. We would now like to reflect on these principles, their use, the guidance notes, and their	BA

	alignment to the emerging 2030 strategy. This session will provide an opportunity for you to input your perspectives on and experience of the Design Principles, and to share practice and further enhance your understanding of their meaning and application. Click to book . Session repeated 26 June and other dates outside Festival.	
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Day 6 – Monday 24 June 2019

Frenchay

All Day 10:00- 15:30	<p align="center">South West Educational Developer's Forum</p> <p align="center"><i>This is a closed group.</i></p> <p align="center">Please email academicpractice@uwe.ac.uk if you are a member.</p>	FR
10:00- 12:00	<p>Writing café – Hosted by ERNIE, led by Jane Humphreys</p> <p>A chance for those who struggle to find time to write up their pedagogic research to do so uninterrupted in a structured and supportive environment. There will be several long sessions of writing punctuated by breaks for the opportunity to review and plan your work. These sessions have proved very popular! Click to book.</p>	FR
12:00 – 13:00	<p>Panopto Fortunes: Mythbusting Event Capture – Russell Brookes ■</p> <p>This session will take on a format not dissimilar to a classic family game show. Teams will attempt to determine the top myths of Event capture and what is true and what isn't true. Do students love event capture? Does it affect attendance? We'll determine the main myths of event capture, the stigmas and look at how we overcome these myths and what the benefits of event capture are.</p> <p>The session will very much be a discussion and interactive session where staff can air their concerns or thoughts on Event Capture. A light lunch will be provided. Click to book. Session repeated 19 June.</p>	FR
14:00- 15:30	<p>Panopto: Lecture Capture Editing Recordings – Ora Jacobs-Lange, LDC ■</p> <p>The 1.5 hour course is aimed at users who have experience of using Panopto to record events, and wish to use the software to edit recordings before sharing it with viewers.</p> <p>By the end of the course you will be able to perform the following tasks within the Panopto editing suite:</p> <ul style="list-style-type: none"> • Remove audio and video content. • Add and remove PowerPoint slides. • Edit the content menu • Create a YouTube link. • Create a Panopto quiz <p>The course will be delivered through a mixture of training demonstration, PowerPoint presentations and hands-on practice.</p> <p>Booking: Via Employee Self Service (ESS)</p>	FR
15:30 – 16:00	Pre-games refreshments	FR

<p>16:00 – 18:00</p>	<p>‘Games for learning’ & discussion Click to book</p> <p>We have an exciting selection of pedagogic games to try out including:</p> <p>Creativity and Collaboration in Curriculum Design led by Mark Allinson, Regent’s University London</p> <p>This session will start with a presentation of a short case study in using Lego Serious Play as a facilitation tool for curriculum design. An accredited LSP trainer, Mark Allinson led a project at Regent's University London to design a level 4 common module entitled Global Perspectives. An early part of the development process involved academic and professional staff working with students using Lego to generate ideas for curriculum content and learning outcomes. The case will present some of the benefits of the process before participants have a hands-on opportunity to use LSP in an ideas generation activity.</p> <p>Copyright game led by Ted Spilsbury</p> <p>The Copyright Card Game is an interactive game about common copyright issues in education. The game encourages people to think about the types of works protected by copyright, different usages of copyrighted works, how copyrighted works interact with licenses that the university might hold, and how to make the most of exceptions enshrined in the Copyright, Designs and Patents Act, as well as how to adopt a risk-based approach to using copyrighted works.</p> <p>Everybody’s Different: The Appearance Game led by Ella Guest ★</p> <p>We all look different. We are all different shapes, sizes, colours, and some people have differences that might seem unusual. Everybody’s Different: The Appearance Game aims to help children to understand that differences in appearance are normal and there's more to who we are than just how we look. Developed with the Centre for Appearance Research, Everybody's Different: The Appearance Game helps create a relaxed, informal environment where children feel comfortable talking about appearance, body image, and the impact of the media. Two teams compete to reach the finish line by answering questions and completing activities. Questions are designed to promote discussion and help young people to explore their thoughts and feelings around body image, appearance and differences. It is intended for children over 9 years of age, and is played in 2 teams of around 4 players each. It is suitable for use in a range of environments including schools, clubs, health care settings or at home. More information is available at: http://appearancegame.com/the_game.html</p> <p>Using ‘dominoes’ to learn prefixes and suffixes: an experiment in English language teaching for business students led by Stephen Hunt & Julie Hamley ★</p> <p>Library Services launched Communications Skills for International Students on a pilot basis in October 2018. The programme’s aim is to boost students’ English language proficiency in workshops that are relevant, interactive and enjoyable. In keeping with this approach, we created a version of business ‘dominoes’. This is designed as a fun way to engage students in the valuable,</p>	<p>FR</p>
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but perhaps dry, topic of affixation. The game is intended to help business students guess the meaning of unfamiliar vocabulary by recognising prefixes and suffixes. Join us to play dominoes and discuss the effectiveness of such games as strategies for learning.

Learning with your hands: how library services uses 'serious play' to enhance teaching led by **Hannah Poore & Tasha Cooper**

There will be a short presentation about the pedagogical value of learning through play. We will have a "hands on" task using Lego to illustrate how you can use play to teach academic skills.

Classroom management board game led by **Jane Saville**

This board game is designed to revise classroom management techniques and methodology. It sounds dull but is highly interactive and the rules allow 'stealing' squares from others! Players move around the board, answering true/false questions; giving examples or definitions and doing 'demos' of instructions and so on. You may also be asked to make a declaration to improve your classroom management. The game pieces are Lego figures, so get to the table quickly if you want to be Yoda!

[Click to book](#)

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Day 7 – Tuesday 25 June 2019

Glenside

10:00-10:45	Breakfast Mingle and Registration (If you would like to come to the breakfast but not the session after, please email academicpractice@uwe.ac.uk)	GL
10:45-11:45	Welcome - Elizabeth Cleaver , Director of Learning and Teaching Keynote Address: A thousand words: BAME student life through a lens - Jane Setter, Professor of Phonetics, University of Reading ★ This project aims to investigate the university experiences of students from backgrounds that are underrepresented in UKHE in general and at the University of Reading in particular, to provide a better understanding of the progression and attainment challenges of BAME students. It focuses specifically on students in the School of Literature and Languages, inviting them to explore and articulate how their race and/or ethnicity shapes their university experience. Drawing on the 'Photo Voice' method (Wang & Burns, 1997), students are supported to create a series of photographs that capture an aspect of their university journey and to write a short 100-word commentary. The images and accompanying narratives are disseminated through a blog which will be promoted to other students and to staff in order to alert them to the specific challenges faced by BAME students at the University. We also held a series of lunch time focus groups with the student participants to reflect on the process and how they thought the University could develop to support them better. Through these activities, it is hoped that we can promote critical dialogue of the issues raised by students, reaching peers and University policymakers. This actively involves BAME students as change agents in University policy and practice. Click to book .	GL
12:00-13:00	Parallel Lunch Sessions	GL
1	Round Table lunch with Keynote, Jane Setter This is an opportunity to share best practice and ideas around the lunch table with discussion with Jane Setter. Click to express your interest	
2	Digital Accessibility Regulations and you – Russell Brookes ★■ This session will look at the Digital Accessibility Regulations coming into effect on 23 September 2019 and the impact they will have on our digital provision. What is going to happen? What do we know? What can we do already? The session will seek to tackle these questions and others you may have as well as highlighting the current and incoming tools we have to help staff ensure they are being compliant with the regulations. A light lunch will be provided. Click to book . Session repeated 17 & 20 June.	

13:15-14:15	Parallel Sessions	GL
1a	<p>The use of mediating objects in learning – Arthur Turner This session will focus on how to use objects (and this will include pictures, contemporaneous artefacts, solid everyday objects and finger puppets) in a session of learning. This is an experiential way of tackling learning which is based on philosophical work of Heidegger, Huitzinger and Vygotsky. As an experiential session the delegates will be taken on a journey of learning based on my work in executive coaching and leadership development. In a session that will not be a lecture, but an experiential experience and delegates will use and deploy objects to learn and reflect on a chosen topic.</p>	
1b	<p>Design Thinking as a Pedagogic Tool – Emma Agusita & Marion Gillet This presentation shares the findings of research study that explored ways in which the use of design thinking might contribute to innovations in teaching and learning approaches in a range of different subject areas. Funded by a UWE Pedagogic Projects Grant, the project used a constructive design approach to work collaboratively with students as research co-designers. The study explored concepts and practices derived from design thinking models and processes, testing a variety of tools and techniques in a range of contexts. The study produced a range of insights about potential benefits and challenges of working pedagogically with design thinking methodologies Click to book.</p>	
2	<p>Peer learning initiatives and practices in music therapy training – Catherine Warner Video made by students about their peer learning experiences combined with a workshop where a method of peer supervision is explored. Delegates will watch the student video and have the opportunity to ask questions of the students and lecturers, then participate in a 30 minute exploration of a peer supervision interactive session. This will introduce delegates to a number of different ways informal peer learning can enhance a programme, stimulate ideas for themselves, and gain an insight into how some live music processes can promote self-reflection. Click to book.</p>	
4	<p>Understanding and Using UWE Bristol student demographic data – Frances Bathurst & Rebecca Gordge ★ This session will explain how we use KPI metrics for Home fee status undergraduate students, broken down by underrepresented groups, to inform strategies and targeted interventions across faculties and services. We will explore why the data is analysed and how it can be used across the University, as well as providing an overview of the current student compendium and its key findings. Click to book.</p>	
5	<p>Internationalisation of a Curriculum: Rhetoric or Reality? - Joseph Jamu & Lucy Watkins The global landscape continues to evolve; the world is more diverse and UWE graduates must be internationally and interculturally competent to work with colleagues, customers, partners and others people from varied</p>	

	<p>cultures and countries. Internationalisation of the curriculum is one of four pillars of the HAS International Strategy 2020. The Nursing and Midwifery (NAM) department is leading this part of the strategy by embedding international and intercultural perspective in the nursing curriculum based on evidence based models for internationalisation of the curriculum (IoC). The NAM team will define IoC and present their journey <i>thus</i> far including the processes and opportunities for programme enhancement. The presentation will address how academics can pursue professional growth and development through internationalising their curricula and more importantly showcase examples that may equip them to facilitate international and interculturally orientated teaching and learning activities, assessments and other support services of the programme. Click to book.</p>	
6	<p>Collaborate Webinar Toolkit - Helga Gunnarsdottir and Sam Crowley This 1 hour webinar is aimed at those who know how to use UWE webinar technology Collaborate, but would like inspiration for best practice. This session will demonstrate the Collaborate tools available and how they can be used to engage the students. The attendees will engage with the tools and have the opportunity to ask questions. Booking: Via Employee Self Service (ESS)</p>	
14:30 – 15:45	<p>Serious Game for Project Management - Playability Testing – Paul Matthews An interdepartmental initiative has been working on the development of a simulation game to teach aspects of project management. We have the student experience in mind and are working toward an enjoyable and engaging gameplay experience with additional pedagogical outcomes, with opportunities for building play sessions, reflection and discussion into module activities. This session will be a play test session with attendees trying out a beta version of the game and providing feedback and further ideas for development. We will first outline our aims and progress to date, then attendees will try the game, then there will be some feedback and discussion around future directions. Delegates interested in project management and/or pedagogical games should be interested, or anyone wanting to have some fun while helping us improve the player experience! Pedagogic Speed Dating Come prepared to share and to go away inspired after this quick fire and fun exchange of ideas and pedagogic best practice. Click to book.</p>	GL

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Day 8 – Wednesday 26 June 2019

Glenside

<p>10:00-11:00</p>	<p>Pilot Study Launch: Crowdsourcing an Updated BSc (Hons) Diagnostic Radiography Programme - Janice St John-Matthews ■</p> <p>When designing curriculum, a potential tool to engage stakeholders is crowdsourcing. Crowdsourcing involves an open-call, whereby the crowd work through an online activity thus allowing more users to become involved in the process. Is this a concept that might help you?</p> <p>This session will launch a pilot crowdsourcing which seeks to support the periodic curriculum review of the BSc (Hons) Diagnostic Radiography programme in the Department of Allied Health Professions at UWE Bristol. The crowdsourcing will be hosted by the company "Clever Together".</p> <p>It has been quite a journey to reach this point where ethics has been ratified - this time last year Janice was submitting a form to suspend her studies. She is now on course to launch the main study in September 2019. The on-line engagement activities will also be live in September and anyone with a Bristol postcode will be able to get involved. Click to book.</p>	<p>GL</p>
<p>11:00-12:30</p>	<p>Enhancement Framework Design Principles Workshop and Focus Group – Helen King</p> <p>The Enhancement Framework with its underpinning pedagogic design principles has now been in place for over a year. We would now like to reflect on these principles, their use, the guidance notes, and their alignment to the emerging 2030 strategy. This session will provide an opportunity for you to input your perspectives on and experience of the Design Principles, and to share practice and further enhance your understanding of their meaning and application. Click to book. Session repeated 26 June and other dates outside Festival.</p>	<p>GL</p>
<p>13:00-14:30</p>	<p>Engaging with Student Engagement: a draft framework for UWE – Helen King</p> <p>Student Engagement refers to the practices, structures, initiatives and behaviours that enable UWE Bristol students to shape and develop their educational experience and become active members of the UWE learning community. This session will provide an opportunity for staff and students (UG and PGR/PGT) to review, explore and influence a draft framework and toolkit for student engagement at UWE. The framework provides an overview of the various purposes and types of student engagement that we wish to foster at UWE, which can then be used as a lens through which to review projects, teaching sessions, programmes, strategies and policies. <i>Feel free to bring your lunch.</i> Click to book. Session repeated 17 & 21 June.</p>	<p>GL</p>

Frenchay

10:00-10:45	<p style="text-align: center;">Registration & Breakfast Mingle</p> <p>(If you would like to come to the breakfast but not the session after, please email academicpractice@uwe.ac.uk)</p>	FR
10:45-11:45	<p>Guest Speaker – FBL Fringe The Transforming Practice of Team-Teaching - Cathy Minett-Smith, Associate Dean for Student Experience/Deputy Dean, University of Bedfordshire Business School</p> <p>Team-teaching addresses rising student numbers, increased student diversity and transnational delivery. Done well, team-teaching creates a dynamic and satisfying learning experience for staff and students alike. However, it is important to be mindful of, and prepared for, potential problems. This session explores the pedagogy of team-teaching, the pros and cons of various approaches, and planning team-teaching delivery to maximise benefits and minimise risks. Team teaching is highly context specific so this interactive session will develop conversation and actions that are relevant to your module(s), highlighting existing good practice and brainstorming fresh ideas for the future. Click to book.</p>	FR FBL Fringe
12:00-13:00	<p>Reading Group: use of learning spaces – Laura Bennett</p> <p>Laura warmly welcomes you to sign up and discuss the following article ‘Learning spaces and pedagogy: Towards the development of a shared understanding’ with colleagues over refreshments (feel free to bring your own lunch). In this article, Jane McNeil and Michaela Borg from the Centre for Academic Development and Quality, Nottingham Trent University argue the need for a greater understanding of the relationship between physical space design and learning, before going on to suggest that this could be achieved by the creation of a descriptive framework to articulate the connections between space, learning and teaching. During the reading group we will discuss how we might use this framework to develop and document our own methods of facilitating learning in different physical spaces. We will read the text in advance and all will be welcome to participate, but you do not have to say anything if you do not want to. This will be a friendly, open and informal discussion, and we look forward to meeting you all and learning from you. Click to book.</p>	FR
12:00-14:00	<p>UWECPD preparing a reflective narrative - Mandy Asghar</p> <p><i>This workshop is for those who are enrolled onto the UWECPD HEA Fellowships Scheme and actively preparing their Fellowship application for submission. Bookings will not be accepted by those who have not enrolled. However, should anyone be interested in achieving HEA Fellowship or are unsure on whether they have enrolled or not to get in touch and we can help assist them further. Contact fellowship@uwe.ac.uk to be re-sent your invitation.</i></p> <p>This interactive session provides you with an opportunity to discuss your teaching philosophy with other colleagues and guides you through the</p>	FR

	<p>process of writing your application reflectively in the context of the UKPSF. You will see some exemplars, spend some time writing and consider what makes a successful application. The purpose of this session is to support you to reflect on your own teaching and learning experiences and practices, and make connections between the relevant descriptor criteria and your evidence under the guidance of an experienced scheme mentor.</p>	
14:00-16:30	<p>Getting Started with Blackboard – Ora Jacobs-Lange, LDC ■</p> <p>The 2.5 hour course is aimed at Users that are new to Blackboard and have a responsibility of delivering learning via Blackboard.</p> <p>The training will cover all the basic elements that users will need to get a Blackboard course up and running online including:</p> <ul style="list-style-type: none"> • Performing basic communication tasks, such as announcements, email etc. • Uploading basic course material. • Manage your course menu. • Creating a test Blackboard course <p>Booking: Via Employee Self Service (ESS)</p>	FR

Online

	<i>Parallel with Frenchay LDC sessions above</i>	
13:30-14:30	<p>Creating accessible documents in Microsoft programs (the basics) - WEBINAR – Sam Crowley, LDC & Sarah Fleetwood-Florey, Library ★■</p> <p>The 1 hour course is aimed at all staff who create word documents for either staff or students.</p> <p>The training led by a Disability and Enquiries Support Librarian will cover all the basic elements that should be taken into account when creating a document - Including:</p> <ul style="list-style-type: none"> • Font • Spacing • Alt text • Screen reader compatibility <p>Booking: Via Employee Self Service (ESS)</p>	online

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Day 9 – Thursday 27 June 2019

Frenchay

10:00-10:45	Registration and Breakfast Mingle	FR
10:45-11:45	Parallel sessions	FR
1	<p>What does innovation in teaching and learning look like to you? – Clare Denholm</p> <p>Emerging findings from my phenomenographic research on perceptions of innovations in learning and teaching challenge the common view that we hold shared understandings of what innovations in learning and teaching are. In this interactive session, participants are invited to reflect upon their own perceptions of innovation in teaching and learning and consider how these may differ from those of their colleagues. This will lead into an ideas exchange on how discussing understandings of the term in local contexts could have a significant beneficial impact on effectively communicating and promoting engagement in 'excellent' practice and in effectively translating strategy into practice. Click to book.</p>	
2	<p>Crossing the divide: integrating your research and teaching – John Hancock (Chair) & Nic Ryder</p> <p>In conversation with an early career research colleague and the audience, Nic Ryder, Professor in Financial Crime, will discuss how he's successfully integrated his teaching and research in ways that are meaningful for both students and researchers.</p> <p>Teaching and research colleagues attending this session will gain practical hints and tips, as well as having the opportunity more broadly to reflect upon the perhaps artificial distinction between 'teaching' and 'research' – and indeed what it means to be a researcher at all in a teaching-focused HEI.</p> <p>Colleagues are welcome to submit questions for Nic in advance by emailing the Chair, John Hancock, John.Hancock@uwe.ac.uk cc skillsdevelopment@uwe.ac.uk or to ask on the day.</p> <p>Click to book.</p>	
3a	<p>Utilising digital materials to enhance a Neurological seminar for second year student Nurses – Nick Smith & Rachel Gilbert ■</p> <p>This will describe an alternative method of presenting a Neurological seminar which was facilitated using 'Learn pads'. Student Nurses accessed digital and online materials to explore various aspects of pathophysiology, Nursing care and management related to a number of Neurological case studies. Key aims were to expose the students to Neurological diseases and insults commonly seen in practice and engage the students in the seminar,</p>	

3b	<p>taking responsibility for exploring each case study comprehensively. In addition, these credible digital and online resources were promoted to students as potential learning materials for future study. There will be an opportunity to try out the Learn pads.</p> <p>What They Didn't Teach Me at School! A Journey of Life Long Learning and Self-Determination: From No qualifications to UWE Lecturer – Roger Griffith ★</p> <p>Roger Griffith is a leading social activist, independent consultant on diversity and inclusion, author of My American Odyssey, Creative Director and broadcaster with Ujima and associate lecturer for UWE Bristol. He originally thought of the concept of the City Conversations in getting different people from different parts of the city involved and engaged in race issues to tackle the socio-economic and historical issues that challenge the claim of Bristol - a city of 91 languages - as a great and diverse city. Here he discusses his educational journey and the call for a more inclusive curriculum.</p> <p>Click to book.</p>	
4	<p>Barriers and challenges for students: outcomes from the UWE Academic Journey project – Emma Delaney, Amy Nash & Fiona Hamilton ★</p> <p>In September 2018, the UWE Academic Journey project recruited a number of first year students to write blogs about their academic experience as they were living it in order to glean an insight into the barriers, challenges and choices they make to see how the University can support them through this journey. Our students not only provided the data, but were active participants in analysing it and making recommendations.</p> <p>This session will present the methodology used, as well as the key recommendations and suggestions of how staff can change their practices to support student success and retention, using real narratives from these current UWE students to illustrate the impact. Click to book.</p>	
5	<p>Exploring approaches for working effectively with autistic students in Higher Education– Kelly Goodfellow & Helen Brown ★</p> <p>Through the workshop we aim to share knowledge on the experiences of autistic students in higher education, framed using theoretical perspectives.</p> <p>We will further explore a model for good practice that was introduced by Professor Nicola Martin (South Bank University) in a UWE CPD event attended by the specialist mentoring and Dyslexia/SpLD service.</p> <p>We feel that staff will benefit from this workshop by reflecting on their awareness and understanding, and by reflecting on the value of a model to inform practice when working with autistic students. Click to book. Session repeated 19 June.</p>	
12:00-14:00	<p>UWECPD HEA Fellowships Scheme mingle and Festival closing</p> <p>Fiona Smart, Associate Professor in Learning and Teaching, Edinburgh Napier University and the Schemes external reviewer will introduce the</p>	FR

	<p>Fellowships mingle by talking about how the attainment of Fellowship should be seen as an opportunity for staff who support learning and or teach at UWE as well as how UWECPD's HEA Fellowship Scheme can enable and support individuals through the process of applying for recognition. It is also a terrific opportunity for all Fellows, current and working towards, to get together as a community of practice to discuss experiences and support each other. There will also be members of the UWECPD team present who can also answer any questions.</p> <p>Click to book.</p>	
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