

## World Summit Programme: Friday 17 February 2017

Time		
08.30-09.20	<b>Registration and Coffee</b>	
09.20-09.50	<b>Summit Inauguration and Opening Keynote:</b> Elizabeth Wells, Kirsten Hardie, and Carol Evans	
09.50-10.20	<b>Breaking the Ice:</b> Julian Park and Derek France	
10.20-11.00	<b>Keynote: Srimi Sampalli</b> <i>Who says traditional teaching has no value? A Computer Science Professor's perspectives on how to engage and inspire students in the classroom in a digital learning era</i>	
11.00-11.30	<b>Coffee</b>	
<b>Paper Presentations</b>		
11.30-13.00	<b>High Impact Pedagogies</b>  Chair: Derek France	<b>Excellence within the Disciplines</b>  Chair: Martina Doolan
	Paper 1: Our boldest venture-to infinity and beyond <i>Joan Upson and Claire McGourlay, University of Sheffield</i>	Paper 5: Agreement on aims, principles and skills for capstone units. <i>Trevor Cullen, Edith Cowan University, Perth, Western Australia.</i>
	Paper 2: Computer-Based assessment: its promise and potential pitfalls <i>Selene Mize, University of Otago, NZ</i>	Paper 6: Expertise in teaching in higher education: a better definition for characterising excellence in the disciplines? <i>Helen King and Elizabeth Cleaver</i> Higher Education Funding Council for England University of West of England
	Paper 3: A Socio-technical Higher Education Perspective (STHEP): The importance of personal learning networks <i>Nic Fair, Christian Bokhove, Lisa Harris, and Hugh Davis</i> <i>University of Southampton</i>	Paper 7: Learning thresholds as a focus for teaching in literature studies <i>Shannon Murray, University of Prince Edward Island</i>
	Paper 4: Engaging with e-learning <i>Rena Heap, The University of Auckland</i>	Paper 8: Quality in 'interdisciplinary disciplines'? The case of undergraduate sustainability degrees <i>Zoe Robinson, Keele University</i>
13.00-14.00	<b>Lunch and Networking</b>	

14.00-14.40	<b>Keynote: Christine Rubie-Davies:</b> <i>The social psychology of the tertiary classroom; high expectations, stereotyping and the class climate</i>	
14.40-15.10	<b>Opening Discussion for Panel on Teaching Excellence Framework: Harriet Smith</b> (Department for Education)	
15.10-16.10	Panel: International Perspectives: Canada, England, Ireland, Australia, New Zealand	
<b>16.10-16.40</b>	<b>Coffee</b>	
<b>Paper Presentations 17 February 2017</b>		
16.40-18.10	<b>High Impact Pedagogies</b> Chair: Dawn Bennett	<b>Learning Gain</b> Chair: Srini Sampalli
	Paper 9: Appreciate: Supporting faculty-student partnership learning across HE <i>Sarah Dyer</i> , University of Exeter	Paper 13: Do writing development interventions with academics and research postgraduates enhance writing efficacy and publication success? If so, how? <i>Trevor Day and Eric Borg</i> , Coventry University
	Paper 10: Pedagogical impact of engaging students and partners through collaborative learning in Shadow Modules <i>Stephen Rutherford</i> , Cardiff University	Paper 14: Triangulating learning gain through concept inventory and self-efficacy measures <i>Simon Lancaster, Fabio Arico, Helena Gillespie, Neil Ward, and Annamari Ylonen</i> , University of East Anglia
	Paper 11: Student-centred supervision: the use of audio recordings to support undergraduate research projects. <i>Susan Voelkel, Luciane Vieira Mello, and Tünde Varga-Atkins</i> University of Liverpool	Paper 15: Academic self-efficacy: An inner resource for learning and achievement <i>David Mcilroy*, Sue Palmer-Conn*, and Laura Ritchie</i> <i>*Liverpool John Moores University and University of Chichester</i>
	Paper 12: Towards the 'enquiring university': using critical enquiry as a route to teaching excellence <i>Elizabeth Cleaver*, Maxine Lintern, and Mike McLindon</i> <i>*University of the West of England</i>	Paper 16: A 30 Year Canadian Adventure Between the Society for Teaching and Learning in Higher Education and 3M Canada <i>Denise Stockley</i> , Queen's University, Canada

19.30	Group photo		
20.00 – until late	Dinner		
<b>World Summit Programme: Saturday 18 February, 2017</b>			
08.30 –09.00	<b>Registration and coffee</b>		
09.00-09.40	<b>Keynote: Carol Evans: <i>Engaging Assessment: High Impact Assessment Practices</i></b>		
	LUNAR 1	LUNAR 2	STEAM
Task Groups 9.40-12.15	<b>A. Impact / Learning Gain</b>  Convenors Camille Kandiko-Howson; Dawn Bennett; Julia Pointon	<b>B. High Impact Pedagogies</b>  Convenors Carol Evans; Martina Doolan; Christine Rubie-Davies; Adam Longcroft	<b>C. Excellence within the Disciplines</b>  Convenors Julian Park; Srini Sampalli; Kirsten Hardie
10.45-11.15	<b>Coffee (Informal break)</b>		
11.15-12.15			
12.15-13.00	<b>AGM</b>		
<b>13.00- 14.00 Lunch and Networking</b>			
<b>Paper Presentations 18 February 2017</b>			
14.00-15.10	<b>High Impact Pedagogies</b> Chair: Julian Park		<b>Learning Gain/ Excellence in the Disciplines</b> Chair: Adam Longcroft
	Paper 17: Challenges and opportunities: Using high impact pedagogies with large teaching teams and growing student numbers in the pursuit of student engagement  <i>Martina Doolan</i> , University of Hertfordshire		Paper 20: Use of video for Biomedical Sciences UG practical teaching  <i>Andrew Knight, Andrew Fuller, Geoffrey Bosson, and Andrew Filby</i> Newcastle University
	Paper 18: Undergraduate research: unlocking high impact pedagogy through authentic multi-disciplinary dissemination		Paper 21: Experiences of using team-based learning across a Pharmacy Programme

	<i>Jennifer Hill and Helen Walkington</i> , UWE, Bristol	<i>Simon Tweddle and Michael Nelson</i> , University of Bradford Regis University, Denver
	Paper 19: Assessment literacies of university lecturers and potential impact on student learning <i>Maddalena Taras and Mark Davies</i> , University of Sunderland	Paper 22: The shared wonder of film: Teaching Film Studies to create national and international-level impact and public engagement opportunities <i>Eylem Atakav</i> , University of East Anglia
15.10- 15.40	<b>Coffee</b>	
15.40-16.40	<b>High Impact Pedagogies</b> Chair: Srin Sampalli	<b>Learning Gain/ Excellence in the Disciplines</b> Chair: Selene Mize
	Paper 23: High impact practices: a link to learning gain <i>Stuart Brand</i> , Consultant at Birmingham City University	Paper 26: Coping with ambiguity: a key focus in educating 21st century leaders <i>Clive Holtham</i> , City, University of London
	Paper 24: The value of using a student module management team to facilitate module planning and teaching <i>Earle Abrahamson</i> , University of East London	Paper 27: Embedding civic engagement in the undergraduate curriculum <i>Victoria Burns</i> , University of Birmingham
	Paper 25: 1st Year Student Perceptions and Reflections of Feedback <i>Damian Parry</i> , Newcastle University	Paper 28: Using a 360° Teaching Excellence Survey in the disciplines: A critical perspective to guide practice <i>Bolt, Susan and Southam, Daniel</i> , Curtin University, Australia; University of Liverpool
16.40-17.20	<b>Keynote: Dawn Bennett: <i>Developing employability: whose responsibility is it?</i></b>	
17.20- 17.50	<b>Next Steps</b>	