

LEARNING AND EDUCATION CONFERENCE 2022

Learning Together: Inclusive Learning and Teaching Across the LSBU Group

Tuesday 18 Jan –
Thursday 20 Jan 2022

Join us from across the LSBU Group as we hold our first LSBU Group learning and teaching conference. Join our talented educators from the Academies, Lambeth College and LSBU as we showcase the innovative teaching practice from across the LSBU Group, focusing on inclusive design, decolonising the curriculum and narrowing awarding gaps, and using technology to provide equality of education for all our students.

The programme includes a number of key note sessions, 45 minute workshops, 20 minute paper presentations and some quick 5 minute lightening talks.

This is a great opportunity for us to come together to learn, share and discuss these important topics across the LSBU Group.

Book your place today by registering on Eventbrite:
<https://lsbu-group-learning-teaching-conference-january-2022.eventbrite.com/>

LSBU | GROUP

PROGRAMME OVERVIEW

DAY ONE TUESDAY 18 JANUARY

Inclusive Design and Curriculum

- 1pm–1.45pm** **Session 1**
Keynote address – Professor David Phoenix (Vice Chancellor) and Professor Deborah Johnston (PVC Academic Framework)
- 2pm–2.45pm** **Session 2**
Listening to our students workshop – Students from LSBU, Lambeth College and the Academies
- 3pm–3.45pm** **Session 3 – Delegates can choose one 45-minute session to attend:**
- Enhancing employability through in-curricula work experience (*45 minute workshop*)
 - Teaching Strategy: the key to maximising personal and professional outcomes
 - Making words count – working with the dyslexic advantage

- 4pm–4.45pm** **Session 4 – Delegates can choose one 45-minute session to attend:**
- Selection of 5 minute Lightning Talks
 - Transforming your teaching by being bad to do good: reimaging and revitalising Education for Sustainability (and beyond) through use of an innovative pedagogy (*45 minute workshop*)
 - Games design in discord (*20 minute paper presentation*). Game-based learning – mechanics of inclusivity (*20 minute paper presentation*)

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DAY TWO WEDNESDAY 19 JANUARY

Decolonising and Awarding Gaps

1pm–1.30pm **Session 1**
Keynote address – Dan Cundy
(Executive Principal, South Bank Academies)

1.45pm–2.30pm **Session 2**
Launch of LSBU Decolonising Website –
Professor Tara Dean (Provost), Dr Shaminder
Takhar, Dr Rashid Aziz and Dr Esmorie Miller

2.45pm–3.30pm **Session 3 – Delegates can choose one
45-minute session to attend:**

- Dual delivery as a tool for inclusive learning *(20 minute paper presentation)*. Metacognition and improving outcomes *(20 minute paper presentation)*
- Decolonising the history and theory of architecture teaching *(20 minute paper presentation)*. Decolonising Criminology: building inclusion and equality into teaching and learning *(20 minute paper presentation)*
- Updates from What Works for LSBU *(45 minute session)*

3.45pm–4.30pm **Session 4 – Delegates can choose which
activities to attend:**

- Inclusive group work: recognising and challenging unconscious bias in creative media practice education and beyond *(20 minute paper presentation)*. Using typefaces created by BIPOC and women designers to support diversity and create inclusive learning material from the ground up *(20 minute paper presentation)*
- Virtual placement: redefining clinical practice *(45 minute workshop)*
- How approaches to learning, identity and self-efficacy underpin self-regulated learning *(20 minute paper presentation)*. How we constructed a curriculum which meets the needs of all learners *(20 minute paper presentation)*

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- 4.45pm–5.15pm **Session 5 – Delegates can choose one 20-minute session to attend:**
- Inclusive learning through community - four drivers of employability *(20 minute paper presentation)*
 - Critical pedagogy in the experiential of law *(20 minute paper presentation)*
 - Algorithmic design thinking in the architectural design process *(20 minute paper presentation)*

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Use of Technology

- 1pm–1.30pm **Session 1**
Keynote address - Fiona Morey (PVC Compulsory and Further Education)
- 1.45pm–2.30pm **Session 2 – Delegates can choose one 45-minute session to attend:**
- Using an iPad in the teaching process for a more active and engaging teaching environment *(20 minute paper presentation)*.
Using electronic quizzes to enhance the teaching and learning of Chemical and Energy engineering students *(20 minute paper presentation)*
 - Technology to bridge the digital divide *(20 minute paper presentation)*.
Using Technology of inclusive teaching.

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- Accessibility for digital learning
(20 minute paper presentation).
The importance of social networking
for tomorrow's accountants
(20 minute paper presentation)

2.45pm–3.30pm Session 3 – Delegates can choose one 45-minute session to attend:

- Embedding digital accessibility, inclusivity and wellbeing into teaching
(45 minute workshop)
- LSBU's new online learning platform supports widening digital skills for underrepresented Londoners *(45 minute workshop)*

3.45pm–4.30pm Session 4

Closing Keynote and Panel Discussion:
Professor Deborah Johnston
(PVC Academic Framework)

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1pm–1.45pm **Keynote address**

45-minute presentation

Professor David Phoenix (VC and CEO)

Professor Deborah Johnson (PVC)

Join our Vice Chancellor, Professor Dave Phoenix, and our PVC Academic Framework, Professor Deborah Johnston, as they open our first Group conference. Hear from Dave about the Group's mission, values and commitment to inclusivity and his views on how we can work together to achieve equality of education and opportunity for all our students. There will be plenty of time for questions.

2pm–2.45pm **Listening to our students - students from the Academies, Lambeth College and LSBU**

45-minute workshop

Meet some of LSBU's Graduates as they tell us about their journeys, how our institution has helped them, what they would love to see work better and where they are heading now.

3pm–3.45pm **Making words count – working with the dyslexic advantage**

45-minute workshop

Maggie Hammond (LSBU)

This session builds on the affirmation model of Swain and French (2000) which rejects the 'presumptions of personal tragedy and the determination of identity through the value-laden presumption of non-disabled people' (Swain and French 2000, 578). Instead, this session will demonstrate the value of working with the 'Dyslexic advantage' (Eide, B. and Eide, F., 2012) to achieve a new technique of working better with dyslexic students and their words.

Introducing the technique of 'perfect paragraphs', created by the humble learning of a lawyer academic with her creative dyslexic child. The technique is used in higher education to support inclusive learning of law by non-law students, many of whom are culturally and linguistically diverse. This paper will suggest a common technique used in teaching law to non-law students and dyslexic students can achieve different results in terms of confidence, learning and attainment in traditional written assessments. It will argue that by focusing on promoting resilience, acknowledging the task, building in 'wins' and promoting risk taking with

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3pm–3.45pm

Teaching strategy: the key to maximising personal and professional outcomes

45-minute workshop

Dr Arlene Weekes (LSBU)

Social Work Graduates

Today, the challenge of meeting the needs of an increasing diverse student population is harder than ever. Yet, unless this challenge is met, teaching

language the learner can trust in this process, of drafting for success. Learning for dyslexic students does not have to be a crisis. Learning to draft can be finding a new voice. Drafting like a dyslexic student can be an efficient method of getting to success, for all students.

Outline:

The session will identify some of the common issues experienced by dyslexic students and how they can impact the individual learner. It will explain how the technique of perfect paragraphs was 'negotiated' or 'created' by one learner and her tutor and how that learner was able to find agency in the process of learning to find success. Examples of dyslexic drafting will be shown and participants invited to use the technique to improve written work.

institutions are likely to fail in their objectives of maximising engagement, and producing personally fulfilled and professionally effective social workers.

The challenge is teaching strategy. This must not only fulfil the primary purpose of preparing students for the workplace, but must encourage students to understand the intrinsic value of learning: to see its benefits from a wider personal and professional perspective. Such a strategy must help students understand that they are not passive 'objects' of the teaching process, but can play an active role in their own development, by engaging fully with the process and their fellow students, and by being constructively critical of the conventional teaching paradigm. To help facilitate this understanding, the teaching community needs to recognise that many students – especially those who are financially or emotionally challenged – see their course in purely pragmatic terms: as a way out. They come to the learning table with a 'just tell me what I need to know to pass' attitude. A mutually respectful and trusting relationship is needed to help counteract this attitude and produce optimum outcomes for all stakeholders.

This presentation highlights how module design, and adopting different approaches and strategies to teaching, can help maximise student engagement,

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participation and positive professional outcomes by encouraging the development of emotional intelligence, critical reflection and practical social skills.

The workshop aims to explore the thinking behind the current module designing and to hear from a group of students how they have experienced the module and how it compares to their previous experience of learning and other virtual modules, as well as the plans for future research into the subject.

3pm–3.45pm Enhancing employability through in-curricula work experience

45-minute workshop

Dr Charles Graham (LSBU)

Nicola Hayes (LSBU)

Lynne Hamblin (LSBU)

Jackson and Bridgstock (2021) describe employability as a “multidimensional, lifelong and life-wide phenomenon”, yet such is the competition for graduate marketing roles, that recruiters can first filter for relevant work experience – a blunt proxy instrument. This disadvantages LSBU marketing graduates who have not typically undertaken

unpaid role-related internships while they study. Jackson and Bridgstock examine the relative impact of different internship structures on business graduate employability. We extend that work here to examine the implementation of in-curricula work experience in the LSBU business school as a solution to the problem of prior experience. We evaluate the impact of projects in which local, national and international businesses have worked with our students, then propose a broader-based discussion of the contextual teaching and learning necessary to elicit maximum benefit from such initiatives.

4pm–4.45pm Games design in discord

20-minute paper

Jez Noond (Lambeth College)

Originally designed for gamers to communicate during play, Discord has become a worldwide platform for diverse communities and groups seeking to chat, share ideas and forge links. This paper will explore the learning community created and sustained by staff and students from Games Design at Lambeth College. A media-rich, synchronous and asynchronous portal, the Games Design Discord server brings three cohorts together to learn together in class and beyond.

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4pm–4.45pm **Game-based learning - mechanics of inclusivity**

20-minute paper

Dr Sara Hasani (LSBU)

When considering what may affect a student's learning experience, a larger number of, often overlapping, factors need to be considered. Demographic difference, such as gender, race, or disability, the personality of each student, and the learning style all contribute to the unique experience of each student. In different ways, each of these factors attempts have been made by educators to improve engagement and outcomes from education (Gil-Demenech and Berbegal-Mirabent, 2017). In recent years, game-based learning has become a hot topic in education and been viewed to increase student engagement with learning (Matuso, 2015). Nonetheless, little research has considered how the factors which can affect a student engage with, and learn from, educational games. The current review aims to provide an overview of how different students may experience educational games and offer some suggestions on how they can be adapted to ensure all students, no matter of gender, race, disability, personality, or learning style, enjoy and benefit from their use. Each section will begin with a brief review of what is currently known regarding the

effect of a broad factors (demographics, personality, learning styles) on education, followed by how these factors may view educational games, and will finish by suggesting ways to ensure their inclusion and enjoyment of educational games.

4pm–4.45pm **Transforming your teaching by being bad to do good: reimagining and revitalising Education for Sustainability (and beyond) through use of an innovative pedagogy**

45-minute workshop

Dr Elizabeth Newton (LSBU)

We present a novel pedagogic approach, which has proved successful in enhancing students understanding of sustainability issues. Students and society as a whole are now facing unprecedented global environmental and societal problems that are affecting their behaviour, mental health and ability to respond to these problems. Therefore, there is an urgent need to rethink and adapt current pedagogic practice in order to mitigate these issues, and that graduates transfer and embed this knowledge in the workplace. Using a reverse psychology methodology we have demonstrated both engagement and deeper learning. We have successfully transferred the methodology to encourage deeper thinking in

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Psychology and feel this approach to teaching can go beyond sustainability issues alone. We will:

Share and build on our innovative and successful teaching practice around Education for Sustainability and beyond;

- Discuss and identify strategies to adapt and apply the approach to different disciplines;
- Identify staff requirements in order to develop bespoke support and teaching materials that match the LSBU student demographic and help us all to realise the LSBU vision and corporate strategy across the LSBU family
- Workshop ideas from delegates about how best to incorporate the practice in their own disciplines

4pm–4.45pm **Lightening talks**

Leading the way with enterprise education – Midwives for the 21st Century

5-minute lightening talk

Amy Pyle (LSBU)

Sarah Church (LSBU)

The Midwifery programme at LSBU is sector leading. This lightening talk will give you an insight into

how colleagues in Midwifery and the LSBU Student Enterprise team are working collaboratively to embed meaningful enterprise education into the new curriculum. We are on an exciting journey to develop entrepreneurial midwives that can innovate and meet the challenges of delivering healthcare in the 21st Century. We have learnt lessons along the way and have good practice to share... come and join us to hear more!

Game orientated teaching in Construction Project Management

5-minute lightening talk

Yuting Chen (LSBU)

Game-centred approach (GCA) pedagogies have the potential to enhance student motivation, tactical transfer and decision-making skills. Bridge Game has been used as a GCA method in Production Management, Construction Planning. In Bridge Game, students build a bridge together, according to a design; students' performances are scored according to time taken and errors made. This approach involves project, process and change management, as well as construction planning and tendering. Customer relationship management is another crucial component that is employed in this project, with students soon understanding the value of client input. Together, these skills prepare students for their future careers.

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***Decolonising cinematography education:
experimenting with lighting ratios and textures for
Black and Asian skin tones***

5-minute lightening talk

Yu-Lun Sung (LSBU)

Cinematographers are trained to control and measure the relative difference in brightness between two parts of a scene, or a face, for expressive purposes. Painting is often referred to for inspiration as practitioners learn to compose and represent light and shadow in a sophisticated manner.

It is noteworthy, however, that the painters generally studied by filmmaking students are mostly from Renaissance traditions and produced work featuring predominately white models. This gap of racial representation in pedagogy is stark and has been long overlooked. This presentation extends enquiries into the lack of diversity in cinematography education, examining how different aesthetic traditions, such as Asian ink paintings, could pave new ways for decolonising the conventional conceptions of lighting ratios.

I discuss how students from diverse heritages respond to Black and Asian artwork as visual references when they are tasked with lighting a scene to accommodate the different reflectance of Black and Asian skin tones. By comparing the

learning outcomes and current industry techniques for optimising screen representation of BAME groups, the article evaluates how students can be guided to learn from modern artwork that promotes diverse identities, and argues for the benefits of integrating inclusiveness into cinematography.

***Inclusivity in Teaching and Learning:
Sharing Practice with CRIT***

5-minute lightening talk

Bisi Adelaja (LSBU)

How can we ensure that inclusion is central to provision for learners from diverse backgrounds? Perhaps one of the most effective methods to do so is to share best practice in an intercollegiate way (House et al, 2021), something the Centre for Research Informed Teaching (CRIT) has been developing for some time.

Hear about CRIT's intranet portal for Sharing Practice with colleagues across the LSBU Group. The site promotes inclusive teaching practices that are central to diversifying the curriculum. The site also documents case studies that report outstanding and innovative practice by our colleagues across the Group and acts as a permanent resource for all LSBU staff.

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1pm–1.30pm

Keynote address

30-minute presentation

Dan Cundy (EPSBA)

With no racial, disability or other achievement gaps, our Group's Academies are a shining example of inclusivity. Join Dan Cundy (Executive Principal South Bank Academies) as he discusses a cognitive science approach to the curriculum that can empower all learners and minimise gaps.

1.45pm–2.30pm **LSBU Decolonising Website Launch**

45-minute workshop

Professor Tara Dean (LSBU)

Dr Shaminder Takhar (LSBU)

Dr Rashid Azziz (LSBU)

Dr Esmorie Miller (LSBU)

Please join LSBU's Provost, Professor Tara Dean, as she launches LSBU's Decolonising the Curriculum website. The site has been co-created with our students and is an outcome of a What Works for LSBU – Racial Awarding Gap project run by Shaminder Takhar, Rashid Aziz and Esmorie Miller.

Decolonising the curriculum is not a new phenomenon – it has a history. The timeline shows its origins in South Africa with the Rhodes

Must Fall movement which was replicated at Oxford University with the NUS film (2019) *Why is my curriculum white?* Due to UK HEIs plagued by enduring issues of racial exclusion, it is important that at the heart of LSBU's Educational Framework is a commitment to 'delivering transformative education' (Miller, 2020; Phillips, et al., 2019) with student experience highlighted. Due to current events around #BLM and the effect of Covid-19 on our lives, an anti-racist approach in universities as centres of knowledge is crucial.

As well as the launch, Shaminder, Rashid and Esmorie will discuss their project, focusing on the analysis of research carried out with students in the School of Law and Social Sciences. The research created an opportunity for students to voice their thoughts and experiences anonymously. The student voice is important particularly for finding out what is missing, creating awareness and a sense of contributing a critical voice to their education. Critical conversations and co-produced resources can all contribute to an institution better equipped to deliver the kind of pedagogical practice which will contribute to narrowing the racial awarding gap, as part of the wider aim to decolonise the curriculum (Hack, 2020; Charles, 2019).

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2.45pm–3.30pm **Decolonising the history and theory of architecture teaching**

20-minute paper

Dr Maria Theodorou (LSBU)

Priyanka Shah (LSBU)

Timothy Welch (LSBU)

The teaching of History and Theory (H&T) of architecture has been dominated by the western patriarchal canon of architecture projects and texts. The MArch H&T teaching at LSBU challenges and invites students to work on their dissertations on topics and methodologies that question architecture's entanglement with racism and discrimination to disabled bodies or bodies that defy categorisations and the ideal male 'modular'. Students are invited instead to consider the effects of a feminist approach in architecture research and unravel the complex assemblages of humans, animals, plants, architectural technics, procedures, technologies and thinking processes. This approach follows a feminist new materialism and posthumanism modality of thinking, as formulated in Haraway's 2016 human-animal relationships, Bennett's *Vibrant Matter* (2010), Stenger's discussion on attachment in her 2003 *Ecology of Practices*, Barad's (2007) agential cut and diffractive pedagogy, Theodorou's *Dream-thinking for Architects* (2018). The session is intended as

a group presentation; current and ex-students will discuss with their tutor their experimentations in decolonising the architectural H&T teaching.

2.45pm–3.30pm **Decolonising Criminology: building inclusion and equality into teaching and learning**

20-minute paper

Becky Shephard (LSBU)

Dr Esmorie Miller (LSBU)

Dr Federica Rossi (LSBU)

Tracey Davanna (LSBU)

Chris Waller (LSBU)

Yutaka Yoshida (LSBU)

Following the global uprisings after the murder of George Floyd in May 2020, the movement to decolonise educational curricula has received greater attention. The LSBU Criminology team have been engaging in this work over the past year in attempts to ensure that the way we approach our subject, and engage with students is actively anti-racist and promotes equality and inclusion.

We base our approach on antiracist, feminist and liberatory pedagogies such as those discussed by Friere (1970) and Bell Hooks (1994). We recognise this work will be ongoing and does not have an end date. We further believe

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that attempting to claim 'expertise' would be wrongheaded; any serious approach to decolonising must avoid a 'top-down' approach which replicates colonial power structures. Instead, we offer to improve the approach to our subject-specific discipline as a work in progress and to invite discussion with colleagues.

Some of the activities we are actively implementing within our practice include 'reading back' into our subject, with the aim that no week's reading is all-male or all-white. We believe contextualising the discipline of Criminology within colonialism and its influences is helpful to enable students to see the impact of colonialism on the development of academia. Furthermore, thinking about power structures has led us to think about other ways we could work on inclusion, including centralising students' own direct experiences in our subject. We are aware that many of our cohort have direct experience of our racialised criminal justice system and it is important that different forms of knowledge are included in our pedagogical practice.

2.45pm–3.30pm Updates from What Works for LSBU

Join leads from our some of our exciting What Works for LSBU – Racial Awarding Gap projects as they give fill you in on their progress to date.

Project include:

Academic Literacy as a barrier to learning: The BAME undergraduate voice.

Dr Peace Ojimba-Baldwin and Pamela Thomas

Enhancing student perception of academic integrity, the internalisation of standards and feedback: the BAME student perspective.

Dr Elizabeth Newton

Enhancing the student voice via BAME student ambassadors. *Dr Janice Brown*

Co-producing learning materials to increase engagement and stakeholder perspectives in Black students. *Ricardo Domizio and*

Dr Iris Luppa

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2.45pm–3.30pm **Dual delivery as a tool for inclusive learning**

20-minute paper

Birte Hansen (Lambeth College)

This session will explore how we have tried to accommodate learners who cannot physically be in the classroom – and the lessons learned.

2.45pm–3.30pm **Metacognition and improving outcomes**

20-minute paper

Ross Gouldie (Lambeth College)

This session will present how reflective practice can be used in technical education to build confidence and independence in students.

3.45pm–4.30pm **Inclusive group work: recognising and challenging unconscious bias in creative media practice education and beyond**

20-minute paper

Lucy Brown (LSBU)

What steps can educators take to ensure inclusive pedagogic practice in the classroom? This presentation explores and identifies concrete actions to promote diversity in practice-based

film, television and creative practice education. It focuses on what educators can do to ensure inclusive pedagogy in group work which is at the fore of practice-based curricula. The findings are based on an 18-month long research project in collaboration with the television industry and colleagues at the University of Greenwich. Drawing on participatory observations, surveys and interviews, the research offers a framework for supporting a diverse body of students to develop their creative voice in a nurturing learning environment. It considers structural inequalities, the impact of unconscious bias and the illusion of parity within the idea development phase of group work, putting forward solutions to rethink and reshape teaching practices to ensure inclusivity. Whilst the presentation focuses on a media practice case study, the themes and issues raised will be of interest to educators across disciplines outside of media practice but who nonetheless utilise team-based exercises from brainstorming to pitches to stimulate ideas and discussion.

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3.45pm–4.30pm Using typefaces created by BIPOC and women designers to support diversity and create inclusive learning material from the ground up

20-minute paper

Tim Fransen (LSBU)

The UK's design industry is 78% male and 87% white (Design Council, 2018). In response to a lack of diversity in type design in terms of race, ethnicity and gender, (Martin, 2020; Morley, 2016), this presentation explores and proposes a collection of inclusive typefaces created by BIPOC and women designers to freely share with students and use to create inclusive learning material from the ground up.

The session will focus on three typefaces Marsha, Montserrat and Gentium and their practical applications. Marsha is a display typeface designed by Black type designer Tré Seals and inspired by the vertical sign that once hung outside Stonewall. Montserrat is an open licensed sans serif typeface designed by Julieta Ulanovsky containing eighteen different styles or fonts (e.g. Thin, Regular, Extra-bold). Gentium is a serif typeface designed to support special letters (diacritics) which enable diverse ethnic groups around the world to find voice and produce high-quality publications.

3.45pm–3.30pm How we constructed a curriculum which meets the needs of all learners

20-minute paper

Annette Moses (SBUA)

This presentation explores how we worked with subject leaders and students to develop and adapt our taught and wider curriculum to ensure that all students are able to make strong progress and are able to engage with learning.

3.45pm–4.30pm How approaches to learning, identity and self-efficacy underpin self-regulated learning

20-minute paper

Ruth Vanednhautte (SBUTC)

This presentation will examine the relationship between socio cultural contexts and motivation, and how these findings can be used to develop strategies in the classroom that minimise gaps. These strategies will focus on developing self-efficacy, for example, with targeted feedback and marking, scaffolding and student choice to improve the quality of work.

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3.45pm–4.30pm **Virtual placement: redefining clinical practice**

45-minute workshop

Lorna Saunder (LSBU)

Corinne Drummond (LSBU)

The pandemic caused significant disruption to students' placements. Increasing numbers of students in clinical placements, changes in delivery, along with many services restricting who could access placement areas, caused a significant reduction in available placements. Students were also unable to access placements owing to their own risk of exposure to COVID

Salmon (2021) demonstrated the success of virtual placements through the development of the PEEP (Peer Enhanced E-Placement) model. They demonstrated that a virtual placement approach could successfully replicate learning from face-to-face practice and achieve the additional benefits of greater peer collaboration and clinical reasoning. Taylor (2021) reports that a virtual placement can ensure all students have access to situations that may not always occur in practice, thereby improving the parity of experience students can achieve.

The mental health and learning disability team developed and delivered four weeks of virtual

placement via MS Teams. Videos of clinical environments, expert by experience narratives and recreation of real-life situations, were supplemented with a wide variety of learning activities, service user lead live sessions, and master classes from experts in practice. A pedagogic focus on group work, and application of clinical skills, was central to the placement. Students were afforded the opportunity to explore the experience of being on an acute mental health unit, developed resources and skills related to medication, caring for older people in the community and care related to learning disability. Informal evaluation throughout the placement indicated students found this a valuable and worthwhile experience.

4.45pm–5.15pm **Critical pedagogy in the experiential learning of law**

20-minute paper

Robert Hush (LSBU)

LSBU (2021) jointly authored a report, Truly Modern Technical Education, setting out its ambition for the University of Technology, to develop technical skills and to foster closer relationships with local economic activity. Accordingly, this paper suggests a revision of clinical education (or experiential learning)

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in the teaching of law, moving away from established professional models towards a more transformative experience.

Clinical education is well established in UK law schools and the benefits of experiential learning are well established (Kerrigan & Murray, 2011). Reflective learning is a significant part of experiential learning, but the conventional model of clinical education replicates established professional parameters. Yet, the omnipotence of the professions is challenged by neoliberal economy and deregulation of professional qualification (Solicitors Qualifying Exam, 2021). Therefore, lawyers must develop new skills. Critical pedagogy has the potential to benefit communities and provide transformative experiences for learners.

A review of experiential learning in law includes:

1. Moving away from advice for individual consumers of law towards community-based projects
2. Moving towards a dynamic practice of law
3. Greater autonomy for students in choosing which organisations to work for
4. Building working relationships with those organisations

This would enable students to develop skills and working relationships in their communities, alongside traditional legal services.

4.45pm–5.15pm **Inclusive learning through community - four drivers of employability**

20-minute paper

Usha Mistry (LSBU)

Learning through community promotes students' understanding of their education in a wider context, i.e., profession, community and businesses.

The presentation will explore one aspect i.e., professional bodies of the four main drivers of employability, namely, Professional statutory regulatory bodies (PSRB), Academics, Career advisers and Employers/Entrepreneurs.

Enhancing employability is key to accounting and finance degrees, and there are many methods universities have tried to embed this into the curriculum, from personal development plans (PDP), authentic assessments, extracurricular activities, volunteering, workshops, and guest lectures. Placements are an ideal way of gaining employability skills, but not all students are guaranteed to secure one (Mistry, 2021). This study explored how the Chartered Institute of Management Accounting (CIMA) business game using case studies learning in a competitive environment provided an alternative approach to developing some of the key employability

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skills, e.g., team work, communication, planning, presentation, and time management. Working in teams, students evaluated the business performance of the organisation and considered the best alternative solutions.

Findings reveal how effective and innovative learning through play can be.

4.45pm–5.15pm **Algorithmic design thinking in the architectural design process**

20-minute paper

Onur Ozkaya (LSBU)

Algorithmic and computational techniques in the architectural design process has been emerging in since the early 2000s. Although these techniques have been used in many industries in the past, the adaptation of them were not progressive in the field of architecture. According to Architect's Journal in 2009 Issue, 'Parametric software is useful in the automotive and aerospace industries because outputs are repeated and time investment can be written off against quantity. But architecture does not allow for the same efficiency, as most projects are one-offs'. (Architect's Journal, 2009).

To create truly effective ways of using computers in architecture, it has almost become impossible to avoid learning programming skills. The role of algorithmic and computational design in built architectural forms successfully proven by several large practices such as Foster + Partners, ZHA and Frank Gehry. For contemporary practice in architecture, the main purpose of learning algorithmic design skills and thinking would explore deep possibilities offered by computation to address important issues such as climatic and social conditions. In architectural education, it has also always been a challenge to create an inclusive platform for learning algorithms and programming skills due to the nature of differentiated skill-set of various learners. This paper would demonstrate how learners could engage in basic programming cultures by engaging algorithmic design skills that would not require any prerequisite computational knowledge. The paper would examine not only the culture of coding and algorithmic techniques in the field, but will also explore the highly inclusive approach on pedagogy with the use of technology.

FULL PROGRAMME DAY THREE THURSDAY 20 JANUARY

1pm–1.30pm

Keynote address

Fiona Morey (LSBU)

Join Fiona Morey (PVC Compulsory and Further Education) as she discusses Lambeth College's strategies for creating an inclusive learning environment.

1.45pm–2.30pm

The importance of social networking for tomorrow's accountants

20-minute paper

Usha Mistry (LSBU)

The project aim is to explore the students' perceptions of what impact identifying with an accounting professional body has had through various activities on their motivation to develop awareness of employability skills through social networking.

The topic area was chosen as a result of a number of factors, from widening participation in higher education, government metric measurements, high-profile corporate failures, the pandemic COVID-19, and skill set changes

Social networking theory emphasises the importance of social structure in terms of connection and how they influence each

other. Modern day social networking includes Facebook, LinkedIn, Twitter.

However, no other researcher has conducted research on how usage of professional statutory regulatory bodies' student membership social networking has proven to be a great way to educate students about their profession. Students get an opportunity to engage and connect with the audience through the sharing of blogs, discussion forums, news, articles, webinars, videos, podcasts, job postings, CV uploads with their unique student membership number, actual networking opportunities, etc. with other students nationally and globally, as well as with fully qualified professional accountants and employers. It gives students a platform to effectively promote themselves, increasing their personal brand through social media platforms for accountants.

The presentation will highlight what students gain from networking with one of the leading professional accountancy bodies, the Association of Chartered and Certified Accountants (ACCA).

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1.45pm–2.30pm **Using an iPad in the teaching process for a more active and engaging teaching environment**

20-minute paper

Dr Abas Hadawey (LSBU)

Studies have shown that teaching in higher education is becoming more challenging, and the challenge is to capture students' attention and interest in the subject (Pai, et al., 2012). Since its release in 2010, there has been a growing interest in iPads as a tool for supporting the learning and teaching in the higher education sector (Banister, 2010, Enriquez, 2010).

This paper presents the preliminary research results of using iPads in the teaching process to enhance the teaching and learning process. The use of the iPad in the teaching process involved using an iPad to deliver lectures and tutorial sessions of Advanced Engineering Mathematics and Modelling Level-5 and Thermofluids and Dynamics ENG_4_440 level-4.

A specifically designed questionnaire was considered in this study to collect data from level 4 and 5 students at the school of engineering at LSBU. The application of the considered technology was implemented from September 2019 to March 2020 and worked in partnership

with 135 undergraduate students to explore their experiences of using the iPad in the teaching process.

Results suggest that integrating the iPad in the teaching process helped the students engage with the teaching environment and encouraged them to develop their ideas about the teaching material. In addition, it has been demonstrated that the iPad supported the learning process in terms of facilitate of providing more structured explanation and facilitating the understanding of the complex topics and making them easy to learn, which help in saving reading time.

1.45pm–2.30pm **Using electronic quizzes to enhance the teaching and learning applied to Chemical and Energy Engineering Students**

20-minute paper

Dr Maria Astrid Centeno (LSBU)

One of the challenges of teaching and learning is engaging students in practical and problem-solving tutorial activities which are a critical part of the learning process of a subject. Usually, students wait for the release of answers without attempting by themselves.

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The use of electronic quizzes encouraged students to try questions and provide a detailed feedback of relevant aspects of the syllabus. Besides, it provides a tool for academics to monitor students who need extra support based on the early analysis of student performance and engagement.

This presentation shares experiences with the application of electronic quizzes embedded in the Virtual Learning Environment (VLE) Moodle site designed as an integral part of tutorial sessions and as a tool to randomize assessment for chemical and energy engineering students.

1.45pm–2.30pm **Accessibility for digital learning**

20-minute paper

Chris Roberts (Lambeth College)

This session will present our approach to ensuring teachers and students understand the accessibility tools available to them and know how to use them.

1.45pm–2.30pm **Technology to bridge the digital divide**

20-minute paper

Nick Moore (Assistant Vice Principal, SBUA)

This presentation discusses how and why we built a cloud-based learning ecosystem to enable

planning, resourcing, delivery, assessment and feedback. How through the pandemic and beyond this ecosystem allied to an approach to device access has bridged the digital divide amongst our learners.

2.45pm–3.30pm **LSBU's new online learning platform supports widening digital skills for underrepresented Londoners**

45-minute workshop

Thomas Empson (LSBU)

George Bamfo (LSBU)

Ruth Glenday (LSBU)

Sandra Turner (LSBU)

George Ubakanma (LSBU)

Daniel Janowski (LSBU)

WorldSkills UK (2021) reported that most employers require workers to have basic digital skills, and increasingly to have advanced digital skills, yet many companies are facing a digital skills shortage that is holding back innovation, productivity and growth.

Digital skills are vital to productivity across the capital and in defining London's position as a world-leader within the digital economy. Post-pandemic, our work has increasingly shifted online, but not everyone has been privileged enough to be upskilled for today's job market.

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DAGILE is LSBU's pioneering project to upskill underrepresented Londoners in digital skills and this session invites you to hear about how we do this through LSBU's leading digital CPD platform.

This session will demonstrate how LSBU is using technology for inclusive teaching, and how LSBU's new learning platform provides a configurable infrastructure allowing academics to combine learning content with technology and deliver online to reach more learners and underrepresented groups.

DAGILE's online training is for employed or self-employed individuals, living or working in London. Being funded by the European Social Fund, makes our training free to employed Londoners. We especially encourage learners who are from marginalised backgrounds to gain digital skills and accredited qualifications to strengthen their career prospects and employment successes.

Our OCN London accredited short courses cover a range of subject areas, including; Basic Skills, Creative Digital, Digital & IT Skills, Digital Marketing and Leadership & Management.

DAGILE is hosted on PowerHouse Hub, LSBU's leading online CPD platform. PowerHouse Hub and DAGILE enable widening participation with accessible online content hosted on a bespoke learning platform. Tailored online delivery

through Powerhouse Hub has helped the DAGILE tutors bring personalised, flexible approaches to delivering their curriculum, upskilling marginalised Londoners in the post-Covid climate.

This 45-minute session will include an overview of the project, before we split into breakout rooms to hear more about the different pathways, or to speak to the PowerHouse Hub team about developing your own CPD course.

Your speakers will include the expert tutors delivering digital and leadership courses from LSBU, the project manager and PowerHouse Hubs lead from Research, Enterprise & Innovation.

2.45pm–3.30pm Embedding digital accessibility, inclusivity and wellbeing into teaching

45-minute workshop

Josh Ward (LSBU)

Nicola Smith (LSBU)

This session will be run by the Digital Inclusivity Project Officer and the Proactive and Embedded Wellbeing Support Team Lead. Recent legislation (Central Digital and Data Office, 2021) means that we all have a duty to ensure that resources we produce are accessible for all. We are here to work alongside our academic colleagues to

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ensure we meet this requirement. We also want to help create an inclusive learning environment in which students needs are met and where personal wellbeing skills, such as resilience and confidence (in line with LSBU's Curriculum framework) are embedded into the curriculum to support learning (Houghton, A-M and Anderson, J 2017).

The objectives of this workshop are:

- To share feedback we have gathered from students in relation to digital accessibility and embedded wellbeing
- To share information about our ongoing project work, including participation in the QAA Collaborative Enhancement Project "Embedded Mental Wellbeing: Methods and Benefits" and LSBU's Curriculum Framework.
- To hear from you, so we can identify ways we can work together

Our common goal is to improve the student learning experience and outcomes, and through this interactive workshop we hope to identify how we can work together to support you in embedding digital accessibility and wellbeing into your teaching practice.

3.45pm–4.30pm Closing Keynote and Panel Discussion: Professor Deborah Johnson

45-minute presentation

Professor Deborah Johnston (LSBU)

Join Professor Deborah Johnston (PVC Academic Framework) as she brings our conference to a close, looking at lessons we have learned and ways we can move forward together to celebrate and develop our inclusive practice. Deborah will be joined by a panel of staff and students.