

InForm 2021: Schedule

Time (UK BST)	Session Title		
08.45 - 09.00 (00:15)	Welcome & Introductions <i>Main Event and Session "1a and 2a" Meeting Link</i> Dr Anthony Manning, Dean for Internationalisation Seb Cadinot, Head of International Programmes Department		
09.00 - 09.45 (00:45)	Plenary Speaker: Professor Christina Hughes <i>Main Event and Session "1a and 2a" Meeting Link</i> Care and Kindness: Under-valued and over-needed resources in the (crisis) management of International Foundation and Pathway student experiences. <i>Who cares about? Who delivers care? Who responds with kindness to another's vulnerabilities? I explore a number of pressure points and challenges that arise when working with students on Foundation and Pathways programmes as they transition from one culture to another as well as from one level of education to another. I note how the need for care of such students, inside and outside the classroom, that is entangled with the need for care of colleagues/friends/family/employer has become amplified during the pandemic.</i>		
09.45 - 10.00	BREAK		
10.00 - 11.45 (01:45)	Presentations and Q&A Session 1: Parallel Sessions		
10.00 – 10.25 (00:25)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Session 1a: <i>Stream links "1a & 2a"</i></p> <p>Who cares? A curious case of Formative (not) Assessment, by Sebastian Kozbial, University of Nottingham Ningbo China <i>Chinese students make up the largest cohort of international student in the UK. Their high school experience is based on the necessity of summative assessment through preparation to GaoKao which often leads to lack of independence. This presentation focuses on illustrating an approach to developing more independent students through Formative approaches.</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Session 1b: <i>Stream links "1b & 2b"</i></p> <p>The integral role of game-based learning in today's digital world, by Deshan Hewavidana, University of Bristol <i>This presentation seeks to investigate the implications of game-based learning on student achievement for a group of learners at the University of Bristol. Specifically, two tools in Kahoot and Wordwall will be examined, with one major finding being that the diversity of activities is important to sustain learner interest.</i></p> </td> </tr> </table>	<p>Session 1a: <i>Stream links "1a & 2a"</i></p> <p>Who cares? A curious case of Formative (not) Assessment, by Sebastian Kozbial, University of Nottingham Ningbo China <i>Chinese students make up the largest cohort of international student in the UK. Their high school experience is based on the necessity of summative assessment through preparation to GaoKao which often leads to lack of independence. This presentation focuses on illustrating an approach to developing more independent students through Formative approaches.</i></p>	<p>Session 1b: <i>Stream links "1b & 2b"</i></p> <p>The integral role of game-based learning in today's digital world, by Deshan Hewavidana, University of Bristol <i>This presentation seeks to investigate the implications of game-based learning on student achievement for a group of learners at the University of Bristol. Specifically, two tools in Kahoot and Wordwall will be examined, with one major finding being that the diversity of activities is important to sustain learner interest.</i></p>
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10.25 – 10.50 (00:25)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>The importance of creating a more inclusive learning experience for diverse groups of international students By Nazia Anwar, King's College, London <i>2020 brought to the forefront of every institution, a newly energized drive to tackling racial inequality. But what does this mean for EAP? This presentation will focus on 3 aspects from the perspective of EAP tutors: course content & delivery, pastoral support and systemic challenges.</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Website assignments: widening participation, enhancing creativity and developing transferable skills, by Jon White, Oxford Brookes University <i>This presentation promotes the use of websites as an alternative and exciting assignment genre. Examples and feedback from a Foundation course reveal the benefits of websites for assignments, including widening participation, enhancing creativity and developing digital employability skills.</i></p> </td> </tr> </table>	<p>The importance of creating a more inclusive learning experience for diverse groups of international students By Nazia Anwar, King's College, London <i>2020 brought to the forefront of every institution, a newly energized drive to tackling racial inequality. But what does this mean for EAP? This presentation will focus on 3 aspects from the perspective of EAP tutors: course content & delivery, pastoral support and systemic challenges.</i></p>	<p>Website assignments: widening participation, enhancing creativity and developing transferable skills, by Jon White, Oxford Brookes University <i>This presentation promotes the use of websites as an alternative and exciting assignment genre. Examples and feedback from a Foundation course reveal the benefits of websites for assignments, including widening participation, enhancing creativity and developing digital employability skills.</i></p>
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11.00 – 11.25 (00:25)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Maximising student engagement in pre-recorded lectures, by Amy Stickels & Anna Tranter, University of Warwick <i>The global pandemic has led to fundamental changes to student learning with blended provision likely to remain. This research offers an international students' perspective of pre-recorded lectures: the challenges and benefits as well as suggesting ideas for ensuring effective learning outcomes.</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Promoting Positive Pre-Arrival for Pathways, by Dr Victoria Wilson-Crane & Sam Kwan, Kaplan International Pathways <i>Timely, accurate information for international pathways students, pre-arrival, was particularly pertinent given the context of Covid-19, with students joining online, from their home countries. Learn what Kaplan Pathways did, how this encouraged early student engagement, aided transition and contributed to retention, and what this offering means for future intakes.</i></p> </td> </tr> </table>	<p>Maximising student engagement in pre-recorded lectures, by Amy Stickels & Anna Tranter, University of Warwick <i>The global pandemic has led to fundamental changes to student learning with blended provision likely to remain. This research offers an international students' perspective of pre-recorded lectures: the challenges and benefits as well as suggesting ideas for ensuring effective learning outcomes.</i></p>	<p>Promoting Positive Pre-Arrival for Pathways, by Dr Victoria Wilson-Crane & Sam Kwan, Kaplan International Pathways <i>Timely, accurate information for international pathways students, pre-arrival, was particularly pertinent given the context of Covid-19, with students joining online, from their home countries. Learn what Kaplan Pathways did, how this encouraged early student engagement, aided transition and contributed to retention, and what this offering means for future intakes.</i></p>
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<p>11.25 – 11.45 (00:20)</p>	<p>Pedagogies of purpose: education for a better future, by Cathy D'Abreu & Clare Nukui, Oxford Brookes University <i>This talk explores embedding Education for Sustainability (EFS) pedagogy on a range of Foundation modules at Oxford Brookes University. 'Pedagogies of purpose' presents a toolkit, drawn from transformative learning theory (Mezirow, 2008), and the Advance HE ESD Guidance (2021) to stimulate socially, environmentally and culturally critical learning for a better future.</i></p>	<p>Blurred Lines: Teaching and Supporting Students Remotely, by Neil Drury & Annette Margolis, University of Birmingham <i>With online teaching and learning, small issues can ripple into those practices we have put in place to build a supportive learning environment. Neil Drury, EPS FY director, and Annette Margolis, Mathematics Tutor discuss the overlap of teaching and learning with student support and ask what are the positive 'takeaways'?</i></p>
<p>11.50 - 12.00 BREAK</p>		
<p>12.00 - 12.45 (00:45)</p>	<p>Panel Discussion: Themes and trends of the sector at the moment, challenges and opportunities beyond recruitment for 2021 and beyond - what do our students need?</p> <p><i>Main Event and Session "1a and 2a" Meeting Link</i></p>	
<p>12.45 - 13.30 (00:45)</p>	<p>LUNCH (Publishers chat and mingle)</p> <p><i>We are joined by:</i> Steve Tulk, Macmillan Education James Pallister, National Geographic Learning Cengage Richard Carr, Pearson</p> <p><i>Exhibition Room</i></p>	
<p>Presentations and Q&A Session 2: Parallel Sessions</p>		
<p>13.30 -14.15 (00:45)</p>	<p>Session 2a: <i>Stream links "1a & 2a"</i></p>	<p>Session 2b: <i>Stream links "1b & 2b"</i></p>
<p>13.30 – 13.50 (00:20)</p>	<p>Is culture shock tipping students over the edge? By Wahida Ashiq & Ross Porter, Great British Mag & University of Greenwich <i>Culture shock can STOP students having the adventure and education they dreamed about when they moved to the UK, but you have the POWER to help students navigate culture shock with less effort and budget than you think.</i></p>	<p>Understanding the cultural perceptions of mental health held by international students, by Rebecca Laughton, Nottingham Trent International College <i>The aim of this study is to gain an understanding of the cultural perceptions of mental health held by international students and how these influence help seeking behaviour and opinions about UK mental health support services.</i></p>
<p>13.50 – 14.10 00:20</p>	<p>Exploring student interaction and engagement in breakout rooms: a practice-based inquiry of pre-undergraduate EAP students, by Sarah Burkitt, University of Leeds <i>Peer interaction during group tasks has undoubtedly been affected by the new online environment. After entering a breakout room to a group of silent students, I was keen to investigate this area further. Driven by principles of action research, this presentation aims to offer more insight into students' perceptions of online group activities.</i></p>	<p>Inside-out and outside-in : East London as a real-world and online learning resource, by Dr Jill Fenton & Mark Holloway, QMUL & University of Hertfordshire <i>This presentation discusses how QMUL's IFY exploits East London as a learning resource. Focussing on Brick Lane field walks and videoessay projects, we explore how students interact with and learn from their surroundings, and how those surroundings impact learning in the classroom and, within online delivery, in students' homes.</i></p>
<p>14.15 - 14.30</p>	<p>Closing Remarks <i>Main Event and Session "1a and 2a" Meeting Link</i></p>	