



CENTRE FOR
LEARNING
& **TEACHING**

EduFest 2018

Programme

June 7th 2018



UNIVERSITY OF
BATH



Welcome to EduFest 2018

As Head of Learning and Teaching I am delighted to welcome you to our very first Edufest here at the University of Bath.

This one-day event has been designed to help colleagues reflect upon and develop their approaches to learning and teaching. It features contributions from sector-leading experts; insights from colleagues at other institutions and examples of how cutting-edge research here at Bath can help to make university courses everywhere more inclusive and engaging.



EduFest focuses on four of the key themes in our Education Strategy (2016-2021):

- Inclusion
- Research engagement
- Sustainability
- Assessment for learning

These key themes are also fundamental aspects of our curriculum transformation project, which will see all programmes at the University reviewed and refreshed in the coming two years. We hope that the panels and workshops give you the chance to consider these principles, and reflect on how we can ensure they are the heart of our provision in the years to come.

We are grateful to all of our visiting speakers, and in particular to Professor Tansy Jessop who will be presenting our keynote. Professor Jessop has had a significant impact on teaching and learning across the sector through the excellence of her research, the energy generated by her collaborations and the persuasive and motivating character of her presentations. She will talk today about the nature of student engagement in higher learning, and will encourage us to address difficult questions about the reality of the student experience. I am sure that her presentation will be both fascinating and inspiring.

Enjoy your day with us; let us know what worked and what didn't; and come back again next year for EduFest 2019!

Best wishes

Andy Pitchford



Keynote Speaker - Tansy Jessop

Tansy Jessop is Professor of Research Informed Teaching at Solent University.

She champions assessment that transforms student learning, making teaching more exciting and rewarding. She leads 'Transforming the Experience of Students through Assessment' (TESTA) which has had sector-wide reach in helping universities to take a programme approach to assessment.



Tansy's interest in student learning is driven by democratic and participatory approaches to pedagogy. She began her career as a secondary school teacher in South Africa, completing a PhD on teacher development in rural KwaZulu-Natal in 1997. She has published on social justice in education, narrative inquiry, learning spaces, technology enhanced learning, and assessment and feedback.

Tansy's keynote takes a fresh look at the expectations of students coming to university, and why some students express disappointment with higher education. She will explore the concept of student alienation: how it relates to broken expectations; how it reflects the context of 21st century HE; and yet, on the other hand, how it is an utterly necessary part of the higher education experience. Tansy uses data and theory to explore student alienation, and to distil practices which transform alienation into engagement. Her three pedagogic approaches mimic the three R's of the primary school teacher: Research, Relationships, and Risk-taking.



Time	Session / Activity	Venue
9:00 – 9.30	Registration, coffee, networking	Chancellors' Building 4th floor foyer
9.30 – 10.00	Welcome Address Professor Peter Lambert, Pro-Vice Chancellor, Learning and Teaching, and Chloe Page, Students' Union Education Officer	Chancellors' Building 4.1
10:00 – 10.45	Increasing engagement to transform student learning Keynote - Professor Tansy Jessop, Chair in Research-Informed Teaching, Solent University	Chancellors' Building 4.1
10:45 – 11.00	Break, coffee, networking	Chancellors' Building, 4th floor foyer
11:00 – 12:00	Learning from the experience of others - Curriculum transformation Panel discussion - Dr Barrie Cooper (University of Exeter), Dr Beverley Gibbs (University of Sheffield), Dr Alex Standen (UCL)	Chancellors' Building 4.5
	Learning to support student well-being Panel discussion - Dr Mark Brosnan (Director of Centre for Applied Autism Research), Dr Tom Curran (Health), Anthony Payne (Director of Student Services), Dr Ceri Brown (Education)	Chancellors' Building 4.8
12:00 – 13:00	Lunchtime Showcase	Chancellors' Building 4th floor foyer
13:00 – 14:30	Unlocking research-engaged teaching Masterclass - Dr Alex Standen (UCL) and Joe Thorogood (UCL)	Chancellors' Building 4.7
	Sustainability in the curriculum Masterclass - Professor Stephen Sterling, Centre for Sustainable Futures, University of Plymouth	Chancellors' Building 4.9
14:30 – 14:45	Break, coffee, networking	Chancellors' Building 4th floor foyer
14:45 – 16:15	Strategies for enhancing assessment Masterclass - Professor Tansy Jessop (Solent University)	Chancellors' Building B 4.7
	Inclusivity, higher education and the classroom Masterclass - Abby Osborne (Student Services - Inclusion)	Chancellors' Building 4.9
16:15	Close, post-event networking reception	Chancellors' Building 4th floor foyer



Parallel panel discussions run concurrently

11:00 - 12:00

Learning from the experience of others, curriculum transformation

CB 4.5

Dr Barrie Cooper, University of Exeter
Dr Beverley Gibbs, University of Sheffield
Dr Alex Standen, UCL

Here at Bath, we are about to enter a period of significant reflection on the nature and structure of our curriculum. Given the many shifts in the higher education landscape, this process is increasingly widespread, with many other 'competitor' institutions asking the same questions about the purpose of their work and the best way to deliver education. In this panel, colleagues from a range of other universities talk about their experiences of transformation, and highlight opportunities and pitfalls that may help to guide us in our journey.

Our contributors will be Dr Barrie Cooper, Co-Director of Education (Mathematics and Computer Science) at the University of Exeter; Dr Alex Standen, Senior Teaching Fellow at the UCL Arena Centre for Research-Based Education; and Dr Beverley Gibbs, Director of Learning and Teaching (Strategy) in the Department of Mechanical Engineering at the University of Sheffield. They bring with them a wealth of experience of institutional change, innovation in learning and teaching, and departmental leadership, and are sure to stimulate interesting and relevant discussion. This panel will be chaired by Dr Andy Pitchford, Head of Learning and Teaching.

Learning to support student well-being

CB 4.8

Dr Mark Brosnan, Director of Centre for Applied Autism Research
Dr Ceri Brown, Dept of Education
Dr Tom Curran, Dept of Health
Anthony Payne, Director of Student Services

Building on cutting edge research from academic colleagues at the University of Bath, this panel considers the pressures on the wellbeing of students in contemporary society. It examines the extent to which the environment that we create in higher education is conducive to positive wellbeing, and asks how the process of curriculum design might make a healthy contribution to this agenda.

Professor Mark Brosnan is Director of Centre for Applied Autism Research. Under his leadership, the Centre continues to ask critical questions about how to ensure the active participation of autism communities in learning and other aspects of society. Dr Tom Curran, Lecturer in the Department of Health, is gaining widespread recognition for his research on the notion of perfectionism in higher education and beyond, examining the ways in which excessively high personal standards and overly harsh self-criticism may increasingly be a feature of the lifestyles of young people. Dr Ceri Brown, Senior Lecturer in the Department of Education, has wide ranging publications in the field of education with a recent focus on issues relating to the inclusion and wellbeing of school-aged children. Our panelists will contribute to a discussion led by Anthony Payne, our Director of Student Services.



Two parallel sessions run concurrently in each time slot

1:00 - 2:30

Unlocking research-engaged teaching

CB 4.7

Research-intensive institutions are increasingly reflecting on how best to actively engage students in this key aspect of university life. This masterclass builds on innovative work at a number of institutions, in particular at University College London (UCL), where colleagues have discovered imaginative ways to forge closer links between university research and teaching. **Dr Alex Standen** and **Joe Thoroughgood** from UCL will bring case study material from their latest text to explore how we can collaborate with students, research partners and other stakeholders in order to bring these two realms together and engage the whole institution in the process of knowledge creation.

Sustainability in the curriculum

CB 4.9

Professor Stephen Sterling has been a leading voice on sustainability in higher education for over two decades. In this masterclass, he will lead discussion on how we can design units and programmes which help to engage students in sustainability debates, research and solutions. He will draw on his own texts and his work with the Higher Education Academy, and on examples from a range of other institutions, to demonstrate how – as individual programmes and as a university more widely – we can address these global challenges. The masterclass will help colleagues to understand the potential contribution of their programme or course to this field, and how we might collaborate with others in order to identify creative and progressive solutions.

2:45 - 4:15

Cracking the challenge of formative assessment and feedback, a programmatic approach

CB 4.7

Professor Tansy Jessop of Solent University leads this interactive masterclass, which will scope out why and how to rebalance formative and summative to help students learn well. It will generate principles and strategies for embedding meaningful formative tasks which build to judicious summative points without 'teaching to the test'. Formative is the key to unlocking student learning, and has the potential to break grade-oriented and instrumental habits of mind. Providing feedback to students is often an enormous waste of effort and resource. Participants will distil and explore feedback strategies which help students to learn well, using data and theories about effective feedback. How can feedback connect across modules to be an effective and integrated approach to learning?

Inclusivity, higher education and the classroom

CB 4.9

This masterclass, led by **Abby Osborne** from the University of Bath, will help colleagues to consider how best to design and deliver curricula that recognise the varying needs of students from different communities and with differing backgrounds. It will draw on good practice at Bath and more widely in the sector in order to prompt discussion, and is intended to stimulate wider conversations about inclusion as we enter the first phase of our curriculum transformation.



Abby Osborne is the Reasonable Adjustments Project Manager at the University of Bath. She works collaboratively with staff from a wide range of academic disciplines to identify and address ways of developing inclusive teaching and learning. Abby has also worked for the past decade as a Mentor and Study Skills Tutor in both Higher and Further Education as well as working as a lecturer in English Language. Abby's experience of working in both a teaching and learning support capacity, has provided her with a useful perspective, particularly in relation to the effectiveness of embedding support within mainstream provision.

Dr Alex Standen leads UCL Arena Two, a development pathway for probationary Lecturers and Teaching Fellows. She teaches across the Arena programme and is also working closely with the Doctoral School on Research Supervisor development. Alex first joined UCL in 2013 in a student support and engagement role in the Faculty of Brain Sciences, prior to which she taught Italian and European Studies at the Universities of Birmingham and Auckland.



After graduating with a degree in Medical Social Work in Australia, **Anthony Payne** worked in acute care and rehabilitation particularly in the field of spinal cord injury. He also led a number of national projects that developed resources to support university staff in meeting the needs of disabled students and embed inclusive education practices. Recent roles include Director of the Equity and Diversity at Deakin University in Melbourne and Director of Student Experience at York St John University. Anthony has been Director of Student Services at the University of Bath for four years, and is a keen gardener, music lover and home-brewer.

Dr Barrie Cooper is a Senior Lecturer and Co-Director of Education for Mathematics at the University of Exeter. He has particular interests in exploring mathematical literacy, technology-enhanced learning, and building an effective community of learners. Over the last couple of years, Barrie has overseen an extensive review and re-design of the undergraduate mathematics curriculum at Exeter. Barrie is a Senior Fellow of the HEA and teaches on Exeter's HEA-accredited programme for new lecturers. He is also the external adviser for UCL's HEA-accredited scheme, ARENA.





Dr Beverley Gibbs (University of Sheffield) is a Chartered Engineer with substantial industrial experience and a qualified social scientist. Beverley is committed to bringing this interdisciplinary experience and perspective to bear in educating undergraduate engineers. At the University of Sheffield she is Director of Learning and Teaching (Strategy) in the Department of Mechanical Engineering, leading on pedagogy, curriculum, accreditation and employability for the benefit of 1000 undergraduate and postgraduate students, and Programme Director for the core MEng and BEng programmes.

Dr Ceri Brown is interested in the schooling experiences of children in poverty in the UK, and has explored the material, cultural, social and mobility 'binds' that prevent children from achieving in school. Her Educational Binds of Poverty: The Lives of School Children book was shortlisted for the BBC Radio 4 British Sociological Association Ethnography Awards 2015. Her most recent projects consider the spatial dimension of educational inequalities; educational policy analysis through exploring schools' role in responding to children's mental health and a study into schools' support children who experience irregular school transitions.



Joe Thorogood is a PhD student in the Geography Department. Since October 2017, he has been working as a fellow for UCL's Arena Center for Research-Based Education.

Professor Mark Brosnan is in the Department of Psychology, lecturing and researching into autism. He is Director of the Centre for Applied Autism Research (CAAR) which was launched in 2016. The research undertaken by CAAR has a focus of impacting upon the everyday lives of the autistic community.





Professor Stephen Sterling is Professor of Sustainability Education in the Centre for Sustainable Futures (CSF) at Plymouth University. A former Senior Advisor to the UK Higher Education Academy on Education for Sustainable Development (ESD), and National Teaching Fellow (NTF), he has worked in environmental and sustainability education in the academic and NGO fields nationally and internationally for over three decades, including as a consultant and advisor on UNESCO'S education for sustainable development (ESD) programmes.

Dr Thomas Curran is an Assistant Professor in the Department for Health at the University of Bath, specialising in the personality characteristic of perfectionism, how it develops, and how it impacts on the mental health of young people. He has published over 20 articles or book chapters on these or related issues, with notable texts tracking generational changes in levels of perfectionism, which have risen substantially in recent decades among University students.

