# **Course Leader Fest - online programme**

**Wednesday 17th June 2020**

**Welcome to our 2nd Course Leader Fest**
**Using Covid19 as an opportunity to rethink inclusivity within our curriculum**An online event that provides us with an opportunity to participate in live sessions and discuss topical issues with pre-recorded sessions to engage with when convenient.

## **09:00 - 09:30 Live Welcome** **Professor Sir Chris Husbands - VC**

## **09:45 - 10:45 Workshop activities 1**

### **Curriculum Development through the lens of the Hallam Model**

**Elaine Buckley** - Director of Academic Development and Diversity, Academic Development & Diversity Team

This session will take participants through what is expected of course leaders in relation to the implementation of the Hallam Model. It will also explain where course leaders can go for support and ideas. Finally it will explore how we can best share our innovative practice which is already happening, across the University. Will help course leaders to plan the implementation of the Hallam Model within their course.

### **Is this the end of international student exchange?**

**Krassimira Teneva** - Head of International Experience, Student Support Services, Student And Academic Services

The University has made a commitment to provide a global student experience. What does this look like in the post-COVID-19 world, when physical mobility has all but stopped? The session will take the learning from existing mobility projects and suggest ideas for virtual mobility initiatives.

The session will help course leaders design virtual mobility and virtual internationalisation learning objects as part of the curriculum, contributing to university strategic developments such as the Highly Skilled Employment and the Hallam Model and have an opportunity for Q&As.

### **Introduction to web accessibility**

**Nick Russell** - Web Accessibility Test and Training Manager

This session is designed to provide a comprehensive introduction to web accessibility and what it means for Sheffield Hallam staff and students. This session is appropriate for all staff and all levels of prior knowledge. Asking the questions:

1. What is web accessibility?
2. Why is web accessibility important?
3. What we can all do to improve web accessibility at Sheffield Hallam?

During the session delegates will undertake two activities:

1. select answers to multiple choice questions using the polling feature of Blackboard Collaborate. All answers will be anonymous to other participants and the hosts of the session.
2. involve discussing in small groups what problems or frustrations you have encountered with accessibility and then a spokesperson from each small group feeding back to the group.

Delegates will complete a short evaluation at the start and end of the session.

### **Student Support Triangle Resource**

**Melissa Jacobi** - Academic Director for Academic Advising

This screencast video of the new Student Support Triangle resource will provide guidance for Course Leaders and their Academic Advisers in supporting their students and provide readily accessible information.

### **Working Alongside Online: students as co-creators**

**Jill Lebhian** - Head of Student Engagement

In this session, you’ll have the opportunity to explore how to ensure students are given the opportunity to work actively alongside staff in the design, delivery and evaluation of their online sessions. Supporting and evidencing the active participation of students in the co-creation of the curriculum, and in quality enhancement processes , is a requirement for course leaders. The ideas explored in this session will support student engagement whilst recognising the time pressures course leaders experience.

There will be a demonstration of a number of student engagement and student voice strategies and tools that can be put to work straightforwardly in both taught sessions and other kinds of student feedback sessions. There will be an opportunity for delegates to ask questions and explore challenges.

NB: there will be some pre-session activity.

## **10:45 - 11:00 Refreshment break**

## **11:00 - 12:00 Keynote** Professor Mark O'Hara, Associate Dean - Birmingham City University

### **‘Things may never be the same again’: A tale of 3 idioms**

Lockdown forced a sector-wide lurch in terms of HE practices and protocols. It would not have been the way most of us would probably have wanted to persuade people to re-evaluate existing teaching and learning practices but it's happened. Things have been far from perfect and the disruption seems likely to be long-lived, nethertheless it was quite a feat and it has thrown all sorts of more inclusive possible futures into sharp relief. The question is, how do we hold onto any gains?

### **12:10 - 13:10 Workshop activities 2**

### **Inclusive Assessment and Feedback can continue during lockdown Dave Darwent** - (Senior Lecturer) Principal Learning Technologist, Teaching & Learning DVC Academic Portfolio

Moving away from traditional assessment and face to face methods doesn't have to be at the expense of inclusivity. This session will support course leaders with good pedagogical practice, sound assessment methods and practice and exclusivity / accessibility agenda.

Delegates will have an opportunity for Q&As and will be asked to consider and discuss their course / module assessment(s) and how they might adapt them to online and inclusive means.

### **On-line Pre-arrival - Toolkit for practice**

**Charmaine Myers** - Senior Lecturer-Academic Development (Employability), Business Engagement Skills & Employability

It is widely acknowledged that the employability of undergraduates is a contemporary focus and measure for the higher education sector. Sheffield Hallam has the ambition to become the world’s leading applied university and to develop our students for their future success. Therefore, this theoretically informed but pragmatic approach has been developed to give new Sheffield Hallam learners an authentic context to a topic from their subject discipline, supplemented with a selection of authentic tasks to apply this knowledge while drawing on their own experiences with these activities mirroring approaches of applied learning (Beard 2010; Herrington et al, 2014; Kolb, 1984). Finally, the link to professional practice is provided through video interviews of professionals and current sandwich placement students, who put the topic into a real-world context. This approach is delivered via an on-line pre arrival Blackboard site which is supported by a comprehensive on-line toolkit that is aimed to support course teams through the practical steps of building their own discipline-specific site.

This session will focus on the pedagogy behind the model, a demonstration of the pre–arrival sites in practice and a chance for you to discuss how the site could be Implemented within your discipline area. Focus on Induction into HE with on-line delivery.

### **Considerations for Practice: Shaping and creating inclusive webinar experiencesNeil Mayne** - Digital Learning and Development Manager, Academic Development & Diversity Team

Here, we’ll explore the approaches and tools individuals can utilise to help shape inclusive practice whilst delivering content using video conferencing tools such as Zoom, Blackboard Collaborate and Google Meet. Delegates will have an opportunity to discuss some of the challenges associated with this form of online engagement and demonstrate some of the ways in which delivery can be reframed to ensure equality of access.

This session will provide you with a series of useful resources that can be shared with colleagues to help refine and review the delivery of online face-to-face interaction. It will also equip you with a series of discussion starting points that you can use to explore conversations about the role and utilisation of this form of student engagement. There will be delegate participation, seeking to model the potential of recorded content alongside interactive Q&A sessions in clustered groups with experienced practitioners.

### **Decolonising the curriculum**

**Lindy-Ann Blaize Alfred** - Senior Lecturer - Academic Development & Inclusivity, Academic Development & Diversity Team

Recently there has been much debate about the idea of decolonising the curriculum as a way of reducing the gaps in attainment, however, the question that is often asked is "what do I need to do?".

This session will explore the nature and definition of decolonising the curriculum – using examples from sector practice and the literature – thereby providing a space for Course Leaders to reflect on practical steps they could/should be using to ensure equity in their practices and policies.

Prior to attending, delegates are asked to:

* listen to the [Decolonialise five minute soundcloud briefing](https://soundcloud.com/user-819411355/decolonising-education)
* Read the [SOAS COP Policy Briefing - Decolonising Further and Higher Education](https://blogs.soas.ac.uk/cop/wp-content/uploads/2020/05/Decolonising-Further-and-Higher-Education.pdf)

### **Academic Development & Diversity Team - find out more!**

As part of the AOP project outcomes, a new team was created - **Academic Development & Diversity** (ADD). But no sooner had the team begun to take shape than Covid-19 struck and all attention has naturally been focussed on other immediate priorities. The ADD Team however, is a resource for the future and the long term; with a strategic priority to focus on Equality, Diversity and Inclusion, and with a strong, integrated digital learning arm, so important in the current climate, it is designed to enhance practice, to support development and enable professional recognition. Consequently, it is well placed to support you in aligning with University strategic priorities like the Hallam Model and creating a more inclusive university. This session is an open offer to you to find out about us: who we are; our experience and specialisms; our responsibilities and our remit; what drives us and where we might be able to support you in your Course Leader role.

We deliver Course Leader Inductions and Training and support a range of Professional Recognition routes, we also facilitate and run generic and bespoke CPD sessions. In addition, we not only support you in meeting your responsibilities to be inclusive, recognise diversity and harness it as a positive force; but we also listen to your concerns and support your search for solutions by horizon scanning and identifying best practice across the sector.

## **13:15 - 14:00 Virtual Exhibition**

**An opportunity to participate in one of our sessions below or take this as an extended lunch-break - whatever works for you!**

### **The Students’ Union**

In this session The Students’ Union will share and explore how the opportunities offered by the Student Opportunities Team within the SU can support course leaders to implement the Hallam Model principles. The content will cover:

1. The offer for students.

2. How we work together with academics.

3. Case studies to showcase success stories.

### **The Assistive Technology Team**

**Neal Marsh** - Technical Advisor, Assistive Technology Team, Student and Academic Services

This session will focus on the use of accessibility tools in Office 365 and MS Edge to support reading comprehension, writing and research which can help course leaders supporting their students with key academic skills.

There will be a short demo video of the software tools we are introducing before your attendance so that you can view beforehand and bring along any questions on the day.

### **Become a school/college governor - support your community and learn new skills**

**Liz Perry** - Senior Projects Officer and **Bianca Roberts** - Senior Administrator, South Yorkshire Futures

Becoming a school/ college governor is a great way to support your local community, as well as enhancing your career and professional development. Pop into our Zoom Room and join us to find out more, what the benefits are, and how you can find governance opportunities in your local area.

Our personal and professional development pathways are an ideal opportunity for you as course leaders. Come along and ask questions and advice.

### **South Yorkshire Futures**

**Greg Burke** - Programme Director, South Yorkshire Futures

South Yorkshire Futures presenting their on-going activities including elements of SHU's role in the Civic University Network and our role in co-ordinating the university's response to Covid-19. Delegates will hear all about how SHU is engaging with our local community and your opportunities to get involved.

### **Library Services – supporting academics and learners through the ‘new normal’Lucinda Wakefield** - Senior Administrator - Library, Library Learning & Teaching Team, Student & Academic Services**Jo Webb** – Head of Library Learning and Teaching Support, National Teaching Fellow

This session will provide an overview of how Library Services will work in partnership with course leaders and teams to ensure equitable access to learning resources and support for all learners, irrespective of location. This is especially pertinent, when current Public Health England guidance advises that print material be quarantined for up to 72 hours before being reused and physical spaces will need to be reconfigured for socially-distant learning.

Elements that we will review will include:

* A digital-first approach to content, and, in particular for essential/core reading on RLOs, accompanied by significant increases in digital content;
* Digitization services;
* Online embedded teaching and the provision of reusable learning materials;
* 24/7 enquiry and learning support through our virtual services with referral to specialists as required;
* Resources for digital skills development;
* Support to academics in identifying and procuring alternative sources.

### **Writing Forums-a Skills Centre offer enabling live feedback on student writing**

**Michele Lockwood-Edwards** - Academic Skills Advisor, Student & Academic Services

This will be a pre-recorded Zoom screencast to provide a purpose, how they work, the student benefits, student feedback, how to access them. Writing Forums support student writing development- transition from descriptive to critical and more nuanced , sophisticated writing.

### **The Writing Gym**

**Kirsty Hemsworth** and **Mat Hare**, Academic Skills Advisor, Student & Academic Services

The Writing Gym is a new online initiative from the Skills Centre designed to support, encourage and enthuse our Level 7 taught postgraduate students working on dissertations and research projects. In our live session, we’ll share some of the great inclusive benefits from our enhanced use of Blackboard Collaborate. This session will explore how the Writing Gym model can support students - using social writing tools and peer learning approaches in an online environment. We will share our learning from this pilot programme and consult with colleagues on the future development of the project.

### **Meet the Digital Learning Team**

An opportunity to meet and talk to members of the digital learning team. Pop along and discover more about the projects we are currently working on and how they can support the digital teaching and learning needs of your department, team or course.

## **14:00 - 15:00** **Workshop activities 3**

### **Apprenticeship Essentials - British Values (whose values?)**

**Sam Moorwood** - Head of Work Based Learning, Business Engagement Skills & Employability

Apprenticeship Course Leaders are aware of the specific aspects of their role, including the challenge to embed [Apprenticeship Essentials](https://blogs.shu.ac.uk/wblapprenticeships/apprenticeship-fundamentals/). This session will explore the University's evolving approach and will ask how we can best meet the requirements in our Higher Education setting.

The emerging approach to embedding Apprenticeship Essentials includes principles and tools that might be adaptable, including:

* Tools to develop a clear scheme of work
* Enabling thematic strands to sit comfortably in curriculum
* Method to integrate the themes across
	+ Work-Based Learning curriculum.
	+ On-line resources.
	+ The Apprenticeship Progress Reviews.

We’ll also look at ideas on how to explore British Values within the context of Higher Education learning outcomes, workplace objectives and through the lens of free speech and global perspectives. Delegates will be asked how they’ll respond to the proposal and offer best practice, or challenge.

### **Community of Inclusive Practice; supporting each other through a Global CrisisJo Fleming** - Skills Manager and **Marissa Hill** - Head of SRAC, Student & Academic Services

### Reflections on our response to the Covid 19 Global Crisis, how it has impacted on our working practices, what we've learned and what we want to take forward. Delegates will have an opportunity for Q&As and will be asked to complete a menti questionnaire with the discussion around how we can support one another for inclusive practice to be anticipatory as well as an opportunity to share best practice.

### **An Overview of the changing Hallam Welcome Project Framework: in response to COVID19 and plans for F2F/virtual delivery of Welcome Week**

**Sarah Smart, Claire Parkin and Ricky Parkinson**

To develop course leaders' knowledge of the current Hallam Welcome Framework and provide a better understanding of what/how activities are to be delivered during Welcome week. This session will provide delegates a space to pop in and chat about specific topics and encourage discussions around the current Hallam Welcome project.

### **Lecture Capture**

**Paul Dewsnap** - Project Manager, Business Change, Transformation
**Panopto –** Supplier of new lecture capture software

How the lecture capture system can be used to support flexible delivery of teaching and to make recorded materials available to all students, as well as the chance to ask questions to the software supplier.

### **Developing excellent distance learning experiences for your students**

The Digital Learning Team have developed a range of resources and support initiatives to support colleagues in transforming existing courses and modules into engaging and effective on-line learning experiences, and also planning new modules from scratch so that they can be delivered digitally and later using both digital and face to face methods.. We are able to guide you through the process from considering which on-line pedagogical approaches are most suitable for your content, to identifying suitable delivery patterns, selecting and implementing the most appropriate solutions to ensure engaging delivery of the content and on to ensuring that assessments are accessible, effective and rigorous, and are delivered smoothly via distance methods.

### **Academic Development & Diversity Team - find out more!**

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This session is an open offer to you to find out about us: who we are; our experience and specialisms; our responsibilities and our remit; what drives us and where we might be able to support you in your Course Leader role. What do you need? You are not alone!

## **15:15 - 15:40 Academic Update** - **Professor Roger Eccleston, DVC**

These are demanding and extraordinary times. In transferring our teaching online and adapting our assessment approaches to reflect the challenges of online learning and remote working, colleagues across the University have demonstrated outstanding commitment to our students’ learning and, as an institution, we have acted with an agility that hitherto we might have regarded as impossible.

We now need to turn our attention to the next academic year. It seems highly likely that significant restrictions will still be in place in the autumn and as likely that COVID-19 will have had a lasting impact on student behaviour, the way they learn and their expectations for an engaging, supportive and challenging student experience. In this session I will look ahead to the Autumn and discuss how we might address some of the challenges of post-COVID-19 HE.