Education day 2021

Time and location	Content
From 10am H2.5	Registration and refreshments
10.30am- 12pm H2.6-8	**Introduction to the day and inclusive education workshop** A short introduction from Jane Saffell, Deputy Principal for Education, followed by a workshop discussing Inclusive Education at St George's
12- 1pm	**Lunch** Lunch can be picked up from H2.5 and eaten in one of the social spaces on 2nd floor (SU Bar or Pret)
1pm- 2.15pm	Parallel sessions – descriptions available overleaf

1pm- 2.15pm	**Teaching online – the lessons we have learned** H2.6 Chair: Saranne Weller and Luke Woodham Speakers: David Gillott Georga Longhurst Michael Dean Sile Molloy	**Designing teaching with enquiry in mind** H2.7 Chair: Sally Mitchell Speakers: Alexis Bailey Alicja Rudnicka Deborah Padfield and Annie Bartlett	**Assessment and feedback** H2.8 Chair: Olga Rodriguez Falcon Speakers: Andrew Hitchings James Buckley Emma Metters and Nicola Buxton

Time and location	Content
2.15-2.30	Comfort break and room change – refreshments available in H2.5
2.30- 3.30pm H2.6-8	**Positive student engagement** - more details overleaf Interactive workshop focused on encouraging positive student engagement, whether teaching in person or online. Practitioners from Bristol Improv Theatre will share key concepts and strategies for interaction and engagement in the learning environment.
3.40- 5pm The Curve lecture theatre	**Sharing perspectives and celebrating educational award winners** Hear from Student Advisors who've been listening in throughout the day, share your views, and celebrate the winners of educational awards with Professor Jenny Higham.
5pm- 6pm H2.6-8	Reception with drinks and refreshments

Parallel session descriptions

Teaching online – the lessons we have learned   H2.6   1pm-2.15pm

Before 2020, online learning was more often seen as an alternative or complementary mode of teaching rather than fundamental to courses. The switch to remote teaching from the start of the Covid-19 pandemic, however, has been a catalyst for significant change in how we understand online learning. At its best, emergency remote teaching has enabled us to explore how students learn alone and together with their peers, to challenge the traditional approaches to content delivery and to find creative ways to assess learning. What will be the lasting impact of this unparalleled change to the role of technology in teaching?

To address this question, we'll hear from colleagues and Education Excellence Award-winners about their own online practice. We will ask what changes to teaching practice made during the pandemic should we retain now we have moved back to a blended mode of delivery?

Designing teaching with enquiry in mind   H2.7   1pm-2.15pm

How do we develop our students' skills in critical thinking and enquiry, helping them become active rather than passive producers of knowledge and understanding? This session draws on Education Excellence Award winning practice to examine a range of different ways in which St George's educators are designing modules, interactive tasks, and assessments that enable students to engage with authentic problems, ask questions and link enquiry to practice.

Assessment and Feedback   H2.8   1pm-2.15pm

Getting assessment and feedback practices 'right' is key to ensure a positive and seamless teaching and learning experience for both students and teachers. It is a constant attempt at balancing sometimes conflicting priorities. Among them: the facilitation of in-depth learning, addressing professional standards, and the operational constraints of working with large number of students and very strict timeframes. In the past years, it has become increasingly necessary to directly involve students on these discussions, particularly around issues of inclusivity and assessments' relevance to future careers.

Speakers at this panel will draw from their own successful experiences of re-designing assessment and transforming feedback mechanisms, often in partnership with students. This discussion will be an opportunity to also reflect on the changes in assessment and feedback practices brought about by the Pandemic: what is here to stay and why?

Improvisation Skills for Teaching: Positive Student Engagement   H2.6-8   2.30-3.30pm

In this interactive 1 hour plenary, practitioners from Bristol Improv Theatre will share key concepts from improvisation training to inspire strategies for interaction and engagement in the learning environment. Activities will be demonstrated by performers and there will be opportunities for attendees to practice them with one another. Be prepared to be talking and doing activities with your peers in a friendly and low-pressure environment. The key concepts we'll explore are:

Creative Facilitation: Participants are more likely to engage with learning when they feel relaxed and confident with their peers. Creative icebreaker exercises & framing can accelerate connection and trust in the learning environment.
Active Support: When improvising, we aim to make our teammates look good and wanting them to succeed. Applying this to the learning environment reframes the class as partners working together to learn and alleviate competitiveness.
Resilience: In improvisation, we practice games where we celebrate or cheer when participants 'get things wrong'. This can build resilience in learners because we embrace mistakes and see failure as an opportunity to grow.