

## UoN Learning and Teaching Conference 2020 (Online) Programme

16 June 2020, 9:15-16:00



**#LTC2020**

### Key documents and links:

- Download the [Participant Guide](#).
- View full [Conference Programme](#).
- View a [visual Conference Programme in Padlet](#).
- View and comment [conference posters](#).
- [Raise questions or points for the panel discussion](#)

### Programme:

9:15–9:30 **Welcome and what to expect**

Speakers: Nick Petford, Shân Wareing and Ale Armellini

Collab link for participants (main room):

<https://eu.bbcollab.com/guest/074ab92914864a939c334fa5c17e1e9a>

9:30–10:15 **Keynote: Becoming the world’s most socially innovative university: building better learning, teaching and assessment in a post-COVID19 world**

Speaker: Shân Wareing, Deputy Vice Chancellor

What will change, and what will remain the same, as UoN looks towards a new academic year? The challenge to be the world’s most innovative university comes at a time of great

disruption and uncertainty for the sector. UoN staff have built successfully on Active Blended Learning to make the transition to remote learning, teaching and assessment. What will enable us to be successful in the next phase? This keynote will consider what we have learnt, what we can build on, and what we will have to invent.

Collab link for participants (main room):

<https://eu.bbcollab.com/guest/074ab92914864a939c334fa5c17e1e9a>

10:15-10:30 **Break**

10:30-11:15 **Workshop Session A**

**Workshop 1: Lessons from COVID-19 for achieving greater social innovation through student placements**

Presenters: Jenny Devers and Fiona Burbeary, FHES

When COVID-19 hit UK healthcare, UoN final year Occupational Therapy students were undertaking their final practice placement. This workshop sets out the complexities of the solution operationalised and seeks to explore the potential moving forward to enable student learning to achieve greater social innovation. This workshop draws on the achievements and innovations of UoN students sharing various examples of virtual contact and activity that resulted in significant social capital at a time of great social need. In this workshop, participants will have the opportunities to share examples of social innovation in their fields of study, and to exchange views on the implications for policy and resource.

Collab link for participants (workshop 1):

<https://eu.bbcollab.com/guest/c906f6eadd824436a0e0f22fb5f41417>

**Workshop 2: Using Escape Rooms for student inductions – implications for online delivery**

Presenters: Kate Coulson and Paul Rice, LLS

During the 2019-20 academic year, an Escape Rooms activity was used as part of the Induction Week with 450 undergraduate health students. Student feedback shows that this approach worked well. This workshop will explore how this approach can be used to induct students for the academic year 2020-21. At time of writing it is unclear whether induction will be conducted face to face, online or a mixture of the two approaches. The induction materials and teaching interventions need to be more flexible than ever and ensure that students receive a good experience whether they are on campus or not. The workshop will encourage discussion and reflection upon current practice and how we use the experiences to enhance the student experience during 2020-21.

Collab link for participants (workshop 2):

<https://eu.bbcollab.com/guest/68fd5ba326ed404b820aadeff2db0d81>

### **Workshop 3: Imagining futures: Creative approaches to world problems**

Presenters: Kirsty Wagstaffe and Elizabeth Palmer, FAST

The Foundation Arts Cognate developed a module that links to employability and social impact. The module allows students to investigate a range of current global issues relating to UN development goals. This workshop will explain the way the module works and show the work that the students have produced. The Foundation students will join the workshop to explain their ideas in more detail. In the workshop, participants will work in multi-disciplinary groups and be given one of the UN development goals for them to explore the goal and to come up with some innovative ideas that they could implement in their programmes.

Collab link for participants (workshop 3):

<https://eu.bbcollab.com/guest/9fa58b60e903480c9f9b608d11aa07e4>

11:15–11:35 **Break**

11:35-12:20 **Workshop Session B**

### **Workshop 4: Staff perspectives on Active Blended Learning**

Presenter: Virginia Antunes, ILT

ILT has undertaken a study to explore tutors' attitudes and experiences of ABL. This workshop will start with a short introduction to the study, its aims, design and materials. Questions from the survey and the interviews will be selected to discuss in groups. Groups will be asked to decide how they believe most participants have answered. Groups will then be asked to feedback their views to the other groups. To consolidate the discussion, actual findings from the study will be presented and key conclusions highlighted.

Collab link for participants (workshop 4):

<https://eu.bbcollab.com/guest/3c825fd8d388441b87b0211a4eb041d1>

### **Workshop 5: What does normality look like after the lockdown? A reflection on doctoral students' remote supervision**

Presenter: Hala Mansour, FBL

This workshop aims to reflect on Level 8 doctoral students (DBA and PhD) and supervisors' experiences within the pandemic lockdown. It explores the issue of building the supervisor- student relationship in the current COVID-19 situation and remote supervision. The workshop will discuss lessons learnt and perspectives from Level 8 doctoral supervisors on the supervision practices and approaches after the lockdown. In the workshop, participants will have the opportunities to discuss questions, such as what will change in the current strategies or tools to communicate with doctoral students after the lockdown and what approach will be used in the future to support doctoral students.

Collab link for participants (workshop 5):

<https://eu.bbcollab.com/guest/2b36b3ccabe0498c8e11b41c76ff8450>

### **Workshop 6: Developing curriculums and training materials internationally – lessons learnt from an international project**

Presenters: Ivana Lessner Listiakova and David Preece, FHES

This workshop will share lessons learnt from the Erasmus+ ASD-EAST project focused on improving the quality of life of students with autism in three central/eastern European countries, by developing, piloting and evaluating a training programme for specialist teachers who work with them. International projects such as ASD-EAST present opportunities to share good teaching practice and develop new training programmes in collaboration with experts from different countries. However, opportunities can turn into threats if we do not allow enough time for getting to know, understand and trust each other and establishing a strong team ethos based upon mutual respect and effective communication. In this workshop, participants will share their own experience from collaborative practice, and to come up with strategies how to better communicate and collaborate in international projects.

Collab link for participants (workshop 6):

<https://eu.bbcollab.com/guest/28c526c15ad745cc8bd7175235b54844>

12:20–13:20 **Lunch break**

13:20–13:40 **Cracker-Barrel 1<sup>st</sup> Round**

#### **Cracker-barrel 1: How can LinkedIn Learning support student skills development?**

Presenters: Jim Atkinson, HR and Rob Howe, LLS

LinkedIn Learning is a huge library of high-quality online video tutorials. It is free to UoN students and is a key tool to support them in developing their study skills, digital skills, business skills, soft skills and lots more. As a member of staff, come along to this session to share and discuss: How can you best use LinkedIn Learning to develop the required key skills of students studying on your modules? What are the key benefits for you and your students? What might be barriers for students using LinkedIn Learning, and in what ways can the university help them?

Collab link for participants (cracker barrel 1):

<https://eu.bbcollab.com/guest/eaec7913b671446e879b5bea21eb9c20>

#### **Cracker-barrel 2: Why shouldn't students design their own degrees? Putting students in control of programme design.**

Presenter: Paul Sedgwick, FHES

Universities are always looking for ways of making students more receptive to what they are learning and more engaged and committed to study and yet we tell them what they need to learn and define it by Programme Learning Outcomes. This is fine when they already know what career path they are on but when this is not so, what happens? It is proposed that we should challenge those students to 'design their own degree'. It doesn't mean design a programme from scratch, but within the limits of practicality, students should have a completely free choice of the modules which go into their degrees. Come to this session to share your views on: What do we want those students who are not on career-path degrees to learn? Would offering something as radical as this lead to more social inclusion and more participation? Or, would it be off putting to applicants who have been schooled into expecting to be told things? Would doing this count as being 'socially innovative'?

Collab link for participants (cracker barrel 2):

<https://eu.bbcollab.com/guest/5e8a31a7c61048da84d4dd81d7dc3b60>

### **Cracker-barrel 3: Using radical and extreme collections in Active Blended Learning: risks and rewards**

Presenters: Daniel Jones and colleagues, FAST

This cracker-barrel session will share experience of using radical and extreme collections to engage with BAME and other minority groups who might be especially impacted by this kind of material. Audience will be invited to discuss and debate on the following questions: What barriers/concerns do you see in using radical/extreme material within your ABL teaching? Can you see advantages in using this material in your teaching, and what would you need to make that work? Thinking especially about digital presentation of this material, how would you think it needs to be framed to students, and to a wider audience (e.g. local Black History associations)?

Collab link for participants (cracker barrel 3):

<https://eu.bbcollab.com/guest/07b7523f14634d24a3ab06438e4b55e9>

### **Cracker-barrel 4: Online group work sessions**

Presenters: Helena Beeson and Richard Byles, LLS, and Hayley Henderson, FBL

Given recent changes in how we interact with students, particularly during a busy term time, it would be useful to have a strategy for managing groupwork. Success in such assignments require a strong team ethic, and this requires time to bond at the start of the process. With the likelihood that campus-based courses continue to run while staff work remotely, along with the evolution of distance learning courses it is important to identify effective approaches to support students who are working remotely. This cracker-barrel session will open up this conversation with the following questions: What could group work sessions look like if they were run entirely online? Which elements of the groupwork process should we emphasise when teaching online and why? How can we use online tools for activities that promote these? How might the success of a groupwork project be impacted without face to face contact?

Collab link for participants (cracker barrel 4):

<https://eu.bbcollab.com/guest/195683590ad6456abdcf792f5eebb861>

### **Cracker-barrel 5: Re-imagining socially responsible learning: A manifesto for change**

Presenter: Cristina Devecchi, FHES

There is the need for teaching and learning to be shifted from a narrow pedagogical approach focused on instructional considerations, the 'know how,' to a focus on 'know what' (content) and 'know-why' (justification). In doing so, the author puts forward 'A manifesto for change' based on three premises: the acknowledgement that dealing with change is not an option but a necessity; universities needs to revisit their goals and missions so as to reformulate their involvement in society; and developing through change. Join this cracker-barrel session to share your views on questions such as: Which values do you think education should nurture in our young people to build a responsible future generation? What do you think a 'fair' education should be like? If you were to fulfil the goal that education should be 'FREE' (fair, responsible, efficient and effective), what would you do?

Collab link for participants (cracker barrel 5):

<https://eu.bbcollab.com/guest/696ccfc9f53a4d608c739608b28ca629>

13:40–13:50 **Transition** (time to join another cracker-barrel session)

13:50–14:10 **Cracker-Barrel 2<sup>nd</sup> Round**

### **Cracker-barrel 1: How can LinkedIn Learning support student skills development?**

Presenters: Jim Atkinson, HR and Rob Howe, LLS

Collab link for participants (cracker barrel 1):

<https://eu.bbcollab.com/guest/eaec7913b671446e879b5bea21eb9c20>

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<https://eu.bbcollab.com/guest/5e8a31a7c61048da84d4dd81d7dc3b60>

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Collab link for participants (cracker barrel 5):

<https://eu.bbcollab.com/guest/696ccfc9f53a4d608c739608b28ca629>

14:10-14:30 **Break**

14:30–15:15 **Posters discussion**

Collab link for participants (main room):

<https://eu.bbcollab.com/guest/074ab92914864a939c334fa5c17e1e9a>

15:15-15:25 **Break**

15:25–16:00 **Panel discussion: To be the world's most socially innovative university**

Panel members: Shân Wareing, Wray Irwin, Kathryn Kendon, Tim Curtis, Rob Howe, Lucy Atkinson

Collab link for participants (main room):

<https://eu.bbcollab.com/guest/074ab92914864a939c334fa5c17e1e9a>

16:00 **Close**