

Medway Festival of Learning and Teaching

Inclusive Practice and Student Success:
Leading Change across the Medway Campus

Thursday 13 September 2018
Pilkington Building, PK008

Programme

- 08:45 – 09:15 **Registration - Pilkington Building**
- 09:15 – 09:30 **Welcome Address - Pilkington 008**
Professor David Maguire, Vice-Chancellor, University of Greenwich
Professor Karen Cox, Vice-Chancellor, University of Kent
Professor Helen James, Senior Pro Vice-Chancellor ESE, Canterbury Christ Church University
- 09:30 – 09:45 **Medway universities collaborative project briefing – Pilkington 008**
Dr Silvia Colaiacomo, Curriculum and Educational Developer, University of Kent
Barbara Sheehy, Student Learning Adviser, University of Kent
Dr Yang Yang, Lecturer in Pedagogy and Educational Practice, University of Greenwich
Dr Mary Andall-Stanberry, Senior Lecturer, School of Childhood and Education Sciences, Canterbury Christ Church University
- 09:45 – 10:45 **Keynote: The Great Unspoken Shame of Higher Education: Tackling the BME attainment gap – Pilkington 008**
John Tatam, Black and Minority Ethnic attainment Gap Advisor
- 10:45 – 11:00 **Refreshment Break – Pilkington Building**
- 11:00 – 12:00 **Parallel session 1 (see overleaf)**
- 12:10 – 13:10 **Parallel session 2 (see overleaf)**
- 13:10 – 14:00 **Lunch – Pilkington Building**

TIME	PARALLEL SESSIONS PRESENTATIONS PROGRAMME - Session 1		
	Room PK107	Room PK106	Room PK104
11:00 - 12:00	<p><i>Harnessing behavioural economics for academic leadership: a case study:</i> Susan Kenyon (20 mins)</p> <p><i>Overcoming Liminality in Peer Review:</i> Anna Romanova (20 mins)</p> <p><i>Service user-led role plays for social work students: when theory meets practice:</i> Eleni Skoura-Kirk, Sarah Brown, Rasa Mikelyte (20 mins)</p>	<p><i>Hidden in plain sight; using immersive simulations as teaching and learning tools in child protection to improve student engagement, develop critical thinking, inclusivity and inspire learning -</i> Jane Reeves, Tracee Green (50 mins)</p>	<p><i>Diversity Mark - inclusive curriculum in development and practice:</i> Barbara Adewumi, Evangeline Agyemain, Laura Bailey, Collins Konadu-Mensah, Jan Moriarty, Justine Rush, Dave Thomas (20 mins)</p> <p><i>Workshops for subject-specific teachers' training: A case study for teaching cancer biology:</i> Lauren Pecorino (20)</p> <p><i>"Bridging the gaps" between new teaching practices and institutional constraints. Some preliminary Team Based Learning (TBL) results and reflections from a final year economics course:</i> Gabriella Cagliesi, Mahkameh Ghanei (20 mins)</p>
	PARALLEL SESSIONS PRESENTATIONS PROGRAMME - Session 2		
	Room PK107	Room PK106	Room PK104
12:10 - 13:10	<p><i>'Unmanaging' inequality: Changing Mindsets & the decolonised curriculum:</i> Liam Greenslade (20 mins)</p> <p><i>A coaching approach for enhanced student engagement, outcomes and institutional change:</i> Anna Radley, Jo Fiore (20 mins)</p> <p><i>Successful support interventions for students with complex needs, high vulnerability and in critical stage in their transition to HE:</i> Andres Octavio Velarde, Coral Warner (20 mins)</p>	<p><i>The Traffic Lights Tool –Supporting student reflection and learning autonomy:</i> Christopher Harvey, Marian McCormick (50 mins)</p>	<p><i>Expectations vs. Reality: an international perspective of transitioning to HE:</i> Louisa Horner, Emma Wilkinson (10 mins)</p> <p><i>Developing an employer led assessment strategy to increase employability:</i> Deborah Sims (20 mins)</p> <p><i>Effectiveness of Maths Diagnostic Tests on Moodle? A case study of L4 and L5 Life Science students at Greenwich:</i> Sue Force (20 mins)</p> <p><i>Teaching generic skills in varied circumstances: when is "the same" not inclusive?:</i> David Bedford (10 mins)</p>