

TEACHING & LEARNING CONFERENCE

Wednesday 22nd January 2020

Engage, Enhance, Empower: Supporting Student Achievement

Time	Session	Who?	Booking link
09:00-09:30	Registration and refreshments		Click here to book (registration, welcome & introductions, keynote)
09:30-09:45	Welcome & introductions	Prof Robert Van de Noort , Vice Chancellor, Prof Elizabeth McCrum , PVC Education, Prof Julian Park (tbc), PVC Education	
09:45-10:45	Keynote: Assessment & feedback, wellbeing & resilience This keynote will argue that rather than piecemeal attempts to solving the many criticisms of current assessment practices, the solution lies in taking a programme-focussed approach, both to assessment and assessment feedback. Practical examples will be given regarding ways this can be done. Consideration will also be given to the role that course programme design can play in developing students' wellbeing and resilience, and especially the importance of developing students' assessment literacy, in particular the ability to self-assess and become critically self-aware.	Chris Rust , Emeritus Professor of Higher Education, Oxford Brookes University	
10:45-11:15	Coffee (and moving to workshop venues)		
11:15-12:45	Parallel sessions: Assessment & Feedback (Please choose one workshop – see details below)		
	Workshop 1: Impact of Assessment & Feedback on Students <u>Part a: Assessment and student wellbeing</u> For this first workshop, participants will be given the opportunity to reflect on how assessment can impact on student wellbeing. The workshop will also present early findings from a research project which explored students' experience of different models of assessment, specifically in relation to high stakes summative assessment vs modules comprised of multiple assessment points.	Dr Kamilah Jooganah (ADE, CQSD), Dr Karen Poulter (SMPCS), Prof R Harris (IoE)	Click here to book (Workshop 1)

	<p><u>Part b: Understanding the students' perspective: how you can make your feedback more accessible to them</u></p> <p>The second part of this session looks at how students regard their feedback and ways in which colleagues could help students use their feedback effectively. We will provide the student perspective: how they interpret the feedback which often is what causes them stress and prevents them from using the information provided to learn and make progress. Understanding this will help shift the focus to feedback being a useful tool for learning and development.</p> <p>This session aligns with UKPSF: A2, A3, A4, K2, V1, V2, V3.</p>	<p>Dr Alicia Pena (Counselling), Fifi Bangham (RUSU)</p>	
	<p>Workshop 2: Inclusive assessment – approaches and implications</p> <p>An inclusive approach to assessment promotes values of fairness and equity, and promotes greater accessibility and participation in higher education for all. It removes barriers and ensures that all students are given an opportunity to demonstrate their achievement of learning outcomes to the best of their abilities.</p> <p>We are in an environment where we can no longer make assumptions about either the homogeneity of students or the ways in which they choose, or are able, to engage with their learning and assessment. Historically, institutions have responded to diversity by adopting strategies aimed at providing for the needs of specific groups of students. Increasingly nowadays, however, more generally inclusive approaches to teaching, learning and assessment are being adopted, which obviate the necessity for potentially divisive strategies aimed at supporting particular groups and mean that all students are able to access their learning and assessment at an appropriate level without the need for adjustments.</p> <p>In this session, we will look at a number of approaches to inclusive assessment and consider their implications for practice. Examples of good practice at Reading will be showcased and attendees are encouraged to bring examples of their own assessment documentation (e.g., briefs and criteria) for discussion in workshop activities. This session aligns with A4, V1, V2, V4, of the UKPSF.</p>	<p>Rodney Coombridge and John Knight (ADE, CQSD)</p>	<p>Click here to book (Workshop 2)</p>
<p>12:45- 13:45</p>	<p>Lunch</p> <p>If you book to attend a workshop either side of lunch you will be included in the catering order</p>		
<p>13:45- 15:00</p>	<p>Parallel sessions: Wellbeing & Resilience (Please choose one workshop – see details below)</p> <p>Workshop 3: Embedding Wellbeing in the Curriculum</p> <p>In this workshop participants will hear about and discuss the approach to embedding wellbeing that has been taken within the new Psychology curriculum. There will also be the opportunity to examine tools provided by AdvanceHE and consider what approaches might work in their own curricula. This session aligns with A1, A4, K2, V1, V2, V3 of the UKPSF.</p>	<p>Dr Alana James (SPCLS), Dr Beth Law (SPCLS)</p>	<p>Click here to book (Workshop 3)</p>

	<p>Workshop 4: Stories of our Studies</p> <p>“Stories of Our Studies” is a form of inter-active, reflective practice for students in which Playback Theatre (an improvisatory form) is used to ‘play back’ individual stories of students’ experiences regarding all aspects of their studies. This process can support emotional literacy and well-being in students at all levels of study. During the session Simon Floodgate (lecturer within the IOE) and the student company will demonstrate how it operates, share its impact to date and explore, with participants, its potential for future transferability throughout the University.</p> <p>https://www.playbackcentre.org; http://www.playbackschooluk.org; Jo Salas TED Talk - Everyone has a story: https://www.youtube.com/watch?v=R-UtiROcm6E</p> <p>This session aligns with A4, V1 and V2 of the UKPSF.</p>	<p>Simon Floodgate (IoE) and student performers</p>	<p>Click here to book (Workshop 4)</p>
15:00-15:15	Moving back to Meadow Suite		
15:15-16:00	<p>Lightning Talks: Spotlight on Good Practice</p> <p>In this session a number of colleagues who have recently achieved HEA fellowship through the FLAIR Framework (either through the Academic Practice Programme or the CPD Scheme) will give very short presentations on work they have been doing around the conference themes – Assessment & feedback, and Wellbeing & Resilience. This session aligns with A2, A3, A4, K2, V1 and V2 of the UKPSF.</p>	<p>Dr Rachael Neal (SAPD), Dr Annabel Frearson (SACD), Dr Izabela Wieczorek (SBE), Dr Allan Laville (SPCLS), Dr Andrew Hull (HBS)</p> <p>Introduced by Prof Robert Van de Noort, Vice Chancellor</p>	<p>Click here to book</p>
16:00 onwards	<p>A Celebration Of Success In Achieving HEA Fellowship Via The FLAIR Framework</p> <p>A celebratory event to congratulate and recognise significant achievements in achieving HEA Fellowship through the FLAIR Framework. A number of colleagues will present posters on work they have been doing around the conference themes – Assessment & feedback, and Wellbeing & Resilience.</p>		<p>Click here to book</p> <p>Please note: If you have registered to attend the ‘Spotlight on Success’ session at 15:15, you will be included in the celebration event from 4pm.</p>