

UNIVERSITY OF
WESTMINSTER[⌘]

CENTRE FOR EDUCATION
AND TEACHING INNOVATION

WESTMINSTER LEARNING AND TEACHING SYMPOSIUM

DEVELOPING INCLUSIVE AND COMPASSIONATE CAPABILITIES FOR A SUSTAINABLE WORLD

Tuesday 6 September – Marylebone Campus

Wednesday 7 September – Online



Learning & Teaching Symposium 6th September 2022 Programme Summary - Marylebone Campus

09:00 – 9:45 MG14	Registration & Refreshments	
9:45 – 10:00 Hogg Lecture Theatre	Welcome to the Symposium by Dr Peter Bonfield OBE FREng FIET, Vice-Chancellor and President, University of Westminster	
10:00 – 10:45 Hogg Lecture Theatre	<u>Keynote 1: Julie Hulme – Compassionate education: Fostering inclusion and engagement in Higher Education</u>	
10:45 – 11:15 MG14	Tea and Coffee Break	
11:15 – 12:15	<u>Workshops:</u>	
M322	<u>Empathy and Compassion: towards wellbeing in learning development – led by Daniela de Silva and Emma Dempsey</u>	
M324	<u>Sharing and caring practice in sustainability and SDGs on your course – led by Rachel Lander and Gustavo Espinoza-Ramos</u>	
M28	<u>An introduction to service learning: Balancing the service & the learning – led by Dr Ed Stevens from Kings College London</u>	
12:15 – 13:00 MG14	Lunch and Posters	
13:00 – 13:45 Hogg Lecture Theatre	<u>Keynote 2: Doug Bourn – Being a professional in a globalised world – preparing learners for a world of global social change and sustainable development</u>	
13:45 – 14:45	<u>Parallel Sessions 1</u>	
<u>New forms of partnership, new ways of working</u> M322	Doug Specht Ro Spankie, Diony Kypraiou	Exploring the intersection of KE, outreach and professional development: A model for a sustainable university (20 minutes) Co-Creating Space for Mental Health: Collaboration, Creativity, and Communication (20 minutes) 20 minutes for Q&A
<u>Compassionate pedagogy</u> Wood Lecture Theatre	Kathryn Waddington, Bryan Bonaparte, Gabrielle Dulal-Whiteway	Co-creating best practice guidelines and tools with students to support the development of compassionate pedagogical practice (20 minutes)

	Katie Mansfield, James Fenton	Compassionate and inclusive strategies for first year transitions (20 minutes) 20 minutes for Q&A
<u>Compassionate Leadership Workshop</u> M324	Andy Norris, Dimple Hirani, Laura Dabner	What does a compassionate university look like – how to build compassion into our professional practices and relationships
<u>New forms of partnership, new ways of working</u> M212	Andy Pitchford, Brian Rutter	Research-engaged learning: The case of Vertically Integrated Projects (VIPs)
14:45 – 15:00 MG14	Tea and Coffee Break	
15:00 – 16:00	<u>Parallel Sessions 2</u>	
<u>Whole school change strategies</u> M323	Caroline Smith, Sarah Coleman	New ways of working in School of Life Sciences (30 minutes)
<u>New horizons for technology</u> M303	Ka-Ming Pang, Holly Ranger Eleri Kyffin, Robin Gibson, Dr Laura Niada	Bringing "Open (Research)" into Learning and Teaching (20 minutes) The e-textbook project at Westminster: using the Kortext platform to enhance learning and teaching (20 minutes) 20 minutes for Q&A
<u>Decolonising the curriculum</u> M321	Alessandro Columbu Jamie Reddington	Decolonising Arabic language teaching (20 minutes) Reforming popular music education at higher education level (20 minutes)
Workshop MG28	Elantha Evans, Joy Tweed, Louis Spring	<u>A collaborative workshop with Module Leaders. Embedding IDEEARs into the new Module Leadership Development Series [I]nclusion, [D]iversity, [E]quity, [E]mployability, [A]ccessibility and [R]ealisation</u>
16:00 – 16:15 MG14	Drinks reception	
16:15 – 17:15 MG14	Westminster Learning and Teaching Excellence Awards	

Learning & Teaching Symposium Wednesday 7th September Programme Summary - Online

Please follow the links below to access the presentations and Keynotes on Blackboard.
Please ensure that the links to the sessions are opened using the Google Chrome browser.

09:30-09:45	<u>CETI's Learning & Teaching Symposium Day 2 will be opened by Andy Pitchford, Head of CETI</u>	
09:45-10:30	<u>Keynote 1: Jan McArthur: Authentic assessment in an age of authenticity jargon</u>	
10:30-10:40	Break	
10:40-11:25	Parallel Sessions 1	
Peers Supporting Peers	Dr Jacqueline Lynch	<u>Developing inclusive learning conversations – the new Peer Development of Teaching Practice approach</u>
Inclusive Pedagogies	Olga Núñez Piñeiro, Carmela Borrelli, Martina Capoferri, Arianna Cappelli, Barbara Colicchia, Dennis Montagano, Michela Sarfo	<u>Co-creating Equality, Diversity and Inclusion (EDI) in Learning and Teaching Practices</u>
Inclusive Pedagogies	Stephen Bunbury WORKSHOP	<u>'My Graduate Journey - a unique approach to reflection and personalised learning'</u>
Authentic Learning	Michaela O'Brien WORKSHOP	<u>Consultancy and client briefs as authentic learning</u>
11:25-11:30	Short Break between parallel sessions	
11:30-12:15	Parallel Sessions 2	
New forms of partnership, new ways of working	Kerry Gilfillan, Dr Laura Niada	<u>What we can – and should – do to counter information disorder: information literacy and critical thinking 2.0</u>
New forms of partnership, new ways of working	Martin Percy, Liliya Makovskaya	<u>A Collaborative Exploration of the Facilitation of Academic Writing Practices at the University of Westminster and WIUT (Westminster International University in Tashkent)</u>
Whole school change strategies	Feruza Yodgorova, Abdulaziz Djalilov – Game	<u>Game-based learning in Finance and Accounting modules</u>
Education for sustainability	Dr Kalpana Surendranath, Dr John Murphy	<u>Gene editors of the future: life-changing, research-informed development programme for the Life Sciences student community</u>

12:15-13:00	Break	
13:00-13:45	<u>Parallel Sessions 3</u>	
New forms of partnership, new ways of working	Dr Thalia Magioglou	<u>An exploratory study on the Post-Pandemic University and how the UoW could attract students who were aiming for more selective Universities</u>
Education for Sustainability	Dr Gustavo Espinoza-Ramos	<u>The transition to sustainable education: Embedding Education for Sustainable Development (ESD) through Problem-Based Learning at the Westminster Business School</u>
Peers Supporting Peers	Abarnah Kirupananda	<u>Encouraging peer to peer learning through in-class activities to enhance student learning experience and interactions in online classes</u>
Inclusive pedagogies	Dr Anastasia Alexeeva, Nuala O'Sullivan	<u>Assessing Work Based Learning: a practical guide from the vanguard</u>
13:45-14:00	Break	
14:00-14:45	<u>Keynote 2: Dave Thomas – The inclusive university: Why we need to reimagine curricula to make them more culturally sensitive</u>	

Welcome from the Head of CETI

This year's Symposium takes place over two days on the 6th and 7th September and raises important and critical questions about university learning now and in the future.

The focus on compassion, inclusion and sustainability connects directly with our new university strategy, and also enables us to reflect on excellent practice that is already evident across the institution. The Symposium offers a mixture of inspiration, challenge, blue sky thinking, collaboration and discussion which we hope will stimulate fresh thinking but also build confidence – we know that colleagues at Westminster are doing great things and this is a wonderful opportunity to share these approaches more widely.

We have four outstanding keynotes:

Dr Julie Hulme from the University of Keele, who will speak on compassion, inclusion and student engagement.

Professor Doug Bourn from University College London, who will speak on education for social change and 'pedagogies of hope'.

Dr Jan McArthur from the University of Lancaster, who will share her work on authentic assessment and social justice.

Dr Dave Thomas from the University of Kent, who will speak on inter-cultural sensitivity and the curriculum

These keynotes are intended to stimulate debate and provide a context for workshops, presentations and posters across the two days. We will also be joined by the winners of this year's Green Fund who will be sharing updates on their amazing projects.

The Westminster Learning and Teaching Excellence Awards are also incorporated into the Tuesday 6th September event, so please come along and support colleagues who are being recognised for their excellent contributions.

Food and refreshments will be provided throughout the day at the face-to-face event, and we look forward to many conversations and collaborations in the sessions and across the Learning Platform. The Symposium is free for staff in all Colleges, centres and departments – please do come along and enjoy the full programme.

Dr Andy Pitchford, Head of CETI

Tuesday 6th September Keynote Speakers

Compassionate education: Fostering inclusion and engagement in Higher Education - Dr Julie Hulme (10:00-10:45, Hogg Lecture Theatre)

Developing a sense of belonging at university is critical to student wellbeing and to academic success. In this keynote, Julie will explore ways in which students can be not only supported and included, but empowered to become active and agentic learners, inspired and motivated to engage, and able to apply discipline knowledge, critical thinking, and learning skills to their personal, professional, and societal lives. We will consider the ways in which diverse student voices can contribute to the academy, and reflect on the value of assessment to develop, as well as to measure, learning. All of these issues will be discussed with wellbeing and compassion as core principles, for both students and staff, drawing on Julie's research into student inclusion, staff and student mental health and wellbeing, and teaching innovations.



Dr Julie Hulme is an applied psychologist with particular interest in applying psychological theories and research methods to understanding and enhancing learning and teaching in higher education. She is especially committed to creating a higher education experience that is inclusive and accessible to all students, and where diversity is valued and celebrated, rather than problematised. Julie's work draws strongly on principles of compassion, and on working with students as partners, including working closely with students from minoritised groups on research projects that relate to their communities. At Keele

University, where she is a Reader in Psychology, Julie leads on decolonising the curriculum work, and champions inclusion for disabled students. She is a National Teaching Fellow (2016), a Principal Fellow of the HEA (2013), and a Chartered Psychologist (2011), and has an international reputation for advocating for student inclusion and engagement, and innovative teaching. Julie blogs at <https://higherpsyched.home.blog/> and you can follow her on Twitter @JulieH_Psyc.

Being a professional in a globalised world – preparing learners for a world of global social change and sustainable development – Professor Doug Bourn (16:00 – 16:45, Hogg Lecture Theatre)

This presentation will discuss the role of professional educators in addressing the big global issues of today including sustainable development and climate change through a 'pedagogy of hope'. The Sustainable Development Goals and particularly the increased reference to global citizenship will be referred to. Professor Bourn will demonstrate the influence to his thinking from the ideas of Paulo Freire and Henry Giroux and the need for professional educators to ask themselves to what extent do they see their role as agents of social change. Reference will be made to his recently published book on Education for Social Change and what he terms a pedagogy for global social justice.



Professor Douglas Bourn is Director of the Development Education Research Centre at UCL-IOE and author of numerous publications around the theme of global skills, development education and global learning. These include *Theory and Practice of Development Education* (2015), *Understanding Global Skills for 21st Century Professions* (2018) and editor of the *Bloomsbury Handbook for Global Education and Learning* (2020). He is chair of the Academic Network of Global Education and Learning (ANGEL). His most recently published book is *Education for Social Change* (2022).

Wednesday 7th September Keynote Speakers

Authentic assessment in an age of authenticity jargon – Jan McArthur (09:45-10:30)

Authentic assessment is fast becoming the latest buzz phrase in higher education. It is a likeable term, promising all good things about assessment and solutions to the perennial problems of pleasing students and preparing them for the world beyond higher education. But we need to be careful of quick fixes and fashionable trends. When everyone starts to label their assessment 'authentic', then we have to wonder what the point of the term is. In this keynote I will not reject the idea of authentic assessment, but I will challenge and problematise it. I will argue that we need to stop focusing on the task but consider more why a task is valuable. We must also challenge the conflation of real world with world of work. If students are not in a real world now – where on earth are they? And is the world beyond higher education one that students must simply fit into, or is it a world they should help to shape? And what role does assessment play in this?



Jan McArthur is a Senior Lecturer in Education and Social Justice in the Department of Educational Research, Lancaster University. Jan has researched and published in assessment and social justice, linking this to her broader interests in the nature and purposes of higher education and how these shape everyday learning, teaching, and assessment practices. Her book *Assessment for Social Justice* (Bloomsbury) draws on Frankfurt School critical theory, as does much of her other work. She recently published an article in *Higher Education* – “Rethinking Authentic Assessment: work, wellbeing and society.”

The inclusive university: Why we need to reimagine curricula to make them more culturally sensitive - Dr Dave S.P. Thomas (14:00-14:45)

Imperatives to eliminate inequalities in UK higher education institutions have led to calls for more inclusive learning environments. Central to the educational environment is the curriculum. Yet, there are limitations in current understandings of ways in which students experience curricula, and their impact on their engagement, satisfaction and associated outcomes. Drawing on the findings of research into the development of a new set of Culturally Sensitive Curricula Scales, this session illuminates some of the primary factors that stimulate and sustain inequality in UK higher education before proposing a Culturally Sensitive Curriculum an evidence-based approach to promoting greater inclusion in higher education for all students.



Dr Dave S.P. Thomas is a Senior Advisor at Advance HE and a specialist in Equality, Diversity, Inclusion and Inclusive Leadership. He is a Senior Fellow of the Higher Education Academy (SFHEA), with over two decades of experience in management, teaching and research in the educational sector as well as private and public sector organisations globally.

Dave is an Occupational Therapist (remit in social justice) and Public Health Specialist. He is a member of the Health and Care Professions Council Diversity and Inclusion Forum. Dave is also a member of the Office for Students Advisory Panel.

As an inclusive thought leader, Dave has several publications pertaining to inclusive leadership, racial justice, equality and inclusion, educational psychology, educational sociology, occupational justice and social justice. He is a co-editor of *Diversity, Inclusion and Decolonization: Practical tools for research and scholarship* (2022) Bristol University Press; the lead editor of *Doing Equity and Diversity for Success in Higher Education* (2021) Palgrave Macmillan; and *Towards Decolonising the University: A Kaleidoscope for Empowered Action* (2020) Counterpress Oxford.

Dave conceptualised and developed the novel set of Culturally Sensitive Curricula Scales (CSCS) and Culturally Sensitive Organisational Environment Scales (CSOES) as quantitative tools to assess the extent to which higher education curricula are culturally, sensitive and support curricular enhancement.

Dave is a co-developer of the esteemed collaborative Santander Universities and Open University anti-racism course *Union Black: Britain's Black Cultures and Steps to Anti-racism*

Dave tweets as: @DrDaveThomasOT, www.inclusivityplus.com

Tuesday Workshops: 11:15 – 12:15

Empathy and Compassion: towards wellbeing in learning development – Daniela de Silva (Academic Engagement and Development Manager – Accessibility) and Emma Dempsey (Academic Engagement & Learning Developer), M322

Wellbeing, empathy and compassion are increasingly discussed topics in relation to teaching, with one key question being the extent to which empathy and compassion in teaching can impact on student wellbeing as well as outcomes. Wellbeing is a broad spectrum of aspects, including health – physical, mental and emotional, life balance, happiness and fulfilment, and it is not always easy to pin-point which actions can make a difference to the students and their learning journey. This workshop will address these questions by giving attendees key information from a study skills professional on how they can integrate a compassionate approach into their teaching, followed by a facilitated group discussion on this topic to enable attendees to form their own compassionate teaching approach.

Sharing and caring practice in sustainability and SDGs on your course - Rachel Lander and Gustavo Espinoza-Ramos (School of Management and Marketing), M324

Learn from colleagues in Westminster Business School about how they have succeeded in this space and consider how a similar approach may benefit courses in your area.

An introduction to service learning: Balancing the service & the learning - Dr Ed Stevens (Kings College London), MG28

This workshop will introduce service learning as a pedagogical tool, drawing on definitions and challenges from the literature. Through case studies, it will also explore how service learning may be operationalised within universities in differing ways, with the aim of fostering critical reflection amongst those looking to introduce their own service-learning modules.

Tuesday Parallel Sessions: 13:45-14:45

‘New forms of partnership, new ways of working’:

Room: M322

<p>Exploring the intersection of KE, outreach and professional development: A model for a sustainable university</p> <p>Doug Specht (School of Media & Comms)</p>	<p>Co-Creating Space for Mental Health: Collaboration, Creativity, and Communication</p> <p>Ro Spankie and Diony Kypraiou (School of Architecture and Cities)</p>
<p>Knowledge Exchange, staff development and outreach work have all become key aspects of the higher education agenda in last 10 years. While previously many of these activities were more ad-hoc, universities are increasingly moving them to the core of their work, with proscribed KPIs and at targets for both individuals and faculties. Often these demands are made without additional resourcing and innovative and imaginative plans are needed to excel in all three areas while also maintaining other work. Focusing on our national school partnerships plans, this presentation will discuss an on-going project in which the School of Media and Communication at the University of Westminster has used Knowledge Exchange to not only ensure that the world class research of our scholars and practitioners reaches a wider audience, but how this is also used to drive outreach and our own staff continuing professional development.</p>	<p>This presentation will detail a unique cross-disciplinary collaboration between the Medical School at Imperial College London and the School of Architecture and Cities at the University of Westminster, which explored the relationship between design, mental health and wellbeing, using a co-design paradigm. Three years in the planning, this innovative project consisted of two one-day co-design workshops, during which 64 cross-disciplinary groups of students reflected on four defined mental health conditions to identify problems and propose solutions for the design of four existing NHS mental healthcare sites. This presentation will demonstrate the power that Co-design entails in fostering an immersive and experiential learning experience that challenges the ‘conventional’ pedagogy of designer-client / expert-user, by putting forward the notion of the ‘experts by experience’.</p>

‘Compassionate pedagogy’
Wood Lecture Theatre

<p>Co-creating best practice guidelines and tools with students to support the development of compassionate pedagogical practice</p> <p>Kathryn Waddington & Bryan Bonaparte (School of Social Sciences)</p>	<p>Compassionate and inclusive strategies for first year transitions</p> <p>Katie Mansfield & James Fenton (Centre for Education and Teaching Innovation)</p>
<p>Compassionate pedagogy is about ensuring teaching and interactions with students and colleagues are based on kindness, followed through by actions and practices that alleviate suffering and promote well-being. This presentation will reflect on a 'work in progress' small-scale research study that focuses on innovation in teaching practice and the scholarship of learning and teaching. The study aims to work with students as co-creators to develop best practice guidelines and tools to support the development of compassionate pedagogical practice. We will report on initial analysis of data and early conclusions arising from innovative use of Nancy Kline's Thinking Environment™, and arts-based methods using movies and music. In this study we are also participant observers of our teaching and research practices, which requires systematic reflexive analysis of our subjective understandings and ontological assumptions. We will also illustrate how students were supported in developing skills of self-compassion, and 'speaking truth to power', with recommendations to follow.</p>	<p>The first year of university study is of paramount importance for both future academic success and student retention. As such, transitioning from secondary to tertiary education is a major life transition and students may also experience a rollercoaster of emotional and psychological challenges as they navigate unexplored territory. We will argue that compassionate and inclusive pedagogies which focus on individual needs can provide a way to address the recognised challenges of facilitating a sense of community among students. We propose a starting point of Lizzio's (2006) model and its five 'senses': (1) A sense of purpose, (2) A sense of connectedness, (3) A sense of resourcefulness, (4) A sense of academic culture and (5) A sense of capability. We will then offer practical suggestions for how these senses can be enhanced through individualised pedagogical approaches, both in the classroom and through curriculum building, to achieve enhance acculturation, inclusion, motivation, and engagement.</p>

'Compassionate Leadership' Workshop

Room: M324

What does a compassionate university look like – how to build compassion into our professional practices and relationships - Andy Norris (Head of Culture and Inclusion), Dimple Hirani (Head of Learning and Development), Laura Dabner (Organisation Development)

This workshop is an opportunity to take time to consider how we can build compassion into our professional relationships; from colleague to colleague and between line managers and their teams. In our busy and stretched working lives we rarely have the time or head space to consider these human dimensions, so we hope you will enjoy this chance to reflect on how we might seek to enhance our environments and relationships.

'New Forms of Partnership, New Ways of Working'

Room: M212

Research-engaged learning: The case of Vertically Integrated Projects (VIPs) Andy Pitchford (CETI) and Brian Rutter (University of Bath)

Andy Pitchford of CETI and Brian Rutter, Industry Research Fellow from the University of Bath, explore this innovative approach to education for sustainability, and propose ways in which colleagues at Westminster could work in partnership with students to further their research projects.

Tuesday Parallel Sessions: 15:00 – 16:00

‘Whole school change strategies’

15:00-16:00, Room: M323

New ways of working in School of Life Sciences

Caroline Smith and Sarah Coleman (School of Life Sciences)

In this presentation, we will present staff and student views of synchronous online and onsite teaching, and whether this mode has proved more inclusive and sustainable. From initial surveys, the online teaching had been welcomed because it had enabled a more flexible timetable. However, with the fully online learning, the sense of community had diminished and resulted in limited access to specialist resources. Based on these findings, a new timetable has been launched which includes both on-site and online teaching. We will present the findings of staff and student experiences of this new delivery and will also discuss some of the barriers which have been encountered.

‘New horizons for technology’

15:00 – 16:00, Room: M303

Bringing "Open (Research)" into Learning and Teaching

Ka-Ming Pang (Library and Archives Services) and Holly Ranger (Research and Knowledge Exchange Office)

The e-textbook project at Westminster: using the Kortext platform to enhance learning and teaching

Eleri Kyffin, Robin Gibson, John Martin, Katharine Templeton and Dr Laura Niada (Library and Archive Services)

Over the past few decades, the landscape of research publications has shifted, with funders of research requiring publications to be made openly available, whether through

In this co-presentation from members of the AELD (Academic Engagement and Learning Development) team and our e-textbook providers (Kortext) we will look at some outcomes from the e-textbook project

<p>publishing in open access journals, open press or institutional repositories.</p> <p>Open Access to research, has helped to remove some of the financial barriers to accessing research, and enable researchers to share and build on knowledge.</p> <p>The session will give an overview of the university's aims for open research and highlight how fostering a culture of using openly available content and materials when teaching is in line with the university's SDG goals, and of benefit to our students.</p> <p>The second half of the session will offer practical information such as what resources it might be useful to point students to and give an example how research data could be used in teaching assignments.</p>	<p>happening at Westminster. In 2020, we chose Kortext as the key platform for our e-textbook provision giving us access to key academic publisher.</p> <p>The Kortext platform enables students to have access to their required learning materials and study anytime, anywhere, independently, whilst also connecting to their academics, and their peers to facilitate collaborative, enquiry-led learning. Furthermore, the platform delivers insightful data on study patterns, behaviours and course engagement to academics, librarians, course leaders and senior leadership.</p>
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'Decolonising the curriculum'

15:00 – 16:00, Room M321

<p>Decolonising Arabic language teaching - Alessandro Columbu (School of Humanities)</p>	<p>Reforming popular music education at higher education level – Jamie Reddington (School of Arts)</p>
<p>This presentation will employ decolonisation and post-colonial theory to look at the ideological implications implicit in popular content for teaching Arabic as a foreign language. Relevant examples from the most widely adopted textbooks at university level in the UK show the role of Arabic language teaching materials in perpetuating patterns of European and North American cultural hegemony, making the case for rethinking Arabic language teaching. A process of decolonisation in this sense is imperative in a</p>	<p>HE popular music education has a unique position in the music education landscape due to the diversity of the student body, its layered relationship with technology, and its students being at the coal face of redefining what it means to be a musician. My research aims to explore the key factors that contribute to this, explore how they interact, what we can learn, and the impact this has on students, educators and pedagogical practice.</p>

society marked by a variety of structural inequalities. If we are to provide students with equal opportunities to flourish and succeed, then such a narrow view of what one can or wishes to achieve by learning Arabic cannot be appropriate. The decolonising argument highlights how the limited content of Arabic language textbooks, and their explicit insistence on specific career paths toward which to guide the students represent crucial challenges Arabic language teaching faces today.

15:00 – 16:00, Room: MG28

A collaborative workshop with Module Leaders. Embedding IDEEARs into the new Module Leadership Development Series [I]nclusion, [D]iversity, [E]quity, [E]mployability, [A]ccessibility and [R]ealisation - Elantha Evans, Joy Tweed, Louis Spring

As part of the finalisation of the new Module Leader Development Series that will be launched by CETI in September 2022, we would like you to join us for an interactive, collaborative, and reflective session. Share and discuss your ideas and practices to develop new ways that IDEEARs can be embedded in module leadership and therefore included in the new development programme. We believe that module leadership has the potential to alter future learning and teaching practices which can further support and enhance student and colleague experience.

Wednesday Parallel Sessions: 10:40 – 11:25

<p>Presentation:</p> <p>Developing inclusive learning conversations – the new Peer Development of Teaching Practice approach</p> <p>Dr Jacqueline Lynch (Centre for Education and Teaching Innovation)</p>	<p>Workshop:</p> <p>My Graduate Journey - a unique approach to reflection and personalised learning</p> <p>Stephen Bunbury (Westminster Law School)</p>
<p>Peer observation of teaching has been in operation at the University for many years with variable engagement. This presentation will detail the new peer review of teaching practice policy and how its implementation has created opportunities to include colleagues at different stages of their career, and for the first time includes colleagues in professional services who support learning and teaching. The approach introduces flexibility to have discussions which are not limited to observing teaching in class and allows for cross disciplinary, team and student approaches. Peer Observation of Teaching (PoT) has been the lifeblood of teaching practice for many years and is an accepted process of continuous professional development (CPD). The model that we have adopted is based on a reflective, collaborative non-judgmental process aimed at sharing good practice within and across Schools/Departments and is aligned with the UK Professional standards framework (UKPSF).</p>	<p>My Graduate Journey (MGJ) is a unique approach to reflection and personalised learning. This workshop will explore a radical intervention by the University's School of Law, which enables final year students to reflect on their learning and identity. The MGJ approach also incorporates learning from our annual Law Degree Show. This workshop will explain the approach adopted and the extent to which similar approaches could be adopted in other disciplinary and subject areas.</p>

Presentation

Co-creating Equality, Diversity and Inclusion (EDI) Practices - Olga Nunez Pineiro, Carmela Borrelli, Martina Capoferri, Arianna Cappelli, Barbara Colicchia, Dennis Montagano, Michela Sarfo (School of Humanities)

This student partnership research project sought to canvass learners' views on the current content and delivery of a level 6 core module (Themes in Contemporary Hispanic Studies) with the final aim of creating a more accessible, equitable and inclusive learning environment. The key findings of our student survey indicated that: a significant proportion of students would welcome more collaborative groupwork and that working with diverse partners should be encouraged in the classroom; the content of the module should aim to engage all and take account of their previous experiences, current interests and future aspirations; the provision of multiple options for students to learn content with clear degrees of difficulty can benefit all students; formative assessment (including knowledge checks) is valued; there is an appetite for authentic assessment tasks set in a work setting and the provision of different options for tasks as well as multiple means of expression to demonstrate what they know would be welcome. This set of findings will help the Module Leader in the process of tweaking the content, learning and teaching activities and assessment tasks for the next academic year. This presentation will be of interest to teachers of any discipline who are interested in introducing more inclusive practices in the courses or modules they lead.

Wednesday Parallel Sessions: 11:30-12:15

<p>What we can – and should – do to counter information disorder: information literacy and critical thinking 2.0</p> <p>Kerry Gilfillan and Dr Laura Niada (Library and Archive Services)</p>	<p>A Collaborative Exploration of the Facilitation of Academic Writing Practices at the University of Westminster and WIUT (Westminster International University in Tashkent)</p> <p>Martin Percy (CETI) and Liliya Makovskaya (WIUT)</p>
<p>While information technology is enabling knowledge to spread and develop across the globe, it is also allowing information disorder to proliferate, especially through social media. This presentation will outline the problem of information disorder, and will argue that, as educators, we have the power and responsibility to counter such phenomena; to scale up and modernise our support to the development of information literacy and critical thinking, thus effectively promoting “information literacy and critical thinking 2.0”. It is as important as ever to encourage rational processes such as finding appropriate sources, effective reading, evaluating sources, ethical use of sources, questioning, assessing methods, and numerical literacy. But this may no longer be sufficient to use the internet and social media as sources of information without falling victims of information disorder. Thus, we also need to help students recognise the manipulation that digital communications and social media can attempt on our minds, showing the power of algorithms to shape what is presented to us, and the pervasiveness of psychological profiling.</p>	<p>This presentation explores pedagogical practices within EAP at the University of Westminster and WIUT to determine whether constructivist approaches successfully facilitate creative interaction, and whether the processes inherent within text construction led to transformative practices and empower students with the rational autonomy to become self-directed 'lifelong learners.' Students need to transfer the skills, knowledge, strategies, and habits learnt through EAP to other contexts and develop fluency in component skills, which in turn, need to be integrated into process skills. Although students understand what needs to be done, they may struggle to understand why, suggesting a less than robust comprehension of the deep structures and underlying principles necessary to facilitate the transfer of process skills. The study outlines the universities' attempts to achieve such outcomes.</p>

<p>Game-based learning in Finance and Accounting modules</p> <p>Feruza Yodgorova and Abdulaziz Djalilov (WIUT)</p>	<p>Gene editors of the future: life-changing, research-informed development programme for the Life Sciences student community</p> <p>Dr Kalpana Surendranath and Dr John Murphy (School of Life Sciences)</p>
<p>Finance and accounting modules are intense in context, definitions, and calculations; therefore, they are traditionally perceived to be less adapt for Game based learning (GBL). We will present findings from our research on enhancing student engagement in Financial Accounting and Management Accounting module seminars and workshops through applying creative teaching methods in the form of authentic gaming exercises. Informal feedback and survey results from students revealed enthusiasm towards GBL application in finance and accounting related modules, and average final exam results on relevant questions have been higher in groups with GBL experience. This presentation will argue that a GBL approach could be employed in other domains of business and finance disciplines.</p>	<p>CRISPR genome engineering is set to be the biggest scientific breakthrough of the century and has the potential to end needless human suffering and to create a better world for everyone. Our lab (www.westmingenlab.uk) has an established history of providing authentic learning experiences to diverse community of students. In this presentation, we will share the outcomes from the first run of our "Gene Editors of Future" programme. Funded by the Quintin Hogg Trust, the well-received programme first ran in 2020 and created a successful platform for first-hand experience in the Nobel-prize winning cutting-edge CRISPR technology. Running every fortnight, the programme engaged students through talks from inhouse experts to potential employers and global leaders in genome engineering services. Student feedback indicated that the programme significantly enhanced their experience on their degree programme and equipped them with invaluable professional experience in gene editing and beyond. Encouraged by the successful extracurricular run, we have been invited to create a level 6 core module in "Gene Editing" for the Biochemistry course for the revalidation this year. Also, building on this we have run successful 3-day international short courses participated by different institutes within UK and internationally.</p>

Wednesday Parallel Sessions: 13:00-13:45

<p>An exploratory study on the Post-Pandemic University and how the University of Westminster could attract students who were aiming for more selective Universities</p> <p>Dr Thalia Magioglou (School of Social Sciences)</p>	<p>The transition to sustainable education: Embedding Education for Sustainable Development (ESD) through Problem-Based Learning at the Westminster Business School</p> <p>Dr Gustavo Espinoza-Ramos (School of Management and Marketing)</p>
<p>We will present research findings from a qualitative study with Russell Group University students, both Undergraduate and Postgraduate, on how they construct their academic experience during COVID19 lockdown and the lack of support and feeling of belonging, which could inform teaching, learning, and employability at the University of Westminster. We will question whether Universities such as the UoW could focus on Community building and pastoral support for the students which might benefit both student wellbeing and their future employability. In this way the UoW could be in a better position compared to selective Universities that might have abandoned medium rank students (who could be international students and students from lower socioeconomic backgrounds) and they don't contribute to their future earnings substantially.</p>	<p>This presentation will focus on how Education for Sustainable Development goals have been embedded in Sustainable City Economies, a core level-5 module at the Westminster Business School. The module leader used Problem Based Learning as the key pedagogy so that students can find solutions to real sustainability issues in the city. During the learning activities, students develop critical analysis, digital capabilities and problem-solving skills. We will provide attendees with some ideas of learning activities when embedding ESD in their modules, thereby improving the student learning experience.</p>

<p>Encouraging peer to peer learning through in-class activities to enhance student learning experience and interactions in online classes</p> <p>Abarnah Kirupananda - Business School, Informatics Institute of Technology (IIT)</p>	<p>Assessing Work Based Learning: a practical guide from the vanguard</p> <p>Nuala O’Sullivan and Dr Anastasia Alexeeva (School of Management and Marketing)</p>
<p>Our colleague from IIT will present the importance of peer-to-peer learning and its ability to enable students to take ownership and increase self-confidence. With the onset of the pandemic, it was observed that, with the online learning environment, peer-to-peer learning has significantly decreased, with students rarely engaging with their peers in digital spaces. This presentation will detail the interventions made with Level 4 Business Information System students for Business Computing to facilitate knowledge sharing and collaboration, through the use of online tutorials and break out rooms.</p>	<p>As the first School to successfully deliver the assessment of the 35 hours of Work Based Learning, which is becoming mandatory across all Schools, the School of Management and Marketing is in a unique position to share our learning from this employability initiative. Our experience covers BA Business Management with Marketing and BA Business Management students (c 400) as they moved from level 4’s priming to level 5’s assessment. We would like to share our experience, learning and tips with colleagues across the university. We link to Authentic Assessment, EDI and inclusive pedagogies along with Education for Sustainability, illustrating our exploration of a range of work-based learning paradigms, practical support tasks and assessment options.</p>

Posters

Understanding attainment gap issues in L3 life sciences modules

Beth Sawyer (Life Sciences)

The acculturative experiences of international students at a London university

Katherine Mansfield (Centre for Education and Teaching Innovation)

Understanding Genetics to Counter Racial Discrimination

Akram K, Del Zompo G, Maqbool A, Maqbool F, Rwodzi T, Lorna Tinworth, Emmanuela Volpi (Life Sciences)

Using learning analytics to support student engagement

Eleri Kyffin, Robin Gibson, John Martin, Katharine Templeton and Dr Laura Niada (Library and Archive Services)