

UEL Learning and Teaching Symposium 2021 - Schedule

9:20-9:30	Welcome Professor Hassan Abdalla, Provost		
9:30-10:30	KEYNOTE: Supporting student transitions in 2021/22- what next? by Dr Michelle Morgan (Dean of Students, University of East London) Introduced by Dr Ian Pickup, Pro-Vice Chancellor Education and Experience, University of East London		
10:45-12:30	ROOM 1: Conference Papers THEME: Beyond Adversity	ROOM 2: Conference Papers THEME: Coaching and Mentoring	ROOM 3: Conference Papers THEME: Student wellbeing and sense of belonging
<i>15-20-minute for speakers to present</i>	Chairs: Sima Heer and Dr Melisa Rinaldi	Chairs: Kevin Pike and Fouzia Sakouti	Chairs: Jonathan Tulloch and Dr Gabriella Buttarazzi
<i>20-25-minutes time for questions</i>	'I try to do the reasonable adjustments where possible'—Exploring staff understanding and attitudes towards reasonable adjustments for students with disabilities by Dr Chris Little and Dr Abigail Pearson The view from the other side by Santanu Vasant Overcoming the challenge of teaching practical skills to students at home and on campus by Suzanne Faulkner	Using coaching skills to scaffold PhD supervisors' support of doctoral candidates by Dr Jo Collins Best self-activation for academic performance by Dr Jummy Okoya Undergraduate-led mentoring scheme supporting college students' education disrupted by COVID-19 by Jumua Abida; Daniel Searle; Stefano Casalotti; Elizabeth Westhead	The relationship between finding professional purpose and integrating curriculum content, processes and practices for wellbeing: An action research study by Dr. Gabriella Buttarazzi; Mark Tintner; Dr. Valentina Signorelli and Dr. Rosemary Stott University Student Wellbeing by Fizza Bibi Shah Fostering a sense of belonging in an online learning environment: A foundation year perspective by Tina Harvey, Joanne Scott, Amie Stephenson; Paul Sutton and Dainis Sostaks
12:30-12:45	Break		

12:45- 13:30	ROOM 1: Showcasing Student Work	ROOM 2: Teacher-Student Interactive Workshop	ROOM 3: Showcasing Student Work
	Chair: Dr Melisa Rinaldi	Chairs: Christina Perouli and Sima Heer	Chair: Kevin Pike
	From the School of Arts and Creative Industries, screening of Short Film Forget Me Not by Bethen Blackabee, Sophia Patfield, Jade Rodriguez and Kata Szabo.	Teaching to Transform by Dr Martin Heaney and Louize Williams	From the School of Arts and Creative Industries, Screening of Short Film Reclaimed by Diana Mardari.
13:30- 14:30	Lunch Break		

14:30-16:15	ROOM 1: Conference Papers THEME: Pedagogical models and strategies	ROOM 2: Conference Papers THEME: Engagement	ROOM 3: Conference Papers THEME: Careers and Employability
15-20-minute for speakers to present	Chairs: Christina Perouli and Dr Gabriella Buttarazzi	Chairs: Dr Melisa Rinaldi and Jonathan Tulloch	Chairs: Kevin Pike and Fouzia Sakouti
20-25-minutes time for questions	<p>Are your students studying smarter? Insights into study strategies and habits of undergraduate students by Suzanne Fergus</p> <p>Pedagogical risk-taking under uncertainty: The RHUL flexible teaching model by Petar Stankov</p> <p>Engaging with an active blended learning environment by Dr Paulet Brown-Wilsher; Heather Cornwell; Katie Ketcher-Room; Dr Gemma Ryder</p> <p>Supporting students' digital assessments online: lessons in flexibility and adaptability by Anne Everett</p>	<p>Engaging large lecture classes remotely by Fiona Byrne</p> <p>Dissertation students' engagement and presence on an asynchronous platform by Philip Anderson</p> <p>A whole-institution response: learning and researcher development during a pandemic by Jennifer Boyle; Scott Ramsay and Andrew Struan</p> <p>Evaluating the impact of infographics in online learning settings on student engagement and experience by Dennis Olsen</p>	<p>Building a virtual community of practice for working professionals by Johnny Lee</p> <p>Benefits of collaborative groupwork assessments to improve student employability skills—A second- and third-year undergraduate comparison by Terry Filer and Emma James</p>
16:15-16:30	Coffee Break		
16:30-17:20	KEYNOTE: Planning for active, blended and connected learning in a post-pandemic world by Prof Alejandro Armellini (Professor and Dean of Digital and Distributed Learning, University of Portsmouth) Introduced by Dr Matthew Williamson, Head of the Centre for Excellence in Learning and Teaching, University of East London		

Keynote Speakers

Supporting student transitions in 2021/22- what next?

Dr Michelle Morgan, @it_se

Dean of Students, University of East London

The past 18 months has been a roller coaster of a journey for both students and staff in higher education due to the pandemic. We have experienced the most challenging, complex, and difficult period in higher education in living memory, bringing rapid innovation and new ways of thinking in how we deliver and assess learning. However, moving online has been a double-edged sword: digital poverty and online fatigue issues have been experienced by many, but it has also made learning more accessible for others (e.g., those with disabilities who didn't thereby have to struggle getting onto campus or those that had caring responsibilities).

It has highlighted the importance of in-person social interaction and practical experience in helping students engage. It brought into sharp focus more than ever the need to effectively bridge student transitions through providing relevant and targeted support throughout the study journey informed by their previous learning experiences.

Covid19 is not disappearing anytime soon. As we approach the start of the new academic year, we need to create 'new normal' rules of engagement in HE to move us forward. So what do we need to think about and what are opportunities for us to embrace?

Planning for active, blended and connected learning in a post-pandemic world

Prof Alejandro (Ale) Armellini, @alejandrea

Professor and Dean of Digital and Distributed Learning, University of Portsmouth

Student-centred approaches to learning and teaching, digital innovation, co-creation and institutional capacity building were key to the transition to quality remote teaching across the HE sector in March 2020. Many institutions wedded to traditional teaching methods encountered barriers as they moved from campus-based provision to online learning at scale and at very short notice. In this session, Ale will reflect on how pedagogic transformation normalised before Covid-19 influenced the way institutions and their students operated during the pandemic. Drawing from his work at the University of Northampton (2012 to 2020) and at the University of Portsmouth over the past 12 months, he will explore what this preparedness involved, including creative and sometimes radical ways of tackling pedagogic challenges. He will reflect on student and staff engagement in blended learning settings, as well as implications and challenges for learning design and teaching practice beyond the pandemic.